The purpose of the COVID-19 Education Resource Roadmap (Roadmap) developed by FEMA is to assist state, local, tribal, and territorial (SLTT) leaders and education stakeholders 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, in particular under the CARES Act, and certain ongoing annually funded federal programs, can be used to implement potential solutions.

Navigating the Roadmap

The Roadmap is based on challenges that federal departments and agencies who work directly with SLTT partners in education and COVID-19 pandemic recovery have identified. Although not an exhaustive list, the identified challenges that follow fall within five topic areas:

- Public Health Support
- Facility Modifications
- Virtual Learning
- Operations and Personnel
- Other Services to Children and Families

Each topic area consists of a flowchart of specific challenges, potential solutions, and federal department or agency resources, including federal support and technical assistance (e.g., Figure 1). 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.

Although the solutions are general in nature, additional considerations may be necessary to support children 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

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1 In this Roadmap, the resources provided by the U.S. Department of Education (ED) focus on assistance under the CARES Act, and do not include assistance from state-administered formula grant programs with annual appropriations administered by ED. For information on those and other ED assistance programs, please see the information on [https://www.ed.gov/coronavirus](https://www.ed.gov/coronavirus)
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.

The Roadmap also includes a Funding Index (Index) that provides an overview of resource structure and connection to the identified education challenges. The Index is designed to help SLTT partners navigate resource availability, find opportunities to leverage assistance across federal programs, and avoid potential areas of duplication of benefits. For example, some of the resources, such as the Governor’s Emergency Education Relief Fund and Coronavirus Relief Fund, are federal resources allocated to the Governor (i.e., Governor’s Emergency Education Relief Fund), or to state and local governments (i.e., Coronavirus Relief Fund), and thus may be subject to state and local decision-making for eligible activities. Other resources are provided directly to educational institutions and have broad flexibility to be used for eligible costs that best fit each educational institution’s most critical needs. This information can help inform decisions on how to apply funding to maximize recovery outcomes.

Please note that the information that follows is for general informational purposes only and are compiled with publicly available information or with information provided by sources that are publicly obtained and should be viewed as only a starting point for navigating challenges and available resources. The user should always directly consult the provider of a potential resource (i.e., the respective department or agency administering the federal program) for current program information, as well as to verify whether the user’s proposed activities would be allowable under a particular program.

2 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.
Figure 1. Public Health Support

**Administration**
Schools that elect to safely reopen may need resources to implement health protocols for employees and students entering the facility. These protocols could lead to increased costs, such as purchase of monitoring equipment (e.g., thermometers), adequate cleaning equipment and supplies for 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 communication plans. Increasing information sharing with community leaders, students and the general public will assist with decision making and mitigation measures to prevent further exposure.

- Implement health safety protocol (e.g., personal protective equipment [PPE], cloth face coverings and supplies)
- Augment school health and custodial staff
- Develop communication plans (e.g., contact tracing, potential mitigation actions)
- Post COVID-19 signage on campus to encourage physical distancing and personal hygiene

**ED:**
- Governor’s Emergency Education Relief Fund
- Elementary and Secondary School Emergency Relief Fund
- Higher Education Emergency Relief Fund

**Treasury:**
- Coronavirus Relief Fund

**RD/USDA**
- Community Facilities Loan and Grant Program
- Rural Economic Development Loan and Grant Program

**CDC:**
- Tips for Talking to Children about COVID-19
- Social Media Toolkit
- Toolkit for Young Adults 15-21
- Resources for Education Providers and Families

**ED:**
- Returning to School: A Toolkit for Principals
- Communication in the Toolkit for Principals

**HHS/PHE:**
- Cloth Face Masks in Schools

Note: HHS Public Health Emergency (PHE) Cloth Face Masks in Schools program supports safe school reopening by providing cloth face masks to states for distribution to schools.

Learn more at fema.gov
Figure 2. Facility Modifications

**FACILITY MODIFICATIONS**

- **Shared Spaces and Materials**
  - Existing education facilities (e.g., school buildings, student housing, etc.) may need modifications in order to ensure a 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**
  - School districts and communities will need to determine how to safely transport students to and from school.

**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**

**ED:**
- Governor’s Emergency Education Relief Fund
- Elementary and Secondary School Emergency Relief Fund
- Higher Education Emergency Relief Fund

**Treasury:**
- Coronavirus Relief Fund

**EPA:**
- Ventilation and Filtration Guidance*

**HUD:**
- Community Development Block Grant Program

**TVA:**
- Ultraviolet Germicidal Irradiation Incentives

**RD/USDA:**
- Community Facilities Loan and Grant Program
- Rural Economic Development Loan and Grant Program

**ASHRAE:**
- Guidance for Building Operations During the COVID-19 Pandemic*

**CDC:**
- Cleaning and Disinfecting Your Facility*
- Guidance for Reopening Buildings After Prolonged Shutdown (Building Water Systems)*

**USDA/RS:**
- Community Facilities Loan and Grant Program
- Guidance for Bus Transit Operators*

- Specific challenges for the topic area
- Potential Solutions to consider
- Universal Resources
- Solution specific

* Technical assistance resources

Learn more at fema.gov

September 4, 2020 4 of 19
Figure 3. Virtual Learning

VIRTUAL LEARNING

Technological Demands
Communities may need to address technological resource gaps to implement successful virtual learning, especially in rural and under-resourced districts and for vulnerable populations.

Additionally, these new 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.

Provide access to internet
Provide hardware and software technology
Train Educators, Parents, and Students
Protect Student Privacy

ED:
- Governor’s Emergency Education Relief Fund
- Elementary and Secondary School Emergency Relief Fund
- Higher Education Emergency Relief Fund

USDA:
- Community Connect Grant Program
- Distance Learning, Telemedicine & Broadband

HUD:
- Connect Home USA

FCC:
- Keep Americans Connected*

NTIA:
- Broadband USA*
- Funding Digital Learning*

USDA RD:
- Community Facilities Loan and Grant Program
- Rural Economic Development Loan and Grant Program
- Funding Digital Learning*

ED:
- Resources for Educators, Administrators and Related Service Providers*
- Resources for Education Providers and Families*

ADA:
- ADA Online Learning Resources*
- Funding Digital Learning*

ED:
- Protecting Student Privacy*

Note: The FCC’s “Keep Americans Connected” pledging period has passed, but resources are still available.
**Figure 4. Operations and Personnel**

**School Operations and Personnel Requirements**
Operations may continue to evolve as schools develop systems that best fit their community's needs. For example, schools may need 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 may need to find additional support in fulfilling the operational changes.

- **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.)**

**ED:**
- Governor's Emergency Education Relief Fund
- Elementary and Secondary School Emergency Relief Fund
- Higher Education Emergency Relief Fund

**Treas:ury:**
- Coronavirus Relief Fund

**USDA/RD:**
- Rural Community Development Initiative Grant
- Readiness and Emergency Management for Schools
- Schools' First and Forever Responders: Preparing and Supporting Teachers

**ED:**
- Questions and Answers on Providing Services to Children with Disabilities during the Coronavirus Disease 2019 Outbreak

**DOI/Insular Affairs:**
- Technical Assistance Program - Assistance to Territories
- Community Facilities Loan and Grant Program
- Rural Economic Development Loan and Grant Program

**ED:**
- Returning to School
- Return to School Resources

*Technical assistance resources*
Figure 5. Other Services to Children and Families

**Other Services to Children and Families**

**New or Existing Program(s) - Modify/Discontinue**

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.

**Mental Health Support**
- Counselors or other mental health professionals

**USDA**
- Food and Nutrition Service Programs including Supplemental Nutrition Assistance Program (SNAP), Child Nutrition, and Women, Infants and Children (WIC)
- Governor’s Emergency Education Relief Fund
- Elementary and Secondary Emergency Relief Fund

**ED**
- Governor’s Emergency Education Relief Fund
- Elementary and Secondary School Emergency Relief Fund

**Food/Nutrition Programs (School Breakfasts and Lunches)**

**Before/After School Programs**

**Child Welfare and Protective Services**

**Financial Support for Higher Education**

Many students may need assistance with the cost of attending higher education institutions, including tuition, course materials, and technology.

**Financial Support for Students in Need**

**ED**
- Higher Education Emergency Relief Fund

**ED/ACF/HHS**
- Child Welfare Information Gateway
- Guidance for Households

**OCR/HHS**
- Child Care Development Block Grant
- Community Development Block Grants

**IRS**
- Employer Paid Sick and Family Leave

**GDC**
- Child Care Program Guidance

Specific challenges for the topic area
Potential Solutions to consider
Universal Resources
Solution-specific
* Technical assistance resources

Learn more at fema.gov
## Funding Index

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*Items that may provide assistance but are not CARES Act funded

**State, Local, Tribal, and Territorial (SLLT) organizations (such as State/Local Administration, Local Housing Agencies, etc.) other than State education agency (SEA), local education agency (LEA), and Institution of Higher Education (IHE)*
## COVID-19 Education Resource Roadmap

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³ ESSERF requires a local educational agency (LEA) that receives funds to provide equitable services to students and teachers in non-public schools. These funds are not intended for all public health costs, but those to help schools and districts (as presented in Figures 1-5). The SEA can set aside up to 10% for state-level activities, which can be awarded to SLLTs.

Learn more at fema.gov
## COVID-19 Education Resource Roadmap

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

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**IRS Paid Sick and Paid Family Leave-Employer Tax Credits (IRS)**

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4 GEERF requires a local educational agency (LEA) that receives funds to provide equitable services to students and teachers in non-public schools.
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## COVID-19 Education Resource Roadmap

### UPCOMING

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Technical Assistance

General
Through collaboration and coordination, State and local educational agencies and schools are able to disseminate critical information about COVID-19 and how it can be potentially transmitted to students, families, staff, and community. The U.S. Department of Education maintains helpful resources for K-12 schools, institutions of higher education, stakeholders, families and others at the following links:

- [COVID-19 Information and Resources for Schools and School Personnel](#)
- [Office of Elementary and Secondary Education](#)
- [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](#)
- [Office of Educational Technology](#)
- [Student Privacy Policy Office](#)

With respect to specific CARES Act funding, the Department maintains key information here: [CARES Act Emergency Relief](#).

In recent months and in response to the coronavirus pandemic, the Department 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 Centers for Disease Control and Prevention maintains important information on how to respond to COVID-19, among other things, through its [Considerations for Schools](#).

With respect to the [Bureau of Indian Education (BIE)](#), it too has developed guidance to support the recovery and opening of schools in tribal communities. The BIE’s [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, the U.S. Department of Education Office for Civil Rights has provided two fact sheets: the March 16, 2020 [Fact Sheet](#) and the March 21, 2020 [Fact Sheet](#). In addition, the U.S. Department of Education Office for Civil Rights developed an [assistance document for postsecondary education institutions](#).

Technical assistance centers offer general support, which include:

- [Readiness and Emergency Management for Schools (REMS)](#)
- [National Center on Safe Supporting Learning Environments](#)
- [Comprehensive Centers](#)
Public Health Support
The CDC offer several resources to support public health and mitigate the spread of COVID-19.
For general COVID-19 information, please visit:
- Symptoms for Coronavirus
- Guidance to Prevent Getting Sick
- Handwashing: Clean Hands Save Lives
For screenings students and testing considerations, please visit:
- Screening K-12 Students for Symptoms of COVID-19
- K-12 Considerations for Testing COVID-19
- Higher Education Considerations for Testing for COVID-19
For information on cloth face coverings, including challenges that educational settings may face using cloth face coverings, the CDC offers Guidance for K-12 School Administrators on Use of Cloth Face Coverings in Schools.
If schools wish to share CDC information through social media or signage, there is both a Social Media Toolkit and Print Resources to Support COVID-19 Recommendations. Additionally, Tips for Talking to Children about COVID-19 provides messages to help adults have conversations with children about COVID-19.

Facility Modifications
To prevent the spread of COVID-19, schools should consider the following with regards to cleaning and disinfecting:
- Guidance for Cleaning and Disinfecting Against COVID-19 (CDC)
- Cleaning and Disinfecting Your Facility (CDC)
- Disinfectants for Use Against COVID-19 (EPA)
In addition to cleaning facilities, air ventilation and filtration systems will help prevent the spread of the disease. The Environmental Protection Agency’s Ventilation and Filtration Guidance provides information to help reduce risks from the virus that causes COVID-19. The American Society of Heating, Refrigerating and Air-Conditioning Engineers has also published Guidance for Building Operations During the COVID-19 Pandemic.
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 Building After Prolonged Shutdown (Building Water Systems), building operators can ensure the safety of occupants and building water systems and devices.
In planning student transportation, schools and school bus operations will have additional considerations and may utilize CDC Guidance for Bus Transit Operators, which discusses Workplace Health and Safety planning, hazard controls, administrative controls, and Personal Protective Equipment.
Virtual Learning

The Department of Education has collected resources on Resources for Learning at Home, and the Student Privacy Policy Office (SPPO)’s Family Educational Rights and Privacy ACT (FERPA) and Virtual Learning Resource List. The Department of Education will also be releasing a forthcoming Parent and Family Digital Learning Guide.

The Department of Education’s Office of Elementary and Secondary Education (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 Department of Education’s Office of Special Education Programs (OSEP) IDEAS That Work provides resources to implement initiatives that address provisions from the IDEA and Every Student Succeeds Act (ESSA). This includes a database of resources for continuity of learning during COVID-19 such as 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 Resources and Practices to Support Back to School and Continuity of Learning During COVID-19.

The Federal Communications Commission has announced the Keep Americans Connected initiative in response to the COVID-19 pandemic which promotes broadband and telephone connectivity.

The Keep Calm and Connect All Students blog series, produced by the Department of Education Office of Educational Technology (OET), will share reflection questions, highlight promising solutions, and describe effective practices in a concise, readable, and actionable way.

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 featured technical assistance centers:

- Readiness and Emergency Management for Schools
- Schools’ First and Forever Responders: Preparing and Supporting Teachers
- Return to School Resources

Other Services to Children and Families

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

- Guidance on Coping with Stress
- How to Cope with Job Stress

For child care programs that remain open, Child Care Program Guidance offers supplemental guidance for program providers. The Head Start Community can find COVID-19 related resources and updates as well at the Head Start COVID-19 page. Families can also visit CDC Guidance for Households 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, educations and schools, and districts, as well as technical assistance centers and center 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.

The IRIS Center has provided a module based online resource for parents to support their children’s learning during COVID-19. Key elements of this resource include an overview of the challenge parents are facing supporting their children’s education during COVID-19 and a list of additional COVID-19 education references and resources.

Special Considerations

Students with disabilities may require additional considerations. For additional information, please visit the Department of Education Office of Special Education and Rehabilitative Services website in which many of the resources are equally applicable for all children and their families. The OESE also offers information on Supporting Special Populations. The National Center for Systematic Improvement has a COVID-19 Resource Hub, which includes additional information for Birth-Five COVID-19 Response and COVID-19 parent center links. The Office of Special Education Programs provides a repository of several federal 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. The Department of Education 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 COVID-19 Outbreak document.

Concerning online education accessibility, the Department of Education’s Office for Civil Rights (OCR) offers a Short Webinar on Online Education and Website Accessibility Webinar- VIDEO.

For more information regarding English Learners, please see the Department of Education’s Fact Sheet on Providing Services to English Learners during the COVID-19 Outbreak, which outlines States’ responsibilities to English Learners (ELs) and their parents. In addition, the National Clearing House for English Language Acquisition provides a link for resources to support English language learners (ELLs) through online learning, such as a fact sheet for providing services to ELLs 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.

Additional ED resources will be provided on COVID-19 Information and Resources for Schools and School Personnel as they become available.

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

For state-specific ESSERF or GEERF questions, email the Office of State and Grantee Relations at State.OESF@ed.gov (Ex: Maine.OESF@ed.gov).

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

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>504</td>
<td>Section 504 of the Rehabilitation Act of 1973</td>
</tr>
<tr>
<td>ADA</td>
<td>Americans with Disabilities Act</td>
</tr>
<tr>
<td>ASHRAE</td>
<td>American Society of Heating, Refrigerating and Air-Conditioning Engineers</td>
</tr>
<tr>
<td>CDC</td>
<td>Centers for Disease Control and Prevention</td>
</tr>
<tr>
<td>COVID-19</td>
<td>Coronavirus</td>
</tr>
<tr>
<td>DOI</td>
<td>U.S. Department of the Interior</td>
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<tr>
<td>DOL</td>
<td>U.S. Department of Labor</td>
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<tr>
<td>ED</td>
<td>U.S. Department of Education</td>
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<tr>
<td>EL</td>
<td>English Learner</td>
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<tr>
<td>EPA</td>
<td>U.S. Environmental Protection Agency</td>
</tr>
<tr>
<td>FCC</td>
<td>Federal Communications Commission</td>
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<tr>
<td>HHS/ACF</td>
<td>U.S. Department of Health and Human Services/Administration for Children and Families</td>
</tr>
<tr>
<td>HUD</td>
<td>U.S. Department of Housing and Urban Development</td>
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<tr>
<td>IDEA</td>
<td>Individuals with Disabilities Education Act</td>
</tr>
<tr>
<td>IES</td>
<td>Institute of Education Sciences</td>
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<tr>
<td>IRS</td>
<td>Internal Revenue Service</td>
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<tr>
<td>LEA</td>
<td>Local Education Agencies</td>
</tr>
<tr>
<td>LOA</td>
<td>Local Operating Agencies</td>
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<tr>
<td>MEP</td>
<td>Migrant Education Program</td>
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<tr>
<td>NTIA</td>
<td>National Telecommunications and Information Administration</td>
</tr>
<tr>
<td>OCR</td>
<td>Office for Civil Rights</td>
</tr>
<tr>
<td>OESE</td>
<td>Office of Elementary and Secondary Education</td>
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<tr>
<td>OET</td>
<td>Office of Educational Technology</td>
</tr>
<tr>
<td>OSEP</td>
<td>Office of Special Education Programs</td>
</tr>
<tr>
<td>OSERS</td>
<td>Office of Special Education and Rehabilitative Services</td>
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<tr>
<td>PHE</td>
<td>Public Health Emergency</td>
</tr>
<tr>
<td>PPE</td>
<td>Personal Protection Equipment</td>
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<tr>
<td>SEA</td>
<td>State Education Agencies</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
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<tr>
<td>SLTT</td>
<td>State, Local, Tribal and Territorial</td>
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<tr>
<td>SNAP</td>
<td>Supplemental Nutrition Assistance Program</td>
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<tr>
<td>SPPO</td>
<td>Student Privacy Policy Office</td>
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<tr>
<td>Treasury</td>
<td>U.S. Department of Treasury</td>
</tr>
<tr>
<td>TVA</td>
<td>Tennessee Valley Authority</td>
</tr>
<tr>
<td>USDA/RD</td>
<td>U.S. Department of Agriculture / Rural Development</td>
</tr>
<tr>
<td>WIC</td>
<td>Women, Infants and Children</td>
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</tbody>
</table>