

Review of the American Rescue Plan Elementary and Secondary School Emergency Relief Funds in Support of Out-of-School Time Programming:

Understanding State Fund Distribution Models





Building Opportunities in Out-of-School Time (BOOST) is a competitive grant program administered by the Georgia Statewide Afterschool Network (GSAN) and operated in partnership with the Georgia Department of Education (GaDOE). BOOST offers \$85 million via three-year grants, renewed annually, with funding made available through the American Rescue Plan. The grants program is aimed at promoting evidence-based practices and whole child supports in afterschool and summer learning programs. BOOST is designed to expand access, reduce barriers to enrollment, and increase programmatic quality to improve outcomes for students and families throughout the state. GSAN provides recommendations for grant awards based on rigorous application criteria and offers technical assistance and training to grantees to ensure successful implementation. All grants are approved by GaDOE, ensuring alignment with statewide priorities and goals.



On February 1, 2022, GSAN released a competitive Request for Proposal to begin a nationwide search to identify an experienced research partner to conduct a third-party evaluation of the BOOST grants program including assessment of the program's administration effectiveness, utilization of federal funds, sustainability, and impact of the grantees' collective interventions. In March 2022, GSAN selected Metis Associates as the BOOST evaluation partner.

Metis is a national consulting firm that delivers customized research and evaluation, grant writing, and data management services. They have over four decades of experience providing data-informed solutions, specializing in youth development and public education.

*Cover Photo:* Youth Empowerment through Learning, Leading, and Serving (YELLS), Inc.

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# Executive Summary

The Georgia Department of Education (GaDOE) has partnered with the Georgia Statewide Afterschool Network (GSAN) to distribute the state's American Rescue Plan Act Elementary and Secondary School Emergency Relief (ARPA ESSER, also known as ESSER III) funds for afterschool and summer programming through the Building Opportunities in Out-of-School Time (BOOST) grants program.

As part of the ARPA of March 2021, \$122 billion was reserved for the ARPA ESSER Fund, from which 10% was dedicated to state set-aside funds for State Education Agencies (SEAs). From there, \$8.45 billion was made available for out-of-school time (OST) programming, including \$1.2 billion for afterschool and \$1.2 billion for summer programming. While using these funds, states must meet basic requirements to ensure local engagement and the prioritization of students' needs. Beyond these requirements, however, states have relative flexibility in how they wish to distribute their set-aside funds while meeting the mandated minimum allocations in afterschool and summer spending.

To investigate the different approaches states used to expend these funds, Metis Associates conducted a systematic review of all 52 ARPA ESSER recipients. This was followed by individual outreach to Statewide Afterschool Networks (SANs) across the country that were identified as having a grant administration model most relevant to that used by Georgia. Specifically, this review focuses on determining which states have: (1) created grant competitions to distribute summer and afterschool funds; (2) partnered with their statewide afterschool network (SAN) to handle various administrative and training components of the grant competition; and (3) excluded local education agencies (LEAs) as eligible applicants—generally as part of a broader effort to reach underserved groups and organizations that have not otherwise benefited from public pandemic relief funds.



Photo courtesy of The Georgia Alliance of YMCAs.



Photo courtesy of Restoration Atlanta, Inc.

Most states and territories (42) use their SEA to administer ARPA ESSER funds. The remaining nine (information for Puerto Rico was unavailable) are partnering with other agencies, specifically on grant administration and implementation. While most states indicate that they have collaborated with or sought input from their SAN, only seven states—including Georgia—have developed partnerships in which the afterschool network has primary responsibility for most components of the subgrantee process.

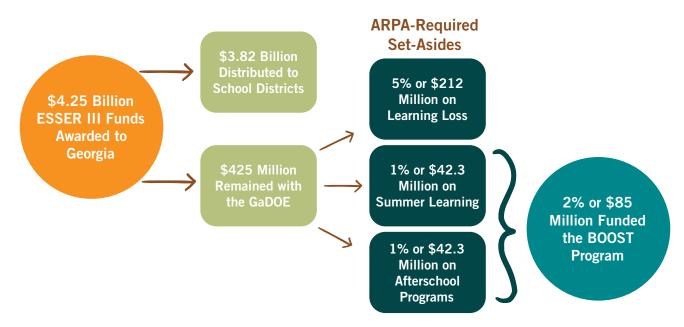
Eight states are highlighted in this review because of their similarities to Georgia in how they and their partners have designed competitive grant processes to serve students. Metis arrived at these eight states by first identifying the six states besides Georgia that have formally partnered with their respective SAN to administer ARPA ESSER funds through competitive grants: Arkansas, Idaho, Minnesota, South Carolina, Washington, and Vermont. Three states— Minnesota, South Carolina, and Vermont—have non-LEAs (e.g., CBOs, municipalities, etc.) as the sole eligible applicants, while the other three include LEAs. Though not partnered with their respective SAN, two additional states—Massachusetts and Oregon—are included here because their competitive grant processes are like Georgia's distribution plan for reaching students without federal support.

Georgia also shares similarities to these eight states regarding the structure of their grant competitions. Some hold separate summer and afterschool funding competitions, and others offer a consolidated application process. Competitions across these states most frequently targeted low-income students, students of color, English-language learners, students with disabilities, and other key demographics that can benefit from additional resources. While many states still need to release information about evaluation plans, Arkansas, Idaho, Oregon, and Minnesota joined Georgia in revealing intentions to evaluate the impacts of their APR ESSER funds on OST programming.

## **Overview of the American Rescue Plan Elementary** and Secondary School Emergency Relief Fund

On March 11, 2021, President Biden signed the American Rescue Plan Act (ARPA<sup>1</sup>) into law. This unprecedented \$1.9 trillion package included \$122 billion for the ARPA Elementary and Secondary School Emergency Relief (ARPA ESSER; also referred to as ESSER III) Fund, which is intended to help state education agencies (SEAs) and local education agencies (LEAs) safely reopen while addressing the lingering impacts of COVID-19 on students across the nation. With this mission in mind, at least 90% of the funds (\$110 billion) were allocated directly to LEAs based on their proportion of Title I funding.<sup>2</sup>

This support for public education has also been a boon to out-of-school time initiatives. The remaining 10% of ARPA ESSER funds include providing state set-aside funds for SEAs, of which \$8.45 billion has been made available to support out-of-school-time programming. This includes 1% (\$1.2 billion) for afterschool, 1% (\$1.2 billion) for summer, and 5% (\$6.1 billion) for learning recovery, which can include afterschool, summer, or extended school year programming. Less than two weeks after ARPA was approved, the U.S. Department of Education distributed two-thirds (\$81 billion) of available funding to all 50 states, the District of Columbia, and Puerto Rico. The remaining third was distributed to each state upon approval of its funding plan. It was completed for all states by January 2022, marking the allocation of all \$122 billion in ARPA ESSER funds.<sup>3</sup>



#### FIGURE 1. American Rescue Plan Act State Set Aside Breakdown

Of Georgia's estimated \$4.25 billion in ARPA ESSER funds, \$3.8 billion (90%) went directly to school districts, while \$450 million (10%) remained with the GaDOE as part of its state set-aside funds. In keeping with federal requirements, Georgia was required to spend \$212 million (5%) on learning loss, \$42 million (1%) on summer learning, and \$42 million (1%) on afterschool programming. The combined 1% set-asides (approximately \$85 million) funded Georgia's BOOST program.

# **Overview of the Georgia Model**



Photo courtesy of Restoration Atlanta Mission, Inc.

Upon receiving its ARPA ESSER state set-aside funds for afterschool and summer enrichment, GaDOE partnered with GSAN to administer the funds. GSAN leveraged its staff capacity and out-of-school time expertise to administer a competitive grant process to distribute the \$85 million designated for summer and afterschool programming. The Building Opportunities in Out-of-School Time (BOOST) grants program included two competitions: one for organizations with statewide reach and one focused on smaller community-driven organizations. GSAN developed an application process in collaboration with GaDOE, consultants, national experts, and professional afterschool and policy networks as part of an effort to reach a mix of urban and rural communities of varying sizes and demographics. Eligible applicants included non-profit organizations, colleges/universities, and municipalities. Public schools, school districts, and other entities that received ARPA ESSER support through other avenues were ineligible, intending to reach those who still needed to benefit from these federal funds. A comprehensive communications campaign supported these efforts, as the funding opportunity was shared through press releases, presentations, social media, e-blasts, and agency newsletters. Qualified external reviewers ultimately

recommended 104 of the 209 eligible funding applications, including four statewide grantees and 101 local organizations.

Throughout the BOOST process, GaDOE's role has included funding disbursement and financial monitoring. As partner, GSAN has been responsible for the following:

- Grant administration, including the Request for Proposals, scoring rubric, external reviewers, funding recommendations, and grantee annual reporting
- Quality supports, training, and coaching for grantees
- Grant technical assistance and support
- Program evaluation management

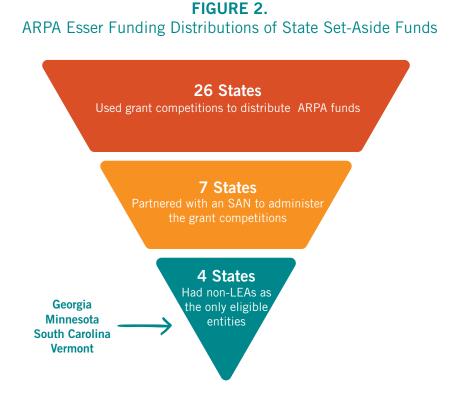
The Georgia model for APRA ESSER set-aside distribution and its implementation efforts are described in greater detail in the <u>BOOST Year 1 Implementation Report</u>.

# ARPA ESSER State Set-Aside Distribution Plans

All states had to engage with parents, educators, administrators, and relevant community-based groups as part of their spending plans to ensure that funding meets all students' needs efficiently and effectively. In addition, the U.S. Department of Education provided guidance and resources on how to spend ARPA ESSER funds to address issues, including labor shortages, expanding access to vaccines, and supporting homeless students and those with disabilities.<sup>4</sup>

With this federal guidance in mind, states have relative discretion in how they wish to distribute their set-aside funds while meeting the mandated minimum allocations for required areas (i.e., 1% for afterschool, 1% for summer). Out of the 52 approved states and territories:

- 26 states used a competitive grant process to allocate their state set-aside afterschool funds; 22 used a formula grant process to distribute funding to LEAs. The remaining four either utilized other means of distribution or information was unavailable.
- Seven states partnered with their respective afterschool network to distribute state set-aside afterschool and/or summer funds.
  - Four states (Georgia, Minnesota, South Carolina, and Vermont) made non-LEAs the sole eligible applicants for their competitive grant process.
    - Of note, however, Vermont funded its Summer Matters for All (summer 2021) and Afterschool and Summer Expanding Access Grant (summer 2022-summer 2023) using ESSER II state reserve funds and not ARPA ESSER. They released an RFP for ARPA ESSER-funded afterschool programs during the summer of 2022.
- 45 states included LEAs among eligible applicants and 27 included non-LEAs.



States can also decide how to handle the administration of these funds. Most states and territories (42) use their state education departments to administer funds. Meanwhile, the remaining nine (information for Puerto Rico was unavailable) partner with other agencies on grant administration and implementation. While most states indicate that they have collaborated with or sought input from their state SANs, only seven states—including Georgia—have developed partnerships in which the afterschool network has primary responsibility for various components of the subgrantee process, as described further below.

## Methodological Approach

Upon receiving its state set-aside APRA ESSER funds, GaDOE partnered with GSAN to distribute these federal funds to programs and students in greatest need of additional resources and support. In response, BOOST grants program was born to reach students served by afterschool and summer programs throughout the state.

GSAN has contracted with Metis Associates to evaluate BOOST. As part of this effort, Metis conducted a literature review of how other states have managed their ARPA ESSER funds to answer the following research questions:

- How have other states used ARPA ESSER set-aside OST funds or addressed learning loss?
- In what ways does Georgia BOOST align with or differ from what's occurring with ARPA ESSER OST funds in other states?
- To what extent have states conducted evaluations of those efforts, if at all?

Specifically, the following sections distinguish which states have: (1) created grant competitions to distribute summer and afterschool funds; (2) partnered with their statewide afterschool network (SAN) to handle various administrative and/or training components of the grant competition; and (3) included non-LEAs as eligible applicants—generally as part of a broader effort to reach underserved groups and organizations that have not otherwise benefited from public pandemic relief funds. Where available, states' program evaluation plans are also included.

Metis Associates conducted research for this literature review in two phases. First, preliminary online research was conducted on all 52 ARPA ESSER fund recipients, including all 50 states, the District of Columbia, and Puerto Rico. This step included systematically reviewing states' submitted ARPA ESSER funding plans, state education department websites and press releases, afterschool network websites, grant Requests for Proposals (RFPs), and resources and articles provided by organizations such



Photo courtesy of Volunteers at LaAmistad

as the Afterschool Alliance—a national nonprofit that provides research and advocacy to ensure that all children, regardless of income or geography, have access to quality afterschool programming. Excel tables were used to record categories, including funding amounts, type of distribution (grant v. formula), partnerships, and eligible entities for summer and afterschool funds for each state.

Based on this research, Metis focuses this review on eight states that run ARPA ESSER grant competitions most similar to that of Georgia. Six of these states (Arkansas, Idaho, Minnesota, South Carolina, Washington, and Vermont) overlap with Georgia regarding how they used their SAN partnership to run competitive grant competitions. Two additional states (Massachusetts and Oregon) are also included here because of meaningful similarities in how they use their grant processes to reach underserved students across their states. An overview of the findings from this first phase of research can be found in Appendix I.

For the second phase of the literature review process, Metis concentrated on learning more about the eight identified states through additional research, which included individual outreach to staff representing SANs, SEAs, and national research firms. Conversations with these individuals allowed Metis researchers to confirm initial conclusions about the relevance of these states while also obtaining details that were not publicly available, such as evaluation plans. Representatives from four state SANs and/or SEAs responded to Metis outreach, including Arkansas, Minnesota, Vermont, and Washington. The results of these literature review research efforts are described here.



Photo courtesy of Spectrum Autism Support

# Focus States: Similarities to Georgia

The eight states identified through the research process described above are explored in greater depth, organized by their approaches to partnerships, grant competitions, and targeted populations.

### Partnerships \_\_\_\_\_

Six of the eight states highlighted here have formally partnered with their respective SANs to handle some or all of the subgrantee process. Arkansas, Idaho, Minnesota, South Carolina, Vermont, and Washington gave their SANs responsibility for developing the RFP, running the grant competition, distributing funds, handling technical assistance, providing professional development, monitoring services, conducting site visits, and supporting OST across the state (Figure 3). States have varying levels of involvement in the ongoing grantee process. For example, in the case of Arkansas, the Department of Education's Division of Elementary and Secondary Education continued to coordinate with the Arkansas Out of School Network—a sponsored initiative of Arkansas State University—to make site visits, coordinate finance codes, and offer technical assistance. In addition to working with its afterschool network, South Carolina also partnered with its Department of Juvenile Justice to meet the needs of high-risk youth in danger of entering the juvenile justice system.

STATE	STATE & SAN PARTNERSHIP	SAN RAN GRANT COMPETITION	SAN DISTRIBUTED FUNDS	ONLY NON- LEAs ELIGIBLE	AFTERSCHOOL OR SUMMER PROGRAMMING
ARKANSAS	YES	YES	YES	NO	BOTH
GEORGIA	YES	YES	NO	YES	BOTH
IDAHO	YES	YES	YES	NO	SUMMER
MASSACHUSETTS	NO	NO	NO	NO	BOTH
MINNESOTA	YES	YES	YES	YES	AFTERSCHOOL
OREGON	NO	NO	NO	YES	SUMMER
SOUTH CAROLINA	YES	YES	YES	YES	BOTH
VERMONT	YES	YES	YES	NO	BOTH
WASHINGTON	YES	YES	YES	YES	SUMMER

#### FIGURE 3: Grant Competition States Quick Info

Massachusetts' Department of Elementary and Secondary Education hosted a competitive grant process that funded regional and statewide nonprofits with the ability to sub-grant to smaller organizations throughout the state, as noted further below. While Oregon's Department of Education (ODE) did not partner with Oregon Afterschool and Summer for Kids Network (Oregon ASK), it did create a public-private partnership with the Oregon Community Foundation, a statewide community foundation, to administer its summer grant competitions. Specifically, Oregon's legislature passed a bill providing the Oregon Community Foundation with a one-time grant of \$41.2 million in general funds to provide summer enrichment grant awards for K-12 and parent-child support programs. This included the 1% set aside for summer programming mandated through ARPA ESSER. ODE did not engage formal partners in distributing its 1% afterschool set-aside funds.

### Grant Competition Overview \_\_\_\_\_

States and their partners took various approaches to their competitive grant processes, varying in available funds, award amounts, funding periods, and whether summer and afterschool programming were separated into distinct competitions.

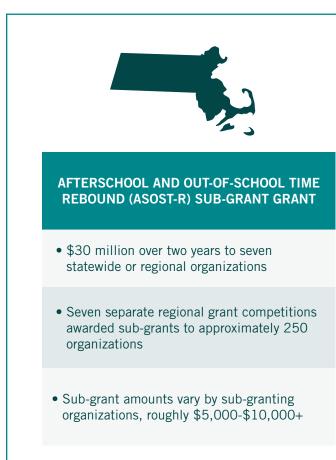




- 35 grantees (61 facilities) in summer 2022
- Awards range up to \$45,000

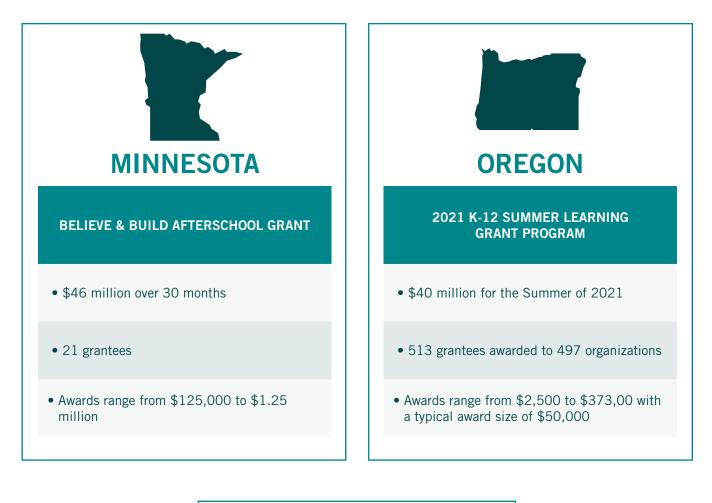
## **IDAHO**

In addition to the Idaho Community Programs for Youth Award Round III, ARPA ESSER funds—along with support from the Coronavirus Aid, Relief and Economic Security Act (CARES Act) and the Coronavirus Response and Relief Supplemental Appropriations Act of 2021 (CRRSAA)—supported the Think Make Create Summer 2022 Award. This grant program awarded up to \$45,000 to support organizations that either host a mobile makerspace or intend to use a curriculum related to the Idaho STEM Ecosystem's Think Make Create mobile makerspace labs project.



## MASSACHUSETTS

In addition to supporting ASOST-R, Massachusetts used its ARP ESSER 1% afterschool and summer set-asides to support the Development and Expansion of High-Quality Summer Learning Grant, which was geared towards funding school districts with CBOs as partners.







- \$4.23 million in ESSER II reserved funds for summers 2022 and 2023 and the 2022-2023 school year
- 39 grantees
- Awards range from \$25,000 to \$200,000

## VERMONT

In Vermont, a pool of reviewers experienced in afterschool and summer learning—including those representing national organizations and 15 states—reviewed individual proposals to distribute Vermont's ESSER II funds for summer and afterschool programs. For the summer of 2021, the Summer Matters for All grant program provided \$3.85 million of ESSER II reserve funds to approximately 100 summer programs across 13 counties. As noted, Vermont Afterschool released an RFP for ARP ESSER-funded afterschool programs during the summer of 2022.



## WASHINGTON

In addition to its 2022 Summer Program Fund, Washington's Office of Superintendent of Public Instruction (OSPI) is using its state set-aside funds to designate \$12,885,000 for CBOs serving students, \$12 million for students experiencing homelessness, \$4 million for career and technical education graduation pathways, and \$4 million for summer meals through a combination of grants and contracts.

### Eligible Entities and Target Populations \_\_\_\_

The states and partners highlighted here demonstrate commitment to using their competitive grant processes to provide services to those most impacted by the COVID-19 pandemic. One of the ways they have achieved this is by using discretion to determine which entities would be eligible for ARPA ESSER funds, in addition to articulating the efforts undertaken to reach specific populations in need.

### **Eligible Entities**

In addition to the states mentioned above that target funding to non-LEAs through a SAN partnership, four additional states similarly emphasize funding non-LEAs.

- School's Out Washington (SOWA) prioritized funding nonprofit CBOs, including religious organizations, during its grant competition. Small businesses and public agencies were also eligible applicants, though parks departments and schools were explicitly excluded.
- Per state guidelines, CBOs are lead applicants for all Massachusetts ASOST-R subgrants, with districts as partners. Nonetheless, Massachusetts' seven statewide and regional grant recipients each created their RFPs to distribute funds, with some minor differences in eligible applicants. For example, United Way of Central MA included CBOs and municipalities in their state-designated target regions as qualified applicants. Massachusetts Afterschool Partnership opened its grant competition to any program that served youth in an OST setting and was geographically located within its target regions. Their grantees were also primarily CBOs, with one school district recipient.
- Idaho's Community Program for Youth Awards supports CBOs operating comprehensive OST programming, while Idaho's summer 2022 Think Make Create (TMC) program is somewhat more flexible regarding eligibility. Eligible applicants include any organizations (excluding for-profits) that provide direct services to youth ages 5-13, offer summer programming using a TMC lab and/or curriculum, and have received TMC training. Programs receiving other funding from the Idaho Community Grant Program through the Idaho Department of Health & Welfare from June-September 2022 are also ineligible.



Photo courtesy of Athens's YMCA

 In Oregon, the Oregon Community Foundation (OCF) focuses on funding a range of programs—large and small—from across the state. Eligible entities must have provided similar youth programming for at least one prior year, including nonprofits; tribal governments; public agencies (e.g., libraries and recreation departments); municipalities; and churches, schools, and colleges that provide community-based programming.

#### **Target Populations**

Most of the states highlighted in this review—including Vermont, South Carolina, Idaho, Minnesota, Washington, Massachusetts, and Oregon—also used their grant competitions as opportunities to explicitly target the funding of organizations that would serve all or most of the following groups:

- Students who qualify for free and reducedprice lunch
- Students of color
- English language learners
- Students with disabilities
- American Indian, Alaska Native, and Native Hawaiian students
- Students in foster care
- Students in correctional facilities
- Students experiencing homelessness
- Migrant youth
- Rural students disproportionately impacted by the pandemic



*Photo courtesy of Georgia Recreation & Parks Association's Fannin County* 

South Carolina focuses on grants supporting students at high risk of dropping out of school or becoming involved in the juvenile justice system. Arkansas is more general in its language, prioritizing communities that serve the highest percentage of students disproportionately impacted by COVID-19.

Washington's efforts to reach underserved audiences began with its selection of reviewers, with School's Out Washington working with partners across the state to locate reviewers identifying as people of color, those representing diverse geographies, and those who share identities or lived experiences with priority youth populations. All reviewers were required to participate in anti-bias training. Funding decisions were meant to ensure equitable geographic distribution of funds across the state.

#### **Outreach Successes to Date**

Some programs have already demonstrated success in reaching their target populations. For example:

- Of the 39 CBO subgrantees for Vermont's 2022-2023 competition, 37 are focused on serving those from low-income backgrounds, youth of color, English learners, youth with disabilities and/or special needs, migratory youth, rural youth, youth in foster care, and youth experiencing homelessness. Additional efforts to expand access include 30 programs that address affordability for families and 21 programs that target the state's underserved areas.
- In Washington, for the summer of 2022, 92% of young people served by funded organizations were members of priority populations, including youth of color, migrant/immigrant, youth experiencing homelessness, and youth in poverty. In addition, 75% of the funded organizations' staff, leadership, and boards are in one or more focus populations.
- Of those funded by the Oregon Community Foundation, 55% of programs estimate that at least threequarters of students served come from low-income families, while 45% estimate that at least half would be students of color. Funded programs also plan to serve significant proportions of rural students, immigrants/ refugees, and students with disabilities.
  - While the Oregon Department of Education (ODE) did not partner with OCF to distribute its 1% afterschool state set aside, it is noteworthy that ODE did use those funds to provide a grant competition for community-based organizations to offer afterschool programming in partnership with districts.



to schools. As a result of Ignite Afterschool's advocacy efforts, MDE also required that at least 50% of that 1% be designated explicitly for organizations serving communities that had been lacking public investments during the COVID-19 recovery. The state exceeded this minimum, with 60% of afterschool funds going toward these organizations. The grant program was also designed to be statewide, with about half of the grantees providing services in the Minneapolis/St. Paul metro area and the other half spread across the state.

 The Minnesota Department of Education (MDE) mandated that only CBOs were eligible to apply for the 1% afterschool set-aside funds, as most other relief funds in the state had gone directly

Photo courtesy of Lift Youth Center, Ringgold, GA

# **Evaluation Efforts**

While states are required to complete and submit performance reports on their ARPA ESSER funds, program evaluation is not a requirement. Most states do not mention evaluation in their ARPA ESSER Funding Plans, and many states have otherwise yet to make any evaluation plans public. Nonetheless, some states have shared with Metis their commitment to evaluating their afterschool and/or summer programming:

- Arkansas has contracted with American Institutes for Research to conduct an external evaluation of their Afterschool and Summer Grant programs.
- Idaho is conducting an internal evaluation of its Think Make Create (TMC) program using the Dimensions
  of Success (DoS) observation protocol, which was created and researched with funding from the National
  Science Foundation by Partnerships in Education and Resilience (PEAR) in partnership with Educational
  Testing Services (ETS) and Project Liftoff. The DoS framework includes tools that allow users to define
  and track key elements of quality STEM learning experiences. Idaho will schedule visits to use the DoS
  observation protocol at program sites. TMC educators and/or hosts will also be required to complete monthly
  report forms to record the use of labs and curriculum. Results will help improve the program, determine
  future evaluation questions, and measure collective impacts.
- Oregon Community Foundation's (OCF) Research and Learning Team internally evaluated the state's K-12 Summer Learning Program. The OCF team analyzed grant applications and interview data from a strategic sample of 35 funded organizations. They then posted descriptive information about funded programs and participating student demographics, highlighting program impacts uncovered through qualitative research efforts.
- At the time of this review, Minnesota's Ignite Afterschool is awaiting notification for a grant that would contribute to hiring an external evaluator to help them aggregate reports from their 20 grantee organizations, as is required by the Minnesota Department of Education.

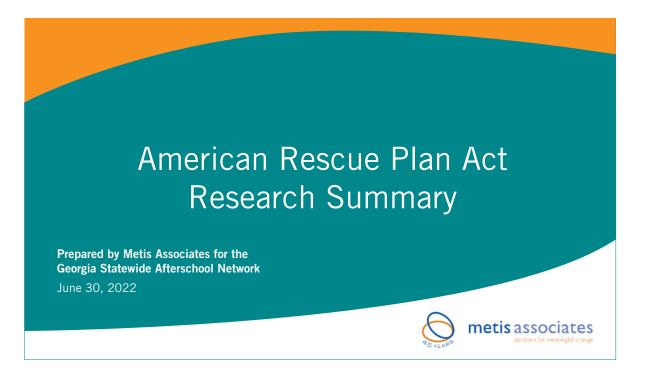


Photo courtesy of C5

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- <sup>1</sup> H.R.1319 American Rescue Plan Act of 2021
- <sup>2</sup> Office of Elementary and Secondary Education, (2022a, June 13). Elementary and Secondary School Relief Fund. <u>https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/</u>
- <sup>3</sup> Office of Elementary and Secondary Education, (2022b, June 17). American Rescue Plan Elementary and Secondary School Education Relief Funds (ARP ESSER): State and Local Educational Agency (LEA)/School District Plans. <u>https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/stateplans/</u>
- <sup>4</sup> National Education Association, (2021, June 1). The ESSER Funds: Bargaining and Advocacy Guidance for Safe and Equitable Schools. <u>https://www.nea.org/resource-library/esser-funds-bargaining-and-advocacy-guidance-safe-and-equitable-schools</u>
- <sup>5</sup> U.S. Department of Education, (2022, January 18). U.S. Department of Education Announces Distribution of All American Rescue Plan ESSER Funds and Approval of All 52 State Education Agency Plans. <u>https://www.ed.gov/news/press-releases/us-department-education-announces-distribution-all-american-rescue-plan-esser-funds-and-approval-all-52-state-education-agency-plans</u>

## **Appendix: ARPA Research Summary**



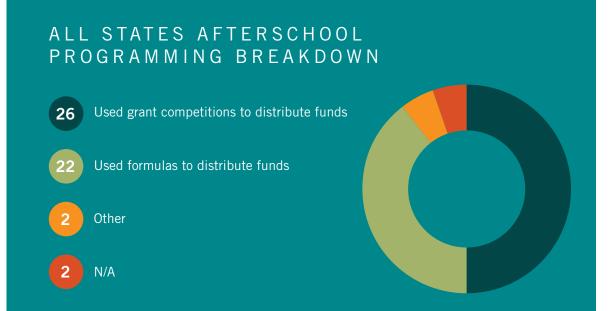
### ARPA FUNDING ALLOCATIONS

Average state set-aside of all states: \$234,566,923

Median state set-aside of all states: \$151,718,371

Average 1% set-aside for afterschool and summer programs: \$23,456,692

Average 5% set-aside for learning loss for all states: \$117,283,462



### ALL STATES SUMMER PROGRAMMING BREAKDOWN



Used grant competitions to distribute funds



Used formulas to distribute funds

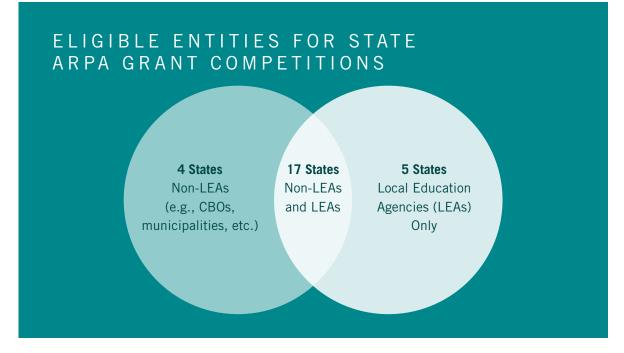


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#### GRANT COMPETITION STATES

26 out of 52 states/territories distributed ARPA state set-aside funds using grant competitions \*Note: Vermont used ESSER II funding for their grant competition



### BREAKDOWN OF THE 26 GRANT COMPETITION STATES



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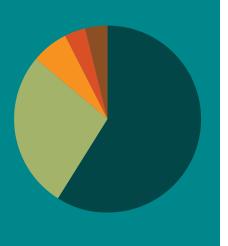
Had no specified partnerships

Partnered with a Statewide Afterschool Network (SAN) to lead the grant competitions (including Georgia)

Assisted by a SAN to administer the grant competition

Partnered with a different agency to lead the grant competitions

Used a grant competition to identify organizations with broad reach to administer subgrants





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