

ESSER & EARLY
CHILDHOOD
9.15.2021



CCNETWORK
Comprehensive Center Network



REGION 6
Georgia
North Carolina
South Carolina

SUMMARY OF EDUCATION FUNDING AVAILABLE IN PANDEMIC RELIEF

	CARES Act	CRRSA	ARP
Early Childhood Education	\$4.25 billion	\$10.25 billion	\$40.6 billion
K-12	\$16.5 billion	\$58.3 billion	\$130 billion
Higher Education	\$14.25 billion	\$22.7 billion	\$40 billion
Total Education Funding*	\$35 billion	\$91.25 billion	\$210.6 billion

IS EARLY CHILDHOOD EDUCATION AN ALLOWABLE USE OF ESSER FUNDS?

An LEA may use ESSER funds for the broad range of activities listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act. Although the lists of allowable uses of funds are not identical, any of the ESSER funds (ESSER I, ESSER II, or ARP ESSER) may be used to support all of the allowable uses of funds listed in any of the ESSER programs. We have consolidated below the three ESSER programs' lists of allowable uses of funds.

The activities that are listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act that an LEA may support with ESSER funds are:

1. Any activity authorized by the ESEA, including the Native Hawaiian Education Act and the Alaska Native Educational Equity, Support, and Assistance Act (20 U.S.C. 6301 et seq.).
2. Any activity authorized by the Individuals with Disabilities Education Act (IDEA) (20 U.S.C. 1400 et seq.).
3. Any activity authorized by the Adult Education and Family Literacy Act (AEFLA) (29 U.S.C. 3271 et seq.).
4. Any activity authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins V) (20 U.S.C. 2301 et seq.).
5. Any activity authorized by subtitle B of title VII of the McKinney-Vento Homeless Assistance Act (McKinney-Vento) (42 U.S.C. 11431 et seq.).²
6. Coordinating preparedness and response efforts of LEAs with State, local, Tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to COVID-19.

IS EARLY CHILDHOOD EDUCATION AN ALLOWABLE USE OF ESSER FUNDS?

C-20. May an LEA use ESSER and GEER funds for a pre-kindergarten or other early childhood education program?

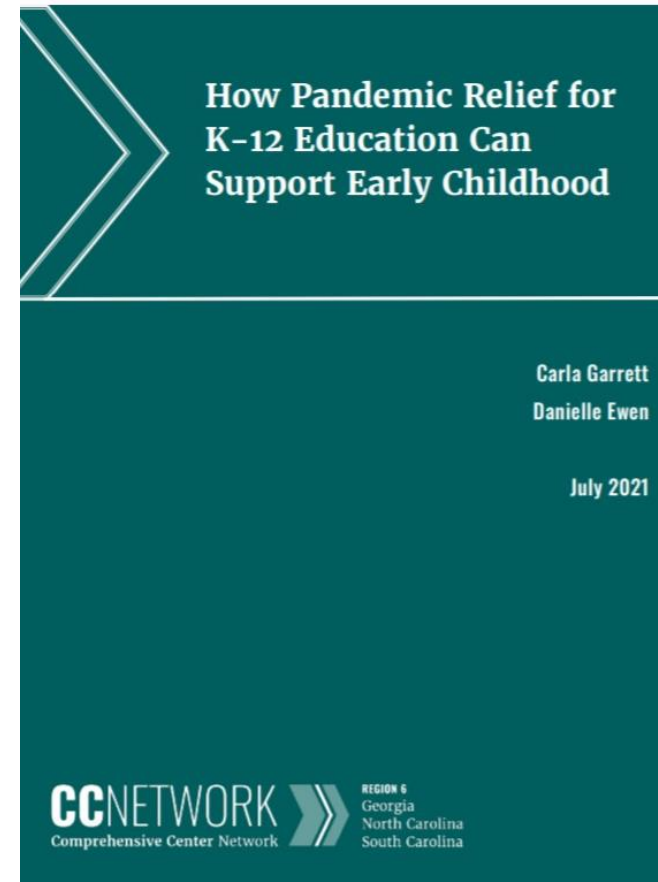
Yes. Because an early childhood education program is an allowable use of funds under the ESEA and IDEA, it is allowable under ESSER and GEER. An “early childhood education program” is (1) a Head Start program or an Early Head Start program carried out under the Head Start Act (42 U.S.C. 9831 et seq.), including a migrant or seasonal Head Start program, an Indian Head Start program, or a Head Start program or an Early Head Start program that also receives State funding; (2) a State licensed or regulated child care program; or (3) a program that serves children from birth through age six that addresses the children’s cognitive (including language, early literacy, and early mathematics), social, emotional, and physical development; and is either: a State prekindergarten program; a program authorized under section 619 or Part C of the IDEA (see FAQ C-5); or a program operated by an LEA. (See section 8101(16) of the ESEA.) In addition, ESSER funds may be used for other activities that are necessary to maintain the operation of and continuity of services in LEAs and continuing to employ existing staff of the LEA. As a result, ESSER funds could be used to prevent layoffs or service cuts to existing LEA early childhood education programs.

PANDEMIC RELIEF \$: SUPPORTING EARLY CHILDHOOD

- April 23, 2020: ESSER (CARES)
- **December 27, 2020: ESSER II (CRRSA)**
- **March 11, 2021: ESSER III (ARP)**

PURPOSE: To address the impact COVID-19 has had, and continues to have, on elementary and secondary schools

[How Pandemic Relief for K-12 Education Can Support Early Childhood](#)





LOCAL PLANS CAN AND SHOULD INCLUDE EARLY CHILDHOOD

- ESSER funds can be used for “any activity authorized by the ESEA of 1965,” which includes services/supports for children birth-school entry.

*Reminder: early childhood is an allowable use of Title I \$

- Each LEA must reserve at least 20% of ESSER III funds to address:
 - Learning loss
 - Disproportionate impact on underrepresented subgroups

RECOMMENDATIONS

Strategies

- Meeting **social/emotional needs** of children, families, and staff
- Ensuring **equitable access** to learning opportunities for all children and families
- Providing **high-quality, appropriate learning environments** where supports are provided for all domains of development/**supporting educators** with the reopening of schools

Allowable Uses of Funds	Opportunities to Support Young Children
<p>Coordination of Preparedness and Response: Coordination of preparedness and response efforts of LEAs with State, local, Tribal, and public health departments and other relevant agencies, to improve coordinated responses among such entities to prevent, prepare for, and respond to Coronavirus.</p>	<ul style="list-style-type: none">• Collaboration between LEA early learning programs and partners such as Head Start, state funded pre-k, private child care, mental health, housing, public health, home visiting, and others as applicable to review data and develop strategic plans• Full-year learning opportunities, and at a minimum, summer learning opportunities, coordinated between the LEA, state-funded pre-k, Head Start, and private child care, particularly for those children with no previous or limited school experience• Preschool program opportunities to kindergarten age eligible children who did not attend kindergarten• Nutrition services and meal access such as ensuring food availability through No Kid Hungry• Parenting and family support strategies (e.g., home visits, mental health services) to families with young children• Coordination with shelters and housing providers to support preschool children and their families experiencing homelessness• Transition from early childhood settings and home settings to school settings• Developmental screening to determine eligibility for services and identify developmental concerns• Data sharing• Universal/common preschool application to determine eligibility and enrollment• Targeted resources and supports for early childhood students/staff choosing continued distance learning or for interrupted schedules as the COVID-19 crisis continues and impacts school attendance• Coordination of before- and after-school services



OPPORTUNITIES

- Collaboration
- Full year, full day
- Transition
- Social/emotional development; trauma-informed practices; MTSS
- Professional development
- Additional staff (support staff, teacher assistants, support homeless liaisons)
- Family engagement supports
- Instruction & Assessment:
DAP/alignment/outdoor learning



Thank
You



QUESTIONS/COMMENTS

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