COVID-19 Education Resource Roadmap (Version 2.0)

This *COVID-19 Education Resource Roadmap* (Roadmap) was developed to assist state, local, tribal, and territorial (SLTT) leaders and other interested parties with navigating some of the challenges, as well as the resources, associated with the Coronavirus (COVID-19) pandemic. Specifically, the Roadmap describes how supplemental appropriated funds and certain ongoing annually funded federal programs can be used to implement potential solutions. For more information on the structure of the Roadmap, see the COVID-19 Resource Roadmaps Overview.

Please note that this Roadmap is for general guidance purposes only and has been compiled with publicly available information or with information provided by sources that are publicly obtained. This should be viewed as only a starting point for navigating challenges and available resources. Additionally, the resources highlighted are available as of the date captured in the footer of the document and will be updated, as appropriate. The user should always directly consult the respective department or agency administering the federal program as the provider of a potential resource for current program information, as well as to verify whether proposed activities would be allowable under a particular program.

Navigating the Roadmap

The Roadmap is to assist in challenges that federal departments and agencies which work directly with SLTT partners have identified in delivering educational support. Although not an exhaustive list, the identified challenges that follow fall within five topic areas:

- COVID-19 Prevention and Mitigation
- Healthy Environments
- Educational Technology
- Operations and Personnel
- Other Services to Children and Families

Tables for each topic area provide information on specific challenges, potential solutions, and federal department or agency resources, including federal funding and technical assistance which may be available. Federal funding resources are either universal or solution-specific. Universal resources, for purposes of this document, have broad applicability to the solutions presented within the topic area, whereas resources directly linked to specific solutions are limited to the challenge presented. This information can help inform decisions on how to apply funding to maximize resources and achieve recovery outcomes. Additional Resources and an Acronym and Agency Glossary can be found at the end of the document.

Although the solutions are general in nature, additional considerations may be necessary to support those who may be at an elevated risk for contracting COVID-19, including those who may have physical, sensory, behavioral, or intellectual disabilities affecting their ability to conform to infection control protocols such as masking, hand washing, or distancing.[*] Additionally, schools may need to consider extra precautions for students, teachers, and staff who may be considered high risk because of known conditions such as respiratory compromise, diabetes, or advanced age. Finally, entities that use federal funds to support COVID-19 relief must ensure that such uses are reasonable, necessary, allowable, and allocable to the federal source program (i.e., resource), whether that program is universal or solution-specific.

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[*] Children identified as having a disability may be eligible for services under the Individuals with Disabilities Education Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Challenge 1: COVID-19 Prevention and Mitigation

Administration: As schools reopen, they will need resources to plan and implement health and safety protocols for employees and students entering the facility. These protocols could lead to increased costs, including the purchase of monitoring equipment (such as tools for at-home symptom screening), adequate cleaning equipment and supplies for healthy hygiene and protection, and additional personnel to carry out such activities.

Community Considerations: Schools may have to consider more robust commmunication plans, such as increasing information-sharing with community leaders, students, and the general public to assist with decision making, prevention, and mitigation measures to prevent further exposure.

For a list of specific federal department and agency names, review the Acronym and Agency Glossary at the end of the document.

The following universal funding resources are broadly applicable to the solutions presented for this topic area:

- Elementary and Secondary School Emergency Relief (ESSER) Fund[†] (ED)

- Governor's Emergency Education Relief (GEER) Fund[‡] (ED)

- Education Stabilization Fund to the Outlying Areas (ED)

- Higher Education Emergency Relief Fund (HEERF) (ED)

- Coronavirus Relief Fund (Treasury)

- State and Local Fiscal Recovery Fund[§] (Treasury)

Solution-specific funding resources are detailed in the table below.

[†] Within this document, note that the use of the program title for the ESSER Fund is intended to mean the program as funded by the CARES Act, CRRSA, and ARPA. Under the CARES Act, the ESSER Fund requires a Local Educational Agency (LEA) that receives funds to provide equitable services to students and teachers in non-public schools. Under the CRRSA Act and ARPA, Governors, through State Educational Agencies (SEAs), provide services and assistance to non-public schools through the EANS program. View the CRRSA EANS and ARPA EANS webpages for more information. In general, ESSER funds are not intended for all public health costs, but those to help schools and districts. The SEA can set aside up to 10% for state-level activities, which can be awarded to SLTTs.

[‡] Within this document, note that the use of the program title for the GEER Fund is intended to mean the program as funded by the CARES Act and CRRSA. Under the CARES Act, the GEER Fund requires an LEA that receives funds to provide equitable services to students and teachers in non-public schools. Under CRRSA and ARPA, Governors, through SEAs, provide services and assistance to non-public schools through the EANS program. View the CRRSA EANS and ARPA EANS webpages for more information.

[§] Although guidance for the program is under development, the Roadmap was developed with the assumption that the funding provided will have similar flexibilities provided under the Coronavirus Relief Fund. Visit the Treasury website for the latest information on specific eligible activities and program requirements.

COVID-19 Education Resource Roadmap

Department/Agency	Program	Potential Solutions to Consider						Program Delivery Details		
		Administration				Community Considerations				
		Implement health safety protocol (e.g., personal protective equipment [PPE], masks, and supplies)	Diagnostic testing, screening, and temperature scanning	Augment school health and custodial staff	Develop and implement Emergency Operations Plans (EOPs)	Develop communication plans (e.g., contact tracing and potential prevention actions)	Post COVID-19 signage on campus to encourage physical distancing and personal hygiene	Funds to SLTT[1]	Direct Assistance to SEA / LEA / IHE[2]	Statutory / Regulatory Flexibility Provided
U.S. Department of Agriculture (USDA)	Community Facilities Loan and Grant Program (RD)[3]	✓						✓	✓	
	Rural Economic Development Loan and Grant Program (RD)[3]	✓							✓	
U.S. Department of Education (ED)	Education Stabilization Fund to the Outlying Areas	✓	✓	✓	✓	✓	✓	✓		
	Elementary and Secondary School Emergency Relief Fund (ESSER)	✓	✓	✓	✓	✓	✓		✓	
	Governor's Emergency Education Relief (GEER) Fund	✓	✓	✓	✓	✓	✓	✓		
	Emergency Assistance to Non-Public Schools (EANS)	✓	✓	✓ **		✓	✓			
	Higher Education Emergency Relief Fund (HEERF)	✓	✓	✓	✓	✓	✓		✓	

** Under the EANS program, augmenting non-public school health staff is allowed under certain conditions. Refer to the FAQs for the EANS program for more information.

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Department/Agency	Program	Potential Solutions to Consider						Program Delivery Details		
		Administration				Community Considerations				
		Implement health safety protocol (e.g., personal protective equipment [PPE], masks, and supplies)	Diagnostic testing, screening, and temperature scanning	Augment school health and custodial staff	Develop and implement Emergency Operations Plans (EOPs)	Develop communication plans (e.g., contact tracing and potential prevention actions)	Post COVID-19 signage on campus to encourage physical distancing and personal hygiene	Funds to SLTT[1]	Direct Assistance to SEA / LEA / IHE[2]	Statutory / Regulatory Flexibility Provided
Federal Emergency Management Agency (FEMA)	Public Assistance – Category B Emergency Protective Measures[3]	✓	✓				✓	✓		✓
U.S. Department of Health and Human Services (HHS)	Epidemiology and Laboratory Capacity for the Prevention and Control of Emerging Infectious Diseases (ELC) Cooperative Agreement (CDC)	✓	✓					✓		
U.S. Department of Housing and Urban Development (HUD)	Community Development Block Grant (CDBG) Program	✓						✓	✓	
U.S. Department of the Treasury	Coronavirus Relief Fund	✓		✓		✓	✓	✓	✓	New Program
U.S. Department of the Treasury	State and Local Fiscal Recovery Fund	✓	✓			✓		✓		New Program

[1] State, Local, Tribal, or Territorial (SLTT) Organizations, such as State/Local Administrations, Local Housing Agencies, etc.
[2] State Educational Agency (SEA), Local Educational Agency (LEA), and Institution of Higher Education (IHE)
[3] Items that may provide assistance but are not funded by COVID-19 supplemental appropriations.

Technical Assistance Resources

The following universal technical assistance resources are broadly applicable to the solutions presented for this topic area:

- U.S. Department of Education COVID-19 Handbook Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools (ED)

- U.S. Department of Education COVID-19 Handbook Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs (ED)

- U.S. Department of Education COVID-19 Handbook Volume 3: Strategies for Safe Operation and Addressing the Impact of COVID-19 on Higher Education Students, Faculty, and Staff (ED)

- Operational Strategy for K-12 Schools through Phased Prevention (HHS/CDC)

- Office of Elementary and Secondary Education (OESE) Technical Assistance Centers (ED)

Solution-specific technical assistance resources are detailed in the table below.

Potential Solutions to Consider	Technical Assistance Resources
Implement health safety protocol (e.g., personal protective equipment [PPE], masks, and supplies)	- Screening K-12 Students for Symptoms of COVID-19: Limitations and Considerations (CDC) - Symptoms of COVID-19 (CDC) - Prevent Getting Sick (CDC) - Guidance for Wearing Masks: Help Slow the Spread of COVID-19 (CDC) - Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities (ED) - Modifying Education Agency Exercises and Drills in Response to the Pandemic: Protecting Students, Faculty, Staff, and the Whole School Community While Practicing Plans (ED) - Ordering Masks and Personal Protective Equipment (PPE) For Schools: Keeping the Whole Community Safe in School Buildings (ED) - School EOP Planning 101: Creating High-Quality School Emergency Operations Plans That Address All Threats, Hazards, Settings, and Times (ED) - Indoor Air and Coronavirus (COVID-19) (EPA)
Develop and implement Emergency Operations Plans (EOPs)	- EOP Interactive Tools (ED) - EOP ASSESS - EOP Evaluate - SITE ASSESS Mobile App - EOP ASSIST 4.0 Software - EOP ASSIST Interactive Workbook

Potential Solutions to Consider	Technical Assistance Resources
Develop communication plans (e.g., contact tracing and potential prevention actions)	• Talking with Children about Coronavirus Disease 2019 (CDC) • CDC Social Media Toolkit (CDC) • Toolkit for People 15 to 17 (CDC) • Schools (CDC) • Returning to School: A Toolkit for Principals (ED)
Post COVID-19 signage on campus to encourage physical distancing and personal hygiene	• Print Resources (CDC) • Readiness and Emergency Management for Schools (ED)

Additional Guidance for COVID-19 Prevention and Mitigation

- Coronavirus Relief Fund FAQs (Treasury)

- Governor's Emergency Education Relief (GEER) Fund FAQs (ED)

- Elementary and Secondary School Emergency Relief Fund (ESSER) FAQs (ED)

- Providing Equitable Services to Students and Teachers in Non-Public Schools Under the CARES Act Programs (ED)

- Emergency Assistance to Non-Public Schools (EANS) FAQs[††] (ED)

The Centers for Disease Control and Prevention (CDC) offers several resources to support public health and mitigate the spread of COVID-19. For general COVID-19 information, please visit:

- Symptoms of COVID-19

- Prevent Getting Sick

- When and How to Wash Your Hands

For screening students and testing considerations, please visit:

- Screening K-12 Students for Symptoms of COVID-19: Limitations and Considerations

- Operational Strategy for K-12 Schools through Phased Prevention

- Interim Guidance for SARS-CoV-2 Testing and Screening at Institutions of Higher Education (IHEs)

[††] Updated FAQs for ESSER, GEER, and EANS, as funded by ARPA, have not been published. For updated guidance when it becomes available, please visit the relevant program's ARPA webpage.

For information on masks, including challenges that educational settings may face using masks, CDC offers Guidance for Wearing Masks: Help Slow the Spread of COVID-19.

If schools wish to share CDC information through social media or signage, there is both a CDC Social Media Toolkit and Print Resources. Additionally, Talking with Children about Coronavirus Disease 2019 provides messages to help adults have conversations with children about COVID-19.

Title II and Title III of the Americans with Disabilities Act (ADA) include requirements for ADA-compliant communications materials. Explanations of those requirements can be found in the U.S. Department of Justice (DOJ) Civil Rights Division, Disability Rights Section Effective Communication guidance.

On behalf of ED OESE, Office of Safe and Supportive Schools (OSS), the National Center on Safe Supportive Learning Environments (NCSSLE) hosted a presentation by the CDC titled Returning to School: Mitigation and Mental Health Strategies. The presentation focused on how to optimize mitigation strategies and mental health to facilitate a safe return to schools in the new year.

To assist the education communities in developing, maintaining, and continually enhancing high-quality school Emergency Operations Plans (EOPs) with their community partners with shared responsibilities (e.g., first responder, health, mental health, and public health practitioners) implementing the key concepts, principles, and processes put forth in the Guide for Developing High-Quality School Emergency Operations Plans and The Role of Districts in Developing High-Quality School Emergency Operations Plans, the Readiness and Emergency Management for Schools (REMS) TA Center has developed several resources and training opportunities to make the guidance easier to learn, understand, and implement. For example, the REMS TA Center offers numerous trainings in multiple formats with information on planning as well as integrating the prioritized hazards, threats, and functions into a plan. Practitioners can choose from different virtual training formats offered by the REMS TA Center – webinars, Online Courses, and the Specialized Training Package as well as site-specific Virtual Trainings by Request. The REMS TA Center offers a plethora of additional training and technical assistance tools, resources, and materials for use by the planning teams, including Publications & Guidance Documents, a Topic-Specific Resources to Support Your Emergency Management Planning web portal, an interactive map of State Emergency Management Resources with state-specific information and resources, a Tool Box presenting samples developed by practitioners, a Community of Practice for information-sharing and online discussion, as well as Creative Materials for use by all as part of communications and awareness activities.

GSA has several resources available to help with COVID-19 acquisition support activities.

- Coronavirus Acquisition-Related Information and Resources
- COVID-19 (Coronavirus) GSA Activities
- GSA Disaster Relief & Pandemic Products Aisle
- COVID-19 Furniture Products and Services

Challenge 2: Healthy Environments

Facility Remediation, Modifications, and Enhancements (including Shared Spaces and Materials): Existing education facilities (e.g., school buildings, student housing, etc.) may need modifications in order to ensure safe reopening. Schools may need to create more classroom space and/or hold smaller classes, modify common use areas, and enhance air filtration systems. Additionally, extra school supplies and materials may also be needed to decrease potential spread of illness.

Transport Students Safely: Schools districts and communities will need to determine how to safely transport students to and from school.

For a list of specific federal department and agency names, review the Acronym and Agency Glossary at the end of the document.

The following universal funding resources are broadly applicable to the solutions presented for this topic area:

- Coronavirus Relief Fund (Treasury)
- Emergency Assistance to Non-Public Schools (EANS) (ED)
- Elementary and Secondary School Emergency Relief Fund (ESSER)[‡‡] (ED)
- Education Stabilization Fund to the Outlying Areas (ED)
- Governor's Emergency Education Relief (GEER) Fund[§§] (ED)
- Higher Education Emergency Relief Fund (HEERF) (ED)
- State and Local Fiscal Recovery Fund[***] (Treasury)

Solution-specific funding resources are detailed in the table below.

[‡‡] Under the CARES Act, the ESSER Fund requires a LEA that receives funds to provide equitable services to students and teachers in non-public schools. Under the CRRSA Act and ARPA, Governors, through SEAs, provide services and assistance to non-public schools through the EANS program. View the CRRSA EANS and ARPA EANS webpages for more information. In general, ESSER funds are not intended for all public health costs, but those to help schools and districts. The SEA can set aside up to 10% for state-level activities, which can be awarded to SLTTs.

[§§] Under the CARES Act, the GEER Fund requires an LEA that receives funds to provide equitable services to students and teachers in non-public schools. Under the CRRSA Act and ARPA, Governors, through SEAs, provide services and assistance to non-public schools through the EANS program. View the CRRSA EANS and ARPA EANS webpages for more information.

[***] Although guidance for the program is under development, the Roadmap was developed with the assumption that the funding provided will have similar flexibilities provided under the Coronavirus Relief Fund. Visit the Treasury website for the latest information on specific eligible activities and program requirements.

COVID-19 Education Resource Roadmap

Department/Agency	Program	Potential Solutions to Consider					Program Delivery Details		
		Facilities, Shared Spaces			Transport Students Safely				
		Modify existing structures and incorporate new facilities / isolation space consistent with federal accessibility requirements	Clean / disinfect facilities	Limit use of shared objects	Modify current transportation capabilities and/or increase capacity for transportation	Clean / disinfect student transportation vehicles	Funds to SLTT[1]	Direct Assistance to SEA/LEA/IHE[2]	Statutory / Regulatory Flexibility Provided
U.S. Department of Agriculture (USDA)	Community Facilities Loan and Grant Program (RD)[3]	✓			✓		✓	✓	
	Rural Economic Development Loan and Grant Program (RD)[3]	✓						✓	
U.S. Department of Education (ED)	Education Stabilization Fund to the Outlying Areas	✓	✓	✓	✓	✓			
	Elementary and Secondary School Emergency Relief Fund (ESSER)	✓	✓	✓	✓	✓		✓	
	Governor's Emergency Education Relief (GEER) Fund	✓	✓	✓	✓	✓	✓		
	Emergency Assistance to Non-Public Schools (EANS)†††			✓	✓	✓			
	Higher Education Emergency Relief Fund (HEERF)	✓	✓	✓	✓	✓		✓	

††† The EANS program provides a limited set of services and assistance to non-public schools. These are activities that *may* be allowable, depending on the specific context. Please see the EANS FAQs for information on the extent to which the items listed in this table are allowable and under what conditions.

COVID-19 Education Resource Roadmap

Department/Agency	Program	Potential Solutions to Consider					Program Delivery Details		
		Facilities, Shared Spaces			Transport Students Safely				
		Modify existing structures and incorporate new facilities / isolation space consistent with federal accessibility requirements	Clean / disinfect facilities	Limit use of shared objects	Modify current transportation capabilities and/or increase capacity for transportation	Clean / disinfect student transportation vehicles	Funds to SLTT[1]	Direct Assistance to SEA/LEA/IHE[2]	Statutory / Regulatory Flexibility Provided
Federal Emergency Management Agency (FEMA)	Public Assistance – Category B Emergency Protective Measures[2]		✓			✓	✓		✓
U.S. Department of Housing and Urban Development (HUD)	Community Development Block Grant (CDBG) Program	✓						✓	✓
U.S. Department of the Treasury	Coronavirus Relief Fund	✓	✓	✓	✓	✓	✓	✓	New Program
U.S. Department of the Treasury	State and Local Fiscal Recovery Fund		✓			✓	✓		New Program
Tennessee Valley Authority (TVA)	Ultraviolet Germicidal Irradiation Incentives[3]	✓							✓

[1] State, Local, Tribal, or Territorial (SLTT) Organizations, such as State/Local Administrations, Local Housing Agencies, etc.
[2] State Educational Agency (SEA), Local Educational Agency (LEA), and Institution of Higher Education (IHE)
[3] Items that may provide assistance but are not funded by COVID-19 supplemental appropriations.

Technical Assistance Resources

Potential Solutions to Consider	Technical Assistance Resources
Modify existing structures and incorporate new facilities/isolation space consistent with federal accessibility requirements	• Air Cleaners, HVAC Filters, and Coronavirus (COVID-19) (EPA) • Guidance for Building Operations During the COVID-19 Pandemic (ASHRAE) • Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operation (CDC) • U.S. Department of Education COVID-19 Handbook Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools (ED) • U.S. Department of Education COVID-19 Handbook Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs (ED) • Indoor Air and Coronavirus (COVID-19) (EPA) • Ventilation and Coronavirus (COVID-19) (EPA) • Implementing a Layered Approach to Address COVID-19 in Public Indoor Spaces (EPA) • EPA Supports Healthy Indoor Environments in Schools During COVID-19 Pandemic (EPA) • Healthy Indoor Environments in Schools: Plans, Practices and Principles for Maintaining Healthy Learning Environment – On-Demand Webinars (EPA) • Framework for Effective School IAQ Management (EPA) • Indoor Air Quality Tools for Schools: Preventive Maintenance Guidance Documents (EPA)
Clean/disinfect facilities	• Cleaning and Disinfecting Your Facility (CDC) • Cleaning and Disinfecting: Best Practices During the COVID-19 Pandemic (EPA) • Framework for Effective School IAQ Management (EPA) • Indoor Air Quality Tools for Schools: Preventive Maintenance Guidance Documents (EPA) • COVID-19 Cleaning and Disinfection (GSA)
Limit use of shared objects	• How Do I Set Up My Classroom? A Quick Guide for Teachers (CDC) • Teachers and Staff Resuming In-Person Learning (CDC) • K-12 Schools COVID-19 Mitigation Toolkit (CDC)
Modify current transportation capabilities and/or increase capacity for transportation	• COVID-19 Employer Information for Bus Transit Operators (CDC) • ED COVID-19 Handbook Volume 1: Strategies for Safely Reopening Elementary and Secondary Schools (ED) • U.S. Department of Education COVID-19 Handbook Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs (ED)
Clean/disinfect student transportation vehicles	• Cleaning, Disinfecting, and Ventilation: Plan, Prepare, and Respond (CDC)

Additional Guidance for Healthy Environments

Air Quality

To prevent the spread of COVID-19, schools should use ventilation and filtration systems to help prevent the spread of disease. The Environmental Protection Agency (EPA) Ventilation and Coronavirus (COVID-19) webpage provides information to help reduce risks from the virus that causes COVID-19. The American Society of Heating, Refrigerating, and Air-Conditioning Engineers (ASHRAE) has also published Guidance for Building Operations During the COVID-19 Pandemic.

Cleaning/Disinfecting

In addition to ventilation and filtration, schools should use cleaning and disinfection to help prevent the spread of COVID-19. For more information, see:

- Cleaning and Disinfecting Your Facility (CDC)

- About List N: Disinfectants for Coronavirus (COVID-19)

Unused School Facilities

Given that school buildings may have gone unused for several months, building water systems may need additional evaluation to ensure no microbial hazards are present. By reviewing CDC Guidance for Reopening Buildings After Prolonged Shutdown or Reduced Operation, building operators can ensure the safety of occupants and building water systems and devices.

Transportation

In planning student transportation, schools and school bus operations will have additional considerations and may utilize CDC COVID-19 Employer Information for Bus Transit Operators, which discusses Workplace Health and Safety planning, hazard controls, administrative controls, and PPE.

For additional information on the U.S. Department of Housing and Urban Development (HUD) Community Development Block Grant (CDBG) Program, visit CDBG COVID-19 Resources.

Challenge 3: Educational Technology

Technological Demands: Communities may need to address technological resource gaps to implement successful learning strategies, whether in the physical classroom or while engaged in remote education. Educational technology solutions may be especially applicable in rural and under-resourced districts and for vulnerable populations.

Professional Development: New or modified delivery models may require trainings for educators, parents, and students to know how to properly use the technology. This may include (1) school systems that use "cohorting" or alternating scheduling, remain closed for future periods, or use a hybrid approach in the event of increased case numbers in the community or (2) situations where in-person instruction is inadvisable for children with unique health needs.

Cybersecurity and Cyber Safety: Increased usage of educational technology, including transmission of information over non-secure internet connections, will create additional considerations for cybersecurity and cyber safety for both educators and students.

For a list of specific federal department and agency names, review the Acronym and Agency Glossary at the end of the document.

The following universal funding resources are broadly applicable to the solutions presented for this topic area:

- Coronavirus Relief Fund (Treasury)

- Governor's Emergency Education Relief (GEER) Fund[‡‡‡] (ED)

- Emergency Assistance to Non-Public Schools (EANS) (ED)

- Elementary and Secondary School Emergency Relief Fund (ESSER)[§§§] (ED)

- Education Stabilization Fund to the Outlying Areas (ED)

- Higher Education Emergency Relief Fund (HEERF) (ED)

- State and Local Fiscal Recovery Fund[****] (Treasury)

Solution-specific funding resources are detailed in the table below.

[‡‡‡] Under the CARES Act, the GEER Fund requires an LEA that receives funds to provide equitable services to students and teachers in non-public schools. Under the CRRSA Act and ARPA Act, Governors, through SEAs, provide services and assistance to non-public schools through the EANS program. View the CRRSA EANS and ARPA EANS webpages for more information.

[§§§] Under the CARES Act, the ESSER Fund requires an LEA that receives funds to provide equitable services to students and teachers in non-public schools. Under the CRRSA Act, Governors, through SEAs, provide services and assistance to non-public schools through the EANS program. View the CRRSA EANS and ARPA EANS webpages for more information. In general, ESSER funds are not intended for all public health costs, but those to help schools and districts. The SEA can set aside up to 10% for state-level activities, which can be awarded to SLTTs.

[****] Although guidance for the program is under development, the Roadmap was developed with the assumption that the funding provided will have similar flexibilities provided under the Coronavirus Relief Fund. Visit the Treasury website for the latest information on specific eligible activities and program requirements.

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Department/Agency	Program	Potential Solutions to Consider				Program Delivery Details		
		Technological Demands		Professional Development	Cybersecurity and Cyber Safety	Funds to SLTT[1]	Direct Assistance to SEA/LEA/IHE[2]	Statutory / Regulatory Flexibility Provided
		Provide access to internet	Provide hardware and software technology	Train educators, parents, and students	Protect student privacy			
U.S. Department of Agriculture (USDA)	Community Connect Grant Program (RD)[3]	✓					✓	
	Community Facilities Loan and Grant Program (RD)[3]		✓			✓	✓	
	Distance Learning & Telemedicine Grant Program	✓	✓	✓		✓		
	Rural Economic Development Loan and Grant Program (RD)[3]		✓				✓	
U.S. Department of Education (ED)	Education Stabilization Fund to the Outlying Areas	✓	✓	✓	✓	✓		
	Elementary and Secondary School Emergency Relief Fund (ESSER)	✓	✓	✓	✓		✓	
	Governor's Emergency Education Relief (GEER) Fund	✓	✓	✓	✓	✓		
	Emergency Assistance to Non-Public Schools (EANS)[††††]	✓	✓	✓	✓			
	Higher Education Emergency Relief Fund (HEERF)	✓	✓	✓	✓		✓	

[††††] The EANS program provides a limited set of services and assistance to non-public schools. These are activities that *may* be allowable, depending on the specific context. Please see the EANS FAQs for information on the extent to which the items listed in this table are allowable and under what conditions.

COVID-19 Education Resource Roadmap

Department/Agency	Program	Potential Solutions to Consider				Program Delivery Details		
		Technological Demands		Professional Development	Cybersecurity and Cyber Safety	Funds to SLTT[1]	Direct Assistance to SEA/LEA/IHE[2]	Statutory / Regulatory Flexibility Provided
		Provide access to internet	Provide hardware and software technology	Train educators, parents, and students	Protect student privacy			
Federal Communications Commission (FCC)	Connectivity Fund Program	✔	✔				✔	
	Emergency Broadband Benefit	✔						
U.S. Department of Housing and Urban Development (HUD)	Connect Home USA[3]	✔					✔	
Institute of Museum and Library Services (IMLS)	Formula Grants to State Library Administrative Agencies	✔		✔		✔		
U.S. Department of the Treasury	Coronavirus Capital Projects Fund	✔				✔		New Program
	Coronavirus Relief Fund	✔	✔	✔	✔	✔	✔	New Program
	State and Local Fiscal Recovery Fund	✔	✔	✔	✔	✔	✔	New Program

[1]State, Local, Tribal, or Territorial (SLTT) Organizations, such as State/Local Administrations, Local Housing Agencies, etc.
[2]State Educational Agency (SEA), Local Educational Agency (LEA), and Institution of Higher Education (IHE)
[3]Items that may provide assistance but are not funded by COVID-19 supplemental appropriations.

Technical Assistance Resources

The following universal technical assistance resources are broadly applicable to the solutions presented for this topic area:

- COVID-19 Handbook Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs (ED)
- U.S. Department of Education COVID-19 Handbook Volume 3: Strategies for Safe Operation and Addressing the Impact of COVID-19 on Higher Education Students, Faculty, and Staff (ED)

- Resources for Learning at Home (ED)
- Continuity of Learning (ED)
- Funding Digital Learning (ED)
- Digital Learning Guides (ED)

Solution-specific technical assistance resources are detailed in the table below.

Potential Solutions to Consider	Technical Assistance Resources
Provide access to internet	- Emergency Broadband Benefit Program(ED) - Keep Americans Connected‡‡‡‡ (FCC) - BroadbandUSA (DOC/NTIA) - Emergency Broadband Benefit (FCC)
Provide hardware and software technology	Building Technology Infrastructure for Learning (ED)
Train educators, parents, and students	- Remote Learning: Resources for Educators, Administrators, and Related Service Providers (ED) - Continuity of Learning (ED) - ADA Online Learning (ADA) - Digital Learning Guides (ED) - Parent and Family Digital Learning Guide (ED) - Digital Inclusion (DOC/NTIA) - Publications (DOC/NTIA)
Protect student privacy	Student Privacy at the U.S. Department of Education (ED)
School cybersecurity and cyber safety	- Cybersecurity Considerations for K-12 Schools and School Districts (ED) - Cyber Safety Considerations for K-12 Schools and School Districts (ED) - Keeping Students Safe Online During School at Home (ED)

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‡‡‡‡ The Federal Communications Commission (FCC) Keep Americans Connected pledging period has passed, but resources are still available.

Additional Guidance for Educational Technology

ED has collected Resources for Learning at Home. The ED Student Privacy Policy Office (SPPO) has published a Family Educational Rights and Privacy Act (FERPA) and Virtual Learning Related Resources list. ED has also released a Parent and Family Digital Learning Guide. Additionally, ED's COVID-19 Handbook Volume 2 and Volume 3 includes a section on the effective use of technology and broadband access.

ED OESE has resources for teachers, districts, states, parents and families, and schools on Continuity of Learning despite disruptions. For virtual learning, Learning at Home technical assistance resources are available for teachers, states, parents and families, schools, and colleges. Additional federal Resources for Learning at Home are also available, with information from a number of federal agencies.

The ED Office of Special Education Programs (OSEP) IDEAS That Work provides resources to implement initiatives that address provisions from the Individuals with Disabilities Education Act (IDEA) and Every Student Succeeds Act (ESSA). This includes a Continuity of Learning During COVID-19 Resource Database with strategies for online learning during a COVID-19 outbreak, recommendations for parent engagement, and a webinar on online education and website accessibility. In addition, OSEP provides a webinar on Continuity of Learning During COVID-19. OSEP received a number of inquiries concerning the effect of the pandemic on the provision of early intervention services to infants and toddlers with disabilities, special education and related services to children with disabilities, and in meeting other requirements of IDEA. In response to these questions, OSEP released a series of Question and Answer documents related to COVID-19.

The Federal Communications Commission (FCC) has announced the Keep Americans Connected initiative in response to the COVID-19 pandemic, which promotes broadband and telephone connectivity. The National Telecommunications and Information Administration (NTIA) has forthcoming Broadband Infrastructure Deployment Grants to support broadband infrastructure deployment to areas lacking broadband, especially rural areas.

The ED Office of Educational Technology (OET) has produced three Digital Learning Guides to assist parents and families in supporting students using technology for learning, and for teachers and school leaders to implement and monitor digital learning.

GSA has produced a GSA Supports Government Readiness guide to utilizing GSA IT solutions. Customers should contact their Local Customer Service Director to discuss specific needs.

Challenge 4: Operations and Personnel

Operations may continue to evolve as schools develop systems that best fit their community's needs. For example, schools may need to identify more staffing options or substitute personnel upon suspected/confirmed COVID-19 cases, assess students to determine extended learning loss from both student absence and staff interruptions, and/or adjust for scheduling conflicts for home or part-time schooling structures. State and local tax revenue shortfalls may mean that Local Educational Agencies (LEAs) may need to find additional support in fulfilling the operational changes.

For a list of specific federal department and agency names, review the Acronym and Agency Glossary at the end of the document.

The following universal funding resources are broadly applicable to the solutions presented for this topic area:

- Coronavirus Relief Fund (Treasury)
- Governor's Emergency Education Relief (GEER) Fund§§§§ (ED)
- Emergency Assistance to Non-Public Schools (EANS) (ED)
- Elementary and Secondary School Emergency Relief Fund (ESSER)***** (ED)
- Education Stabilization Fund to the Outlying Areas (ED)
- Higher Education Emergency Relief Fund (HEERF) (ED)
- State and Local Fiscal Recovery Fund††††† (Treasury)

Solution-specific funding resources are detailed in the table below.

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§§§§ Under the CARES Act, the GEER Fund requires a LEA that receives funds to provide equitable services to students and teachers in non-public schools. Under the CRRSA Act and ARPA Act, Governors, through SEAs, provide services and assistance to non-public schools through the EANS program. View the CRRSA EANS and ARPA EANS webpages for more information.

***** Under the CARES Act, the ESSER Fund requires a LEA that receives funds to provide equitable services to students and teachers in non-public schools. Under the CRRSA Act and ARPA Act, Governors, through SEAs, provide services and assistance to non-public schools through the EANS program. View the CRRSA EANS and ARPA EANS webpages for more information. In general, ESSER funds are not intended for all public health costs, but those to help schools and districts. The SEA can set aside up to 10% for state-level activities, which can be awarded to SLTTs.

††††† Although guidance for the program is under development, the Roadmap was developed with the assumption that the funding provided will have similar flexibilities provided under the Coronavirus Relief Fund. Visit the Treasury website for the latest information on specific eligible activities and program requirements.

COVID-19 Education Resource Roadmap

Department / Agency	Program	Potential Solutions to Consider					Program Delivery Details		
		Hire more teachers and staff	Address increased cost for overtime and hazard pay	Offer trainings and professional development for new and existing staff	Assess students and make Individualized Education Program (IEP) and 504 plan adjustments	Operational planning and implementation (e.g., schedule coordination, acquiring equipment, etc.)	Funds to SLTT[1]	Direct Assistance to SEA/LEA/IHE[2]	Statutory / Regulatory Flexibility Provided
U.S. Department of Agriculture (USDA)	Community Facilities Loan and Grant Program (RD)[3]					✓	✓	✓	
	Rural Community Development Initiative Grant (RD)			✓			✓	✓	
	Rural Economic Development Loan and Grant Program (RD)[3]					✓		✓	
U.S. Department of the Interior (DOI)	Technical Assistance Program – Assistance to Territories (Insular Affairs)					✓	✓		
U.S. Department of Education (ED)	Education Stabilization Fund to the Outlying Areas	✓	✓	✓	✓	✓			
	Elementary and Secondary School Emergency Relief Fund (ESSER)	✓	✓	✓	✓	✓		✓	
	Governor's Emergency Education Relief (GEER) Fund	✓	✓	✓	✓	✓	✓		
	Emergency Assistance to Non-Public Schools (EANS)‡‡‡‡‡			✓		✓			

‡‡‡‡‡ The EANS program provides a limited set of services and assistance to non-public schools. These are activities that *may* be allowable, depending on the specific context. In general, EANS funds may not be used to provide funds to a non-public school to cover payroll. However, in order to provide specific services or assistance SEA may contract, for example, with a teacher at a non-public school directly to provide secular, neutral, and non-ideological services outside of the teacher's contractual obligation with the non-public school. Please see the EANS FAQs for information on the extent to which the items listed in this table are allowable and under what conditions.

Department / Agency	Program	Potential Solutions to Consider					Program Delivery Details		
		Hire more teachers and staff	Address increased cost for overtime and hazard pay	Offer trainings and professional development for new and existing staff	Assess students and make Individualized Education Program (IEP) and 504 plan adjustments	Operational planning and implementation (e.g., schedule coordination, acquiring equipment, etc.)	Funds to SLTT[1]	Direct Assistance to SEA/LEA/IHE[2]	Statutory / Regulatory Flexibility Provided
	Higher Education Emergency Relief Fund (HEERF)	✓	✓	✓	✓	✓		✓	
	Individuals with Disabilities Education Act (IDEA) State Formula Grants				✓		✓		
U.S. Department of the Treasury	Coronavirus Relief Fund	✓	✓	✓	✓	✓	✓	✓	New Program
	State and Local Fiscal Recovery Fund	✓	✓	✓	✓	✓	✓	✓	New Program

[1]State, Local, Tribal, or Territorial (SLTT) Organizations, such as State/Local Administrations, Local Housing Agencies, etc.
[2]State Educational Agency (SEA), Local Educational Agency (LEA), and Institution of Higher Education (IHE)
[3]Items that may provide assistance but are not funded by COVID-19 supplemental appropriations.

Technical Assistance Resources

The following universal technical assistance resources are broadly applicable to the solutions presented for this topic area:

- Guide for Developing High-Quality School Emergency Operations Plans (ED)

- Virtual Trainings by Request (ED)

- K–12 Six-Step Planning Process (ED)

- Principles for Creating a High-Quality School Emergency Operations Plan (ED)

Solution-specific technical assistance resources are detailed in the table below.

Potential Solutions to Consider	Technical Assistance Resources
Offer trainings and professional development for new and existing staff	• Readiness and Emergency Management for Schools (ED) • Schools' First and Forever Responders: Preparing and Supporting Teachers in the Time of COVID-19 (ED) • Professional and Management Development Training (GSA)
Assess students and make Individualized Education Program (IEP) and 504 plan adjustments	• Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak (ED)
Operational planning and implementation (e.g., schedule coordination, acquiring equipment, etc.)	• Returning to School (ED) • Remote Learning: Resources for Educators, Administrators and Related Service Providers (ED) • EOP Assist (ED)

Additional Guidance for Operations and Personnel

In preparing to reopen and for continued school operations, planners have several resources and technical assistance centers available to guide their decisions. Please visit Returning to School for more information, as well as the following featured technical assistance centers:

- Readiness and Emergency Management for Schools (REMS)

- Schools' First and Forever Responders: Preparing and Supporting Teachers

- Returning to School: A Toolkit for Principals

School administrators may also need to consider the specific requirements necessary for particular populations to succeed, both during remote education and as students return to physical classroom settings. Particular populations to consider during the planning process include students for whom English is not a first language and students with disabilities who may be eligible for an Individualized Education Program (IEP) or 504 Plan.

Challenge 5: Other Services to Children and Families

Additional Services Provided: Schools provide many services that may require additional safety measures and/or support to continue to operate. Communities may also have to decide whether to discontinue these services and/or identify how to integrate the services into the community where schools elect to remain closed or offer remote instruction.

Financial Support for Higher Education: Many students may need assistance with the cost of attending higher education institutions, including tuition, course materials, and technology.

For a list of specific federal department and agency names, review the Acronym and Agency Glossary at the end of the document.

The following universal funding resources are broadly applicable to the solutions presented for this topic area:

- Governor's Emergency Education Relief (GEER) Fund§§§§§ (ED)

Solution-specific funding resources are detailed in the table below.

Department/Agency	Program	Potential Solutions to Consider						Program Delivery Details		
		Additional Services Provided					Financial Support for Higher Education	Funds to SLTT[1]	Direct Assistance to SEA/LEA/IHE[2]	Statutory / Regulatory Flexibility Provided
		Mental health support (counselors or other mental health professionals)	Food / nutrition programs (school breakfasts and lunches)	Before / after school programs	Child welfare and protective services	Financial support for students in need				
U.S. Department of Agriculture (USDA)	Food and Nutrition Service Programs, including Supplemental Nutrition Assistance Program (SNAP), Child Nutrition, and Women, Infants, and Children (WIC)		✓					✓	✓	

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§§§§§ Under the CARES Act, the GEER Fund requires a LEA that receives funds to provide equitable services to students and teachers in non-public schools. Under the CRRSA Act and ARPA Act, Governors, through SEAs, provide services and assistance to non-public schools through the EANS program. View the CRRSA EANS and ARPA EANS webpages for more information.

COVID-19 Education Resource Roadmap

Department/Agency	Program	Potential Solutions to Consider					Program Delivery Details		
		Additional Services Provided				Financial Support for Higher Education	Funds to SLTT[1]	Direct Assistance to SEA/LEA/IHE[2]	Statutory / Regulatory Flexibility Provided
		Mental health support (counselors or other mental health professionals)	Food / nutrition programs (school breakfasts and lunches)	Before / after school programs	Child welfare and protective services	Financial support for students in need			
U.S. Department of Education (ED)	Elementary and Secondary School Emergency Relief Fund (ESSER)******	✓	✓	✓				✓	
	Governor's Emergency Education Relief (GEER) Fund	✓	✓	✓	✓	✓	✓		
	Emergency Assistance to Non-Public Schools (EANS)††††††	✓		✓					
	Higher Education Emergency Relief Fund (HEERF)	✓				✓		✓	
U.S. Department of Health and Human Services (HHS)	Chafee Foster Care Program for Successful Transition to Adulthood (ACF)‡‡‡‡‡‡				✓	✓	✓		
	Child Care Development Block Grant (ACF)			✓				✓	

****** Typically, an LEA has other means of providing for food services, such as through USDA or other federal programs. As a result, ED encourages LEAs to use those federal funds with the specific purpose of providing food services to students prior to using ESSER or GEER funds for this purpose. If additional funds are necessary or such funding is not available, an LEA may use ESSER and GEER funds to provide meals.

†††††† In general, EANS funds may not be used to provide funds to a non-public school to cover payroll. However, in order to provide specific services or assistance, an SEA may contract, for example, with a teacher at a non-public school directly to provide secular, neutral, and non-ideological services outside of the teacher's contractual obligation with the non-public school. Please see the EANS FAQs for more information.

‡‡‡‡‡‡ In light of the extraordinary pressures the COVID-19 pandemic has placed on many young people who were formerly in foster care, HHS ACF strongly encourages eligible Title IV-E agencies to elect to increase Chafee Program eligibility to age 23.

Department/Agency	Program	Potential Solutions to Consider						Program Delivery Details		
		Additional Services Provided					Financial Support for Higher Education			
		Mental health support (counselors or other mental health professionals)	Food / nutrition programs (school breakfasts and lunches)	Before / after school programs	Child welfare and protective services	Financial support for students in need	Funds to SLTT[1]	Direct Assistance to SEA/LEA/IHE[2]	Statutory / Regulatory Flexibility Provided
	National Collaboration to Support Health, Wellness, & Academic Success of School-Age Children – Healthy Schools (CDC)		✓	✓			✓	✓	
	Promoting Adolescent Health through School-Based HIV/STD Prevention (CDC)	✓						✓	
	Title V Maternal and Child Health Services Block Grant Program (HRSA)	✓					✓		
U.S. Department of Housing and Urban Development (HUD)	Community Development Block Grant (CDBG) Program		✓	✓			✓	✓	
U.S. Department of the Treasury	Coronavirus Relief Fund	✓					✓	✓	New Program
	State and Local Fiscal Recovery Fund	✓					✓	✓	New Program

[1]State, Local, Tribal, or Territorial (SLTT) Organizations, such as State/Local Administrations, Local Housing Agencies, etc.
[2]State Educational Agency (SEA), Local Educational Agency (LEA), and Institution of Higher Education (IHE)

Technical Assistance Resources

Solution-specific technical assistance resources are detailed in the table below.

Potential Solutions to Consider	Technical Assistance Resources
Mental health support (counselors or other mental health professionals)	- Safe School Environments (ED) - Social Emotional and Behavioral Support (ED) - Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework (PBIS) 10 Tips for Teaching the Psychological First Aid Model for K-12 Education Agencies (ED) - Psychological First Aid (PFA) for Students and Teachers: Listen, Protect, Connect — Model & Teach (ED) - Spanish Version: Primeros Auxilios Psicológicos Para Estudiantes Y Docentes: "Escuchar, Proteger, Conectar: Modelar Y Enseñar - Resilience Strategies for Educators: Techniques for Self-Care and Peer Support (ED) - Trauma-Informed Care for Schools Before, During, and After Possible Emergency Events (ED) - Responding to Bereavement and Loss Specialized Training Package (ED) - Trauma-Sensitive Schools Training Package (ED) - Bullying and Trauma (stopbullying.gov)
Food/nutrition programs (school breakfasts and lunches)	- Information on Federal Programs to Sustain Nutrition for At-Risk Individuals (HHS/PHE) - Fact Sheet: State-Administered Programs Under the Elementary and Secondary Education Act of 1965 and the Nationwide Waiver from the U.S. Department of Agriculture to Allow Meal Pattern Flexibility in the Summer Food Service Program and the National School Lunch Program Seamless Summer Option through June 2021 (ED) - Ensuring Continuity of Feeding and Food Distribution During the COVID-19 Pandemic (ED) - Child Nutrition Programs (FNS)
Before/after school programs	Guidance for Operating Child Care Programs During COVID-19 (CDC)
Child welfare and protective services	- Child Welfare Information Gateway (HHS/ACF) - A Training Guide for Administrators and Educators on Addressing Adult Sexual Misconduct in the School Setting (ED) - Guidance for Unvaccinated People: How to Protect Yourself and Others (CDC) - Human Trafficking of Children in the United States – A Fact Sheet for Schools (ED) - Integrating Human Trafficking with Emergency Operations Plans (EOPs) For K-12 Schools (ED) - Crimes Against Children/Online Predators (FBI) - Incorporating Sextortion into School Emergency Operations Planning (ED)

Potential Solutions to Consider	Technical Assistance Resources
Children and Homelessness	• Supports for Students and Families Experiencing Homelessness During the COVID-19 Pandemic (ED) • Supporting Displaced Students and Families During and After Emergency Events (ED) • National Center for Homeless Education (ED)

Additional Guidance for Other Services to Children and Families

For stress management information, please visit CDC resources on coping with stress:

- Coping with Stress

- Employees: How to Cope with Job Stress and Build Resilience During the COVID-19 Pandemic

For childcare programs that remain open, Guidance for Operating Child Care Programs During COVID-19 offers supplemental guidance for program providers. The Head Start Community can find COVID-19 related resources and updates as well at the COVID-19 & the Head Start Community page. Families can also visit CDC's Guidance for Unvaccinated People: How to Protect Yourself and Others for information on protecting your household from COVID-19. The U.S. Department of Health and Human Services (HHS) Administration for Children and Families (ACF) offers extensive literature on child welfare issues through the Child Welfare Information Gateway.

General information on student and school safety is available at Safe School Environments. Additionally, Social Emotional and Behavioral Support provides resources for parents and families, educational agencies, schools, and districts, as well as technical assistance centers and collaborations.

The Center on Positive Behavioral Interventions and Supports (PBIS), in partnership with the Center for Parent Information and Resources, has developed 4 Resources to Support Students During the Pandemic for teachers and families to support their students and children in distance learning environments to promote students' social and emotional growth and to create safe, predictable, and positive education settings during the COVID-19 outbreak. Among them is the Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework, which describes the use of a multi-tiered systems of support (MTSS) framework to support students, families, and educators during the transition back to school during and following the global pandemic in a manner that prioritizes health and safety, social and emotional needs, and behavioral and academic growth.

The IRIS Center has provided a module-based online resource for Parents Supporting Learning During the COVID-19 Pandemic. Key elements of this resource include an overview of the challenges parents are facing in supporting their children's education during COVID-19 and a list of additional COVID-19 education references and resources.

HHS ACF has implemented [flexibilities](#) for several foster care programs in light of the extraordinary challenges the COVID-19 pandemic has placed on children who were formerly in foster care.

Special Considerations

Students with disabilities may require additional considerations. For additional information, please visit the ED [Office of Special Education and Rehabilitative Services](#) website, in which many of the resources are equally applicable for all children and their families. The ED [Office of Special Education Programs (OSEP)](#) provides a repository of [Featured Resources](#) for stakeholders through the [IDEAS that Work](#) website regarding [Continuity of Learning During COVID-19](#) to meet the educational, behavioral, and emotional needs of children and youth with disabilities through remote and virtual learning. ED provides several guidance documents concerning services for children, students, and individuals with disabilities in the COVID-19 environment including the [Questions and Answers on Providing Services to Children with Disabilities During the Coronavirus Disease 2019 Outbreak](#) document.

Concerning online education accessibility, the ED Office for Civil Rights (OCR) offers a [Short Webinar on Online Education and Website Accessibility](#).

For more information regarding English Learners (ELs), please see ED's [Fact Sheet on Providing Services to English Learners During the COVID-19 Outbreak,](#) which outlines states' responsibilities to ELs and their parents. In addition, the National Clearing House for English Language Acquisition provides a link for [Ensuring Continuity of Learning and Operations](#) through online learning, such as a fact sheet for providing services to ELs during COVID-19 and critical concepts in distance learning for multilingual learners.

Amidst concerns of potential discrimination against persons perceived to be of Chinese American or Asian descent, the Assistant Secretary for Civil Rights wrote a letter to education leaders on [preventing and addressing potential discrimination associated with COVID-19.](#)

For State Educational Agencies (SEAs) and Local Operating Agencies (LOAs) experiencing challenges in conducting Title 1, Part C – Migrant Education Program (MEP) activities, please see the May 11, 2020 [Fact Sheet: Addressing the Risk of COVID-19 While Serving Migratory Children.](#)

ED OESE also offers information on [Supporting Special Populations.](#)

GSA is supporting the procurement needs of [State and Local Governments](#), including through the [Cooperative Purchasing Program](#), [Disaster Purchasing Program](#), and during [Public Health Emergencies](#) such as the COVID-19 pandemic.

Additional Resources

Through collaboration and coordination, SEAs/LEAs and schools are able to disseminate critical information about COVID-19 and how it can be potentially transmitted to students, families, staff, and the community. ED maintains helpful resources for K-12 schools, IHEs, stakeholders, families, and others at the following links:

- COVID-19 Resources for Schools, Students, and Families

- ED OESE

- Institute of Education Sciences, which provides Evidence-Based Resources and guidance about teaching and learning in a remote environment

- Office of Special Education and Rehabilitative Services

    - Office of Special Education Programs (OSEP)

- Office of Educational Technology (OET)

- Student Privacy Policy Office (SPPO)

- Office of Postsecondary Education

ASPR TRACIE also has a Topic Collection: COVID-19 and K-12 Schools: Resources for Operating K-12 Schools in a COVID-19 Environment, which provides resources for schools operating during the COVID-19 pandemic.

With respect to specific CARES Act funding, the ED maintains key information here: CARES Act Emergency Relief. Information on use of funds under the ESSER and GEER programs can be found in Frequently Asked Questions: Elementary and Secondary School Emergency Relief Programs, Governor's Emergency Education Relief Programs.

In recent months and in response to the COVID-19 pandemic, ED has granted waivers of key provisions of the Elementary and Secondary Education Act (ESEA), as well as published FAQs and Responses addressing aspects of the ESEA, the Higher Education Act, and Special Education and Rehabilitative Services, Career, Technical and Adult Education, and Civil Rights.

Additionally, the CDC maintains important information on how to respond to COVID-19, among other things, through its Schools and Child Care Programs guidance.

The Bureau of Indian Education (BIE) has also developed guidance to support the recovery and opening of schools in tribal communities. The BIE's Coronavirus Disease 2019 (COVID-19) page provides relevant updates regarding school openings and related matters. The CARES Act page outlines planning for distribution and use of CARES Act funding.

For additional information on schools' civil rights responsibilities during the COVID-19 pandemic, ED OCR has provided two fact sheets: the March 16, 2020 Fact Sheet: Addressing the Risk of COVID-19 in Schools While Protecting the Civil Rights of Students and the March 21, 2020 Supplemental Fact Sheet: Addressing the Risk of COVID-19 in Preschool, Elementary and Secondary Schools While Serving Children with Disabilities. In addition, ED OCR developed Questions and Answers for Postsecondary Institutions Regarding the COVID-19 National Emergency.

Technical assistance centers offer general support, which include:

- Readiness and Emergency Management for Schools (REMS)

- National Center on Safe Supportive Learning Environments (NCSSLE): Responding to the COVID-19 Pandemic

- Comprehensive Centers

Additional ED resources will be provided on COVID-19 Resources for Schools, Students, and Families as they become available.

- For general questions about HEERF funding and resources, e-mail HEERF@ed.gov.

- For state-specific ESSER Fund or GEER Fund questions, email the Office of State and Grantee Relations at State.OESE@ed.gov (ex: Maine.OESE@ed.gov).

- All other inquiries concerning ED funding and response for the COVID-19 pandemic should be directed to COVID-19@ed.gov.

The GSA Disaster Purchasing Program allows state and local governments to buy supplies and services directly from all GSA Schedules to facilitate disaster preparation, response, or major disaster recovery, such as the COVID-19 response. These resources can be found on the COVID-19 Acquisition Resources Hub under "Emergency Acquisition Resources."

GSA also provides Customer Service Directors in each state to provide support and assistance for customers to meet their specific needs.

Acronym and Agency Glossary

ACF	Administration for Children and Families
ADA	Americans with Disabilities Act
ARPA	American Rescue Plan Act
ASHRAE	American Society of Heating, Refrigerating, and Air-Conditioning Engineers
BIE	Bureau of Indian Education
CARES	Coronavirus Aid, Relief, and Economic Security
CDBG	Community Development Block Grant
CDC	Centers for Disease Control and Prevention
COVID-19	Coronavirus Pandemic
CRRSA	Coronavirus Response and Relief Supplemental Appropriations
DOC	U.S. Department of Commerce
DOI	U.S. Department of the Interior
DOJ	U.S. Department of Justice
EANS	Emergency Assistance to Non-Public Schools
ED	U.S. Department of Education
EL	English Learner
EOP	Emergency Operations Plan
EPA	U.S. Environmental Protection Agency
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
ESSER	Elementary and Secondary School Emergency Relief
FCC	Federal Communications Commission
FEMA	Federal Emergency Management Agency
FERPA	Family Educational Rights and Privacy Act
FNS	Food and Nutrition Service
GEER	Governor's Emergency Education Relief
HEERF	Higher Education Emergency Relief Fund
HHS	U.S. Department of Health and Human Services
HRSA	Health Resources and Services Administration
HUD	U.S. Department of Housing and Urban Development
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IHE	Institution of Higher Education
IMLS	Institute of Musuem and Library Services
LEA	Local Educational Agency
LOA	Local Operating Agency
MEP	Migrant Education Program
MTSS	Multi-Tiered Systems of Support

NCSSLE	National Center on Safe Supportive Learning Environments
NTIA	National Telecommunications and Information Administration
OCR	Office for Civil Rights
OESE	Office of Elementary and Secondary Education
OET	Office of Educational Technology
OSEP	Office of Special Education Programs
OSS	Office of Safe and Supportive Schools
PBIS	Center on Positive Behavioral Interventions and Supports
PFA	Psychological First Aid
PPE	Personal Protective Equipment
RD	Rural Development
REMS	Readiness and Emergency Management for Schools
SEA	State Educational Agency
SLTT	State, Local, Tribal, and Territorial
SNAP	Supplemental Nutrition Assistance Program
SPPO	Student Privacy Policy Office
TVA	Tennessee Valley Authority
USDA	U.S. Department of Agriculture
WIC	Women, Infants, and Children