



## SEF Statement on the Distribution of CARES Act Funding to States

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In the education community, state budget shortfalls and future disinvestment jeopardize a school district's ability to pay teacher salaries, hire reading coaches, provide mental health services, or institute opportunities for expanded learning time. Due to the passage of the [Coronavirus Aid, Relief, and Economic Security \(CARES\) Act](#) on March 27, states are slated to receive just over \$30 billion in emergency relief funding for education. Out of that amount, southern states will receive an estimated total of over [\\$11 billion](#) for elementary, secondary, and higher education. While the emergency funds are necessary, they are insufficient for the work that lies ahead, with each K-12 pupil receiving an average of only [\\$270](#) extra. As such, to adequately support education systems during this crisis, SEF believes equity must be the chief consideration as funds are received and allocated.

In the South, [more students of color](#) attend public schools than do White students, and a [higher percentage](#) of students in nearly every southern state qualifies for free or reduced-price lunch. Research shows that students in high poverty schools need [additional resources](#) to meet similar grade-level academic outcomes. Despite this fact, southern states spend, on average, \$1,200 less per-pupil than the national average. With expected [declining tax revenues](#) following the COVID-19 crisis, states will have less overall dollars to target resources to low-income districts, [widening](#) opportunity and achievement gaps for students. While COVID-19 is impacting all of our students, those who are low-income or need extra supports are [suffering the most](#).

With one-time funding from the CARES Act, states can address *some* resource inequity and provide critical services to historically underserved students by:

- (1) developing an equity plan to ensure students of color and low-income students substantially benefit from all three education relief funds in the CARES Act;
- (2) encouraging states to maintain their current school funding levels, which serves as an important foundation even as the federal government provides more support, and;
- (3) investing in [distance learning](#) infrastructure, as well as wraparound services, to comprehensively meet the educational and broader needs of low-income students during national emergencies.

While the looming challenges may seem daunting, SEF is confident that through the right investments and prioritization of equity, states will emerge from this crisis better prepared to offer each student a world-class education.

In Community,  
Raymond C. Pierce and the SEF Team

**Projected allocations to southern states under the CARES Act**

<b>State</b>	<b>Governor's Emergency Education Relief Fund</b>	<b>Emergency Relief Fund for K-12 Schools</b>	<b>Higher Education Emergency Relief Fund</b>	<b>Total Emergency Education Relief Funding</b>
Alabama	\$48.9M	\$216.9M	\$218.5M	\$484.4M
Arkansas	\$30.7M	\$128.8M	\$118.4M	\$277.9M
Delaware	\$7.9M	\$43.5M	\$33.3M	\$84.7M
Florida	\$173.7M	\$770.2M	\$760.8M	\$1.7B
Georgia	\$105.4M	\$457.2M	\$403.2M	\$965.8M
Kentucky	\$43.8M	\$193.2M	\$153.8M	\$390.8M
Louisiana	\$50.3M	\$287M	\$187M	\$524.3M
Maryland	\$45.7M	\$207.8M	\$182.5M	\$436M
Mississippi	\$34.7M	\$169.9M	\$144.5M	\$349M
Missouri	\$54.6M	\$208.4M	\$216M	\$479.1M
North Carolina	\$95M	\$396.3M	\$365.2M	\$856.5M
Oklahoma	\$39.9M	\$161M	\$150.7M	\$351.5M
South Carolina	\$48.2M	\$216.3M	\$168.7M	\$433.2M
Tennessee	\$63.6M	\$259.9M	\$242.8M	\$566.3M
Texas	\$306.9M	\$1.3B	\$1.0B	\$2.6B
Virginia	\$66.3M	\$238.6M	\$294.1M	\$599M
West Virginia	\$16.4M	\$86.6M	\$66.8M	\$169.8M
<b>Total</b>	<b>\$1.2B</b>	<b>\$5.3B</b>	<b>\$4.7B</b>	<b>\$11.3B</b>
<b>Average</b>	<b>\$70.6M</b>	<b>\$314.2M</b>	<b>\$276.8M</b>	<b>\$662.8M</b>

\*Estimates from the Congressional Research Service