



AMERICAN

RESCUE PLAN

Let's Invest In Early Education!



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OVERVIEW

- How your LEA can use ARP dollars
- Why your LEA should use ARP funds to expand full-day Kindergarten & pre-k
- How you can help



ARP \$ BASICS

For Education

**ESSER: Elementary and Secondary School
Emergency Relief Fund**



\$683 MIL

Total amount going towards education

90% must be given DIRECTLY to LEAs



\$615 MIL

Amount paid directly to Local
Education Agencies (LEAs)

ARP \$ BASICS

For Education

Funding Distribution

Based on overall proportion of Utah's Title 1 funding each district normally receives

Spending Timeline

Must be spent by September 2023

- Over TWO school years: 2021-22, 2022-23
- Over THREE summers: 2021, 2022, 2023

SAVE THE DATE



JUNE 15

Funding amounts were approved on Wednesday. USBE is aiming to post the available amounts of ESSER funding for each LEA by June 15. Access this info using the link below.



<https://schools.utah.gov/coronavirus?mid=5499&aid=7>

The info will be posted under the "American Rescue Plan Act (ARP)" section of the webpage.



U.S. Department of Education ARP ESSER Fact Sheet

https://oese.ed.gov/files/2021/03/FINAL_ARP-ESSER-FACT-SHEET.pdf

FUNDING USES

“ Address learning loss through the implementation of evidence-based interventions ”

Full-day kindergarten and preschool programs already in Utah are making a difference for kids; these extra hours of early intervention have a great body of evidence showing their positive impact

FUNDING USES

“ Address the disproportionate impact of COVID19 on underrepresented student subgroups ”

This includes each major racial and ethnic groups, children from low-income families, children with disabilities, English learners, gender, migrant students, students experiencing homelessness, and child and youth in foster care.

The pandemic has only exacerbated the already prevalent learning gaps that underrepresented students faced previously. We know that early interventions like full day kindergarten and pre-k programs can help address these learning gaps.

FUNDING USES

“ Other activities that are necessary to maintain operation of and continuity of services, including continuing to employ existing or hiring new LEA/school staff. ”

Schools can hire new staff which includes kindergarten teachers to enable your LEA to open more full-day K classrooms

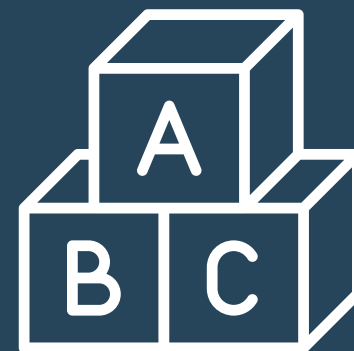
FUNDING USES

Elementary and Secondary School Emergency Relief Funds (ESSER) can be used for the SAME things as your Every Student Succeeds Act (ESSA) Title 1 funds.

This means it can be used for:



Full Day Kindergarten
Expansion



Preschool



Ages Birth to Age of
School Entry

EXPANDING FDK

Now is the time.

The Wall Street Journal
@WSJ

All students have suffered during the pandemic, but one class has educators especially concerned: kindergarteners, who learn the building blocks they need for the next 12 years of schooling [on.wsj.com/3f73RJD](https://www.wsj.com/3f73RJD)

5/20/21, 4:00 AM



Remote Kindergarten During Covid-19 'Could Impact This Generation of Kids for Their Lifetime'

Of all the students who suffered learning loss during the pandemic, one grade level has educators very concerned: kindergartners. They are taught the building blocks of how to be students, social skills not easily learned remotely.

WSJ WSJ / Valerie Bauerlein / May 9



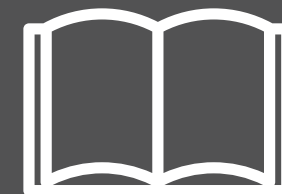
[HTTPS://T.CO/TPHLXKUGPJ](https://t.co/TPHLXKUGPJ)

FUNDING FDK

Using ARP \$ to expand kindergarten



Hire new kindergarten teachers



Pay for professional development for kindergarten teachers switching from teaching half-day to full-day



Hire new paraprofessionals to support teachers



Offer bonus or pay increases for completion of important certifications and trainings



Purchase, build, repair additional facilities for space to expand full-day kindergarten programs

EXPANDING FDK

Overcoming Resistance

"But it's only one-time money"

"We'll just have to fire the new staff in two years"

"We don't want to get our parents' hopes up that this will last"



EXPANDING FDK

Overcoming Resistance



REMEMBER, we have two years to:

PROVE the investment is worth it

- Use PEEP, KEEP, and other metrics to track effectiveness

ASSESS the cost effectiveness of ALL programs

- Identify costs that have been eliminated as a result, e.g. less need for 1st grade & 2nd grade interventions.

CONSIDER possible future funding increases

- Such as Title 1 funding

EXPANDING FDK

Every district is different, but the needs are universal

Strong data from many existing programs:
FULL DAY KINDERGARTEN WORKS

When educational interventions occur early, they are
LESS EXPENSIVE & MORE EFFECTIVE

Young children will be entering with a fair amount of learning
& social disruption as a result of the past 15 months
"FRONT LOADING" FUNDING WILL ENSURE SMOOTH SAILING



A top-down view of several young children sitting around a light-colored wooden table, engaged in drawing with colorful markers on a large sheet of paper. The children's hands and arms are visible, holding markers and drawing. The background is slightly blurred, focusing on the drawing activity.

THANK YOU



NEXT MEETING

JUNE 16th at 10:00am

*Engage with other educators & administrators
statewide on expanding full day kindergarten*

Contact anna@utahchildren.org for details