

COVID-19 Community Recovery Grant Allowable Uses

The tables below describe a variety of discussed uses for the Community Recovery Grant, funded through CRRSA. This list is not exhaustive, and if you are considering utilizing funds for something absent from this list, please contact devon.camarota@la.gov.

The intent of the Community Recovery Grant is to help ensure all children birth through five start the 2021-2022 school year ready in response to COVID-19, and all expenses should be aligned with at least one of these following aims:

- **Child care is stabilized immediately**, with a focus on providers and the early childhood workforce.
- **Communities increase access** to opportunities for high-quality early childhood care and education this year.
- **Teachers are prepared to lead classrooms and provide high-quality interactions** for all children every day.
- **Young children who experienced disruptions in learning this year are given opportunities** to prepare for school.

The table below outlines **all allowable uses** for the Community Recovery Grant funds. **It should be noted that these allowable uses are for Type III centers or for the lead agency providing community-wide support for children and families.** In addition, the allowable uses in this list can supplement, not supplant existing requirements for centers to maintain licensure. For example, this funding can be used to supplement observations by paying for practice or informal observations conducted by a center director, but cannot replace or supplant the existing CLASS® observations required for licensure and proficiency ratings.

Allowable Uses for the Community Recovery Grant		
Budget Item	Connection to COVID-19 Response	Believe! Category
Benefits and salaries for teaching and non-teaching staff at Type III centers (ex: pay, healthcare, other benefits)	<i>Specifically approved by CCDF under paying wages and salaries for child care workers.</i>	Teachers are prepared to lead classrooms and provide high-quality interactions for all children every day
Classroom materials (consumables: crayons, diapers, paper, etc.) for Type III centers	<i>COVID-19 disrupted industries of all varieties, making normal materials for children difficult to acquire.</i>	Young children who experienced disruptions in learning this year are given opportunities to prepare for school. Teachers are prepared to lead classrooms and provide high-quality interactions for all children every day.
Classroom materials (non consumables, like furniture) for Type III centers	<i>CDC regulations for sanitation and health include ensuring clean and unsoiled materials under virus mitigation and response policies and practices.</i>	Young children who experienced disruptions in learning this year are given opportunities to prepare for school. Teachers are prepared to lead classrooms and provide high-quality interactions for all children every day.

<p>Classroom materials related to Young Children With Disabilities (YCWD) (i.e. assistive technology and other communication materials and supports)</p>	<p><i>Children not in care, or inconsistently in care, due to COVID, are in need of additional support to ensure meeting benchmarks with their peers without disabilities.</i></p>	<p>Young children who experienced disruptions in learning this year are given opportunities to prepare for school.</p> <p>Communities increase access to opportunities for high-quality early childhood care and education this year.</p> <p>Teachers are prepared to lead classrooms and provide high-quality interactions for all children every day.</p>
<p>Classroom observations (practice or informal) by the community network for Type III centers</p>	<p><i>Offsets the impact of inconsistencies in the workforce, as new teachers fill gaps made by COVID in the workforce and are supported in meeting quality standards. Classroom observations will also assist in ensuring following social and emotional support of children through trauma-informed curriculum and training.</i></p>	<p>Teachers are prepared to lead classrooms and provide high-quality interactions for all children every day.</p>
<p>Cleaning services for Type III centers</p>	<p><i>Specifically approved by CCDF under virus mitigation and response policies and practices.</i></p>	<p>Child care is stabilized immediately, with a focus on providers and the early childhood workforce</p>
<p>Coaching for Type III centers</p>	<p><i>Offsets the impact of inconsistencies in the workforce, as new teachers fill gaps made by COVID in the workforce and are supported in meeting quality standards. Classroom observations will also assist in ensuring following social and emotional support of children through trauma-informed curriculum and training</i></p>	<p>Teachers are prepared to lead classrooms and provide high-quality interactions for all children every day.</p>
<p>Contracts with entities or contractors that provide supports for families with young children</p>	<p><i>COVID-19 made providing quality care for children more challenging than ever. To offset interrupted learning, additional care and needs due to COVID, like trauma-informed instruction, networks may partner with contractors to provide the most to their children.</i></p>	<p>Teachers are prepared to lead classrooms and provide high-quality interactions for all children every day.</p> <p>Young children who experienced disruptions in learning this year are given opportunities to prepare for school.</p>
<p>Curriculum materials (Frog Street, Conscious Discipline, Creative Curriculum) for Type III centers</p>	<p><i>COVID-19 made providing quality care for children more challenging than ever. To offset interrupted learning, additional</i></p>	<p>Teachers are prepared to lead classrooms and provide high-quality interactions for all children every day.</p>

	<i>care and needs due to COVID, like trauma-informed instruction, networks may partner with contractors to provide the most to their children. This purchase should only be used in the case of supplementing a purchase of curriculum through other dedicated funding sources.</i>	Young children who experienced disruptions in learning this year are given opportunities to prepare for school.
Enrollment advertising for the network, inclusive of all site types	<i>COVID-19 detrimentally affected enrollment across the state as parents feared for the safety of their children. To recover from COVID-19, networks must make efforts to enroll children and show the child care field is safe for their families.</i>	Communities increase access to opportunities for high-quality early childhood care and education this year.
Family engagement events, parenting classes, or other similar community supports	<i>COVID-19 put parents at the forefront of care and education for their children, while working or balancing other responsibilities. Parents learned about gaps in their own understanding of child development, the social and emotional benchmarks children need to achieve, and may not have due to COVID-19, and areas where they need additional support. Lead agencies are uniquely positioned to provide this support to parents.</i>	Communities increase access to opportunities for high-quality early childhood care and education this year.
Handwashing stations in Type III centers (as long as it does not entail major renovations)	<i>Specifically approved by CCDF under virus mitigation and response policies and practices.</i>	Young children who experienced disruptions in learning this year are given opportunities to prepare for school.
Incentives for teachers in Type III centers to participate in ECAC programs	<i>Staffing has been impacted by COVID-19, with many teachers leaving the profession altogether. There are fewer and fewer fully-certified staff in the workforce, as they have left because of safety concerns with COVID-19 and higher pay through other jobs. Teachers need to be certified or on the path to certification to provide care for children in Type III centers, and without teachers centers cannot provide care to children.</i>	Teachers are prepared to lead classrooms and provide high-quality interactions for all children every day.

<p>Online professional development sessions for teachers in Type III centers</p>	<p><i>Staff and teachers of Type III centers may still be limited in travel due to COVID-19. To ensure teachers are fully prepared to provide high-quality care, while still maintaining safety of teachers, online professional development is the best solution to the impact of COVID-19 on teacher development.</i></p>	<p>Teachers are prepared to lead classrooms and provide high-quality interactions for all children every day.</p>
<p>Operating costs (ex: lawn care, utilities, rent, other bills, maintenance, phone and internet services, generators, food expenses not already covered by another federal program) in Type III centers</p>	<p><i>Specifically approved by CCDF through supporting the stability of the child care sector.</i></p>	<p>Child care is stabilized immediately, with a focus on providers and the early childhood workforce.</p>
<p>Outdoor equipment or structures, like playground equipment (ex: fences) for Type III centers</p>	<p><i>Specifically approved by CCDF under virus mitigation and response policies and practices.</i></p>	<p>Young children who experienced disruptions in learning this year are given opportunities to prepare for school.</p> <p>Communities increase access to opportunities for high-quality early childhood care and education this year.</p> <p><i>*Contact CCR&R to learn more about Outdoor Learning Enhancement Opportunity Grant and exhaust that funding first before using Community Recovery Grant funding for this purpose.</i></p>
<p>PPE and sanitation materials for Type III child care centers</p>	<p><i>Specifically approved by CCDF under virus mitigation and response policies and practices.</i></p>	<p>Child care is stabilized immediately, with a focus on providers and the early childhood workforce.</p>
<p>Professional materials (printers, ink,) for Type III child care centers</p>	<p><i>To meet other needs in response to COVID-19, such as enrollment efforts, centers need to be able to meet day-to-day business requirements.</i></p>	<p>Child care is stabilized immediately, with a focus on providers and the early childhood workforce.</p>
<p>Subscriptions for online programs (Seesaw, MobyMax, Hatch, etc.) for families living in the community but not yet enrolled in care, to be purchased and monitored by existing Type III centers</p>	<p><i>Families are still wary about enrolling children in care. In order to ensure that all children in Louisiana enter Kindergarten ready, child care providers should connect with parents to provide educational supports, while they are still not yet comfortable sending their children into</i></p>	<p>Communities increase access to opportunities for high-quality early childhood care and education this year.</p> <p>Teachers are prepared to lead classrooms and provide high-quality interactions for all children every day.</p>

	<i>care.</i>	Young children who experienced disruptions in learning this year are given opportunities to prepare for school.
Tablets, laptops, or internet services (i.e. WiFi, MiFi) for use by teachers or staff at Type III centers	<i>To meet other needs in response to COVID-19, such as enrollment efforts, centers need to be able to meet day-to-day business requirements. This will also further assist with observations of children’s social and emotional development.</i>	Young children who experienced disruptions in learning this year are given opportunities to prepare for school. Communities increase access to opportunities for high-quality early childhood care and education this year.
Tuition assistance, scholarships, and enrollment fee waivers for children attending child care in Type III centers whose families are facing obstacles paying for their children’s care	<i>Specifically approved by CCDF under relief for families struggling to pay for child care.</i>	Young children who experienced disruptions in learning this year are given opportunities to prepare for school. Child care is stabilized immediately , with a focus on providers and the early childhood workforce.
Universal developmental screening events and materials	<i>Children not in care, or inconsistently in care, due to COVID, are in need of additional support to ensure meeting benchmarks with their peers without disabilities.</i>	Communities increase access to opportunities for high-quality early childhood care and education this year. Young children who experienced disruptions in learning this year are given opportunities to prepare for school.
Workforce incentives for teachers and center staff who contribute to the daily learning and care for children in Type III centers	<i>Specifically approved by CCDF</i>	Child care is stabilized immediately , with a focus on providers and the early childhood workforce. Teachers are prepared to lead classrooms and provide high-quality interactions for all children every day.

Not Allowables Expenses for the Community Recovery Grant

Renovations or major construction	<i>If renovations or major construction is needed, consider where you can use Community Recovery Grant funds in another way, to free up a center's other revenue to use towards this expense.</i>
Classroom observations (Formal through CLASS or CCR&R)	<i>Networks should use existing funding streams that are dedicated for formal coaching and observations.</i>