

## Introduction

Below, we include information pertaining to the coronavirus pandemic and its effects on education. Because the situation is changing daily, this information should not be considered all-inclusive; rather, it is a snapshot of what we know at the time of this posting. As more information becomes available, Education Commission of the States will add to this page with relevant education policy information. If you are a state policymaker wanting to be connected to another state, please reach out to your [State Relations liaison](#).

Education Commission of the States tracks education legislation across all 50 states and the District of Columbia. Because of the influx of legislation addressing the COVID-19 pandemic impacts on education, Education Commission of the States now tracks the topic in both its [2020 State Education Policy Watch List](#) and [State Education Policy Tracking tool](#).

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### Federal Guidance

- Information on the federal government’s response to and resources regarding the coronavirus can be accessed at [coronavirus.gov](https://www.coronavirus.gov), and a special landing page for schools and child care centers can be found [here](#).
- The Coronavirus Aid, Relief, and Economic Security (CARES) Act, which was signed into law March 27, had many provisions relevant to education and education policy. The full text of the act can be found [here](#), and [New America](#) has published a summary of its education provisions [here](#). On April 9, U.S. Secretary of Education Betsy DeVos published a [letter](#) to college and university presidents describing CARES Act funding for higher education; on that same day the department of education published [this list](#) of allocation amounts for each higher education institution. On April 14, DeVos [announced](#) that the nearly \$3 billion Governor’s Emergency Education Relief Fund, which was authorized by the CARES Act, would be quickly made available to governors. The list of allocation amounts to each state, the District of Columbia and Puerto Rico can be found [here](#).
- The U.S. Department of Education has a landing page with coronavirus-related information at [ed.gov/coronavirus](https://ed.gov/coronavirus). To highlight a few resources, see [here](#) and [here](#) for guidance on providing services to children with disabilities during the outbreak; see [here](#) and [here](#) for guidance on assessments, accountability and ESSA; and see [here](#) for an FAQ regarding the temporary suspension of federal student loan interest and payments.
- A [press release](#) from April 6 provides an overview of “new funding flexibilities to support continued learning,” as authorized by U.S. Secretary of Education Betsy DeVos.
- The U.S. Department of Agriculture released a statement addressing “flexibilities to make it easier for children [and others] to get food during the COVID-19 national emergency and remove administrative roadblocks for the dedicated local staff who serve them,” available [here](#).
  - On April 3, the USDA announced it was opening an application window for a Distance Learning and Telemedicine grant program; that press release is available [here](#).

### Governors’ Executive Actions and State Guidance

- The National Governors Association provides a [resource page](#) covering governors’ actions across the states in response to COVID-19. This page includes a section on schools/childcare and universities.
- Below are examples of guidance from states on matters related to education:
  - **Alabama:** The state closed all public schools, starting March 18; on March 26, the governor directed all public schools to use alternative methods of instruction for the remainder of the school year. The Alabama State Department of Education has many resources regarding coronavirus available on a landing page [here](#), including an [LEA Guide](#) and a [Parent Guide](#). Both guides include information regarding expectations for schools, student attendance, online learning and testing.
  - **Arizona:** All Arizona schools are closed through the end of the 2019-2020 school year. The Arizona Department of Education’s Office of Communications has posted [Guidance to Schools on COVID-19](#). Resources on that page include an [interactive map](#) showing where students can receive free meals

and a [Virtual Resource Hub](#) for teachers and families “to assist them as they plan for non-traditional instruction.” The state also provided a [Frequently Asked Questions](#) document that addresses which schools are impacted by the closure, online learning, graduation, statewide assessments and student meals.

- **Illinois:** All Illinois K-12 in-person instruction has been suspended through April 30. The Illinois State Board of Education released [Mandatory Statewide School Closure Guidance](#) for Illinois schools and school districts, last updated on April 1. The document includes answers to questions regarding assessments and accountability; calendar and instruction/continuity of education; educator preparation and licensure; nutrition, meals, and food service; the scope of school closures; special education; and staffing. See [here](#) for extensive ISBE updates and guidance.
- **Kansas:** The Kansas commissioner of education convened a [Continuous Learning Task Force](#) to develop plans for moving education online, assisting students who do not have access to online tools and providing for students with Individual Education Plans. The Continuous Learning Task Force Guidance can be found [here](#).
- **Michigan:** With the state’s in-person K-12 instruction suspended for the [remainder of the school year](#), the Michigan Department of Education has released a [series of memos](#) addressing potential concerns. The memos include information about [feeding children during school closures](#), [an update on student assessments](#) and [compliance requirements](#) of the Individuals with Disabilities Education Act during a public health emergency.
- **Mississippi:** Mississippi Public Schools are closed for in-person instruction for the [remainder of the school year](#). The Mississippi State Board of Education made policy changes that are described succinctly [here](#), and also hosted webinars on the changes which are available [here](#). Policy areas modified include graduation for the class of 2020, high school end-of-course assessments and educator preparation programs. Additional guidance and information are available [here](#).
- **North Dakota:** All public and private schools in the state are closed indefinitely. The North Dakota Department of Public Instruction has posted [School Guidance](#) that contains expectations and general guidance for schools, including, among other things, information on student well-being, how the closures impact special education, online learning, state aid to schools, teacher evaluations and professional development requirements, makeup days for school closures, student attendance, assessment and accountability, and school meals.
- **Washington:** All public and private schools are closed [for the remainder](#) of the school year. The Washington Office of Superintendent of Public Instruction released a [Guidance for Long-Term School Closures](#) on March 13. The released bulletin addresses allowable building activities, rulemaking, state and federal funding, assessments, federal accountability, special education, considerations for paid school staff, and meals and nutrition. It also includes contact information for any further questions individuals may have. Washington also compiled online resources for continuous learning that align with state learning standards [here](#), and published a Continuous Learning 2020 resource [here](#). Additional information can be found [here](#).
- **Wisconsin:** All public and private schools in the state are closed from March 18 to April 23 following an executive order [closure extension](#). The governor has released a [Frequently Asked Questions](#) document addressing questions about instructional hours, student meals, supports available for students with IEPs, testing requirements, athletics, graduation, parent conversations with their

students, pay for hourly staff, and whether school staff are prohibited from reporting to work. Additional information can be found [here](#).

## **Education Topic Areas**

### **Assessments and Accountability**

The U.S. Department of Education provided a [fact sheet](#) on March 12 regarding the impact of COVID-19 on assessments and accountability. The department and President Donald Trump [announced](#) March 20 that schools can apply to [waive assessments](#) for the rest of the 2020 school year. Waivers have been approved for all 50 states and the District of Columbia. The approval letters can be found [here](#). Below are examples of state action relevant to assessments and accountability:

- **Massachusetts:** On April 10, Gov. Charlie Baker signed [H. 4616](#) which, among other things, charges the commissioner of elementary and secondary education to modify or waive “the requirement for a comprehensive diagnostic assessment of individual students ... in order to address disruptions caused by the [COVID-19] outbreak.”
- **Mississippi:** The [Mississippi State Board of Education](#) ruled that students in grades 7-12 who are currently enrolled in Algebra I, Biology, English II, and/or U.S. History are not required to “take and/or pass the corresponding end-of-course subject area test(s) or meet one of the options in lieu of passing the test(s) to meet graduation requirements.”
- **New York:** On April 7, the New York State Education Department [announced](#) the cancellation of the June 2020 administration of the New York State Regents Examinations. The memorandum also included information on the adjustments that would be made “to the examination requirements that students must ordinarily meet in order to earn diplomas, credentials, and endorsements so that the cancellation of these exams will not adversely impact students.”

### **Early Learning**

Resources and state guidance relevant to early learning responses to COVID-19:

- [Resources for Early Childhood Policymakers on Preventing and Preparing for Novel Coronavirus \(COVID-19\)](#), National Institute for Early Education Research
- [Latest COVID-19 Resources by State](#), Alliance for Early Success
- [Interim Guidance for Administrators of US K-12 Schools and Childcare Programs](#), Centers for Disease Control and Prevention
- [Policies, Practices, and Resources for Child Care and Early Education Providers Amid the Coronavirus Crisis](#), Urban Institute
- [Coping with COVID-19](#), National Association for the Education of Young Children

Below we list some examples of relevant policy changes and guidance:

- **Georgia:** On March 15, the commissioner of the Georgia Department of Early Care and Learning published [this guidance](#) to child care and Georgia pre-K providers, detailing, among other things, that “Georgia Pre-K payments will not be impacted, and Pre-K lead and assistant teachers will still be paid” and that child care and parent services scholarship payments would be continued regardless of program attendance.

- **Illinois:** Gov. J.B. Pritzker established a [COVID-19: Illinois' Early Childhood Care and Education Response](#) guidance document on March 30. This document established that early education programs funded through the state board's Preschool for All and Prevention Initiative programs will not have their funding affected by a decision to close. Additionally, Pritzker established, through an executive order, that Preschool for All and Prevention Initiative funding was to be used to meet child care and related needs of the children of essential workers who were not already enrolled.
- **Vermont:** The Vermont Agency of Education and Department for Children and Families released [Guidance on Universal PreK and Early Childhood Special Education During a Novel Coronavirus Outbreak](#), most recently updated on March 23.

### *Finance*

The federal government, states, state education agencies, local education agencies, schools, postsecondary institutions and others are grappling with how the coronavirus pandemic is affecting finances and education funds. Below we list resources and examples of responses to these financial questions.

- FutureEd published a resource on April 6 titled "[What Congressional Covid Funding Means for K-12 Schools](#)," which lists 12 allowable uses of the \$13.2 billion dedicated to K-12 relief in the CARES Act. The resource also covers funding implications for students with disabilities, child nutrition and student-based health care, and includes state-by-state education stabilization fund amounts as reported by [the Center on Budget and Policy Priorities](#).
- This [Education Week article](#) features analysis from Michael Griffith on the economic impact that CARES Act funds will have on states' school funding.
- The American Council on Education created a searchable database simulating and forecasting the distribution of CARES Act funds to higher education institutions, available [here](#).
- Brookings has an article from April 9 titled "[How the coronavirus shutdown will affect school district revenues](#)," which includes information on how each state relies on state funds for education, projects how 2020-2021 budgets may be more directly impacted by coronavirus cuts than 2019-2020 and warns about the potentially inequitable impacts of a recession.
- **Montana:** Montana is expecting to receive \$41.3 million of CARES Act funds. The Montana Office of Public Instruction has published [guidance](#) for the allocation of these funds, including preliminary estimations of how these funds will be allocated to individual schools throughout the state.
- **North Carolina:** On March 24, the North Carolina superintendent of public instruction released [this memorandum](#), announcing a new \$50 million "flexible allotment for all public school units to address COVID-19 related expenses" and newly granted flexibilities for districts to use existing allocations to meet student needs.
- **Virginia:** On April 7, the Virginia superintendent of public instruction announced that the U.S. Department of Education had approved the state's application for additional flexibility in using federal education funds, as detailed in [this press release](#).

### *Instructional Time and Grade Promotion*

This [50-state resource on instructional time](#) offers information that includes minimum day, hour or minute requirements. Although it does not specifically capture information regarding exceptions or waivers to these

requirements because of emergencies (such as for an epidemic), many states make mention of such emergency provisions in similar or adjacent sections of code to those cited on [this page](#).

Several states have introduced legislation, published guidance or enacted new policies regarding graduation requirements for high school students in light of coronavirus disruptions. ExceledEd maintains [a database](#) that includes, among other things, information on graduation requirements across all 50 states and the District of Columbia. The National Association of State Boards of Education published an overview of state board adjustments to graduation policies, available [here](#). Education Week is tracking changes to state graduation criteria for the class of 2020, as well as other graduation requirement flexibilities, in its weekly updated resource [here](#). Below, we detail recent policy changes in several states:

- Graduation Requirements
  - In **Colorado**, graduation requirements are currently determined by the district, which offers flexibility in the ability to adjust graduation requirements. The state department of education has [published guidance](#) to districts that suggests:
    - Giving credit for internships, work, and other extra-curricular responsibilities.
    - Waiving work-based hour requirements.
    - Alternative learning experiences, such as capstone projects.
    - Using [2021 graduation requirements menu of options](#).
  - **Mississippi**: The state board has implemented the following changes:
    - Current seniors who meet all district and state requirements may graduate this school year.
    - The requirement that students take end-of-course assessments in Algebra I, English II, Biology and U.S. History has been suspended for seniors, as these cannot be administered in spring 2020.
  - The **North Carolina** State Board of Education [announced](#) that seniors will receive a pass/fail designation (rather than a letter grade) for their spring courses based on their course performance as of March 13, the last day students were in school.
    - Board guidance also adjusts graduation requirements that currently state that no district can require students to earn more than 22 credit hours, the state’s designated minimum. According to the press release, many school and district requirements exceed the state minimum. Details of the guidance plan can be [found here](#).
  - **Ohio H.B. 585** (pending) directly outlines emergency graduation requirements in response to COVID-19.
    - The bill states: “A school district or school shall grant a diploma to or advance to the next higher grade any student who, on March 17, 2020, has completed all of the requirements to graduate as prescribed... or to advance to the next higher grade as determined by the district or school. If, by that date, the student has not completed all the requirements required to graduate or advance, the district board or school shall determine if that student may receive a diploma or advance to the next higher grade.”
  - Section 10 of **Washington H.B. 2965** (enacted) authorizes the state board of education to administer an emergency waiver program to ensure that students on track to graduate before February 20, 2020 are not negatively affected. On April 8, the state board approved emergency rules “that allow school

districts to apply for greater flexibility in awarding a diploma to high school seniors impacted by closures”. More information on the board rulings can be found [here](#).

- Grade Promotion
  - **Arizona:** A [recently enacted bill](#) in Arizona waived third graders from requirements to [“demonstrate sufficient reading skills as established by the state board”](#) in order to be promoted from the third grade for the 2019-20 school year.
  - **Mississippi:** The Mississippi State Board of Education made [policy changes](#) so that “current 3rd graders will be promoted to 4th grade for the 2020-21 school year if the student meets all other district requirements for promotion.”
  - **Virginia:** The Virginia Department of Education published [Guidance on Graduation Requirements, Awarding of Credits, and Continuity of Learning](#), updated April 1. Among other guidance, this includes the following provision for students in pre-K through 8th grade: “The school division’s plan to address missing content should not prevent student promotion to the next grade level or next sequential course. School divisions have the authority to promote or retain students based on a complete review of all student performance prior to the school closure, according to local policy.”

### ***Nutrition and Homelessness***

Although many states are shutting down schools as a method to prevent spread of the coronavirus, school closures can also bring about unintended consequences for students who rely on other services provided in schools, such as free or reduced-price lunches.

- On March 20, the [Food and Nutrition Service](#), within the U.S. Department of Agriculture, issued national waivers to the [meal time requirements](#), [non-congregate meal requirements](#) and the [activity requirement in after-school programs](#).
- [SchoolHouse Connection](#) provided on March 13 a [resource](#) with strategies for schools, early learning programs and higher education institutions that addresses COVID-19 and homelessness. An FAQ on COVID-19 and Homelessness, last updated April 14, is available [here](#).

Below are some examples of education policy responses to COVID-19 related to nutrition and homelessness:

- **California:** The California Department of Education has published guidance on [School and Child and Adult Day Care Meals](#), last updated April 9. The department has also created an interactive [CA Meals for Kids mobile app](#), which offers maps, directions, service times and more information to help students and families find meals during COVID-19 related emergency school closures.
- **Maine:** Maine [S.P. 789](#) (enacted) authorizes the governor, in consultation with the commissioner of education, to implement a plan to “continue to provide nutrition services to students when schools are closed in response to the threat posted by COVID-19,” for elementary and secondary schools.
- **New Jersey:** New Jersey [A. 3840](#) (enacted) directs school districts to “implement a program during the period of the school closure to provide school meals to all students enrolled in the district who are eligible for the free and reduced-price school lunch and school breakfast programs.” The bill also specifies the identification

of delivery sites and the use of school buses to deliver up to 3 school days' worth of food per delivery to students who are not within walking distance of those delivery sites.

### ***Postsecondary***

Resources relevant to postsecondary education responses to COVID-19:

- Crowdsourced, updating [list of higher education school closures and/or transitions to online-only classes](#). Last updated March 27.
- [COVID-19 Resources](#), EDUCAUSE
- [Higher Education Responses to Coronavirus \(COVID-19\)](#), National Conference of State Legislatures
- [Survey results: How enrollment leaders are responding to COVID-19](#), EAB
- [The Coronavirus and Test-Optional Admissions](#), Inside Higher Ed
- [Tracking How the Coronavirus is Impacting Colleges](#) (continually updated), Education Dive

Below are examples of postsecondary education policy responses to COVID-19:

- **California:** The [University of California](#) and the [California State University](#) systems provide examples of higher education institutions relaxing [admissions](#) procedures (suspending or considering changes to standardized test requirements, accepting pass/fail grades rather than A-F for spring 2020). A joint statement from the California State Board of Education, the California Department of Education, California State University, the University of California, California Community Colleges and the Association of Independent California College and Universities addressing “university admissions and placement challenges presented by the suspension of in-person instruction” can be found [here](#).
- **Colorado:** The Colorado Department of Education has published guidance FAQs on both [concurrent enrollment](#) and [higher education admissions](#).
- **Georgia:** This Georgia Department of Education guidance from March 31, titled “[State Board of Education Waivers for Local Education Agencies](#),” includes information on college admissions and scholarship eligibility. The [University System of Georgia](#) will not require students applying for admission in fall 2020 to submit an ACT or SAT score, though students who have scores are still free to submit them for consideration. The [Technical College System of Georgia](#) is suspending placement exam requirements, as well as high school transcript or equivalency transcripts for admission in summer and fall 2020 classes.
- **West Virginia:** The West Virginia Higher Education Policy Commission and Council for Community and Technical College Education voted to improve flexibilities for students, as summarized [here](#). Among other things, the commission approved suspending GPA requirements to renew certain scholarships and grants. Similarly, the council suspended the community service and GPA requirements to maintain the West Virginia Invests Grant.

### ***Remote/Virtual/E-Learning***

Switching to virtual education may be one method to reduce the spread of coronavirus, but this move also can cause challenges for students who are not able to access internet-based education. [Florida](#) provides an example of virtual education used in response to COVID-19; the Florida Virtual School has also [formed a partnership](#) with the Alaska Department of Education and Early Development to offer the [Alaska Statewide Virtual School](#), which is intended for use by students in Alaska to [supplement](#) remote learning opportunities provided by their local schools.



In recognition of increased reliance on internet access for many students participating in online learning, [some internet service providers](#) have altered their policies, raised internet connection speeds and eliminated data caps. Digital Learning has a resource from December 2019 called “eLearning Days: A Scan of Policy and Guidance,” available [here](#). Below, we include some relevant Education Commission of the States resources regarding remote, virtual and/or distance learning.

- While Education Commission of the States has not completed a 50-state scan on this issue, this [Virtual School Policy Snapshot](#) provides an overview of state legislative activity from 2017 to 2019 and may be useful. The snapshot provides information in three primary areas: attendance and engagement, authorizing and governance, and funding.
- This [50-state scan on charter school policies](#) provides information on virtual charter schools.

Many schools, local education agencies, states and others are seeking solutions to access issues for students who do not have internet access or devices capable of internet access. Below are some examples:

- According to America’s Public Television Stations, public media education partnerships have been made with school districts, governments and education agencies in at least 20 states. More information on those partnerships can be found [here](#).
- **California:** On April 1, Gov. Gavin Newsom [announced](#) a partnership with Google to [provide Chromebooks and mobile hotspots](#) to students in rural areas to facilitate distance learning. Google pledged to donate Chromebooks and “will fund the use of 100,000 donated mobile hotspots to provide free and unlimited high-speed Internet connectivity for the remainder of the school year.” These will be distributed by the California Department of Education, and rural communities will be prioritized in their distribution.
- **The New York City Department of Education** is [lending 300,000 internet-enabled iPads to students](#). The iPads are being distributed to students gradually with priority for students living in shelters, temporary housing and foster care, and to students who are multilingual learners and/or students with disabilities.
- **South Carolina:** The South Carolina Department of Education maintains a [website](#) that provides information and links to internet service providers offering free or discounted internet services for students impacted by school closures. The department also houses a [map](#) that shows where Wi-Fi hot spots can be found throughout the state, including those offered by phone companies, around school buildings and on school [buses that are equipped with Wi-Fi hotspots](#) and that have been distributed in low-income neighborhoods across the state.
- **Texas:** The [Austin Independent School District](#) has developed a program to “get computers and internet access to as many students, homes, and neighborhoods as possible while campuses are closed.” This program has involved the delivery of Chromebooks and Wi-Fi hotspots to students in grades 3-7 who need these devices, as well as the [retrofitting of 110 school buses](#) with Wi-Fi capabilities in order to broadcast hot spots up to 200 feet to increase internet access for students. A map of these mobile Wi-Fi bus locations can be found [here](#).

### ***Special Education***

As noted in the federal guidance section, the U.S. Department of Education produced a [fact sheet](#) for students with disabilities. Below are examples of state-level guidance for special education.

- **California:** The California Department of Education published [special education guidance](#) on March 20, which includes a FAQ section for schools and local education agencies. This guidance was updated on April 9.
- **Illinois:** The state board of education put forward special education guidance for Illinois schools and local education agencies, last updated March 18.
- **Massachusetts:** The Massachusetts Department of Elementary and Secondary Education released an [FAQ](#) for schools and districts regarding special education, which was most recently updated on March 26 in light of the March 21 federal guidance update. This document provides guidance on such topics as district obligations to provide education to students with disabilities, state and federal timelines, and recommended educational resources for students with disabilities. The department also has a COVID-19 Information and Resources for Special Educators [landing page](#), which includes slides from recent special education directors meetings.
- **Virginia:** The department of education released a [memorandum](#) March 23, and most recently updated on March 30, on providing equitable access and support for a variety of student learning needs in preschool, elementary and secondary schools.
- **Washington:** The Washington Office of Superintendent of Public Instruction has several resources available on a special education guidance [landing page](#), including an [FAQ](#), [a Supporting Inclusionary Practices during School Facility Closure](#) guidance document, an [Online \(and Offline\) Resources to Support Continuous Learning for Students with Disabilities](#) resource list and a list of [Professional Development Opportunities for Supporting Students with Disabilities](#).

### ***Summer School/Fall 2020 /Future Semesters***

Many schools, states, local education agencies and others are beginning to turn their attention toward what school will look like for students beyond the spring 2020 semester. At least one [study](#) has projected that school closures will have a negative impact on student academic achievement. FutureEd has an [article](#) questioning how and if summer schools could be used to keep students learning in light of spring school closures.

Below are some examples of education leaders who are considering what education will look like in the summer, fall, and future semesters.

- **California:** In a [news conference](#) on April 14, Gov. Gavin Newsom outlined a [roadmap](#) to eventually move the state away from stay-at-home orders and less restrictive prevention measures. Newsom announced that he was beginning to have conversations with the state superintendent and others about what socially distanced schools could look like in the fall, including considerations of staggered school times for students to reduce physical contact.
- **Los Angeles Unified School District** has [announced](#) it is ending in-person classes for the rest of the school year, and “to help students make up for lost learning, the district plans to offer virtual summer school in ‘four-week blocks of study for students at all levels’ that will focus on literacy, math and critical thinking.”

## *Teachers*

As the situation evolves, issues continue to emerge around teacher certification and teacher pay. The [American Association of Colleges for Teacher Education](#) released [Educator Preparation Community Coronavirus \(COVID-19\) Response](#), which includes information from the national office, member voices and AACTE advocacy. Its [Coronavirus, States and Educator Preparation Programs](#) resource from March 20 offers examples from four states addressing education preparation program concerns. The [Southern Regional Education Board](#) also identified policy areas in which states may act to “ensure that current policies do not prevent student-teachers from graduating and becoming licensed to teach in the upcoming school year.”

On March 11, Brookings provided [information](#) on using federal stimulus to help during the pandemic, including teacher pay. Education Week has an [article](#) that discusses “this year’s statewide initiatives to increase salaries,” with an interactive map showing the status of some statewide teacher pay proposals. The National Council on Teacher Quality published an [article](#) assessing how district policies on emergency school closures in 41 large districts across the country address and adapt teacher policies during emergency closures.

Below are examples from states on teacher topics:

- **Kansas:** The Kansas State Department of Education has issued guidance on [Licensure Policies during COVID-19 Pandemic](#) that includes information on emergency substitute licenses, one-year nonrenewable licenses, testing and renewal processes.
- **Kentucky:** The Kentucky Education Professional Standards Board’s Division of Educator Preparation, Assessment, and Internship published a [Student Teaching and Clinical Experience FAQ](#).
- **Mississippi:** Candidates seeking admission to state board-approved educator preparation programs through the end of 2021 are exempt from the program entry testing criterion. Spring 2020 educator licensure candidates are exempt from the 12-week full-day student teaching requirement to become licensed.
- **Washington:** On March 19, the Legislature passed [legislation](#) pertaining to emergency teacher certificates, as well as provided a document with [related frequently asked questions](#).
- Guidance for teacher preparation programs has also been published in [California](#), [Iowa](#), [Kentucky](#), and [South Carolina](#).
- This Education Commission of the States [resource](#) discusses how some states have turned to alternative teacher certification to mitigate teacher shortages. Although this report is from 2016, some states may consider alternative teacher certifications in light of the coronavirus’ impact on educator preparation programs.
  - Similarly, this Education Commission of the States information request [response](#) from 2019 provides examples of state legislation that allows greater flexibility in teacher licensing.

Some states are making adjustments to their teacher evaluation requirements.

- **Colorado:** In an [executive order](#), Gov. Jared Polis suspended the requirements “regarding the frequency and duration of employment performance evaluations” with the goal that this would “enable schools and districts to focus on providing alternative learning opportunities for students.”

- **Louisiana:** Gov. John Bel Edwards issued an [executive proclamation](#) that, among other things, suspends provisions that make teacher evaluations a necessity in order to advance or renew teaching credentials. The department of education offers additional guidance on evaluation questions in this [FAQ, last updated April 14](#).
- **New Jersey:** Gov. Phil Murphy issued an [executive order](#) that, among other things, waives the use of student growth data and requirements for observations in educator evaluations.
- [Ohio](#), [Texas](#) and [Virginia](#) issued some guidance to localities on teacher evaluations to provide flexibility at the district level, but have not issued any statewide waivers.

### *Workforce*

Responses to the coronavirus pandemic are also impacting workforce development, particularly those efforts related to education. Below we have compiled some resources regarding these impacts:

- [Perkins V State Plans and COVID-19 – Frequently Asked Questions](#), U.S. Department of Education, Office of Career, Technical, and Adult Education
- [Handling clinicals, apprenticeships and more](#), American Association of Community Colleges
- [We Must Sustain Apprenticeship in a Post-Pandemic Downturn](#), Jobs For the Future

### **Additional Resources**

- [Center on Reinventing Public Education](#)
- [Child Trends](#)
- [¡Colorín Colorado!](#)
- [Council of Chief State School Officers](#)
- [Council of State Governments](#)
- [EAB](#)
- [Education Week](#)
- [Hunt Institute](#)
- [NASPA, Student Affairs Administrators in Higher Education](#)
- [National Association of State Budget Officers](#)
- [National Conference of State Legislatures](#)
- [National Governors Association](#)
- [National Institute for Early Education Research](#)
- [State Higher Education Executives Officers Association](#)