

**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 # S425B200003**

**Grants.gov Tracking#: GRANT13152518**

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200003

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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.).

There were problems converting one or more of the attachments. These are: 1235-NC DPI\_ESF-REM GEPA.docx

**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"/>
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* 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"/>
--	---

**State Use Only:**

6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>
---	---

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="REDACTED"/>	* c. Organizational DUNS: <input type="text" value="REDACTED"/>
--	--

**d. Address:**

* Street1:	<input type="text" value="301 N. Wilmington Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Raleigh"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NC: North Carolina"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="27601-1058"/>

**e. Organizational Unit:**

Department Name: <input type="text"/>	Division Name: <input type="text"/>
--	--

**f. Name and contact information of person to be contacted on matters involving this application:**

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Beverly"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Emory"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

* Telephone Number: <input type="text" value="REDACTED"/>	Fax Number: <input type="text"/>
---	----------------------------------

\* Email:

**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:**

Light The Way: Strengthening K-12 Remote Instruction, Content, and Access Across North Carolina's Rural and Distressed Communities

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 Inco
- \* g. TOTAL



**\* 19. Is Application 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

North Carolina Department of Public Instruction

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	25,858.00	79,315.00	79,315.00	0.00	0.00	184,488.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	183,960.00	382,920.00	382,920.00	0.00	0.00	949,800.00
6. Contractual	860,000.00	4,695,000.00	4,695,000.00	0.00	0.00	10,250,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	225,000.00	487,500.00	487,500.00	0.00	0.00	1,200,000.00
12. Total Costs (lines 9-11)						

**\*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:  To:  (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 # S425B200003

Name of Institution/Organization North Carolina Department of Public Instruction	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 type="checkbox"/> a. bid/offer/application <input checked="" 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: North Carolina Department of Public Instruction

\* Street 1: 301 N. Wilmington Street    Street 2: \_\_\_\_\_

\* City: Raleigh    State: NC: North Carolina    Zip: 27601

Congressional District, if known: \_\_\_\_\_

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

<b>6. * Federal Department/Agency:</b> US Department of 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 N/A Middle Name \_\_\_\_\_

\* Last Name N/A Suffix \_\_\_\_\_

\* Street 1 N/A Street 2 \_\_\_\_\_

\* City N/A State \_\_\_\_\_ Zip \_\_\_\_\_

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

Prefix \_\_\_\_\_ \* First Name N/A Middle Name \_\_\_\_\_

\* Last Name N/A Suffix \_\_\_\_\_

\* Street 1 N/A Street 2 \_\_\_\_\_

\* City N/A State \_\_\_\_\_ Zip \_\_\_\_\_

**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: \_\_\_\_\_

\* Name: Prefix \_\_\_\_\_ \* First Name Melissa Middle Name \_\_\_\_\_  
\* Last Name Madrid Suffix \_\_\_\_\_

Title: Grants Accountant    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](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

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

1235-NCDEPI\_ESF-REM GEPA.docx

Add Attachment

Delete Attachment

View Attachment

## **General Education Provisions Act (GEPA)**

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

North Carolina Department of Public Instruction (NCDPI) response to GEPA requirements for *Light The Way: Strengthening K-12 Remote Instruction, Content, and Access Across North Carolina's Rural and Distressed Communities*

NCDPI will comply with Section 427 of the General Education Provisions Act (GEPA) for the Light The Way (LTW) program through emphasis on instruction, content, and access. NCDPI ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, age, citizenship status, disability, gender or sexual orientation in its education programs, services, and/or activities. NCDPI will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. NCDPI will further hold school districts (public school units) accountable for ensuring equal access and providing reasonable and appropriate accommodations to meet the needs of a diverse group of students, staff, community members and other participants.

Steps taken through the LTW project to ensure equitable access to programming includes, but is not limited to:

### **Instruction:**

- preparing online and offline materials to support remote instruction options
- promoting instructional responsiveness to cultural differences
- offering open access to instructional training to all school districts and charter schools
- preparing teachers to deliver content in an adaptable and blended format to accommodate varying learning conditions and health contexts
- engaging subject matter experts to adapt instruction and make content accommodations for special populations of students to ensure learning and instruction is equitable

### **Content:**

- preparing online and offline materials to support instruction
- developing open access digital course content
- printing materials in multiple languages
- providing funding to supplement costs of printing materials in distressed communities
- using technologies to convey content of program materials
- using materials that include strategies for addressing the needs of all participants
- developing and/or acquiring and disseminating culturally relevant and sensitive curriculum and informational materials

### **Access:**

- concentrating resources into the 45 most distressed NC communities
- organizing a monthly parent advisory group representing diverse communities and regions of NC

- providing open access parent technical assistance
- offering multi-lingual services for participants and others as needed and appropriate
- conducting outreach efforts and target marketing to those not likely to participate
- using transportation services that include handicapped accommodations as appropriate
- preparing accompanying parent and caretaker guides for lessons

## 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.

#### \* APPLICANT'S ORGANIZATION

North Carolina Department of Public Instruction

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Mrs. \* First Name: Melissa Middle Name:

\* Last Name: Madrid Suffix:

\* Title: Grants Accountant

\* SIGNATURE: Melissa A Madrid

\* DATE: 06/25/2020

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

**1. Project Director:**

Prefix: Dr.	First Name: Beverly	Middle Name:	Last Name: Emory	Suffix:
----------------	------------------------	--------------	---------------------	---------

Address:

Street1:	301 N. Wilmington Street
Street2:	
City:	Raleigh
County:	
State:	NC: North Carolina
Zip Code:	27601-1058
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:

## **Project Abstract**

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

### **Light The Way: Strengthening K-12 Remote Instruction, Content, and Access Across North Carolina’s Rural and Distressed Communities**

The North Carolina Department of Public Instruction (NCDPI) will address Absolute Priority 3: Field-Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes. By implementing a state-wide blended instructional model, NCDPI aims to (1) stabilize or improve student achievement during contingency learning circumstances, (2) empower resilient and adaptive teachers who are equipped for digital-age instruction, and (3) strengthen school (public school unit [PSU]) preparedness for learning disruptions.

The model is designed to address North Carolina’s top three barriers to equitable remote learning: instruction, content, and access. Emphasizing support to 45 of the most rural and economically disadvantaged communities across the state, the Light The Way (LTW) model uses grant funds to build teacher capacity through a high-quality professional development certification process, provide new standards-aligned virtual content focused on K–8, offer mobile-friendly learning resources and technical assistance for parents, and prioritize online and offline learning options for access equity. Premised on the extensive blended-learning research of Heather Stacker and Michael Horn, coupled with an evidence-based strategy to improve teacher effectiveness and engage parents, the model is built to scale state-wide while offering locally customizable options. Within North Carolina, LTW is designed to reach 100% of K–8 families, 65% of PSUs, and approximately 50,400 educators and the students they teach within the 34-month grant period. Led by NCDPI, anticipated partners include NC PSUs (including charter schools), RTI International, North Carolina State University’s Friday Institute for Educational Innovation, University of North Carolina’s Education Policy Initiative at Carolina, and other local subject matter experts.

## 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](#)

June 29, 2020

# Light The Way:

## Strengthening K-12 Remote Instruction, Content, and Access Across North Carolina's Rural and Distressed Communities

Absolute Priority 3: Field-Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes



### Prepared for

U.S. Department of Education  
Office of Elementary and  
Secondary Education  
Washington, DC 20202

### Prepared by

North Carolina Department of  
Public Instruction  
301 N. Wilmington Street  
Raleigh, NC 27601

### Solicitation

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

# Light The Way: Strengthening K-12 Remote Instruction, Content, and Access Across North Carolina’s Rural and Distressed Communities

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- Appendix 1: Letter of support from Governor of North Carolina
- Appendix 2: Resumes for key personnel
- Appendix 3: Current indirect cost rate agreement
- Appendix 4: List of proprietary information found in the application
- Appendix 5: Assurance that applicant will participate in an evaluation
- Appendix 6: Additional letters of support

## List of Exhibits

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## Introduction

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The North Carolina Department of Public Instruction (NCDPI) will address *Absolute Priority 3: Field-Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes*. By implementing a state-wide blended instructional model, NCDPI aims to (1) stabilize or improve student achievement during contingency learning circumstances, (2) empower resilient and adaptive teachers who are equipped for digital-age instruction, and (3) strengthen school (public school unit [PSU]) and community preparedness for future learning disruptions. Emphasizing support to 45 of the most rural and economically disadvantaged communities across North Carolina (NC), the proposed ***Light The Way*** (LTW) model will build teacher capacity through a high-quality professional development certification process, provide new standards-aligned virtual course content that focuses on K–8, offer mobile-friendly learning resources and technical assistance for parents, and prioritize implementation of both *online* and *offline* learning options to reinforce access equity. Premised on the extensive blended-learning research of Heather Stacker and Michael Horn,<sup>1</sup> coupled with an evidence-based strategy to improve teacher effectiveness and engage parents, the model is built to scale state-wide while offering locally customizable options. ***LTW*** is designed to reach 100% of NC K–8 families, 65% of PSUs, and approximately 50,400 educators and the students they teach within 34 months. ***LTW*** will position NC to be adaptively resilient: able to immediately address the extraordinary effects of COVID-19 on K–12 education while preparing for a future of transmodal education—a future where students, families, schools, and PSUs can seamlessly transition between remote and in-person schooling during environmental, national security, and public health crises.

## North Carolina's Coronavirus Burden

*The extent to which the applicant has a high coronavirus burden based on indicators and information factors identified by the applicant.*

On April 30, 2020, the U.S. Department of Education (USED) published a four-factor state coronavirus burden index. North Carolina was placed in the highest impact quintile based on the assessed factors: percentage of population without broadband access (13.2%), percentage of students living in poverty (18.6%), state percent share of confirmed COVID-19 cases per capita (0.65%), and percent of students in rural school districts (35.34%). Although broadband access, poverty, and rurality are slower to change statistics, COVID-19 cases per capita change daily. As of June 23, NC's share of confirmed cases per capita has more than tripled since April 30. Beyond these factors, NCDPI organized an assessment of the coronavirus impact in NC based on four areas: health challenges, student challenges, economic challenges, and infrastructure challenges.

**Health Challenges:** As NC weighs the need to reopen schools, a sharp spike in the number of new coronavirus cases and record-setting infection rates have limited optimism. The NC Department of Health and Human Services (NCDHHS) publishes daily data, and as of June 23, the state has reported few positive trends in the fight against COVID-19. NC reported its highest number of new lab-confirmed cases on June 23, totaling 54,453. More than 1,250 North Carolinians have died. Since a low point in mid-May, the rolling 7-day average of new confirmed cases has risen unabated and as of June 23, stood at its highest point on record.<sup>2</sup> To guide social distancing and school and business reopening procedures, NCDHHS focuses on the five metrics shown in

***Exhibit 1.***

**Exhibit 1. NCDHHS COVID-19 Metrics**

<b>Metric</b>	<b>Actual</b> <i>As of June 23, 2020</i>	<b>14-Day Trend</b> <i>As of June 18, 2020</i>
The number of lab-confirmed cases	54,453	Worsening
The percentage of positive tests relative to the total number of tests	10%	Neutral
The number of COVID-19 hospitalizations	915	Worsening
The percentage of emergency department visits for COVID-like illness	3%	Worsening
Adequacy of personal protective equipment supply	Sufficient	Improving

These troubling trends are causing NC education leaders to rethink models of education state-wide. PSUs are quickly adopting blended-learning approaches to reduce crowding in school buildings and provide the safety measures that parents and families need to ensure student safety. Rapidly redesigning the foundation of our K–12 education model from face-to-face instruction to remote learning is a monumental undertaking. This challenge is further exacerbated by NC’s high percentage of students in rural and high-poverty PSUs.

**Student Challenges.** NC is among the 10 largest states in the United States by population (9th). Among these largest 10, NC has the largest percentage of students attending school in rural communities at 35%. The next closest in the top 10 is Georgia with 26%, and the national average is <15%.<sup>3,4</sup> This adds up to more than 568,000 students, the second largest rural student population in the United States.<sup>5</sup> More than 58% of NC’s rural students are eligible for free and reduced-price lunch. Forty percent of NC’s rural enrollment is by students of color. Nearly 6 in every 100 NC students are English language learners, more than 60% higher than the national average.<sup>6</sup> These historically marginalized and disadvantaged populations face an achievement gap exacerbated by diminished access to quality remote instruction.

**Economic Challenges.** Public school districts are the top employer in 59 of NC's 100 counties and frequently serve as the social and cultural nexus for rural communities. When the largest employers in these communities are shut down or forced to operate in a limited capacity, the impact on jobs is devastating. Crises such as the coronavirus pandemic and the associated control measures have an outsized impact on the state's weaker rural communities. Issues of access, infrastructure, and economic security accelerate the divide that rural students face during times of crisis. As of June 2020, NC's five counties with the highest COVID-19 cases per capita are *all* rural (Duplin, Wayne, Sampson, Granville, Chatham).<sup>2</sup>

**Infrastructure Challenges.** Broadband access remains an obstacle to equitable learning in NC. Broadband service is not available in 259,000 NC households.<sup>7</sup> The state's subscription rate at the recommended Federal Communications Commission (FCC) speed in their homes of 25 Mbps download/3 Mbps upload is below the national average at 49.8%.<sup>7</sup> This means that just less than half of NC's households purchase broadband at the recommended speed threshold to adequately engage in virtual learning.<sup>8</sup> The gap widens in rural communities, where 95% of North Carolinians who lack broadband access reside.<sup>8</sup>

## NC's Response Plan

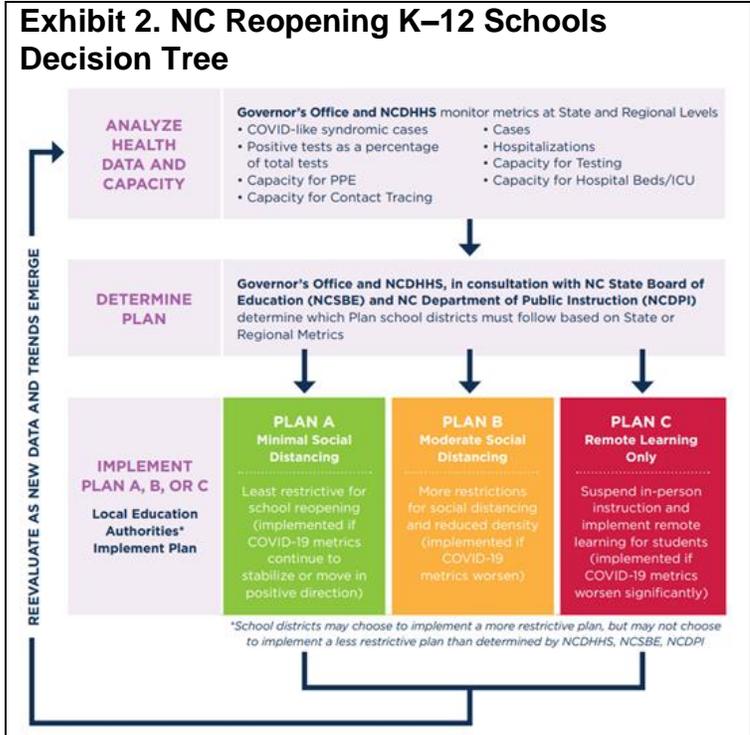
NCDHHS has established a decision tree to guide school reopening. Given NC's still-increasing rate of COVID-19 cases as of June 2020, state leaders are recommending PSUs prepare to move through all three plans, as outlined in **Exhibit 2**, for the upcoming school year. Plans B and C both require district capacity for a remote learning option. The NC governor will announce a decision about which plan will be

initially enacted for the upcoming school year by July 1, 2020.

NCDPI’s “[Lighting Our Way Forward](#)” plan, to which the *LTW* model is aligned, focuses on steps to take before students and employees return to school buildings, and guidance that is applicable throughout 2020–21.<sup>9</sup>

In preparing this application, NCDPI seeks to augment its

response plan by addressing four perspectives: the remote learning needs of students and families, the needs of PSUs, the priorities of NCDPI, and USED’s education stabilization objectives during the current crisis. These perspectives show a need to prioritize the following design characteristics:



**Exhibit 3. *LTW* Design Characteristics**

Students and Families	<ul style="list-style-type: none"> <li>Improved teacher capacity to deliver effective remote instruction to improve student outcomes</li> <li>Greater attention to the needs of parents as remote learning enablers</li> <li>Equitable access to online and offline remote learning resources</li> </ul>
PSUs	<ul style="list-style-type: none"> <li>Customizable with multiple options for local communities</li> <li>Concentration of effort and resources in high-needs communities</li> </ul>
NCDPI	<ul style="list-style-type: none"> <li>Sustainable beyond the 3-year life of the grant</li> <li>Aligned to NC’s ESSA plan and recent Leandro NC Supreme Court ruling and recommendations</li> </ul>
USED	<ul style="list-style-type: none"> <li>An approach grounded in clear research and evidence</li> <li>Increased access to enhanced remote learning options</li> <li>High parent satisfaction and high number of students served</li> </ul>

Further reinforcing this needs assessment, a nationally representative teacher survey published in June 2020 found 85% of teachers reported that “planning for future

school closures or other emergencies” would be a higher priority going into the 2020–2021 school year.<sup>10</sup> Sixty-nine percent cited the achievement gap as a higher priority in the year ahead, while 79% articulated a need for “training to support distance learning.” These national results sync with local data gathered in NC. In a June 2020 state-wide PSU survey, more than 80% of respondents cited NC’s critical areas of need coalescing around three factors: **instruction**, specifically the need to build teacher ability and confidence to deliver remote instruction across varied modalities; **content**, specifically the availability of high-quality, standards-aligned K–8 learning materials; and **access**, specifically in NC’s rural, low-income, and under-connected communities. The **LTW** model is designed to directly impact the current state-wide gaps and weaknesses associated with each of these factors.

## Quality of Project Services and Project Plan

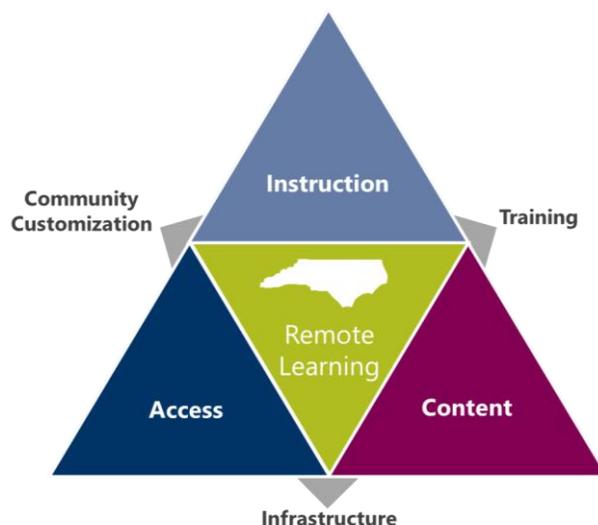
*The extent to which the proposed project is an exceptional approach to absolute priority being addressed and includes a detailed project plan for addressing the priority.*

In response to NC’s coronavirus burden variables and in direct alignment with NCDPI’s K–12 reopening plan, the proposed approach addresses three barriers to effective and equitable remote learning:

- 1) **Instruction:** *Teacher preparedness to deliver lessons in a blended format*
- 2) **Content:** *Availability of high-quality, standards-aligned, and culturally relevant remote learning content*
- 3) **Access:** *Population of students who lack broadband and device access*

In order to deploy a cohesive response to

each of these barriers, NCDPI will integrate elements of training, infrastructure



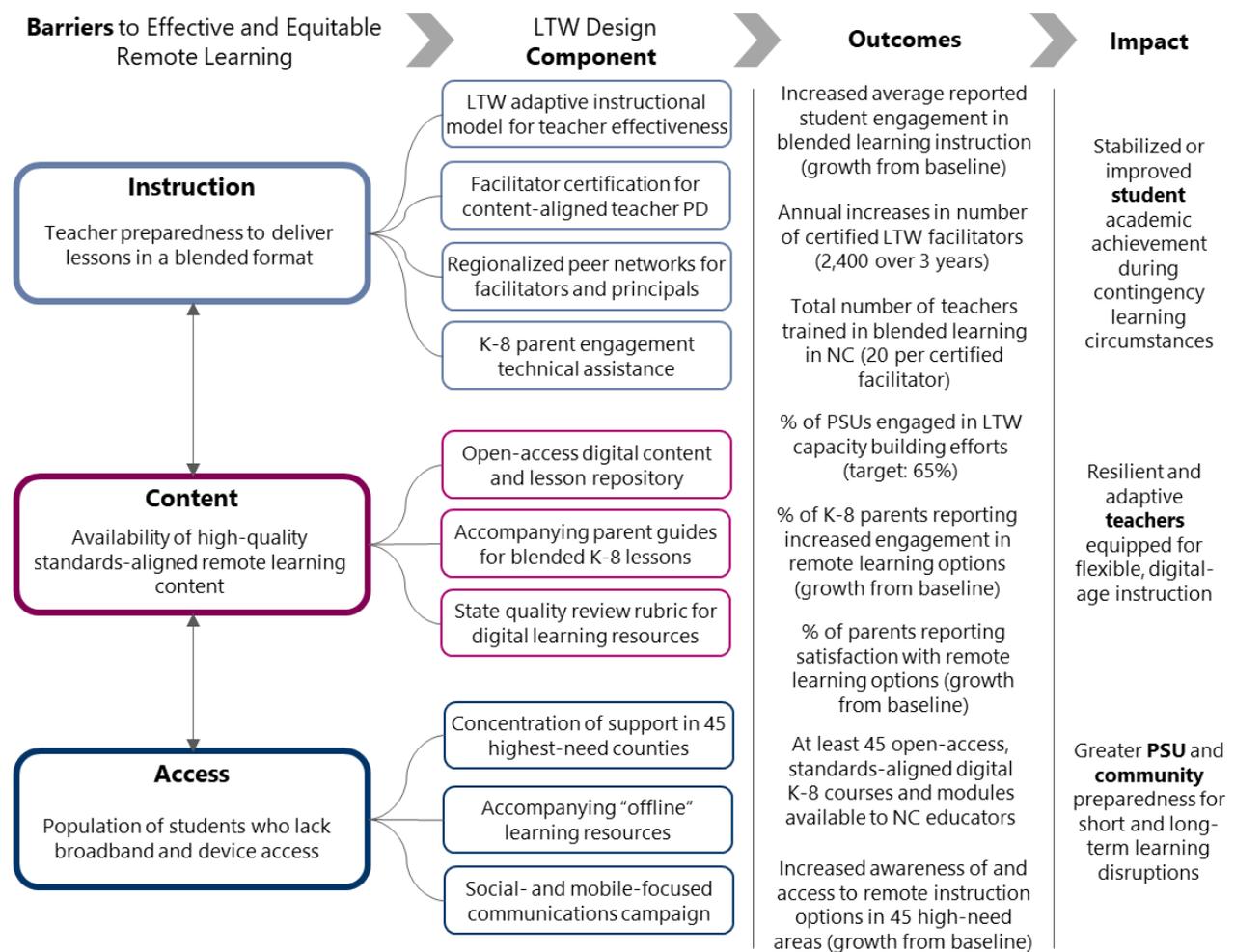
improvement, and community customization. **LTW** will strengthen *PSU* and *community* preparedness for learning disruptions, empower resilient and adaptive *teachers* who are equipped for digital-age instruction, and stabilize or improve *student* achievement during contingency learning circumstances.

The **LTW** model is premised on the well-established research finding that, compared to any other aspect of schooling, teachers have the greatest impact on student achievement outcomes.<sup>11-13</sup> Students who learn from highly effective teachers are more likely to attend college, less likely to have children as teenagers, and more likely to earn higher salaries.<sup>14</sup> In blended-learning environments, where students engage in varying degrees of self-directed learning, the imperative for effective instruction remains. Even in a fully online learning environment, teacher-driven structure, leadership, and interaction are crucial elements in facilitating effective learning.<sup>15</sup> Unfortunately, teachers are seldom prepared to deliver high-quality instruction in a blended environment. NC's official teaching standards and state teacher evaluation rubric currently only include a *vague* expectation that teachers be adept at virtually delivering content. Furthermore, teachers prepared through traditional preservice programs in NC are currently required to complete *no* coursework focused on effective remote-learning pedagogy. This lack of preparation is further confirmed by the field: when a state-wide survey was conducted to support this grant application in early June 2020, more than 80% of responding PSUs supported a concept associated with improving digital instruction as a key need during the coronavirus disruption response. That need is consistent with outcomes identified as part of NC's Digital Learning Plan. In 2015, only 6 out of 116 PSUs reported more than 40% of teachers

rating themselves as having sufficient training to fully utilize instructional technology. A 2018 refresh of that same plan cited numerous connectivity infrastructure improvements but still found that over half of NC teachers indicate that they need more training on integrating technology into instruction.<sup>16,17</sup>

Thus, the proposed **LTW** model primarily focuses on improving the effectiveness of blended-modality teacher instruction combined with capacity building to support, scale, and sustain that instruction. The **LTW** logic model is depicted below in **Exhibit 4**, and a detailed project plan is included in the Management Plan section in **Exhibit 8**.

**Exhibit 4. LTW Logic Model**



*The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project to respond to the needs of students.*

As described in the previous section, the **LTW** design is designed in direct response to **Instruction**, **Content**, and **Access** barriers that have been made worse by the coronavirus pandemic. Organized by the challenge they address most directly, each of the design components of the **LTW** logic model, is described in further detail below.

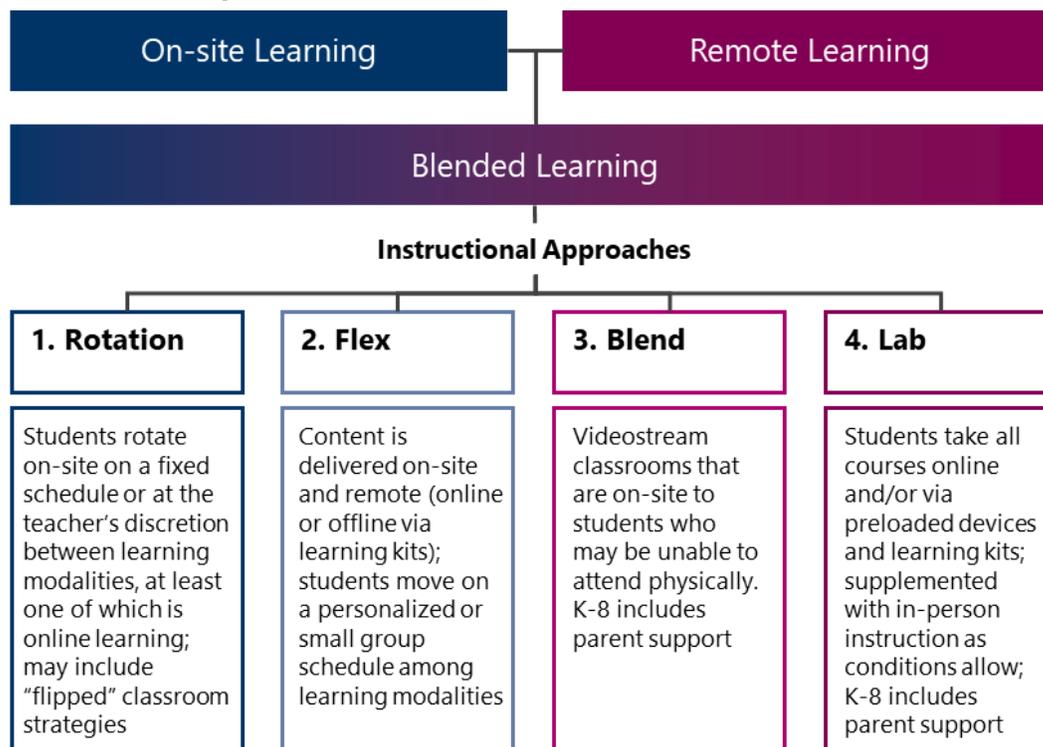
**Instruction.** Improving blended instruction is the primary focus of the **LTW** model. Delivered through multilayered professional development and supported by a peer-learning network, the proposed approach aims to increase student participation and engagement in blended learning lessons. Elements of parent engagement at the K–8 level will further support this outcome.

No single distance-learning option is likely to work for all students or in all scenarios, but being prepared to offer a variety of instructional options can help bridge long periods of school closure and better support students.<sup>18</sup> The coronavirus pandemic has reinforced the need for PSUs to accommodate instruction across an engagement continuum ranging from fully on-site to fully remote. Therefore, the **LTW** adaptive instructional model, features four distinct instructional approaches to enable flexibility in blended learning.

Aligned to NCDPI's COVID-19 K–12 reentry plan and NC's ESSA priority for *adaptive, personalized, digital-age learning*, the **LTW** instructional model is premised on the extensive work of preeminent blended-learning researchers Michael Horn and Heather Stacker, who have spent more than a decade analyzing the fast-moving trends of digital disruption in classrooms. Their work has profiled the approaches and results of dozens of blended-learning models and has synthesized those results and best

practices into an adaptable taxonomy. In their most recent iteration, Stacker and Horn<sup>1</sup> propose four instructional approaches through which teachers integrate adaptive remote learning strategies. The *LTW* adaptive instructional model is depicted in **Exhibit 5**.

### Exhibit 5. *LTW* Adaptive Instructional Model



*Adapted from 'blended learning taxonomy' (Stacker & Horn)*

Using a professional development (PD) facilitator certification structure, NCDPI will leverage the ESF-REM grant to certify up to 10 facilitators from each PSU annually to deliver in-district PD associated with each of the four blended-instruction approaches. This will enable PSUs to make local decisions about customization while remaining aligned to the state-led recovery and resiliency imperative. Facilitators might include lead teachers, assistant principals, instructional coaches, or other PSU personnel who will be expected to lead local PD for at least 20 teachers following certification. At scale, *LTW* will reach up to 200 teachers per PSU across three certification cycles.

Led by NCDPI and contracted subject matter experts, certification training will be delivered across approximately 6 months. Training will include regional summer institutes focused on blended pedagogy and content, four regional/virtual PD workshops corresponding to each instructional approach, virtual lesson modeling, and at least four peer coaching sessions. NCDPI has successfully implemented similar teacher endorsement efforts, such as the *NC Global Educator Digital Badge*, which has now certified more than 130 teachers. PD facilitators will be certified by NCDPI based on demonstration of blended-instruction competency to ensure fidelity to the *LTW* model. NCDPI will support districts in integrating the blended-learning competencies into NC's ongoing efforts to expand opportunities for advanced teacher roles through \$500 certification stipends.

Following certification, regional networks will facilitate opportunities on a quarterly basis for trainers to share strategies and address problems of practice. This structure will be organized by NC's eight school district regions and facilitated by NCDPI's regional PD leads. These networks will also foster opportunities for virtual and in-person "study visits" to further explore peer implementation practices. Twice per year, principals will also be invited to participate in network meetings to build capabilities as instructional leaders in blended-learning environments. Examples of principal session topics include, showcasing teacher-observation rubrics for blended lessons, sharing virtual instructional coaching techniques, and teaming with LTW trainers to highlight school leadership strategies in a remote environment.

The final design component focused on instruction is technical assistance for K–8 parents. NCDPI has heard from parents across the state that more support is needed

for caretakers during remote learning scenarios. To address this need, new parent-support resources will be provided. Open-access webinars catered to grade level and scheduled at strategic points on the academic calendar (such as the start of school and before breaks) will provide practical tips and resources for parents to support their student through academic content at home. Prescheduled weekly “office hours” will make digital learning experts available for live consultation through phone or online chat. Experts will include NCDPI staff and certified **LTW** trainers who may opt to support and receive a stipend. A state-wide **LTW** parent advisory group (with representation from elementary, middle, and high school levels) will be formed in the inaugural months of the project to inform design of parent resources, ensure relevancy, and support messaging to families.

**Content.** In NC, we are proud to have a robust state-wide virtual public school (NCVPS) with more than 193,000 unique course enrollments. The second-largest state virtual school in the United States, NCVPS has served over 540,000 middle and high school students since its initial launch in the summer of 2007. However, current middle school course options are very limited (four currently offered), and elementary content is currently not supported. This trend mirrors national statistics that show that 58% of high schools offered one or more courses entirely online, compared to 13% of middle schools and 3% of primary schools.<sup>19</sup> The need for supervision and support for younger students presents challenges for student-directed online learning. **LTW** will address these needs through new K–8 content aligned to grade standards, accompanying parent guides to support blended K–8 lessons, and a quality-review rubric for self-service quality assessment of materials.

Providing state-wide access to culturally relevant, curricular resources that are aligned to standards will increase the capacity of teachers to deliver rigorous lessons. A 2018 review found that the majority of materials teachers use in their classrooms were not aligned to their state's standards.<sup>20</sup> Making purposeful choices about instructional materials is also relatively inexpensive and has a faster impact compared to other state-level reform efforts, such as redesigning teacher preparation and evaluation systems.<sup>21</sup>

NCDPI will lead the development of this content through a small team of digital curriculum designers supplemented with contracted teachers in PSUs. To enable efficiency, speed, and quality of output, digital curriculum designers will be contracted from NC's universities that collaborate with NCDPI's digital learning efforts on a regular basis. This specialized expertise will extend to subject matter experts who specialize in content catered to special populations such as students with physical and cognitive disabilities, and English language learners.

The rationale for this "in-house" approach is sustainability. In the past, efforts to purchase curricular content from third parties have resulted in prohibitive licensing agreements that were financially unsustainable. Moreover, when PSUs foot the bill for supplemental curricular content, the associated costs further disadvantage NC's low-income communities. The proposed approach has the dual benefit of avoiding ongoing licensing and fostering stronger PSU buy-in through authorship. Whereas some specialized content may be supplemented with contracted subject matter experts, NCPDPI aims to leverage the field as much as possible. The new K–8 content will augment NCDPI's current bank of open-access resources, *GoOpenNC*. This online library is free to access and includes lesson plans and curricular content organized by

grade level, subject, and learning standard. Each resource also includes a quality-rating assessment. A mobile-friendly and a print-friendly version of student-facing materials allow teachers to use this content to enable access for rural students without home broadband connections.

Accompanying parent guides will be offered for core and supplemental K–8 courses to encourage caretaker engagement with lessons. Research has thoroughly documented student achievement benefits stemming from increased parent capacity for involvement in learning-at-home activities, particularly with low-income, at-risk populations (see Exhibit 7). Especially in K–8, where adult supervision is often a necessity, providing simple, step-by-step lesson guides for parents reduces a barrier to engagement by providing enrichment ideas. For example, a 5<sup>th</sup>-grade English Language Arts guide might provide parents with possible question prompts to ask after a child reads, suggest writing activities to do at home, provide links to free story resources, etc. Some basic parent guides already exist, but NCDPI will use the ESF-REM grant to refresh existing guides to better cater to blended instructional models and address strategies for longer-term school closures. **LTW** parent technical assistance will spotlight these guides to further reinforce use.

In NC, the average age of a mother at first birth is about 26 years.<sup>22</sup> This means the parents of today's K–8 students are often in their 30s and 40s. Among this age demographic (30–49), a 2019 Pew Research study found that 47% use Instagram, 79% use Facebook, and 87% use YouTube.<sup>23</sup> Therefore, in addition to traditional parent guides, a social- and mobile-focused communications campaign with modern media resources such as 2-minute video demonstrations, infographics, teacher spotlights,

student video challenges, photo collages, and user tips will be leveraged to raise awareness and increase engagement among parents through familiar media channels.

Creativity in teaching is a crucial way to spark student engagement. Like parents, teachers often use the internet and social media to seek inspiration. For example, a 2018 educator survey found that 74% of teachers reported using social media platform Pinterest for professional use.<sup>24</sup> The open-ended nature of online resources presents both opportunity and challenge: variety is virtually limitless, but quality and alignment to standards can be difficult to gauge. Therefore, to encourage peer-driven creativity, a rubric to assess the instructional quality and alignment of online content will be integrated into **LTW** professional development. NC's digital learning initiative recently supported the development of a research-based *Quality Review Rubric* for online learning resources. This tool guides users to consider domains of instruction, content, technology, and design to assess the strength of open education resources in the context of NC's learning standards.<sup>25</sup> **LTW** educators will learn to self-evaluate resources using this tool, and PSUs will choose the degree of lesson fidelity expected for their district.

**Access.** To equitably enable access to remote learning opportunities, **LTW** support will be concentrated in the highest-need communities. In addition to **LTW** training and resources, 45 counties will receive additional implementation support from NCDPI and NC-based contracted technical assistance providers to support integration of the **LTW** blended instructional model. Customized to each PSU, this 24-month support will include an intensive focus on change management, specifically, organizing the implementation, refreshing plans and policies, aligning to local priorities, fostering

buy-in, supporting communications, and overcoming barriers to change. The goal of this support is to bolster access for communities in need, build sustainable capacity for adaptive instruction, and foster preparedness for future learning disruptions.

Thanks to a state-wide connectivity effort over the last decade, 100% of NC school districts and more than 80% of NC charter schools are now connected to high-speed fiber-optic internet. This broadband infrastructure serves the students of NC well when they are in the classroom, but when remote learning conditions require from-home learning, more than 13% of students are left out.<sup>26</sup> To reduce this gap in response to COVID-19, NC invested \$11M in June 2020 to improve internet connectivity for students by providing community and home mobile internet access points and \$1M to install extended-reach mobile Wi-Fi gateway router devices in school buses. As of June 17, 2020, an additional \$30M was allocated to support remote-learning devices for PSUs. Priority communities were determined based on estimated number of households without an internet subscription, per FCC data.

However, these infrastructure improvements alone are not enough to fully enable equitable remote-learning access in remote communities. Subscription costs, signal strength, and access to equipment all pose barriers for rural and economically distressed communities. Therefore, **LTW** will ensure that offline learning resources are provided for students. Targeting K–8 grades and leveraging existing state investments, these resources include hands-on student learning kits and preloaded devices, such as tablets, that can be delivered or made available at pickup points. Projecting beyond the current COVID-19 crisis, this offline distribution strategy will support resilience during disruptions that impact the availability of online resources (e.g., natural disasters).

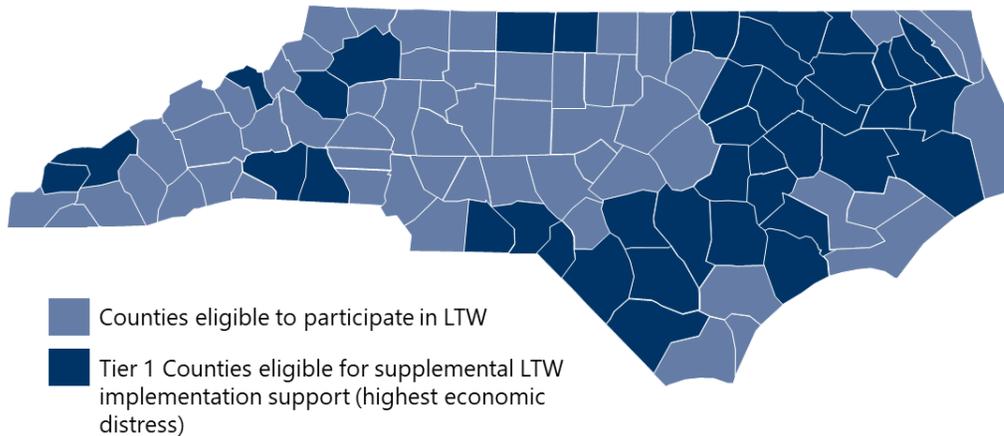
*The likelihood that the services to be provided by the proposed project will expand access to remote learning options and lead to improvements in student outcomes.*

Key project components described in the logic model are informed by research or evaluation findings that suggest the component is likely to improve relevant outcomes. All NC PSUs will have open access to **LTW** instructional training and content resources. To best enable access, implementation technical assistance will be most heavily concentrated in the 45 most economically distressed and rural counties. For this reason, we expect program outcomes to be especially evident in our communities that are often the least equipped to implement remote learning contingencies.

PSUs in 45 counties will be eligible for supplemental **LTW** implementation support from NCDPI. To determine priority, NCDPI is using the NC Department of Commerce's 2020 county-tier designation based on economic well-being.<sup>27</sup> This tier system is incorporated into various state programs to encourage economic activity in the less prosperous areas of the state. The 40 most distressed counties are designated as Tier 1, the next 40 as Tier 2, and the 20 least distressed as Tier 3. Designations are determined using four factors: average unemployment rate, median household income, percentage growth in population, and adjusted property tax base per capita. Thirty-eight of the 40 Tier-1 counties are classified as rural, based on National Center for Education Statistics locale data.

All counties will be provided access to training and content, while supplemental implementation support will focus on the 40 Tier-1 counties and up to 5 additional counties from Tiers 2 and 3 based on emerging indicators of need over the fall/winter of 2020.

### Exhibit 6. *LTW* Implementation Priority Counties



	All 116 NC school districts	All 200+ NC charter and alternative schools	45 most economically disadvantaged / rural counties
Access to <i>LTW</i> Instructional certification, PD, and regional networks	✓	✓	✓
Access to stipends for certified <i>LTW</i> PD facilitators	✓	✓	✓
Access to <i>LTW</i> content resources	✓	✓	✓
Access to <i>LTW</i> parent support	✓	✓	✓
Supplemental <i>LTW</i> implementation support			✓

*The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.*

As described in the *LTW* logic model, Exhibit 4, the program is designed to cohesively integrate a set of essential components, each independently grounded in varying degrees of research and evidence. Some of these ingredients emphasize “who” (e.g., teachers), while others focus on “what” and “how” (e.g., content repository, peer network). Each of these ingredients is designed to be informed by current best practices. For example, *LTW* PD aligns to the six research-based criteria for high-quality professional development outlined in the Every Student Succeeds Act (ESSA):<sup>28</sup>

<b>Sustained</b>	<i>LTW</i> PD will occur via multiple workshops and individual coaching support.
<b>Intensive</b>	PD will discretely focus on the <i>LTW</i> adaptive instructional model and the strategies to effectively deliver blended learning.
<b>Collaborative</b>	PD will include groups of regional educators to engage in peer sharing and address problems of practice.

<b>Job-embedded</b>	<i>LTW</i> will include ongoing support and practical tools and templates for day-to-day use.
<b>Data-driven</b>	PD and feedback sessions will be informed by student engagement data from lesson participation.
<b>Classroom-focused</b>	PD will include immediate practice and real-time modeling and observation.

Reflecting established and emerging research, the rationale for the four *LTW* design components associated with *Instruction* is summarized in **Exhibit 7**.

### Exhibit 7. *LTW* Research Rationale

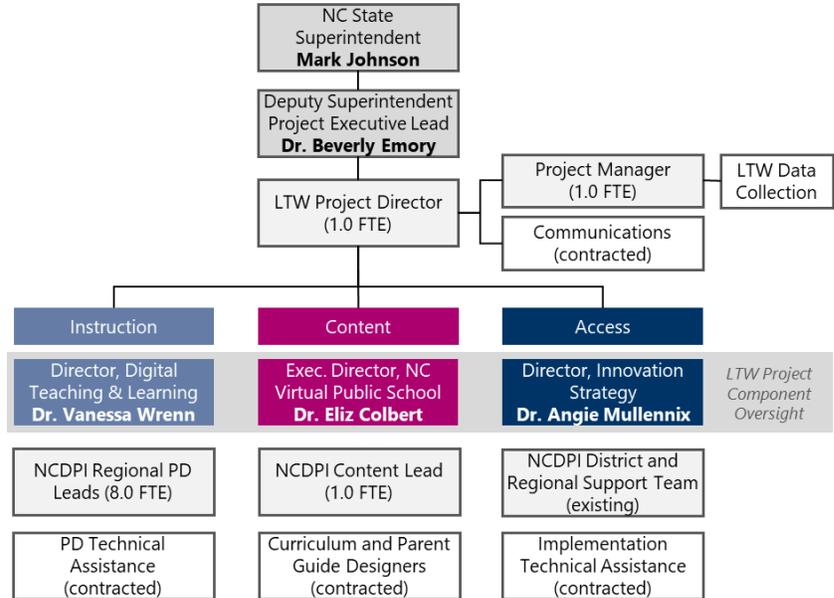
Key <i>LTW</i> Logic Model Component	Demonstrates a Rationale
Adaptive instructional model for teacher effectiveness	<p><b>Teacher Effectiveness:</b> Teachers matter more to student achievement than any other aspect of schooling.<sup>12,14,29,30</sup> Interactions between teachers and students are fundamental to positive student attitudes, academic engagement, and satisfaction with school.<sup>31,32</sup></p> <p><b>Blended Learning:</b> Existing evidence indicates that <i>some</i> blended-learning interventions improve outcomes, but evidence is not yet comprehensive enough to make firm statements on its efficacy. Meta-analyses and literature reviews have generally found online and blended-learning programs to be as effective as or more effective than traditional face-to-face instruction. However, the majority of research has been conducted with populations other than K–12 students, such as students at online universities and adult technical education programs.<sup>33-36</sup></p>
Facilitator certification for content-aligned teacher PD	<p><b>Content-Aligned Professional Development:</b> Content training directly tied to associated classroom practice has demonstrated significant impacts for students. Sustained, intensive, collaborative, job-embedded, data-driven, and classroom-focused are research-based criteria outlined by ESSA for effective teacher professional development.<sup>28,37,38</sup></p> <p><b>Facilitator Certification:</b> This approach enables teacher professional learning that is context specific, job embedded, and content based, particularly important for addressing the diverse needs of students in differing settings. Pyramidal PD approaches have a body of literature supporting their efficiency and effectiveness in a variety of contexts.<sup>39,40</sup></p>
K–8 parent engagement technical assistance	<p><b>Parent Engagement:</b> Student achievement benefits from building parent capacity for involvement and encouraging learning-at-home activities, particularly with low-income, at-risk populations.<sup>41-43</sup></p>
Regionalized peer learning networks	<p><b>Peer Learning Networks:</b> Networks strengthen sustainability and reinforce improvement by fostering connections on issues that members would otherwise have to address independently. Peer-to-peer teaching accelerates adult learning and reinforces practice improvements.<sup>44-46</sup></p>

## Management Plan and Adequacy of Resources

*The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.*

**Roles and Responsibilities.** NCDPI will manage and coordinate the **LTW** program in close cooperation with NC’s 116 school districts, more than 200 charter and alternative schools, technical assistance providers, and local subject matter experts. Dr. Beverly Emory, NCDPI Deputy State Superintendent, will oversee the project as executive lead. Dr. Emory’s background as a teacher, principal, superintendent, and adjunct university professor equip her well for leadership of this effort. She will be supported by a full-time project director who will oversee day-to-day operations. Current NCDPI directors of digital teaching and learning, NCVPS, and innovation strategy will provide oversight for each of the three **LTW** component areas. Key project roles are depicted at right in **Exhibit 8:**

**Project Organizational Chart.** Detailed project roles and responsibilities (including contractors) are described in the budget narrative included in the submission attachments.



**Timeline.** **LTW** will be implemented in two phases. Phase 1, starting October 1, 2020, and occurring during the 2020–2021 school year, focuses on preparation and launch activities during the

expected COVID-19 recovery period. Because new positions will be hired to support project implementation, a predetermined contractor will be engaged immediately upon award to work side by side with NCDPI leadership staff to temporarily augment capacity for timely task execution. Phase 2 occurs during the 2021–2023 school years and includes full model implementation across NC.

### Exhibit 9. LTW Implementation Timeline

Task (lead)	Phase 1			Phase 2								
	2020-2021			2021-2022				2022-2023				
	Oct-Jan	Feb-Apr	May-Jul	Aug-Oct	Nov-Jan	Feb-Apr	May-Jul	Aug-Oct	Nov-Jan	Feb-Apr	May-Jul	
LTW kickoff and launch of program team (NCDPI leadership)	•											
Engage with project launch contractor to execute startup tasks and refine LTW project plans based on latest COVID intelligence (NCDPI leadership)	•	•										
Hire LTW leadership and regional positions and complete needed contracting arrangements (NCDPI leadership)	•	•										
Monthly virtual project management, planning, communications status meetings (LTW Project Director, NCDPI leadership, contractors)	•	•	•	•	•	•	•	•	•	•	•	•
LTW program announcements to public (NCDPI leadership, contractor)	•	•		•	•		•	•		•		
Form LTW parent advisory and convene quarterly (LTW project director)		•	•	•	•	•	•	•	•	•	•	•
Conduct annual parent survey, data collection procedures (LTW project mgr., contractor)		•	•				•					•
Prepare survey analysis to support program reporting and improvement and complete annual grant report (NCDPI leadership, contractor)			•				•					•
Organize full certification PD curriculum/materials with annual refinement to incorporate content (LTW Project Director)		•	•			•				•		
Facilitate annual summer institutes in two regions of the state (LTW Project Director, NCDPI instructional team, contractor)			•				•					•
Facilitate regionalized peer network structure with quarterly meetings (NCDPI regional PD leads)			•	•	•	•	•	•	•	•	•	•
Parent assistance “office hours” (NCDPI regional PD leads, PD contractor)			•	•	•	•	•	•	•	•	•	•
Launch monthly parent assistance webinar series (LTW Project Director, regional PD leads)				•	•	•	•	•	•	•	•	•
Delivery regional/virtual PD, observations, modeling, peer coaching for LTW PD facilitator certification (NCDPI regional PD leads, PD contractor)				•	•	•		•	•	•		
Issue LTW PD facilitator certifications (LTW project director)					•			•				•
Prepare high-quality K-8 instructional content (18 lessons per year of implementation) (LTW content lead, content contractor)		•	•	•	•	•	•	•	•	•	•	•
Refine and launch content rubric tool for use in training, communications (LTW content lead)		•	•	•	•	•	•	•	•	•	•	•
Prepare parent guides and materials, K-8 focused (LTW content lead, content contractor)		•	•	•	•	•	•	•	•	•	•	•
Complete portfolio planning for PSUs receiving supplemental support (45) (LTW project director, implementation contractor)		•	•									
Sign commitment agreements with PSUs for supplemental implementation (LTW project mgr.)			•									
Kickoff sessions with supported PSUs (implementation contractor)				•								
Establish 24-month PSU implementation plans aligned to local priorities and define change management approach, refine annually (implementation contractor)				•	•			•				
Execute implementation technical assistance based on needs of individual PSUs (e.g., addressing barriers, supplemental PD, project planning, communications, etc.) (LTW project director, implementation contractor)					•	•	•	•	•	•	•	•
PSU mid-year progress check points with NCDPI (LTW project director)					•		•		•			•

**Data Collection and Reporting.** NCDPI assumes responsibility for maintaining and adhering to the project timeline. Given the anticipated uncertainty driven by the coronavirus pandemic, NCDPI will remain in close coordination with all project partners, PSUs, and contractors regarding changes in milestones or procedures. Final decisions regarding any timeline adjustments will rest with NCDPI. Throughout the project, NCDPI will collect data from parents, students, teachers, principals, and PSUs to assess satisfaction, usage of content resources, changes in practice, and level of engagement. The initial year will establish a data baseline from which successive years of growth is expected. Measures are based on the outcomes proposed in the **LTW** logic model such as the number of certified facilitators, percentage of parents who are satisfied, average student engagement in blended coursework, etc. NCDPI expects to contract with a third party to support comprehensive data collection, analysis, and recommendations. NCDPI will also monitor student performance and attendance measures. This information will be used to inform ongoing improvement to the model, assess the degree to which outcomes are being achieved, and support quarterly and annual reports. NCDPI agrees to provide information to USED for evaluations related to the ESF-REM program.

**Communications.** Project meetings will occur monthly and include NCDPI's team as well as any contractors. Each PSU participating in technical support activities will identify a single point of contact to act as a conduit for program communication. Modern and engaging public-facing communications is an essential ingredient for success. Therefore, specialized third-party communications support will be retained to support a contemporary branding and awareness campaign, liaise with PSU communication teams, and bolster social media content. Communications efforts will also coordinate

with state-wide education journalism and media to publish profiles of implementation, feature success stories, interview parents, and strengthen awareness.

***Financial and Contractor Management.*** To reduce the hiring and training burden and realize timely implementation, local contractors will be leveraged to augment the NCDPI team. Contractors will be required to abide by all fiscal accountability and reporting requirements. Contractors will report to the **LTW** project director and collaborate directly with NCDPI's **Instruction**, **Content**, and **Access** teams. Accounting procedures will follow NCDPI policies that are fully compliant with state and federal regulations.

*The extent to which the proposed use of funds will adequately support the proposed project.*

The proposed funds, [REDACTED] over approximately 3 years, will adequately support the proposed **LTW** implementation plan. This is achieved by strategically planning the bulk of expenditures in years 2 and 3, when the implementation infrastructure is fully developed and the specter of the 2020 coronavirus is lessened due to societal renorming and (hopefully) vaccine development.

The project also benefits from design efficiencies that tap into existing strengths in NC such as virtual public school expertise (NCVPS) and extensive digital course development and delivery experience. By aligning to state response initiatives and existing funds, **LTW** will leverage more than \$40M in recent connectivity investments to further improve equitable access for every student. NCDPI does not anticipate needing to further supplement the funding level proposed to achieve the stated outcomes. In addition to capability alignment, the **LTW** model is designed to synergize with existing

statewide education strategies, such the NC State Board of Education’s Strategic Plan and ESSA implementation plan to enhance resource and effort efficiency.

**Exhibit 10. *LTW* Alignment**

<b>LTW Component</b>	USED ESF-REM Performance Measures	NC ESSA Plan	NC COVID K-12 Reentry Plan	NC State Board of Education Strategic Plan	NC <a href="#">Leandro case recommendations</a>	NC Digital Learning Plan
Instructional improvement model for blended teaching and learning	●	●	●		●	●
High-quality curricular content to address multidimensional student needs		●	●	●	●	●
Concentration of resources in rural and high-need PSUs		●	●	●	●	
Expanded options for learning in socially distant environment	●	●	●			●
Strengthened parent engagement in education	●	●	●		●	
Local and regional customization options for PSUs and charter schools		●	●	●	●	●
Infrastructure improvements to expand student access and connectivity		●	●	●	●	●
Online and offline remote learning options to expand access for students	●	●	●	●	●	

*The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.*

***LTW*** will improve blended learning statewide by fostering adaptive environments for personalized, digital-age learning. With a statewide reach, the program will empower teachers to adopt their own innovative ideas for instruction while encouraging parent engagement and building capacity for remote learning in PSUs. Resources are strategically concentrated in 45 of NC’s most rural and distressed communities to directly address the barrier of access. Implementation is purposefully organized into phases to ensure reasonableness and fidelity to the proposed design. A blend of dedicated NCDPI staff and local subcontractors will be utilized to reduce hiring/training costs, accelerate implementation, extend reach, and leverage specialization. As described in prior sections, the ***LTW*** approach demonstrates a research-based rationale

to achieve instructional resilience and adaptability for remote learning. This will improve outcomes for students and their families in academic achievement, remote learning participation, content engagement, and satisfaction. The project also directly attends to all three of USED's ESF-REM performance objectives (number of students served, percentage of parents reporting satisfaction, types of remote learning options available).

**LTW** provides a significant opportunity for NC to truly *light the way* as a model for effective remote learning for states with high populations of rural students.

*The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits.*

**LTW** is expected to impact 100% of K–8 families and more than 65% of PSUs in NC within 34 months. This reach is significant: among all states, NC is in the top 10 in terms of total population and has the second-highest total number of rural students.

**LTW** will provide remote learning enrichment opportunities for all of NC's PSUs through *instruction* and *content* programming through PD, open access K–8 courses, and parent resources. This potentially translates to 1.5M K–12 students and their parents.

Meanwhile, 45 of the highest-need communities will receive supplemental *access* support to extend impact to more than 250,000 rural students and their families.

Over the life of the grant, NCDPI expects to certify up to 2,400 educators through three **LTW** certification cycles (10 per PSU per cycle). This assumes the 45 high-support PSUs each certify 10 per cycle and half of the less-distressed NC communities (35 additional PSUs) certify 10 per cycle. Each certified PD facilitator is expected to provide structured, high-quality PD for at least 20 additional teachers, resulting in potential program impact to 50,400 educators, about half of NC's total teaching force. The expected project budget per teacher impacted is approximately \$349.

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## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

June 29, 2020

# APPENDICES

## Light The Way:

Strengthening K-12 Remote Instruction, Content, and Access Across North Carolina's Rural and Distressed Communities



### Prepared for

U.S. Department of Education  
Office of Elementary and  
Secondary Education  
Washington, DC 20202

### Prepared by

North Carolina Department of  
Public Instruction  
301 N. Wilmington Street  
Raleigh, NC 27601

### Solicitation

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

# Light The Way: Strengthening K-12 Remote Instruction, Content, and Access Across North Carolina's Rural and Distressed Communities

## Appendices

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### Appendix 1: Letter of support from Governor of North Carolina

### Appendix 2: Resumes for key personnel

- Dr. Beverly Emory – *Executive Lead and Interim Project Director*
- Dr. Vanessa Wrenn – *Instruction Lead*
- Dr. Elizabeth Colbert – *Content Lead*
- Dr. Angie Mullennix – *Access Lead*

### Appendix 3: Current indirect cost rate agreement

### Appendix 4: List of proprietary information found in the application

### Appendix 5: Assurance that applicant will participate in an evaluation

### Appendix 6: Additional letters of support

- North Carolina State Board of Education
- North Carolina Department of Health and Human Services
- North Carolina School Superintendents' Association
- North Carolina Principals and Assistant Principals' Association
- Public School Forum of North Carolina



STATE OF NORTH CAROLINA  
OFFICE OF THE GOVERNOR

ROY COOPER  
GOVERNOR

June 24, 2020

Betsy DeVos, Secretary  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

Dear Secretary DeVos:

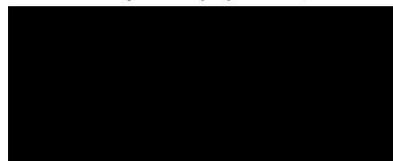
I would like to formally express my support for *Light the Way*, the North Carolina Department of Public Instruction's (NCDPI) proposal for the Rethink K-12 Education Models Grant program. As North Carolina works to reopen our schools and reinvigorate our economy, we must ensure that our K-12 education system is prepared to advance student academic outcomes and prioritize the health and safety of students, families, and communities.

Through the *Light the Way* plan, NCDPI has developed a comprehensive model to implement blended learning with a focus on our most vulnerable communities. The plan aims to provide teacher professional development on delivering blended instruction, create new instructional content in grades K-8, and develop parent resources to support student's learning at home. The plan will prepare our state for the long term, by determining what systems need to be in place for future extended school closures and by supporting a more equitable model of schooling. NCDPI collected input and feedback from an array of stakeholders to ensure that the *Light the Way* plan will meet the local context of the diverse communities across our state.

I recommend the NCDPI *Light the Way* proposal for your fullest consideration. If awarded, *Light the Way* will help to ensure that more students across North Carolina continue to learn and grow during unprecedented times.

With kind regards, I am

Very truly yours,



Roy Cooper

## Appendix 2: Resumes for key personnel

- Dr. Beverly Emory – Executive Lead and Interim Project Director
- Dr. Vanessa Wrenn – Instruction Lead
- Dr. Elizabeth Colbert – Content Lead
- Dr. Angie Mullennix – Access Lead

# Dr. Beverly Reep Emory

*LTW Project Executive Lead*



## **Education**

- 1994 Doctor of Education in School Leadership, Vanderbilt University, TN
- 1988 Master of Arts in School Administration, Appalachian State University, NC
- 1980 Bachelor of Science in Science Education, Appalachian State University, NC

## **Experience**

- 2019-Present Deputy State Superintendent of District Support, North Carolina Department of Public Instruction (PreK-12, Enrollment 1.5 million students), Raleigh, NC
- 2013-2019 Superintendent, Winston-Salem/Forsyth County School District (K-12, Enrollment: 54,000 students), Winston-Salem, NC
- 2006-2013 Superintendent, Pitt County School District (K-12, Enrollment: 23,300 students), Greenville, NC
- 2001-2006 Superintendent, Oberlin City School District (K-12, Enrollment: 1,200 students), Oberlin, Ohio
- 1998-2001 Principal, Westerly School (3-4, Enrollment: 370 students), Bay Village City School District, Bay Village, Ohio
- 1998-2005 Adjunct Professor, (School Law, The Principalship, Organizational Development, Resource Management, Professional Development) Cleveland State University, Ashland University, University of Akron
- 1991-1998 Superintendent, Westlake City School District (K-12, Enrollment: 3,700 students), Westlake, Ohio
- 1988-1991 Principal, North Hartsville Elementary School (3-6, Enrollment: 500 students), Darlington County Schools, Hartsville, SC
- 1985-1988 Director of Communications and Professional Development, McDowell County Schools (K-12, Enrollment: 7,000 students) Marion, NC
- 1980-1985 Science and Math Teacher, West McDowell Junior High School (7-9, Enrollment: 1,000 students), McDowell County Schools, Marion, NC

## **Recent Additional Training**

- 2018 Leverage Leadership Institute, RELAY, NYC
- 2017 Nine Box Capacity Building, BB&T University
- 2014, 2015, 2016 Public Education Leadership Project, Harvard Business School and Harvard Graduate School of Education, Boston, MA

2014

Teaching with Poverty in Mind, Eric Jensen, WSFCS  
Administrative Retreat.

### **Professional Memberships**

Association for Supervision and Curriculum Development  
NC Association of School Administrators  
Past President, Horace Mann League  
Appointed to My Future NC Commission by State Superintendent  
United Way Board of Directors

### **Honors and Awards**

East Carolina Educators Hall of Fame  
Oberlin College Distinguished Service Award  
Four Golden Achievement Awards, National School Public Relations Association  
Harvard Business School, Excellence in School Management Award  
Outstanding Staff Development Award, Ohio ASCD

### **Selected Presentations and Publications**

Summer 2014 & 2015- "Public Policy in Education", Wake Forest University College of Education, NC  
Fall 2013- "Women in Leadership Symposium", Appalachian State University Graduate School, NC  
Winter 1995- "Lessons From the Gang", American Association Of School Administrators, New Orleans, LA  
Reep, Beverly B. A public relations missionary. Executive Educator, 1988, 4, 20-21.  
Reep, Beverly B. Lessons from the gang. The School Administrator, 1996, 53, 26-29.  
Reep, Beverly B. & Grier, Terry B. Pre-empowerment to quality teams. NASSP Bulletin, 1992, 546, 90-96.

# **Dr. Vanessa Wrenn**

*LTW Project Component Oversight: Instruction*

State Director of Digital Teaching and Learning Interim Director of Standards, Curriculum, and Instruction

North Carolina Department of Public Instruction

## **Education**

Ed.D. Doctor of Education (October 2014) Liberty University, Lynchburg, VA  
Educational Leadership and Policy

M.ED. Masters of Education (May 2008) Curriculum and Instructional Technology Business and Marketing Education. North Carolina State University, Raleigh, NC 27695  
Curriculum and Instruction, CTE Graduated with 4.0 GPA

B. S. Business and Marketing Education North Carolina State University, Raleigh, NC 27695

## **Professional Area Licensures and Credentials**

School Administrator: Superintendent (2019)

Certified Education Technology Leader CETL COSN (May 2018)

Education Policy Fellowship Program, EPFP, (May 2014)

Certified Chief Technology Officer, CeCTO, (June 2013) University North Carolina Chapel Hill, Executive Technology Management

National Board Certified Professional Teaching Standards Renewal (November 2011)

National Board Certified Professional Teaching Standards (November 2001)

## **Professional Positions**

**2019 - Present**

**State Director of Digital Teaching and Learning**

North Carolina Department of Public Instruction, Raleigh, NC

**2008 – 2019**

**Director of Technology Digital Content and Online Learning**

**Chief Technology Officer (CTO)**

**Principal, Granville Online and Granville Academy**

**Director of Career Technical Education**

Granville County Public Schools, 101 Delacroix Street, Oxford, NC

Demonstrated expert knowledge and leader of digital-age learning, resources and systems that support technology, media, and online educators by leading, promoting and encouraging the development and implementation of innovative technology, instructional resources and delivery methods. Creator and Director of the first public blended school for K-12. Directed the creation and ongoing management of online school for grades 6-8 to include digital content creation and innovative virtual learning practices. Transformed a traditional school district to an innovative digital learning instructional model with visible leadership, guidance, and innovation. Designed and implemented systematic digital age professional development and ongoing support to 1500 employees and 9,000 students by implementing departmental plans, work programs, processes, procedures and policies achieve full implementation of Digital Learning Competencies across all disciplines, including CORE, CTE, and Elective studies. Directed, designed, and sustained a successful one-to-one mobile computing environment which includes devices, infrastructure, training and support. Created, sustained, and directed a modernized network infrastructure. Led online curriculum content writing with embedded instructional technology. Expanded online learning options to include Career Technical Education courses, pathway to Career College Promise, and Middle School core curriculum. Implemented ISTE, /iNacol online quality standards in instruction and content development. Directed the development of personalized and blended learning initiatives and local OER. Directed annual Digital Age Learning Professional Development Plan. Developed and managed adult and student distance-learning models, policies, procedures, technologies, and learning management systems. Served as Director of Career Technical Education, Chief Technology Officer, Principal and Director of Digital Teaching and Learning

**2007 – 2008**

**District Beginning Teacher and Coordinator**

Granville County Public Schools, 101 Delacroix Street, Oxford, NC

Directed Initial Licensure for lateral entry and beginning teachers. Provided professional development for adult learners. Implemented ongoing support for beginning teachers to include leading mentoring programs, documentation, and coaching. Directed Initial Licensure for lateral entry and beginning teachers. Provided professional development to adult learners.

**1997 – 2006**

**Marketing/Business Teacher, VOCATS Coordinator, Assistant Principal, DECA Advisor**

Granville County Public Schools, 101 Delacroix Street, Oxford, NC

DECA Reg./State Competition Coordinator

DECA State Competition Director of Judges 2001-2007

VOCATS Coordinator 2001-2007

CTE Lead Teacher 1998-2007

## School Improvement Plan Lead

### **Presentations**

Wrenn, V.K. (2017). Digital Innovation Leadership, The Friday Institute Administration Leadership Series

Wrenn, V.K. (2015). Solving Problems with Innovative Learning, NCASCD, Pinehurst, NC.

Wrenn, V.K. (March, 2014). Digital Learning in a Rural District, North Carolina Technology in Education Society Conference

Wrenn, V.K. (October 2013) The Use of Blended Learning to Strengthen Student Success. The International Association for K-12 Online Learning Conference, Orlando, Florida.

Wrenn, V.K , Horton, P., Ham, R.C. (June, 2012). Digital Literacy and Initiative Sustainability in a Rural District, The Friday Institute Summer Institute.

### **Professional Memberships and Boards**

International Association for K-12 Online Learning (*iNACOL*) (2008 to Present)

International Society for Technology in Education (ISTE) (2008 to Present)

Association for Supervision and Curriculum Development (ASCD) (2012 to Present)

### **Professional Awards and Honors**

June 2017	CCRESA Technology Council Chair
Sept 2014	Nominated and selected to participate in the EPFP Fellowship Program.
January 2014	Apple Distinguished Program Award
April 2013	National School Board Association Magna Award Recipient for
Dec 2012	Digital Innovator Award, selected by the Office of the Governor
July 2007	NCATE Business and Marketing Teacher of the Year
January 2000	Granville County Schools Teacher of the Year

**Elizabeth M. Colbert, Ed.D.**  
*LTW Project Component Oversight: Content*



**Summary**

- Extensive practice in working with stakeholders including students, parents, elected officials, and education leaders to shape the vision of public education locally, across NC, and nationally with a specific focus on opportunities for rural students
- Senior executive leader in service to the mission of public schools of NC as a teacher, principal, central office team member, and with the state department of public education
- Success in managing and deploying strategic plans aligned with budgets exceeding twenty-five million dollars
- Comprehensive skills in leading and facilitating large and small group events in order for participants to learn new skills and gather feedback, and develop and deploy plans
- Skilled in the use of online tools for learning, marketing, and engaging stakeholders
- Assist volunteer organizations as well as public entities in raising funds and garnering needed resources through collaboration and the development of relationships

**Education**

**Teachers College, Columbia University**

*Ed.D, Educational Administration, May 2001*

Dissertation: Collaboration and Adult Learning in a School Culture

*M.A.T, Curriculum and Instruction, May 1991*

**University of North Carolina, Chapel Hill**

*M. Ed., Educational Leadership, May 1994*

*B. A., Early Childhood Education, May 1986*

**Work Experience**

**Executive Director, 2014-present**

**Chief Operations Officer, 2014**

**Chief of Outreach and Support, 2013**

North Carolina Virtual Public School (<https://ncvps.org/>)

Lead the nation's second largest state-led virtual school with over 52,000 student course enrollments from every NC public school district and many charters taught by seven hundred teachers annually

Regularly collaborate with state-led virtual schools across the nation to plan and deploy programs to enhance education opportunities for rural students and share expertise to others via events such as the Rural Summit ( <https://www.deelac.com/rural-summit> )

Involve policy leaders, school leaders, and others to shape the vision for online learning at NC Virtual Public School; examples include collaborating to develop the standards for the new Economics and Personal Finance course with education leaders and members of the General Assembly and the Lieutenant Governor's office.

Lead the development and deployment of the budget exceeding twenty-five million dollars with the full staff in order to make strategic decisions aligned with school goals

**Lead Professional Development Consultant, 2010-2012**

North Carolina Department of Public Instruction

Led, coached, and trained a collaborative team of professional development consultants located across the state to assist district and school leaders in the requirements of the Race to the Top grant

Created and facilitated a series of conferences across NC related to curriculum standards, change management, leadership strategies, using digital resources and much more

Collaborating with subject matter experts, developed and deployed a series of learning opportunities using traditional strategies and tools as well as virtual strategies and tools (<https://www.rt3nc.org/>)

**Senior Director, 2007-2010**

Office of Professional Development for Wake County Schools

Facilitated conferences, retreats, summits, planning sessions for various district leaders involving a large variety of stakeholders from inside and outside WCPSS resulting in increased collaboration across teams and departments

Managed a deployed the team budget exceeding five-hundred thousand dollars

**Adjunct Professor, 2003-2012**

North Carolina State University, Raleigh, NC

Teach *Context and Challenges in School Improvement and Developing Professional Learning Communities* to Masters of School Administration students using a blended learning model through Moodle

**Principal, 1998-2007**

Partnership Elementary School, Raleigh, NC  
Moore Square Museums Magnet Middle School, Raleigh, NC

Served as the instructional leader with the goal of recruiting and integrating museums, community, and web-based resources into the NC SCOS resulting in an active and project-based learning environment with improved student outcomes

**Assistant Principal, 1995-1998**

Wake Forest GT Magnet School, Wake Forest, NC

Created an upper and lower school model in order to build a smaller school community within a student population of over 1000 students in grades kindergarten through fifth grade; supervised and evaluated staff members in the lower school

### **Teacher, 1987-1995**

Cary Elementary School, Cary, NC  
Northwoods Elementary School, Cary, NC

Created a multi-age program for students in grades kindergarten and first grade which responded to their developmental learning needs; utilized small group instruction and center-based learning; utilized parent volunteers on a daily basis

### **Nonprofit and Community Volunteer Experience**

Virtual Learning Leaders Alliance Member (<https://www.virtuallearningalliance.org/>),  
2014-present

- Key focus areas include educational opportunities for rural students; meeting accessibility needs for students with a variety of learning challenges; challenging mindsets around the power of online learning

Schools that Lead Board of Directors (<https://www.schoolsthatlead.org/>),  
2016-present

- Key focus areas includes developing teacher leadership and empowerment while teachers remain in their classrooms; understanding implementation science in order to assist teachers in developing and deploying strategies for student success; Assist with fundraising efforts as needed through grants and foundations

Quality Matters K12 Strategy Committee Member (<https://www.qualitymatters.org/>),  
2017-present

Moore Square Middle PTSA (<https://www.mooresquareptsa.com/>), 2016-present  
President 2017-2019

- Deployed the most successful fundraiser to date for the school; exceeded the goal by \$9000
- Built a community of volunteers to serve the school in a variety of ways

Wiley Elementary PTA, 2009-2015  
President, 2011-2013

UNC School Of Education Alumni Board of Directors (<https://ed.unc.edu/alumni/school-of-education-alumni-council/>), 1995-present  
President, 2009-2011

Loaves and Fishes, Board Member (<https://www.facebook.com/LoavesandFishesRaleigh/>)  
2005-2008

CASA Board Member (<https://www.casanc.org/>),  
2001-2004

# Dr. Angie Mullennix

*LTW Project Component Oversight: Access*

Director of Innovation Strategy  
Interim Director of Standards, Curriculum, and Instruction  
North Carolina Department of Public Instruction  
[REDACTED]

## Education

- 2013 – 2017**                      **Fayetteville State University – Fayetteville, NC**  
Doctorate of Education (Ed.D.) in Educational Leadership & Supervision
- 2007 – 2009**                      **University of North Carolina – Pembroke, NC**  
Master of Arts in Teaching (M.A.T.) in English Education
- 2004 – 2006**                      **University of North Carolina – Pembroke, NC**  
Bachelor of Arts (B.A.) in English

## Professional Area Licensures and Credentials

- 2017 – PRESENT**                      **School Administrator: Superintendent #1080041**  
North Carolina Department of Public Instruction (NCDPI)
- 2017 – PRESENT**                      **School Administrator: Principal #1080041**  
North Carolina Department of Public Instruction (NCDPI)
- 2017 – PRESENT**                      **Principal EC-12**  
Texas Education Agency
- 2017 – PRESENT**                      **English 9-12 #1080041**  
North Carolina Department of Public Instruction (NCDPI)
- 2015 – PRESENT**                      **English 7-12**  
Texas Education Agency

## Academic and Professional Positions

- 10/2019 - Present**                      **DIRECTOR, INNOVATION STRATEGY**  
**INTERIM DIRECTOR, STANDARDS, CURRICULUM, AND**  
**INSTRUCTION**  
North Carolina Department of Public Instruction  
North Carolina Public Schools, Raleigh, NC
- Currently serving as the Director of Innovation Strategy and Interim Director of Standards, Curriculum, and Instruction at NCDPI. Overseeing projects such as the Purple Star Award Designation for Military Friendly Schools, Promising Practices, the Birth-12 Literacy Committee, Alternative Schools Spring Convening, and ESSA plan. Overseeing numerous Covid-19 projects, to include leading the Statewide Teacher and Leader Support workgroup and Instructional Planning and Scheduling reopening workgroup, a Remote Instruction

Professional Development partnership with the Friday Institute, and the UNC TV At Home Learning initiative. Providing cross-collaboration among the divisions at the Department. Conducting site visits regularly to school districts and charter schools to provide support. Providing professional development internally to NCDPI staff on a variety of topics. Providing direct support to the Deputy Superintendent of Innovation.

**01/2019 – 04/2020 RESEARCH SCHOLAR**

Friday Institute for Educational Innovation  
North Carolina State University, Raleigh, NC

Served as a Research Associate and STEM Research Scholar, focusing on Computational Thinking and Computer Science research. Served on the Army Education Outreach Program (AEOP) STEM evaluation team and on the STEM development team. The \$5 million-plus AEOP evaluation involved site visits to Army research labs nationwide, qualitative and quantitative data collection, coding, and analysis using programs such as CVENT (personnel and event registration database), ATLAS.ti (coding software), SPSS (statistical software), and Excel. Served on the US Department of Labor to Support AI Apprenticeships grant team, awarded at \$6 million. Previously served on the Leandro Project Team and Friday Institute Research and Evaluation (FIRE) Team. Leandro project work involved site visits across the State to determine success factors that lead to helping children grow and learn and writing reports in collaboration with WestEd to make recommendations for the State. Other evaluation project teams include Kenan Fellows, Digital Scholars (DigiLearn - Rowan Salisbury Schools and Durham Public Schools), Rowan Salisbury Schools Renewal, and Arlington (Virginia) Public Schools 1:1.

**08/2018 – 12/2018 INSTRUCTIONAL COACH - Elementary**

Moore County Schools

Responsibilities included providing professional development, organizing professional learning communities, writing math and literacy frameworks, and coaching teachers to improve teaching methodologies for greater student success outcomes. Established a campus-based Makerspace for STEM learning. Coached teachers through the creation and implementation of innovative, research-based practices, specifically project-based learning units. Developed the Cameron Elementary STEAM Night initiative to help bridge the school-based learning with the local community.

**08/2015 – 06/2018 ADMINISTRATIVE ACADEMIC COACH - PreK-12**

Humble Independent School District

Responsibilities included overseeing the writing and implementation of curriculum and instruction, developing and providing professional development at the campus and district levels, writing the campus improvement plan, conducting hiring interviews for teachers and paraprofessionals, and providing teacher observations. Worked directly with teachers on a daily basis to improve student engagement in the classroom. Specifically worked with Edgenuity, an online learning

platform, and curriculum coordinators to develop a blended learning curriculum for students in academic credit recovery programs and students taking courses online as initial credit. Developed, implemented, and maintained a student attendance data program for an innovative school district flex program. Selected and served a one-year term on the district's Academy for Advancing Leaders, provided through Houston A+ Challenge. Trained on instructional coaching through the International Center for Leadership in Education (ICLE). Trained on standards-based project-based learning and backwards design through Steven Zipkes' Advanced Reasoning in Education Project- Based Learning Academy.

**08/2015 – 12/2015 ADJUNCT ENGLISH PROFESSOR**

Lone Star College, Kingwood, TX

Responsibilities included teaching English Composition courses through face-to-face and online modalities, providing individual conferences to students, and conducting writers' workshops.

**08/2016 – 06/2017 ADMINISTRATION LEADERSHIP ACADEMY**

Humble Independent School District, Humble, TX

Responsibilities included district and campus administrative projects, attending school board meetings, conducting data analysis, analyzing campus budgets, and establishing school-community partnerships.

**05/2010 – 01/2019 ADJUNCT ENGLISH PROFESSOR**

University of Phoenix, Fayetteville, NC and Online Campus

Responsibilities included teaching English Literature courses through the online learning platform, providing timely feedback, and actively participating with students through online discussion forums.

**08/2014 – 05/2015 ADJUNCT ENGLISH PROFESSOR**

Fayetteville Technical Community College, Fayetteville, NC

Responsibilities included teaching developmental reading and writing courses, writing the course syllabus, and developing course materials.

**01/2007 – 07/2010 ENGLISH II TEAM LEAD / CLASSROOM TEACHER**

Hoke County High School, Raeford, NC

Responsibilities included teaching high school English, writing curriculum for the English II content area, collaborating with English teachers to develop unit and lesson plans, and creating materials and professional development to enhance Writing Across the Curriculum.

**01/2000 – 01/2004 MILITARY POLICE PARATROOPER**

16<sup>th</sup> Military Police Brigade (Airborne), Fort Bragg, NC

Responsibilities included providing law and order operations for the soldiers and civilians of Fort Bragg, supporting overseas missions, and providing and conducting basic soldier training sessions.

Served in Kosovo (2001); Afghanistan (2002); and Iraq (2003). Completed Combat Lifesaver School and US Army Airborne School. Maintained a Secret Security Clearance. Honorably discharged.

## **Publications**

### ***Referred Publications***

- Ford, V. & **Mullennix, A.** (2016). Closing the gender gap in education: Making a difference in math and science education, an ethnographic study. *Journal for the Advancement of Educational Research*.
- Ford, V. & **Mullennix, A.** (2016). The face of gender at Institutions of Higher Learning (IHE) under the University of North Carolina System. *Journal for the Advancement of Educational Research* 10(1).
- Kaniuka, T. & **Mullennix, A.** (2015). A case study: An investigation of the high school experience and college performance using interviews and latent growth curve modeling. *Journal of Applied Educational Policy Research* 1(2), 1-23.

### ***Book Chapters***

- Mullennix, A.** (2018). Hack 2: Recognize and engage the maker in your midst. *In Hacking the Writing Workshop* (pp. 21-28) Cleveland, OH: Times 10 Books.

### ***Newsletter Articles and Blog Posts***

- Mullennix, A.** (2017). PBL: A team effort. Defined STEM. <https://www.definedstem.com/blog/pbl-a-team-effort/>
- Mullennix, A.** (2018). The power of standards-based rubrics in project- based learning units. Defined STEM. <https://www.definedstem.com/blog/rubrics-for-project-based-lessons/>
- Mullennix, A.** (2018). Makerspace activities mold fearless writers. *Association for Supervision and Curriculum Development Newsletter*. Pending publication. <http://www.ascd.org/ascd-express/vol14/num05/Makerspace-Activities-Mold-Fearless-Writers.aspx>
- Mullennix, A.** (2017). Fostering confident problem solvers. *Edutopia*. <https://www.edutopia.org/blog/fostering-confident-problem-solvers-angela-mullennix>

## **Presentations**

### ***Conferences***

- Breyer, R. & **Mullennix, A.** (2019). Sharing your school's story through podcasting. NCPAPA. Pinehurst, NC.
- Rogers, C., Breyer, R., & **Mullennix, A.** (2019). Using 3D printing to enhance project-based learning. NCTIES. Raleigh, NC.
- Mullennix, A.** (2018). Blended learning: Project-based learning in credit recovery. NC Leadership in Blended and Digital Learning (NCLBDL). Raleigh, NC.
- Mullennix, A.** and Breyer, R. (2018). Global read alouds. NCPAPA. Pinehurst, NC.
- Mullennix, A.** (November 2017). Blended learning solutions in academic credit recovery. Region IV Credit Recovery Conference. Dickinson, TX.

**Mullennix, A.** (April 2018). Project-based learning: Key ingredients for success. Community Outreach Initiative. Houston, TX.

### ***Poster Presentations***

**Mullennix, A.** (April 2015). Collaboration in the Department of Educational Leadership. Fayetteville, NC.

**Mullennix, A.** (April 2015). Using technology in the Department of Educational Leadership. Fayetteville, NC.

### ***Invited Lectures/Workshops***

Hemphill, M., **Mullennix, A.**, & Stegall, D. (January 2020). Innovation team professional development: Design thinking, the Why, and branding. The BullPen, Duke University. Durham, NC.

**Mullennix, A.** (December 2017). Creative innovator: Military edition. Houston Military Entrance Processing Station. Houston, TX.

**Mullennix, A.** (October 2017). Effective communication in the classroom and among faculty. Community Learning Center. Humble, TX.

**Mullennix, A.** (August 2017). Fostering creative thinkers. Community Learning Center. Humble, TX.

**Mullennix, A.** (November 2017). Globalization in the classroom and on the campus. Community Learning Center. Humble, TX.

**Mullennix, A.** (January 2018). Higher order questioning. Community Learning Center. Humble, TX.

**Mullennix, A.** (August 2017). Implementing project-based learning. Community Learning Center. Humble, TX.

**Mullennix, A.** (July 2017). Make writing toolkits. Humble ISD Curriculum and Instruction. Humble, TX.

**Mullennix, A.** (October 2017). Project-based learning at the elementary level. Groves Elementary. Humble, TX.

**Mullennix, A.** (January 2018). Using the green screen. Humble ISD Credit Recovery Affinity Group. Humble, TX.

**Mullennix, A.** (Monthly, 2008-2010). Writing Across the Curriculum. Hoke County Schools. Raeford, NC.

**Mullennix, A.** (February 2009). Improving writing instruction through the writer's workshop. North Carolina Department of Public Instruction. Raleigh, NC.

### **Professional Memberships and Boards**

Pi Lambda Theta, An Educational Honor Society  
Doctoral Student Association, Fayetteville State University Association  
for the Advancement of Educational Research (AAER) Sigma Tau  
Delta, An English Honor Society  
Kappa Delta Pi, An International Honor Society in Education Board  
Member, North Carolina Science and Engineering Fair

## **Professional Awards and Honors**

**HEB Excellence in Teaching State of Texas Semi-Finalist, 2018**

**The Yellow Rose of Texas Governor's Award, Governor of Texas, 2018**

**Distinguished Doctoral Student Award, Fayetteville State University, 2017**

**Teacher Spotlight, Humble ISD, 2017**

**Teacher of the Month, Humble ISD, 2016**

**Teacher of the Month, Hoke County Schools, 2008**

**Triple Crown Award for Closing the Achievement Gap, Hoke County Schools, 2008- 2010**

**Army Commendation Medal, 3rd Award, 2004**

**Army Parachutist Badge, 2002**

**Army Achievement Medal, 2000**

**NATO Medal, 2001**

**Global War on Terrorism Service Medal, 2001**

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization:**

North Carolina Department of Public Instruction  
6301 Mail Service Center  
Raleigh, NC 27699-6301

**Date:** June 12, 2020

**Agreement No:** [REDACTED]

**Filing Reference:** This replaces previous  
Agreement No. 2 [REDACTED]  
Dated: 7/25/2019

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:

APwR The rates herein are applicable to All Programs including those 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:

North Carolina Department of Public Instruction  
6301 Mail Service Center  
Raleigh, NC 27699-6301

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 12, 2020  
\_\_\_\_\_  
Date

Negotiator: Anthony Johnson  
Telephone Number: XXXXXXXXXX

## **Appendix 4: List of proprietary information found in the application, if applicable**

Not applicable. There is no information considered proprietary included in the main proposal narrative.

## **Appendix 5: Assurance that Applicant will participate in an evaluation, pursuant to Application Requirement 5**

With the submission of this grant application, the North Carolina Department of Public Instruction (NCDPI) hereby agrees to provide information to the Secretary of the United States Department of Education, as requested, for evaluations that the Secretary may carry out related to the EDUCATION STABILIZATION FUND – RETHINK K-12 EDUCATION MODELS (ESF-REM) DISCRETIONARY GRANTS PROGRAM, CFDA NUMBER: 84.425B

## **Appendix 6: Additional letters of support**

- North Carolina State Board of Education
- North Carolina Department of Health and Human Services
- North Carolina School Superintendents' Association
- North Carolina Principals and Assistant Principals' Association
- Public School Forum of North Carolina



# PUBLIC SCHOOLS OF NORTH CAROLINA

STATE BOARD OF EDUCATION | Eric C. Davis, Chairman

WWW.NCPUBLICSCHOOLS.ORG

June 23, 2020

US Dept of Ed  
400 Maryland Ave, SW  
Washington, DC 20202

To Whom it May Concern:

The NC State Board of Education (SBE) fully supports efforts across our state that are aligned with our strategic planning guiding principles of equity and whole child. Before and since COVID-19, we continue to engage in initiatives to ensure students have the necessary resources needed to experience learning in and out of school. The NC Department of Public Instruction (NCDPI) applying for this grant under priority 3 - *Field-Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes* allows for the same continuity of learning for our students in K – 8 that we have for our 9 – 12 students.

COVID-19 has exacerbated the need to complete our push to close the digital divide for students in our rural areas. Through this effort, the agency can emphasize support to rural and economically disadvantaged communities across North Carolina by implementing a state-wide blended instructional model to 1) stabilize or improve student achievement during contingency learning circumstances, 2) empower resilient and adaptive teachers who are equipped for digital-age instruction, and 3) strengthen school district (Public School Unit: PSU) preparedness for learning disruptions. As the SBE and NCDPI continues to support our students during this time, the funds provided through this grant will be instrumental in supporting our efforts to meeting the needs of every student in our state.

The SBE fully supports NCDPI's efforts to eliminate opportunity and access gaps for students through the initiative outlined in this proposal. The SBE highly recommends this project and looks forward to hearing about NCDPI's future success as they continue to implement the vision and plans for students in North Carolina.

Sincerely,



Eric C. Davis  
Chair, Member-At-Large  
NC State Board of Education

ECD/dts

**NORTH CAROLINA STATE BOARD OF EDUCATION**

Eric C. Davis, Chairman  
6302 Mail Service Center, Raleigh, North Carolina 27699-6302 |  
AN EQUAL OPPORTUNITY/AFFIRMATIVE ACTION EMPLOYER



NC DEPARTMENT OF  
**HEALTH AND  
HUMAN SERVICES**

ROY COOPER • Governor

MANDY COHEN, MD, MPH • Secretary

SUSAN GALE PERRY • Chief Deputy Secretary

June 24, 2020

US Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

To Whom It May Concern:

I am sharing my recommendation of the Rethink K12 Education Models Grants application submitted by the North Carolina Department of Public Instruction (NCDPI).

In order to secure the safety and protection of children and their families across the state, we made the difficult decision to close public school buildings for in-person instruction from March 14, 2020 through the rest of the 2019 – 2020 school year. Governor Roy Cooper, the North Carolina Department of Health and Human Services (NCDHHS), and our partners at NCDPI and the State Board of Education (NCSBE) all recognize the huge impact that closing school buildings has had on learning and on the overall wellbeing of children and families across our state.

Since then, we have worked closely with NCDPI and NCSBE to meet the nutritional and educational needs of students while school was closed, and to plan for safely reopening schools for the 2020-2021 school year. We released school reopening public health guidance - [StrongSchoolsNC Public Health Toolkit \(K-12\)](#), and supported NCDPI with the state's aligned operational guidance released shortly after. Together, we recognize that to build our education system back stronger than before will require collective effort and creativity.

Therefore, I support NCDPI's application for the Rethink K12 Education Models Grants because North Carolina must take a comprehensive approach to rebuilding our system of public education that prioritizes particularly our most vulnerable students to mitigate the impacts of learning loss throughout COVID-19 response and recovery. I am confident that if funded through this opportunity, the *Light The Way* plan NCDPI has developed will support innovative models of learning across our state with a focus on vulnerable communities, and including providing supports to students' families in partnership with public schools.

I recommend the NCDPI *Light The Way* grant application for your fullest consideration. If awarded, *Light The Way* will help to ensure that more students across North Carolina still have the opportunity to thrive during unprecedented times.

Sincerely,

[REDACTED]

Susan Gale Perry  
Chief Deputy Secretary, NCDHHS  
Co-Chair, Governor Roy Cooper's Education and Nutrition Working Group

NC DEPARTMENT OF HEALTH AND HUMAN SERVICES • OFFICE OF THE SECRETARY

LOCATION: 101 Blair Drive, Adams Building, Raleigh, NC 27603  
MAILING ADDRESS: 2001 Mail Service Center, Raleigh, NC 27699-2001  
www.ncdhhs.gov [REDACTED]

AN EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION EMPLOYER



North Carolina School Superintendents' Association

Jack Hoke, Executive Director  
PO Box 6188  
Hickory, NC 28603



June 18, 2020

US Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

To Whom It May Concern:

It is my pleasure to recommend the application of the North Carolina Department of Public Instruction (NCDPI) for the Rethink K12 Education Models grants. As North Carolina prepares to reopen our schools and our economy, we must have a newly designed K-12 education system that advances student academic outcomes and prioritizes the health and safety of students, families and our community.

Through the Light The Way plan NCDPI has developed a comprehensive model to effectively implement blended learning across our state with a focus on our most vulnerable communities. It prepares our state for the long term, by determining what systems need to be in place for future extended school closures and support a more equitable model of schooling. Their care to detail and efforts to collect input and feedback from an array of stakeholders ensure that the Light The Way plan will meet the local context of the diverse communities across our state.

I highly recommend the NCDPI Light The Way grant application for your fullest consideration. If awarded, Light The Way will help to ensure that more students across North Carolina thrive during unprecedented times. Please feel free to contact me if you would like to discuss NCDPI's qualifications further. I'd be happy to expand on my recommendation.

Sincerely,



Jack Hoke, Executive Director  
North Carolina School Superintendents' Association June 18, 2020



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US Department of Education  
400 Maryland Avenue, SW  
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Through the Light The Way plan NCDPI has developed a comprehensive model to effectively implement blended learning across our state with a focus on our most vulnerable communities. It prepares our state for the long term, by determining what systems need to be in place for future extended school closures and support a more equitable model of schooling. Their care to detail and efforts to collect input and feedback from an array of stakeholders ensure that the Light The Way plan will meet the local context of the diverse communities across our state.

I strongly recommend the NCDPI Light The Way grant application for your fullest consideration. If awarded, Light The Way will help to ensure that more students across North Carolina thrive during unprecedented times. Please feel free to reach out to me directly if you would like to discuss NCDPI's qualifications further. I would be happy to expand on my recommendation.

Sincerely,



Dr. Shirley Prince  
NCPAPA Executive Director

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THE NORTH CAROLINA PRINCIPALS & ASSISTANT PRINCIPALS' ASSOCIATION

107 Glenwood Avenue • Raleigh, NC 27603 |  | [www.ncpapa.org](http://www.ncpapa.org)

PR/Award # S425B200003

Page e79



June 16, 2020

US Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202

To Whom It May Concern:

It is our pleasure to recommend the application of the North Carolina Department of Public Instruction (NCDPI) for the Rethink K12 Education Models grants. As North Carolina prepares to reopen our schools and our economy, we must have a newly designed K-12 education system that advances student academic outcomes and prioritizes the health and safety of students, families, and our community.

Through the Light The Way plan, NCDPI has developed a comprehensive model to effectively implement blended learning across our state with a focus on our most vulnerable communities. It prepares our state for the long term, by determining what systems need to be in place for future extended school closures and support a more equitable model of schooling. Their care to detail and efforts to collect input and feedback from an array of stakeholders ensure that the Light The Way plan will meet the local context of the diverse communities across our state.

We confidently recommend the NCDPI Light The Way grant application for your fullest consideration. If awarded, Light The Way will help to ensure that more students across North Carolina thrive during unprecedented times. Please feel free to contact us if you would like to discuss NCDPI's qualifications further. We'd be happy to expand on our recommendation.

Sincerely,

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Dr. Thomas J. Williams, Chairman of the Board

A black rectangular redaction box covering the name of the sender.

Dr. Mary Ann Wolf, President and Executive Director

Glenwood Place – Northampton Building - 3725 National Dr., Suite 101 – Raleigh, NC 27612

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## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes 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. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

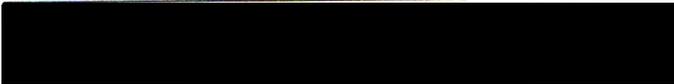
**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL 	TITLE Grants Accountant
APPLICANT ORGANIZATION North Carolina Department of Public Instruction	DATE SUBMITTED 06/25/2020

Standard Form 424B (Rev. 7-97) Back

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization:**

North Carolina Department of Public Instruction  
6301 Mail Service Center  
Raleigh, NC 27699-6301

**Date:** June 12, 2020

**Agreement** [REDACTED]

**Filing Reference:** This replaces previous Agreement N [REDACTED]  
Dated: 7/25/2019

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.

**Section I - Rates and Bases**

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:

APwR The rates herein are applicable to All Programs including those 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:

North Carolina Department of Public Instruction  
6301 Mail Service Center  
Raleigh, NC 27699-6301

For the Federal Government:

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



Signature

Andre Hylton

Name

Director, Indirect Cost Division

Title

June 12, 2020

Date

Negotiator: Anthony Johnson

Telephone Number: 



Signature

Sue Kearney

Name

Acting CFO

Title

6/22/2020 | 10:46:54 AM EDT

Date

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

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## Budget Narrative

By implementing a state-wide blended instructional model, the North Carolina Department of Public Instruction (NCDPI) aims to (1) stabilize or improve student achievement during contingency learning circumstances, (2) empower resilient and adaptive teachers who are equipped for digital-age instruction, and (3) strengthen school (public school unit [PSU]) preparedness for future learning disruptions. Emphasizing support to rural and economically disadvantaged communities across North Carolina (NC), the proposed Light The Way (LTW) model will build teacher capacity through professional development, provide new standards-aligned instructional content that focuses on K–8, offer learning resources and technical assistance for parents, and prioritize both online and offline options to reinforce educational equity.

LTW is designed to reach 100% of NC K-8 families, 65% of PSUs, and approximately 50,400 educators and the students they teach within 34 months.

Given the uncertainty of the current coronavirus pandemic, it is NCDPI's expectation that some in-person activities may occur virtually. This is especially true during the 2020–2021 school year. This virtual-heavy approach is reflected in year 1, but less so years 2 and 3. The prevailing budgeting assumption used is that in-person activities will largely resume by the 2021–2022 school year.

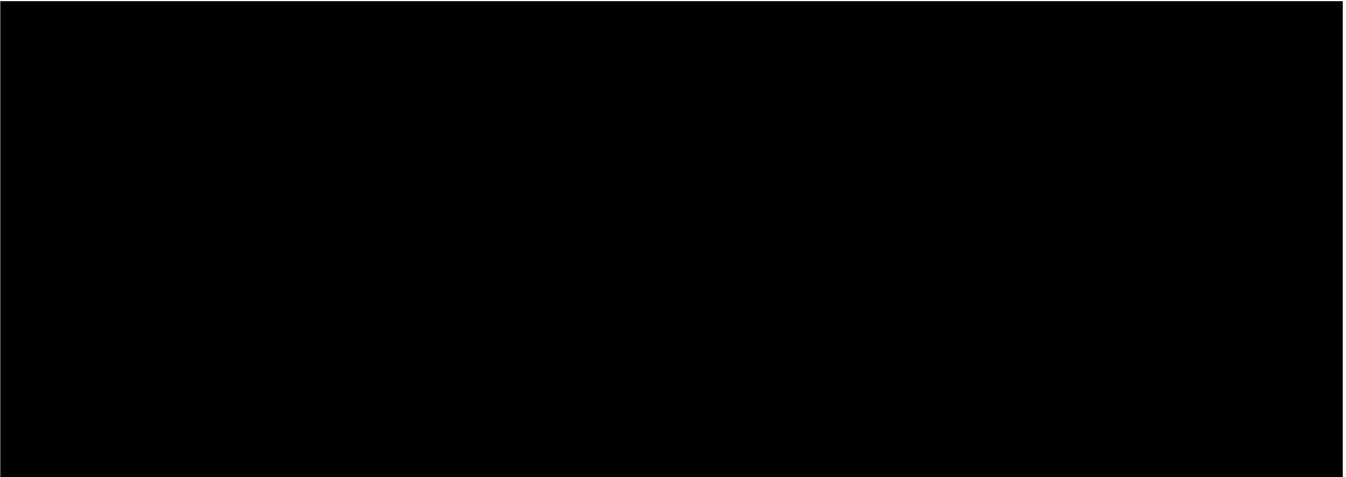
Proposed period of performance: October 1, 2020 – July 30, 2023

Program Year	Date	Months	
Year 1	October 1, 2020 – July 31 2021	10	
Year 2	August 1, 2021 – July 31, 2022	12	
Year 3	August 1, 2022 – July 30, 2023	12	
<b>TOTAL</b>	<b>October 1, 2020 – July 30, 2023</b>	<b>34</b>	

Aligned to the Department of Education Budget Summary Form (ED 524), a breakdown of proposed budget items is provided in the narrative below.

## 1. Personnel

NCDPI proposes to hire 11 individuals to implement the proposed program:



**LTW Program Director (to be hired).** The LTW program director will be responsible for overall project leadership and management oversight. The project director will be accountable for programmatic decision-making and work in close cooperation with NCDPI executive leadership, program area leads, and contracted support staff to execute project activities. The project director is expected to have at least 20 years of prior experience, including at least 10 years leading programs similar in size and scope to LTW. [REDACTED]

**LTW Project Manager (to be hired).** The LTW project manager will be responsible for maintaining the LTW implementation project plan and ensuring smooth and efficient day-to-day project operations. The project manager will coordinate aspects of schedule, budget, and scope to ensure fidelity to the proposed model during implementation. The project management will also be responsible for coordinating quarterly and annual project reporting as required by the U.S. Department of Education. The project manager will report to the LTW project director. The project manager is anticipated to have at least 10 years of experience functioning in a similar project management capacity. [REDACTED]

**LTW Regional Professional Development Leads (eight to be hired).** LTW regional leads will be responsible for completing program delivery in geographic regions of 12–20 counties across NC. Activities will focus on professional development, both in person and virtual. These leads will augment the existing district and regional support team infrastructure and report to the director of district and regional support, who will work in close collaboration with the LTW project director to ensure alignment. Each lead will pair with others assigned to their regions to ensure smooth and efficient implementation activities. These leads will also support parent technical assistance activities, including

webinars and technical assistance “office hours.” [REDACTED]

**LTW Content Lead (to be hired).** The LTW content lead will be responsible for managing the content development component of the program. This individual will report to the LTW project director and ensure new digital course content is developed in accordance with the project plan. In addition, the content lead will ensure coursework is aligned to NC academic standards. The content lead will also oversee the development of accompanying parent guides and develop a strategy for disseminating the quality content rubric. The content lead is anticipated to have at least 8 years of experience functioning in a similar digital content development position. [REDACTED]

#### Other Key NCDPI Personnel

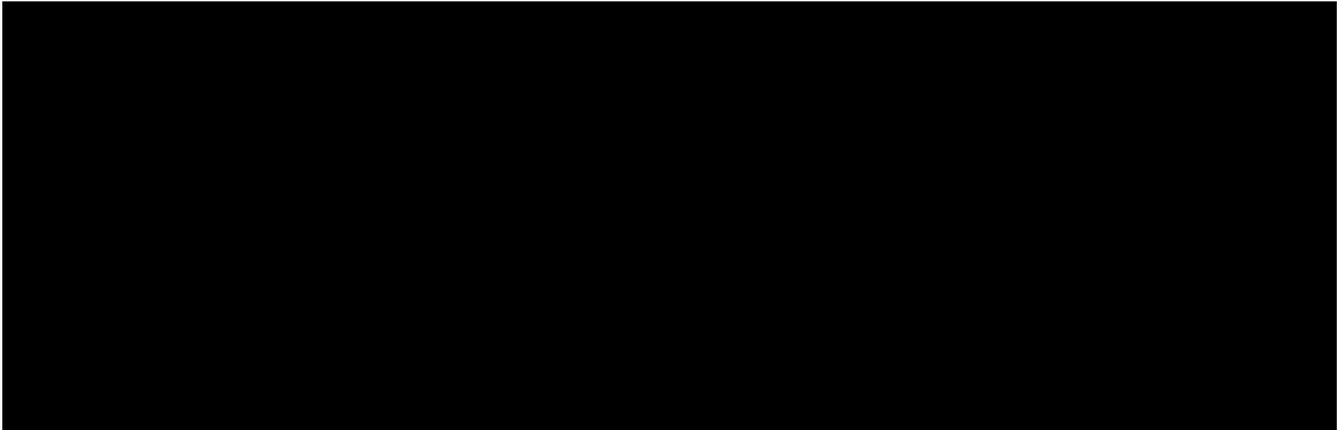
**Dr. Beverly Emory, NCDPI Executive Lead.** Dr. Emory is responsible for providing executive oversight for the project. Aligned to existing job responsibilities, Dr. Emory will provide senior-level advisement during the project as necessary to ensure smooth and effective operations. Her time spent on supporting project activities will be fully supported by existing NCDPI funds and will not impact the grant budget. The project director will report to Dr. Emory. Dr. Emory will provide oversight to the project startup process until the project director is hired.

**Dr. Vanessa Wrenn, NCDPI Director of Digital Teaching and Learning and Project Oversight for LTW Instruction.** Dr. Wrenn is responsible for providing leadership for the **instruction** portion of the program design. Specifically, she will work with the LTW project director and contractors to support the implementation of regional professional development and parent-facing technical assistance. Proposed project duties align to existing job responsibilities, and time spent on project activities will be fully supported by existing NCDPI funds and will not impact the grant budget.

**Dr. Elizabeth Colbert, NCDPI Executive Director of NC Virtual Public School and Project Oversight for LTW Content.** Dr. Colbert is responsible for providing leadership for the **content** portion of the program design. Specifically, she will work with the LTW project director and contractors to support the development of K–8 digital lesson content that is aligned to NC’s standard course of study. Proposed project duties align to existing job responsibilities, and time spent on project activities will be fully supported by existing NCDPI funds and will not impact the grant budget.

**Dr. Angie Mullennix, NCDPI Director of Innovation Strategy and Project Oversight for LTW Access.** Dr. Mullennix is responsible for providing leadership for the **access** portion of the program design. Specifically, she will work with the LTW project director and contractors to support the implementation of blended learning in 45 of NC’s most distressed communities through local technical assistance. Proposed project duties

align to existing job responsibilities, and time spent on project activities will be fully funded by existing NCDPI funds and will not impact the grant budget.



### 3. Travel

NCDPI reimburses personal staff car travel at a \$0.575 per-mile rate.

Trip and Purpose	Year 1	Year 2	Year 3
Regional professional development (regionally based staff support services within their geographic region). Trip costs assumed at 300 reimbursable miles per week per regional lead with travel occurring 40 weeks of the year. Year 1 assumes 25% of other years based on timing of start and potential impacts of COVID.	\$13,800	\$55,200	\$55,200
LTW Project Director, Project Manager, and NCDPI content lead travel to regional sites to support programming. Assumes 20 total visits per year per staff, seven staff assumed for a total of 140 trips at an assumed average of 200 reimbursable miles each.	\$8,050 70 trips assumed	\$16,100 140 trips assumed	\$16,100 140 trips assumed
Overnight stays and per diem for regional project trips. Assume half of trips require overnight, totaling 70 trips. NCDPI hotel per-diem assumption = \$114.50 per night (daily rate for in-state travel)	\$4,008 35 trips assumed	\$8,015 70 trips assumed	\$8,015 70 trips assumed
<b>TOTAL</b>	<b>\$25,858</b>	<b>\$79,315</b>	<b>\$79,315</b>

#### 4. Equipment

Not applicable. Although the program will benefit from new NCDPI equipment purchases to support remote connectivity and device access, no large equipment purchases are anticipated through this grant.

#### 5. Supplies

Supplies and materials are anticipated for the project.

Item and Purpose	Year 1	Year 2	Year 3
Flip charts to support regional professional development. Assumed at \$60 per pack and 32 packs needed for each year	\$960  (50% in year 1)	\$1,920	\$1,920
Pens, sticky notes, and other small, consumable supplies to support 1-day professional development events involving more than 20 trainees or participants. Budgeted at \$250 per event.	\$4,000  (assumption of 16 regional events)	\$16,000  (assumption of 64 regional events)	\$16,000  (assumption of 64 regional events)
Printed workbooks for professional development events. Assumes printing costs at \$20 per person	\$9,000  (assumption of 450 certification participants)	\$20,000  (assumption of 1,000 certification participants)	\$20,000  (assumption of 1,000 certification participants)
Participant supplies and materials for LTW summer institute training sessions (two per year, three in-person days and one virtual day each). Hosted in east and west to reduce participant travel and hotel burden.  Budget of \$25 per person per day for printed materials, equipment use, and venue costs)	\$30,000  (assumption of 200 participants at each of two summer institutes)	\$45,000  (assumption of 300 participants at each of two summer institutes)	\$45,000  (assumption of 300 participants at each of two summer institutes)
Printed copies of parent guides for distribution by PSUs (assumed at \$15 each	\$150,000	\$300,000	\$300,000

based on historical printing costs) to augment PSU-level printing	(assumes 10,000 printed copies)	(assumes 20,000 printed copies)	(assumes 20,000 printed copies)
<b>TOTAL</b>	<b>\$183,960</b>	<b>\$382,920</b>	<b>\$382,920</b>

## 6. Contractual

Subcontracts will be utilized to reduce hiring and training costs, accelerate the start of the LTW implementation, extend reach across the state, reduce the grant-based head-count burden, and tap into specialized subject matter expertise. The proposed budget includes the following subcontract support.

	Year 1	Year 2	Year 3
<b>Project Coordination</b>			
A. Project Start-up Support	\$150,000	\$0	\$0
B. Communications	\$115,000	\$250,000	\$250,000
C. Project Data Collection and Parent Survey Analysis	\$100,000	\$100,000	\$100,000
<b>LTW Professional Development</b>			
A. Blended Learning PD Technical Assistance	\$40,000	\$160,000	\$160,000
<b>LTW Content Development</b>			
A. K–8 Digital Course Development and Parent Resources	\$405,000	\$810,000	\$810,000
<b>LTW Implementation Technical Assistance</b>			
A. LTW Implementation Technical Assistance Customized by PSU	\$50,000	\$3,375,000	\$3,375,000
<b>TOTAL</b>	<b>\$860,000</b>	<b>\$4,695,000</b>	<b>\$4,695,000</b>

Project Coordination: Managed by the LTW project director, tasks include the following:

- A. **Project start-up support** – During the first 6 to 9 months of project activity, NCDPI will need to hire personnel in order to fully staff this project. During the initiation, a subcontract will provide support for immediate start-up needs to augment capacity of existing NCDPI staff. Activities include organizing the overall

project plan, facilitating communication among key project personnel, facilitating kick-off meetings and monthly project meetings, supporting job description finalization, supporting immediate communications needs, and organizing initial data-collection setup. Budget is assumed at approximately \$ [REDACTED] per month. The anticipated contractor for this support is RTI International. RTI supported the initial design and planning of the LTW model and is a NC-based nonprofit research and technical assistance firm specializing in K–12 education consulting and program implementation.

Year 1	Year 2	Year 3
[REDACTED]	\$0	\$0

**B. Communications** – Public-facing communications will play a vital role in the implementation of the LTW project. In order to augment existing NCDPI communications capacity for this additional workload, a subcontract will be awarded to support ongoing project communications needs such as press releases, media inquiries, spotlight promotion, briefing and presentation materials, document formatting and branding, and social media engagement.

This contractor will also be engaged to support short video and interactive media segments for parent engagement. This activity is expected to produce at least 30 interactive media pieces per year (short videos, infographics, etc.), budgeted at \$5,000 each.

	Year 1	Year 2	Year 3
Project communications and branding	\$85,000 Partial contract in year 1 during startup	\$150,000	\$150,000
Parent engagement interactive media (e.g., 2min video demonstrations, infographics, teacher spotlights, student video challenges, photo collages)	\$30,000 30% assumed in year 1	\$100,000	\$100,000
<b>TOTAL</b>	<b>\$115,000</b>	<b>\$250,000</b>	<b>\$250,000</b>

**C. Project data collection and parent survey analysis** – Program data will be collected on an annual basis to assess overall progress toward advancement of expected outcomes. A third party will be contracted to supplement NCDPI’s data

collection and survey capacity. Key tasks include survey design technical assistance, annual analysis of project data collected from PSUs, annual analysis of survey responses, and annual recommendations report and summary findings. These findings will support annual USED reporting requirements. Budgeted costs are premised on similar efforts for contracted analysis and reporting contracted by the state of NC. The anticipated contractor for this support is the Education Policy Initiative at Carolina (EPIC) at the University of North Carolina at Chapel Hill.

Year 1	Year 2	Year 3
\$100,000	\$100,000	\$100,000

LTW Professional Development: Managed by the LTW project director in consultation with NCDPI leadership. Tasks include the following:

- A. **Blended Learning PD Technical Assistance.** Each year, a third-party blended-learning subject matter expert will support NCDPI LTW staff with delivering high-quality regional professional development sessions. This contractor will participate in co-planning efforts and PD design tuning in accordance with the LTW model. The contractor is expected to augment PD facilitation capacity at regional PD sessions across the state. Up to \$5,000 per session is budgeted for this purpose. It is assumed that up to four sessions per year will require supplemental facilitators in each of the eight regions, resulting in 32 sessions per year. During the first year, only eight sessions requiring supplemental facilitators are anticipated as activities get ramped up. The anticipated contractor for this support is the Friday Institute for Educational Innovation at NC State University, locally based specialists in digital-age teaching and learning.

Year 1	Year 2	Year 3
\$40,000	\$160,000	\$160,000

LTW Content Development: Managed by the LTW project director in consultation with NCDPI leadership. Tasks include the following:

- A. **K–8 Digital Course Development and Parent Resources.** Each full year, 18 courses (two per grade level, K–8) will be developed. Each course is expected to cost approximately \$25,000. These course costs, based on prior course development efforts for NCVPS, are broken down as
- \$4,500 for content reviewer
  - \$12,000 for content writers (2x)
  - \$3,500 for designer or video creator
  - \$5,000 per course for teacher contractors for user testing and vetting

Development of instructional guides designed for parent use will accompany blended courses. These materials will be developed in conjunction with each of the 18 annual K–8 courses and are budgeted at \$10,000 each. This includes user testing costs with parents. The proposed parent advisory may also occasionally support this effort as capacity allows.

An additional \$50,000 is budgeted each year for the contractor to engage in technical assistance webinars and short videos designed to support parents in using the materials.

This contract will also include \$90,000 per year for expert consultation related to special populations of students (for example, students with learning disabilities). The contractor will engage targeted experts to tailor both course content and accompanying parent guides to better address the needs of special populations through supplemental modules and materials.

NCDPI has a strong history of successfully partnering with institutions of the University of North Carolina System for similar course design and anticipates this will be the most effective and efficient approach to use for this contract. The anticipated contractor for this support is the Friday Institute for Educational Innovation at NC State University, along with other local university institutions as required by subject matter expertise.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Course development  (18 per year at \$25,000 each based on prior budget for NCVPS course development)	\$225,000  <i>9 courses assumed in year 1</i>	\$450,000	\$450,000
Parent guide development (18 per year at \$10,000 each)	\$90,000	\$180,000	\$180,000
Specialized technical assistance for tailoring parent guides to broad populations and leveraging communication media (\$5,000 per course)	\$45,000	\$90,000	\$90,000
Special populations subject matter expertise (\$5,000 per course)	\$45,000	\$90,000	\$90,000
<b>TOTAL</b>	<b>\$405,000</b>	<b>\$810,000</b>	<b>\$810,000</b>

LTW Implementation Technical Assistance: Managed by the LTW project director in consultation with NCDPI leadership.

**LTW Implementation Technical Assistance Customized by PSU**: The LTW model emphasizes implementation support in 45 of NC’s highest impacted communities. This support will take the form of district-embedded consulting and change management support to implement the LTW model. The goal of this support is to bolster access for communities in need, build sustainable capacity for adaptive instruction, and foster preparedness for future learning disruptions. The contractor will be expected to coordinate closely with the content and instructional teams to align support services.

Customized to each community, this support is expected to include a configuration of the following tasks based on each PSU’s areas of need and existing capacity:

- Support for principals and assistant principals to consider building-level implementation needs, fostering buy-in through shared ownership, and address common barriers to change
- Sustainability planning for PSUs to sustain practices post-grant
- Supplemental blended-learning professional development and instructional coaching
- Organization of implementation activities (e.g., developing implementation schedule, project plan, program communications, integrating into existing PD/improvement plans)

Forty-five PSUs will be invited to opt into the implementation support, prioritized by level of community need (as described in the project narrative). If a PSU chooses to opt out, support will be offered to the next PSU. A total capacity of 45 PSUs can be supported by the grant budget. Although each instance of technical support will inevitably look different based on local context and needs, this support is budgeted at \$75,000 per PSU per year over a 2-year period. Similar strategic implementation efforts with PSUs have historically ranged from \$60,000 to \$100,000 per year. A total of \$50,000 in planning costs will be budgeted during the initial project year, while the remainder of costs are split between years 2 and 3.

The anticipated requirements for contractor for this support is RTI International. RTI supported the design of the LTW model and is a NC-based nonprofit research and technical assistance firm specializing in K–12 education consulting and program implementation. RTI has existing complex project implementation experience with more than 50 NC PSUs and capacity for state-wide scale.

	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
45 PSUs x \$75,000 per year during years 2 and 3	\$50,000	\$3,375,000	\$3,375,000

<b>TOTAL</b>	<b>\$50,000</b>	<b>\$3,375,000</b>	<b>\$3,375,000</b>
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All proposed subcontracts are subject to annual renewal based on satisfactory performance and project outcomes.

**7. Construction**

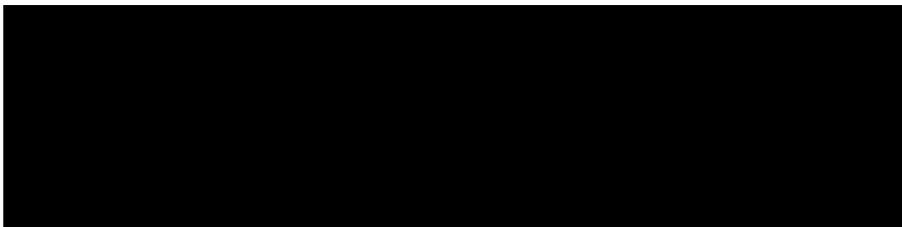
Not applicable – no construction costs included in proposed budget.

**8. Other**

Not applicable – no other costs included in proposed budget.

**9. Total Direct Costs (total of items 1-8)**

Total proposed direct costs are summarized in the table below and in the accompanying SF524.



**10. Indirect Costs**

A copy of NCDPI’s full current, federally approved Indirect Cost Rate Agreement, dated June 12, 2020, is included in the proposal appendices.

Total rounded project indirect costs are described below as calculated at [redacted] of direct costs.

<b>Project Year</b>	<b>Total Indirect Costs</b>
Project Year 1	[redacted]
Project Year 2	[redacted]
Project Year 3	[redacted]
<b>TOTAL</b>	[redacted]

**11. Training Stipends**

A \$500 certification stipend is budgeted for each certified LTW PD facilitator. Forty-five communities will receive supplemental implementation support and are expected to

certify 10 individuals each year, totaling 1,350 over the life of the grant. An estimated 35 additional PSUs and charter schools are expected to participate in certification as well, resulting in approximately 1,050 additional certified facilitators over the 3-year grant. The total number of certifications is estimated at 2,400.

<b>Project Year</b>	<b>Total Stipends</b>
Project Year 1 (450 stipends)	\$225,000
Project Year 2 (975 stipends)	\$487,500
Project Year 3 (975 stipends)	\$487,500
<b>TOTAL</b>	<b>\$1,200,000</b>

## 12. Total Costs

