

	House: Take Responsibility for Workers and Families Act	Senate 3/22: Coronavirus Aid, Relief, and Economic Security (CARES) Act with emergency funding package	Final: Coronavirus Aid, Relief, and Economic Security (CARES) Act
EMERGENCY APPROPRIATIONS			
Distribution of Stimulus Funding	<p>\$50 billion State Fiscal Stabilization Fund (SFSF) for governors</p> <ul style="list-style-type: none"> - At least 30% (\$15 billion): K–12 via subgrants to LEAs - At least 30% (\$15 billion): Higher education via subgrants to institutions of higher education (IHEs) - Remainder: Governor’s discretion - 1% (\$500 million): States with the highest coronavirus burden - Up to 0.5% (\$250 million): Outlying areas - 0.5% (\$250 million): BIE - Up to \$30 million reserved for ED administration of SFSF 	<p>\$20 billion Education Stabilization Fund</p> <ul style="list-style-type: none"> - 9.8% (\$2 billion): Governor’s Emergency Education Relief Fund - 60% (\$12 billion): Elementary and Secondary Education Relief Fund - 30% (\$6 billion): Higher Education Emergency Relief Fund 	<p>\$30.75 billion Education Stabilization Fund</p> <ul style="list-style-type: none"> - 9.8% (\$3 billion): Governor’s Emergency Education Relief Fund - 43.9% (\$13.2 billion): Elementary and Secondary Education Relief Fund - 46.3% (\$14 billion): Higher Education Emergency Relief Fund - 1% (\$307.5 million): States with the highest coronavirus burden - 0.5% (\$153.75 million): BIE - Up to 0.5% (\$153.75 million): outlying areas
<i>General Guardrails</i>	<p>Maintenance of Effort: State application must include assurance that funding for K–12 and higher education (including state funding to IHEs and need-based financial aid and excluding support for capital projects, R&D, and student tuition/fees) for FYs 2020, 2021, and 2022 will be at least at the level of the average of the prior three years for each K–12 and higher education</p> <ul style="list-style-type: none"> - Collective bargaining maintained - No funds for private schools, unless the funds are for children with disabilities as authorized under IDEA 		<p>Maintenance of Effort: To apply for Governor’s Emergency or Elementary and Secondary Education Relief Funding, states must assure that they will maintain support for K–12 and higher education (including state funding to IHEs and need-based financial aid, and excluding support for capital projects, R&D, and student tuition/fees) in FYs 2020 and 2021 at a level that is no less than the average level of support provided across the three preceding fiscal years</p> <p>Secretary may waive the MOE requirement for states that experienced a “precipitous decline” in financial resources</p>

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State Fiscal Stabilization Fund (SFSF) (House) Governor’s Emergency Education Relief Fund (Senate)	\$50 billion State Fiscal Stabilization Fund distributed to governors	10%, or \$2 billion , of Education Stabilization Fund distributed to governors	9.8%, or \$3 billion in total, of Education Stabilization Fund distributed to governors
<i>Formula to Governors</i>	<ul style="list-style-type: none"> - 61% based on population of children ages 5–24 years - 39% based on population of low-income children 	<ul style="list-style-type: none"> - 60% on basis of state’s relative share of population ages 5–24 years - <i>40% on basis of state’s relative total population</i> 	<ul style="list-style-type: none"> - 60% on basis of state’s relative share of population ages 5-24 years - <u>40% on basis of state’s relative share of Title I–eligible (low-income) students</u>
<i>Uses of Funds</i>	<ul style="list-style-type: none"> - To maintain or restore state fiscal support for elementary, secondary, and postsecondary education <p>(see K–12 portion and higher education portion of SFSF below; funds also may be used to support statewide K–12 and higher education activities, in addition to subgrants to individual local education agencies (LEAs) and IHEs, and to support early childhood education as applicable)</p>	<ul style="list-style-type: none"> - Grants to LEAs and IHEs most significantly impacted by coronavirus to support their ability to continue to provide educational services, <i>either directly or through third-party entities</i>, and to support ongoing functionality of LEA or IHE - Grants to IHEs or any other “education related entity” for emergency educational services, which can include <i>prekindergarten</i>, social/emotional support, and protection of education-related jobs 	<ul style="list-style-type: none"> - Grants to LEAs and IHEs most significantly impacted by coronavirus to support continued educational services and to support ongoing functionality of LEA or IHE - Grants to <u>LEAs</u>, IHEs, or any other “education related entity” for emergency educational services, which can include <u>child care and early education</u>, social/emotional support, and protection of education-related jobs
K–12 Portion of SFSF (House) Elementary and Secondary School Emergency Relief Fund (Senate)	At least 30%, or \$15 billion , of SFSF	60% , or \$12 billion in total	<u>43.9%</u> , or \$13.2 billion in total
<i>Allocations to States</i>	N/A	Formula grant to SEAs based on relative share of <i>Title II-A funding</i> (up to 0.5% may be spent on state administration)	Formula grant to SEAs based on relative share of <u>Title I funding</u> (up to 0.5% may be spent on state administration)
<i>Allocations to School Districts</i>	Allocated to LEAs based on relative share of Title I-eligible children	At least 80% of SEA funds must be sub-allocated to LEAs (including charter LEAs), based on relative share of Title I funding	At least 90% of SEA funds must be sub-allocated to LEAs (including charter LEAs) based on relative share of Title I funding

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<p><i>Uses of Funds</i></p>	<p>P. 113</p> <ul style="list-style-type: none"> - Any use under ESEA, IDEA, Perkins, McKinney-Vento, Adult Education and Family Literacy Act - Coordinating with public health departments to detect, prevent, or mitigate the spread of infectious disease or respond to coronavirus - Purchasing education technology and internet access (which may include assistance technology or adaptive equipment) - Staff professional development in online instruction - Assistance for students and families to promote equitable participation in online learning - Planning and implementing summer learning - Planning and coordination during long-term closures, including providing technology for online learning for historically underserved students to address learning gaps - Activities necessary to maintain operations and continuity of services, including employment of existing personnel 	<p>P. 98</p> <ul style="list-style-type: none"> - Any allowable use under ESEA, IDEA, Perkins, subtitle B of title VII of McKinney-Vento, Adult Education and Family Literacy Act - Coordinating with public health departments - Providing principals/school leaders with necessary resources - Developing and implementing procedures and systems to improve preparedness and response efforts - Training/professional development on sanitation and minimizing spread of infectious diseases - Purchasing supplies to sanitize and clean LEA facilities - Planning and coordinating during long-term closures, including how to provide meals to eligible students, technology for online learning, and IDEA guidance - Purchasing educational technology (including hardware, software, and connectivity) (also may include assistive technology or adaptive equipment) - Mental health services - Other activities necessary to maintain the operation of and continuity of services, <i>including working with third-party providers</i>, and continuing to employ existing staff 	<p>P. 757</p> <ul style="list-style-type: none"> - Any allowable use under ESEA, IDEA, Perkins, subtitle B of Title VII of McKinney-Vento, Adult Education and Family Literacy Act, Native Hawaiian Education Act, and Alaska Native Educational Equity, Support and Assistance Act - Coordinating with public health departments - Providing principals/school leaders with necessary resources - Activities to address the needs of low-income students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth - Developing and implementing procedures and systems to improve preparedness and response efforts - Training/professional development on sanitation and minimizing spread of infectious diseases - Purchasing supplies to sanitize and clean LEA facilities - Planning and coordinating during long-term closures, including how to provide meals to eligible students, technology for online learning, and IDEA guidance - Purchasing educational technology (including hardware, software, and connectivity; also may include assistive technology or adaptive equipment) - Mental health services - Planning and implementing summer learning and supplemental afterschool programs - Other activities necessary to maintain the operation and continuity of services and to employ existing staff

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Higher Education Portion of SFSF (House)	At least 30%, or \$15 billion , of SFSF		<u>46.3%</u> or \$14 billion in total
Higher Education Emergency Relief Fund (Senate)			
<i>Allocations to IHEs</i>	<p>SFSF funds: Distributed to IHEs based on relative share of full-time Pell Grant recipients and of the full-time students—with a priority for under-resourced IHEs with high coronavirus burden and IHEs that do not possess distance education capabilities</p> <p>Additional \$9.5 billion allocated for IHEs for meeting needs related to coronavirus split among different Higher Education Act (HEA) programs:</p> <ul style="list-style-type: none"> - \$1.5 billion to address needs directly related to coronavirus under Title III Parts A and B; Title V-A; Title VII, Part A, Subpart 4 - \$8 billion to Title VII, part B for IHEs forced to close due to coronavirus or alter delivery of instruction, including emergency grants to students attending private nonprofit IHEs not eligible for a grant of less than \$1 million 	<p>90% to IHEs</p> <ul style="list-style-type: none"> - 75% based on number of Pell Grant recipients - 25% based on number of non-Pell Grant recipients <p>10% for meeting needs related to coronavirus split among different components of HEA</p>	<p>90% of funds to each IHE (via Title IV of HEA):</p> <ul style="list-style-type: none"> - 75% based on relative share of full-time Pell Grant recipients (excluding those enrolled solely in distance education) - 25% based on relative share of full-time non-Pell Grant recipients (excluding those enrolled solely in distance education) <p>10% for meeting needs related to coronavirus split among different HEA programs</p> <ul style="list-style-type: none"> - 7.5% distributed proportionally across Title III, parts A and B; Title V, parts A and B; and Title VII, part A, subpart 4 - 2.5% distributed under Title VII, part B to IHEs with the highest unmet needs related to coronavirus (as determined by the Secretary, with priority to IHEs not receiving at least \$500,000 via other Higher Education Emergency Relief funding provisions)

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<i>Uses of Funds</i>	<p>SFSF:</p> <ul style="list-style-type: none"> - Education and general expenditures - Grants to students for expenses directly related to coronavirus and the disruption of campus operations, which may include emergency financial aid to students for food, housing, technology, health care, and child care that will not be required to be repaid - Acquiring technology and services for distance learning and training of faculty and staff to use that technology (cannot include paying contractors a portion of tuition revenue or for pre-enrollment recruitment activities) <p>Additional \$9.5 billion:</p> <ul style="list-style-type: none"> - Defray expenses (including lost revenue, reimbursement for expenses already incurred, technology costs associated with a transition to distance education, faculty and staff trainings, and payroll) - Grants to students for any component of cost of attendance, including food, housing, course materials, technology, health care, and child care <p>IHEs cannot use funds to increase endowments or for capital outlays for facilities associated with athletics, religious worship, or sectarian instruction</p>	<p>Use of funds:</p> <ul style="list-style-type: none"> - “Cover any costs associated with closure or significant changes...” - No less than 50% for emergency grants to students 	<p>Of the 90% of funds to IHEs:</p> <ul style="list-style-type: none"> - Funds may be used for any costs associated with significant changes to the delivery of instruction due to the coronavirus, so long as such costs exclude payment to contractors for pre-enrollment recruitment activities, endowments, and capital outlays associated with facilities related to athletics, sectarian instruction, or religious worship - At least 50% of funds must be used for emergency financial aid to students for expenses related to the disruption of campus operations (including eligible expenses under a student’s cost of attendance, such as food, housing, course materials, technology, health care, and child care) <p>Of the 10% of funds:</p> <ul style="list-style-type: none"> - Defray expenses including lost revenue, reimbursement for expenses already incurred, technology costs, faculty and staff trainings, and payroll - Grants to students for any component of cost of attendance including food, housing, course materials, technology, health care, and child care <p>HBCUs and MSIs may use prior awards under titles III, V, and VII of HEA to prevent, prepare for, and respond to coronavirus</p>
EMERGENCY FLEXIBILITY			
National Emergency Educational Waivers	Provides no new waiver authority for the Secretary under ESEA, IDEA, Perkins, or HEA	Expedited process: waivers approved or disapproved within 30 days	Expedited process: waivers approved or disapproved within 30 days
<i>Duration</i>	N/A	Not to exceed the 2019–20 academic year, except in the case of MOE	Not to exceed the 2019–20 academic year, except in the case of MOE

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<i>Streamlined Waiver Package for States and Indian Tribes</i>	N/A	<ul style="list-style-type: none"> - Assessments, accountability, and reporting, except that states receiving such a waiver must maintain accountability determinations - GEPA 421(b) 	<ul style="list-style-type: none"> - Assessments, including alternate assessments for students with significant cognitive disabilities, ELP assessments, and provisions for recently arrived English learners [ESEA 1111(b)(2)-(3)] - Accountability, including long-term goals, indicators, annual meaningful differentiation of schools, and school identification for CSI, ATS, and TSI [ESEA 1111(c)(4), 1111(d)(2)(C)-(D)] - Related reporting requirements for SEAs and LEAs, including <ul style="list-style-type: none"> o description of accountability system, o academic achievement, o other academic indicator, o ELP acquisition, o school quality or student success indicators, o whether students met long-term goals, o percentage of students assessed/not assessed, o students taking the alternate assessment. [ESEA 1111(h)(1)(C)(i),(ii),(iii)(I), (iv), (v), (vi), (vii), and (xi) and related provisions in 1111(h)(2)(C) including clauses (i)-(ii)] - Obligation of funds: appropriated funds to be obligated and expended by SEAs in the fiscal year, or immediately succeeding fiscal year, in which the appropriation was made [GEPA 421(b)]

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<i>Waivers for States, Tribes, and School Districts</i>	N/A	<ul style="list-style-type: none"> - Schoolwide programs (ESEA Section 1114(a)(1)) - MOE (ESEA, Section 1118(a) and section 8521). - Limitations on carryover funds (ESEA, Section 1127) - Requirement for a needs assessment for Title IV-A (ESEA, Sec 4106 (d)) - 20/20/60 division of Title IV funds (Subparagraphs (C), (D), and (E) of section 4106(e)(2)) - 15% limit on technology purchases under Title IV-A ((F) Section 4109(b)) - Professional development requirements 	<ul style="list-style-type: none"> - Eligibility to operate a schoolwide Title I program [ESEA 1114(a)(1)] - Maintenance of effort [ESEA 1118(a) and 8521] - 15% limitation on carryover of Title I funds [ESEA 1127] - Student Support and Academic Enrichment Grants (Title IV-A) <ul style="list-style-type: none"> o Requirement (for LEAs receiving >\$30,000) to conduct a needs assessment to inform district uses of funds [ESEA 4106(d)] o Requirement (for LEAs receiving grants >\$30,000) to spend at least 20% of funds on activities supporting a well-rounded education, 20% on activities supporting safe and healthy students, and a portion of remaining funds on effective use of technology [ESEA 4106(e)(2)(C)-(E)] o Limitation that no more than 15% of funds may be spent on technology infrastructure [ESEA 4109(b)] - Definition of “professional development” under all ESSA programs [ESEA 8101(42)]

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<i>Guardrails, Assurances, and Transparency</i>	N/A	<ul style="list-style-type: none"> - Any school identified for support and improvement (CSI, ATS, or TSI) in the 2019–20 school year must remain in improvement for the 2020–21 school year and continue receiving supports - In applying for waivers, agencies must describe how coronavirus restricts its ability to comply with the relevant statutory requirement and provide an assurance that the agency will work to mitigate any negative effects that occur as a result of the waiver - Waivers must be available for public comment prior to submission, Congress must be notified within seven days of all approvals, ED must post approved waivers on its website and in the Federal Register within 30 days 	<ul style="list-style-type: none"> - Any school identified for support and improvement (CSI, ATS, or TSI) in the 2019–20 school year must remain in improvement for the 2020–21 school year and continue receiving supports - In applying for waivers, agencies must describe how coronavirus restricts its ability to comply with the relevant statutory requirement and provide an assurance that the agency will work to mitigate any negative effects that occur as a result of the waiver - Waivers must be available for public comment prior to submission, Congress must be notified within seven days of all approvals, ED must post approved waivers on its website and in the Federal Register within 30 days
<i>Future Waivers</i>	N/A	The Secretary must submit a report to Congress with recommendations regarding the need to waive additional policies, including IDEA, the Rehabilitation Act, ESEA, and Perkins	The Secretary must submit a report to Congress with recommendations regarding the need to waive additional policies, including IDEA, the Rehabilitation Act, ESEA, and Perkins
OTHER EDUCATION-RELATED FUNDING			
Runaway and Homeless Youth	\$100 million	\$25 million	\$25 million
Head Start	\$1 billion (allocated proportionate to the number of children in Head Start)	\$250 million	\$750 million
Child Care	\$6 billion	\$3 billion	\$3.5 billion
Job Corps	\$100 million	—	—
Connectivity Fund	\$2 billion	—	—
Distance learning in Rural Areas	\$25 million	\$25 million	\$25 million
Project SERV	\$200 million	—	\$100 million