

**GOVERNOR'S EMERGENCY EDUCATION RELIEF FUND**  
**PART C: USES OF GOVERNOR'S EMERGENCY EDUCATION FUNDS**

Section 18002 of Division B of the CARES Act provides in relevant part that grants awarded under the Governor's Emergency Education Relief Fund be used to support the ability of local educational agencies (LEAs) and institutions of higher education (IHEs) to continue to provide educational services to their students. The Department is interested in learning how and to what extent each State intends to use the award, or a portion of the award, to establish, develop, improve, or expand the availability, accessibility, capacity, and use of remote learning techniques and technologies which includes both distance education as defined in section 103(7) of the HEA and distance learning as defined in ESEA section 8101(14). The Department requests the following information:

1. Does the State intend to use any of the awarded funds to support remote learning for all students?
  - a. Please describe whether the State considered conducting an assessment of the barriers to implementing effective remote learning for all students, or utilizing an existing assessment, to help target resources toward greatest needs.
  - b. With respect to LEAs, please describe how the State intends to use the funds to help students and teachers adopt or improve remote learning that serves all students, including students with disabilities, students from low-income families, charter school students, and non-public school students.
  - c. With respect to IHEs, please describe how the State intends to focus expenditures to ensure that all institutions – public and private – have the needed supports to continue executing their missions and educating their students.

Delaware will use a portion of our awarded funds to support remote learning for our students. Since March 13 when schools first closed, the Governor's Office, state education agency (SEA), and local education agencies (LEAs) have been working in collaboration to support the needs of students across the state. Our SEA has also partnered with our Department of Technology and Information (DTI) to focus on accelerating bandwidth, strengthening connectivity, and improving affordability by leveraging funds available through the Elementary and Secondary School Emergency Relief Fund. To identify each LEA's barriers and needs, our SEA leadership team is in contact with each LEA once a week to assess its needs and help to meet them. The SEA will continue to work with LEAs to survey respective communities and use results to inform steps moving forward. Whether it is devices, connectivity, nutrition, or interpretation services, the small size of our state has allowed us to work together to meet student needs. Each state agency is coordinating its federal fund expenditure plans to ensure that there are no duplications of effort and that funds are being utilized in the most efficient manner.

A portion of the funds will also be used to help LEAs purchase or replace devices if they do not have sufficient resources to do so themselves. Through a combination of new and re-purposed devices, whether given or lent to students, we believe we can ensure every child has access to a device. Further

funds will go towards additional training for both educators and caregivers to support their children in remote learning. This was something that we heard when we engaged families, LEAs, and stakeholders as a need.

Delaware intends to use funds to ensure we are meeting the needs of all students, focusing on low-income students, students with disabilities, and English learners. Our goal is to connect more children to remote learning, but also prepare for the return to school. We plan to use funds to help LEAs establish compensatory services, additional tutoring, after-school programming, summer learning, and perhaps weekend academies so students can catch up on lost learning time.

It is our intention to focus the funding on the K-12 systems.

2. Does the State intend to use any of the awarded funds to support technological capacity and access – including hardware and software, connectivity, and instructional expertise – to support remote learning for all students? If so, please describe how the State will achieve its goals for both LEAs and IHEs.

a. Please describe the strategies used to serve disadvantaged populations listed in Sec. 18003(d)(4) of the CARES Act.

We plan to use a portion of the funds to help LEAs purchase devices if they do not have sufficient resources to do so themselves. Additionally, we will provide support to educators through professional learning on how to effectively deliver remote instruction using these devices. Educators, advocates and school leaders noted this is a significant need. We plan to invest in connectivity and devices to ensure we connect all students to remote learning opportunities.

Additionally, funds will be used to help continue the supports and programs we had planned prior to the pandemic. Among those needed programs are:

- Additional funds for prison education operations;
- Additional funds for unified sports;
- Additional funds for content filtering, which is necessary to ensure continued compliance with the Child Internet Protection Act;
- Additional funds for the dual-generation family literacy program in the City of Wilmington to support learning outside of the traditional classroom for our state's highest need students; and
- Expanding the advanced career pathways for patient care and construction, two fields where we will need a strong supply of career-ready students in the coming years.

Ensuring all students receive the supports they need is of paramount importance. Our SEA speaks with each LEA once a week to make sure its members are helping them address the needs of all students, particularly those who are most vulnerable. We plan to invest in substantial supports for disadvantaged

populations, including students with special needs, low-income students, and English learners. Among those services will be:

- Grants to LEAs for extra tutoring, after-school programs, compensatory services, summer learning, weekend academies, and other extended learning opportunities.
- Extra time supports for low-income students, English learners, and students with special needs who may require additional supports once back in the building to make up for lost learning time.
- Mental health and reading support to elementary schools with larger percentages of low-income or EL students as an expansion of the state's current Opportunity Fund.
- Mental health grants to LEAs which do not meet the current Opportunity Fund criteria to help children and educators deal with the trauma of the pandemic.

3. Does the State intend to use any of the awarded funds to support remote learning by developing new informational and academic resources and expanding awareness of, and access to, best practices and innovations in remote learning and support for students, families, and educators? If so, please identify, generally, the resources, best practices, and innovations that the State intends to develop and expand.

As we engaged stakeholders, we heard that both educators and families need additional training and support around remote learning. To that extent, we plan to invest in professional learning for educators around remote learning. Without knowing what the future holds, additional training for our educators around remote learning will be key to whatever the fall and beyond looks like.

Additionally, we recognize the critical importance of families in their children's education, perhaps now more than ever before as they have become their children's teacher during the pandemic. Families are requesting supports around remote learning to help their children succeed, and therefore we plan to either invest in current proven practices or create new and innovative ones. Some of these funds may also be used to support families for whom English is not their first language.

Furthermore, we plan to offer a training program for school principals. Funds will be used towards the first year of this program. Effective school leadership is critical to our efforts to educate children during and after the pandemic. Training these leaders in best practices, leadership skills, and innovative practices while helping them develop networks with other leaders will help us in the wake of this COVID-19 crisis.

Finally, we have set aside a small contingency fund to ensure we have the resources to respond to unforeseen challenges that arise over the coming months as we develop a plan to reopen schools in the fall. Given that the state of the pandemic in Delaware changes daily, this fund will allow us to meet all of the needs outlined in this application as well as additional issues that arise.