ESSER & EARLY CHILDHOOD
9.15.2021
## SUMMARY OF EDUCATION FUNDING AVAILABLE IN PANDEMIC RELIEF

<table>
<thead>
<tr>
<th></th>
<th>CARES Act</th>
<th>CRRSA</th>
<th>ARP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early Childhood Education</td>
<td>$4.25 billion</td>
<td>$10.25 billion</td>
<td>$40.6 billion</td>
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<tr>
<td>K-12</td>
<td>$16.5 billion</td>
<td>$58.3 billion</td>
<td>$130 billion</td>
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<tr>
<td>Higher Education</td>
<td>$14.25 billion</td>
<td>$22.7 billion</td>
<td>$40 billion</td>
</tr>
<tr>
<td>Total Education Funding*</td>
<td>$35 billion</td>
<td>$91.25 billion</td>
<td>$210.6 billion</td>
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</table>
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.).


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.
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
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
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
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