



April 9, 2020 | 3:00pm EST

What Federal Stimulus Means for Public Education

Implications for P-12 & Higher Education Policy



The Education Trust

An Overview of Our Time Together

- Welcome & Introductions
- Opening Remarks
- Federal Stimulus 101
- Implications for P–12
 - Pandemic EBT
- Implications for Higher Education
- Q&A

Welcome & Introductions

Denise Forte

Senior Vice President for Partnerships and Engagement

Opening Remarks

John B. King Jr.

President and CEO

Federal Stimulus 101

Reid Setzer

Director of Government Affairs

Federal Stimulus 101

- Overview of Congressional Action to Date
 - Coronavirus Preparedness and Response Supplemental Appropriations Act of 2020 ([H.R.6074](#))
 - The Families First Coronavirus Response Act ([H.R.6201](#))
 - Coronavirus Aid, Relief, and Economic Security (CARES) Act ([S. 3548](#))
- Overview of Major Education Provisions in the CARES Act
 - Education Stabilization Fund
 - P-12 Provisions
 - Higher Education Provisions
 - How and When Funds Get to States and Institutions

Education Stabilization Fund

- Education Stabilization Fund
 - \$30.75 billion in total provided for K-12 and higher education
 - Provides \$3 billion for governors' discretionary spending on K-12 or higher education purposes
 - \$13.5 billion for K-12
 - \$14.25 billion for higher education

P-12 Provisions

- Education Stabilization Fund - \$13.5 billion
 - Distributed using ESSA's Title I formula to states and to districts
 - Funds can be used to plan for long-term closures, sanitize schools, purchase educational technology, provide mental health supports, etc.
 - Maintenance of Effort (MOE) required as a condition of funding (can be waived)
 - Funds must be spent by September 30, 2021
- Increased federal waiver authority for the U.S. Secretary of Education
 - States may apply for waivers to ESSA for annual assessments and accountability, and associated reporting, including MOE and Title I carryover limitations
 - Secretary has 30 days to submit recommendations to Congress for other waivers to IDEA, ESEA, and CTE
- Support for specific programs and populations
 - Increases funding for Head Start (\$750 million), CCDBG (\$3.5 billion), and runaway and homeless youth (\$25 million)

Higher Education Provisions

- Education Stabilization Fund - \$14.25 billion
 - Distributed using the overall student population and Pell student population for states and institutions of higher education (IHEs)
 - 50% of these funds must be provided to students as emergency grant aid
 - Roughly \$1 billion of the fund is earmarked for HBCUs and MSIs
- Support student loan borrowers
 - Suspends almost all federal loan payments until September 30, 2020, interest free
 - Halts involuntary collections, and no penalty toward loan forgiveness in Public Service Loan Forgiveness (PSLF)/Income-Based Repayment (IBR)/rehabilitation
 - No loan forgiveness in this bill
- Statutory authorizations for Higher Education Act (HEA) waivers
 - Allows schools to use Federal Work Study and Federal Supplemental Education Opportunity Grant (FSEOG) money as emergency aid
 - Ensures ongoing Pell Grant eligibility and overall access to federal financial aid

How and When Funds Get to States and Institutions

- **K-12 Funds**

- Education Department (ED) must develop and send out an application this month
- States must use ED's application to apply for these funds
- ED has 30 days from receipt to approve and release funds
- States will receive funds and then allocate them to districts
- Best guess on ETA for state K-12 funds: June 2020

- **Higher Education Funds**

- Delivered directly to colleges from ED
- Colleges publicly asking for funds to be given to them as quickly as possible
- Best guess on ETA for funds to IHEs: April - May 2020

- **Governor Funds**

- Similar process to K-12 funds
- National Governors' Association (NGA) has asked for funds to be distributed as quickly as possible

Implications for P-12

Terra Wallin

Associate Director for P-12 Accountability and Special Projects

What should state leaders be doing to ensure equity during the coronavirus response?

1. Create and maintain **centralized, clear, and regular communication** with community stakeholders
2. Maintain and strengthen **critical supports for students and families in need**
3. Provide guidance and resources to districts on **educational services for vulnerable populations**
4. Support districts to **develop plans with short- and long-term solutions** to address COVID-19 challenges
5. **Ensure federal stimulus funds are distributed and used equitably**

How should states ensure federal stimulus funds are distributed and used equitably?

- Ensure districts **distribute funds equitably**
- Ensure districts have an **equity-centered plan** to use funding
- Use state funds to meet the needs of **students who are the most vulnerable**
- **Publicly report** on — and ensure districts publicly report on — the use of these funds
- **Ensure additional funding** (e.g., governors' discretionary funding) **is allocated equitably**

Pandemic EBT

Dottie Rosenbaum

Senior Fellow, Food Assistance Team
Center on Budget and Policy Priorities

Pandemic EBT

- Overview of the Program

- When and how was this program created?
- Who is eligible to receive P-EBT?
- What needs to happen to make P-EBT work?
- How will eligible persons receive these benefits?
 - States must apply with USDA to opt into the program
 - More details to come

- Resources

- [Pandemic EBT Overview](#) (Food Research & Action Center)
- ["USDA, States Must Act Swiftly to Deliver Food Assistance Allowed by Families First Act"](#) (Center on Budget and Policy Priorities)
- [Four Steps State Leaders Can Take to Advance "Pandemic EBT" Implementation](#) (Hunger Free America and Ed Trust)
- [USDA's Pandemic-EBT Application](#)
- [SNAP State by State COVID-19 Waivers](#) (USDA)
- [Most States Are Easing SNAP Participation Rules and Providing Added Benefits](#) (Center on Budget and Policy Priorities)

Implications for Higher Education

Tiffany Jones

Senior Director for Higher Education Policy

Five Things Advocates/Stakeholders Should Push States and Institutions to Do

1. **Streamline access to any existing emergency aid** and economic security programs like SNAP, affordable housing programs, etc.
2. **Suspend state student loan payments**, interest free, as well as wage garnishment and other forms of involuntary collection for at least six months. If a state has income-based repayment plans or other repayment plans that allow for eventual forgiveness after a set amount of payments, this period of suspension should count as payments made for those purposes. Any other restrictive terms of state financial aid programs like residency or employment requirements should also be suspended, and this fractured semester should not be counted when determining a student's future eligibility for state aid.
3. **Institute state student debt cancellation for those who are the most vulnerable:** low-income borrowers (those making 250% of the federal poverty line or less) and those with student debt but no degree.
4. **Allocate any remaining federal student aid dollars to students.** Specifically, any remaining federal work-study wages or Federal Supplementary Educational Opportunity Grant money should go directly to students as emergency aid, per the waiver granted by the CARES Act.

Five Things that Advocates/Stakeholders Should Push States & Institutions to Do

5. Respond to declining state revenue by taking the following actions:

- **Prioritize the allocation of resources to low-income** students first when applying CARES Act funding
- **Prioritize need-based aid** over other types of student aid, including merit aid
- **Conduct oversight of the CARES Act** funding given directly to institutions, to ensure at least half of the funding is issued as emergency aid to students
- **Allocate funds to facilitate campus partnerships** and shared resources for online learning and other student support strategies in the state
- **Streamline state financial aid application forms** and processes and encourage professional judgment by financial aid administrators to account for large and sudden changes in earnings.

Q&A

Some questions to begin:

- How prescriptive, in terms of use, should we anticipate state public school funding allocations to be? Will specific programs and/or populations of students have specific considerations in funding allocations?
- Please discuss what specific state and local agencies are expected to be distributing funds and what existing parameters/policies for distribution these funds would be subject to.
- Please discuss any implications for immigrant communities and families of English learners.

Please feel free to ask any additional questions you may have now.

Contact Information for Speakers

- Denise Forte, Senior Vice President for Partnerships and Engagement, dforte@edtrust.org
- Reid Setzer, Director of Government Affairs, rsetzer@edtrust.org
- Terra Wallin, Associate Director of P-12 Accountability and Special Projects, twallin@edtrust.org
- Dottie Rosenbaum, Senior Fellow, Food Assistance Team, Center on Budget and Policy Priorities, rosenbaum@cbpp.org
- Tiffany Jones, Senior Director of Higher Education Policy, tjones@edtrust.org

Thank You For Participating!

- We will follow up with:
 - A recording of this webinar
 - Resources we mentioned on this call or would like to share
 - Information about future webinars for education equity advocates

Questions? Concerns? Please reach out to Sergio Lopez, Senior Associate for National and State Partnerships, The Education Trust (slopez@edtrust.org)