

**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.

a. Yes, the State intends to deploy Governor’s Emergency Education Relief Funds (“GEER”) in support of three priority areas: remote instruction and support, special education students and, direct relief to low-income families whose educational opportunities have been disrupted, particularly as a result of escalating unemployment.

Remote Instruction and Support: In order to identify barriers to remote instruction and support, we have conducted three separate surveys of district capacity for remote instruction and support as well as student digital accessibility statewide. New Hampshire, relative to many states is in a strong position, but there remain access issues for some rural and low-income households. As we consider these barriers, there are four areas of focus: internet connectivity, hardware, software and training, for both families and educators. There is an opportunity to enhance remote instruction through the deployment of a common learning management platform. Our vision is that this platform would span the K-12 and post-secondary learning environments, reflecting this as a priority for both education systems. In addition, it will leverage existing learning management investments already deployed in the state.

Special Education: As a result of the rapid transition to remote instruction and support, the transition and support of special education students has been difficult. Some school leaders were able to

effectively support student progress toward learning goals outlined in individual education plans while others were less effective. The priority here would be to fund student supports and services in collaboration with school districts to help ensure all students are on track with respect to educational goals.

Low-Income Educational Relief: As a result of the negative economic impact of the COVID-19 pandemic and escalating unemployment, the educational opportunities of many low income families are in jeopardy. Direct relief to families through scholarship organizations would support these in-need families through a transitional year as the economic circumstance rebound.

b. The Department will implement a common learning management system in support of remote instruction. This system will be deployed both at the K-12 (public and private) and post-secondary levels, reflecting the fact that this is a priority need for both systems. It will also leverage existing investments in learning management technology. Through this deployment, there will be the capacity to strengthen the quality of remote instruction across all systems, particularly for students in lower income districts.

Ensuring that students with disabilities are not left behind during this epidemic has been a major priority for the department. We have taken a number of steps to ensure these students are getting the education they are entitled to receive. This includes our “three-tiered safety-net,” designed to make sure no student is left behind.

1. Special education services may be of a nature that they can be provided in a remote instructional environment.
2. Special education services may be able to be provided in person, with limited cohort sizes and other preventative measures that allow in person service delivery in our schools or by one of our valued providers in accordance with CDC and Health and Human Services guidelines.
3. Finally, districts which are simply not able to provide those services may need to revert to compensatory services, knowing that this is a last resort option. In order to help schools provide these services, the Department recently re-purposed more than \$1 million in unused discretionary IDEA funds to provide grants to New Hampshire schools for special education remote instruction and support.

The priority here would be to fund student supports and services in collaboration with school districts to help ensure all students are on track with respect to educational goals.

c. The capacity for effective remote instruction is a priority of both the K-12 and post-secondary systems. The Department will implement a common learning management system in support of remote instruction. This system will be deployed both at the K-12 (public and private) and post-secondary levels. It will also leverage existing investments in learning management technology, primarily in the post-secondary system. Through this deployment, post-secondary systems will have a more robust platform for the delivery of high quality education under varying and sometimes uncertain conditions and will make the systems more resilient to learning disruptions as have been experienced in the current pandemic.

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.

As a result of the negative economic impact of the COVID-19 pandemic and escalating unemployment, the educational opportunities of many low income families, including a disproportionate percentage of minority families and families with students with disabilities, is in jeopardy. The Department intends to provide direct relief to families through scholarship organizations to these in-need families through a transitional year as the economic circumstance rebound. These direct scholarship opportunities will allow those students to have an undisrupted educational trajectory.

By supporting statewide deployment of a common, comprehensive learning management system, the Department is better positioned to ensure that high quality remote instructional opportunities are reaching at-risk student populations, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youths. These efforts are coupled with on-going efforts to boost internet connectivity, hardware and, software and training supports targeted to these students.

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.

New Hampshire has handled the shift to remote learning remarkably well, in part because educators across the state learned from each other along the way. The Department has been curating resources for remote instruction and remote support at [NHlearnsRemotely.com](https://www.nhlearnsremotely.com). An on-line professional learning community was established on the Learning Designed platform to facilitate collaboration and resource sharing among educators. As well, success stories from across the state were shared with families, educators and communities.

By supporting statewide deployment of a common, comprehensive learning management system, the Department is better positioned to ensure that high quality remote instructional opportunities are reaching at-risk student populations, including low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youths. Coupled with these on-going efforts are efforts to boost internet connectivity, hardware, and software supports targeted to these students.