Edunomics Lab Analysis of State ARP Plans

ARP brings the largest one-time sums ever to State Ed Agencies for use at their discretion. The state ESSER3 set-asides total over $12B (some 3X the Obama-era Race to the Top funding).

It's for that reason the Edunomics Lab team has been reviewing SEA plans as they become available, with a focus on the financial dimensions, we're specifically curious about how and where those dollars will flow.

Given our financial focus, there are many areas of the plans that we aren't reviewing. Others in the field will examine them for different (and important) priorities not detailed here.

To date, US ED has received spending plans from 30 states. This analysis includes our quick review of 28 of them. Please reach out to any of us if you identify errors, omissions, or other questions.

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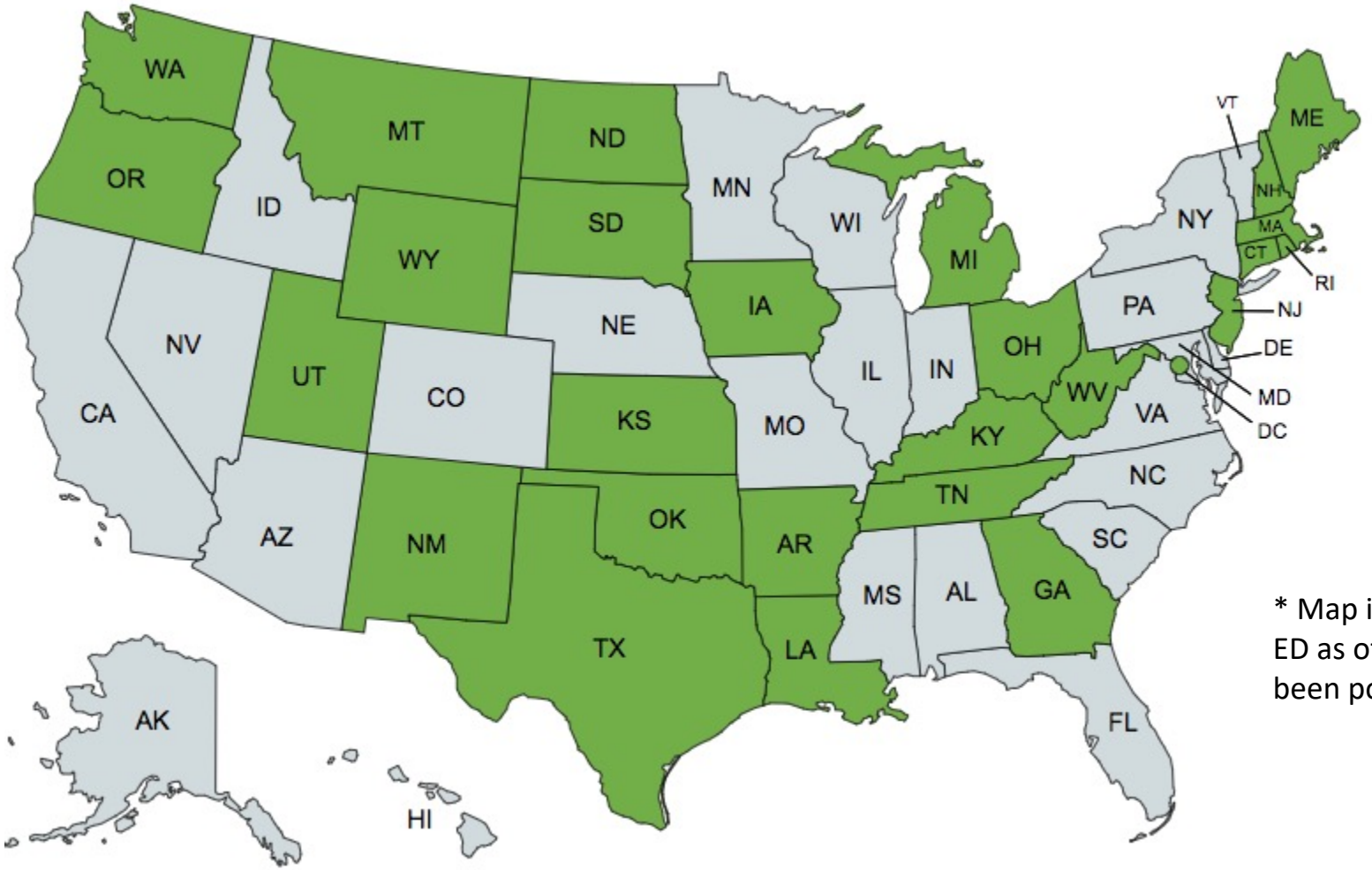
SEAs will choose how to spend $12B of the ARP $ (set-aside). This analysis explores SEA ARP ESSER plans from 28 states*



* Map includes 28 states with plans posted by US ED as of June 14, 2021. Other plans have since been posted.

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How will the funds be spent?

Most SEA plans didn't quantify ESSER3 spending proposals (nor were they required to by the DoEd application)

No $ allocations specified	Plans specify ≤10% of ESSER3 $	Plans specify ≥10% of ESSER3 $
AR, DC, IA, LA, MA, ME, MI, MT, NC, NJ, OH, RI, SD, TN, TX, UT, WA, WV WY	KY <1% OR 4% NH 7% KS 10%	GA 20% NY 27% ND 28% CT 32% NM 36% OK 42%

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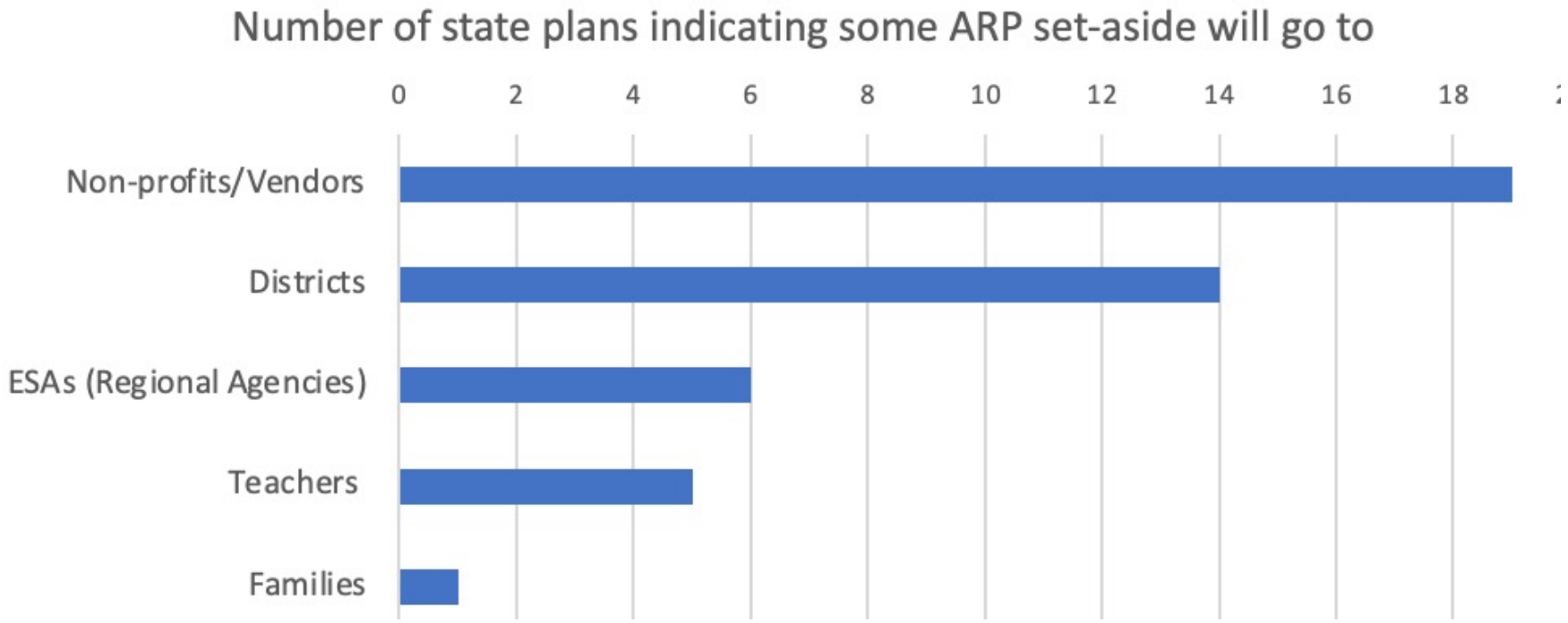
How will SEAs distribute ARP ESSER3 funds?

In their early descriptions, more states mentioned sending funds to Orgs/Vendors, Districts



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How will SEAs distribute ARP ESSER3 funds? *(continued)*

Most commonly mentioned: a) Orgs/Vendors and b) Districts

SEA set-aside will flow to:

Orgs/ Vendors

AR, CT, DC, GA, KS, KY, LA, MA, MT, ND, NH, NM, OH, OK, RI, TN, WA, UT, WY

KS: $ to museums, zoos, historical sites, state parks and the state fair for admission for students.

WA: $ to community-based organizations with "a proven track record of success" in serving students

SEA set-aside will flow to:

Districts

CT, GA, MA, NC, ND NJ, NM, NY, OR, RI, UT WV, WY

NC: $ to LEAs so LEAs can partner w/ community orgs for after-school programs.

UT: Use a competitive grants to fund districts or orgs for summer enrichment

To non-Title I districts:

- **CT: 4% =** $4.8M
- **NJ:** Amount not specified
- **OR: 4% =** $4.8M

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How will SEAs distribute ARP ESSER funds? *(continued)*

Less common: a) Regional service providers, b) Teachers, c) Families

Some SEA set-aside will flow to:

ESAs/Regional Service Providers

AR, GA, KY, NC, ND, TX

Some SEA set-aside will flow to:

Teachers

KY, NH, UT, FL, GA

UT: Tuition stipends for special education paraprofessionals to seek teacher licensure

Some SEA set-aside will flow to:

Families

NH

NH: Up to $650 to students who are low income or with disabilities for summer camp fees

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Section E: How will districts be supported in drafting their plans (for the $110B being sent to districts)?

SEA will craft materials, emails, memos

AR, CT, DC, IA, LA, MA, MT, ND, OK, OR, TX, UT, WV

SEA will lead webinars, calls, convenings, PD, TA

AR, CT, DC, GA, IA, KY, MA, ME, MI, MT, ND, NH*, NM, OH, OK, RI, SD, TN, TX. UT

Support provided in-house via SEA staff

Contract w/ partners to deliver support

CT, ND, WV

Give $ to LEAs for planning, TA

TN

Do SEAs have the capacity to carry this load?

*Includes SEA-convened communities of practice

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Section E: How will LEAs be supported in drafting their plans?

Another common answer: "SEA will ensure LEA compliance"

"Require LEAs…"

"Audit LEAs…"

"Verify that LEAs…"

"Require assurances… "

"Review LEA plans …"

"Regulate…"

"Measure whether LEAs…"

What's the SEA role?

Help LEAs be effective or **Monitor LEAs for compliance**

Can SEAs do both well?

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What plans are there for improving SEA data capacity?

"SEAs have limited capacity to do all that is expected of these agencies." ~Marguerite, 2019

"ARP now provides a rare opportunity for SEAs to invest in data systems and expand data capacity." ~Marguerite, 2021

Some SEA plans suggest that they are doing just that:

- DC, GA, NY, OH, UT, WV

DC: Strengthening data systems, including adding course-level data and early childhood data

GA: Modernizing information systems to include real-time visual and analytic tools

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