

## GEER II

### *Investments to Help Postsecondary Educators Deliver Effective Remote Instruction*

#### **Overview and Connection to Attainment**

IHEs and postsecondary educators across the country pivoted quickly to remote delivery models, and some schools had more capacity to manage the transition than others. One area of need that emerged was around professional development training and support for educators who did not have experience managing online platforms like Zoom or developing and delivering curricula and other educational content that can be delivered effectively through remote learning.

The shift to remote delivery in higher education and the use of hybrid instruction models will persist for many years, and it is crucial that policymakers in North Carolina ensure that postsecondary educators are able to provide effective instruction under this new normal. In order for students to earn the certificates or degrees that move the needle on statewide attainment, they must successfully master the skills that allow them to graduate and secure good jobs. Educators must be able to support attainment progress through effective remote instruction delivery.

#### **Potential Uses of Funds**

State leaders could use GEER II funding for the following purposes related to supporting educators who are making the shift to remote instruction:

- 07. Establish a clearinghouse of best practice professional development resources for postsecondary educators on remote instruction delivery.**
- 08. Provide funding for IHEs and educators to purchase the platforms and software that allows for a meaningful approximation of the classroom experience.**
- 09. Support and guide decisions made by IHE leaders regarding emergency student aid and costs related to remote instruction delivery.**

#### **State Examples**

A number of states used the first round of GEER funding for activities related to educator training in remote instruction, including:

- **Indiana** dedicated \$11 million in GEER funds to, “Provide educator training and curriculum curation options to maximize quality of virtual education delivery. Indiana higher education institutions will receive access to funding for Component 2 designed to broadly support PK-12 and higher education instructors statewide. Partnerships with traditional public school corporations, public charter schools, accredited non-public schools, and other education-related entities are strongly encouraged.”
- Iowa is using \$870,000 in GEER funds for competitive grants to eligible institutions, or a consortium of eligible institutions, to be used to ensure equitable access to quality online courses and curriculum in postsecondary education. Major activities should address at least one of the following areas:
  - Promote best practices and strategies for effective online and remote instruction in postsecondary education, which may include high school teachers qualified to teach concurrent enrollment coursework, non-credit and adult basic education instructors.
  - Support and train students and families, which may include credit, non-credit, adult and nontraditional students, to be successful in college/university virtual learning environments, e.g., advising, mentoring, tutoring and other support and retention strategies.
  - Develop, curate, and support the adoption of open educational resources.
  - Individual institutions are encouraged to apply, and preference will be given to applications that demonstrate consortia-based systemic approaches or the ability to expand and share best practices with other institutions.