



RESTART & RECOVERY: CONSIDERATIONS FOR TEACHING AND LEARNING: STATE POLICIES AND ACTIONS

This resource is one part of a project designed to support states and school systems in addressing the critical set of challenges they will face as they plan for—and restart—teaching and learning in the 2020-2021 school year (SY21) amid the COVID-19 pandemic and in light of the moral imperative to actively redress racial and other inequities. It consists of customizable guidance and vetted resources designed to:

- Support school systems as they thoughtfully plan for a strong launch and school year in a rapidly shifting environment and prioritize equity for all learners—especially the most vulnerable; and
- Help states jump-start the process of providing teaching and learning guidance to their school systems.

Considerations for Teaching & Learning includes three interrelated components: 1) wellbeing and connection (e.g., staff wellbeing, student social-emotional learning and universal Tier 1 supports, and tailored Tier 2/3 supports); 2) academics (e.g., curriculum and instruction, assessment, professional learning) and 3) system conditions (e.g., engagement, technology, staffing, scheduling, and managing and improving). In addition, the State Policies and Actions resource describes the actions states might consider as they work to support their districts.

The sections are part of a coherent and holistic teaching and learning system designed to meet students' academic and social-emotional learning needs.

This series of supports has been assembled in consultation with state leaders, school system leaders, and other educators and experts. It is free and may be repurposed to meet various needs. It

is thus being disseminated as a series of Google documents that are easy to copy or download, customize, and reshare.



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The full Considerations for Teaching & Learning, along with the many other school restart and recovery supports developed by CCSSO, can be accessed at www.ccsso.org. Please email communications@ccsso.org with any questions.

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Overview

State Education Agencies (SEAs) play a critical role in ensuring school systems are able to focus on teaching and learning through the policies they pass and the guidance they issue. Each state is unique in how its laws, policies, and guidance are structured to enable student success, but given the complex challenges this school year poses, there are common areas of policy and guidance across states that may warrant review prior to the start of the 2020-2021 school year. Each state will need to consider its own context in determining which policies and actions will most create the enabling conditions to support teaching and learning given the current context.

This document outlines the critical state-level policies and actions that align with each section of the Restart and Recovery: Considerations for Teaching and Learning guidance, which include: [System Conditions](#), [Wellbeing and Connection](#), and [Academics](#). The resources linked provide tools and examples that could support states with their policy decisions as they work to ensure a successful launch of the coming school year.

Prioritizing Equity at the State Level

The COVID-19 pandemic has exacerbated inequities for the most vulnerable learners, including students living in poverty, students of color, students with disabilities, homeless youth, and English learners (ELs). In preparation for the start of the school year, school systems will have to explicitly prioritize resources and support for these students, and SEAs play an important role in ensuring they do so.

SEAs can build expectations for school systems by passing policy, issuing guidance, and using grants to incentivize action. SEAs can use each of these levers to encourage school systems to focus on ensuring the most vulnerable students are getting the resources and support they need to learn and thrive in the coming school year. The table below describes how SEAs can use common levers to focus all school system leaders on issues of equity.

Lever to Influence School Systems	State Policy or Action	Resources
School system planning: School systems are often required to submit plans to SEAs to comply with grant requirements, laws and policies,	Review these required plans through an equity lens, asking for an explanation of how the school system intends to ensure the most vulnerable students are	Share the Considerations for Teaching and Learning Overview guidance with school systems and encourage them to use it to develop the reopening plans they

and several states are requiring specific plans that explain how school systems are organizing hybrid and remote teaching and learning for the coming school year.	supported. This includes how the school system is providing these students access to technology, extra academic support, and connections to community organizations that can provide additional services. Consider consolidating, cutting, or suspending plans, and encourage school systems to operate from one coherent plan focused on equity.	submit. Virginia developed a Return to School Equity Audit to help to ensure the needs of all students are addressed throughout return-to-school plans.
School system reporting: School systems are required to report significant amounts of data to meet federal and state requirements, including data about technology access, discipline, school culture, and budgeting/spending.	For any required reporting, ask school systems to disaggregate data by all vulnerable populations, including students living in poverty, students of color, students with disabilities, homeless youth, and ELs. Require the school system to explain how they are addressing any disproportionalities by student groups within the data.	
State grants: SEAs administer state grants to support key school system actions.	For any state grants being administered, focus school systems on the most critical teaching and learning priorities for the coming year. Administer grants to support the most vulnerable populations within school systems.	
Federal grants. SEAs oversee local implementation of federal grants and can influence programming and spending.	Provide guidance on using federal funds to support vulnerable populations, design local education agency (LEA)-to-SEA applications and reporting tools to emphasize the needs of vulnerable populations, and ensure state oversight activities support local efforts to focus on equity. Take care not to add unnecessary burden to school systems and schools.	CCSSO publication: A Guide to State Educational Agency Oversight Responsibilities under ESSA: The Role of the State in the Local Implementation of ESSA Programs

System Conditions: State Policies and Actions

School systems have a number of critical decisions to make and critical stakeholders to engage at the start of the planning process. These decisions will frame the school systems' approach to student support and learning, and SEAs can support school systems in this process by focusing on policies and actions in these areas:

- **Engagement:** How will the needs of students and families, especially the most vulnerable, and the voices of teachers, school leaders, and staff be incorporated into the structures and decisions school systems make for the 2020-2021 school year?
- **Curriculum Selection:** How will each student consistently access high-quality instructional materials to support their learning?
- **Technology:** How will each student access learning every day, whether in-person or remote?
- **Staffing:** How will each student be supported by teachers so they experience strong and integrated teaching, whether in-person or remote?
- **Scheduling:** How will each student attend school—whether in-person, remote, or hybrid—in a manageable and safe way that supports learning coherence?
- **Managing and Improving:** How do we know what's working well and what needs to be adjusted?

Focus Area	State Policy or Action	Resources
Engagement: How will the needs of students and families, especially the most vulnerable, and the voices of teachers, school leaders, and staff be incorporated into the structures and decisions school systems make for 2020-2021 school year?	Elevate the importance of engaging students, families, communities, and stakeholders to drive decision-making in the coming school year.	Virginia encourages school systems to partner with community organizations, including libraries, recreation centers, and local higher education institutions, to meet family needs, particularly around providing satellite school locations for days when students are learning at home. California details ways schools can work with partners, such as afterschool programs, as a bridge with the school day to support

		families and students during alternative scheduling options. Michigan also appointed students, families and educators to their Return to Learn Advisory Council. Maryland's plan requires local school systems establish a reopening stakeholder group with diverse voices including teachers, parents, students, educators, and community members.
Focus Area	State Policy or Action	Resources
Technology: How will each student access learning every day, whether in-person or remote?	Use statewide purchasing power to ease school system access to technology (e.g., devices, Wi-Fi/hotspots, and software) and reduce cost. Consider allowing hardware and software use outside of the traditional school day and school year (i.e., summer, after school, breaks). Ensure students' personal devices can be used for school. New devices need only be purchased for students without personal devices. Provide clear guidance to school systems on using federal funds to purchase and support technology. Prioritize procurement and distribution of technology that supports accommodations and modifications for students with disabilities, including specific devices or software that can enable provision of direct services.	California has created corporate partnerships to increase access to devices and broadband. The Governor of Indiana announced a \$61.6 million grant program providing funding to improve remote learning that could support professional development, devices, and connectivity. CCSSO is partnering with a group of national non-profit organizations to develop a forthcoming blueprint on how state leaders can facilitate data collection to close the home technology access gap. The blueprint will address the SEA's role in creating a framework for consistent data collection across LEAs and provide guidance to LEAs on best practice strategies. The blueprint also includes a playbook for school systems to collect high-quality home access data.

Focus Area	State Policy or Action	Resources
Staffing: How will each student be supported by teachers so they experience strong and integrated teaching, whether in-person or remote?	Review testing requirements for admission to educator preparation programs to ensure that lack of access to tests is not a barrier to program enrollment. Review teacher certification policies for teacher candidates who may not have been able to complete all certification requirements, including in-service experience and certification exams. Similarly, review administrator certification policies for principal candidates. Consider flexibilities, such as extending the deadline to pass the certification exam, to ensure that schools and classrooms are appropriately staffed. Provide clear guidance to school systems on using federal funds (e.g., Title II and Individuals with Disabilities Education Act [IDEA] funds) to support teacher certification, especially for high-need areas like special education.	Mississippi has waived all testing requirements for admission to traditional and alternative preparation programs and for teacher licensure through December 31, 2021. Mississippi's testing waiver applies to out-of-state applicants for a reciprocal license. Ohio and Vermont reduced their minimum length requirement for field experience. North Carolina is giving current teacher candidates an additional year to pass the Praxis II and edTPA. California has postponed testing requirements for teacher preparation and internship program entry and for education administration credentials. Tennessee passed an emergency rule that (1) allows for educators who completed preparation program (in-state or out-of-state) in spring/summer 2020 to be recommended for a one-year provisional license without requiring passing scores on required content assessments and (2) allows school systems to hire out-of-state, certified educators and administrators without submitting content assessments prior to being issued a license.
	Review educator observation and feedback policies, and consider whether changes are needed to	

	allow for remote observation.	
	Review licensure renewal and recertification rules to determine if there are requirements that need to be adjusted for hybrid or remote teaching and learning scenarios. Consider flexibility for licensure renewal in the 2020-2021 school year.	In Ohio , under HB197, the period for educators to complete their renewal requirements and renew their licenses will extend to 90 days after the state of emergency is lifted, but not later than Dec. 1, 2020, whichever date comes first. Educators' current licenses will remain valid during this time period as well.
Focus Area	State Policy or Action	Resources
Scheduling: How will each student attend school— whether in-person, remote, or hybrid—in a manageable and safe way that supports learning coherence?	Review seat time requirements to accommodate remote learning time and opportunities for students to advance and/or earn credit based on demonstration of content mastery. Allow schools systems to add school days and lengthen school days to meet the needs of all students. Provide clear guidance to school systems on the use of federal funds to support extended learning time, the design of new learning environments to meet the needs of all learners in inclusive settings, and other efforts to support learning coherence. Possible funding sources include Title I, 21st Century Community Learning Centers (CCLC), and IDEA.	Colorado Department of Education has guidance pending on counting instructional hours ((C.R.S. 22-32-109(1)(n)) for remote learning based on models described in their planning guide. The Florida Department of Education will collaborate with innovative school systems to set seat time requirements. Oklahoma is encouraging school systems to adopt alternate calendars to provide flexibility to respond to changes spurred by the pandemic. To this end, the State Board of Education granted a waiver to allow school systems the option to offer school on Saturdays and have these days count toward seat time requirements. Pennsylvania has guidance on schedules, policies, and procedures for mitigating the spread of COVID-19 and ensuring the safety of their students and staff. A policy scan from ExcelinEd, Debunking the Myth of Seat-Time, notes over 30 states have fully authorized the use of

		demonstration of mastery to issue credit versus seat time.
	Review attendance policies to provide the flexibility necessary to deliver instruction through remote or hybrid schedules, inclusive of attendance policies tied to per pupil funding.	Developed by FutureEd and Attendance Works, the Attendance Playbook: Smart Strategies for Reducing Chronic Absenteeism in the COVID Era offers evidence-based methods for monitoring attendance in distance learning and tiered interventions aimed at addressing absenteeism before it affects achievement. For students using hybrid or remote schedules, Minnesota requires taking student attendance every day and defines attendance as an interaction between a teacher and a student. In California, there is a proposal to fund schools based on average three-year enrollment trends. The Arizona Department of Education's Roadmap to Reopening Schools calls for the state to evaluate and adjust statutory rules and requirements on the calculation of student enrollment tied to school funding to accommodate hybrid and remote instructional models. The Colorado Department of Education is in the process of investigating the flexibility and authority involved with the annual pupil count. The Georgia Department of Education and the Missouri Department of Elementary & Secondary Education have communicated

		to school systems that they will not be penalized in average daily attendance calculation for funding purposes. The Texas Education Agency (TEA) released detailed guidance to support school systems in ensuring student attendance hours are met. TEA has provided four school day classifications with guidance on how to document attendance under each category. The Wyoming Department of Education set a statewide expectation that school systems monitor attendance during remote learning and secured commitments from all 48 districts to do so.
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Wellness and Connection: State Policies and Actions

Social-emotional supports have always been critical attributes of healthy school environments, but students and staff will be returning to school in the fall of 2020 having experienced varying levels of social isolation, stress, anxiety, and trauma. A deeper focus on wellbeing, connection, and other universal supports will thus be needed for each student, together with deeper mental health supports for some students and adults. As school systems plan for the needs of the adults and students within their school systems, SEAs can support school systems by focusing on policies and actions in the following areas:

- **Staff Wellbeing and Connection:** How can schools create a culture of care in which staff growth and wellbeing are prioritized, and all feel safe, connected, supported, engaged, and valued, both individually and collectively?
- **Student Wellbeing and Connection:** How can schools create a culture of care in which students' growth and wellbeing are prioritized, and each student feels safe, connected, supported, engaged, and valued, both individually and collectively?
- **Tailored Student Supports:** How can schools identify the range of health and wellbeing needs in students and provide them with or connect them to effective, culturally relevant supports?

Focus Area	State Policy or Action	Resources
Staff Wellbeing and Connection: How can schools create a culture of care in which staff growth and wellbeing are prioritized, and all feel safe, connected, supported, engaged, and valued, both individually and collectively?	Elevate resources to support staff wellbeing.	See Wellbeing and Connection guidance for resources in each focus area.
Focus Area	State Policy or Action	Resources
Student Wellbeing & Connection: How can schools create a culture of care in which students' growth and wellbeing are prioritized, and each student	Communicate proactively about the importance of student wellbeing, promoting positive relationships, positive school culture and climate,	Pennsylvania has built guidance around which student services are eligible for Medicaid reimbursement. The Michigan Department of

feels safe, connected, supported, engaged, and valued, both individually and collectively?	social-emotional learning (SEL), and mental health supports. Provide free, virtual learning opportunities for school system and school leaders and educators on the foundations of wellbeing and connection, including SEL, and how to integrate these priorities into the school day. Ensure each school system has a tiered system of support in place to address academic challenges and social-emotional supports. Elevate strong examples and funding streams to support this work. Measure and improve school culture and climate as one important aspect of closing achievement gaps. Adapt school climate surveys to incorporate questions about remote and hybrid school experiences. Coordinate with other state agencies (e.g., Department of Health, Department of Family Services) to share relevant resources on wellbeing and mental health supports, particularly for students and families with specific needs. Ensure school system plans for the 2020-2021 school year include plans to identify and support wellbeing and connections for all students and staff.	Education has made COVID-19 Social and Emotional Learning Resources In response to the pandemic. Wisconsin Department of Public Instruction's Trauma Sensitive Schools (TSS) Online Professional Development System is publicly available. The Washington Office of the State Superintendent of Public Instruction previously developed an SEL Online Education Module that is free and open under a creative commons license. Massachusetts developed an SEL/Mental Health Academy for districts to come together to learn with each other about how to implement systemic SEL and mental health within a multi-tiered systems of support (MTSS) framework and align the work with existing priorities, systems, and practices. Utah's Social-Emotional Learning. A Best Practices Report was prepared for the state's Board of Education to support districts as they work to improve the SEL efforts within their schools and help create a common understanding of SEL across the state. Arkansas developed its Arkansas GUIDE for Life. The competencies include Growth (manage yourself), Understanding (know yourself), Interaction (build relationships), Decisions (make responsible decisions), and Empathy (be aware of others). For each competency, the guide notes what a student should be able to do at each grade level, as well as developmental indicators to
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		demonstrate the progression through high school graduation. The Ohio Department of Education provides telehealth guidelines for service providers that include recommendations for districts to partner with health care providers and community organizations to deliver mental and behavioral health services to students. The Ohio Department of Medicaid established an emergency rule to expand telehealth options and allow students with disabilities as well as general education students to receive Medicaid-reimbursable services normally provided in school. CCSSO's Leading for Equity: Opportunities for State Chiefs addresses improving conditions for learning.
Focus Area	State Policy or Action	Resources
Tailored Student Supports: How can schools identify the range of health and wellbeing needs in students and provide them with or connect them to effective, culturally relevant supports?	Facilitate connections among school systems and local agencies that could provide specific support to families.	Cleveland established a Rapid Response team with a 24/7, 365-day service that fields calls from school administrators concerning students in need of immediate assistance, reaching out to families virtually and connecting them to local resources and support personnel. Washington recommends school systems complete asset maps to support social and emotional needs across the broader community and emphasizes that partnering with community-based organizations provides opportunities to bring broad community and cultural representation to the table.

		North Carolina's plan suggests that before and afterschool programs be maintained as much as possible to support families, especially during this year of challenging needs and schedules, and to support youth growth and development
Focus Area	State Policy or Action	Resources
Federal funds: How can schools leverage federal funds to support wellbeing?	Provide clear guidance to school systems about how federal funds—including Title I, Title II, Title IV, 21st CCLC, and IDEA—can support initiatives on social and emotional learning, mental health supports, behavior systems, and the like. Provide clear guidance to school systems about how federal funds—including Title II—can contribute to initiatives to retain and support educators. Take steps to align activities across funding sources, and support school systems in aligning activities across funding sources, to ensure coherence.	The U.S. Department of Education (ED) has issued guidance on allowable uses for Title I and IDEA funds, including activities focused on student wellbeing and school culture.

Academics: State Policies and Actions

In most communities, teaching and learning during the 2020-2021 school year will be occurring against a backdrop of constant change. Students will be learning in school then out of school, or some will be in school while others are kept home, so it will be critical to have strong plans that reinforce instructional coherence and enable relatively seamless transitions between in-person and remote learning. In the face of such change, SEAs can support school systems by focusing on policies and actions in the following areas:

- **Priority Instructional Content:** What must students learn?
- **Curriculum and Instruction:** How will each student learn this content, whether in-person or remote?
- **Assessment:** How prepared is each student to learn this content?
- **Professional Learning:** How will teachers be prepared to teach this content effectively, whether in-person or remote, and meet the needs of each student?

Focus Area	State Policy or Action	Resources
Priority Instructional Content: What must students learn? Curriculum and Instruction: How will students consistently access high-quality instructional materials to support their learning?	Elevate EdReports green curricula, particularly those that have (1) made adjustments to align to the Priority Instructional Content and (2) embedded guidance and tools for remote use. For example, states might: • Publish a list of high-quality curricula in math, English language arts (ELA), and science so school systems know what materials are aligned to the state's standards • Sign state contracts with publishers of high-quality curricula to ease school system access and cost • Provide financial support to school systems in	EdReports reviews K-12 instructional materials and has published technology information about high quality curricula. CCSSO High-Quality Curriculum State Resource are recommendations from CCSSO for high-quality materials to support coherent learning across scenarios during COVID-19 school closures. Louisiana is creating a guide that shares with school systems the ways publishers and vendors of high-quality instructional materials are adapting to distance learning when needed, diagnosing and addressing unfinished learning, and adapting professional development.

	need of curricular change	
	Share guidance on grading policies that support student engagement and motivation, particularly in virtual and hybrid settings.	Washington has provided guidance on what specifically is required by a new state grading policy and where school systems have flexibility. Stand for Children has published a Fair Grading Practices brief.
	Review class size policies to allow for an expanded number of students in remote and hybrid settings.	Colorado's most recent guidance suggests there should be no more than 10 students in a classroom. Governor Jared Polis has indicated classes of 20 to 25 could be allowed by this fall.
	Share guidance on supporting the unique needs of ELs in hybrid and remote settings, including identification and reclassification of ELs, two-way communication with families in a language they understand, scaffolded supports to access disciplinary practices and academic content, and instruction to develop English language proficiency in each domain.	ED released the COVID-19 fact sheet on ELs. CCSSO compiled resources and information for SEAs to support teachers and families of ELs during coronavirus-related school closures in Restart and Recovery: Serving English Language Learners During Covid-19. EdTrust recommends states create a multilingual online hub for families and students to receive up to date information and educational resources. New York has produced a memo and FAQ for school system and school leaders on provision of service to ELs. Understanding Language at Stanford has produced two one-hour virtual sessions focused on strengthening Formative Assessment practices in remote and non-remote learning environments (i.e., classroom learning environments

		applicable across grades and content).
	Share guidance on supporting the unique needs of students with disabilities in hybrid and remote settings.	Louisiana has developed guidance on: 1. Providing strong start services to students 2. Protecting student privacy in hybrid and virtual settings 3. Providing direct services to students with Individualized Education Programs (IEPs) in hybrid and virtual settings 4. Supporting students with significant cognitive disabilities in hybrid and virtual settings 5. Ensuring accessibility of daily lessons for students with disabilities Connecticut's special education guidance recommends the development of a protocol to communicate proactively with families regarding their child's IEP services during a closure, taking into consideration their preferred method of communication. The Tennessee Department of Education shared a School Closure Toolkit for Districts focused on special populations. Highlighted guidance includes: 1. Accessibility of instruction 2. Service delivery The Arkansas Division of Elementary and Secondary Education (DESE) provided guidance on special education services for school systems during extended school closures. DESE also published supplementary resources on supports and accommodations for students with disabilities and

		supports for students with significant cognitive disabilities. The Washington Office of the Superintendent of Public Instruction (OSPI) published Supporting Inclusive Practices During School Facility Closure, which includes recommendations, strategies, and resources for providing inclusive continuous learning opportunities for students with disabilities during school facility closures. OSPI also provides a list of online professional learning opportunities for educators on supporting students with disabilities. The Wisconsin Department of Public Instruction (DPI) created a landing page for special education guidance to school systems that includes guidance related to data collection and monitoring, telehealth services, and student privacy considerations. DPI also provided a Frequently Asked Questions (FAQ) resource on supporting students who learn differently during extended closures including on IEPs, evaluations, and early childhood education supports. DPI's Special Education Team developed a bulletin on determining additional services for students with IEPs impacted by the COVID-19 school closures. The National Center on Education Outcomes (NCEO) released Five Formative Assessment Strategies to Improve Distance Learning Outcomes for Students with Disabilities. The NCEO brief highlights how formative assessment can help improve the distance learning experience
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		for students with disabilities by supporting student understanding and combating a “just get it done” approach to online learning. The National Center on Learning Disabilities (NCLD) has resources for families and educators on best practices for serving students with disabilities in online environments. NCLD also generated two new resources that answer frequently asked questions about providing for a free and public education (FAPE) and family-school collaboration. CCSSO has compiled additional resources which can be found in the Restart and Recovery: Serving Students With Disabilities During COVID-19.
	Provide guidance for supporting extended learning opportunities (e.g., before school, afterschool, and summer) for students that need more time, specialized engagement, or additional enrichment.	Kentucky's Department of Education provides guidance for the use of the federal relief funding to include providing academic enrichment during non-school hours through supplements to the 21st CCLC program. Oklahoma's plan considers how to provide additional support for student learning and transition including summer programming, before and after school, Acceleration Academies, Jump States, extended day, and tutoring. Tennessee's plan suggests school systems identify any extended learning opportunities and incorporate local service providers.

Focus Area	State Policy or Action	Resources
Assessment: How prepared is each student to learn this content?	Adjust requirements on required statewide screeners to account for remote settings, as appropriate.	
Professional Learning: How will teachers be prepared to teach this content effectively, whether in-person or remote, and meet the needs of each student?	Elevate professional learning opportunities aligned to high-quality instructional materials and financially support school systems to access these opportunities.	

Federal Funding

Considerations: State Policies and Actions

Lever to Influence School Systems	State Policy or Action	Resources
Maximizing Elementary and Secondary Education Act (ESEA) Funds: Do school systems have full access to all permitted ESEA spending and programming options (except those the state intentionally does not permit)?	Check state oversight systems (e.g., LEA-to-SEA application, guidance, policies, monitoring systems) to make certain the state is not unintentionally disallowing certain uses of funds that are permitted under federal law. If changes are made, actively reach out to LEAs, through written guidance and other communications, to ensure they understand the full range of spending and program design permitted.	See forthcoming CCSSO publication: <i>ESEA and COVID-19: State Strategies for Supporting Local Educational Agencies</i> CCSSO publication Developing Effective Guidance: A Handbook for State Educational Agencies .
Use of IDEA, Part B Funds: Do school systems have full access to all permitted IDEA, Part B spending and programming options?	Review state-developed guidance, technical assistance, oversight materials (e.g., application tools and monitoring instruments) to address, if necessary, common misunderstandings about IDEA, like misunderstandings about IDEA's fiscal rules and their effect on spending and programming for students with disabilities. Provide guidance to LEAs on IDEA's broad spending options, including coordinated strategies to improve outcomes for all students, including students with disabilities.	See forthcoming CCSSO publication: <i>IDEA and COVID-19: State Strategies for Supporting Local Educational Agencies</i> ED's Non-Regulatory Guidance on Using ARRA Funds Provided Through Part B of the Individuals with Disabilities Education Act (IDEA) to Drive School Reform and Improvement (Please note ED developed this guidance to help LEAs spend the additional IDEA, Part B funds appropriated through the American Recovery and Reinvestment Act, but it applies to regular IDEA, Part B funds as well.)

Transferring ESEA funding sources: Do LEAs have the information they need about the option to transfer certain ESEA funding sources to others?	Provide guidance to LEAs on the option to transfer certain ESEA funding sources to others. Consider adding a section to the LEA-to-SEA application for funds (or budget amendment forms), explicitly flagging the transferability option.	See forthcoming CCSSO publication: <i>ESEA and COVID-19: State Strategies for Supporting Local Educational Agencies</i> ED's <i>Non-Regulatory Guidance: Fiscal Changes and Equitable Services Requirements under the Elementary and Secondary Education Act of 1965 (ESEA), as amended by the Every Student Succeeds Act (ESSA), at Part VI</i>
Consolidate ESEA Administrative Funds: Do LEAs understand, and have access to, the ability to consolidate ESEA administrative funds so they can respond flexibly to changing needs in light of COVID-19?	Provide guidance to LEAs to support their ability to consolidate ESEA administrative funds. Consider adding a section to the LEA-to-SEA application for funds explicitly flagging the consolidated administrative option in ESEA.	See forthcoming CCSSO publication: <i>ESEA and COVID-19: State Strategies for Supporting Local Educational Agencies</i>