

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND II

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



Option Eleven: Planning and implementing activities related to summer learning and supplemental after-school programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, children with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.

An important piece in the recovery from the COVID-19 pandemic will include meeting the needs of all student subpopulations, and especially the most vulnerable subpopulations. Addressing these needs will require the radical restructuring or capacity-building of out-of-school programs, which will not only address the academic needs of the child, but the needs of the whole child.

EARLY CHILDHOOD

- Offer developmentally appropriate, comprehensive summer programming focused on the whole child (e.g., social-emotional development, family engagement, and health), especially for children who have not been enrolled in a preschool program.
- Provide professional development on developmentally appropriate practices and [trauma-informed approaches](#) for preschool, kindergarten, and first grade teachers; administrators; and other staff as children transition to school after extended periods at home.
- Provide funding for early learning programs to extend the program year through the summer months.
- Offer full-year, full-day services.
- Coordinate with early learning partners for aligned, developmentally appropriate summer learning activities.
- Create or enhance [outdoor learning environments](#). The Early Childhood Center at [Sarah Lawrence College](#) in New York completed the fall semester outdoors.
- Increase McKinney-Vento Liaison capacity for outreach, identification, and services by augmenting their hours or hiring additional staff.
- Partner with Head Start, housing providers, and other early learning partners to actively identify families who are experiencing homelessness but are not yet receiving services. Ensure recruitment strategies, as well as [applications](#), are accessible for families experiencing [homelessness](#).

K-12

- Use summer learning and after-school funding to enhance the quality of [CTE programming](#) offered in those settings. Possible initiatives include:
 - Buy better technology equipment for certain CTE programs, which will help the programs in the short- and long-term.
 - Provide [professional development for CTE educators](#) to better deliver remote instruction now and into the future.
 - Supply related equipment or materials for programs and students that have been hardest hit by the transition to remote instruction and are likely to struggle to complete certifications without those materials.
 - Survey CTE programs, students, etc., to better understand where to target the resources.
 - Think about tutoring or other ways to extend learning beyond the school day/year to ensure students are prepared for certification, the workforce, or postsecondary opportunities.
 - Offer [work-based learning](#) partnerships to ensure students get experience even through virtual platforms. In West Virginia, students are able to participate in the [Simulated Workplace](#) program.
- Invite districts to apply for grants creating pilot programs within their local communities that tie together all community partners to support learning recovery for students through the summer.
- Expand the amount of community partners to also include [local Boys and Girls clubs](#), YMCAs, etc.
- Provide additional funds for COVID testing and safety measures at these community partner centers so that in-person summer programming may resume.
- Increase summer and fall activities for children to [combat adverse effects of social isolation](#) by promoting socialization and [recreation](#).
- Provide [academy recovery camps](#) for elementary students in reading and math through face-to-face summer instruction.