



AMERICAN RESCUE PLAN (ARP) ACT ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF (ESSER III) FUND FOR ARTS EDUCATION

*Help ensure these new federal funds support arts education -
expenditure plan adoption deadline is October 29, 2021!*

Arts education has a historic investment opportunity with the ARP ESSER funds. With billions of dollars going out to states and school districts for distribution, all arts education advocates need to get informed and prepared to enter conversations to shape the use of these funds. Create CA has compiled these resources and examples with the hope that it will lead to investments in arts education in your school and district.

Thank you to the National Art Education Association, National Association for Music Education, Educational Theatre Association, National Dance Education Organization, Contra Costa County Office of Education, Merced County Office of Education, Del Norte Unified School District, and the Wallace Blog for your resources and examples.

Overview: [Letter to Chief State School Officers](#) Excerpts

...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 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.

IMPORTANT THINGS TO KNOW:

- **It's a lot of money.** Each school district that receives Title I-A funding will receive around 8 times their annual Title I-A allocation in ESSER III funds. [\(NAfME Toolkit\)](#)
- **Funds Can be Used for Arts Education (examples below).** 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. [\(NAfME Toolkit\)](#) [\(Wallace Blog\)](#)
- **Local Education Agencies must engage in meaningful consultation with community members when developing the ESSER III expenditure plan** [\(CDE ESSER FAQ\)](#). 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 [\(NAfME Toolkit\)](#).
- **ESSER III Expenditure Plans must be adopted on or before October 29, 2021.** [\(CDE ESSER FAQ\)](#)
- **Plans are considered “living documents”, LEA's are allowed to update their ESSER III Expenditure Plans.** Plans should be revised as needed to address the changing and newly emerging needs of the LEA's students, particularly its underserved students [\(CDE ESSER FAQ\)](#). Although they are required to submit plans to the U.S. Department of Education only once, states and districts must periodically review and, if necessary, improve those plans. [\(Wallace Blog\)](#)

Considerations for sound planning and use of ARP Funds

[\(from American Rescue Plan: Five Things State and District Leaders Need to Know Now – Wallace Blog\)](#)

- Don't just fill holes, plant seeds.
- Focus funding on programs and initiatives that will have the most direct impact on marginalized students.
- Support the academic, social, emotional, and mental health needs of students and staff—in schools and across the various systems of student supports.
- Develop current (and future) school leaders to meet the moment.
- Regularly revisit plans to analyze impact, identify new needs and

General Resources

- [Letter to Chief State School Officers regarding ESSER](#)
- [ESSER III Expenditure Plan FAQs – California Department of Education](#)
- [American Rescue Plan: Five Things State and District Leaders Need to Know Now – Wallace Blog](#)
- [Allowable Uses of ESSER Funds in the Law](#)
- [Elementary and Secondary School Emergency Relief Fund Tracker \(ARP ESSER Overview\) – National Conference of State Legislature](#)

ESSER and Arts Ed Overview

- NAEA Special Edition Town Hall – ESSER Funding and Visual Arts Design, and Media Arts Education – [recording, presentation](#)
- [Blog post from NDEO](#) discussing ESSER funding for dance education

Arts Ed ESSER Toolkits

- [National Association for Music Education ESSER Funding Toolkit](#)
- [Educational Theatre Association ESSER Guide to Funding](#)
- [National Dance Education Organization ESSER Funding Toolkit](#)

ESSER for Arts Education Examples

Please note that the numbers below for *allowable uses refer to the allowable Uses of ESSER Funds in the Law.*

From Contra Costa County Office of Education

- *Draft Copy ESSER III Expenditure Plan with Examples*

From Del Norte Unified School District

Contract with the Yurok Wellness Coalition and Arcata Playhouse to provide to K-8 schools in Del Norte County Unified School District a 2-week shadow puppetry workshop at various sites, each culminating in a school community performance and dinner.

- Theatre (from the Educational Theatre Association, EDTA ESSER Guide to Funding) Allowable under #9
- Paying for additional instruction, such as through an adjunct teacher, private lessons instructor, or full-time teacher, to provide remediation in theatre. Allowable under #11
- Afterschool and summer learning programs to accelerate theatre learning and support social and emotional learning.

From the Merced County Office of Education

Offer affordable (read: free) professional development options in arts integrations to teachers across the county, as well as offer free county-wide collaborative arts experiences for students. (See: the Merced County Young Artists Network, STRUT Talent Show, etc.) Also subsidizing the cost of bringing a program specialist in the arts directly to campus for direct instruction to students, safely.

- After-school and summer experiences in the arts with a performing arts program specialist (allowable under #11 and #12).
- Paying for additional instruction (allowable under #9).

Supporting Visual Arts

from the National Art Education Association ESSER Town Hall Presentation

- 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.

Case Study #1

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
- 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.

Case Study #2:

- 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.

Supporting Music

from the *National Association for Music Education ESSER Funding Toolkit*

- Purchasing masks, bell covers, or other protective equipment for use in the music classroom Allowable under #3, #5
- Supporting training for music educators on strategies to conduct in-person music instruction safely (see NFHS/NAfME Reopening Guidance). Allowable under #6
- Purchasing supplies to sanitize instruments (see Instrument Cleaning Guidelines). 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 music Allowable under #11
- Afterschool and summer learning programs to accelerate music learning and support social-emotional learning. Allowable under #11, #12
- HEPA filters for the music classroom and rehearsal spaces to increase the amount of clean air and the number of air changes per hour (ACH) Allowable under #13 and #14
- Paying for music educators where enrollment numbers have dropped due to COVID-19. Allowable under #15
- Purchasing materials to set up music classroom with physical distance between students such as masking tape or outdoor tents and/or purchasing equipment, such as a media cart, to make the music classroom mobile. - Allowable under #15

Supporting Dance

from the [National Dance Education Organization ESSER Funding Toolkit](#)

- Purchasing masks or other protective equipment for use in the dance classroom. Allowable under #3, #5
- Supporting training for dance educators on strategies to conduct in-person dance instruction Safely. Allowable under #6
- Purchasing supplies to sanitize props, equipment, or studio surfaces. 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 dance. Allowable under #11
- Afterschool and summer learning programs to accelerate dance learning and support social emotional learning. Allowable under #11, #12
- HEPA filters for the dance classroom and studio spaces to increase the amount of clean air and the number of air changes per hour (ACH). Allowable under #13 and #14
- Paying for dance educators where enrollment numbers have dropped due to COVID-19. Allowable under #15
- Purchasing materials to set up the dance classroom with physical distance between students such as masking tape or outdoor tents and/or purchasing equipment, such as a media cart, to make the dance classroom mobile. Allowable under #15

Supporting Theatre

from the *Educational Theatre Association ESSER Guide to Funding*

- Masks; bell covers for musical brass instruments; plexiglass dividers; or other protective equipment for use onstage or in the theatre classroom. Allowable under #3, #5
- Training for theatre educators on strategies to conduct in-person theatre instruction safely (see EdTA's Recommendations for Reopening School Theatre Programs). Allowable under #6
- Sanitation supplies for all technical hardware--microphones/headsets, sound and light boards, lights, rigging--costuming, props, shop tools, and all surfaces in the control booth and auditorium. - Allowable under #7
- Purchasing devices for internet connectivity, laptops, and/or supplemental software that would allow for instruction and assessment virtually. Allowable under #9
- Paying for additional instruction, such as through an adjunct teacher, private lessons instructor, or full-time teacher, to provide remediation in theatre. Allowable under #11
- Afterschool and summer learning programs to accelerate theatre learning and support social and emotional learning. Allowable under #11, #12
- HEPA filters for the theatre classroom and rehearsal spaces to increase the amount of clean air and the number of air changes per hour (ACH). Allowable under #13 and #14
- Paying for theatre educators where enrollment numbers have dropped due to COVID-19. Allowable under #15
- Purchasing materials to set up theatre classrooms with physical distance between students such as masking tape or outdoor tents and/or purchasing equipment, such as a media cart, to make the theatre classroom mobile. Allowable under #15