Education Stabilization Fund
Rethink K-12 Education Models Discretionary Grant Program
AWARD FACT SHEET

Program Name: Education Stabilization Fund – Rethink K-12 Education Models Grants (ESF-REM)

CFDA: 84.425B

Number of Awards: 11

Number of Applicants: 39

Total Amount of Awards: $180,662,496

- **Year 1:** $62,327,764
- **Year 2:** $62,906,037
- **Year 3:** $55,428,695

Average Size of Awards: $16,423,863

Range of Awards: $6,883,481 (South Dakota) to $20,000,000 (Tennessee)

Project Period: Up to 36 months (August 3, 2020 to July 31, 2023)

Program Website Address: https://oese.ed.gov/offices/education-stabilization-fund/states-highest-coronavirus-burden/

Awardees

State Education Agency (SEA)	State	Absolute Priority #	Total Requested	Total Recommended
Louisiana Department of Education	LA	1	$17,000,000	$16,999,992
Department of Education State of Tennessee	TN	1	$20,000,000	$20,000,000
RI Department of Elementary and Secondary Education	RI	2	$10,926,183	$10,898,643
Texas Education Agency	TX	2	$20,000,000	$19,978,625
Iowa Department of Education	IA	2	$17,681,016	$17,681,016
Georgia Department of Education	GA	2	$19,998,604	$18,594,304
South Carolina Department of Education	SC	3	$15,049,608	$15,049,608
New York State Education Department	NY	3	$19,986,089	$19,986,089
North Carolina Department of Public Instruction	NC	3	$17,632,125	$17,632,125
South Dakota Department of Education	SD	3	$6,883,481	$6,883,481
Maine Department of Education,	ME	3	$16,958,613	$16,958,613
		TOTAL:	**$182,115,719**	**$180,662,496**

<u>Background</u>

In late March of this year, Congress passed a stimulus bill known as the Coronavirus Aid, Relief, and Economic Security Act or CARES Act. This bill was passed in response to the Coronavirus pandemic to support K-12 and higher education to prepare for and respond to the devastating effects of COVID-19. The bill earmarked $30.7 billion dollars under an Education Stabilization Fund for:

- Elementary and Secondary School Education
- Higher Education and Postsecondary Education
- The Governors Emergency Education Relief Fund
- The Outlying Areas
- Bureau of Indian Affairs
- Two Discretionary grant programs entitled Reimaging Workforce Preparation and Rethink K-12 Education Models (ESF-REM)

The purpose of the ESF-REM program is to provide support to SEAs in States with the highest coronavirus burden to address specific educational needs of students in public and non-public elementary and secondary schools, to include addressing the remote learning needs of students throughout the United States.

<u>Absolute Priorities*</u>

The ESF–REM grant program includes three absolute priorities of which the grantees selected one to address in their proposed project. The ESF-REM absolute priorities are:

- *Absolute Priority 1 – Continued Learning Parent Microgrants*. Applications that propose microgrants to allow a parent to access high-quality remote learning options from a list of education and related services, expenses, and providers, which may include any needed connectivity and devices, that meets the student's educational needs.
  - o **Number of Awards:** 2
  - o **Number of Applicants:** 6
  - o **Total Amount of Awards:** $36,999,992

- *Absolute Priority 2 – Statewide Virtual Learning and Course Access Programs*. Applications that propose projects that encourage the development and/or expansion of a high-quality course-access program or statewide virtual school.
  - o **Number of Awards:** 4
  - o **Number of Applicants:** 14
  - o **Total Amount of Awards:** $67,152,588

- *Absolute Priority 3 – Field-Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes.* Applications that propose projects that demonstrate a rationale and that are designed to create, develop, implement, replicate, or take to scale field-initiated educational models for remote learning. Projects should address specific needs pertaining to accessing high-quality remote learning opportunities.
  - o **Number of Awards:** 5
  - o **Number of Applicants:** 19
  - o **Total Amount of Awards:** $76,509,916

*Please see the ESF-REM Notice Inviting Applications at https://oese.ed.gov/offices/education-stabilization-fund/states-highest-coronavirus-burden/ for the full text of the ESF-REM absolute priorities.

Summary of the Top 2 Ranked Applicants
By Absolute Priority

ABSOLUTE PRIORITY 1: Continued Learning Parent Microgrants

Applicant: *Louisiana Department of Education*
The proposed project will provide funding through microgrants for parents to meet the educational needs of their children in the early grades (Pre-K to 3rd grade). The grantee estimates 75,000 to 87,5000 students annually will access microgrants for remote learning resources and at least 12,000 families will receive devices and hotspots.

Key Grant Activities: Use of microgrants to increase family's access to high-quality remote learning programs, tutoring, devices, and internet connectivity needed for those services.

Applicant: *Department of Education State of Tennessee*
The proposed project will implement the State's Connected Literacy project, which is grounded in Tennessee's Foundational Skills Curriculum. Project will remediate and accelerate literacy development through parent choice by providing vital early grades literacy support for youngest students (grades 1-3) who were most impacted by the COVID-19 school closures.

Key Grant Activities: Use of microgrants to provide families with access to instruction and tutoring grounded in Tennessee's Foundational Skills Curriculum; and provide training on Foundational Skills Curriculum to service providers.

ABSOLUTE PRIORITY 2: Statewide Virtual Learning and Course Access Programs

Applicant: *Rhode Island Department of Elementary and Secondary Education*
The proposed project will build on the State's existing Advanced Course Network that provides courses focused on college and career opportunities to any middle or high school student in the State. The project will expand this work by bringing virtual curricula to elementary students and increase the diversity of courses available to secondary students.

Key Grant Activities: Develop, provide and expand remote course choices resulting in college credit or an industry-recognized credential; add virtual High Quality Instructional Materials for core content in grades K-12 to the Advanced Course Network; establish a Student Counselor Advisor program and Parent and Student Ambassador programs to ensure widely disseminated information on the availability of course-access programs; and enhance the course-access program's technology platform to equitably serve more students.

Applicant: *Texas Education Agency*
The proposed project, Texas Home Learning (THL), will ensure all students meet and exceed grade level progress through the expansion of existing distance learning supports to develop a virtual course

program that will be accessible to all students in the State Key design of the project is support for 1,110,000 English Learners and augment coursework accessibly to nearly 5.5 million students.

Key Grant Activities: Provide implementation support for educators and parents of English learners and provide professional development on progress-monitoring tools for teachers to ensure students access evidence-based instruction.

ABSOLUTE PRIORITY 3: Field-Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes

Applicant: *South Carolina Department of Education*
The proposed project, South Carolina's Return to Learn: Delivery Quality Instruction Virtually Anywhere (SCR2L), will provide all students in the State with a high quality, robust digital education ecosystem to support continued learning through digital learning resources that can be accessed via a myriad of platforms.

Key Grant Activities: Acquisition and development of quality digital content, deployment of datacasting and subsequent training of teachers and staff; the expansion of the SC Remote Learning Web Portal; and the development of online VirtualED courses.

Applicant: *New York State Department of Education*
The proposed project will develop and launch the Teaching in Remote/Hybrid Learning Environments (TRLE) program which focuses on the human capital aspect of rethinking education by building the capacity of teachers and educational leaders to effectively implement remote learning for all students. TRLE will include a rapid infusion of capacity-building resources for teachers and educational leaders to help them advance remote instruction for vulnerable students, particularly students with disabilities, English language learners and economically disadvantaged students. The grantee estimates that the proposed project will provide 190,222 teachers and educational leaders with 450,000 hours of professional support to implement effective practices in remote/hybrid teaching and learning.

Key Grant Activities: Wraparound, embedded support and facilitate educator-driven action research to identify and address critical problems of practice related to remote/hybrid learning; use research to develop a statewide Quality Remote/Hybrid Teaching (QRT) Framework that identifies the core competencies required for effective teaching in remote/hybrid learning environments; and develop and deliver professional learning experiences aligned with the QRT Framework to teachers across the State.