

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND II

Menu of Options for Early Childhood, K-12, and Higher Education



Option One: Any activity authorized by the ESEA of 1965, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 u.s.c. 6301 et seq.), the Individuals with Disabilities Education Act (20 u.s.c. 1400 et seq.) (“IDEA”), the Adult Education and Family Literacy Act (20 u.s.c. 1400 et seq.), the Carl D. Perkins Career and Technical Education Act of 2006 (20 u.s.c. 2301 et seq.) (“The Perkins Act”), or subtitle b of title vii of the McKinney-Vento Homeless Assistance Act (42 u.s.c. 11431 et seq.).

Under this umbrella of various allowable uses, state education leaders could use ESSER funds to invest in a range of programs and services, including early childhood education, Career and Technical Education (CTE) programs that prepare K-12 students for good jobs in high-demand fields, and assistive technologies for students with special needs. States can also build on, expand, and augment their existing programs, using ESSER funds to provide transportation, increase enrollment, or provide other similar services. It's also important to note that the allowable uses are the same as ESEA, but specific program requirements under ESEA don't necessarily apply. In other words, if a state chooses to spend ESSER money on a program they currently run under Title IV, they are not bound to the Title IV allowable expenditures, but can spend on anything allowed under ESEA.

EARLY CHILDHOOD

Utilize funds for the following:

- Classroom-based instructional programs.
- Salaries and benefits for teachers and other staff.
- Home visiting programs.
- Extended day programs in school sites, Head Start, or community-based child care programs.
- Professional development for early childhood professionals who serve eligible children, including providers in non-school settings.
- Comprehensive services such as nutrition, vision, dental, and counseling services.
- Screening and diagnostic assessment.
- Summer enrichment programs for young children and their families.
- Transition programs.

Services for children and families experiencing [homelessness](#).

K-12

Identify students who are now [eligible for the McKinney-Vento Act](#) due to COVID-19.

[Increase communication options](#) for students and families: provide prepaid cell phones for youth and parents for limited contracts to McKinney-Vento high school students; outreach to community through motels, campgrounds, and food banks.

Upgrade online McKinney-Vento enrollment systems to improve access for families experiencing homelessness.

Provide virtual externships and supports to enhance career explorations.

Support families with resources to navigate virtual meetings to develop and individual education program (IEP) and transition for children with special needs.

[Invest in assistive technology](#) and adaptive equipment for students with special needs.

Fill funding gaps created by per-student federal education formula by allocating funds to local districts, with greater funds based on percentage of low-income families.

Utilize funds as necessary for school construction. Impact Aid is a part of ESEA (Title VII), and school construction is [an allowable use](#) of Impact Aid, therefore presumably an allowable use of ESSER funds. This may be particularly useful for districts and schools with ventilation issues.

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HIGHER EDUCATION

Expand apprenticeship training opportunities and [promote career readiness](#) for students. Coordination of apprenticeship programs in [Kentucky](#), [Maryland](#), and [South Carolina](#) placed Councils in the Workforce Development departments.

Build regional collaborations among educators and businesses/industry partners to facilitate the development of CTE programs. [Maryland](#), [Colorado](#), [Iowa](#), [Virginia](#), [Wisconsin](#), and [Michigan](#), [created incentive programs](#) that support apprenticeship training and career readiness.

Expand CTE programs by providing professional development for CTE educators, providing college and career counseling, and acquiring resources for STEM related programs.

- [Missouri](#) started an online program for college and career development counseling.
- [New Jersey](#), [Virginia](#), and [Indiana](#) introduced high school courses that provide college counseling for CTE careers.
- Develop career exploration workshops for upper elementary and [middle school students](#).
- [Oklahoma and Missouri](#) programs introduced real-world relevant projects, resume experience, and knowledge of career paths like business or agriculture.
- [Texas](#) and Virginia online programs and workshops introduced basic skills and CTE career path knowledge.