



NATIONAL ART EDUCATION ASSOCIATION

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER) FUNDING AND VISUAL ARTS, DESIGN, AND MEDIA ARTS EDUCATION

NAEA SPECIAL EDITION TOWN HALL
WEDNESDAY, JUNE 2, 2021



Agenda

- Overview
- Eligible Uses
- Visual Arts
- Case Studies
- Requests
- Timeline
- Stakeholder Engagement
- Resources

**A special thanks to Lynn Tuttle and the National Association for Music Education (NAfME) for sharing their materials, which we updated for visual arts, design, and media arts education.*



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Overview: Letter to Chief State School Officers Excerpt

*...State educational agencies (SEAs) and school districts should plan to expend these funds to safely reopen schools as expeditiously as possible this spring, sustain their healthy operations, and **address the significant academic, social, emotional, and mental health needs of their students.***

*...This includes using funds to enact appropriate measures to help schools to invest in mitigation strategies consistent with the Centers for Disease Control and Prevention's (CDC) Operational Strategy for K-12 Schools to the greatest extent practicable; **address the many impacts of COVID-19 on students, including from interrupted instruction; implement strategies to meet students' social, emotional, mental health, and academic needs; offer crucial summer, afterschool, and other extended learning and enrichment programs; support early childhood education; invest in staff capacity; and avoid devastating layoffs at this critical moment, ensuring that all students have access to teachers, counselors, and other school personnel to support their needs.***

*...American Rescue Plan (ARP) ESSER funding will enable SEAs **to promote safe school operations and equity-driven, sustainable, evidence-based programs to serve students – especially those who are the furthest from opportunity—and to continue to strengthen teaching and learning.***

https://oese.ed.gov/files/2021/03/ARP_Letter_Sec_to_Chiefs_FINAL.pdf



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Overview

In 2020 and 2021, Congress passed three stimulus bills that provided nearly \$190.5 billion to the Elementary and Secondary Emergency Education Relief (ESSER) Fund. States receive funds based on the same proportion that each state receives under the Elementary and Secondary Education Act (ESEA) Title 1-A. States must distribute at least 90% of funds to Local Educational Agencies (LEAs) based on their proportional share of ESEA Title 1-A funds. States have the option to reserve 10% of the allocation for emergency needs as determined by the state to address issues responding to the COVID-19 pandemic.

- **ESSER I (March 27, 2020):** *The Coronavirus Aid, Relief and Economic Security (CARES) Act*--\$13.5 billion to ESSER Fund
- **ESSER II (Dec. 27, 2020):** *The Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA)*--\$54.3 billion in supplemental ESSER funding
- **ESSER III (March 11, 2021):** *The American Rescue Plan Act*--\$122.7 billion in supplemental ESSER funding
 - State Education Agencies (SEAs) are required to reserve their allocations to carry out activities:
 - 5% to address learning loss
 - 1% for after-school activities
 - 1% for summer learning programs.
 - LEAs must reserve at least 20% of the funding they receive to address learning loss.
 - Two-thirds of ESSER funds are immediately available to states, while remaining funds will be made available after states submit ESSER implementation plans.

[National Conference State Legislators](#)



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Overview

How Much Will Congress Spend to Shore Up Schools?

The Covid-19 relief plans before Congress all dedicate billions to stabilizing education budgets amid deep losses in state revenue. But the amounts vary from bill to bill.

 FutureEd <small>GEORGETOWN UNIVERSITY</small>	CARES Act Signed into Law March 2020	Covid Relief Package Signed into Law December 2020	American Rescue Plan Passed by the Senate March 2021
Education Total	\$30.7 billion	\$82 billion	\$168 billion
K-12	\$13.2	\$54	\$126
Higher Ed	\$14	\$22	\$40
Governors	\$3	\$4	\$2.7

[National Conference State Legislators](#)



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Where do Visual Art Education Programs Fit Into ESSER?

The law identifies 16 types of spending as allowable uses of ESSER funds, the first of which is “any activity authorized by the ESEA of 1965” and other federal education laws. This means that if funding an activity is authorized under any well-rounded education program, such as the Student Support and Academic Enrichment Grant authorized under Title IV-A of ESSA, then that purchase would be allowable with ESSER funds as well. Other federal laws for which ESSER funds can be used include the Individuals With Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act, the Perkins Career and Technical Education (CTE) Act, and the McKinney–Vento Homeless Assistance Act.

- ESSER funds can be used for “other activities that are necessary to maintain operation of and continuity of Services, including continuing to employ existing or hiring new LEA and school staff.” This does, of course, include art educators.
- For secondary schools, where staffing is contingent on enrollment numbers in specific courses, ESSER funding may allow art educators to remain employed using the federal funds while the programs are rebuilt post-pandemic.
- For ESSER III funds, Local Educational Agencies must use at least 20% of funds to address learning loss through evidence-based interventions that respond to students’ academic, social, and emotional needs.



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Eligible Uses of Funds in the Law

1. **Any activity authorized by the ESEA of 1965**, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.), the Individuals With Disabilities Education Act 20 U.S.C. 1400 et seq.) (IDEA), the Adult Education and Family Literacy Act (20 U.S.C. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 U.S.C. 2301 et seq.) (the Perkins Act), or subtitle B of Title VII of the McKinney–Vento Homeless Assistance Act (42 U.S.C. 11431 et seq.).
2. Coordination of preparedness and response efforts of Local Educational Agencies with state, local, Tribal, and territorial public health departments and other relevant agencies **to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.**
3. Providing principals and others school leaders with **the resources necessary to address the needs of their individual schools.**
4. Activities to address **the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.**
5. Developing and implementing **procedures and systems to improve the preparedness and response efforts** of Local Educational Agencies.



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Eligible Uses of Funds in the Law

6. Training and professional development for staff of the Local Educational Agency on sanitation and minimizing the spread of infectious diseases.
7. Purchasing **supplies to sanitize and clean the facilities** of a Local Educational Agency, including buildings operated by said agency.
8. **Planning for and coordinating during long-term closures**, including for how to provide meals to eligible students, how to provide technology for online learning to all students, how to provide guidance for carrying out requirements under the Individuals With Disabilities Education Act (20 U.S.C. 1401et seq.) and how to ensure other educational services can continue to be provided consistent with all federal, state, and local requirements.
9. **Purchasing educational technology (including hardware, software, and connectivity) for students** who are served by the Local Educational Agency that aids in regular and substantive educational interaction between students and their classroom instructors, including low-income students and students with disabilities, which may include assistive technology or adaptive equipment.
10. Providing **mental health services and supports**.
11. Planning and implementing **activities related to summer learning and supplemental after-school programs**, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.



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Eligible Uses of Funds in the Law

12. **Addressing learning loss** in Local Educational Agencies among students, including low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children and youth in foster care.
13. **School facility repairs and improvements** to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.
14. **Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities**, including mechanical and nonmechanical heating, ventilation, and air conditioning systems, filtering, purification and other air cleaning, fans, control systems, and window and door repair and replacement.
15. **Other activities that are necessary to maintain the operation of and continuity of services in Local Educational H. R. 748—287 Agencies and continuing to employ existing staff of the Local Educational Agency.**
16. **Develop strategies and implement public health protocols** including, to the greatest extent practicable, policies in line with guidance from the CDC for the **reopening and operation of school facilities** to effectively maintain the health and safety of students, educators, and other staff.



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How Does ESSER Support Visual Arts Education Programs?

- **Allowable under #3, #5:** Supporting training for art educators on strategies to conduct in-person visual arts instruction safely.
- **Allowable under #6:** Purchasing supplies to sanitize tools and equipment.
- **Allowable under #7:** Purchasing devices for internet connectivity, laptops, and/or supplemental software that would allow for instruction and assessment through virtual means.
- **Allowable under #9:** Paying for additional instruction, such as through an adjunct teacher, private lessons instructor, or full-time teacher, to provide remediation in the visual arts.
- **Allowable under #11:** After-school and summer learning programs to accelerate visual arts learning and support social–emotional learning.
- **Allowable under #13 and #14:** Paying for visual arts educators where enrollment numbers have dropped due to COVID-19.
- **Allowable under #15:** Purchasing materials to set up the visual arts classroom/studio with physical distance between students, such as masking tape, or outdoor tents and/or purchasing equipment, such as a media cart, to make the visual arts classroom mobile.
- **Allowable under #15:** References the statute language included at the end of this toolkit.



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Case Study #1:

Robyn MacNair is a visual and performing arts specialist at Santa Ana Unified School District, CA, and NAEA Pacific Region Vice President-Elect

Santa Ana Teaching and Learning Plan: Mitigate learning loss and support classroom teachers to get extensive professional learning and support to more effectively support our students' academic achievement, and to help teachers improve their instructional practice. In the plan, we are leveraging the arts, particularly art as a means to well-being and art integration to help leverage students' funds of knowledge to accelerate learning and allow multiple means of expression and representation. We are doing this by:

- **Hiring** additional art and music teachers for release time for professional learning
- Bringing in **arts integration PD** to provide arts content learning to non-art teachers, curriculum specialists, instructional coaches, and instructional assistants to develop strategies and supports for fortifying Tier 1 instruction and assisting students by incorporating the arts into Tier 2 and 3 supports
- Supporting **the arts in early learning** to develop language and literacy skills including artistic literacies (on another note, preK has a wealth of funding that is untapped for the arts, so I'm collaborating with our early childhood education department to implement the preK standards)
- Continuing to support arts educators to **universal design for learning (UDL) practices** to surface barriers, including potential barriers that the teacher themselves may create, in addition to addressing culturally responsive pedagogy



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Case Study #1, continued

- For teachers and districts without someone at the district level to connect to the plans being made, form discipline groups in grade bands or departments to **generate a targeted plan that demonstrates how the use of requested funds will address learning loss, after-school activities and/or summer learning programs that support students in recovering from COVID-19.**
- Work with curriculum directors at the district and/or educational services department leaders or encourage site administrators to do so (depends on the size and makeup of the district). Be sure to include students with disabilities and social–emotional learning, and know who oversees curriculum and instruction in your district, including curriculum and program specialists.



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Case Study #2:

Nick Hostert is a high school art educator (and NBCT) in Palatine, IL, and Past President of IAEA

- Currently in a planning stage of **facility rehab to better direct student traffic and promote health** (13, 3). As part of this, the art department is working with administration to embed gallery/display cases, as well as digital display screens for information and to showcase artwork. We advocated to promote students' artwork, creativity, and accomplishments in the main entrance alongside the structural changes to support and enhance student mental health and emotional wellness alongside physical health.
- Purchase of **digital learning software and hardware (9) to support digital art students**. We have purchased styluses for all digital art students to support their shift to digital illustration during the pandemic.
- **Purchase/replenishment of art materials**. We have sent many kits of materials and art supplies home with students since March 2020, ranging from paints and pencils to digital cameras and studio lights. Some of the materials have not been returned and will be replaced using ESSER funds. Additional materials for more 1:1 use are currently being considered for purchase, to enhance overall hygiene in the classroom and to prepare for future shifts in teaching and learning situations.
- **Facility upgrades for classroom sinks** are being considered.



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How Do I Request ESSER Funds for Visual Arts Education Programs?

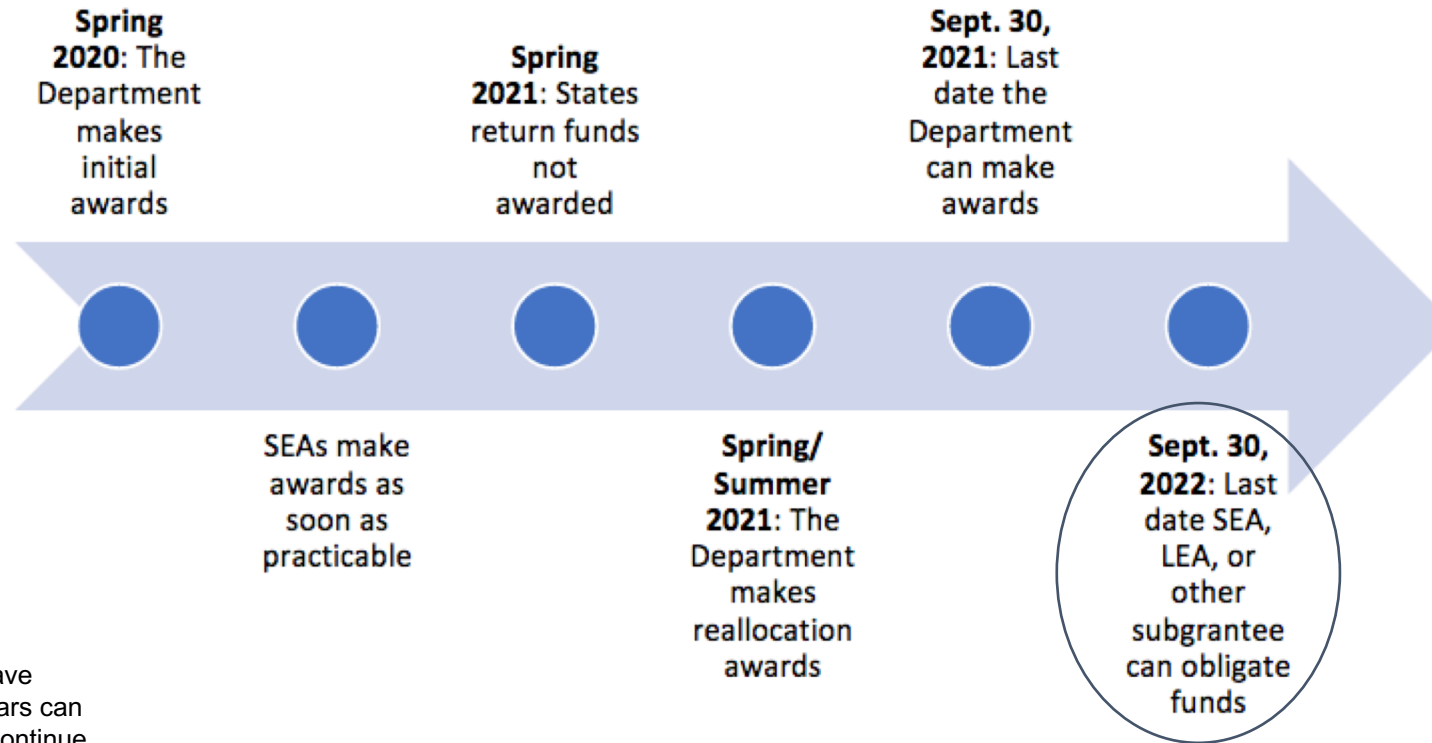
Be prepared to provide evidence as to your needs, including research to back up any mitigation strategies and costs.

- **Federal Programs Manager:** Ask for a meeting with your district's federal programs manager or the person in charge of building your school district's ESSER funding request to discuss the needs of your visual arts education program for the fall and your ideas for summer learning.
- **Administrators:** You may also want to have your principal or other administrators engaged in your visual art program to this meeting.
- **Curriculum and Instruction Teams:** Check in with your school's or district's leads for curriculum and instruction.
- **Partner With Other Art Forms or Curriculum Areas:** Build an aligned case across art forms or find common ground/needs across arts, library, tech, etc.
- **What if I'm told no?** As you work with your federal programs person or staff in your district, remember that they must balance needs in all subject areas and across all the schools in your district. It is important to see whether your needs can be on the list in case funding opens up later.



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Overall Timeline for Using ESSER Funds



Please note ESSER I, II, and III funds have different timelines for use and many dollars can be utilized over multiple years. Please continue to check the [U.S. Department of Education's](https://oese.ed.gov/files/2020/05/ESSER-Fund-Frequently-Asked-Questions.pdf) guidance for updates and to stay informed."

<https://oese.ed.gov/files/2020/05/ESSER-Fund-Frequently-Asked-Questions.pdf>



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Stakeholder Engagement

States: The [interim final rule](#) on ESSER III (“interim” and open to comment but effective immediately) requires states to, as they develop their plans, engage in **meaningful consultation with stakeholders**, including with, among others listed, students, civil rights organizations, school and district administrators, school staff and their unions and representatives of various student populations—tribes, civil rights organizations (including disability rights organizations) and stakeholders representing the interests of children with disabilities, English learners, children experiencing homelessness, children in foster care, migrant students, children who are incarcerated, and other underserved students. **The SEA must also provide the public with the opportunity to provide input on the plan and take that input into account.**

LEAs: Similarly, for LEA plans, they must also **engage in consultation with stakeholders** (largely in the same categories as under the SEA plan), **provide an opportunity for public input and take that input into account.**

The [state plan template](#) calls for SEAs to submit descriptions and data in seven areas: (1) the state’s current status and needs; (2) safely reopening schools and sustaining their safe operations; (3) planning for the use and coordination of ARP ESSER funds; (4) maximizing state-level funds to support students (this includes the state-level reservations on learning loss, summer programs, after-school activities, etc.); (5) supporting LEAs in planning for and meeting students’ needs; (6) supporting the educator workforce; and (7) monitoring and measuring progress.



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For More Information:

- **Frequently Asked Questions about the Elementary and Secondary School Emergency Relief Fund (ESSER Fund):** <https://oese.ed.gov/files/2020/05/ESSER-Fund-Frequently-Asked-Questions.pdf>
- **ESSER Fund Certification and Agreement:** <https://oese.ed.gov/files/2020/04/ESSERF-Certification-and-Agreement.pdf>
- **NAfME:** <https://nafme.org/wp-content/uploads/2021/04/ESSER-Funding-Toolkit-2021.pdf>
- **Department of Ed's Hub of ESSER Info:** <https://oese.ed.gov/offices/education-stabilization-fund/elementary-secondary-school-emergency-relief-fund/>
- **FAQ on ESSER (including state- and local-level questions):** https://oese.ed.gov/files/2021/05/ESSER.GEER_.FAQs_5.26.21_745AM_FINALb0cd6833f6f46e03ba2d97d30aff953260028045f9ef3b18ea602db4b32b1d99.pdf
- **Department of Ed's COVID-19 Safe Reopening Handbook (Vol. 2) Makes Explicit Mention of Art and the Importance of Ensuring Access to Well-rounded Education:** www.ed.gov/news/press-releases/us-department-education-releases-covid-19-handbook-volume-2-roadmap-reopening-safely-and-meeting-all-students-needs
- **State Plan Templates:** www.ed.gov/news/press-releases/us-education-department-releases-state-plan-template-american-rescue-plan-elementary-and-secondary-school-emergency-relief-fund
- **State Allocations:** <https://public.tableau.com/views/HR133ESSERStimulusAllocations/ESSERIIII?%3AshowVizHome=n&%3Aembed=y#2>
- **FutureEd Guidance:** www.future-ed.org/getting-to-yes-on-covid-relief-spending/?mc_cid=091bb7255c&mc_eid=83d0799859



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ARTS ARE EDUCATION

Welcome to a new national campaign in support
of *arts education for all students!*

ArtsAreEducation.org

The strategies

Reach out to arts educators, asking them to:

- ✓ sign the Arts ARE Education Pledge
- ✓ urge their district school board to pass the Resolution
- ✓ encourage other community members and organizations to sign the Pledge
- ✓ send a letter to their state representative urging them to support arts education in their district.