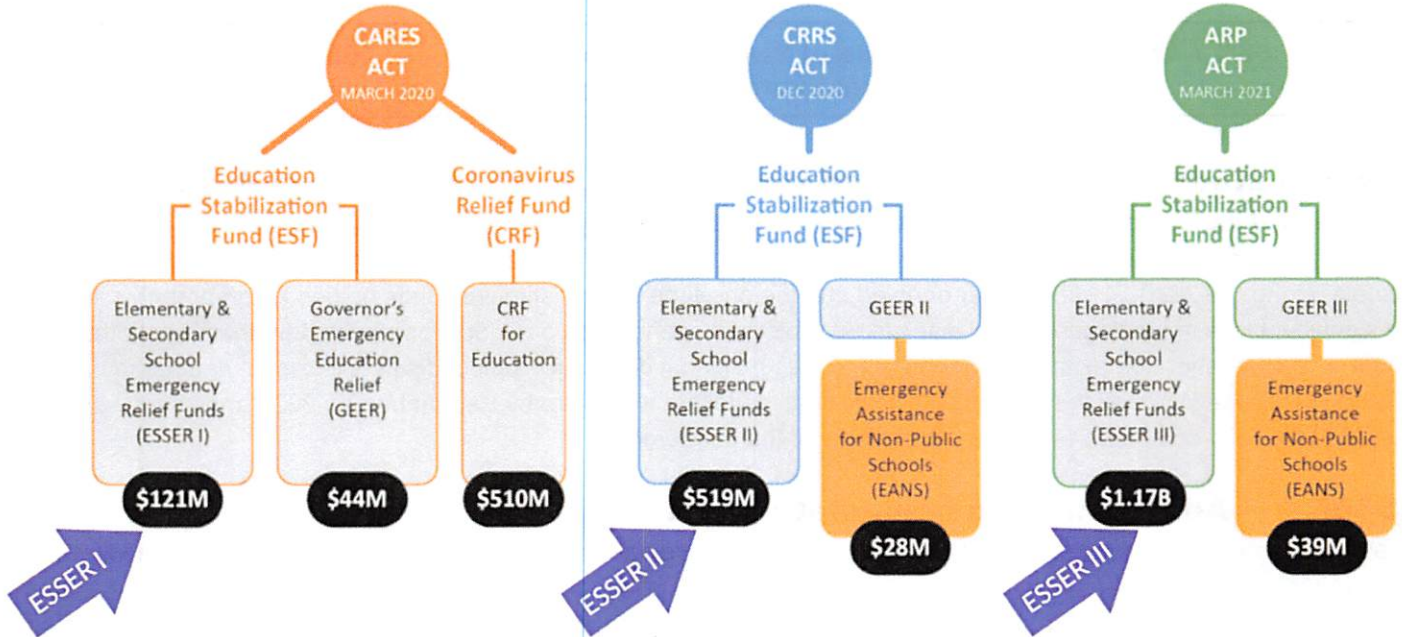


# Arickaree R2 School District

## Federal Stimulus Funding for Colorado

In response to the COVID-19 pandemic, Congress passed three stimulus bills that include funding for education: the Coronavirus Aid, Relief, and Economic Security (CARES) Act (March 2020); the Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act (December 2020); and the American Rescue Plan (ARP) Act (March 2021).



## How much ESSER funding went to Arickaree R2 School District and how is it being used?

ESSER I (CARES Act)	ESSER II (CRRS Act)	ESSER III (ARP Act)
<b>\$25,000</b> Addressing the immediate crisis Expenditures allowed through Sept. 30, 2022	<b>\$100,000</b> Stability & managing the health crisis Expenditures allowed through Sept. 30, 2023	<b>\$134,858</b> Recovery and Acceleration Expenditures allowed through Sept. 30, 2024

## How much has the shortfall in state share been for Arickaree R2 School District?

Since 2009-10, the state has not been able to fully meet its constitutional obligation to equalize funding for school districts and the loss in state share has been tracked by the Budget Stabilization Factor (formerly known as the Negative Factor).

- Loss in state share for the 2020-21 school year: **(\$234,801)**
- Loss in state share for the 2021-22 school year: **(\$126,607)**
- Cumulative loss in state share since 2009-10: **(\$2,227,345)**

<b>A look at Colorado students</b>		<b>A look at Arickaree R2 students</b>
<b>883,199</b>	<b>Number of students</b>	<b>98</b>
<b>354,991 (40%)</b>	<b>Free and reduced lunch</b>	<b>51 (52%)</b>
<b>113,849 (13%)</b>	<b>Learning English</b>	<b>too few to report</b>
<b>104,612 (12%)</b>	<b>Special Education</b>	<b>too few to report</b>
<b>65,493 (7%)</b>	<b>Gifted and Talented</b>	<b>too few to report</b>
<b>58% / 42%</b>	<b>Ratio of State Share to Local Share of Funding</b>	<b>68% / 32%</b>

### **How are students being supported through the use of federal stimulus dollars?**

The federal stimulus dollars are a once-in-a-generation opportunity to support our students and to address the multi-year effects of the COVID-19 pandemic. In addition to the pandemic, the shortfall in state funding to Colorado schools during the 2020-21 school year doubled and the one-time federal stimulus funds helped to temporarily mitigate the significant loss in funding to school districts. As Colorado spends less on education per student than most other states, a teacher shortage existed before the pandemic making it difficult for school districts to recruit and retain highly qualified teachers. While all the one-time federal stimulus dollars will expire by September 30, 2024, they have supported local students and communities weather the effects of the pandemic.

#### **ESSER I — Addressing the immediate crisis**

Healthy eating is important for child and adolescent growth, development, well-being, and academic performance. In fact, children typically consume as many as half of their daily calories at school. When the pandemic-related school closures began in March 2020, schools quickly realized that this could threaten or eliminate students' access to school nutrition services — even if districts used hybrid approaches to learning — and significantly affect schools' ability to meet this basic need.<sup>1</sup> Colorado schools became hubs for meal distribution to students and families in their communities. In addition to providing access to meals, schools transitioned to remote learning providing access to technology, broadband services, and more.

#### **ESSER II — Providing stability and managing the health crisis**

The 2020-21 school year was one of the most complicated years in U.S. history for meeting the educational and social-emotional needs of students. In addition to providing education, schools were tasked with managing the health crisis by establishing and maintaining processes for contact tracing, quarantines, and communicating with families on the ever-evolving health pandemic. Schools required new systems for transportation, access to personal protective equipment (PPE), and other mitigation factors required through public health orders.

#### **ESSER III — Recovery and acceleration**

Schools are currently focused on providing equitable and adequate educational opportunities that address the impact of COVID-19 on students, educators, and staff, focusing on evidence-based strategies for: 1) Meeting students' social, emotional, mental and physical health, and academic needs, including through meeting basic student needs; reengaging students; and providing access to a safe and inclusive learning environment; 2) Addressing the impact of COVID-19 on students' opportunity to learn, including closing the digital divide; implementing strategies for accelerating learning; effectively using data; and addressing resource inequities; and 3) Supporting educator and staff well-being and stability, including stabilizing a diverse and qualified educator workforce.<sup>1</sup>

<sup>1</sup> [ED COVID-19 HANDBOOK Roadmap to Reopening Safely and Meeting All Students' Needs \(USDOE\)](#)