Targeting American Rescue Plan Funds to Early Care and Education

A Webinar for State Leaders sponsored by NIEER, NAECS-SDE and CCSSO

July 22, 2021
Welcome to the Webinar

• Goals of the Webinar
• Introductions:
  • Mandy Sorge, Executive Director, NAECS-SDE
  • Rolf Grafwallner, CCSSO
  • Richard Lower, Director Preschool and Out of School Time Learning, Office of Great Start, Michigan Department of Education
  • Jaclyn Vasquez, Director of the Early Development Instrument, Erikson Institute
  • Miriam Calderon, Deputy Assistant Secretary, Office of Early Learning, U.S. Department of Education
Agenda

• Highlights of the publication, *Using Every Student Succeeds Act for Early Childhood*

• State Spotlight: How is MI planning for the use of ARP funds for ECE

• POLL- What is your state’s top 3 priorities for targeting American Rescue Plan funds? Highlights of the Publication: *Ideas in Inspiration for Targeting American Rescue Plan Funds to Early Care and Education*

• Federal Guidance on Using ARP Funds for ECE

• Themes and Key Ideas of the Presentations

• POLL- What resources or learning experiences would help you use federal relief funds wisely
USING ESSA & FEDERAL RELIEF FUNDS FOR EARLY CHILDHOOD
Transitions to Kindergarten

Transition activities should take place throughout the year, and should be designed to build relationships with incoming students and their families — respectfully taking into account students’ language, culture, and previous experiences.
Research suggests that professional development that aims to strengthen organizational systems and engages both teachers and leaders in continuous professional learning may result in better outcomes for children.
Meeting the developmental needs of young children is an important part of their long-term success.
Policy Implications

Early childhood experiences have a great impact on long-term outcomes. Ensuring children have a strong foundation that can support them throughout their educational careers may help school districts and states avoid expensive remediation and retention and contribute to significantly better outcomes for children.
Opportunity to Expand Quality State Preschool with ARPA/ESSER Federal Funding

July 22, 2021

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STRATEGIC GOAL ALIGNMENT

- Goal 1: Expanding Early Childhood Learning Opportunities
  - Metric: #/% of state preschool (Great Start Readiness Program (GSRP)) children served
  - Metric: # of NIEER quality benchmarks
MDE MEMO & GOVERNOR’S PROPOSAL & FINAL ACCOMPLISHMENT AGREEMENT!

- [https://www.michigan.gov/whitmer/0,9309,7-387-90499_90640-561443--,00.html](https://www.michigan.gov/whitmer/0,9309,7-387-90499_90640-561443--,00.html) (June, 2021)
- [https://www.michigan.gov/whitmer/0,9309,7-387-90499-563679--,00.html](https://www.michigan.gov/whitmer/0,9309,7-387-90499-563679--,00.html) (July, 2021)
The Great Start Readiness Program (GSRP) currently serves roughly 60% of an estimated 64,000 eligible (up to 250% of FPL) children in Michigan.

Leaves approximately 22,000 children from low-income families at home or in child care who could otherwise benefit from a quality educational experience prior to kindergarten.

FY22 state school aid budget uses $121M in ARPA/ESSER $ in phase out a portion of federal funds in each of the next 2 budget cycles and in FY25, all federal investment will be replaced with state school funding.

FY 22 state school aid budget created parity in funding per child payments with K-12 at $8,700 ongoing.
ROLE OF PRIVATE PROVIDERS AND BLENDING/BRAIDING OF FUNDS

- Underscoring philosophy of mixed-delivery system of broad provider types of state preschool.

- MI state preschool statute establishes minimum threshold (currently 30%) of total public funding must go to community-based organizations (aka private providers).

- Maximize all state and federal funding sources (e.g., Head Start, CCDF, CACFP, NSL, IDEA, state preschool, parent pay tuition) to fill a classroom with children; indirectly helps to create greater equity representation as well.
Poll 1

• What is your state’s top 3 priorities for targeting American Rescue Plan funds? (just choose 3)
Ideas and Inspiration for Targeting Federal ARP Funds to ECE

• Contents of the Brief:
  • Funding Explanation
  • Requirements
  • Principles for How to Wisely Invest Short-Term Dollars
  • Evidence-base for Investing in Early Childhood Education
  • Many State Examples
• Guide can be found here:
State Examples:

• Stakeholder Engagement: Indiana [wiki-pages](https://example.com) for district leaders to share priorities and ideas across the state

• Research and Data: [Pennsylvania Evidence Resource Center](https://example.com)

• Summer Transition: [Hawaii Summer Start Kindergarten Transition Program](https://example.com)

• Summer Instruction:
  • North Carolina recently passed a [bill](https://example.com) mandating districts offer at least 150 hours of summer instruction
  • California established a [summer tutoring program](https://example.com) for the state
  • Tennessee established [after school learning mini-camps](https://example.com) and summer camps through the Tennessee Learning Loss Remediation and Student Acceleration Act, funded from a combination of TANF (Temporary Assistance for Needy Families), LEAPS (21st Century afterschool federal funds) and state funds.
State Examples of Planning guides for districts

- Louisiana has developed [Early Childhood Planning Guidance](#) to assist local stakeholders in maximizing the use of the various federal funds to support their early childhood system.

- Kansas is encouraging districts to continue tapping collaborations with community partners to support students. In its recently released [Navigating Next](#) plan for the summer and 2021–22 school year, school leaders are urged to engage a collaborative team that could include district or building leadership teams, families, teachers, staff and health professionals to support implementation.

- Illinois’ P-20 Council has released the [Learning Renewal Resource Guide](#), which includes implementation guidance and resources related to academic, social, emotional and mental health support for PreK-college aged students, teachers, faculty and staff.

- Washington released a [planning guide](#) for submitting district plans 2021 for the use of ARP relief funds and challenging them to conduct an equity analysis.
General Ideas

- Lifting up great local examples of school-community partnerships (particularly around addressing “learning loss”)
- Remembering how funds flow (Title 1 Allocation) and considering how your state already uses (or doesn’t) Title 1 for PreK
- State Plans on USED website:
Early Learning

• Build support for the American Families Plan, which will allow us to build back better - a more equitable early learning system for our nation.

• Address inequities exacerbated by the pandemic, including better understanding and addressing the factors behind disparities

• Continue to help states/districts utilize federal funds to accelerate access to in-person learning, especially in underserved communities

• Share effective strategies to address trauma and other student needs through the Safer Schools and Campuses Best Practices Clearinghouse, includes best practices in early learning

• Strong coordination and collaboration with HHS
Key Points We Heard Today

• Please submit your questions to any of the panelists in Q&A
• Please share resources in chat box
• Please also share any innovations or challenges in chat box
Poll 2

• What resources or learning experiences would help you use federal relief funds wisely (choose all that apply)
Selected Resources

• Using ARP ESSER funds for ECE, Learning Policy Institute
• State Sharing Strategies to Target Federal Funds, Preschool Matters Blog Series, NIEER
• 5 Questions to Ask Districts About How They Will Use New Federal Funding to Support Students, EdTrust
• Designing Early Childhood Educator Residency/Apprenticeship Programs: A Guide to Estimating Costs, Learning Starts at Birth

• WE WILL POST A MORE COMPLETE RESOURCES LIST WITH OUR PPT SLIDES FOLLOWING THE WEBINAR, AND WE WILL INCLUDE ANY THAT YOU SEND TO US!
Thank you for attending

- The PPT and Resources will be posted on NIEER’s Website and sent to all who registered for the webinar.