

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND II

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



Option Four: Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.

How can policymakers use ESSER dollars to meet the needs of students from each population? Carefully targeted investments will be required, and policymakers will need to work with district and school leadership, as well as families, to understand how to best make those investments.

EARLY CHILDHOOD

Offer kindergarten transition activities including virtual tours, online meetings with teachers, [school readiness toolkits](#), and/or socially distanced home visits. Create a video to share with families if in-person orientation cannot occur. [New America](#) published a resource and [Vermont](#) created guidance to support transition.

Provide training and resources (in multiple languages) for families to understand how to use online resources.

Offer developmentally appropriate summer learning opportunities.

Offer teachers and support staff a stipend to provide individual support and to do regular check-ins with children and families, including families experiencing homelessness.

Consider [providing transportation](#) to in-person learning opportunities to increase access to preschool, Head Start, or other early learning programs, if not currently available.

Provide services to young children and their families experiencing homelessness by increasing McKinney-Vento Liaison capacity for outreach, identification, and services by augmenting their hours or hiring additional staff and providing outreach to children and families experiencing homelessness to monitor their needs and assist them in accessing services.

Deliver family training and resources (in multiple languages) to help families navigate [virtual Individualized Education Program \(IEP\)](#) planning and transition for children with special needs.

K-12

Provide small, socially distanced, academic opportunities in academic buildings to support students with distance learning.

Provide consultation, coaching, and [support services](#) to families of students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care.

Provide more food-centered programming for older and disconnected youth. Young individuals who do not attend school or are disengaged from school-based programming are often overlooked, and policymakers should work to get a good idea of the proportion of the state's youth population that falls into this category. Much work has been done around engaging older youth, especially teenagers. When the Urban Institute [studied](#) efforts to address food insecurity in Vermont, the organization convened a focus group that included teenagers to discuss food-centered programming. With individuals and communities having a better sense of how to engage one another in a safe manner during the pandemic, policymakers could fund these programs for the purpose of engaging more youth.