

**U.S. Department of Education**  
**Washington, D.C. 20202-5335**

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)**

**CFDA # 84.425B**

**PR/Award # S425B200002**

**Grants.gov Tracking#: GRANT13152298**

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200002

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/25/2020"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Virginia Department of Education"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="101 North 14th Street"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Richmond"/>	County/Parish: <input type="text" value="Choose State..."/>	
* State: <input type="text" value="VA: Virginia"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="23219-3607"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Michael"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Bolling"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Assistant Superintendent for Learning"/>	
Organizational Affiliation: <input type="text" value="Virginia Department of Education"/>		
* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="REDACTED"/>		

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.425

CFDA Title:

Education Stabilization Fund

**\* 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

\* Title:

Office of Elementary and Secondary Education (OESE): Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program CFDA Number 84.425B

**13. Competition Identification Number:**

84-425B2020-1

Title:

Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

Virginia: Ready to Reopen with Remote Learning

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

Add Attachment

Delete Attachment

View Attachment

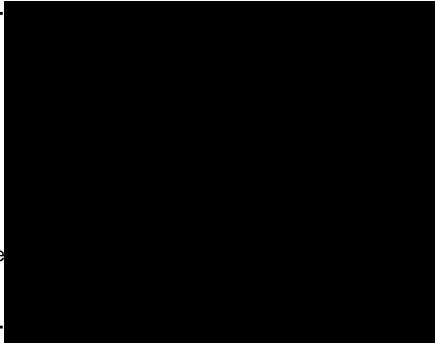
**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

- \* a. Federal
- \* b. Applicant
- \* c. State
- \* d. Local
- \* e. Other
- \* f. Program Income
- \* g. TOTAL



**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

- Yes
- No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix:  \* First Name:   
Middle Name:   
\* Last Name:   
Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 08/31/2020

Name of Institution/Organization

Virginia Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
8. Other						
11. Training Stipends	117,600.00	114,800.00	114,800.00			347,200.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2020 To: 06/30/2021 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.

PR/Award # S425B200002

Name of Institution/Organization Virginia Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

OMB Number: 4040-0013  
Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Virginia Department of Education

\* Street 1: 101 North 14th Street    Street 2: \_\_\_\_\_

\* City: Richmond    State: VA: Virginia    Zip: 23219-3607

Congressional District, if known: VA-004

**5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:**

<b>6. * Federal Department/Agency:</b> Education	<b>7. * Federal Program Name/Description:</b> Education Stabilization Fund
	CFDA Number, if applicable: 84.425

<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____
---	---

**10. a. Name and Address of Lobbying Registrant:**

Prefix \_\_\_\_\_ \* First Name: Stacey    Middle Name: \_\_\_\_\_

\* Last Name: Brayboy    Suffix: \_\_\_\_\_

\* Street 1: 444 North Capitol Street, NW    Street 2: \_\_\_\_\_

\* City: Washington    State: DC: District of Columbia    Zip: 20001

**b. Individual Performing Services** (including address if different from No. 10a)

Prefix \_\_\_\_\_ \* First Name: Stacey    Middle Name: \_\_\_\_\_

\* Last Name: Brayboy    Suffix: \_\_\_\_\_

\* Street 1: 444 North Capitol Street, NW    Street 2: \_\_\_\_\_

\* City: Washington    State: DC: District of Columbia    Zip: 20001

**11.** Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

\* Signature: Michael Bolling

\* Name: Prefix \_\_\_\_\_ \* First Name: Kent    Middle Name: \_\_\_\_\_  
\* Last Name: Dickey    Suffix: \_\_\_\_\_

Title: Deputy Supt., Budget, Finance & Operations    Telephone No.: \_\_\_\_\_    Date: 06/25/2020

**Federal Use Only:** \_\_\_\_\_ Authorized for Local Reproduction  
Standard Form - LLL (Rev. 7-97)



**NOTICE TO ALL APPLICANTS**

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

**To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

**What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

**What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

**Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDOcketMgr@ed.gov and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

	Add Attachment	Delete Attachment	View Attachment
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## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>* APPLICANT'S ORGANIZATION</b> Virginia Department of Education	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Mr.	* First Name: Kent Middle Name:
* Last Name: Dickey	Suffix:
* Title: Deputy Supt., Budget, Finance & Operations	
<b>* SIGNATURE:</b> Michael Bolling	<b>* DATE:</b> 06/25/2020


**U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424**

**1. Project Director:**

Prefix: Mr.	First Name: Michael	Middle Name:	Last Name: Bolling	Suffix:
----------------	------------------------	--------------	-----------------------	---------

Address:

Street1:	Virginia Department of Education
Street2:	101 North 14th Street
City:	Richmond
County:	
State:	VA: Virginia
Zip Code:	23119-3607
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
	

Email Address:


**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

---

## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

## Virginia: Ready to Reopen with Remote Learning

### Abstract

Virginia's Education Stabilization Funds - Rethink K-12 Education Models (ESF-REM) grant application addresses Absolute Priority 3 - Field-Initiated Project for Educational Models for Remote Learning to Improve Student Outcomes by creating an innovative multidimensional approach to deliver instructional content that 1) is aligned to Virginia's Standards of Learning, 2) is delivered via a variety of media that enable broad distribution to families that both have and do not have Internet access, and 3) uses technology to provide professional development on tools to help teachers assess learning gaps that have occurred because of the early termination of the 2019-2020 school year.

Virginia's approach has four focus areas:

- **Expand Virginia's current virtual learning platform, called [Virtual Virginia](#)**, to allow school divisions to either subscribe to content within the existing program or use the platform to deliver their own content through online or hybrid modalities.
- **Expand content provided by Virtual Virginia**, which currently offers only middle and high school courses for some content areas, to include content in 1) reading, mathematics, science, and history and social science for grades K-8; 2) K-12 content in non-core areas such as fine arts, health and physical education, world languages, computer science, English Learners; and 3) career and technical education content for middle and high school students.
- **Expand Virginia's partnership with state public media television stations to create and broadcast additional curated content for the [Virginia TV Classroom](#)** that is aligned with the Virginia Standards of Learning.
- **Use Technology to Provide Professional Development on "Just in Time" assessment tools and strategies** that help educators determine the need to review/remediate prior content before teaching new concepts and skills during the "recovery period" as schools reopen.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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To add more Project Narrative File attachments, please use the attachment buttons below.

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

# Virginia: Ready to Reopen with Remote Learning

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## **Introduction**

Virginia's Education Stabilization Funds - Rethink K-12 Education Models (ESF-REM) grant application proposes an integrated approach to maximizing the use of multiple technologies to help school divisions meet the needs of learners as they return to school. It combines the sophistication of an advanced learning management system with a technology that is available in virtually every home - instructional television. It weaves together solutions for all students, including students with disabilities and English Learners. It includes input from classroom teachers, who have experienced the realities of remote teaching and learning, in the development of content. It uses the Department of Education's open education platform, #GoOpenVA, to make new content available publicly, and its communication tools, Supts Memos and TeacherDirect, to publicize and make available to all teachers professional development on "just in time" assessment tools to help them determine the need to review/remediate prior content before teaching new concepts and skills during the "recovery period" as schools reopen.

## **Indicators and Factors Contributing to Virginia's Coronavirus Burden**

### **Early and Sudden Statewide School Closure**

On March 23, 2020, Virginia was the second state in the nation to close its schools for the remainder of the 2019-2020 school year. The suddenness of the closure, along with its length - almost three months for some school divisions, longer than a typical summer vacation - has created a tremendous burden for school divisions, their students, and families. Amidst the health risks, fear, and state and local restrictions precipitated by COVID-19, schools have struggled to maintain continuity of learning, families have struggled to care for and keep their children engaged, and students have struggled to complete requirements for graduation and/or for progressing to the next grade. The COVID-19 situation has demonstrated the important role that remote learning will play in maintaining teaching and learning and cemented Virginia's



need to offer a more robust learning management system as we move forward.

## Increased Unemployment

Comparing average weekly jobless claims totals over the seven-week period prior to May 15, 2020, Virginia was [reported](#) to be among the top five states showing the largest percentage spike in people applying for unemployment benefits, with an average of more than 3,200% spike in weekly average unemployment claims in the period observed. The Virginia Employment Commission announced that the [unemployment rate for April 2020 was 10.6%](#) compared to 2.9% in April 2019; and it was [9.4% for May 2020](#), 6.6% above the rate from the previous year. The number of initial claims filed from mid-March through the June 13, 2020 filing week totaled 849,486, which surpassed 20% of pre-pandemic, nonfarm employment.

## Decreased Revenue

For April 2020, Virginia reported that [General Fund revenue collections were down 26.2%](#) from the previous year, and total General Fund revenue collections [fell 20.6% in May 2020](#). Secretary of Finance Aubrey Layne predicted Virginia [would come up \\$1 billion short in expected revenues in the last three months of the fiscal year](#), on which the state depends for about 30% of the revenues it needs to pay for spending in its budget, with the largest amount going to local governments to help pay for public education.

## Budget Reductions and Suspensions

In anticipation of decreased tax revenues, on April 22, 2020, the Virginia General Assembly took [action to reduce and/or unallot substantial education funding for the 2020-2022 biennial state budget](#). An unallotment suspends funding so that it cannot be spent until a later revenue forecast supporting the spending is adopted by the General Assembly. School divisions have been advised not to include these funds in their budget planning until further notice. In each year of the biennium, the General Assembly **reduced state funding** by \$21.7/ \$28.4 million to

**support an increase in the number of school counselors**, which would have been a tremendous support to students as they return to school during this uncertain time. The Legislature also **unallotted funds** in a number of areas, but most relevant to this grant proposal are: 1) \$7.1 million **for the development of the statewide learning management system**, which would have provided a platform for all Virginia school divisions to offer remote instruction at all grade levels; 2) \$1.8 /\$2.0 million **for no-loss funding** that would have ensured that school divisions would maintain their state funding from FY2020 into FY2021 following all the budget actions, a situation that has been exacerbated by the declining economy; 3) \$5.3 million in each year **for school meals expansion**, which would have reduced or eliminated the cost of school breakfast and lunch for students eligible for reduced price meals under the National School Lunch Program, a support needed by many families who would have newly qualified as a result of job loss; 4) \$2.5/\$2.1 million **for enrollment loss** that would have provided state funding for school divisions that experienced a significant decrease in fall membership compared to the previous year, which is likely to occur in many divisions as parents are reluctant to allow their children to return to school; 5) \$95.0/\$193.1 million for the 2.0% Compensation Supplement **to support teacher raises**; 6) \$26.9/\$35.6 million **for At-Risk Add-on Funds**, which provide help to students who need additional instruction to support their success, of which many are anticipated in the coming year; and 7) \$35.0/\$48.4 million for new provisions in the **Virginia Preschool Initiative**, including an increased per pupil amount, adding community and public/private providers, and serving three-year-olds and children on waitlists, which removes much needed support for young children and their families.

The General Assembly also took action to prorate the Supplemental Lottery Per Pupil Amount in FY 2020 if Lottery proceeds are less than the amounts estimated. Lottery profits go toward the state's K-12 public school divisions, and lottery profits dropped 28% in March and were

[down 10% for the fiscal year as of April 30, 2020](#), the most recent data available. As such, it is anticipated that lottery proceeds intended to support school divisions will decrease substantially.

## Food Insecurity

The economic conditions brought on by COVID-19 have had a profound effect on school food services provided by Virginia public schools. About 45% of Virginia's student population is eligible for free and reduced-price meals and may rely on school meals each day. Ninety-nine percent of school divisions quickly adapted their meal service programs to continue distributing food to students while following recommending public health guidelines, serving meals at over 1,000 sites.

Increased food insecurity has caused many families to seek assistance from food distribution centers. [Feeding America](#) reports that many families that are new to worrying about obtaining food had low incomes at the start, but the new face of food insecurity is the number of families one step up the income ladder, in the \$40,000 to \$90,000 range, that are short on food. For Virginia, Feeding America projects that overall, in 2020, Virginia will have a 53% increase in food insecurity over 2018.

## Loss of Child Care Slots

Governor Northam's phased approach to reopening Virginia, while mitigating the impact of COVID-19, also created a severe drop in the availability of child care for essential workers such as those in health care, law enforcement, and other jobs that were deemed essential. When the Governor's stay at home [Executive Orders](#) went into effect, approximately 2,600 child care programs closed. These closures resulted in a loss of more than 200,000 child care seats in the Commonwealth. As of May 27, 2020, only about 365 programs had indicated a reopening date. The lack of child care is of particular concern to school divisions as many

teachers are also parents, whose young children will need child care as will their school-aged children attending school on staggered schedules, in order for them to return to work.

## Virginia Department of Health Key Measures and Community Spread of COVID-19

The Virginia Department of Health (VDH) provides daily reports on several key measures related to COVID-19 in Virginia. The following [data](#) are available for Virginia as of June 23, 2020:

- Total COVID-19 cases - 58,994 (confirmed and probable)
- Total COVID-19 hospitalizations - 5,913 (confirmed and probable)
- Total COVID-19 deaths - 1,645 (confirmed and probable)

[Projection models](#) used by the VDH indicate that the total number of COVID-19 cases and deaths in Virginia has not risen to the level of some other states largely due to community mitigation strategies resulting from Governor Northam's early stay-at-home and school closure orders. It is estimated that these steps prevented 972,972 confirmed cases of COVID-19 in Virginia as of June 19, 2020. Nevertheless, Virginia's data show that after long-term care facilities, the second highest number of COVID-19 outbreaks has occurred in [congregate settings](#), similar to those that would occur in educational facilities.

Various regions of Virginia have been affected differently by COVID-19. When Governor Northam allowed the state to move into Phase I of reopening on May 15, 2020, eleven [localities requested and were authorized](#) to delay their opening by two weeks due to the high impact of the coronavirus on their communities. These areas were clustered around the highly-populated Washington, DC, metropolitan area of Northern Virginia (nine localities with positive cases ranging from 604 to 1,237 cases per 100,000 population, representing 55.8% of the state's new cases); the City of Richmond (267 cases per 100,000 population) with a high-minority population; and Virginia's Eastern Shore (Accomack County - 1,830 cases per

100,000 population) with a high population of immigrant families, many of whom work in poultry processing plants with hundreds of positive cases of the virus. All areas of the state had moved to Phase II by June 12, 2020.

Just as the virus has delayed the reopening of retail business and restaurants in some parts of the state, it is likely to do the same for some school divisions. Many school divisions in high-poverty urban and rural parts of the state lack the technological resources to ensure continuity of virtual learning for an extended period. The large school divisions in Northern Virginia may have more resources but also have extremely diverse student populations. Their existing learning management systems (LMS) have been overtaxed with the sheer number of students and teachers trying to access them at the same time, resulting in at least one large school division [shutting down its LMS](#) and returning to email check-ins with teachers, distance learning packets, and content delivery via video.

### **Virginia's Approach to Absolute Priority 3 - Field-Initiated Project for Educational Models for Remote Learning to Improve Student Outcomes**

In response to the COVID-19 pandemic, Virginia's public and private K-12 schools were closed for almost three months in spring 2020. One of the weaknesses that emerged was the uneven capacity of our 132 school divisions to provide remote learning at a consistent level to large numbers of students in diverse communities. Additionally, it became apparent that many families did not have access to technology devices or a stable Internet connection. Virginia's Education Stabilization Funds - Rethink K-12 Education Models (ESF-REM) grant application addresses **Absolute Priority 3 - Field-Initiated Project for Educational Models for Remote Learning to Improve Student Outcomes by creating an innovative multidimensional approach to deliver instructional content that 1) is aligned to Virginia's Standards of Learning, 2) is delivered via a variety of media that enable broad distribution to families that both have and do not have Internet access, and 3) provides professional**

**development on tools to help teachers assess learning gaps that have occurred because of the early termination of the school year.**

Virginia's approach has four focus areas:

- **Expand Virginia's current virtual learning platform, called [Virtual Virginia](#) (VVA),** to allow school divisions to either subscribe to content within the existing program or use the platform to deliver their own content through online or online and face-to-face modalities. The expansion includes conversion of existing synchronous courses to an asynchronous format.
- **Expand content provided by Virtual Virginia,** which currently offers only middle and high school courses for selected content areas, to include content in 1) reading, mathematics, science, and history and social science for grades K-8; 2) K-12 content in non-core areas such as fine arts, health and physical education, world languages, computer science, English Learners; and 3) career and technical education content for middle and high school students.
- **Expand Virginia's partnership with state public media television stations to create and broadcast additional curated content** for the [Virginia TV Classroom](#) that is aligned with the Virginia Standards of Learning and features lesson plans for all subjects and grades. Virginia's TV Classroom will provide new content instruction for students in grades K-9 without access to high-speed Internet.
- **Use Technology to Provide Professional Development on "Just in Time" assessment tools and strategies** that help educators determine the need to review/remediate prior content before teaching new concepts and skills during the "recovery period" as schools reopen.

## Expand Virginia's Current Virtual Learning Platform, Virtual Virginia

**The Virginia Department of Education (VDOE) has a long and effective history of providing distance-learning opportunities for its middle and high school students.**

Beginning in the 1980s, Virginia offered remote instruction in Advanced Placement and world languages through satellite television (Virginia Satellite Education Network or VSEN), largely serving students in rural and underserved regions by providing courses that were unavailable because of a lack of highly qualified local instructors or because student enrollment was too low to offer the courses locally. In the mid-2000s, VDOE added web-based course delivery via the Virtual Virginia Advanced Placement School (VVAPS). Shortly thereafter, VDOE merged the VSEN and VVAPS programs to form Virtual Virginia (VVA). Virtual Virginia is not a standalone school; rather, it supports schools and school divisions in meeting demands for courses that are not feasible or practicable. **Virginia seeks to expand this effective practice to reach more students, enabling them to move forward in their education with as little interruption as possible.**

[Virtual Virginia](#) currently offers equal access to a [Complementary Program](#) of online courses for students in Grades 6 - 12, an [Outreach Program](#) offering digital content for teachers to use in blended instruction, and a [Professional Learning Program](#) for educators who are interested in pursuing online or blended teaching. In recent years, each Virginia public school was able to enroll up to 15 students per course with no enrollment fees. Virginia private school, homeschooled, out-of-state, and international students may also participate on a fee-based schedule. Students move through the course material at the pace of their cohort/start date with students staying on track to complete the course by the end of the school year. Instruction is not currently available in an asynchronous delivery system.

Shortly after Governor Northam issued [Executive Order Number 53](#) to cease all in-person instruction in Virginia's K-12 public and private schools for the remainder of the 2019-2020

school year, Virtual Virginia [expanded its services](#) to provide all Virginia public school divisions with a platform that gives students and teachers online access to instructional content at no cost to each division. For a limited time, each school division is able to integrate its local school division student information system (SIS) with the Virtual Virginia learning management system (LMS). Each division also has access to Virtual Virginia's K–12 online learning modules and instructional resources. Divisions have the autonomy to use and edit VVA content, import division digital learning resources, and create/distribute division content within the LMS.

This current expansion of Virtual Virginia is only a temporary solution and is not sustainable on a long-term basis under the current economic situation. Furthermore, it is limited to courses only for students in Grades 6 - 12; students must progress through the courses in a synchronous manner, i.e., at the pace of the teacher; and students who do not have online access or the proper technology devices cannot use the program. Going into 2020, Virginia had a plan to create the Virginia Learner Equitable Access Platform (VA LEAP), a robust online learning platform that offered expanded content, the ability to use multiple forms of media, asynchronous learning, teacher management tools, and other features. This plan was upended when in April 2020, the Virginia General Assembly suspended funding for the platform from the 2020-2022 biennial budget.

Virginia's ESF-REM proposal seeks to reestablish and expand upon the original plan to provide reliable, far-reaching learning options as we face the very likely possibility of operating schools in 2020-2021 and beyond in a remote or hybrid learning environment. We recognize that remote learning does not replace the important personal interactions between teachers and students or the support students receive at school, but it provides one medium of continued learning when face-to-face instruction is not possible and provides options to expand course offerings that may not be available to all learners. It also provides opportunities



for remediation and credit recovery for students who need additional assistance in earning credits.

The VDOE currently contracts with Charlotte County (VA) Public Schools to administer the Virtual Virginia Program. Following the state-approved procurement process, the VDOE would expand its contract with Charlotte County Public Schools to enhance the features of VVA to support a broader, more robust system.

**Virginia has already made a commitment to use \$3.5 million of its Governor's Emergency Education Relief (GEER) funds to begin the process of expanding Virtual Virginia for the 2020-2021 school year. An additional \$26.9 million in GEER funds will support initiatives to expand high-speed Internet access to all communities in the Commonwealth, including providing laptop computers and Mi-Fi devices for students without home Internet access, to help them be able to participate more readily in virtual learning.**

**We propose to use ESF-REM funding to support the continued developmental costs of the expansion and enhanced content development for the 2021-2022 and 2022-2023 school years.** The features of the expanded Virtual Virginia include:

- New instructional content not only for high school students, but also the introduction of learning modules and lessons for students in Grades K-8 (see next section for further elaboration).
- The ability of school divisions across the Commonwealth to either enroll students in the state-provided Virtual Virginia courses or to use Virtual Virginia as a learning management system (LMS) where their own teachers develop and deliver online courses (as is temporarily permitted in the current COVID-19 environment).
- The ability to offer asynchronous courses that students can complete at their own pace

rather than having to follow the pace of the course instructor.

- Provision of a LMS to all school divisions, but especially to smaller school divisions that may not have sufficient student participants to be able to procure a system at a competitive or affordable cost.
- Management tools that allow teachers to manage courses; integrate into their lessons a variety of media, including self-produced, open-resourced, or commercial; develop and administer assessments; track student progress; maintain communication with students and parents, etc.
- Options for students who require special services (students with disabilities, English Learners) to participate with facilitation/assistance from special education teachers, mentor teachers, or coaches who can check in personally and coach students through assignments; or the participation of multiple teachers to assist with different student populations.
- Use of special features such as an Accessibility Checker to check common accessibility errors in the content and add-ons (i.e., ReadSpeaker) for different languages to support English Learners.
- Professional development for teachers through the VVA Professional Learning Network (PLN) to all Virginia public school divisions, at no cost.
- Support for school counselors in working with VVA students.

Just as is currently provided by VVA, private school, homeschooled, out-of-state, and international students would continue to be able to participate on a fee-based schedule. A proposed timeline for Virtual Virginia expansion is below. A budget is outlined in the budget narrative.

### Expand Content Provided by Virtual Virginia

Virtual Virginia currently offers only middle and high school courses in selected content areas.

In addition to the development of a more robust learning management system, **Virginia proposes to develop new online content in 1) reading, mathematics, science, and history and social science for grades K-8; 2) additional K-12 content in non-core areas such as fine arts, health and physical education, and world languages; and 3) career and technical education (CTE).**

**Four to nine grade levels (64 total) of added K-8 content in 8 subject areas would include media-rich lessons** aligned with Virginia's Standards of Learning and incorporate activities for learning extension, enrichment, and review. They would integrate STEM activities into grade band modules, including career explorations, problem solving, critical thinking, and "big ideas". Classroom teachers would be contracted to develop proposed modifications to the lessons to make them easily accessible to students with disabilities and English Learners. The content would be delivered through the expanded Virtual Virginia.

In terms of high school courses, Virginia proposes to add to the Virtual Virginia lineup, **8 new fine arts courses, 10 new CTE courses, 4 new computer science courses, and 20 new world languages courses, all of which would include modifications for students with disability and English Learners. Asynchronous learning capability would be added to 64 existing Virtual Virginia courses. Additionally, new online supports for English Learners would be developed. Funding would also be used for captioning and other enhancements to ensure that all courses are accessible and WCAG 2.1 compliant.**

**All new Virtual Virginia content created using grant funds will be made available for public access on Virginia's Open Educational Resources platform, [#GoOpenVA](#). These courses will help not only with new instruction, but also with remediation and credit recovery.**

## Expand Instructional Content for Broadcast by Public Media Television Stations

Once schools closed for in-person instruction, school divisions had to identify ways to maintain connections with their students and families, regardless of their accessibility to Internet access.

**It became apparent that many families did not have access to the Internet through broadband or cell phone service or the devices required to benefit from online instruction. One device that almost all families have, however, is a television.**

On April 8, 2020, the VDOE announced the launch of the [Virginia TV Classroom](#), a partnership with four Virginia public media stations to broadcast teacher-led classroom instruction aligned with Virginia's Standards of Learning. The viewing areas of these four stations cast a wide net, covering all areas of the Commonwealth. The collaborative stations were able to draw quickly on a library of content that had already been produced, primarily for elementary-aged students. These lessons were well received by families as they were easy to access and follow and required little support from parents. It became clear, however, that additional content was needed to fill gaps so that instruction was delivered in a sequential and meaningful manner. Also, the delivery would benefit from a curriculum map that would allow parents and teachers who would like to use the lessons to know the content and schedule for specific lessons.

**Virginia proposes to use ESF-REM funding to expand a K-8 instructional television series using Virginia educators, along with a curriculum map to support a cohesive delivery of the series.** The public media stations would hire and train the teachers, review and edit the content, produce and broadcast the shows. The series would consist of 3 hours of

instruction daily. At the elementary level, 30-minute segments per grade level cluster (K-3, 4-7) would be provided for a 36-week period, 6 weeks of which have already been produced.

Instruction would focus on the Reading and Mathematics Standards of Learning, with an integration of history and social science, science, and health subject matter.

Grant funds would also support creation of two half-hour shows for Algebra I and Earth Science, where content for existing online courses would be converted and edited for broadcast. Television delivery of these courses will also help with remediation and credit recovery. All new television content created using grant funds will be made available for public access on [eMediaVA](#), a repository of more than 100,000 free, innovative learning objects and content aligned with Virginia's Standards of Learning, which is maintained by Virginia's public media stations.

A proposed timeline for expanding instructional content for broadcast by Virginia's public media stations is below. A budget is outlined in the budget narrative.

### Use Technology to Provide Professional Development on “Just in Time” Assessment Tools and Strategies

Students will return to school having experienced varying degrees of learning during the school closure. Some students will have been well-supported by their families and have kept up or perhaps even advanced faster than anticipated. Others may have received little or no support at home and may have essentially stopped learning when schools closed. School divisions have been charged with identifying the specific content that had not been taught as of the date of school closures and developing an equitable plan to incorporate the missing content into the curriculum for all students. This plan will require additional instructional time and/or an adjustment to grade-level curricula and pacing.

Virginia is currently developing “just in time” support tools for teachers to identify potential learning gaps as part of new instruction just as new concepts are introduced rather than take the time to conduct a time-consuming summative assessment at the point of students' return to school. The VDOE has engaged experienced teachers to identify prerequisite skills needed for the successful mastery of new content and recommend formative assessment strategies and tools. **The VDOE proposes to use ESF-REM funds to provide professional**

**development opportunities, in the form of webinars and professional learning communities, to teachers on the proper use of these “just in time” strategies and tools and to post them on its open education network, #GoOpenVA.**

Information about the “just in time” tools would be disseminated widely using the Virginia Department of Education’s communication tools, including via [Supts Memo](#), a weekly online memorandum from the state superintendent; [TeacherDirect](#), a weekly email sent to approximately 40,000 subscribers that shares instructional resources and professional development opportunities; and its Facebook and Twitter accounts.

A proposed timeline for providing professional development on the “just in time” assessment tools is below. A budget is outlined in the budget narrative.

## Summary

**Virginia’s approach to addressing Priority 3 is exceptional in that it proposes to use a multimedia approach to helping school divisions deliver instruction in the coming years, regardless of health risks or other circumstances that may threaten daily operations in a brick and mortar school building.** It combines the sophistication of an advanced learning management system with a technology that is available in virtually every home - instructional television. It increases the content available to all students, and it uses the Virginia Department of Education’s communication tools, Supts Memos, TeacherDirect, and open education platform, #GoOpenVA, to publicize and make available to all teachers professional development on “just in time” assessment tools to help them determine the need to review/remediate prior content before teaching new concepts and skills during the “recovery period” as schools reopen.

## **Virginia’s Immediate Needs to Support Remote Learning**

The COVID-19 pandemic threatens the ability of schools to reopen in an “old normal” format

where teachers interact daily, in person, with each student. Governor Northam has issued school reopening guidelines that place a number of requirements on schools related to sanitizing protocols, social distancing, large group gatherings, and many other considerations.

**All Virginia school divisions are making plans now to open the 2020-2021 school year in a “new normal” environment, where these requirements will affect every aspect of daily school life and instruction. Every school division recognizes that some form of remote content delivery will be required to continue instruction into the 2020-2021 school year.**

**Approximately one month after school closures began in Virginia, the VDOE surveyed Virginia’s 132 school divisions to collect information on plans to provide continuity of learning and address missed instructional content; and available devices, technology, and infrastructure for student connectivity. Over half of the divisions were offering blended instruction, mixing technology with more traditional teaching, and 98% of them were offering online materials.** The information below has been extracted from those surveys.

### Continuity of Instruction

While school divisions’ responses to COVID-19 varied based on local needs and available resources, the VDOE broadly categorized school divisions into three profiles of how they intended to make up lost instruction from 2020-2021, those that intended to: 1) provide targeted summer opportunities; 2) extend the 2020-2021 school year; or 3) revise the 2020-2021 school year. Characteristics of each profile are summarized in Table 1. A majority of all school divisions were offering materials online, and about 75% were offering blended instruction.

**Table 1: Descriptive Characteristics of COVID-19 Instructional Response Profiles**

Characteristics	Profile One Providing targeted summer opportunities in 2020 (n = 68 divisions)		Profile Two Preparing to extend the 2020-2021 school year (n = 35 divisions)		Profile Three Focusing on revisions to 2020-2021 curricula (n = 29 divisions)	
	Number	Percent	Number	Percent	Number	Percent
<i>Addressing Missed Content</i>						
Providing targeted summer opportunities	68	100%	28	80%	0	0%
Extending the school day or school year	0	0%	35	100%	0	0%
Revising next year's curricula	61	90%	29	83%	29	100%
<i>Continuity of Learning Strategies</i>						
New instruction to elementary, secondary students	49	72%	20	57%	16	55%
New instruction to secondary students only	8	12%	7	20%	4	14%
Learning opportunities for review and reinforcement	11	16%	8	23%	9	31%
<i>Types of Instruction</i>						
Offering blended instruction	44	65%	23	66%	10	34%
Offering online materials	67	99%	34	97%	28	97%
Voluntary completion of instruction	37	54%	20	57%	19	66%
<i>Demographics</i>						
Rural	46	68%	28	80%	24	83%
More than 20% of students without internet at home	35	51%	15	43%	23	80%
Students eligible for school nutrition program	-	55%	-	59%	-	60%
Minority students	-	42%	-	36%	-	38%
Proportion of total state enrollment	-	63%	-	20%	-	17%

Each profile represents a different approach to continue student learning, but also indicates that **every school division in Virginia has taken significant steps to move rapidly to fully remote operations.**

**We recognize that survey data of this nature are not always accurate, and Virginia law permits data collections only when required to meet statutory, regulatory, and other governmental requirements. Currently, there are no directives that require data collections on technology and Internet availability in school divisions. Virginia proposes to use the terms of its ESF-REM grant to begin collecting such data, including the percentage of parents who reported satisfaction with the remote learning options available.**

### Family Concerns Related to Learning Preferences and Reopening of Schools

In May 2020, the [Virginia PTA conducted a survey of families](#) on a number of issues related to school closures and the reopening of schools. The survey received over 50,000 responses, representing families in 83% of Virginia's school divisions. Data of greatest



relevance to this grant proposal are provided below and shed some insight into the variety of opinions and the difficulty school divisions will have in satisfying the interests and demands of all their constituents.

### Results of Virginia PTA Survey - May 2020

#### Respondents Who . . .

- Support only virtual instruction in the fall - 16%
- Support rotation schedule only if all children in family have same schedule - 30%
- Support rotating even if children rotate on different days - 33.8%
- Can't support a rotation schedule OR distance learning due to a job - 34%
- Prefer to return to school under normal schedule - 40%
- Prefer to return to school with some sort of schedule rotation to allow in-school instruction - 45%
- Prefer virtual learning with virtual meetings/synchronous learning - 13%
- Prefer virtual learning with no virtual meetings/synchronous learning - 2%

#### Top Concerns About School Reopening in the Fall

- Appropriate education/enrichment - 85%
- Keeping children/family healthy keeping family healthy - 65%
- Socializing opportunities - 61%
- Supporting work/distance learning balance - 46%

## Virginia's Solution to Expand Remote Learning Opportunities

Virginia's proposed integrated project - an expanded learning management system, use of public television stations to broadcast new content, and just in time assessment tools to help teachers identify learning gaps - focuses on **effective and equitable strategies, practices, and models supporting continuity for learning; necessary professional development for teachers and staff; and building technological infrastructure for instructional delivery.**

## Support from Virginia's Governor

On March 23, 2020, Governor Ralph Northam was the second governor in the nation to close schools in the entire state for the remainder of the 2019-2020 school year. **Due to the economic downturn resulting from business closures and job loss, the General Assembly, during its reconvened session in April 2020, suspended significant education funding, including support for an expanded virtual learning platform. The**

**components of Virginia’s proposed project - expansion of Virtual Virginia, including new courses; an instructional television series; and professional development for “just in time” assessment tools - round out Virginia’s approach to helping students make up lost time and remain on track for educational achievement.** This approach is supported by Governor Northam, and Virginia has included in the appendix of its ESF-REM application, a letter of support for its proposed project from the Governor.

## **Research to Support Virginia’s Project**

In an article posted by REL MidAtlantic, *Instruction in the Age of COVID-19: Exploring the Evidence on Remote Learning*, [Hurwitz and Malick \(May 28, 2020\)](#) reviewed existing research to identify promising practices that educators could implement when schools closed quickly. They noted that since a COVID-like situation had never before presented itself, the existing research did not exactly address the current circumstances. Most studies compared remote learning strategies against traditional face-to-face instruction, an option that has not been available this spring. They posed a different research question: *When kids have to be at home, what are the best remote learning strategies available—with or without the Internet, web-enabled devices, and comprehensive educational supports?*

The authors inferred several principles based on the evidence:

- Students need real-time, synchronous interaction with instructors. Even though constant synchronous instruction may be unrealistic, teachers should try to work regularly with their students in real time, perhaps through videoconferencing, virtual office hours, or by phone.
- Students need ongoing tutoring, feedback, support, and relationships with their instructors and peers. Teachers can take advantage of features embedded in online learning modules to help the exchange of students' work and teachers' feedback.

- Educators can employ human-centered design principles to solve problems and foster out-of-the-box thinking.
- Activities that engage students and employ techniques drawn from behavioral science can help remove friction points. Teachers should consider how students can explore content in different ways.
- Resources and materials can supplement online learning. Students and their families can benefit from resources to help them explore content without their teachers. For example, providing explicit directions, frequently asked questions, and links to quality educational resources can boost students' learning outside of synchronous instruction.

Virginia's proposal seeks to include these principles in its ESF-REM project.

## **State Assets and Collaborative Efforts to Improve Student Outcomes**

### **Barriers to Meeting Student Learning Needs**

Two of the greatest barriers faced by Virginia school divisions in standing up an online learning program for students were Internet connectivity and access to technology. Virginia students' ability to access virtual instruction depends largely on the availability of stable Internet connections at home. VDOE survey results indicate that connectivity remains a significant barrier for families in Virginia. Fifty-five percent of the school divisions indicate that 20% or more of their students do not have Internet access at home. Many divisions are implementing strategies to increase students' access to the Internet during the COVID-19 pandemic. Eighty percent of divisions reported extending Wi-Fi to school parking lots, and 57% are also distributing mobile hotspots to students.

In terms of content delivery on Virtual Virginia, another barrier was the unavailability of asynchronous courses whereby students could proceed through the work at their own pace. Virginia's ESF-REM project proposes to remedy that situation by converting existing courses

to an asynchronous format.

### Steps Taken to Address Immediate Needs

The VDOE has created an extensive [COVID-19 website](#) that provides guidance on a wide variety of issues related to school operations. Additionally, with the announcement of Governor Northam’s school reopening guidelines on June 9, 2020, the VDOE released [Recover, Redesign, Restart](#), a comprehensive plan for school divisions to consider in developing their plans for resuming instruction. On June 12, 2020, the VDOE announced to school divisions the distribution of Educational Technology funds under the Virginia Public School Authority to establish or enhance a computer-based instructional program supporting the Standards of Learning testing system. Also, as already noted, the VDOE was able to offer a temporary expansion of Virtual Virginia to provide all Virginia public school divisions with a platform that gives students and teachers online access to instructional content at no cost to each division. The VDOE established a partnership with four Virginia public media stations to broadcast teacher-led classroom instruction via television and partnered with Radio Poder WBTK 1380 AM, a Richmond Spanish-language station, to launch “Virginia: Educación en Radio,” the commonwealth’s first bilingual radio learning program. The program features prerecorded lessons in multiple subject areas to support continuity of learning for Spanish-speaking students in grades K-12 while schools are closed.

[REDACTED]

[REDACTED]

Moving forward, Virginia has chosen to [use some of its Governor's Emergency Education Relief \(GEER\) funds to support technology availability at the local level so more students can participate in the learning management system](#):

- [REDACTED] to support short-term and long-term initiatives expanding high-speed

internet access to all communities in the Commonwealth, including providing laptop computers and Mi-Fi devices for students without home internet access; and

- [REDACTED] to support the expansion of the Virtual Virginia online learning program in 2020-2021 to provide content for elementary and middle school students; allow teachers in all school divisions to use the platform to create, edit, and share content as well as provide personalized virtual instruction for all students; and expand the Virtual Virginia Professional Learning Network, in partnership with the Virginia Society for Technology, to ensure that educators and technology-support personnel have the capacity and skills to meet the demand for quality online learning.

Additionally, the following related projects have been targeted for immediate funding from Virginia's for Elementary and Secondary School Emergency Relief (ESSER) to jump start Virginia's ESF-REM proposal, and they are already, or will soon be, in progress:

- [REDACTED] to support agreements with public media television stations to continue development of grade-level subject-area content delivered over public TV for student and family access during the school closure and phased reopening, as another available remote learning strategy;
- [REDACTED] to support expansion of instructional content and assessments in Virtual Virginia and #GoOpenVA for student and family access during the school closure and phased reopening, as another available remote learning strategy; and
- [REDACTED] to provide grants to individual school divisions or on a regional basis for teachers to create virtual content and curriculum that can be used in the #GoOpenVA, Virtual Virginia, or local learning management system platforms.

In addition to other areas, Virginia has also committed ESSER funds to support mental health services for students, purchase cleaning supplies for school divisions that are unable to obtain

them, provide training for teachers in delivering online instruction, and develop pandemic-related communications in multiple languages to ensure a wide cross-section of Virginia public schools stakeholders receive effective and timely notifications.

## Performance Measures and Targets

The U.S. Department of Education has established the following performance measures for ESF-REM grant awardees:

1. Number of students served by the project;
2. Percentage of parents who reported satisfaction with the remote learning options available; and
3. The number and different types of new remote learning options provided.

Virginia proposes to add the following project-specific performance measures and targets:

Performance Measure	Baseline Data from 2019-2020 School Year	Performance Target by the end of the Grant Period (2022-2023)
4. Increase in the number of school divisions that use Virtual Virginia as a learning management system to deliver instruction with their own teachers and courses	48	120
5. Increase in the number of K-8 students enrolled in Virtual Virginia	457	250,000
6. Increase in the number of students enrolled in Virtual Virginia high school courses	9,231	20,000
7. Increase in the number of K-8 grade levels with content in Virtual Virginia (English/Language Arts, History & Social Science, Mathematics; Science; Health/PE; Fine Arts; CTE; Computer Science; World Languages)	0	64
8. Increase in the number of high school courses offered in Virtual Virginia	80	122
9. Increase in the number of asynchronously delivered courses in Virtual Virginia	0	64
10. Increase in the number of hours of instructional television for broadcast in Virginia	140	590
11. Increase in the number of teachers who participate in professional development related to the just in time assessment tools	0	480

## **Grant Management**

Mr. Michael Bolling, assistant superintendent for learning and innovation, will lead Virginia's project. Mr. Bolling has experience in large project management as well as grant management. Prior to serving as assistant superintendent, he was the mathematics coordinator at the VDOE, with responsibility for the review and revision of Standards of Learning and the implementation of large-scale statewide professional development projects. His tenure as executive director of CodeRVA, a regional high school that uses blended and project-based learning, has given him the technological background and network of contacts across the Commonwealth to effectively lead Virginia's ESF-REM grant. CodeRVA was the recipient of a Magnet Schools Assistance Program grant of \$6 million over four years, and Mr. Bolling oversaw all grant expenditures and initiatives.

Mrs. Shelley Loving-Ryder, assistant superintendent for student assessment, accountability & ESEA programs for the last 19 years, has worked at the VDOE in numerous capacities since 1983. She has been involved in all aspects of test development and administration and her expertise is frequently sought nationwide. She currently serves as chair of the Council of Chief State School Officers' task force that advises the National Assessment Governing Board. Mrs. Loving-Ryder currently administers Virginia's \$28 million large-scale statewide assessment contract.

The VDOE would use the state-approved procurement process to expand its Virtual Virginia contract with Charlotte County (VA) Public Schools, which includes personnel for program engagement, technical support, administrative support, and professional learning. In terms of the actual learning management system expansion, funds are dedicated to the technological aspects of the program; hiring of instructors; LMS subscription, licensing, and technical support; LMS integration, customization, and management; content development, etc.

The VDOE would also use the state-approved procurement process to expand existing contracts with Virginia's public media stations to enhance the library of instructional television assets to be broadcast across the Commonwealth. The stations would hire all personnel required to develop, produce, and broadcast the segments as well as develop curriculum maps and support materials for them.

The VDOE is currently developing the "just in time" assessment tools to help teachers identify prerequisite skills needed for the successful mastery of new content and recommend formative assessment strategies and tools. We propose to provide stipends to teachers to develop and provide webinars and professional learning communities/user groups to help teachers benefit from the proper use of these strategies and tools.

The budget narrative contains further details about the management of Virginia's proposal.

## **Cost Effectiveness**

At a total cost of [REDACTED], Virginia's ESF-REM proposal has the potential to serve all 1.38 million K-12 students through remote learning via an extensive, robust learning management system and by televised instruction. These modes of instruction will serve Virginia well, not only during the current COVID-19 pandemic, but at other times when individual school divisions need to close for isolated incidents such as severe weather, a flu epidemic, etc. They also provide options for remediation and credit recovery.

The cost of [REDACTED] to expand Virtual Virginia, develop new content and update existing content, and maintain the system is reasonable as it includes system development and customization by trained professionals, staff training, course management tools, the cost of teachers and course delivery, and ongoing customer and technical support. Furthermore, these are hard costs, with no anticipated hidden costs. To date, one hundred seven (107) of Virginia's 132 school divisions have expressed interest in signing on to Virtual Virginia as



opposed to purchasing their own learning management system. These 107 divisions represent over 39,000 teachers and over 550,000 students. As of June 3, 2020, 76 school divisions have committed to participating by signing Memoranda of Understanding.

At a cost of [REDACTED], Virginia’s plan to expand existing contracts with Virginia’s public media stations to enhance the library of instructional television assets to be broadcast across the Commonwealth would potentially serve 868,632 K-8 students as well as middle and high school students who need to complete courses in Algebra I and Earth Science or who need remediation in these areas.

The [REDACTED] cost to share Virginia’s “just in time” assessment tools on #GoOpenVirginia is a modest amount to provide professional development and wide dissemination of a valuable process to help teachers determine the readiness of their students for new content.

## Project Timelines

### Virtual Virginia Expansion and Content Development

VVA Component	Date	Activity/Deliverable/Milestone	Responsible Party
VVA Content Development	August 2020	Recruit and hire content developers	Michael Bolling
VVA Content Development	September 2020	Provide professional development (including specific training on meeting the needs of SWD and EL) and develop content	Michael Bolling
VVA Content Development	November 2020	Recruit and hire reviewers and enhancers	Michael Bolling
VVA Content Development	December 1, 2020	Content developed and submitted for review, enhancement, and captioning	Michael Bolling
VVA Content Development	April 1, 2021	Content uploading on VVA platform and in GoOpenVA (OER)	Michael Bolling
VVA Content Development	April 2021	Recruit and hire course revision teachers for existing high school courses	Michael Bolling
VVA Content Development	June 1, 2021	Content available to the public	Michael Bolling
VVA Expansion	July 1, 2021	Provide funding to VVA to support statewide LMS for 2021-2022	Michael Bolling
VVA Content Development	August 1, 2021	Revision of existing courses to be asynchronous available	Michael Bolling

<b>VVA Component</b>	<b>Date</b>	<b>Activity/Deliverable/Milestone</b>	<b>Responsible Party</b>
VVA Expansion	July 1, 2022	Provide funding to VVA to support statewide LMS for 2022-2023	Michael Bolling

### Content Development for PBS Stations

<b>Date</b>	<b>Activity/Deliverable/Milestone</b>	<b>Responsible Party</b>
August 1, 2020	Enter into MOU with statewide PBS stations to develop content	Michael Bolling
October 5, 2020	Week 7 content developed for grade clusters and published	Michael Bolling
Weekly thereafter for 19 more weeks	Weeks 8-36 content developed for grade clusters and published	Michael Bolling

### Use of Technology to Provide Professional Development on Just in Time Assessments and Strategies

<b>Date</b>	<b>Activity/Deliverable/Milestone</b>	<b>Responsible Party</b>
Fall 2020	Professional development webinar on the Just in Time assessments and strategies	Shelley Loving-Ryder
4 times during 2020-2021	Regional professional learning communities/user groups would “meet” electronically to discuss their use of the Just in Time tools as well as their successes and challenges with helping students recover learning loss.	Shelley Loving-Ryder
Spring 2021	Professional development webinar on the Just in Time assessments and strategies	Shelley Loving-Ryder
4 times during 2021-2022	Regional professional learning communities/user groups would “meet” electronically to discuss their use of the Just in Time tools as well as their successes and challenges with helping students recover learning loss.	Shelley Loving-Ryder
Spring 2022	Professional development webinar on the Just in Time assessments and strategies	Shelley Loving-Ryder
Fall 2022	Regional professional learning communities/user groups would “meet” electronically to discuss their use of the Just in Time tools as well as their successes and challenges with helping students recover learning loss.	Shelley Loving-Ryder

## Other Attachment File(s)

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# Virginia: Ready to Reopen with Remote Learning

## Appendix 1

Letter of Support from Governor Ralph Northam - Attached

## Appendix 2

Résumés for Project Director and Key Personnel - Attached

- Project Director - Mr. Michael Bolling
- Key Personnel - Mrs. Shelley Loving-Ryder

## Appendix 3

Current Indirect Cost Agreement - Attached

## Appendix 4

Proprietary Information

Virginia has no proprietary information included in its ESF-Rem application.

## Appendix 5

Assurance to Provide Information for Evaluations

The Virginia Department of Education agrees to provide information to the Secretary, as requested, for evaluations that the Secretary may carry out.



# COMMONWEALTH of VIRGINIA

Office of the Governor

Ralph S. Northam  
Governor

June 22, 2020

The Honorable Betsy DeVos  
Secretary of Education  
United States Department of Education  
400 Maryland Avenue, S.W.  
Washington, DC 20202

Dear Secretary DeVos:

As in other states, the novel coronavirus has had a tremendous impact on Virginia's families, economy, and workforce. On March 23, 2020, Virginia was the second state in the nation to close K-12 public and private schools for the remainder of the school year. My decision to close schools was not an easy one, but I believe it is one of the factors that has contributed to the mitigation of COVID-19 cases and deaths in the Commonwealth. Nevertheless, the virus is still prevalent in the state, and we are taking great precautions as we plan for the reopening of schools for the 2020-2021 school year.

The sudden closure of schools created many difficulties for students, families, and their schools and school divisions. The inability to conduct in-person instruction exposed a number of areas that highlighted inequities across the Commonwealth, especially in the areas of delivering remote instruction. While the Virginia Department of Education was already aware of the uneven availability of broadband access, technology devices for students, and other requirements for virtual learning, the efforts of our school divisions to provide continuity of learning via remote instruction for almost three months revealed the important role the state must play in providing platforms that enable access to instruction for all students regardless of their age, their location, and their economic situation. Parents also were very clear in expressing their concerns about the quality and consistency of the instruction their children were receiving in a remote learning environment and their own ability to guide that instruction from home.

Virginia's current online instructional program, Virtual Virginia, provides synchronous courses for students in Grades 6 - 12. Prior to the impact of the coronavirus, the 2020 Virginia General Assembly had made a commitment to invest \$7.1 million in the next biennium for the development of a statewide learning management system with increased features that would offer remote instruction at all grade levels in a variety of content areas. Due to the economic downturn resulting from business closures and job loss, the General Assembly, during its reconvened session in April 2020, suspended funding for the learning management system. Given the continuing state of the Virginia economy, it is unlikely that the intended funds will be available to move forward with the system.

The Honorable Betsey DeVos  
June 22, 2020  
Page 2

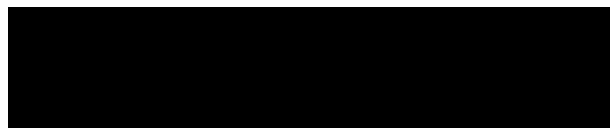
As such, I am pleased to support the Virginia Department of Education's application for a grant under the Educational Stabilization Fund - Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program. Much of the legwork for the development of the learning management system has already been done, and Virginia would be able to proceed quickly with plans to address remote learning inequities by expanding its current system, Virtual Virginia, to serve more students in more grades and in more content areas. Additionally, Virginia's proposal recognizes that not all families have access to the Internet and/or to devices needed to benefit from the learning management system, so part of Virginia's plan is to enhance the educational offerings of Virginia's public television stations with content and teaching materials that align with Virginia's Standards of Learning. In this way, virtually all homes in the Commonwealth would have access to educational content aligned with Virginia's Standards of Learning, with supporting materials for parents, should they be needed.

Recognizing that learning gaps are likely to manifest as students return to school, a third important component of Virginia's plan is the development of "just-in-time" assessment tools that would help school divisions identify potential learning gaps as part of new instruction rather than having to conduct a full review of content from the previous year. This approach would help accelerate the introduction of new content as students and teachers enter a new school year.

As schools prepare to reopen, they already recognize the need to plan for both in-person and remote instruction due to the ever-changing health requirements associated with COVID-19. My staff and I have reviewed the goals of the ESF-REM grant competition and fully support Virginia's grant application. I believe that Virginia has the capacity to accelerate our remote learning capabilities to provide all students with greater learning opportunities through remote instruction. These remote learning offerings will serve us well during the current health crisis and provide a foundation for expansion of services for all students as we return to our new normal.

Please do not hesitate to reach out to our office if you need additional information.

Sincerely,

A large black rectangular redaction box covering the signature of the sender.

Ralph Northam

# Michael Franklin Bolling

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## Education

Master of Teaching, Secondary Education, 1994, Virginia Commonwealth University  
Bachelor of Science, Mathematics, 1994, Virginia Commonwealth University

## Work Experience

Assistant Superintendent for Learning and Innovation, – Virginia Department of Education (VDOE), 2019-Present  
Executive Director, CodeRVA Regional High School, 2016-2019  
Director, Office of Mathematics and Governor's Schools – VDOE, 2012-2016  
Mathematics Coordinator, K-12 – VDOE, 2009-2012  
Instructional Specialist for Mathematics, K-12 – Chesterfield County Public Schools (CCPS), 2002-2009  
Mathematics Coordinator, Science Coordinator, K-12 – Powhatan County Public Schools, 2000-2002  
Secondary Mathematics Teacher and Department Chair – Hanover County Public Schools, 1994-2000.

## Professional Strengths and Accomplishments

### Leadership/Supervision

- Lead and coordinate curriculum, instruction, and innovation in learning for Virginia's public schools, K-12
- Planned, opened, and served as the Executive Director of CodeRVA Regional High School, leading instructional innovation, curriculum development, human resources, technology, operations, professional development, public relations, and evaluation of 25 staff members
- Worked with 14 school board members and 14 superintendents of CodeRVA partnering school divisions
- Worked with business partners from the tech sector to establish partnerships, sponsorships, and provide opportunities for students including internships and mentorship programs
- Oversaw implementation of the ~\$6M Magnet Schools Assistance Program (MSAP) Grant awarded to CodeRVA over four years
- Provided leadership for statewide mathematics programs, Governor's Schools, and gifted education
- Coordinated annual statewide VDOE Mathematics SOL Institutes, 2009-2014
- Coordinated the Project Graduation grant program providing over \$2.7 million each year to local education agencies in support of improving student graduation rates, 2013-2016
- Coordinated the statewide Algebra Readiness Initiative and collaborated with the Office of Student Assessment and Pearson to develop the new computer-adaptive Algebra Readiness Diagnostic Test, 2013-2015
- Served as state coordinator of the Presidential Awards for Excellence in Mathematics and Science Teaching (PAEMST) program, 2009-2016
- Served on the Board as VDOE representative for Virginia Council of Teachers of Mathematics (VCTM) and the Virginia Mathematics and Science Coalition (VMSC), 2009-2016
- Supervised, coordinated, and evaluated VDOE staff, 2009-2016
- Worked with VDOE staff on initiatives and processes including leading roles in Virginia's College and Career Readiness Initiative, SOL assessment development, and STEM initiatives, 2009-2016
- Served as the VDOE project coordinator for the Virginia Center for Excellence in Teaching, 2015
- Collaborated with the Office of School Improvement and VCU to provide principals' institutes for leadership in mathematics education, 2014
- Served as state coordinator of the Title IIB Mathematics and Science Partnership (MSP) grants, 2010-2012
- Coordinated the development of Enhanced Scope and Sequence Sample Lesson Plans, 2011
- Coordinated the VDOE Mathematics Textbook Approval Process, 2010
- Coordinated CCPS curriculum development, instruction, alignment, and pacing in mathematics, K-12, 2002-2009
- Assisted key administration, school leaders, and teachers to improve instruction and student achievement through collection and interpretation of instructional and achievement data and implementation of appropriate innovative and research-based instructional programs and practices, 2002-2009
- Appointed and served as the National Council of Teachers of Mathematics (NCTM) Annual Conference and Exposition Local Arrangements Co-chair, 2009
- Appointed and served as NCTM Regional Conference and Exposition Local Arrangements Chair, 2007
- Served on the VMSC Task Force for Mathematics Specialists, 2008
- Served on many committees for the VDOE including textbook review, standards review, assessment review, and school improvement review, among others – 1998-2009
- Virginia Council of Teachers of Mathematics (VCTM) – Served as High School Representative, 2004-2008
- Greater Richmond Council of Teachers of Mathematics (GRCTM) – Served as President, President-Elect, VCTM Representative, Past-President, Program Chair, Nominations Committee Chair, and Webmaster
- Served on Mathematics and Science Center of Richmond Vision Committee for 2015

- Served as Mathematics Department Chair, Atlee High School, 1997-2000

### **Curriculum and Instruction**

- Led the development of the innovative, blended learning curriculum and instructional approach at CodeRVA
- Worked with statewide instructional leaders to develop effective strategies to improve student learning
- Provided support, guidance, and technical assistance to school division leaders in the development of local curricula and instructional and assessment resources
- Coordinated the revision process of the 2009 *Mathematics Standards of Learning* and the development and approval of the 2016 *Mathematics Standards of Learning*
- Worked with the Virginia Board of Education to develop the Profile of a Graduate and related policy work to implement new graduation requirements
- Worked with statewide instructional leaders to interpret and implement changes to the Standards of Accreditation and associated policy documents related to instruction and graduation requirements
- Collaborated with many professional organizations to coordinate efforts to provide professional development and instructional support
- Assisted division- and school-based instructional leaders and teachers to develop instructional and remediation programs that complement the strengths and challenges of their students and staff
- Coordinated the development of professional development and instructional resources for annual statewide implementation of the 2009 *Mathematics Standards of Learning*
- Responded to inquiries from policymakers, media, and educational stakeholders
- Planned, developed, and implemented an innovative mathematics curriculum and program to enroll all Chesterfield County Public School students in algebra by eighth grade
- Designed Chesterfield County Public Schools' model for mathematics instructional coaches
- Collaborated with the Chesterfield County Department of Exceptional Education to develop a document aimed at providing regular education teachers with instructional suggestions for addressing the needs of students with disabilities entitled *Learning Problems That Impact Students in Mathematics*
- Coordinated, developed, and provided appropriate instructional resources for mathematics teachers
- Trained as Peer Coach for clinical supervision
- Served as mathematics teacher at Atlee High School in Hanover County, Virginia from 1994-2000

### **Professional Development and Training**

- Served as presenter for numerous national, statewide, and regional meetings and conferences, 2009-2019
- Served as adjunct faculty, VCU School of Education, 2007-2015
- Planned, organized, and provided numerous professional development opportunities for teachers of mathematics on content and pedagogy
- Presented for VCU's ACT-ESL training workshop for teachers of ESOL students – *Effective Instruction in the Secondary Mathematics Classroom*, Summer 2009, 2011
- Presented for the Virginia Council for Mathematics Supervision, *Redefining Middle School Mathematics: Algebra for All by Grade Eight*, Spring 2009
- Planned and facilitated a monthly series of professional development workshops for elementary school administrators, *Leading Learning in Elementary Mathematics*, 2008-2009
- Planned and organized a series of countywide Mathematics Curriculum Committee professional development for school-based mathematics leaders, 2007, 2008
- Assisted in planning and implementation of Chesterfield County's Curriculum Academies, 2002-2009
- Presented at the Virginia School Board Association's Governor's Conference on Education – *VDOE Mathematics SOL Instructional Update*, 2012; *English and Mathematics for Secondary Success*, 2011; *Destination 8<sup>th</sup> Grade Algebra: Redefining Middle School Mathematics*, 2006, 2008
- Presented at the Virginia Association of Secondary School Principals Annual Conference – *VDOE Mathematics Update on Instruction, Assessment, and Available Resources*, 2013-2016; *Developing Practices for Achieving Success in Mathematics*, *Mathematics Standards of Learning Instructional and Assessment Update*, 2012; *Mathematics and English for Secondary Success*, 2011; *Implementation of the 2009 Mathematics Standards of Learning*, 2010
- Presented at the Southern Region Educational Board (SREB) National Conference – *Destination 8<sup>th</sup> Grade Algebra: Redefining Middle School Mathematics*, 2006
- Presented for the Chesterfield County Public Schools' Leadership Program – *Effective Teaching in Mathematics*, 2003-2009
- Presented for Chesterfield Instructional Technology Exposition – *Exploring Alternative Assessments in Mathematics*, *Analysis of SOL Results Made Easy*, *Google Earth in the Elementary Classroom*, *Basics of Pivot Tables: Using Data to Drive Instruction*, 2004, 2006-2008
- Consulted for the Four Rivers Technology Consortium, *Using Technology in the Mathematics Classroom*, week-long workshop for teachers of fourteen counties, Summer 2004, 2005
- VCTM and GRCTM Presenter multiple times, 1995-2008

PR/Award # S425B200002



## **Résumé: Shelley Loving-Ryder**

### **Relevant Professional Experience**

#### **Virginia Department of Education**

##### **Assistant Superintendent for Student Assessment, Accountability, and ESEA Program (July 1, 2019-present)**

- Responsible for overseeing all aspects of student testing including test development and test administration in both online and paper/pencil modes, state and federal accountability and the administration of the federal ESEA programs.
- Responsible for a staff of 40

##### **Assistant Superintendent for Student Assessment and School Improvement (July 1, 2007-June 30, 2019)**

- Responsible for overseeing all aspects of student testing including test development and test administration in both online and paper/pencil modes as well as state-directed interventions with schools and school divisions in improvement
- Responsible for a staff of 30

##### **Assistant Superintendent for Assessment and Reporting (August 2001-June 30, 2007)**

- Responsible for overseeing all aspects of student testing including test development and test administration in both online and paper/pencil modes
- Responsible for a staff of 23

##### **Director, Division of Assessment and Reporting (1999-2001)**

- Managed test development and test administration functions for all statewide student assessments
- Supervised staff of approximately 15 staff members

##### **Assessment Specialist (1998-1999)**

- Oversaw development of all reading, writing, and mathematics Standards of Learning (SOL) assessments
- Managed hand scoring of student responses for writing assessments
- Worked with contractor staff in developing all administrative manuals
- Responsible for development and implementation of testing policies and accommodations guidelines for students with disabilities and limited English proficient students

##### **Literacy Passport Testing Program Administrator (1994-1998)**

- Responsible for all test administration functions for statewide graduation test

##### **Program Operations Specialist (1992-1994)**

- Managed statewide norm-referenced testing program
- Assisted with administrative functions for statewide graduation test

##### **NAEP Administrator/Research Coordinator (1990-1991)**

- Served as state coordinator for the National Assessment of Educational Progress (NAEP)
- Coordinated research activities on efficacy of preschool programs and on kindergarten readiness instruments

### **Editor for SOL Classroom Assessments (1989-1990)**

- Worked with Virginia teachers to develop classroom assessments measuring the mathematics SOL revised in 1989

### **Editor for SOL Classroom Assessments (1983-1986)**

- Worked with committees of teachers and testing contractors to develop classroom assessments for the SOL in foreign languages, mathematics, and elementary English

### **Graduate Research Assistant (1981-1983)**

- Provided research support to staff of the Testing Service and the Beginning Teacher Assistance/Assessment Program

### **New Kent County Schools**

#### **Classroom Teacher at New Kent High School (1986-1988)**

- Taught Algebra I, Geometry, and General Mathematics

### **Education**

- BA, University of Richmond, Psychology, summa cum laude
- Doctoral Program in Clinical Psychology, Virginia Commonwealth University, 1980-1983, degree not completed

### **Professional Awards**

Excellence in Assessment Award, Virginia Association of Test Directors  
(November 1999, November 2004)

### **Professional Affiliations**

National Council on Measurement in Education

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization:**

Virginia Department of Education  
James Monroe Building  
101 North 14th Street  
P.O. Box 2120  
Richmond, VA 23218-2120

**Date:** June 8, 2020

**Agreement No:** [REDACTED]

**Filing Reference:** This replaces previous Agreement [REDACTED]

**Dated:** 7/24/2019

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds, and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

Unrestricted Unrestricted rates apply to programs that do not require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Restricted Restricted rates apply to programs that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

## **Section II – Particulars**

**Limitations:** Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

**Accounting Changes:** The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

**Provisional/Final/Predetermined Rates:** A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

**Fixed Rate:** The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

**Notification to Other Federal Agencies:** Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

**Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

**Reimbursement Ceilings/Limitations on Rates:** Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

**Section III - Special Remarks**

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

**Section IV – Approvals**

For the State Education Agency:

Virginia Department of Education  
James Monroe Building  
101 North 14th Street  
P.O. Box 2120  
Richmond, VA 23218-2120

For the Federal Government:

U.S. Department of Education  
OFO / OGA / ICD  
550 12th Street, SW  
Washington, DC 20202-4450

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

Andre Hylton  
\_\_\_\_\_  
Name

Director, Indirect Cost Division  
\_\_\_\_\_  
Title

June 8, 2020  
\_\_\_\_\_  
Date

Negotiator: Nelda Barnes

Telephone Number: XXXXXXXXXX

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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**Virginia: Ready to Reopen with Remote Learning**  
**Budget Narrative**

<b>Personnel</b>	<b>Project Year 1 2020-2021</b>	<b>Project Year 2 2021-2022</b>	<b>Project Year 3 2022-2023</b>	<b>Total</b>
	\$0	\$0	\$0	\$0

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<b>Fringe Benefits</b>	<b>Project Year 1 2020-2021</b>	<b>Project Year 2 2021-2022</b>	<b>Project Year 3 2022-2023</b>	<b>Total</b>
	\$0	\$0	\$0	\$0

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<b>Travel</b>	<b>Project Year 1 2020-2021</b>	<b>Project Year 2 2021-2022</b>	<b>Project Year 3 2022-2023</b>	<b>Total</b>
	\$0	\$0	\$0	\$0

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<b>Equipment</b>	<b>Project Year 1 2020-2021</b>	<b>Project Year 2 2021-2022</b>	<b>Project Year 3 2022-2023</b>	<b>Total</b>
	\$0	\$0	\$0	\$0

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Supplies	Project Year 1 2020-2021	Project Year 2 2021-2022	Project Year 3 2022-2023	Total
	\$0	\$0	\$0	\$0

Contractual	Project Year 1 2020-2021	Project Year 2 2021-2022	Project Year 3 2022-2023	Total

**Contractual - Virtual Virginia Expansion**

Project Year 1 2020-2021	Project Year 2 2021-2022	Project Year 3 2022-2023	Total

Virginia proposes to use the state-approved procurement process to expand its Virtual Virginia contract with Charlotte County (VA) Public Schools, which includes personnel for program engagement, technical support, administrative support, and professional learning. In terms of the actual learning management system expansion, funds are dedicated to the technological aspects of the program; hiring of instructors; LMS subscription, licensing, and technical support; LMS integration, customization, and management; content development, etc.

Activity/Deliverable	Project Year 1 (2020-2021)	Project Year 2 (2021-2022)	Project Year 3 (2022-2023)	Total
Expansion of Virtual Virginia Statewide Learning Management System (LMS) Services in Years 2 & 3. (Virginia proposes to use GEER funds to support costs in Year 1.)				
Technical Costs include: <ul style="list-style-type: none"> <li>1.38M students x \$2.85/user for subscription, software licensing, online training &amp; support = \$3,933,000 per year (Year 2 and Year 3)</li> <li>Integrating 66 school divisions into the system each year = \$264,000 per year (Year 2 only)</li> </ul>		\$4,622,000	\$3,983,000	\$8,605,000



Activity/Deliverable	Project Year 1 (2020-2021)	Project Year 2 (2021-2022)	Project Year 3 (2022-2023)	Total
<ul style="list-style-type: none"> <li>● LMS service support, customization, management = \$25,000 per year (Year 2 and Year 3)</li> <li>● LMS regional and state training = \$25,000 per year (Year 2 and Year 3)</li> <li>● 2 Implementation support FTEs: Technical consultant &amp; Project management consultant = \$375,000 per year (Year 2 only)</li> </ul>				
<p>Personnel to support VVA expansion (\$985,000, included in the contract)</p> <ul style="list-style-type: none"> <li>● 2 Director FTEs: Integration and technical support oversight &amp; Program engagement and school division relations = \$260,000 per year</li> <li>● 1 Technical Support Supervisor FTE: Technical leadership, help desk, products, and applications= \$125,000 per year</li> <li>● 2 Technical Support Specialist FTEs: Help desk support, products, applications = \$175,000 per year</li> <li>● 2 Outreach Professional Learning Specialist FTEs: Primary contact for VVA program training and support = \$210,000 per year</li> <li>● 1 Infrastructure Coordinator FTE: project management, solutions, and quality assurance = \$115,000 per year</li> <li>● 1.5 Administrative support FTEs = \$100,000 per year</li> </ul>		\$985,000	\$985,000	\$1,970,000

**Contractual - Virtual Virginia Content Development**

<b>Project Year 1 2020-2021</b>	<b>Project Year 2 2021-2022</b>	<b>Project Year 3 2022-2023</b>	<b>Total</b>

The Virtual Virginia contract with Charlotte County (VA) Public Schools would provide for the coordination and development of new content for the Learning Management System. This includes revising the existing Virtual Virginia courses to be taught in an asynchronous format.

SWD = Students with Disabilities; EL = English Learners

<b>Activity/Deliverable</b>	<b>Project Year 1 (2020-2021)</b>	<b>Project Year 2 (2021-2022)</b>	<b>Project Year 3 (2022-2023)</b>	<b>Total</b>
English/Language Arts (K-8) - 9 levels x \$10K per level plus \$20K for SWD and EL and enhancement, captioning, and other services	\$110,000	\$0	\$0	\$110,000
English (3-12) - Revise existing courses to be asynchronous - 10 courses at \$10K each - hire teachers	\$0	\$100,000	\$0	\$100,000
History and Social Science (K-8) - 9 levels x \$10K per level plus \$20K for SWD and EL and enhancement, captioning, and other services	\$110,000	\$0	\$0	\$110,000
History and Social Science (9-12) - Revise existing courses to be asynchronous - 5 courses at \$10K each	\$0	\$50,000	\$0	\$50,000
Mathematics (K-8) - 9 levels x \$10K per level plus \$20K for SWD and EL and enhancement, captioning, and other services	\$110,000	\$0	\$0	\$110,000
Mathematics (3-12) - Revise existing courses to be asynchronous - 11 courses at \$10K each	\$0	\$110,000	\$0	\$110,000
Science (K-8) - 9 levels x \$10K per level plus \$20K for SWD and EL and enhancement, captioning, and other services	\$110,000	\$0	\$0	\$110,000
Science (3-12) - Revise existing courses to be asynchronous - 11 courses at \$10K each	\$0	\$110,000	\$0	\$110,000
Health/PE (K-8) - 9 levels x \$10K per level plus \$20K for SWD and EL and enhancement, captioning, and other services	\$110,000	\$0	\$0	\$110,000
Health/PE/Driver's Ed (9-10) - Revise existing courses to be asynchronous - 3 courses at \$10K each	\$0	\$30,000	\$0	\$30,000
Arts (Fine and Performing, K-12) - 9 grade levels and 8 specific high school courses, estimated at \$10K per level/course plus \$20K for SWD and EL and enhancement, captioning, and other services	\$190,000	\$0	\$0	\$190,000

Activity/Deliverable	Project Year 1 (2020-2021)	Project Year 2 (2021-2022)	Project Year 3 (2022-2023)	Total
Fine Arts (9-12) - Revise existing courses to be asynchronous - 8 courses at \$10K each	\$0	\$80,000	\$0	\$80,000
CTE (5-12) - 4 grade levels and 10 specific high school courses estimated at \$10K per level/course plus \$20K for SWD and EL and enhancement, captioning, and other services	\$160,000	\$0	\$0	\$160,000
CTE (9-12) - Revise existing courses to be asynchronous - 10 courses at \$10K each	\$0	\$100,000	\$0	\$100,000
Computer Science (6-12) - 4 specific middle and high school courses estimated at \$10K per level/course plus \$20K for SWD and EL and enhancement, captioning, and other services	\$60,000	\$0	\$0	\$60,000
Computer Science (9-12) - 6 revise existing courses to be asynchronous \$10K each	\$0	\$60,000	\$0	\$60,000
World Languages (K-12) - 6 grade levels (K-5) in dual language and develop 20 new courses (9-12) at \$10K each plus \$20K for SWD and EL and enhancement, captioning, and other services in each year	\$150,000	\$150,000	\$0	\$300,000
EL Supports (K-12)	\$50,000	\$50,000	\$0	\$100,000

**Contractual - Expand Instructional Content for Broadcast by Public Media Television Stations**

<i>Project Year 1 2020-2021</i>	<i>Project Year 2 2021-2022</i>	<i>Project Year 3 2022-2023</i>	<i>Total</i>

Virginia already has 6 weeks of content developed for broadcast on its public media television stations. We propose to use Virginia’s approved state-procurement process to continue working with the statewide public media stations to develop and broadcast K-8 content based on Virginia’s Reading and Mathematics Standards of Learning, with an integration of history and social science, science, and health subject matter. In addition to the K-8 programming, grant funds would be used to support creation of three half-hour shows for Algebra I, Geometry, and Earth Science where content for existing online courses would be converted and edited for broadcast.

<b>Activity/Deliverable</b>	<b>Project Year 1 (2020-2021)</b>	<b>Project Year 2 (2021-2022)</b>	<b>Project Year 3 (2022-2023)</b>	<b>Total</b>
Procure through statewide public media television (PBS) stations for K-8 and high school content development for weeks 7-36 - 30 weeks of content @ \$41,667 per week	\$1,250,000	\$0	\$0	\$1,250,000
<b>TOTAL FOR PBS INSTRUCTIONAL CONTENT DEVELOPMENT</b>	<b>\$1,250,000</b>	<b>\$0</b>	<b>\$0</b>	<b>\$1,250,000</b>

<b>Construction</b>	<b>Project Year 1 2020-2021</b>	<b>Project Year 2 2021-2022</b>	<b>Project Year 3 2022-2023</b>	<b>Total</b>
	\$0	\$0	\$0	\$0

<b>Other</b>	<b>Project Year 1 2020-2021</b>	<b>Project Year 2 2021-2022</b>	<b>Project Year 3 2022-2023</b>	<b>Total</b>
	\$0	\$0	\$0	\$0



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Indirect Costs	Project Year 1 2020-2021	Project Year 2 2021-2022	Project Year 3 2022-2023	Total
	\$255,460	\$683,382	\$526,608	\$1,465,450

Virginia has an Indirect Cost Agreement with the Federal Government covering the period of July 1, 2020 through June 30, 2021, that allows the Virginia Department of Education to use an unrestricted indirect cost rate of [REDACTED] of total direct costs. Virginia's Indirect Cost Agreement is available in the Appendix.

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Training Stipends	Project Year 1 2020-2021	Project Year 2 2021-2022	Project Year 3 2022-2023	Total
	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

***Training Stipends - Use Technology to Provide Professional Development on "Just in Time" Assessment Tools and Strategies***

Training Stipends	Project Year 1 2020-2021	Project Year 2 2021-2022	Project Year 3 2022-2023	Total
	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Activity/Deliverable	Project Year 1 (2020-2021)	Project Year 2 (2021-2022)	Project Year 3 (2022-2023)	Total
Stipends to teachers to develop and facilitate webinars on the Just in Time assessment tools and strategies (2 webinars in Year 1; 1 webinar each in Years 2 & 3)	\$5,600	\$2,800	\$2,800	\$11,200
Stipends to teachers to facilitate regional, grade-level professional learning communities on the Just in Time assessment tools (8 regions x 7 grade levels x 2 facilitators/grade level x \$1,000 stipend)	\$112,000	\$112,000	\$112,000	\$336,000
<b>TOTAL FOR PROFESSIONAL DEVELOPMENT TRAINING STIPENDS</b>	<b>\$117,600</b>	<b>\$114,600</b>	<b>\$114,600</b>	<b>\$347,200</b>

