



## Legislative Fiscal Bureau

One East Main, Suite 301 • Madison, WI 53703 • (608) 266-3847 • Fax: (608) 267-6873  
Email: [fiscal.bureau@legis.wisconsin.gov](mailto:fiscal.bureau@legis.wisconsin.gov) • Website: <http://legis.wisconsin.gov/lfb>

May 27, 2021

TO: Members  
Joint Committee on Finance

FROM: Bob Lang, Director

SUBJECT: Plan for Federal Funds Received by DPI under the ARPA Act

On April 1, 2021, the Department of Public Instruction (DPI) submitted a plan for the additional federal moneys that will be received under the American Rescue Plan Act (ARPA), as required under s. 115.295 of the statutes. The Committee is now meeting to consider the plan submitted by the Department.

### **BACKGROUND**

Under s. 115.295, DPI is required to submit a plan to the Joint Committee on Finance if the Department estimates that the amount of federal funds that will be appropriated in the current state fiscal year is less than 95% or more than 105% of the amount of federal revenue shown in the Chapter 20 schedule for that year. The plan must identify how the federal appropriations will be adjusted to reflect the most recent estimate of federal funds that will be received. The plan is submitted to the Co-Chairs of the Joint Committee on Finance, who send it to Committee members upon determining that it is complete.

ARPA was enacted by the federal government on March 11, 2021. The Act uses the education stabilization fund framework created under the Coronavirus Aid, Relief, and Economic Security (CARES) Act to provide additional aid for K-12 and higher education totaling \$165.1 billion. Of that amount, \$122.8 billion is designated as a third round of funding for the Elementary and Secondary School Emergency Relief (ESSER) fund. The Act specifies that ESSER III moneys will be allocated to states in the same proportion that each state received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in the most recent fiscal year. The remainder of the additional funding is designated for Emergency Assistance for Nonpublic Schools (EANS) funding (\$2.8 billion), funding for institutions of higher education (\$39.6 billion), and funding for additional grants allocated by the Secretary of Education, including funding for programs operated by the Bureau of Indian Education and grants for states with the highest coronavirus burden. Table 1 shows the amount of funding Wisconsin will receive under each program.

**TABLE 1**

**Wisconsin Portion of ARPA Education Stabilization Funds  
(\$ in Million)**

Elementary and Secondary School Emergency Relief Fund	\$1,540.8
Higher Education Emergency Relief Fund	560.2
Emergency Assistance for Nonpublic Schools	<u>67.1</u>
	\$2,168.1

DPI's required s. 115.295 plan addresses Wisconsin's portion of the ESSER III funds, which will be administered by DPI and appropriated under the Department's federal appropriations. Federal funds for libraries and additional funds under the Individuals with Disabilities Act (IDEA) are also administered by DPI and included in the Department's plan.

The EANS fund and the higher education emergency relief fund will be administered by other agencies, and therefore are not included in this plan.

**PLAN FOR FEDERAL FUNDS SUBMITTED BY DPI**

DPI submitted its plan for the additional federal funding expected under ESSER III, which describes how DPI will allocate funds according to the three uses enumerated under ARPA: (a) aid to be distributed directly to school districts and other local educational agencies (no less than 90% of each state's total); (b) earmarked funds for specific purposes defined in the federal act (no less than 7% of the state total); and (c) funds for administration (up to 0.5% of the state total). The remaining funds can be allocated at the agency's discretion for emergency needs related to COVID-19.

*Direct Aid for School Districts.* Ninety percent of Wisconsin's total ESSER III funding (or \$1,386.7 million) must be distributed directly to local educational agencies (LEAs) according to the formula used for the 2020-21 distribution of Title I Part A funds under the ESEA, which is based on a census count of the number and percentage of low-income pupils residing in each district.

LEAs are required to allocate at least 20% of these funds to address learning loss through the implementation of evidence-based interventions, such as summer learning or summer enrichment, extended day, comprehensive after-school programs, or extended school year programs. These interventions must respond to pupils' academic, social, and emotional needs, and must address the disproportionate impact of COVID-19 on underrepresented student subgroups, students experiencing homelessness, and children and youth in foster care. Allowable uses for the remainder of the funds are defined under the federal Act, and include preparedness and response efforts related to the COVID-19 pandemic; training and professional development related to sanitation and preventing the spread of infectious disease; purchasing educational technology equipment; providing mental health services to pupils; any activity authorized by other specified federal education acts, including the ESEA and IDEA; addressing learning loss among pupils, including low-income pupils,

pupils with disabilities, and English language learners; and other activities that are necessary to maintain operations and provide services during the pandemic. The full list of allowable uses is included in Appendix A of DPI's plan, which is attached in full to this memorandum. Grant recipients may use ESSER III funding for expenses incurred between March 13, 2020, and September 30, 2024.

DPI's plan would provide additional direct funding to LEAs in the form of minimum aid that would ensure that most eligible LEAs would receive a minimum of \$600,000. (One school district and two independent charter schools with fewer than 25 pupils each would receive \$200,000, as would the state's residential schools for blind and deaf pupils.) Under this portion of the plan, \$39.4 million would be distributed to 131 school districts, 11 independent charter schools, and four other LEAs.

LEAs receiving funding under ESSER III are required to make a plan for the safe return to instruction publicly available on their website within 30 days of receiving the funds. LEAs must seek public comment prior to posting the plan.

The attachment shows the amount of funding that would be received by each LEA under DPI's plan, including the 90% of funds that would be distributed using the Title I Part A formula, as required under federal law, and the \$39.4 million that would be used to provide a minimum grant amount for LEAs.

*Earmark Funds for Specific Purposes.* Under ARPA, at least 7% of ESSER III funding must be allocated as follows: (a) at least 5% must be allocated to carry out activities to address learning loss through the implementation of evidence-based interventions, such as summer learning or enrichment, extended day, comprehensive after-school programs, or extended school year programs; (b) at least 1% must be allocated to implement evidence-based summer enrichment programs; and (c) at least 1% must be allocated to implement evidence-based comprehensive after-school programs.

Under DPI's plan, the funds to address learning loss (\$77.0 million) would be allocated to LEAs using a formula grant process that would take into account the variance in grant award amounts under the Title I Part A formula. DPI indicates that these funds would be used to increase the per pupil allocation of LEAs that would otherwise receive a smaller per pupil amount under the allocation using the Title I Part A formula.

The amounts for summer enrichment programs and after-school programs (\$15.4 million each) would be distributed based on a competitive grant process under which LEAs that choose to seek additional funding for these purposes could apply for a grant.

For each earmark fund grant, ARPA requires LEAs to demonstrate how the activities and interventions supported with the funds would respond to the academic, social, and emotional needs of students. Additionally, funds must address the disproportionate impact of COVID-19 on underrepresented student subgroups, students experiencing homelessness, and children and youth in foster care. DPI indicates that staff will review grant applications and proposed budgets for earmark

fund grants to ensure that they comply with these requirements under the federal law.

The state application for ESSER III funds requires the state to identify the evidence-based interventions that will be used to address each of the three specific purposes under the earmark funds, and describe how the impact of each intervention will be evaluated on an ongoing basis. Additionally, the state must demonstrate how the interventions will address the disproportionate impact of the pandemic on the pupil groups identified above, and how the funds will be used to identify and engage pupils who have missed the most in-person instruction during the 2019-20 and 2020-21 school years, and pupils who did not consistently participate in remote instruction when offered during school building closures.

*Reading Program.* Under the DPI plan, \$5.0 million would be used to establish a reading program to focus on improving reading outcomes. Funds would be used to help LEAs access high-quality reading instruction, and provide professional development to educators related to reading instruction. DPI indicates that the program will be developed taking into account the specific guidelines and requirements included in the state application for ESSER III funds.

*Administrative Funds.* ARPA allows states to use federal funds awarded under the grant for administering the grant program in accordance with federal requirements, so that the state is not required to use state money to administer a federal program. The remaining funds under DPI's plan, equal to \$1.9 million, would be retained by DPI to administer ESSER III. The administrative funds would be spent in the 2020-21, 2021-22, 2022-23, 2023-24, and 2024-25 fiscal years, after which the grant program will be closed out following the final obligation of funds by school districts and other recipients no later than September 30, 2024.

ESSER is a claims-based program, so LEAs do not receive any portion of their funding up front, but rather are reimbursed for eligible expenditures made during the grant period. In order to receive funds, LEAs must submit an approved application to DPI, including a budget for the funds, and then submit a claim for reimbursement of eligible expenditures. Each claim must be reviewed and approved by DPI according to federal requirements before payment can be made.

DPI indicates that the administration funds would be used for the following purposes:

(a) Modifying the Department's federal grants portal (WISEgrants) to accommodate the specific parameters of the ESSER III funding, as well as providing technical support and system maintenance for the WISEgrants application portal throughout the life of the grant program;

(b) Providing technical assistance and training to school districts and independent charter schools;

(c) Reviewing and approving budgets submitted by grant recipients;

(d) Reviewing and approving applications for the competitive grants for summer school and after-school programming;

(e) Reviewing and approving ongoing claims for funds from grant recipients, and paying claims once approved;

(f) Collecting required data from grant recipients; and

(g) Submitting reports to the federal Department of Education to meet requirements under federal law, including providing detailed accounting of the state's use of funds and regular financial and programmatic reports.

Federal law requires that recipients of federal moneys use that funding only for the specific grant program for which it was awarded. Therefore, staff time used to perform work related to ESSER III must be charged to ESSER III rather than to other federal grant programs, even for employees that usually work on other federal programs. Federal law requires grant recipients to maintain time and effort documentation to ensure that staff time is charged to the correct grant program. As a result, any staff time or other administrative costs that are not paid for out of the ESSER III funds could not be funded with other federal moneys. DPI indicates that it intends to seek federal project position authority from the Department of Administration to administer ESSER III.

*Aid for Private Schools.* The CARES Act included an equitable services requirement for ESSER I funds received by public school districts, under which districts were required to use a portion of their funds to provide services to pupils attending private schools. ARPA does not include an equitable services requirement. However, the Act provides an additional \$2.75 billion for the Emergency Assistance to Nonpublic Schools (EANS) fund. It is estimated that Wisconsin will receive \$67.1 million under this provision. This funding is not administered by DPI, and therefore is not included in DPI's plan.

*Maintenance of Effort Requirement.* Under ARPA, the proportion of state spending allocated to K-12 and higher education in 2021-22 and 2022-23 must be maintained at the same level as the state's average allocation in the 2016-17, 2017-18, and 2018-19 fiscal years.

Additionally, ARPA includes two provisions requiring the state to maintain its current level of support for high poverty school districts: (a) per-pupil state funding cannot be reduced for any high-need district by an amount that exceeds the overall per-pupil reduction in state funds across all districts in 2021-22 or 2022-23; and (b) per-pupil state funding cannot be reduced for any highest poverty district in 2021-22 or 2022-23 below the level of funding provided to that district in 2018-19.

High-need districts are defined as those that meet the following criteria: (a) in rank order, have the highest percentages of economically disadvantaged pupils in the state; and (b) collectively serve not less than 50 percent of the state's total enrollment of pupils. Highest poverty districts are defined as those that meet the following criteria: (a) in rank order, have the highest percentages of economically disadvantaged pupils in the state, and (b) collectively serve not less than 20 percent of the state's total enrollment of pupils. The school district maintenance of effort requirements do not apply to a district that meets any of the following criteria: (a) total enrollment of less than 1,000 pupils; (b) operates a single school; (c) serves all pupils within each grade span with a single school;

and (d) demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in pupil enrollment or a precipitous decline in financial resources, as determined by the federal Secretary of Education.

### **Additional Funding for Public Libraries**

In addition to the funds received by DPI under ESSER III, ARPA provides additional funding for the federal Institute for Museum Services and Library Services Office of Museum and Library Services. This additional funding will be distributed as grants to states. Wisconsin's portion is equal to \$3,270,854. This funding is included in DPI's ARPA plan.

Of the total amount received by Wisconsin, \$3,140,020 would be added to the appropriation for federal funds; local assistance, and \$130,834 would be added to the appropriation for federal aids; program operations. DPI indicates that the library funding would be allocated to public library systems to be distributed as sub-grants to local libraries or public library systems.

### **Individuals with Disabilities Education Act**

ARPA also provided additional funding under IDEA. These funds are also included in DPI's ARPA plan. Wisconsin's additional funding totals \$54.6 million. These funds are used to offset a portion of the excess cost of providing special education services to pupils with disabilities, with eligible expenses defined in federal law.

### **Total Federal Appropriation Increases**

Table 2 shows the federal appropriations under DPI that will receive additional funds under the DPI plan for moneys received from ARPA, and the amount by which each appropriation will be increased.

**TABLE 2**

#### **DPI Plan -- Federal Appropriation Increases Under ARPA (2020-21)**

	<u>Appropriation</u>	<u>Current Law Amount</u>	<u>ARPA Increase</u>	<u>New Total</u>
(1)(me)	Federal Aids; program operations	\$54,112,000	\$6,993,000	\$61,105,000
(2)(m)	Federal aids; local aid	1,445,310,700	1,588,513,500	3,033,824,200
(3)(mm)	Federal funds; local assistance	1,300,000	3,140,000	4,440,000

### **SUMMARY**

The Committee has two options available to it in addressing the plan submitted by the Department. First, it could approve the plan as submitted. Second, the Committee could adjust the amounts in the plan for flexible use funds under ESSER III (\$154.1 million) which, under the plan,

would be allocated for: (a) a minimum grant of \$600,000 for local education agencies (\$39.4 million); (b) a formula grant program using funds earmarked under the federal act to implement evidence-based strategies to address learning loss (\$77.0 million); (c) a competitive grant program using funds earmarked under the federal act to implement evidence-based summer learning and enrichment programs (\$15.4 million); (d) a competitive grant program using funds earmarked under the federal act to implement evidence-based after-school programs (\$15.4 million); (e) a reading program (\$5.0 million); and (f) administrative costs (\$1.9 million).

Under the federal act, the state must allocate \$1,386.7 million of its ESSER III funds according to the formula used for the 2020-21 distribution of Title I Part A funds. The earmarked funds under the federal Act can be distributed using a different methodology, but must be used in accordance with the requirements established by the federal government. States must submit a state application to the federal Department of Education describing how the funds will be used in accordance with federal requirements before accessing the total amount of state funding.

Additionally, the library funding and the additional IDEA funding included in DPI's plan must be used for the purposes described under federal law.

## **ALTERNATIVES**

1. Approve the plan as submitted.
2. Modify the plan by redistribution of some portion of the \$154.1 million in flexible use funding under ESSER III.

Prepared by: Christa Pugh  
Attachments





## ATTACHMENT

### Allocations to Local Educational Agencies Under DPI ESSER III Plan

	<u>Fall 2020</u> <u>Headcount</u>	<u>Initial</u> <u>Allocation</u>	<u>Minimum</u> <u>Aid</u>	<u>Total</u>	
				<u>Amount</u>	<u>Per Pupil</u>
Abbotsford	762	\$1,036,069	\$0	\$1,036,069	\$1,360
Adams-Friendship Area	1,306	4,105,831	0	4,105,831	3,144
Albany	313	346,277	253,723	600,000	1,917
Algoma	617	862,593	0	862,593	1,398
Alma	240	168,460	431,540	600,000	2,500
Alma Center	598	890,487	0	890,487	1,489
Almond-Bancroft	369	701,712	0	701,712	1,902
Altoona	1,767	1,498,397	0	1,498,397	848
Amery	1,446	1,230,237	0	1,230,237	851
Antigo	1,984	4,880,438	0	4,880,438	2,460
Appleton Area	15,690	15,059,279	0	15,059,279	960
Arcadia	1,241	837,774	0	837,774	675
Argyle	295	416,157	183,843	600,000	2,034
Arrowhead Union High	2,086	236,043	363,957	600,000	288
Ashland	1,929	4,265,097	0	4,265,097	2,211
Ashwaubenon	3,247	1,756,992	0	1,756,992	541
Athens	393	1,247,574	0	1,247,574	3,174
Auburndale	805	968,071	0	968,071	1,203
Augusta	612	2,592,365	0	2,592,365	4,236
Baldwin-Woodville Area	1,677	820,815	0	820,815	489
Bangor	595	982,141	0	982,141	1,651
Baraboo	2,791	3,808,711	0	3,808,711	1,365
Barneveld	463	72,724	527,276	600,000	1,296
Barron Area	1,167	2,176,023	0	2,176,023	1,865
Bayfield	409	1,510,310	0	1,510,310	3,693
Beaver Dam	3,388	3,281,053	0	3,281,053	968
Beecher-Dunbar-Pembine	221	388,507	211,493	600,000	2,715
Belleville	925	321,125	278,875	600,000	649
Belmont Community	361	689,451	0	689,451	1,910
Beloit	5,765	18,890,883	0	18,890,883	3,277
Beloit Turner	1,616	1,527,173	0	1,527,173	945
Benton	204	318,213	281,787	600,000	2,941
Berlin Area	1,463	2,308,306	0	2,308,306	1,578
Big Foot Union High	461	348,893	251,107	600,000	1,302
Birchwood	282	440,946	159,054	600,000	2,128

	<u>Fall 2020 Headcount</u>	<u>Initial Allocation</u>	<u>Minimum Aid</u>	<u>Total</u>	
				<u>Amount</u>	<u>Per Pupil</u>
Black Hawk	374	\$596,004	\$3,996	\$600,000	\$1,604
Black River Falls	1,641	2,791,497	0	2,791,497	1,701
Blair-Taylor	604	1,056,791	0	1,056,791	1,750
Bloomer	1,256	1,108,534	0	1,108,534	883
Bonduel	689	1,145,792	0	1,145,792	1,663
Boscobel Area	735	1,486,661	0	1,486,661	2,023
Bowler	330	849,820	0	849,820	2,575
Boyceville Community	686	869,728	0	869,728	1,268
Brighton No. 1	201	121,607	478,393	600,000	2,985
Brillion	931	522,406	77,594	600,000	644
Bristol No. 1	801	363,518	236,482	600,000	749
Brodhead	973	1,314,371	0	1,314,371	1,351
Brown Deer	1,491	1,937,506	0	1,937,506	1,299
Bruce	456	1,117,706	0	1,117,706	2,451
Burlington Area	3,010	3,445,112	0	3,445,112	1,145
Butternut	169	290,415	309,585	600,000	3,550
Cadott Community	756	1,085,641	0	1,085,641	1,436
Cambria-Friesland	329	886,294	0	886,294	2,694
Cambridge	915	516,308	83,692	600,000	656
Cameron	1,134	1,014,258	0	1,014,258	894
Campbellsport	1,266	870,920	0	870,920	688
Cashton	622	2,593,136	0	2,593,136	4,169
Cassville	196	492,822	107,178	600,000	3,061
Cedar Grove-Belgium Area	917	523,613	76,387	600,000	654
Cedarburg	3,084	476,101	123,899	600,000	195
Chequamegon	688	1,362,150	0	1,362,150	1,980
Chetek-Weyerhaeuser Area	953	1,870,353	0	1,870,353	1,963
Chilton	1,129	729,836	0	729,836	646
Chippewa Falls Area	4,882	5,274,065	0	5,274,065	1,080
Clayton	315	432,537	167,463	600,000	1,905
Clear Lake	587	753,847	0	753,847	1,284
Clinton Community	1,088	828,579	0	828,579	762
Clintonville	1,128	2,181,906	0	2,181,906	1,934
Cochrane-Fountain City	578	472,041	127,959	600,000	1,038
Colby	942	1,864,441	0	1,864,441	1,979
Coleman	662	768,324	0	768,324	1,161
Colfax	726	780,889	0	780,889	1,076
Columbus	1,263	769,613	0	769,613	609
Cornell	325	953,595	0	953,595	2,934
Crandon	841	1,640,986	0	1,640,986	1,951
Crivitz	789	1,127,537	0	1,127,537	1,429
Cuba City	652	501,165	98,835	600,000	920
Cudahy	2,175	4,762,528	0	4,762,528	2,190
Cumberland	977	1,550,354	0	1,550,354	1,587
D.C. Everest Area	6,000	4,623,236	0	4,623,236	771

	<u>Fall 2020 Headcount</u>	<u>Initial Allocation</u>	<u>Minimum Aid</u>	<u>Total</u>	
				<u>Amount</u>	<u>Per Pupil</u>
Darlington Community	875	\$1,321,595	\$0	\$1,321,595	\$1,510
De Pere Unified	4,481	891,680	0	891,680	199
De Soto Area	493	1,325,336	0	1,325,336	2,688
Deerfield Community	723	185,937	414,063	600,000	830
DeForest Area	3,878	1,260,309	0	1,260,309	325
Delavan-Darien	1,908	3,291,818	0	3,291,818	1,725
Denmark	1,547	841,826	0	841,826	544
Dodgeland	711	759,937	0	759,937	1,069
Dodgeville	1,111	1,021,511	0	1,021,511	919
Dover No. 1	99	0	600,000	600,000	6,061
Drummond Area	325	772,584	0	772,584	2,377
Durand	956	1,541,301	0	1,541,301	1,612
East Troy Community	1,487	1,689,076	0	1,689,076	1,136
Eau Claire Area	10,881	12,739,793	0	12,739,793	1,171
Edgar	571	692,377	0	692,377	1,213
Edgerton	1,858	1,809,179	0	1,809,179	974
Elcho	279	382,884	217,116	600,000	2,151
Eleva-Strum	647	579,720	20,280	600,000	927
Elk Mound Area	1,194	846,849	0	846,849	709
Elkhart Lake-Glenbeulah	456	174,595	425,405	600,000	1,316
Elkhorn Area	3,597	2,127,696	0	2,127,696	592
Ellsworth Community	1,640	899,681	0	899,681	549
Elmbrook	7,330	946,579	0	946,579	129
Elmwood	320	277,146	322,854	600,000	1,875
Erin	402	0	600,000	600,000	1,493
Evansville Community	1,760	962,811	0	962,811	547
Fall Creek	829	602,665	0	602,665	727
Fall River	473	358,294	241,706	600,000	1,268
Fennimore Community	779	1,804,267	0	1,804,267	2,316
Flambeau	505	1,807,771	0	1,807,771	3,580
Florence	377	794,973	0	794,973	2,109
Fond du Lac	6,662	10,239,141	0	10,239,141	1,537
Fontana Joint No. 8	200	182,966	417,034	600,000	3,000
Fort Atkinson	2,660	2,154,493	0	2,154,493	810
Fox Point Joint No. 2	834	670,973	0	670,973	805
Franklin Public	4,668	2,266,469	0	2,266,469	486
Frederic	429	1,288,144	0	1,288,144	3,003
Freedom Area	1,567	386,707	213,293	600,000	383
Galesville-Ettrick-Trempealeau	1,386	895,488	0	895,488	646
Geneva Joint No. 4	196	125,682	474,318	600,000	3,061
Genoa City Joint No. 2	502	551,885	48,115	600,000	1,195
Germantown	3,742	665,009	0	665,009	178
Gibraltar Area	516	497,638	102,362	600,000	1,163
Gillett	523	1,078,640	0	1,078,640	2,062
Gilman	450	1,547,465	0	1,547,465	3,439

	<u>Fall 2020 Headcount</u>	<u>Initial Allocation</u>	<u>Minimum Aid</u>	<u>Total</u>	
				<u>Amount</u>	<u>Per Pupil</u>
Gilmanton	156	\$321,436	\$278,564	\$600,000	\$3,846
Glendale-River Hills	960	880,648	0	880,648	917
Glenwood City	646	643,524	0	643,524	996
Goodman-Armstrong	98	338,698	261,302	600,000	6,122
Grafton	1,995	419,261	180,739	600,000	301
Granton Area	217	2,008,630	0	2,008,630	9,256
Grantsburg	1,777	1,318,305	0	1,318,305	742
Green Bay Area	19,003	44,698,462	0	44,698,462	2,352
Green Lake	316	209,053	390,947	600,000	1,899
Greendale	2,658	2,437,374	0	2,437,374	917
Greenfield	3,372	3,949,114	0	3,949,114	1,171
Greenwood	355	1,613,610	0	1,613,610	4,545
Gresham	246	606,013	0	606,013	2,463
Hamilton	4,921	731,895	0	731,895	149
Hartford Joint No. 1	1,591	1,309,778	0	1,309,778	823
Hartford Union High	1,300	346,529	253,471	600,000	462
Hartland-Lakeside Joint No. 3	1,103	308,782	291,218	600,000	544
Hayward Community	2,002	4,975,026	0	4,975,026	2,485
Herman-Neosho-Rubicon	291	351,753	248,247	600,000	2,062
Highland	307	228,634	371,366	600,000	1,954
Hilbert	496	289,519	310,481	600,000	1,210
Hillsboro	537	3,516,006	0	3,516,006	6,547
Holmen	3,861	900,089	0	900,089	233
Holy Hill Area	511	0	600,000	600,000	1,174
Horicon	622	612,000	0	612,000	984
Hortonville	4,139	750,143	0	750,143	181
Howards Grove	921	200,888	399,112	600,000	651
Howard-Suamico	5,890	2,637,573	0	2,637,573	448
Hudson	5,371	1,024,511	0	1,024,511	191
Hurley	513	1,010,790	0	1,010,790	1,970
Hustisford	332	319,184	280,816	600,000	1,807
Independence	398	852,628	0	852,628	2,142
Iola-Scandinavia	597	582,298	17,702	600,000	1,005
Iowa-Grant	712	868,890	0	868,890	1,220
Ithaca	408	375,631	224,369	600,000	1,471
Janesville	9,440	16,665,748	0	16,665,748	1,765
Jefferson	1,794	1,761,489	0	1,761,489	982
Johnson Creek	576	390,115	209,885	600,000	1,042
Juda	269	240,184	359,816	600,000	2,230
Kaukauna Area	3,932	2,471,462	0	2,471,462	629
Kenosha	19,159	44,860,899	0	44,860,899	2,342
Kettle Moraine	3,620	622,090	0	622,090	172
Kewaskum	1,751	512,256	87,744	600,000	343
Kewaunee	917	670,062	0	670,062	731
Kickapoo Area	496	1,628,998	0	1,628,998	3,284

	<u>Fall 2020</u> <u>Headcount</u>	<u>Initial</u> <u>Allocation</u>	<u>Minimum</u> <u>Aid</u>	<u>Total</u>	
				<u>Amount</u>	<u>Per Pupil</u>
Kiel Area	1,367	\$663,639	\$0	\$663,639	\$485
Kimberly Area	5,187	791,499	0	791,499	153
Kohler	705	62,063	537,937	600,000	851
La Crosse	6,234	8,742,826	0	8,742,826	1,402
La Farge	230	1,244,951	0	1,244,951	5,413
Lac du Flambeau No. 1	526	2,769,738	0	2,769,738	5,266
Ladysmith	765	1,592,043	0	1,592,043	2,081
Lake Country	503	172,668	427,332	600,000	1,193
Lake Geneva Joint No. 1	1,846	1,963,874	0	1,963,874	1,064
Lake Geneva-Genoa City Union High	1,342	1,144,170	0	1,144,170	853
Lake Holcombe	280	780,267	0	780,267	2,787
Lake Mills Area	1,576	715,159	0	715,159	454
Lakeland Union High	730	1,061,451	0	1,061,451	1,454
Lancaster Community	962	1,277,772	0	1,277,772	1,328
Laona	283	350,612	249,388	600,000	2,120
Lena	415	354,805	245,195	600,000	1,446
Linn Joint No. 4	105	97,529	502,471	600,000	5,714
Linn Joint No. 6	175	11,321	588,679	600,000	3,429
Little Chute Area	1,585	1,274,890	0	1,274,890	804
Lodi	1,483	863,971	0	863,971	583
Lomira	1,049	776,933	0	776,933	741
Loyal	492	1,896,980	0	1,896,980	3,856
Luck	428	683,309	0	683,309	1,597
Luxemburg-Casco	1,863	1,063,948	0	1,063,948	571
Madison Metropolitan	25,982	42,555,593	0	42,555,593	1,638
Manawa	599	811,502	0	811,502	1,355
Manitowoc	4,763	7,521,590	0	7,521,590	1,579
Maple	1,293	1,151,705	0	1,151,705	891
Maple Dale-Indian Hill	455	278,184	321,816	600,000	1,319
Marathon City	736	155,687	444,313	600,000	815
Marinette	1,959	3,563,652	0	3,563,652	1,819
Marion	430	1,508,725	0	1,508,725	3,509
Markesan	792	2,285,962	0	2,285,962	2,886
Marshall	984	1,867,101	0	1,867,101	1,897
Marshfield	3,873	3,322,505	0	3,322,505	858
Mauston	1,424	2,403,412	0	2,403,412	1,688
Mayville	1,029	814,340	0	814,340	791
McFarland	6,109	420,202	179,798	600,000	98
Medford Area	3,003	2,420,482	0	2,420,482	806
Mellen	265	730,184	0	730,184	2,755
Melrose-Mindoro	749	1,027,919	0	1,027,919	1,372
Menasha	3,199	5,967,946	0	5,967,946	1,866
Menominee Indian	974	6,838,385	0	6,838,385	7,021
Menomonee Falls	3,895	779,245	0	779,245	200
Menomonie Area	3,199	3,877,568	0	3,877,568	1,212

	<u>Fall 2020 Headcount</u>	<u>Initial Allocation</u>	<u>Minimum Aid</u>	<u>Total</u>	
				<u>Amount</u>	<u>Per Pupil</u>
Mequon-Thiensville	3,527	\$607,680	\$0	\$607,680	\$172
Mercer	130	227,308	372,692	600,000	4,615
Merrill Area	3,285	2,858,643	0	2,858,643	870
Merton Community	828	270,449	329,551	600,000	725
Middleton-Cross Plains	7,378	1,613,047	0	1,613,047	219
Milton	3,477	1,977,172	0	1,977,172	569
Milwaukee Public Schools	70,964	505,767,416	0	505,767,416	7,127
Mineral Point	760	577,993	22,007	600,000	789
Minocqua Joint No. 1	580	487,140	112,860	600,000	1,034
Mishicot	875	651,859	0	651,859	745
Mondovi	908	1,286,655	0	1,286,655	1,417
Monona Grove	3,442	659,075	0	659,075	191
Monroe	2,243	2,136,164	0	2,136,164	952
Montello	621	1,552,866	0	1,552,866	2,501
Monticello	321	184,130	415,870	600,000	1,869
Mosinee	1,963	1,089,404	0	1,089,404	555
Mount Horeb Area	2,435	616,608	0	616,608	253
Mukwonago	5,000	886,894	0	886,894	177
Muskego-Norway	4,855	1,009,346	0	1,009,346	208
Necedah Area	720	1,992,471	0	1,992,471	2,767
Neenah	6,565	5,106,953	0	5,106,953	778
Neillsville	874	1,472,007	0	1,472,007	1,684
Nekoosa	1,170	1,685,431	0	1,685,431	1,441
New Auburn	311	598,671	1,329	600,000	1,929
New Berlin	4,223	775,392	0	775,392	184
New Glarus	1,020	185,819	414,181	600,000	588
New Holstein	1,008	821,289	0	821,289	815
New Lisbon	639	1,005,508	0	1,005,508	1,574
New London	2,134	1,915,109	0	1,915,109	897
New Richmond	3,465	1,538,738	0	1,538,738	444
Niagara	434	702,979	0	702,979	1,620
Nicolet Union High	1,090	688,976	0	688,976	632
Norris	60	0	200,000	200,000	3,333
North Cape	196	31,339	568,661	600,000	3,061
North Crawford	414	1,031,942	0	1,031,942	2,493
North Fond du Lac	1,488	1,059,429	0	1,059,429	712
North Lake	307	0	600,000	600,000	1,954
North Lakeland	164	228,997	371,003	600,000	3,659
Northern Ozaukee	1,201	281,710	318,290	600,000	500
Northland Pines	1,320	1,899,084	0	1,899,084	1,439
Northwood	322	706,935	0	706,935	2,195
Norwalk-Ontario-Wilton	603	3,056,153	0	3,056,153	5,068
Norway Joint No. 7	92	0	600,000	600,000	6,522
Oak Creek-Franklin	6,383	4,055,022	0	4,055,022	635
Oakfield	554	386,159	213,841	600,000	1,083

	<u>Fall 2020</u> <u>Headcount</u>	<u>Initial</u> <u>Allocation</u>	<u>Minimum</u> <u>Aid</u>	<u>Total</u>	
				<u>Amount</u>	<u>Per Pupil</u>
Oconomowoc Area	5,114	\$2,335,496	\$0	\$2,335,496	\$457
Oconto	965	1,547,124	0	1,547,124	1,603
Oconto Falls	1,615	1,284,781	0	1,284,781	796
Omro	1,072	1,171,271	0	1,171,271	1,093
Onalaska	3,039	1,696,314	0	1,696,314	558
Oostburg	1,026	502,654	97,346	600,000	585
Oregon	4,124	1,043,678	0	1,043,678	253
Osceola	1,548	865,016	0	865,016	559
Oshkosh Area	9,277	13,411,396	0	13,411,396	1,446
Osseo-Fairchild	785	1,553,933	0	1,553,933	1,980
Owen-Withee	485	1,779,596	0	1,779,596	3,669
Palmyra-Eagle Area	593	813,280	0	813,280	1,371
Pardeeville Area	727	988,053	0	988,053	1,359
Paris Joint No. 1	280	229,397	370,603	600,000	2,143
Parkview	790	645,895	0	645,895	818
Pecatonica Area	392	336,920	263,080	600,000	1,531
Pepin Area	234	305,685	294,315	600,000	2,564
Peshigo	1,111	1,048,071	0	1,048,071	943
Pewaukee	2,879	418,535	181,465	600,000	208
Phelps	103	220,499	379,501	600,000	5,825
Phillips	741	1,128,419	0	1,128,419	1,523
Pittsville	553	480,768	119,232	600,000	1,085
Platteville	1,553	2,087,689	0	2,087,689	1,344
Plum City	258	197,606	402,394	600,000	2,326
Plymouth	2,077	1,547,228	0	1,547,228	745
Port Edwards	439	566,777	33,223	600,000	1,367
Port Washington-Saukville	2,520	1,303,339	0	1,303,339	517
Portage Community	2,168	2,252,022	0	2,252,022	1,039
Potosi	320	430,293	169,707	600,000	1,875
Poynette	1,028	482,991	117,009	600,000	584
Prairie du Chien Area	1,061	1,740,833	0	1,740,833	1,641
Prairie Farm	386	373,090	226,910	600,000	1,554
Prentice	332	701,060	0	701,060	2,112
Prescott	1,275	316,931	283,069	600,000	471
Princeton	315	399,546	200,454	600,000	1,905
Pulaski Community	3,687	1,942,774	0	1,942,774	527
Racine	16,572	53,080,097	0	53,080,097	3,203
Randall Joint No. 1	664	546,506	53,494	600,000	904
Randolph	546	588,692	11,308	600,000	1,099
Random Lake	725	523,695	76,305	600,000	828
Raymond No. 14	408	125,667	474,333	600,000	1,471
Reedsburg	2,641	3,240,660	0	3,240,660	1,227
Reedsville	527	797,959	0	797,959	1,514
Rhineland	2,269	3,449,928	0	3,449,928	1,520
Rib Lake	498	664,520	0	664,520	1,334

	<u>Fall 2020</u> <u>Headcount</u>	<u>Initial</u> <u>Allocation</u>	<u>Minimum</u> <u>Aid</u>	<u>Total</u>	
				<u>Amount</u>	<u>Per Pupil</u>
Rice Lake Area	2,218	\$3,125,417	\$0	\$3,125,417	\$1,409
Richland	1,213	3,098,242	0	3,098,242	2,554
Richmond	427	0	600,000	600,000	1,405
Rio Community	385	308,841	291,159	600,000	1,558
Ripon Area	1,952	1,372,048	0	1,372,048	703
River Falls	3,434	1,536,819	0	1,536,819	448
River Ridge	530	1,293,434	0	1,293,434	2,440
River Valley	1,120	1,280,750	0	1,280,750	1,144
Riverdale	669	1,377,345	0	1,377,345	2,059
Rosendale-Brandon	976	239,925	360,075	600,000	615
Rosholt	501	364,407	235,593	600,000	1,198
Royall	482	1,780,744	0	1,780,744	3,694
Salem	942	981,889	0	981,889	1,042
Sauk Prairie	2,715	2,067,500	0	2,067,500	762
Seneca	230	609,155	0	609,155	2,648
Sevastopol	594	446,622	153,378	600,000	1,010
Seymour Community	2,016	2,358,115	0	2,358,115	1,170
Sharon Joint No. 11	212	505,136	94,864	600,000	2,830
Shawano	2,316	3,428,716	0	3,428,716	1,480
Sheboygan Area	9,661	12,943,660	0	12,943,660	1,340
Sheboygan Falls	1,614	876,166	0	876,166	543
Shell Lake	587	930,968	0	930,968	1,586
Shiocton	719	421,424	178,576	600,000	834
Shorewood	1,891	1,322,069	0	1,322,069	699
Shullsburg	326	510,537	89,463	600,000	1,840
Silver Lake Joint No. 1	466	369,222	230,778	600,000	1,288
Siren	420	875,995	0	875,995	2,086
Slinger	3,302	477,101	122,899	600,000	182
Solon Springs	302	337,483	262,517	600,000	1,987
Somerset	1,461	321,414	278,586	600,000	411
South Milwaukee	2,809	5,594,078	0	5,594,078	1,991
South Shore	161	336,994	263,006	600,000	3,727
Southern Door County	1,016	942,689	0	942,689	928
Southwestern Wisconsin	515	354,649	245,351	600,000	1,165
Sparta Area	2,907	4,453,168	0	4,453,168	1,532
Spencer	610	609,244	0	609,244	999
Spooner Area	1,020	2,200,591	0	2,200,591	2,157
Spring Valley	696	580,446	19,554	600,000	862
St. Croix Central	1,908	306,352	293,648	600,000	314
St. Croix Falls	1,050	851,354	0	851,354	811
St. Francis	1,042	993,713	0	993,713	954
Stanley-Boyd Area	1,092	1,735,907	0	1,735,907	1,590
Stevens Point Area	6,910	6,202,551	0	6,202,551	898
Stockbridge	195	81,392	518,608	600,000	3,077
Stone Bank	318	355,583	244,417	600,000	1,887



	<u>Fall 2020</u> <u>Headcount</u>	<u>Initial</u> <u>Allocation</u>	<u>Minimum</u> <u>Aid</u>	<u>Total</u>	
				<u>Amount</u>	<u>Per Pupil</u>
Stoughton Area	2,765	\$2,290,829	\$0	\$2,290,829	\$829
Stratford	833	576,304	23,696	600,000	720
Sturgeon Bay	1,090	1,343,280	0	1,343,280	1,232
Sun Prairie Area	8,391	5,019,841	0	5,019,841	598
Superior	4,291	7,001,933	0	7,001,933	1,632
Suring	365	773,258	0	773,258	2,119
Swallow	451	0	600,000	600,000	1,330
Thorp	551	1,707,094	0	1,707,094	3,098
Three Lakes	532	649,006	0	649,006	1,220
Tigerton	258	505,588	94,412	600,000	2,326
Tomah Area	3,089	4,898,041	0	4,898,041	1,586
Tomahawk	1,147	1,223,814	0	1,223,814	1,067
Tomorrow River	1,221	620,638	0	620,638	508
Trevor-Wilmot Consolidated	510	452,408	147,592	600,000	1,176
Tri-County Area	565	1,286,818	0	1,286,818	2,278
Turtle Lake	471	665,254	0	665,254	1,412
Twin Lakes No. 4	270	738,156	0	738,156	2,734
Two Rivers	1,732	2,264,410	0	2,264,410	1,307
Union Grove Joint No. 1	828	540,498	59,502	600,000	725
Union Grove Union High	993	246,689	353,311	600,000	604
Unity	938	1,389,985	0	1,389,985	1,482
Valders Area	969	697,289	0	697,289	720
Verona Area	5,643	3,171,840	0	3,171,840	562
Viroqua Area	1,096	3,357,792	0	3,357,792	3,064
Wabeno Area	353	597,960	2,040	600,000	1,700
Walworth Joint No. 1	432	800,330	0	800,330	1,853
Washburn	580	1,063,555	0	1,063,555	1,834
Washington	47	140,818	459,182	600,000	12,766
Washington-Caldwell	173	0	600,000	600,000	3,468
Waterford Joint No. 1	1,440	815,696	0	815,696	566
Waterford Union High	1,032	190,842	409,158	600,000	581
Waterloo	766	627,743	0	627,743	820
Watertown	3,279	4,730,285	0	4,730,285	1,443
Waukesha	12,304	10,796,064	0	10,796,064	877
Waunakee Community	4,306	558,390	41,610	600,000	139
Waupaca	2,031	2,403,894	0	2,403,894	1,184
Waupun	1,920	1,509,851	0	1,509,851	786
Wausau	7,788	10,543,166	0	10,543,166	1,354
Wausaukee	372	947,060	0	947,060	2,546
Wautoma Area	1,309	2,706,438	0	2,706,438	2,068
Wauwatosa	7,014	3,034,660	0	3,034,660	433
Wauzeka-Steuben	235	403,251	196,749	600,000	2,553
Webster	630	1,142,910	0	1,142,910	1,814
West Allis	7,397	14,863,185	0	14,863,185	2,009
West Bend	5,891	4,078,471	0	4,078,471	692

	<u>Fall 2020</u> <u>Headcount</u>	<u>Initial</u> <u>Allocation</u>	<u>Minimum</u> <u>Aid</u>	<u>Total</u>	
				<u>Amount</u>	<u>Per Pupil</u>
West De Pere	3,623	\$1,711,184	\$0	\$1,711,184	\$472
West Salem	1,778	528,221	71,779	600,000	337
Westby Area	1,025	2,892,834	0	2,892,834	2,822
Westfield	1,014	2,154,753	0	2,154,753	2,125
Weston	287	977,569	0	977,569	3,406
Westosha Central High	1,136	638,812	0	638,812	562
Weyauwega-Fremont	793	870,920	0	870,920	1,098
Wheatland Joint No. 1	570	381,247	218,753	600,000	1,053
White Lake	158	454,052	145,948	600,000	3,797
Whitefish Bay	2,836	1,575,641	0	1,575,641	556
Whitehall	748	1,112,149	0	1,112,149	1,487
Whitewater	1,804	2,068,048	0	2,068,048	1,146
Whitnall	2,401	1,598,734	0	1,598,734	666
Wild Rose	555	670,810	0	670,810	1,209
Williams Bay	731	469,959	130,041	600,000	821
Wilmot Union High	957	799,737	0	799,737	836
Winneconne Community	1,759	350,626	249,374	600,000	341
Winter	245	1,062,162	0	1,062,162	4,335
Wisconsin Dells	1,715	2,211,926	0	2,211,926	1,290
Wisconsin Heights	738	715,381	0	715,381	969
Wisconsin Rapids	4,986	7,085,882	0	7,085,882	1,421
Wittenberg-Birnamwood	1,136	1,400,890	0	1,400,890	1,233
Wonewoc-Union Center	335	765,724	0	765,724	2,286
Woodruff Joint No. 1	530	588,647	11,353	600,000	1,132
Wrightstown Community	1,320	351,545	248,455	600,000	455
Yorkville Joint No. 2	443	153,354	446,646	600,000	1,354

	Fall 2020 <u>Headcount</u>	Initial <u>Allocation</u>	Minimum <u>Aid</u>	<u>Total</u>	
				<u>Amount</u>	<u>Per Pupil</u>
<b>Independent Charter Schools</b>					
21st Century Prep	510	\$1,561,764	\$0	\$1,561,764	\$3,062
Aki Earth	8	0	200,000	200,000	25,000
Bruce Guadalupe	1,382	4,914,770	0	4,914,770	3,556
Central City Cyberschool	427	2,085,970	0	2,085,970	4,885
Darrell Lynn Hines Academy	226	1,336,871	0	1,336,871	5,915
Downtown Montessori	277	226,204	373,796	600,000	2,166
Dr. Howard Fuller Collegiate Academy	315	1,545,035	0	1,545,035	4,905
Escuela Verde	119	515,619	84,381	600,000	5,042
Isthmus Montessori Academy Public	244	107,553	492,447	600,000	2,459
La Casa de Esperanza	199	226,071	373,929	600,000	3,015
Milestone Democratic School	21	0	200,000	200,000	9,524
Milwaukee Academy of Science	1,270	5,293,024	0	5,293,024	4,168
Milwaukee Math & Science Academy	206	1,610,165	0	1,610,165	7,816
Milwaukee Scholars	742	3,129,744	0	3,129,744	4,218
One City Expeditionary Elementary School	131	48,816	551,184	600,000	4,580
Pathways High School	135	346,352	253,648	600,000	4,444
Penfield Montessori Academy	114	223,796	376,204	600,000	5,263
Rocketship Education Wisconsin Inc.	711	2,338,645	0	2,338,645	3,289
Seeds of Health, Inc.	1,145	4,873,000	0	4,873,000	4,256
Stellar Collegiate	236	649,718	0	649,718	2,753
UCC Acosta Middle School	211	538,964	61,036	600,000	2,844
Woodlands School	346	284,748	315,252	600,000	1,734
Woodlands School - State Street Campus	282	782,045	0	782,045	2,773
<b>Other Local Educational Agencies</b>					
Wisconsin School for the Blind and Visually Impaired	34	\$0	\$200,000	\$200,000	\$5,882
Wisconsin School for the Deaf	93	0	200,000	200,000	2,151
Syble Hopp School (Brown County CDEB)	172	0	600,000	600,000	3,488
Lakeland School (Walworth County CDEB)	<u>154</u>	<u>0</u>	<u>600,000</u>	<u>600,000</u>	<u>3,896</u>
<b>Total</b>	<b>828,632</b>	<b>\$1,386,706,369</b>	<b>\$39,361,356</b>	<b>\$1,426,067,725</b>	<b>\$1,721</b>



## Wisconsin Department of Public Instruction Plan for the Elementary and Secondary School Emergency Relief Fund III (American Rescue Plan Act, 2021)

### Requirement for Submitting Plan to the Joint Committee on Finance

The Department of Public Instruction (DPI) submits this plan in accordance with Wis. Stat. sec. 115.295, which requires a plan to be submitted to the Committee, in the event federal legislation results in receipt of federal funds by the department in an amount that varies by five percent or more from the federal appropriations in the department's Chapter 20 schedule. Specifically, the statute under Wis. Stat. secs. 115.295 (2) (a) and (b) reads:

*(a) Subject to par. (b), annually by December 1 or within 30 days after the applicable federal appropriation bill for that federal fiscal year has been enacted, whichever is later, the state superintendent shall submit to the joint committee on finance a plan identifying how the state superintendent proposes to adjust the department's federal appropriations for that state fiscal year to reflect the most recent estimate of the amount of federal funds that the department will be appropriated in that state fiscal year.*

*(b) The state superintendent is required to submit a plan under par. (a) only if the department's most recent estimate of the amount of federal funds that the department will be appropriated under s. 20.255 in the current state fiscal year is less than 95 percent or more than 105 percent of the amount of federal revenue shown in the schedule for the appropriations under s. 20.255 in that fiscal year.*

This letter outlines DPI's plan for use of the additional federal funding allocated to the State of Wisconsin for K-12 education under the American Rescue Plan Act, 2021.

## Federal Response to the COVID-19 Pandemic

The federal government has now enacted three major pieces of legislation in response to the emergence of the novel coronavirus disease (COVID-19) outbreak and the ongoing COVID-19 pandemic in the United States, following the declaration by the President of a national emergency on March 1, 2020. First, Congress passed the Coronavirus Aid, Relief, and Economic Security Act (CARES Act; P.L. 116–136), signed into law on March 27, 2020. Following that, the Consolidated Appropriations Act, also referred to as the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA; P.L. 116–260), was enacted on December 27, 2020. The American Rescue Plan Act (ARPA, P.L. 117-002) was signed into law on March 11, 2021.

All three acts appropriate federal funding to address the impacts of the COVID-19 pandemic across many sectors of the economy, including education. The CARES Act created the Education Stabilization Fund (ESF), which provided, in total, \$30.75 billion for institutions of higher education (IHEs) and for K-12 local educational agencies (LEAs). The term, LEA, includes public school districts and independent charter schools. The CRRSA Act provided an additional \$53.9 billion under the ESF for K-12 schools and IHEs.

Likewise, ARPA appropriates additional funding to states to address the impact of the coronavirus pandemic on K-12 education. A total of \$122.77 billion is provided for states under the ARPA Elementary and Secondary Education Relief Fund (hereafter referred to as “ESSER III”). ARPA also appropriates monies under other federal programs for which the Department of Public Instruction (DPI) makes subgrants or passes through funding to LEAs and to public libraries. This letter will outline those programs and additional funding under ARPA in [Part 2](#) of this letter.

### Part 1 - ESSER III Plan

The total ESSER III allocation to Wisconsin is \$1,540,784,854. Public school districts and independent charter schools are collectively LEAs and are eligible for funding under ESSER III. As with the ESSER I & II programs, all SEAs are required to distribute at least 90 percent of their ESSER III allocation to LEAs in proportion to each LEA’s respective share of funding under Title I, Part A (Title I-A) of the Elementary and Secondary Education Act (ESEA) of 1965 for FY20. The Title I-A based allocation (90 percent) for Wisconsin’s LEAs is \$1,386,706,369.

The remaining 10 percent of the state’s allocation (\$154,078,485) is partially earmarked for activities and interventions that respond to students’ academic, social, and emotional needs, and addresses the disproportionate impact of COVID-19 on underrepresented student subgroups, students experiencing homelessness, and children and youth in foster care. Specifically, each SEA must reserve the following amounts (percent of the state’s total ESSER III allocation):

- 5 percent (\$77,039,242) for the implementation of evidence-based interventions aimed specifically at addressing learning loss, such as summer learning or summer enrichment, extended day, comprehensive afterschool programs, or extended school year programs.
- 1 percent (\$15,407,849) for evidence-based summer enrichment programs.
- 1 percent (\$15,407,849) for evidence-based comprehensive afterschool programs.

Each SEA may use 2.5 percent of its total ESSER III allocation for any of the purposes allowed under ARPA within the ESSER III fund. Additionally, up to one-half of a percent may be used for administrative costs and emergency needs (as determined by the State) to address issues related to COVID-19. Table 1 summarizes the ESSER III allocations and earmarks.

**Table 1. ESSER III Allocations and Earmarks**

Title I-A Based LEA Grants	90.00%	\$1,386,706,369
Earmarks		
Learning Loss	5.00%	\$77,039,242
Summer Learning	1.00%	\$15,407,849
Afterschool Programming	1.00%	\$15,407,849
Non-Earmark (Flexible Use)	2.50%	\$38,519,621
Administrative Costs (Cap)	0.50%	\$7,703,924
<b>Total Allocation</b>		<b>\$1,540,784,854</b>

Approval and Release of Federal Funding

Under ARPA, SEAs must award the Title I-A based ESSER III funds to LEAs in an expedited and timely manner, and, to the extent practicable, not later than 60 days after the SEA receives the federal funds; and must award the remaining ESSER funds (i.e., the earmark and non-earmark portions) within one year of receiving them. ARPA authorizes SEAs and LEAs to obligate ESSER III monies through September 30, 2024, (including the 12-month Tydings Amendment period).

Recent communication from the United State Department of Education (USDE), indicates SEAs will be required to submit an application to access the full allocation of ESSER III funds. That application is not yet available to SEAs, but it is expected to be available in April.

LEA Use of ESSER III Funds

LEAs may use ESSER III funds to meet a wide range of needs arising from the coronavirus pandemic, including: reopening schools safely; sustaining the safe operation of schools; and addressing students’ social, emotional, mental health, and academic needs arising from the pandemic. The specific allowable uses enumerated in ARPA can be found in [Appendix A](#).

All LEAs are required to reserve no less than 20 percent of their Title I-A based ESSER III allocation for the purpose of addressing learning loss, through the implementation of evidence-based interventions, which may include: extended day and/or extended school year programs, comprehensive afterschool programs, and summer learning or enrichment programs. The ESSER III funded interventions employed to address learning loss must respond to students’ academic, social, and emotional needs; and must address the disproportionate impact of COVID-19 on underrepresented student subgroups, students experiencing homelessness, and children and youth in foster care.

Under ARPA, all LEAs that receive ESSER III funding are required to have a plan for the safe return to in-person instruction and continuity of services and make it publicly available on the LEA's website within 30 days of receiving the funds. Before making the plan publicly available, the LEA must seek public comment on the plan. If an LEA has a plan for safe return to in-person instruction that was created prior to the passage of ARPA and the plan meets all criteria specific under ARPA, the LEA may use that plan to meet this requirement.

### DPI Plan for ESSER III Funds

#### *Non-Earmark Funding*

DPI proposes to distribute the non-earmarked portion of the ESSER III allocation (\$38,519,621) directly to LEAs. The Title I-A formula allocates funding to LEAs based on the number and percentage of students in poverty. As such, the Title I-A based formula produces varying grant amounts for LEAs (in total and on a per-pupil basis). Nine school districts and two independent charter schools do not qualify for a grant under the Title 1-A based ESSER III allocation.

Under DPI's plan, if the Title I-A formula-based grant for an individual LEA is less than \$600,000, an additional amount would be provided to raise the LEA's grant award to \$600,000, except that for LEAs with 25 or fewer pupils, the minimum grant would be \$200,000. Under the plan, three LEAs would qualify for the \$200,000 grant: the Norris School District (25 pupils), and the Aki Earth School (8 pupils) and Milestone Democratic School (21 pupils), both of which are independent charter schools.

As with DPI's plan for the ESSER II fund, the minimum LEA grant will be awarded to four other educational organizations. Grants of \$200,000 will be made to the state's two residential schools, and grants of \$600,000 will be made to the Syble Hopp School operated by the Brown County Children with Disabilities Board and the Lakeland School operated by the Walworth County Children with Disabilities Board.

Providing minimum grants to LEA as proposed here will require \$39,361,356, using all of the non-earmarked funds and \$841,731 from DPI's allowable allocation for administrative costs.

#### *Earmark Funding*

DPI proposes to distribute the ESSER III earmark funds directly to LEAs as grants. While only LEAs would be eligible to receive grant awards directly, LEAs would be permitted and encouraged to work with community partners in implementing evidence-based interventions for purposes allowed under the earmarks, i.e., to address learning loss, expand summer learning, and expand afterschool programming.

The first earmark allocation is the largest, representing five percent of the State's total ESSER III allocation (\$77,039,242). These earmark funds must be used specifically to address learning loss resulting from the COVID-19 pandemic. DPI proposes to distribute these earmark funds to LEAs under a formula grant process that recognizes the variance in grant award amounts generated under the Title I-A based allocations specifically for addressing learning loss (i.e., the 20 percent reserve for learning loss required under ARPA).



The second and third earmarks each represent one percent of the State's total ESSER III allocation (\$15,407,849 each). These allocations must be used to expand summer learning and to expand comprehensive afterschool programming and services. Due to the lower total amount available under each of the earmarks and recognizing that not all LEAs will choose to seek out additional funding for both or either purposes, DPI proposes to distribute these funds under a competitive grant process.

For all three of the earmarks under ESSER III, recipient LEAs must demonstrate how the activities and interventions supported with the earmark funds would be used to respond to the academic, social, and emotional needs of students. The SEA must also demonstrate how the funds would be used to address the disproportionate impact of COVID-19 on underrepresented student subgroups, students experiencing homelessness, and children and youth in foster care. As with all federal grants, including ESSER I and ESSER II, DPI staff will review LEA grant applications and proposed budgets for ESSER III funds to ensure compliance with these requirements under ARPA.

In addition to the requirements outlined under ARPA for the earmark funds, DPI will encourage LEAs to use at least some of the ESSER III funding to provide a focus on improving student outcomes in reading/literacy as a part of their overall approach to addressing learning disruption and learning loss. DPI is positioned to provide LEAs with technical assistance, on-demand professional learning tools, and general support to facilitate this work.

#### *Focus on Reading and Administrative Costs*

As with the ESSER I and II funds appropriated under the CARES and CRRSA Acts, the ESSER III allocation provides funding to support the administrative costs incurred by SEAs for the implementation and administration of ESSER III. The federal government provides administrative funds so that SEAs do not have to rely on state funds to support federal programs and recognizes SEAs are not permitted to use other federal funds to support work in service of ESSER III.

Under ARPA, the maximum amount permitted for administrative costs under the ESSER III program is \$7,703,924, which DPI will be able to obligate through September 30, 2024. However, as described in this letter, DPI's plan will reallocate \$841,731 from its allocation for administrative costs to fund the \$600,000 minimum LEA grants. This will leave \$6,862,189 in the allocation for administrative costs. DPI plans to use the amounts remaining in its allocation for administrative costs for the general costs of implementing ESSER III and to support a focus on improving reading outcomes as a means of addressing learning loss.

**Focus on Reading** - Mounting evidence suggests providing teachers with access to high-quality instructional materials that are aligned to academic standards and paired with curriculum-based professional learning can improve student academic outcomes (see [Appendix B](#) for research findings). DPI proposes to use a portion of its administrative funds to establish a robust infrastructure and provide direct support to LEAs; enabling LEAs to leverage local resources for the purpose of obtaining high quality, standards-aligned instructional materials, and curriculum-based professional learning resources. This approach will focus on improving reading outcomes to address learning disruption and learning loss among students who have been disproportionately impacted by the COVID pandemic.

DPI will encourage all LEAs to consider including a focus on improving reading outcomes as part of their plans for using ESSER III funding, and further r how utilizing standards-aligned materials and supporting professional learning to implement those materials effectively can be part of the LEA’s larger strategy to combat learning disruption and learning loss.

**Administrative Costs** - DPI will use the administrative funds to support the necessary applications development in WISEgrants, DPI’s online portal for all federal funds distributed to LEAs. Additionally, staff time spent on ESSER III-funded programs must be charged to the ESSER III administrative costs allocation. Considering the workload involved in administering the Title I-A based grants to LEAs and the earmark grants, DPI will seek authority from the Department of Administration (DOA) for additional federal project position authority to support this work. Additionally, DPI proposes to draw on the allocation for administrative costs to support the continuation of the Emergency Assistance for Nonpublic Schools (EANS) program under ARPA.

**Table 1. ESSER III Allocation – Authorized Amount and DPI Plan**

	Funding Amount		Percent of Allocation	
	Authorized	DPI Plan	Authorized	DPI Plan
Grants to LEAs (Title 1-A based allocations)	\$1,386,706,369	\$1,386,706,369	90.00%	90.00%
Earmark Funds				
Learning Loss Earmark	\$77,039,242	\$77,039,242	5.00%	5.00%
Summer Learning Earmark	\$15,407,849	\$15,407,849	1.00%	1.00%
Comprehensive Afterschool Earmark	\$15,407,849	\$15,407,849	1.00%	1.00%
Non-Earmark Funds (flexible use)	\$38,519,621		2.50%	
Minimum LEA grant (\$600,000)*		\$39,361,356		2.55%
Administrative Costs (and focus on reading)	\$7,703,924	\$6,862,189	0.50%	0.45%
<b>TOTAL</b>	<b>\$1,540,784,854</b>	<b>\$1,540,784,854</b>		

\*For LEAs with 25 or fewer pupils, and for the state's two residential schools (WCBVI and WESP-DHH), the minimum LEA grant will be \$200,000.

## Part 2 - Other Federal Programs

In addition to the ESSER III allocations, ARPA appropriates additional funding for K-12 schools and public libraries under other federal programs. The allowable uses of those funds are described below.

### Individuals with Disabilities Education Act (IDEA)

Under ARPA, additional IDEA funds are appropriated to states as IDEA funds, which provides funding to LEAs to offset costs of providing programs and services to children with disabilities. It is estimated Wisconsin will receive \$54.6 million of additional IDEA funding.

### Funding for Public Libraries

The State of Wisconsin will receive \$3,270,854 for public libraries from the Institute of Museum and Library Services (IMLS). These funds will be distributed in the same manner as funding to states under the Library Services and Technology Act (LSTA), but with no match requirement or maintenance of effort provision; four percent is allocated for administration. The IMLS anticipates DPI's current five-year plan for library services will be flexible enough to accommodate the work. Thus, DPI will not need to submit a plan to accept the funds. Grant awards are expected in April. DPI will use the additional funds to make subgrants to library systems and public libraries to support statewide contracts and for administrative costs.

### Other Education Related Funding

ARPA provides continued funding under the Emergency Assistance to Nonpublic Schools program ("EANS II"). Wisconsin's allocation is estimated to be approximately \$67 million, which may be obligated through September 30, 2023. While DPI has responsibility for implementing this program, the EANS funds are not directly appropriated to the SEA; rather, the EANS allocations are made to states under the Governors Emergency Education Relief (GEER) Fund. As such, the EANS funds are received by DPI in its Program Revenue – Service (not federal) appropriations.

Within the total ESSER III allocation, ARPA allocated \$800,000,000 for the purposes of identifying homeless children and youth, and to provide wrap-around services and assistance needed to enable homeless children and youth to attend school and participate fully in school activities. DPI does not yet have information on how USDE will implement this portion of ARPA and is awaiting further guidance from USDE.

Finally, ARPA appropriates additional funding under the E-rate program, which provides discounts to eligible schools and libraries for telecommunications, internet access, and internal connections. Discount rates range from 20% - 90% and are based on poverty and rural or urban status. The program is governed by the Federal Communications Commission (FCC) and administered by USAC, the Universal Services Corporation (i.e., the federal funds do not flow through DPI).

### Maintenance of Effort and Maintenance of Equity Provisions

The provisions pertaining to funding for K-12 schools under ARPA contain maintenance of effort (MOE) requirements for states, as well as maintenance of equity for states and LEAs. As was the case under ESSER II, states are required to maintain funding for K-12 and higher education in FY22 and FY23, as a proportion of the state's total budget, at the same level as the average of state support for FY17, FY18, and FY19.

Additionally, states must meet a maintenance of equity measures. As a condition of receiving the federal ESSER III funds:

- states cannot, in FY22 or FY23, reduce state funding, as calculated on a per-pupil basis, for any high-need\* LEA in the state by an amount that exceeds the overall per-pupil reduction in state funds across all LEAs; and
- states cannot, in FY22 or FY23, reduce state funding, as calculated on a per-pupil basis, for any highest poverty\* local educational agency below the level of funding, as calculated on a per-pupil basis, provided to each such LEA in fiscal year 2019.

LEAs are also required to meet maintenance of equity provisions similar to those that apply to states (with exceptions for LEAs that meet specified criteria). Under ARPA, LEAs may not reduce per-pupil spending or per-pupil staffing for high-poverty schools at a greater rate than the reductions (if any) that are applied to all schools in the LEA (school district). \*See [Appendix C](#) for the ARPA provisions related to maintenance of equity and for definitions of the terms “high-need” and “highest poverty”.

## Request

In consideration of the information provided in this plan, DPI respectfully requests approval for modifying the two federal appropriations under s. 20.255 (1) (me), (2) (m), and (3) (mm). Under the plan, DPI’s federal appropriations would be increased by the full amount of federal funding available under the ESSER III allocation, as shown in table 3, below. See Appendix D (separate attachment) for a listing by LEA of anticipated ESSER III grant allocations described in this plan.

**Table 3. Adjustments to DPI’s Federal Appropriations**

Alpha	Appropriation Title	K-12 Schools		Public Libraries	Total
		ESSER III	IDEA	IMLS/LSTA	
(1)(me)	Federal aids; program operations*	\$6,862,189		\$130,834	\$6,993,023
(2)(m)	Federal aids; local aid	\$1,533,922,665	\$54,590,796		\$1,588,513,461
(3)(mm)	Federal funds; local assistance			\$3,140,020	\$3,140,020
	<b>Total</b>	<b>\$1,540,784,854</b>	<b>\$54,590,796</b>	<b>\$3,270,854</b>	<b>\$1,598,646,504</b>

\*The amount for program operations reflects allowable administrative funds, less \$841,735 that DPI will reallocate for grants to LEAs. DPI plans to use a portion of this allocation to support a focus on improving reading outcomes.

Pending approval of this plan by the Joint Committee on Finance and approval of DPI’s ESSER III plan by USDE, DPI will begin development of the ESSER III application in WISE grants. Assuming normal timelines for application development, DPI anticipates LEAs will be able to start the application process for ESSER III funds during mid- to late-summer, 2021.

DPI awaits the Committee’s action and looks forward to continuing our work with stakeholders and education partners to ensure children will continue to learn and thrive educationally, and schools will be safe and healthy throughout this unprecedented time of the extended COVID-19 pandemic.

## *Appendix A – Allowable Uses of ESSER III Funds by LEAs*

Section 2001 (e)(2) of ARPA authorizes LEAs to use the non-earmarked portion of their Title I-A formula based ESSER III allocation for the following purposes:

- (A) Any activity authorized by the Elementary and Secondary Education Act of 1965.
- (B) Any activity authorized by the Individuals with Disabilities Education Act.
- (C) Any activity authorized by the Adult Education and Family Literacy Act.
- (D) Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006.
- (E) 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 coronavirus.
- (F) 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.
- (G) Developing and implementing procedures and systems to improve the preparedness and response efforts of local educational agencies.
- (H) Training and professional development for staff of the local educational agency on sanitation and minimizing the spread of infectious diseases.
- (I) Purchasing supplies to sanitize and clean the facilities of a local educational agency, including buildings operated by such agencies.
- (J) Planning for, coordinating, and implementing activities during long-term closures, including providing meals to eligible students, providing technology for online learning to all students, providing guidance for carrying out requirements under the Individuals with Disabilities Education Act and ensuring other educational services can continue to be provided consistent with all Federal, State, and local requirements.
- (K) 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 children with disabilities, which may include assistive technology or adaptive equipment.
- (L) Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
- (M) Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
- (N) Addressing learning loss 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, of the local educational agency, including by—

(i) administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction;

(ii) implementing evidence-based activities to meet the comprehensive needs of students;

(iii) providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment; and

(iv) tracking student attendance and improving student engagement in distance education.

(O) 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.

(P) 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.

(Q) Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff.

(R) Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

## *Appendix B – Research Findings, Standards-Aligned Materials*

Mounting evidence suggests that providing teachers with access to high-quality, standards aligned curricular materials and curriculum-based professional learning can result in improvement in student outcomes, making this a research-based school improvement strategy. Research findings show:

- Most students do what they are asked to do, but few of their assignments are aligned to grade-level work as defined by academic standards (The New Teacher Project, 2018).
- Standards-aligned curriculum combined with curriculum-focused professional development are associated with statistically significantly higher student performance and educator understanding of academic standards, while providing educators with generic strategies divorced from their curriculum makes it less likely they will apply their learning and impact student achievement (Taylor et al., 2015).
- Providing teachers with any curriculum or set of instructional materials without also providing them with professional learning focused on how to implement those materials effectively to meet the needs of all students will not impact student achievement (Blazar, D. et al., 2019).
- Professional development for teachers should be connected to practice with a focus on content and curriculum (Blank, de las Alas, and Smith, 2007).
- The teachers who benefit the most from having access to high-quality curriculum and support to implement that curriculum are new teachers or teachers teaching out of field (Jackson, C. and Makrain, A., 2016). In Wisconsin, teachers who are new or teaching out of field are more likely to be teaching students experiencing poverty and students of color (DPI, 2015).
- High-quality instructional materials that are aligned to state standards can reduce variability in the quality of instruction across classrooms and help boost student achievement, but teachers often do not have materials that are aligned to their state's college- and career-readiness standards (SREB, 2017).
- Consistent use of a standards-based curriculum over multiple years of a student's education could have a major cumulative impact (Steiner, 2017).

## *Appendix C – Maintenance of Effort/Maintenance of Equity Provisions under ARPA*

### **For States**

#### **SEC. 2004. MAINTENANCE OF EFFORT AND MAINTENANCE OF EQUITY.**

##### **(a) STATE MAINTENANCE OF EFFORT.—**

(1) **IN GENERAL.**—As a condition of receiving funds under section 2001, a State shall maintain support for elementary and secondary education, and for higher education (which shall include State funding to institutions of higher education and State need-based financial aid, and shall not include support for capital projects or for research and development or tuition and fees paid by students), in each of fiscal years 2022 and 2023 at least at the proportional levels of such State's support for elementary and secondary education and for higher education relative to such State's overall spending, averaged over fiscal years 2017, 2018, and 2019.

(2) **WAIVER.**—For the purpose of relieving fiscal burdens incurred by States in preventing, preparing for, and responding to the coronavirus, the Secretary of Education may waive any maintenance of effort requirements associated with the Education Stabilization Fund.

##### **(b) STATE MAINTENANCE OF EQUITY.—**

1) **HIGH-NEED LOCAL EDUCATIONAL AGENCIES.**—As a condition of receiving funds under section 2001, a State educational agency shall not, in fiscal year 2022 or 2023, reduce State funding (as calculated on a per-pupil basis) for any high-need local educational agency in the State by an amount that exceeds the overall per-pupil reduction in State funds, if any, across all local educational agencies in such State in such fiscal year.

(2) **HIGHEST POVERTY LOCAL EDUCATIONAL AGENCIES.**—Notwithstanding paragraph (1), as a condition of receiving funds under section 2001, a State educational agency shall not, in fiscal year 2022 or 2023, reduce State funding (as calculated on a per-pupil basis) for any highest poverty local educational agency below the level of funding (as calculated on a per pupil basis) provided to each such local educational agency in fiscal year 2019.

### **For LEAs**

##### **(c) LOCAL EDUCATIONAL AGENCY MAINTENANCE OF EQUITY FOR HIGH-POVERTY SCHOOLS.—**

(1) **IN GENERAL.**—As a condition of receiving funds under section 2001, a local educational agency shall not, in fiscal year 2022 or 2023—

(A) reduce per-pupil funding (from combined State and local funding) for any high-poverty school served by such local educational agency by an amount that exceeds—

(i) the total reduction in local educational agency funding (from combined State and local funding) for all schools served by the local educational agency in such fiscal year (if any); divided by  
(ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year; or

(B) reduce per-pupil, full-time equivalent staff in any high-poverty school by an amount that exceeds—

(i) the total reduction in full-time equivalent staff in all schools served by such local educational agency in such fiscal year (if any); divided by  
(ii) the number of children enrolled in all schools served by the local educational agency in such fiscal year.

(2) **EXCEPTION.**—Paragraph (1) shall not apply to a local educational agency in fiscal year 2022 or 2023 that meets at least 1 of the following criteria in such fiscal year:

(A) Such local educational agency has a total enrollment of less than 1,000 students.

(B) Such local educational agency operates a single school.



- (C) Such local educational agency serves all students within each grade span with a single school.
- (D) Such local educational agency demonstrates an exceptional or uncontrollable circumstance, such as unpredictable changes in student enrollment or a precipitous decline in the financial resources of such agency, as determined by the Secretary of Education.

### **Definitions**

(1) ELEMENTARY EDUCATION; SECONDARY EDUCATION.—The terms “elementary education” and “secondary education” have the meaning given such terms under State law.

(2) HIGHEST POVERTY LOCAL EDUCATIONAL AGENCY.—The term “highest poverty local educational agency” means a local educational agency that is among the group of local educational agencies in the State that—

(A) in rank order, have the highest percentages of economically disadvantaged students in the State, on the basis of the most recent satisfactory data available from the Department of Commerce (or, for local educational agencies for which no such data are available, such other data as the Secretary of Education determines are satisfactory);

and

(B) collectively serve not less than 20 percent of the State’s total enrollment of students served by all local educational agencies in the State.

(3) HIGH-NEED LOCAL EDUCATIONAL AGENCY.—The term “high-need local educational agency” means a local educational agency that is among the group of local educational agencies in the State that—

(A) in rank order, have the highest percentages of economically disadvantaged students in the State, on the basis of the most recent satisfactory data available from the Department of Commerce (or, for local educational agencies for which no such data are available, such other data as the Secretary of Education determines are satisfactory);

and

(B) collectively serve not less than 50 percent of the State’s total enrollment of students served by all local educational agencies in the State.

(4) HIGH-POVERTY SCHOOL.—

(A) IN GENERAL.—The term “high-poverty school” means, with respect to a school served by a local educational agency, a school that is in the highest quartile of schools served by such local educational agency based on the percentage of economically disadvantaged students served, as determined by the State in accordance with subparagraph (B).

(B) DETERMINATION.—In making the determination under subparagraph (A), a State shall select a measure of poverty established for the purposes of this paragraph by the Secretary of Education and apply such measure consistently to all schools in the State.

(5) OVERALL PER-PUPIL REDUCTION IN STATE FUNDS.—The term “overall per-pupil reduction in State funds” means, with respect to a fiscal year—

(A) the amount of any reduction in the total amount of State funds provided to all local educational agencies in the State in such fiscal year compared to the total amount of such funds provided to all local educational agencies in the State in the previous fiscal year; divided by

(B) the aggregate number of children enrolled in all schools served by all local educational agencies in the State in the fiscal year for which the determination is being made.