Dear Partners and Stakeholders:

As we continue to adjust to these unprecedented times, the U.S. Department of Education (Department) remains focused on providing states and grantees with the support, flexibilities, and resources to navigate the challenges they are facing. Therefore, this edition of the newsletter highlights those flexibilities and resources. All states and entities applied for and received waivers related to assessment, accountability and reporting, as well as select fiscal requirements. These flexibilities will allow states and districts to focus on best meeting the needs of students and educators during the COVID-19 national emergency.

Our biggest initiative right now is implementing the Coronavirus Aid, Relief, and Economic Security (CARES) Act, which provided $30.75 billion for education stabilization funds. We are committed to getting much-needed funds in the hands of states and districts! Four grant programs were created through the CARES Act: Education Stabilization Fund Discretionary Grants; Governor’s Emergency Education Relief
Fund; Elementary and Secondary School Emergency Relief Fund; and Higher Education Emergency Relief Fund. On April 23, Secretary Betsy DeVos announced that more than $13.2 billion in emergency relief funds were available to state and local education agencies to support continued learning for K–12 students impacted by the coronavirus. Find more information on the Elementary and Secondary School Education Relief Fund here: Elementary and Secondary School Education Relief Fund.

In addition to the efforts around the CARES Act, my staff is collaborating with colleagues across the Department to respond to your COVID-19 questions. Please continue to direct education related questions to COVID-19@ed.gov. Our team is working continuously to respond to questions received in the mailbox. As a result of this work, we have developed a number of resources that address commonly asked questions. Since the last edition of this newsletter, the Department has issued several Fact Sheets, including:

- Fact Sheet for Transferring State- and Local-Level Funds under Section 5103 of the Elementary and Secondary Education Act (ESEA)
- Providing Equitable Services to Students and Teachers in Non-Public Schools under CARES Act Programs
- Fact Sheet for Repurposing Federal Equipment and Supplies to Combat COVID-19
- Department of Education Administrative Relief from Requirements for Timely Completion and Submission of Annual Single Audits of Grant Recipients Directly Impacted by the Novel Coronavirus

These Fact Sheets and other resources are available on the Department’s COVID-19 webpage: ed.gov/coronavirus. Please visit this page regularly as we continue to add new resources. For updated government-wide information, please visit Coronavirus.gov, CDC.gov/coronavirus, and USA.gov/coronavirus.

Throughout this newsletter you will find a variety of resources related to remote learning from our Office of Elementary and Secondary Education (OESE)-funded technical assistance centers, as well as from other ED-funded centers. In addition, we have extended deadlines for applications in several programs — see details below.

We recognize that you are making extraordinary efforts to ensure continuity of learning during this unprecedented national emergency. My office is committed to continuing to support you during this challenging time!

All the best –

Ruth Ryder
COVID-19 Resources for Educators

FERPA and Virtual Learning

ED’s Student Privacy Policy Office (SPPO) recently presented the webinar “Student Privacy — FERPA and Virtual Learning During COVID-19.” The webinar was conducted in response to the many questions SPPO has received about FERPA as educators and students shift to learning online during this time of social distancing. SPPO distilled most of the questions into 10 common scenarios and questions about FERPA. For each scenario, SPPO identified key FERPA requirements and takeaways and other questions to consider for best practices. The webinar, and other related materials, are posted on SPPO’s website.

Resources From the Comprehensive Center Network

The Comprehensive Center Network assembled a rapid response team that has curated and posted a searchable list of more than 140 resources for continuity of learning. It also compiled collections of resources for online and offline use for educators and parents as part of its coordinated response to COVID-19. For more information, please visit https://compcenternetwork.org/.

Learn more about the Comprehensive Centers in this month's Office Spotlight.

Equity Assistance Centers: COVID-19 Resources

Your regional Equity Assistance Center (EAC) can provide support in creating equitable education opportunities during the COVID-19 crisis. Below are examples of what's available from the four EAC regions:

- Region I website: Equity and Learning During COVID-19
• Region II free webinar series “Equitable Practices for Online Learning”
• Region III website: COVID-19 Pandemic Resources & Support
• Region IV website of COVID-19 resource topics, including resources listed by state

Learn more about EACs in this month's Office Spotlight.

Social and Emotional Growth: Four Resources to Support Students During the Pandemic

The Center on Positive Behavioral Interventions and Supports (PBIS), in partnership with the Center for Parent Information and Resources, has developed a set of resources for teachers and families to support their students and children in distance learning environments. The centers, funded by ED’s Office of Special Education Programs, created these resources to promote students' social and emotional growth and to create safe, predictable, and positive education settings during the COVID-19 outbreak. The resources are posted on the PBIS website.

Readiness and Emergency Management Center

The Department’s Office of Safe and Supportive Schools and its Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center provide technical assistance for schools and school systems to continually build capacity before, during, and after possible emergencies. TA topics include school safety, security, emergency management, and preparedness, among others. The REMS TA Center's COVID-19 website contains guidance, resources, training, and tools on COVID-19 and infectious disease planning. This site is updated on a regular basis in order to provide education agencies with the most current information. Users can access critical government websites via the page, as well as school-centered resources and information.

Office of Educational Technology’s Keep Calm and Connect All Students

The U.S. Department of Education’s Office of Educational Technology (OET) has launched a blog series, “Keep Calm and Connect All Students,” addressing the challenges students, families, teachers, school leaders, and states face as they shift to distance learning and digital resources during this health crisis. You can subscribe to updates here.
The Institute for Education Sciences and the Regional Education Laboratories (RELs) just released a new webpage that features evidence-based resources and guidance about teaching and learning in a remote environment. It also includes registration information for upcoming REL webinars for educators and practitioners. Click here to visit the REL program’s new COVID page.

Monthly Office Spotlight: Office of Program and Grantee Support Services

The Office of Program and Grantee Support Services (PGSS) oversees the design and delivery of results-driven, differentiated, and research informed technical assistance opportunities to all states and U.S. territories. PGSS also supports OESE program offices by advising on best practices related to planning, implementing, and evaluating technical assistance (TA). The PGSS TA portfolio includes the Comprehensive Centers Program, Equity Assistance Centers (EACs), the National Student Attendance, Engagement and Success Center (NSAESC), and the State Support Network.

The Comprehensive Centers Program is authorized by the Educational Technical Assistance Act of 2002. This program funds 20 Comprehensive Centers that provide capacity-building services to state educational agencies (SEAs), regional educational agencies, local educational agencies (LEAs), and schools to improve education outcomes for all students, close achievement gaps, and improve the quality of instruction.

The Equity Assistance Centers (EACs) are funded by the Department to provide technical assistance and training in the areas of race, sex, national origin, and religion to public school districts and other responsible governmental agencies to promote equitable education opportunities. The centers work in civil rights, equity, and school reform. This
assistance helps schools and communities ensure that equitable educational opportunities are available and accessible for all children.

The National Student Attendance, Engagement, and Success Center (NSAESC) supports SEAs in identifying and implementing strategies to reduce chronic absenteeism. Approximately 36 states and the District of Columbia have included a chronic absence measure as a metric in their Every Student Succeeds Act (ESSA) accountability plans. The NSAESC is conducting needs-sensing activities and will provide responsive technical assistance services to help states and districts mitigate absenteeism and increase student engagement.

The State Support Network is a technical assistance initiative designed to support state and district school improvement efforts. The network brings states and districts together with technical assistance providers and subject matter experts to use research and resources to analyze practical challenges and develop strategies for supporting schools. Over the past four years, the State Support Network hosted numerous communities of practice and peer exchanges, provided individual support to state agencies, and developed tools and resources on such topics as financial transparency, data reporting, assessing needs, and identifying and implementing evidence-based practices for school improvement.

Visit the PGSS website to learn more about these programs.

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**Technical Assistance Resources and Updates**

*Announcing a New T4PA Center Website*

The Title IV Part A Technical Assistance Center (T4PA Center) operates on behalf of the Department’s Office of Safe and Supportive Schools to provide SEAs with dedicated support for implementing the Title IV Part A (Title IV-A) Student Support and Academic Enrichment (SSAE) program. The T4PA Center provides SSAE state coordinators assistance across the program's diverse content areas, including promoting a well-rounded education, improving the safety and health of students, and supporting the effective use of technology. In partnership with ED, the T4PA Center works with state coordinators to identify grant implementation needs, develop a tailored plan to address these needs, and broker support to build capacity at the state and local levels to help ensure Title IV-A programmatic success.

The brand-new website for the T4PA Center includes

- a carousel of noteworthy news, easy-to-access menus of announcements of relevant resources and offerings, upcoming events, and spotlights on grant activities;
- a resource library with free, relevant and useful information;

- **SEA profiles** that give Title IV-A program information for each state, such as state coordinator contact information, funding data, links to state-sponsored Title IV-A websites, and more;

- a list of federal partners from different agencies, programs, and offices that focus on Title IV-A program-related work;

- a deep dive via a searchable statute to learn more about Title IV-A; and

- a password-protected section dedicated to only state coordinators that includes a community of practice, calendar, and resource-sharing area.

The T4PA Center website also features an online technical assistance request form for help with technical assistance.

**Indian Education Formula Grants**

OESE’s OIE awards approximately 1300 grants to LEAs, tribal organizations, and other similar K–12 Indian education entities based on a Title VI funding formula. Those entities must submit their Title VI applications via the OIE’s Electronic Application System for Indian Education (EASIE), which is opened every spring to accept applications in two distinct parts: Part I closed on March 12, 2020, and Part II opened on April 6, 2020. OIE’s Formula Team recently conducted three technical assistance webinars to support both Parts I and II. Those webinars and supporting documentation can be found on OIE’s Title VI communities website, located here. Please visit OIE’s new Formula Grant website for more general OIE Formula Grant information.

**New Comprehensive Center Resource: State Policy Levers for Improving Literacy.**

The disappointing results of the 2019 National Assessment of Educational Progress, which showed a dip in the trajectory of reading proficiency for all
students except those at the highest reading levels, prompted states to consider new reading-related policies and actions. State Policy Levers for Improving Literacy, a new resource from the National Comprehensive Center, describes the validated non-negotiable steps for ensuring grade three reading success and offers advice about policies that SEAs can implement to guide and support actions at district and school levels.

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**Upcoming Events and Due Dates**

**Due Dates and Competitions**

**Office of Indian Education Title VI Formula Grant Deadline Extension**

In recognition of the widespread school closures faced by school districts nationwide due to COVID-19, the Department has extended the deadline for eligible school districts to submit applications for FY 2020 Office of Indian Education (OIE) Title VI Formula Grant funding. The Department will now accept OIE Title VI Formula Grant applications until the end of the day on June 19, 2020. For more information on the OIE Title VI Formula Grant application process, please see the OIE Title VI Notice of Application Deadline in the Federal Register.

**Extension of the Application Submission Deadline for the Office of Migrant Education’s Consortium Incentive Grant Program**

On Feb. 25, 2020, the U.S. Department of Education published in the Federal Register (85 FR 10660) a notice inviting applications (NIA) for the FY20 Migrant Education Program Consortium Incentive Grant Program competition, Catalog of Federal Domestic Assistance number 84.144F. The NIA established a deadline date of April 27, 2020, for the transmittal of applications. A recent notice in the Federal Register extends the deadline date for transmittal of applications until May 27, 2020, and extends the date of intergovernmental review until July 27, 2020.

**Small, Rural School Achievement Performance Period Extension**

In order to increase flexibility for Small, Rural School Achievement (SRSA) grantees, the Department has extended the performance period for all SRSA grants awarded in FY 2019, and all subsequent SRSA awards, by an additional 12 months. Starting with FY 2019 funds, SRSA grantees have 27 months to obligate SRSA grant funds. As a result, the obligation (spending commitment) and liquidation (drawdown funds from G5) deadlines for FY 2019 SRSA funds are extended.
12 months, to **Sept. 30, 2021**, and **Dec. 30, 2021**, respectively. SRSA grants awarded in FY 2020 will have an obligation deadline of **Sept. 30, 2022**, and a liquidation deadline of **Dec. 30, 2022**.

**Fiscal Year 2020 Small, Rural School Achievement Application Deadline Extension**

In recognition of the widespread school closures faced by school districts nationwide due to COVID-19, the Department has extended the deadline for eligible school districts to submit applications for FY 2020 SRSA funding. The Department will now accept SRSA applications until the end of the day on **May 15, 2020**. For more information on the SRSA application process, please see the SRSA Notice of Application Deadline in the *Federal Register*.

**Are You Interested in Being a Peer Reviewer?**

Individuals are needed for the Department’s peer review process to review applications for competitive grant funding. This *Federal Register* notice spotlights specific needs of the Office of Elementary and Secondary Education, the Office of Postsecondary Education, and the Office of Special Education and Rehabilitative Services.

The Department will accept submissions on a rolling basis, although requests should be submitted at least four weeks prior to a program’s application deadline.

In addition, the Department issued a toolkit, “*How to Be Considered as a Peer Reviewer for Programs Administered by the Department*,” to provide information on the process of becoming a peer reviewer.

If you know someone who would like to subscribe to the SGPS Newsletter, encourage them to sign up HERE! This link also will allow subscribers to manage their subscriber settings and unsubscribe.

Check out more Department of Education News and Alerts resources, including:

- ED’s Youth Voices newsletter
- Institute of Education Sciences News Flash Alerts
- Office of Special Education Programs (OSEP) Ideas That Work
- Rural Education Resource Center’s Education Almanac

*This newsletter may reference and contain links to external sources. The opinions expressed in these sources do not reflect the views, positions, or policies of the U.S. Department of Education, nor should their inclusion be considered an endorsement of any private organization.*