

American Rescue Plan Act Overview: Understanding the New Law and Its Impact on Education

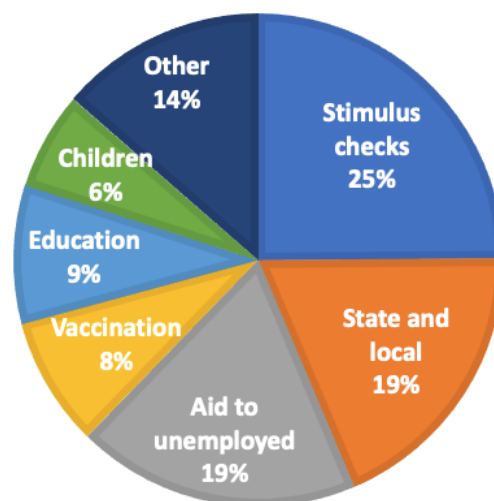
Kuna Tavalin, Council for Exceptional Children
 Kaitlyn Brennan, Teacher Education Division
 Myrna Mandlawitz, Council of Administrators of Special Education
 Sharon Walsh, Division for Early Childhood



April 12, 2021

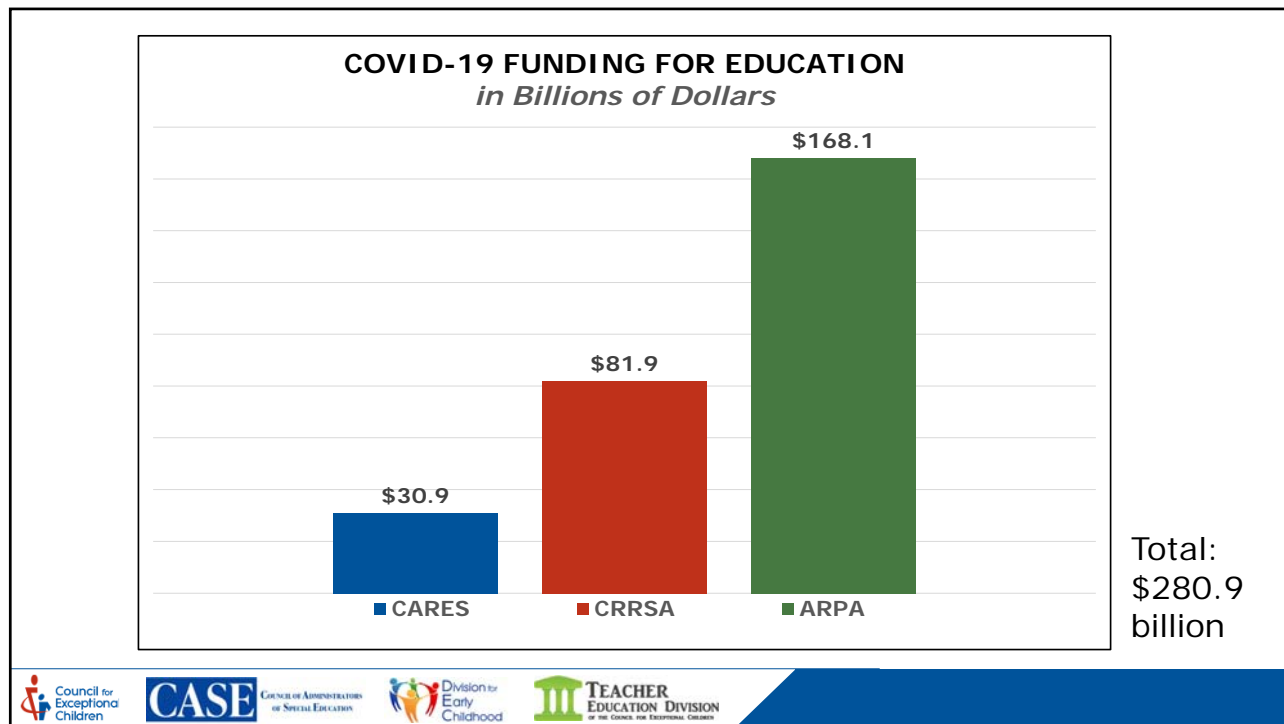
Overview: American Rescue Plan

• \$1.9 trillion



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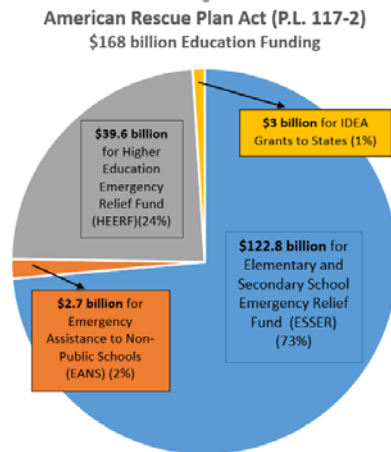




Overview of Funds Touching Education

- . \$362 billion for states, localities, tribal governments
- . \$130 billion in K-12 education funding
- . \$39.5 billion for institutions of higher education
- . \$100 million for education research
- . \$7.2 billion for a new e-rate program

K-12: \$130 billion



- Provides grants to states using Title I formula – Title I obligations do not apply
- States must distribute at least 90% to LEAs (using Title I formula)
 - States must spend 5% on learning loss
 - Districts must spend 20% on learning loss
- Funds are available for obligation through September 30, 2023
- States/districts with high percentage of Title I students will get more...



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California Allotment:

\$15,068,884,546

\$13,561,996,091 minimum LEA distribution (90%)

\$1,506,888,455 maximum SEA reservation (10%)



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K-12: \$121.9B – Use of Funds

- **Required: Learning Loss**

- States – 5% must address learning loss
- Districts – 20% must address learning loss

- **Allowable:**

- Any expense under any federal education law: IDEA, ESSA, Perkins, HEA
- Improve access to, purchase of educational technology
- Implementing evidence-based activities to meet the comprehensive needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care
- Meet the needs of students and teachers, including professional learning
- School repairs and more

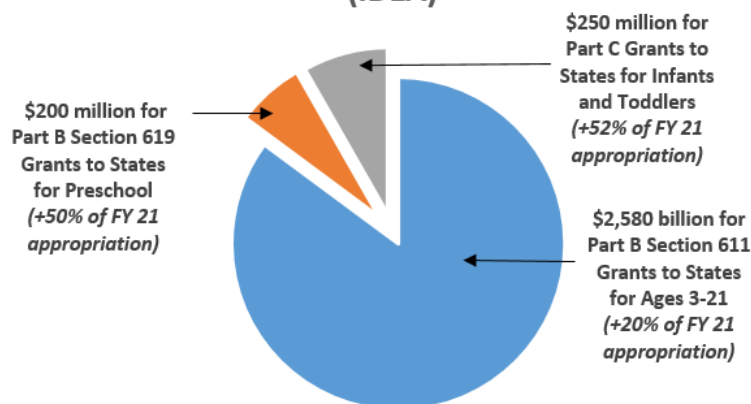


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ARPA Funding for the Individuals with Disabilities Education Act (IDEA)



Additional FY 21 appropriation
Subject to same spending timelines



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Why These Funds Are Important

"It is particularly important that ARP ESSER funding will enable States and school districts, as well as schools, to support students who have been most severely impacted by the pandemic and are likely to have suffered the most because of longstanding inequities in our communities and schools."



- Education Secretary Miguel Cardona in Letter to State Commissioners, March 24, 2021



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CASE: Making Spending Decisions

Questions/Challenges

- Special education "voice" in decision making.
- Guidance on acceptable uses.
- Sustainable investments.
- Spend-down.
- IDEA MOE.
- Supplemental/emergency \$\$ vs. regular appropriations.



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CASE: Spending the Cash!

- “All student” activities
- Personnel
- Professional development
- Equity training
- Summer/ESY, afterschool
- Curriculum/interventions
- Mental health/SEL supports



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More Ways to Use That Cash!

- COVID-specific
- School meals
- Technology
- Infrastructure
- Community activities



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TED: The Pipeline Needs

- Over 1 million education jobs have been lost due to the pandemic
 - Half of the jobs lost were among special education teachers, tutors and teaching assistants
 - Even prior to the pandemic, special education was the field with the greatest shortage, nearly all states were reporting such shortages
 - Between 2005-2012 17% decline in number of special education teachers and an increase(+400,000) in students who receive special education service
- States are turning to long term substitutes often without teaching credentials to provide services to students often with the most significant needs



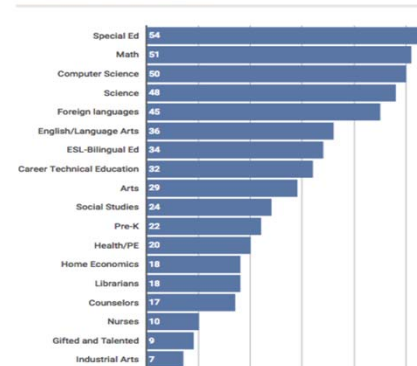
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ARPA

- This act provides LEAs with nearly \$110 billion through a single program with a great deal of flexibility. Funds can be spent on any educational expense allowed under the Elementary and Secondary Education Act, the Perkins Career and Technical Education Act, and IDEA, plus a number of specific allowable uses.
 - ***Stabilize and diversify the educator workforce and rebuild the educator pipeline.***

Number of states and territories reporting specialty-specific statewide teacher shortages from 2016–2018



NOTE: Data include all 50 states, the District of Columbia, American Samoa, Guam, the Northern Mariana Islands, Palau, Puerto Rico, and the U.S. Virgin Islands.
SOURCE: U.S. Department of Education Office of Postsecondary Education



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How?

- School district partnerships with IHEs + Community Colleges
 - Rising Educator Cohorts
 - Dual enrollment
 - Residency Programs
 - Mentoring Opportunities
 - Professional Development
- Direct community engagement and recruitment
- Opportunity to remove barriers
- Advocacy



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Remember

- If you're not at the table....you're probably on the menu



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Some DEC Considerations

- OSEP clarifications and state distribution tables are pending
- So far, OSEP has advised states funds are subject to same IDEA and Uniform Guidance requirements that apply to all IDEA funds
- DEC is developing a statement of recommendations for uses of the IDEA ARP funds
- DEC recommends that state and local agencies with responsibility to expend these funds **seek stakeholder input and use an equity lens** to be sure to respond to families who have been disproportionally impacted by the pandemic
- Key is to be sure the investments are sustainable – one-time additional funds for FFY 2021.



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Part C ARP Funds

- ARP includes an extra \$250 million for Part C for FFY 2021
- Assumption is the Part C funds will be allocated to the state lead agency July 1, 2021 according to the statutory formula by census
- This is in addition to the FFY 2021 Part C allocation of \$481.9 million, a \$4.9 million increase from last year
- Statue sets aside 15% of excess over \$460 million to be available to states participating in the Part C extended option (303.211)
- So, \$37.5 million of these ARP funds will be added to set aside for FFY 2021 and made available to states participating in the option
- Currently, MD and DC are the only states participating



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Preschool Part B 619 ARP Funds

- ARP includes an extra \$200 million for Preschool Grants under Part B 619 for FFY 2021
- Assumption is Preschool funds will be allocated primarily to local school districts July 1, 2021 according to the statutory formula
- This is in addition to the FFY 2021 Section 619 allocation of \$398 million, a \$3.5 million increase from the previous year
- States are permitted to (and some states do) withhold some 619 funds for state uses according to the statute



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Possible Uses of These Funds

- DEC Policy and Advocacy Committee (PAC) is working with the Executive Office to develop suggestions for use of the ARP funds
- To be posted on the DEC website at: <https://www.dec-sped.org/>
- Focus on families disproportionately affected by the pandemic
- Involve stakeholders including families and community partners
- Use data to inform decisions
- Consider short-term as well as more long-term investments that can be sustained
- Consider both administrative and instructional activities
- Remember IDEA and Uniform Guidance requirements



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Initial List of Possible Uses of the Funds

- Summer enhancement activities
- Supports related to technology (devices, internet, training, video capacity, etc.)
- Staff and setting protective supplies and equipment
- Keeping programs and staff available when counts are down
- Targeted public awareness and child find activities with community partners
- Family engagement activities and supports
- Professional development activities for staff and families on evidence-based practices such as coaching
- Instructional materials
- Demonstration projects to address response to child and family needs during this pandemic and planning for future needs
- Data system enhancements
- Use of data inquiry processes to identify and respond to specific community needs
- Trauma-informed practices
- Addressing social-emotional and mental health needs of children, families and staff



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Save the date for our next webinar

*Thought Leaders on
the American Rescue
Plan Act:
Guidance for State
and Local Leaders on
Flexible Options to
Increase and
Support the Special
Education Pipeline*

Tuesday, May 4 3:00-4:30pm EDT

Panelists:

- Matthew Blomstedt, President, Council of Chief State School Officers (CCSSO);
- Zelfine Smith-Dixon, President, National Association of State Directors of Special Education (NASDSE)
- Erin Maguire, President, CECs Council of Administrators of Special Education (CASE)

Facilitator:

- Laurie VanderPloeg, Associate Executive Director for Professional Affairs, Council for Exceptional Children (CEC)



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