

ELEMENTARY AND SECONDARY SCHOOL EMERGENCY RELIEF FUND II

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



Option Fifteen: Other activities that are necessary to maintain the operation of and continuity of services in local educational agencies and continuing to employ existing staff of the local educational agency.

Robust investment in staff will be required to prevent workforce attrition and provide LEAs and schools the capacity to meet the needs of both students and staff in a safe and effective manner in the immediate- and long-term. Some options on how policymakers can use ESSER funds to invest in staff and services include the following.

EARLY CHILDHOOD	<p><u>Salary and benefits for teachers and other staff.</u></p> <p>Staff to reduce classroom ratios and to support additional health checks and cleaning.</p> <p>Extended day programs at the school site, Head Start, or community-based child care program.</p> <p>Substitute staffing for staff on extended <u>leave due to COVID-19.</u></p> <p>Professional development for educators and school staff, particularly around trauma-informed and social-emotional practices, and family engagement and support.</p> <p>Comprehensive services such as nutrition, vision, dental, and counseling services.</p>
K-12	<p>Educational support personnel to develop online learning capabilities necessary to continue educational instruction and address learning loss during the summer.</p> <p><u>Paraprofessionals</u> for duties related to COVID-19 (e.g., check-ins with students)</p> <p>Teacher stipends for summer school.</p> <p>Child care for teachers/staff/administrators who are unable to access the service due to COVID-19.</p> <p>Costs of <u>offsetting the need to furlough</u> or reduce salaries of staff due to fiscal year reductions.</p>
HIGHER EDUCATION	<p>Incentives (tuition discounts, grants, testing fee waivers) for paraprofessionals to move into classroom teaching positions. Invest in partnerships that provide low-interest loans and down payment assistance for housing to students who grew up in urban centers and return to teach in their communities.</p> <p>State leaders should invest in programming like the <u>Influence 100</u>, which supports the development of new superintendents for Massachusetts schools.</p> <p>Identify opportunities to build a more diverse teacher workforce. In partnership with The Hunt Institute, North Carolina Governor Roy Cooper created the <u>DRIVE Task Force</u> to focus on this challenge.</p>