

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND II

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



Option Three: Providing principals and others school leaders with the resources necessary to address the needs of their individual schools.

School buildings will have varied and individualized needs related to the pandemic, and this option allows funds to go to individual schools for resources necessary to address their needs.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">EARLY CHILDHOOD</p>	<p>Provide professional learning related to social and emotional development, trauma-informed practices, and/or Multi-Tiered Systems of Support.</p> <p>Build capacity and offer training on remote learning services while emphasizing developmentally appropriate practices in preschool and kindergarten.</p> <p>Provide support staff such as social workers and counselors to support family needs and enhance comprehensive services.</p> <p>Offer professional learning opportunities to enhance transition activities and support virtual family engagement.</p> <p>Develop resources and supports for continued distance learning or interrupted schedules as the COVID-19 crisis continues and impacts school attendance.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">K-12</p>	<p>Invite districts to apply for competitive grants that tie together community partners to, on a long-term basis, support students and adults as they recover from all the societal and health-related impacts of COVID-19. Set clear parameters around exactly what the goal of the competitive grants is. There should be a clear breakdown of intended equity impact the program would have and should be specified by subgroup.</p> <p>Take measures to support vulnerable employees and students who may be at higher risk for COVID-19 and protect staff, generally.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">HIGHER EDUCATION</p>	<p>Encourage districts, when possible, to partner with local postsecondary institutions to engage in research around the impacts of the work and how it could be made scalable over the long term.</p> <ul style="list-style-type: none"> ■ A Chicago institution tracked the warning signs of student drops outs to better support long term retention. ■ In Wisconsin, Massachusetts, Texas, and Kansas, formal partnerships researched teacher preparation and supported student attainment goals.