

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 # S425B200004

Grants.gov Tracking#: GRANT13152554

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200004

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1242-GEPA 427 Statement)</i>	e10
5. Grants.gov Lobbying Form	e12
6. Dept of Education Supplemental Information for SF-424	e13
7. ED Abstract Narrative Form	e14
<i>Attachment - 1 (1240-MT_ED_Abstract)</i>	e15
8. Project Narrative Form	e16
<i>Attachment - 1 (1241-MT_Proj_Narr)</i>	e17
9. Other Narrative Form	e42
<i>Attachment - 1 (1235-APPENDIX_1_MT_GovernorLetter)</i>	e43
<i>Attachment - 2 (1236-APPENDIX_2_MTResumes)</i>	e44
<i>Attachment - 3 (1237-APPENDIX_4_MT_EvaluationAssurance)</i>	e64
<i>Attachment - 4 (1238-APPENDIX_3_IDCRA)</i>	e65
<i>Attachment - 5 (1239-APPENDIX_5_MT_Activity_Timeline)</i>	e72
10. Budget Narrative Form	e80
<i>Attachment - 1 (1234-MT_Budget_Narr)</i>	e81

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
--	--	--

* 3. Date Received: <input type="text" value="06/25/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

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="PO Box 202501"/>
Street2:	<input type="text" value="1227 11th Avenue"/>
* City:	<input type="text" value="Helena"/>
County/Parish:	<input type="text" value="Lewis and Clark"/>
* State:	<input type="text" value="MT: Montana"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="59620-2501"/>

e. Organizational Unit:

Department Name: <input type="text" value="Teaching and Learning"/>	Division Name: <input type="text" value="Professional Learning"/>
--	--

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Helen"/>
Middle Name: <input type="text" value="Colet"/>	
* Last Name: <input type="text" value="Bartow"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

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

* 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:**

MT Rethink K-12 Education Model

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

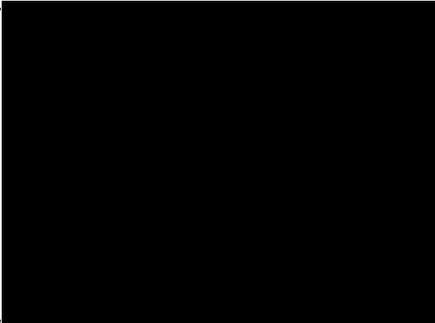
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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



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

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

Montana Office 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	6,000.00	6,000.00	6,000.00			18,000.00
4. Equipment	12,000.00	0.00	0.00			12,000.00
5. Supplies	3,000.00	3,000.00	3,000.00			9,000.00
6. Contractual	1,566,482.57	1,878,482.57	2,202,482.57			5,647,447.71
7. Construction	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	0.00	0.00	0.00			0.00
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: 07/01/2019 To: 06/30/2021 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

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

PR/Award # S425B200004

Name of Institution/Organization Montana Office 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 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

1. * Type of Federal Action: <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	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

6. * Federal Department/Agency: <input type="text" value="N/A"/>	7. * Federal Program Name/Description: <input type="text" value="Education Stabilization Fund"/> CFDA Number, if applicable: <input type="text" value="84.425"/>
--	---

8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: 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 Middle Name
* Last Name Suffix

Title: Telephone No.: Date:

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1242-GEPA 427 Statement.pdf

Add Attachment

Delete Attachment

View Attachment

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.

Montana Office of Public Instruction (OPI)

The OPI is committed to providing reasonable accommodations to people with disabilities.

In 2016, the Office of Public Instruction (OPI) signed a Resolution Agreement with the Office of Civil Rights (OCR) to remediate any accessibility issues related to the OPI website. Under the agreement, the OPI wrote and implemented an Assessment Report, a Corrective Action Plan, and a Plan for New Content to make the larger website infrastructure and all content accessible to those with disabilities. Various disability advocacy groups and organizations were consulted to review the OPI's website and ensure the most inclusive design. In addition, the OPI consulted with the University of Montana's IT Accessible Technology Services to develop training and support for staff and has since been training staff in the principles that ensure accessibility. To date, the OPI has exited the agreement with the OCR but continues to provide in-person accessibility training to staff and has expanded to the larger educational community via the agency's online learning platform, the Teacher Learning Hub. The OPI also manages a website of accessibility resources and participates on the State of Montana's accessibility roundtable.

Teacher Learning Hub

The OPI's Teacher Learning Hub is further committed to accessibility through rigorous course design and review that includes use of Ally, an accessibility check program that

examines all aspects of our online courses for accessibility issues, as well as testing by accessibility experts, research on current issues and solutions for accessible course content and activities, and 100% commitment to meet needs of learners.

Montana Digital Academy

Prospective and current MTDA students, parents, site facilitators, teachers, and members of the general public access MTDA's web properties using a diverse set of technologies, including different browsers, screen resolutions, preferred font sizes, etc. MTDA is committed to providing access to all individuals by developing web content accessible to all members of our audiences.

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 Montana Office of Public Instruction	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Elsie"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Arntzen"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent of Public Instruction"/>	
* SIGNATURE: <input type="text" value="REDACTED"/>	* DATE: <input type="text" value="06/25/2020"/>

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

1. Project Director:

Prefix: Ms.	First Name: Helen	Middle Name: Colet	Last Name: Bartow	Suffix:
----------------	----------------------	-----------------------	----------------------	---------

Address:

Street1:	P.O. Box 202501
Street2:	
City:	Helena
County:	Lewis and Clark
State:	MT: Montana
Zip Code:	59620-2501
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:

Montana is concerned about the lasting impact of the COVID-19 pandemic on the education of its children. The disruption to normal school operation, the distancing of relationships between teachers and students, and the demand placed on parents during school closures have weighed heavily on state education leaders. The clear message from the education community, parents, and business leaders is that better access to online and remote learning is key to recovery from the COVID-19 pandemic.

The goals of this application are to expand the capacity of the Montana Digital Academy (MTDA) and expand professional development in online learning for K-12 teachers through the Office of Public Instruction Teacher Learning Hub (Hub). The outcomes of the project are 1) an extensive expansion of MTDA course offerings for public and non-public school students in middle school and high school, particularly for students in rural, isolated, and reservation communities, and 2) expand equitable access for all educators to improve their practice in remote and online learning environments, particularly for pre-kindergarten through elementary teachers. Through expanded access to online courses and teachers who can deliver effective remote learning, Montana's children will be better equipped to face the challenges and opportunities ahead.

State policy windows are open, demand for increased access to online courses and professional development is clear, and opportunity to innovate delivery models for K-12 education puts Montana in a unique position to be a leader in these efforts. Montana's established MTDA and Hub programs only require the funding necessary to move our students and state forward in rethinking past models for delivery of teaching and learning.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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](#)

Montana: Rethink K-12 Education Models Grant – Project Narrative

Contents

COVID-19 Burden..... 2

Description of the Project 3

Statewide Course Access Program.....17

Parent Involvement and Feedback.....18

 Course Requests.....18

 Parent Liaison20

 Process to Choose Students20

Absolute Priorities21

 Course Access21

 Course Expansion22

Interoperability23

Logic Model and Theory of Change24

References25

COVID-19 Burden

Montana's COVID-19 burden is amplified by its geography and rurality. Hospital and medical services are not readily accessible in the remote or isolated communities of our state. In recent weeks, with the opening of our national parks and beginning of the tourist season, an uptick in the incidence of COVID-19 has occurred in Gallatin, Yellowstone, Rosebud, Carbon, Big Horn, Missoula, Toole, Cascade, and Custer counties (Story Map Series). Since June 1, Montana has seen an increase in confirmed cases of COVID-19 across the state (The New York Times)(Story Map Series). 61 of 62 County and Tribal Emergency Operations Centers continue to be in partial or open status, with all Tribal governments declaring local emergencies (Story Map Series). Counties, tribes, and local school districts that are continuing these declarations are planning for future impacts of COVID-19 to the public they serve.

As school leaders have begun to plan for the opening of the 2020-21 school year, they have heard from families and staff who have indicated that they will not return to schools if they open to in person delivery of learning. In guidance created by the Office of Public Instruction (“Re-Opening Montana Schools”), schools are asked to consider how to plan for in person, remote, and online delivery to accommodate the various health needs and family preferences that must be supported.

In addition, recently updated information from Education Superhighway indicates that a greater percentage of households in the state of Montana do not have adequate access to broadband to support remote and online learning. Of 147,713 K-12 students in public and non-public accredited schools (Montana Office of Public Instruction), an estimated 22,654 students are not connected to broadband of which 8,485 are rural

students (Interactive Map). The state legislature, business leaders, and education leaders are all discussing possible solutions to close the digital divide that continues in Montana.

COVID-19 has disrupted the education system in Montana, as it has across the United States. The disruption to normal school operation, the distancing of relationships between teachers and students, and the demand placed on parents during school closures have weighed heavily on state education leaders. The clear message from the education community, parents, and business leaders is that better access to online and remote learning is key to recovery from the COVID-19 pandemic.

Description of the Project

The State of Montana's Office of Public Instruction seeks to expand existing statewide virtual learning opportunities by an expansion of its Montana Digital Academy (MTDA) and Teacher Learning Hub (Hub).

The MTDA was created by the Montana Legislature in 2009 and began providing web-based, asynchronous virtual classes in the fall of 2010. MTDA is funded by the State of Montana through its Office of Public Instruction. Since that initial semester MTDA has provided over 65 thousand enrollments to Montana students in a variety of course types. Original Credit Courses (including Advanced Placement and Dual Credit) was the first course format offered. Credit Recovery was added in 2011. MTDA recently rolled out Individualized Pathway Courses (IPCs), aimed at students that are not candidates for traditional distance learning environments. The Digital Academy continues to offer these course types to thousands of Montana students each year.

During the ten years that MTDA has been the state online program for Montana, it has made a significant impact on K-12 education in the state.

The main functions of MTDA are the Original Credit, Credit Recovery, and the recently-launched Individualized Pathway Course programs. These three programs provide a comprehensive curriculum of high school courses, a set of core courses designed to help students retrieve credits and get back on track to graduate, and a personalized course format for students needing an individualized learning pathway to meet the need of an “X” factor in their life.

MTDA’s impact on teacher training and professional development first began with online teacher training prior to offering the first classes in 2010. Since then over one hundred Montana educators have been trained in all of the aspects of the instruction of students in the online environment. In 2012, in partnership with the MEA-MFT (Montana’s state teacher association), the state secured two years of grant funding from the American Federation of Teachers to create and launch the prototype for online teacher training in Montana, the Montana Digital Professional Learning Network. This network successfully provided professional development opportunities for public and private school teachers all across Montana and through its management by the Office of Public Instruction has now become the highly successful Teacher Learning Hub.

Funding through the Montana Legislature for the purpose of statewide student access to online courses has remained largely stagnant. During the last three biennia, the legislature has provided the same funding, \$2 million a year, to provide course choice opportunities for students in the state. This has meant a financial resource limitation on the availability of course titles for students. Surveys of students and

parents, and the schools that serve our students, suggest that there is substantial interest in additional course programming through the state, along with a need to implement new types of distance learning offerings and models to best meet the needs of students in unique circumstances. While MTDA staff is poised to expand, the primary limitation to do so is available funding.

COVID-19 presents a new challenge to MTDA. As schools across the state determine their contingency plans for serving students during the 2020-21 school year, more students, parents, and schools will turn to MTDA to provide alternative means of accessing high-quality education that doesn't require face-to-face school attendance. While Montana's larger schools have staffing and capacity to look at developing internal programs, the majority of Montana's rural and isolated schools lack this capacity and need access to a program like MTDA to provide flexible options for students that face COVID-related limitations to accessing traditional, face-to-face schooling environments.

The state of Montana offers virtual core, elective, AP[®], and Dual Credit courses in their original credit program to all students residing in Montana. MTDA utilizes a student perception survey, offered each semester as one tool to gauge student interest in additional course titles for future semesters. At the conclusion of the spring 2020 semester, 89.5% of students reported being satisfied or very satisfied with their MTDA course. If awarded, this grant would allow the state of Montana to add additional elective, AP[®], and Dual Credit course titles, as well as expand course offerings in Career and Technical Education (CTE) pathways.

Over the past ten years the state of Montana has expanded CTE offerings to help meet the needs of Montana students as well as address the state priority of access to CTE courses. Each full elective section (25 students) added at MTDA adds an additional \$8,500 per semester to our costs. This is an average figure that takes into account our teacher costs, instructional and support fees, and any licensing fees associated with the course. Our current 12 course offerings are a great start but there are additional opportunities to increase student access.

- Agriculture
- AP Computer Science
- Joy and Beauty of Computing
- Entrepreneurship
- Health Occupations
- Microsoft Office Career Technology
- Personal Finance
- Sports and Entertainment Marketing
- Coding for Web Design
- Fashion Design
- Interior Design
- Intro to Culinary Arts

Recent MTDA student perception surveys indicated that students are highly interested in additional CTE elective courses. Some examples of additional course titles are:

- Google Tools for Business

- Adobe Creative Cloud Application Certification
- Cybersecurity
- Public Health
- Hospitality and Tourism
- Video Production

The last time MTDA substantially expanded elective offerings, 1400 additional enrollments came through the virtual doors the following year. The data suggests that by offering additional student requested titles an additional 600 annual enrollments will follow.

Grant goals, as related to expansion, include:

- Adoption of additional CTE electives
- By Year 3, serve 600 new enrollments annually in these courses
- By Year 3, Employ 20-24 additional high school teachers on a part time basis to instruct these courses

In response to the legislative request and MTDA board direction given in 2018, MTDA began adding additional dual enrollment courses for students. MTDA utilizes a concurrent enrollment model that takes advantage of highly qualified high school teachers that hold a Montana Class 8 teaching license. This allows us to scale to the state's needs as we do in our other courses. This also ensures that we do not have to turn away students in need. MTDA currently offers 14 AP© and 4 Dual Credit online courses. Each full AP© or Dual Credit section (25 students) added at MTDA adds an additional \$10,000 per semester to our costs. If awarded, this grant would allow MTDA

to add additional AP[©] and Dual Credit course titles. Some examples of additional course titles are:

- AP[©] Spanish
- AP[©] French
- AP[©] Music Theory
- AP[©] World History
- AP[©] Computer Science Principles
- AP[©] Statistics
- AP[©] Chemistry
- Dual Credit College Composition
- Dual Credit American National Government
- Dual Credit Introduction to Psychology
- Dual Credit Introduction to Sociology
- Dual Credit College Algebra
- Dual Credit United States History
- Dual Credit Introduction to Education
- Dual Credit Medical Terminology

Key Objectives, as related to expansion AP[©] and Dual Credit course titles

- Adoption of additional AP[©] and Dual Credit digital course assets
- By Year 3, serve 300 new enrollments annually in these courses
- By Year 3, Employ 12-16 additional high school teachers on a part time basis to instruct these courses

The distance learning marketplace has changed substantially since MTDA opened in 2010. Vendors have traditionally offered “perpetual licensing” structures that allow programs like MTDA to offer a variety of courses with low, fixed curriculum costs. As all major vendors have moved away from this strategy, MTDA has responded by pulling more course development in-house to manage exponential cost growth. Current annual budgets have allowed for a half-time FTE to be dedicated to this work. If awarded, this grant would allow MTDA to add 5 additional Instructional Content Specialists.

These specialists will be able to significantly enhance the speed and capacity of in-house course development, including adapted dated vendor content or accessing and adapting Open Education Resource libraries or resources. In addition to in-house courses and content meeting Montana State Standards, all developed courses will address Montana Indian Education for All standards, WCAG 2.0 accessibility standards, National Standards for Quality Online Learning, and the K-12 Quality Matters Standards.

This project will recruit experts in their respective content areas and charge each project manager with connecting with Montana-based content teacher organizations to help drive content development based on the latest pedagogy and practices.

All internal content developed over the timespan of this grant will be freely accessible to all Montana schools through Montana’s OER project hosted through OER Commons. This will ensure that all Montana teachers and students will have access to these learning objects, lessons, and courses well beyond the life of this grant.

Key Objectives, as related to MTDA Instructional Content Specialists

- By end of Year 1, hire 5 FTE positions focused the content areas of Math, English, Science, Social Studies, and World Language
- By Year 2, have at total of 5 yearlong courses developed in each of the content areas of Math, English, Science, Social Studies, and World Language
- By Year 2, have all learning objects, lessons, and courses currently developed available to the state of Montana through the Montana OER project
- By Year 3, have at total of 10 yearlong courses developed in each of the content areas of Math, English, Science, Social Studies, and World Language
- By Year 3, have all learning objects, lessons, and courses currently developed available to the state of Montana through the Montana OER project

As the Instructional Content Specialists create learning objects and digital lessons, the OER Development Specialist will be responsible for the organization, upkeep, and curation to ensure all Montana teachers can easily access these resources. This will significantly impact the availability of Montana Standards Aligned digital content for all public, private, and home school students throughout the state. By partnering with an established OER platform, OER commons, Montana will be able to scale these learning resources quickly and allow for one click integration into each school district's digital classroom across the state.

In addition to working with the Instructional Content Specialists, the OER Development Specialist will utilize the Montana OPI Teacher Learning Hub to train additional instructors from across the state in the development of OER learning resources to benefit the entire state.

Key Objectives, as related to OER Development Specialist/Project Manager

Montana: Rethink K-12 Education Models Grant – Project Narrative

- By end of Year 1, hire the OER Development Specialist/Project Manager
- By end of Year 1, initial creation of OER commons hosted Montana OER project
- By end of Year 1, roll out of initial learning resources in 9-12 in partnership with MTDA Instructional Content Specialists
- By Year 2, offer courses to Montana Teachers through the OPI Learning Hub on create OER learning resources for the state of Montana
- By end of Year 2, increase initial resources by 50% year over year
- By end of Year 3, increase total resources by 50% year over year

Individualized Pathway Courses (IPC) are a course format provided by MTDA that are designed to be as flexible as possible without compromising the rigor or expectations of traditional MTDA courses. IPC's provide a pathway for all students in Montana to access high quality semester based instruction in the core content areas. Unlike other "flexible" courses available in the marketplace, MTDA's IPC model relies heavily on direct student-teacher interaction to assist in the student making forward progress in the program. This model is currently offered in the core content areas for students in 9th - 12th grade. If awarded, this grant will allow MTDA to expand access to all 6th - 8th grade students in the state of Montana. The IPC model is a cost sharing program that usually costs \$299 per quarter. A portion of the funding provided by this grant would allow us to reduce the cost share of the program to \$100 per enrollment for 3,000 additional 6th - 12th grade students.

The IPC Design:

- Open entry: Students may enter the program at any time during the year, under any circumstances. Generally speaking, the student will be able to start a course within a few days of enrollment.
- Self-paced with a firm deadline: Students are granted 8 calendar weeks to complete the quarter program from the day of enrollment, not counting holidays/non-instructional days per the IPC calendar. This is inclusive specific student circumstances. A single two-week extension is available by request, without additional cost sharing. Additional two-week extensions are available for an additional cost of \$50. While the student is expected to make forward progress, the program offers flexibility around personal circumstances, medical issues, activity and personal travel, and other life events that render weekly forward progress difficult or impossible. Students may also complete the course ahead of pace.
- Direct student-teacher communication model: The learning model relies on direct trust-building exercises between the student and teacher, along with regular, direct, student-teacher check-ins. The teacher is empowered to modify the schedule to be able to help the student work the required assignments around life circumstances. We will also use Remind to create a means of communication that involves all critical stakeholders, including the student, the MTDA teacher, a local facilitator/counselor, parents, the MTDA help desk, and other educational parties (special education teacher, homebound tutor, social worker, etc.). The MTDA teacher will make, at the minimum, weekly contact with

the student to work out a schedule for assignment completion, but, will be responsive (daily or better) to other questions or needs.

- 24/7 tutor access: Students will have access to an academic tutor twenty-four hours a day, seven days a week to either an academic tutor in all IPC courses.
- Personalized course design: Every student will be given a course that is unique to them, with pacing and assignment availability driven by direct student-teacher interaction.
- Exemptions: Teachers are empowered to exempt students from content or assignments based on *evidence of mastery*. Teachers are also empowered to modify assignments for individual students as they see fit. The course record will ultimately include a full accounting of grades earned and assignments that other evidence was submitted of mastery.

Expanding the IPC program to middle school would provide semester based online course access to 6th - 8th grade students for the first time. If awarded, this grant would allow MTDA to serve an additional 3,000 middle school enrollments annually.

Grant goals, as related to the middle school expansion of the Individualized Pathway Course program:

- Adoption of core content area digital curriculum for middle school delivery
- Serve 3,000 new enrollments annually
- Employ 200 new middle school teachers on a part time basis to teach IPC's at the middle school level

Montana's public and private school teachers are dedicated professionals who strive to continuously improve their practice in service to their students. Professional

learning is an essential part of the ongoing work that educators engage in to maintain licensure in the state of Montana and grow as professionals. Montana's vast geography, weather, isolation, and the expense of professional learning have been barriers to teachers who want to increase their effectiveness in the classroom. The Teacher Learning Hub (Hub) is one way the Montana Office of Public Instruction (OPI) is leveraging its resources to eliminate barriers to high-quality professional learning for all educators in Montana.

The Hub offers more than 100 free courses, both synchronous and asynchronous, to public and private school teachers across the state. These courses are created by content experts at the OPI in collaboration with teacher leaders from across the state. The Hub's over 16,000 registered users include pre-K-12 educators, retired educators, pre-service teachers, administrators, paraprofessionals, and substitutes. Our data shows this number is continuing to grow, with a large spike of use during Covid-19, as schools transitioned to remote learning and remote professional learning. The Hub has proven to be an integral component of Montana's professional learning ecosystem

In its five year history, the Hub has recorded over 27,000 course completions, exceeding 100,000 professional learning hours, and reaching educators at over 63% of Montana's public and private schools. Before courses are made available, they undergo a four-part review process that includes checks for accessibility, high-quality content, cohesive instructional design, and best practices in online learning for adults. Adding additional capacity would allow the Hub to continue to grow and expand our offerings to

include a series of courses regarding best practices in online, remote, and blended learning.

If awarded this grant, the OPI would use the additional FTE and funds to focus efforts specifically on creating a series of professional learning courses on remote and blended teaching and learning. Courses will include support for educators on how to enhance existing remote learning systems. Initial priority topics have been identified as:

- Creating online environments where all students thrive (including social-emotional learning, English learners, and special education support)
- Communicating with students and parents
- Empowering students, teaching independent learning skills, and creating collaborative environments
- Strategies, tools, and best practices in remote learning specific to Elementary, Middle School, and High School
- Grading, feedback, and assessment online
- Instruction time (equity of access, student choice, flexibility)
- Community of Inquiry (Social, Cognitive, and Teaching Presence) in remote learning environments
- Balancing supporting students in multiple modes of learning (remote, blended, and in-person)

Additional FTE would work with OPI staff, stakeholders, and review research to better refine this list and prioritize what is needed by Montana's educators. The MT Learn Task Force, composed of educators, parents, legislators, students, and OPI staff will provide guidance on the current professional learning needs regarding remote

learning. The need has been confirmed both by the MT Learn Task Force and the Remote Learning Sharing Sessions that the OPI hosted during the first 10 weeks of remote learning during the COVID-19 pandemic. 3,000 educators from across the state attended to learn and share ideas on best practices around remote learning. Educators in Montana continue to express their desire to learn best practices for remote, blended, and in-person teaching.

Proposed new FTE to support the Hub:

- Teacher Learning Hub Online Learning Competency Specialist and Program Manager: Will focus on defining final course objectives, outlining a clear series of courses, develop competency sets that will serve as the foundation of each course, use the Hub's current ability for competencies to implement a procedure for assessing participant learning, recruit teacher leaders to assist in development of courses, work on course development and design, marketing, and on-going course monitoring and management.
- Digital Learning Instructional Coordinator (Materials Specialist): Support the Competency Specialist and Instructional Content Specialists in gathering materials for the new student content courses as well as teacher training courses.
- Data and Reporting Specialist: Manage the data collection processes, systems, databases, and data privacy guidelines, create and administer a dashboard system that allows for transparent access to teacher training data and performance as well as custom reporting features.

Key Objectives, as related to the Hub:

- Open three professional learning courses related to remote/online/blended learning in the first year, with a minimum of one more in each subsequent year.
- Update the current Introduction to Online Learning course to be competency-based.
- Reach at least 60% of the schools taking courses in the following categories:
 - Overall total of Montana public and private schools,
 - Schools identified as high needs (defined as greater than 60% free and reduced lunch),
 - Tribal schools, and
 - Rural schools.
- Course evaluations yield at least an overall satisfaction rating of 3.7 out of 4 for every course.
- Develop sustainability models for courses to continue beyond the grant cycle.

Statewide Course Access Program

To this point in MTDA's program history, program staff have chosen to limit marketing due to our finite budget and resources. Should we be in a position to expand program offerings with additional resources, our staff has several marketing strategies ready for implementation, including campaigns based on past successful strategies, and new, targeted strategies.

Members of the MTDA team have experience and implementing social media marketing strategies. We will implement both formal and informal social media campaigns across various channels, including Twitter, Facebook, and Instagram, to advertise new course offerings and availability of programming through the

MTDA. Based on our past experience and data, this tends to be most effective at reaching the parents and guardians of potentially-interest students.

MTDA will release new, adapted information/marketing guidance to schools. The OPI and MTDA will also implement a multi-faceted marketing campaign to schools, students and parents utilizing a combination of print and electronic media to promote the expansion of course access and opportunity. The state of Montana will also make available members of our distance learning administrative staff, themselves nationally-recognized authorities on distance learning, for media interview opportunities both on new opportunities and discussing the best practices and merit of distance learning. We will also encourage our teaching staff, located in over forty districts in a range of locations, to connect with local media concerning their work in the program.

MTDA will establish a schedule of live events, aimed at particular student populations, including those enrolled in private schools or utilizing a home-schooling model. Live events allow for a presentation, but, then allow live interaction with participants to help drive conversation and discussion about the potential of virtual schooling for students in unique situations or environments.

Parent Involvement and Feedback

Course Requests

Parent and student voices are at the core of MTDA's program and curriculum planning process. Since 2010, MTDA has surveyed the constituencies of our program, including students, parents, and local administrators and counselors, across all school models in Montana. We are prepared to meaningfully expand now, in part because we

have adopted a listening-focused, data-driven planning posture throughout our existence.

As part of this expansion plan, MTDA will create a new position, the Parent/Student Concierge (PSC), responsible interfacing with existing and potential students as a troubleshooter, connector of students and parents to resources, and advocate on behalf of student needs and interests. In addition to managing parent and student advisory groups (see below), they will help manage the MTDA help desk, monitor student activity data to highlight those struggling, provide expert advice to students looking to excel in distance learning, and monitor all student communication channels.

The PSC will also be specifically responsible for analyzing MTDA participation data and directing attention and resources to target underserved communities, including communities with high poverty rates, homeless student populations, Native American communities located on or near reservations. Staff recruitment will include preferences for those with experience working with any or all of these student populations.

The Parent/Student Concierge will organize two groups, a Parent Advisory Group and a Student Advisory group, comprised of students and parents active in the MTDA program and will include student and parent private school representatives. The group will consist of a balanced mix of both rural, suburban and urban parents and students, understanding that student needs for a program like MTDA are often quite different depending on their local community and size and type of format of the school.

The group will meet virtually at least quarterly, and include both the PSC, and at least one member of the MTDA leadership team. The purpose of the group is listening

to all involved, including feedback on program offerings, teaching and learning strategies, and additional support MTDA can provide students and their parents.

Parent Liaison

MTDA intends to utilize the Parent/Student Concierge (PSC) described above in this role. We are especially interested in providing advice and services as described here. Oftentimes, schools enrolling students in distance learning courses aren't able to provide expert advice to parents on where distance learning choices might fit in the student's larger educational program. While MTDA has developed resources to help provide research-driven, comprehensive advice for adults (parents, counselors, administrators) to help inform and advise students on opportunities, we envision the PSC as taking an active role in directly advising students and parents.

The PSC will be responsible for outreach to a specific parent subgroup that often lacks information about MTDA services, i.e. parents of incoming middle school and high school students. This effort will include marketing and information as described previously, developing specific parent materials helping them understand how to utilize distance learning to help solve specific student academic challenges. The PSC will also provide these same materials to public and private school counselors throughout Montana so that they may use them with students and also distribute them at parent-teacher conferences and other school events.

Process to Choose Students

With the proposed budget, the grantees do not anticipate needing to turn students away, as the proposal is intended to provide sufficient funds to meet anticipated needs. Per Montana Code Annotated 20-7-1201, MTDA is accessible to

students through their local public school, including private and homeschool students. Should MTDA get to a point where need exceeds available resources, 20-7-1202 establishes the ability to share program costs with local controlling programs. Should 20-7-1202 cost-sharing be implemented, it will be equally implemented across each program category.

Absolute Priorities

Course Access

As described above, our comprehensive plan is centered around widely expanding MTDA offerings, which are limited right now primarily due to providing additional capacity to offer course access to all Montana students. We anticipate that a successful grant award will double participation in the program, along with building capacity to offer existing and additional courses in the future with a sustainable content development and delivery model, along with development opportunities for teachers to expand online and blended learning initiatives.

MTDA has already proven to be a successful strategy to expand course access in Montana, particularly in small, rural schools. As part of a review of program impact in 2018, MTDA analyzed the course catalogs of typical smaller, rural schools to determine its impact on learning opportunities. Montana typically refers to school size utilizing athletic conference designations, Class AA (largest) to Class C (smallest). We found that a typical Class A catalog expanded course offerings by over 50% with MTDA, while Class B and Class C schools could almost double course offerings utilizing MTDA course access services.

Course Expansion

As discussed above, MTDA has a long-history of gathering input from all constituencies of the program, with a particular focus on student and parent input and feedback. MTDA's most recent course survey from students was released in May 2020 and informed the course title suggestions above. MTDA's experience is that student input is the most accurate in determining which new course titles that students are actually interested in taking. All course title additions after our initial course offerings in 2010 have been driven predominantly by student voice.

We also describe above additional processes for gathering parent and student input via advisory groups and our staff members dedicated to keeping communication flowing between our constituencies and our program.

Quality is a central consideration at the center of all MTDA planning. MTDA is a founding member of the Virtual Learning Leadership Alliance (VLLA), an organization of state virtual schools that focus on program quality offerings for students. VLLA has a strong partnership with Quality Matters, which provides a robust framework for development and adaptation of digital content. In addition, VLLA and QM were at the center of the efforts to update dated online course standards from the International Association for K-12 Online Learning (now the Aurora Institute). Members of MTDA's program team participated in that effort, which were released as The National Standards for Quality Online Learning, with specific standards for Online Courses, Online Teaching, and Online Programs. MTDA has adopted those standards internally and will apply standards to all adopted courses and developed content.

Interoperability

Montana is a national leader in educational technology interoperability standards. In 2018, the Montana Office of Public Instruction, including MTDA, joined the IMS Global Learning Consortium as a contributing member and actively engages in the decision-making, implementation, and development of interoperability specifications with focus on Competencies and Academic Standards Exchange (CASE), Question Test Interface (QTI), OneRoster, Learning Tools Interoperability (LTI), Common Cartridge, Comprehensive Learner Record (CLR), and Open Badges. The MTDA program has actively integrated the LTI specifications to create a unique collection of learning objects that are seamlessly integrated into online learning courses and relies on One Roster for connecting student information in a secure and powerful manner. In addition, the MTDA is implementing Montana's content standards in its courses by utilizing the CASE specifications. In 2019, Montana was the first state to publish and officially certify all academic content standards frameworks in CASE Network--the IMS Global repository for academic standards. Future development for the Teacher Learning Hub and MTDA will include testing and deployment of competencies for K-12 student courses and educator professional development. Specifically, by utilizing CASE, OneRoster, and Open Badge specifications, our programs will open the door to a transformed and seamless lifelong learning record for learners in our state. Building on our current experience, we will be able accelerate plans to develop, test, and implement a competency-based system for Montana.

Montana: Rethink K-12 Education Models Grant – Project Narrative

Logic Model and Theory of Change

IF Montana invests in personnel and resources needed to expand online learning opportunities for students and professional development for educators in online and remote learning delivery, THEN Montana will be able to deliver a high-quality learning experience that results in Montana student success in workforce and post-secondary learning opportunities; and, sustainable, long-term improvement in K-12 education models.

The Problem	<p>COVID-19 has disrupted the education system in Montana.</p> <p>Many schools lack the capacity to fully engage parents and implement high quality remote learning strategies.</p> <p>Within Montana, students have unequal access to learning opportunities, services, and supports.</p> <p>Existing weaknesses in the education system are exacerbated, forcing us to create new remote learning opportunities and re-think how we design student learning, services, and supports.</p>
Inputs	<p>Expanded personnel and resources for the Montana Digital Academy and Teacher Learning Hub.</p> <p>High quality professional learning from the SEA for delivery of remote and online learning.</p>
Strategy & Interventions	<p>Montana will expand high-quality course-access programs through the Montana Digital Academy, ensuring the availability of courses not otherwise offered in individual schools or districts.</p> <p>Montana will expand high-quality professional learning through the Office of Public Instruction Teacher Learning Hub, ensuring the availability of courses not otherwise available equitably to all educators.</p>
Outcomes	<p>More students will have access to services and educational opportunities offered.</p> <p>Students and their parents will be fully engaged stakeholders in informing course offerings and priority services.</p> <p>Students and parents will have greater choice in how and where they learn and the services they need.</p> <p>Educators will be better prepared to plan, design, and deliver remote and online learning that is flexible and personalized for each student.</p> <p>Students will successfully master the knowledge and skills needed for workforce and post-secondary learning.</p>
Ultimate Impact	<p>Greater freedom of choice and access to online learning for students and families.</p> <p>Equitably accessible, fully-functioning, more responsive statewide education system will support success for all students' workforce and post-secondary learning opportunities.</p>

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OFFICE OF THE GOVERNOR
STATE OF MONTANA

STEVE BULLOCK
GOVERNOR



MIKE COONEY
LT. GOVERNOR

June 24, 2020

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

Dear Secretary DeVos:

On behalf of the State of Montana, I am pleased to write in support of the Montana Office of Public Instruction's application for the Rethink K-12 Education Models grant. Like many others, Montanans have felt the significant impacts of the COVID-19 virus. One of our greatest concerns is the lasting impact on the education of our students.

We know that students are facing broad disparities in the education they receive through remote learning. The disruption to normal school operation, the distancing of relationships between teachers and students, and the demand placed on parents during school closures have weighed heavily on the minds and shoulders of our education entities. We have heard from the education community, parents, and business leaders that better access to online and remote learning is key to recovery from the COVID-19 pandemic.

With this in mind, it is our hope that the Rethink K-12 Models grant program will help expand the capacity of the successful Montana Digital Academy and increase professional development for teachers in effective remote learning. We know that Montana's children will be better equipped to face whatever lies ahead, should they be afforded the opportunities outlined in this grant.

Thank you for your consideration, and I urge your support for the Montana Office of Public Instruction's proposal.

Sincerely,


STEVE BULLOCK
Governor

Colet Bartow

Montana Office of Public Instruction

PO Box 202501
Helena, MT 59620-2501

EDUCATION

Montana State University-Bozeman

M.Ed. in Curriculum & Instruction (2009)

Professional Paper: "Documenting Growth as a Teacher of Teachers"

University of Montana-Missoula

B.A. in English (1993)

Teaching Endorsement Areas: English, School Library Media and English as a Second Language Instruction

PROFESSIONAL EXPERIENCE

Montana Office of Public Instruction, Helena, MT (August 2007 – present)

Director, Content Standards and Instruction (December 2016—present)

Primary Duties: supervision and administration of Content Standards and Instruction staff, state and federal grant budget management, content standards development, dissemination of research-based instructional strategies, professional learning development and delivery, and technical assistance for implementation of state standards

School Library Specialist, Content Standards and Instruction (August 2007-December 2016)

Primary Duties: content standards development, dissemination of research-based instructional strategies, professional learning development and delivery, technical assistance for school libraries

Manhattan Public Schools, Manhattan, MT (August 1994– August 2007)

Teacher-Librarian and Director of Manhattan School-Community Library

Primary Duties: classroom instruction, management and supervision of the school-community library, school improvement planning

RELATED EXPERIENCE

IMS Global Contributing Member

Voting Member Representative

CASE Network Advisory Board Member (2020 – present)

CASE Network K-12 Learning Network Co-Chair (2018 – present)

American Association of School Librarians

Standards in Action Taskforce Member (2008 – 2009)

iSchool, University of Washington, Seattle, WA

Adjunct Instructor (2012-2013)

Montana State Library Commission

Superintendent of Public Instruction Designee (2009 – 2016)

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Montana Office of Public Instruction

PO Box 202501
Helena, MT 59620-2501

Commission Chair (2014 - 2016)

Northwest Council for Computer Education

Teacher-Librarian Summit Organizer/Presenter (2010 - 2013)

Network Advisory Council, Montana State Library

Council Member (1999-2001, 2007 - present)

AWARDS

President's Award, *Northwest Council for Computer Education* (2011)

SELECTED PRESENTATIONS

Making the CASE for EdTech Interoperability Standards, NCCE Conference, March 2020

Learning Forward Conference, February 2020

CASE Network, IMS Global Quarterly Meeting, November 2019

CASE Network, IMS Global Learning Impact Leadership Institute, May 2019

#Hashtag, What? Twitter for Professional Development, MBI Summer Institute, 2013-2017

More than Making the Grade: Standards-based Grading and Reporting, 2011-present

This is LIT! South Dakota Library Association Conference, October 2012

Curriculum You Can Count On: A Big6 by the Month Approach. South Dakota Library Association Conference, October 2012

Peer Coaching and Teacher Librarians...and Classroom Impact" Matt Huston, Kim Mathey, Colet Bartow @ Library 2.011, November 2011

Teacher Librarians as Peer Coaches, a Peer-Ed webinar byte with Montana's Colet Bartow, November 2011

Performing Act: Standards-Based, Authentic Assessment with The Big6™, September 2011

Big6™ by the Month Webinar Series Presenter, August 2010 - 2014

PUBLICATIONS AND PAPERS

Eisenberg, Michael, Janet Murray and Colet Bartow. *The Big6 Curriculum: Comprehensive Information and Communication Technology Literacy for All Students*. Santa Barbara, CA: Libraries Unlimited. 2016

Eisenberg, Michael, Janet Murray and Colet Bartow. "Big6 by the Month: A Common Sense Approach to Effective Use of Common Standards for Information Literacy Learning." *Library Media Connection*. May-June 2014

Eisenberg, Michael, Janet Murray and Colet Bartow. *Big6 by the Month: Comprehensive Information and Technology Literacy for All Students*. Shoreline, WA: Big6 Media eBook. 2014

"The Journey Begins Here: Aligning Information Literacy with Common Core State Standards and Assessments." *Library Media Connection*. October 2012

Colet Bartow

Montana Office of Public Instruction

PO Box 202501
Helena, MT 59620-2501

AASL Standards for the 21st Century Learner in Action. American Association of School Librarians. ALA. 2009

“How One State Established School Library/Technology Standards.” *School Library Monthly*. November 2009

Professional Memberships

ASCD

Council of State School Library Consultants

2011 President

International Society for Technology in Education

Montana Library Association

Past School Library Media Division Chair

Northwest Council for Computer Education

ONLINE COURSES

Montana Historical Society Educator Resources

Teacher Librarian Digital Blasts and Resources

Montana Teacher Librarian Online PLC

Montana’s Hidden Treasures

Montana’s New Arts Standards: An Introduction

Montana’s New Health Enhancement Standards: An Introduction

Montana’s New Science Standards: An Introduction

More than Making the Grade: An Introduction to Standards-based Grading and Reporting

Teaching Montana History Online PLC

Welcome to Our School: An Introduction for Substitute/Guest Teachers

See the [OPI Teacher Learning Hub](#) to access courses.

JESSICA BRYANT



EDUCATION

Montana State University, Bozeman

- Bachelor of Science, Secondary Education: General Science Broadfield May 2008
- Masters of Education, Curriculum and Instruction August 2012

WORK EXPERIENCE

Office of Public Instruction – Helena, MT

August 2015 – Present

- *Teacher Learning Hub Coordinator*
- Moodle platform administrator
- Coordinate the development and delivery of online professional learning
- Provide technical support for users and course facilitators
- Established and manage systems for new course reviews and data reporting
- Supervisor: Colet Bartow, CSI Division Administrator, (406)444-3583, cbartow@mt.gov

Great Falls Public Schools – Great Falls, MT

August 2009 – June 2015

- *Foundations of Science Teacher*
- Taught the basics of physics, chemistry, and earth science to high school freshman
- Taught additional sections of Special Education biology
- Other Activities: Track and Field coach, Volleyball coach, Bison Boosters (Secretary & Faculty Representative), RtI Team Member, EPAS Trial, Bison Beginnings Organizer, War Fair Organizer, and member of Curriculum Realignment Committee
- Supervisor: Heather Hoyer, Principal, (406)268-6313, heather_hoyer@gfps.k12.mt.us

Project WET Foundation - Bozeman, MT

August 2008 – July 2009

- *International Projects Assistant & Receptionist*
- Planned and traveled to Turkey and Uganda for hands-on teacher professional development on water education programs
- Assisted in writing new activities and lessons on water education.
- Helped manage network of 42 countries and participating educators
- Answered incoming phone calls and processed all orders.
- Supervisor: John Etgen, Senior Vice President, (406)585-2236

OTHER QUALIFICATIONS

- Advanced in Microsoft Word, Excel, PowerPoint and general technology usage
- Highly organized and excellent at prioritizing
- Focused on systems and processes
- Self-driven and a quick learner
- Ability and willingness to master new competencies
- Excited about the possibilities and future of online learning



Education

Western Michigan University, Kalamazoo, MI

- *MA Degree — Counseling and Personnel*
- *BA Degree — Major: English*
Minor: Communications and Personnel

Current Position – Executive Director Montana Digital Academy – University of Montana

Essential Duties and Oversight Responsibilities:

- *Partnership Relations with the Montana Office of Public Instruction and Office of Commissioner of Higher Education*
- *Customer / Client Relations with Montana Local Education Agencies, Educational Service Agencies and Colleges and Universities*
- *Research and Development of New Products and Services for Students and Educators*
- *Financial/Business Operations*
- *Strategic Planning and Market Analysis*
- *Serve on the Leadership Council for the Dean of the Phyllis J. Washington College of Education at UM*
- *Management of Relationships and Communication with the Dennis and Phyllis Washington Foundation*
- *Policy Development and Implementation*
- *Quality Control and Assurance of Online Products and Service Delivery*
- *Development and Maintenance of Relationships with Montana Public Education Center - Statewide Professional Education Organizations*
- *Chairperson of the Virtual Learning Leadership Alliance Board of Directors*
- *Marketing, Communications and Public Relations*
- *Serve the Montana Digital Academy Governing Board*
- *Supervision of MTDA Instructional and Support Staff*
- *Legislative Funding Requests, Briefings and Committee Testimony*
- *Point of contact for all UM Communication and Compliance*

Previous Professional Experience – Online Learning 2003 — 2009

Executive Director — Michigan Virtual School – Lansing, Michigan

Previous Professional Experience

Superintendent: Marshall Public Schools, Marshall, MI

***Administrator: Assistant Superintendent for Curriculum and Instruction
Marshall Public Schools***

***Assistant High School Principal
Marshall Public Schools***

***High School Principal
Springport Public Schools
Springport, MI***

***Counselor
Tekonsha Public Schools
Tekonsha, MI***

Related Professional Experience — Superintendent

- ***Contract Implementation and Negotiations***
- ***Marketing, Communications, and Public Relations***
- ***Financial/Business Operations***
- ***Bond/Millage Referendum Campaigns***
- ***Vendor/Partner Relations Management***
- ***Board Communications and Relations***

Related Professional Experience — Assistant Superintendent for Instruction

- ***Technology Planning and Implementation***
- ***School Improvement Planning and Compliance***
- ***Research and Grant Development***
- ***Special Education Implementation and Compliance***

Professional organizations

***Virtual School Leadership Alliance
NROC – Advisory Board
Aurora Institute (formerly iNACOL)
School Administrators of Montana***

Professional References

Available Upon Request

Jason P. Neiffer, Ed.D.
CURRICULUM VITAE

<p>Montana Digital Academy Phyllis J. Washington Education Center University of Montana [REDACTED] http://www.montanadigitalacademy.org</p>	<p>[REDACTED]</p>
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Education

Doctorate of Education in Curriculum and Instruction (2018)

Phyllis J. Washington College of Education, University of Montana, Missoula, Montana

Emphasis: Curriculum and Instruction, Educational Technology, and Online Learning

Dissertation: Intelligent Personal Assistants in the Classroom: Impact on Student Engagement (Dr. Martin G. Horejsi, Chair)

Service: Chair, Student Evaluation Committee; Outside Evaluator, Master's Thesis Presentations (x3)

Masters of Science (2004)

Walden University, Minneapolis, Minnesota

Emphasis: Educational Technology

Bachelor of Arts, *Cum Laude* (1997)

Carroll College, Helena, Montana

Majors: Political Science, Secondary Education

Minor: History

Honors Scholar Program

Honors Thesis Topic: "You Say You Want a Revolution: Using Alternative Timelines to Teach Secondary History Courses"

Awards: Outstanding Student Teacher, Student Government Officer, Debate Team Officer, Honors Scholar Program/Scholarship, General Mills Scholarship, Carroll College Grant Scholarship, Carroll College Forensics Scholarship

Employment History

K-12 Administrative Employment

Curriculum Director (2010-2013); Assistant Director/Curriculum Director (2013-present)

Montana Digital Academy, Missoula, Montana

First curriculum director of Montana's publicly-funded virtual K-12 school. Responsible for directing instructional design, curriculum, and delivery of 120 middle school and high school courses in four different formats in an online environment. Responsible for training, evaluating and administering a staff of online teachers in a virtual schooling environment along with in-house administrative employees. Responsible for setup of learning management systems as well as web-based assets. Responsible for the management and evaluation of central office employees.

Professional Activity: Virtual Learning Leadership Alliance Curriculum Director's Committee Chair (2011-2017), Virtual Learning Leadership Alliance Professional Development Committee; University of Montana System Moodle Adoption Workgroup, Montana STEM Task Force, Montana Computer Science Task Force; MontanaPBS Advisory Group; Western Montana Comprehensive System of Professional Development Council, University of Montana Tech Transfer Committee, OPI Professional Learning Workgroup, OPI Chapter 58 Teacher Preparation Content Standards Review Committee, Phyllis J. Washington College of Education and Human Sciences Professional Education Committee, OPI Learning Hub Advisory Group, Montana Science Partner Task Force, Montana Youth Apprenticeship Partnership Partnership Advisory Group

Interim Curriculum Specialist (February-June 2010)

Montana Digital Academy, Missoula, Montana

First curriculum specialist of Montana's publicly-funded virtual K-12 school. Responsible for directing the instructional design of 47 high school courses in an online environment. Responsible for training, evaluating, and administering a staff of online teachers in a virtual schooling environment. Responsible for set up of learning management systems as well as web-based assets. Responsible for directing the MTDA Summer School Pilot program involving 50 students and 4 teachers in 4 classes.

Professional Activity: University of Montana System Moodle Adoption Workgroup; Moodle RFP Evaluation; i3 Grant Writing Groups (Helena/Bozeman i3 Coalition); Discussion Facilitator for the University of Montana Extended Learning Institute

College Teaching Employment

Adjunct Instructor (Summer 2012-Present)

The University of Montana, Missoula, Montana

Courses Taught: EDUC 370 Instructional Media and Technology (x5; x1 co-taught); EDLD 552 Supervision and Evaluation of K-12 Educators (co-taught); EDUC497 Elementary Social Studies Methods (x1)

Adjunct Instructor (Fall 2012-Fall 2013)

Carroll College, Helena, Montana

Courses Taught: CO289 Social Media and Communication (x2), CO107 Digital Publishing

K-12 Teaching Employment

Teacher (1997-2002 & 2004-2010)

Capital High School, Helena School District, Helena, Montana

Teaching Assignment: AP European History, History of Western Civilization I & II, World Cultures, Newspaper Workshop, US History, Debate and Argumentation, Speech Communication, Cisco Networking I & II, Montana TALES Grant Technical Coordinator

Professional Activity: Professional Development Committee, District Technology Committee (Executive Committee Member, Professional Development Subcommittee Chair), "Helena Tech Stuff" Technology Conference Coordinator, Social Studies Curriculum Committee Co-Facilitator, School Improvement Program Committee, Teacher Leader on District Moodle Migration Project, School Technology Committee, Technology/Science Standard Alignment Work Group, 1st Vice President of the Helena Educational Association

Extra/Co-Curricular Activities: Model United Nations Advisor, Paw Print Newspaper Advisor, Director of Forensics, AP World Study Group

Night School Teacher (2007-2008)

Project for Alternative Learning, Helena School District, Helena, Montana

Teaching Assignment: Makeup Government

Professional Activity: Leader in Migration of Makeup Credit Recovery Courses to E-Learning Platform

Online Teacher (2005-2008)

Montana Schools E-Learning Consortium (MSeLC), Montana

Teaching Assignments: US History, AP Government and Politics, American Government

Teacher (2002-2004)

Great Falls High School, Great Falls Public Schools, Great Falls, Montana

Teaching Assignments: World History, Forensics, Montana Government Studies

Professional Activity: Montana Government Studies Curriculum Development Committee, District Technology Committee

Extra/Co-Curricular Activities: Model United Nations, Director of Forensics, International Debate Exchange

Student Teacher (1997)

Capital High School, Helena School District, Helena, Montana

Teaching Assignments: US History and American Government

Awards: Outstanding Student Teacher, Carroll College

Other Education-Related Employment

Committee Member (2019)

Montana State Social Studies Revision Committee, Office of Public Instruction

Tech-Savvy Administrator-in-Residence (2013-present)

Northwest Council for Computer Education, Coeur d'Alene, Idaho

“Administrator-in-residence” for the largest educational professional development organization in the Pacific Northwest. Provides professional development for schools in implementing technology, distance learning, and blended learning in K-12 schools.

Co-Editor (2001-2020)

Big Sky Debate, Helena, Montana

Co-editor and publisher of the Big Sky Debate publication series for high school debate, including 3 major and 12 smaller volumes each school year on the current high school debate topics.

Course Developer (2011)

Idaho Digital Learning Academy, Boise, Idaho

Developed World History credit recovery course using the BrainHoney LMS platform

Directing Mentor (2008-2010)

PROTECS PSATT Grant, Montana

Co-Directed a federal Title II, Part D competitive grant (\$412,000). Duties including grant administration and training supervision of 45 teachers in rural Montana. Developed a unique blended-learning training environment involving face to face and online professional development. Collaborated with districts to modify and re-write district technology plans.

Workshop Instructor, Counselor, Head Male Counselor (1993-2011)

Carroll College Gifted Institute, Carroll College, Helena, Montana

Workshop Titles: You Make the Law," "Law & Order," "You Know You Want One: A History of Advertising," "Broadcast Your World," "Meet the Beatles," "The British Invasion," "Making the Web Work for You," "Radio Renewed: Podcasting”

Co-Director (2002-2008)

Big Sky Debate Institute, Montana

Co-director of Montana's only institute for high school debaters. Duties included administrative and planning functions, curriculum planning, lecturing, and small group leadership

Committee Member (2008)

Montana State Technology and Library Standards Revision Committee, Office of Public Instruction

Technology Teacher-in-Residence (2001-2004)

Montana Small Schools Alliance/University of Montana-Western, Dillon, Montana

Assigned to Dr. John Xanthopoulos, UM-Western Education Department

Lecturer and Lab Leader (1995-1999)

Montana High School Debate Institute, Billings, Montana

Selected Awards and Grants

- Eric Jensen Leadership Award, Northwest Council for Computer Education, 2019
- 21st Century Teaching and Learning Initiative Grantee (with Robert Currie and Mike Agostinelli), 2019
- Blackboard Catalyst Award for Teaching and Learning, 2018 (shared with Mike Agostinelli and Robert Currie)
- Western Interstate Commission for Higher Education Outstanding Work (WOW) Award, 2018 (team award to Montana Digital Academy's EdReady Montana project)
- SHAPE-P20 Grantee (shared with Robert Currie and Mike Agostinelli): Individualized Pathway Course Development, 2018
- NROC Partnership Award, 2016 (team award to Montana Digital Academy's EdReady Montana project)
- AFT Innovation Grant, Montana Digital Professional Learning Network, 2013 (project handed onto Montana Office of Public Instruction in 2015)
- SHAPE-P20 Grantee (with Robert Currie): Custom Credit Recovery, 2013
- Distinguished Educator, Helena Education Foundation, 2011
- Samsung Classroom Innovation Grant, Summer 2010
- Most Inspirational Teacher, Capital High School Honor Society, April 2010
- Distinguished Educator, Helena Education Foundation, 2010
- International Society for Technology in Education "Making It Happen" Award, 2010
- Qwest Teachers Teachers and Technology Award and Grant, 2009
- Sylvan Learning/KTHV "Class Act" Award, 2008
- Distinguished Educator, Helena Education Foundation, 2008
- Great Ideas Grant, "Helena Online Academy: Integrating Video Streaming into Instruction," Helena Education Foundation, 2007-2008
- Inaugural "Let's Talk About Great Teachers" Award, Helena Education Foundation, 2007, "Honored for his tireless work with students of all abilities, tackling challenges others may not even visualize, and for his work on behalf of the Vigilante Academy, Great Conversations and other Helena Education Foundation programs."
- Great Ideas Grant, "Podcasting in the Classroom," Helena Education Foundation, 2006-2007
- Distinguished Educator, Helena Education Foundation, 2005
- 2004 Montana Forensic Educator Association AA Coach of the Year Finalist
- Open Society Institute International Debate Exchange to Belarus, 2004
- National Forensic League Diamond Coach Award, 2003
- 2000 Montana Forensic Educator Association AA Coach of the Year Finalist
- 1997 Carroll College Education Department "Outstanding Student Teacher"
- 1997 Carroll College Honors Scholar Award/Graduation Honors
- 1996 Carroll College Forensics "Dean McSloy Symbols Cup" for team service

Mike Agostinelli Jr. CURRICULUM VITAE

Montana Digital Academy
University of Montana
32 Campus Drive
Missoula, MT 59812

Education

Degree Programs

Educational Specialist (2019)

University of Montana

Emphasis: Educational Leadership

Certificates: Class 3 K-12 Principal

4.0 Grade Point Average

Masters of Science (2004)

Boise State University, Boise, Idaho

Emphasis: Educational Technology

Certificates: Technology Integration, Online Teaching, School Technology Coordination

4.0 Grade Point Average

Bachelor of Arts (2000)

Carroll College, Helena, Montana

Major: Elementary Education

Awards: Outstanding Student Teacher, Education Achievement Award

Education Employment

Instructional Program Director (2016-Present)

Montana Digital Academy, University of Montana, Missoula, Montana

Duties Include:

In addition to the instructional program manager duties listed below the following responsibilities were added: Semesterly evaluation of all teaching staff (120).

Management and ongoing development of professional development certification program. Weekly virtual walkthroughs of all new MTDA teacher classrooms.

Development and implementation of orientation training courses for new teachers and local district adults supporting MTDA students.

Instructional Program Manager (2014-2016)

Montana Digital Academy, University of Montana, Missoula, Montana

Duties Include:

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Responsible for the oversight and coordination of the MTDA instructional program. Facilitating and making recommendations regarding the recruitment, selection, supervision, monitoring, observation, and evaluation of online instructors. Collaborator in the planning and implementation of instructor professional development. Management of technology assets required to deliver the instructional program including student information system (GeniusSIS), learning management system (Moodlerooms), content management system (Wordpress), cloud based productivity suite (Google Apps for Education) and other content/software/hardware systems. Provider of customer support and trainer of local school facilitators and other staff.

Teacher (2008-2014)

CR Anderson Middle School, Helena School District, Helena, Montana

Teaching Assignment: Sixth Grade Blended Learning Computer Applications and Health classes

Professional Activity:

Executive Member District Technology Committee: Responsibilities include tracking and implementing five year plan, organizing district technology training, strategic planning, evaluating purchasing plans, and coordinating technology decisions to enhance curriculum purchases.

District Moodle Administrator: Responsible for vendor interactions (Remote Learner), building and backing up all courses, user management, installing plugins, upgrades, and server status monitoring.

District Google Apps Administrator: Responsible for all back end management of Google Apps in building. Account creation and management, plug-in research and support, building integration with other district software.

School Technology Chair: Responsibilities include strategic planning of technology purchases to enhance curriculum, running monthly building level meetings, maintaining five year school plan, tracking school technology inventory.

Middle School iOS App Manager: Responsibilities include purchasing of apps through Apple VPP for both middle schools, installation of apps on 120 devices using configurator, researching emerging apps for education, working with business office in coding and organization of purchases.

Extra/Co-Curricular Activities: Helena Education Foundation Volunteer, Technology integration in-service provider for district.

Smith Elementary School, Helena School District, Helena, Montana

Teaching Assignment: Fourth Grade

Current Professional Activity: Executive Member District Technology Committee, District Moodle Administrator, School Technology Committee

Extra/Co-Curricular Activities: Helena Education Foundation Volunteer, Technology integration in-service provider for school

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Helena Middle School, Helena School District, Helena, Montana

Teaching Assignment: Sixth Grade Science

Current Professional Activity: Executive Member District Technology Committee, District Moodle Administrator, School Technology Committee

Extra/Co-Curricular Activities: Helena Education Foundation Volunteer, Technology integration in-service provider for school

C.R. Anderson Middle School, Helena School District, Helena, Montana

Teaching Assignment: Sixth Grade Computer Applications

Current Professional Activity: District Technology Committee, Teacher Leader on District Moodle Migration Project, School Technology Committee

Extra/Co-Curricular Activities: Eighth grade girls basketball coach, Technology integration in-service provider for school

Integration Specialist (2007)

Total Educational Solutions in Technology, Missoula, Montana

Assignment: Training Montana K-12 Educators

Professional Activity: Developer of online distance learning model using Joomla CMS focusing on reaching rural Montana teachers virtually to provide professional development. Provided face to face training to large and small districts all over Montana. Installed Windows based network at company headquarters.

Technology Director (2004-2007)

East Helena Public Schools, East Helena, MT

Assignment: Management of all network and training resources for K-8 educators, staff, and students.

Professional Activity: Provide year long ongoing technology integration training as well as an online database of video tutorials to provide training resource 24/7. Maintain Windows based network to three sites. Managed Powerschool Student Information System. Negotiated fiber network contract with Bresnan Communications. Completed all Erate and Title 2 part D paperwork for district compliance and additional funding. Reported monthly updates to the district board on technology progress. Created contracts for companies to bid out technology services to district. Managed a \$120,000 dollar annual budget and an additional \$200,000 in new expansion projects.

Teacher (2001-2004)

Nampa School District, Nampa, ID

Teaching Assignments: 6-8 Computer Applications, 6th Grade, 1st-6th Grade Science.

Professional Activity: Nampa School District Science Curriculum Development Committee, District Technology Committee

Extra/Co-Curricular Activities: 6th grade boys and girls basketball coach, 8th grade boys basketball coach

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Teacher (2000-2001)

Clark County School District, Las Vegas, NV

Teaching Assignments: Fourth Grade

Professional Activity: School Wellness Committee Member, School Technology Committee Member

Other Education-Related Employment

Virtual Learning Leadership Alliance (2017-Present)

<http://www.virtuallearningalliance.org/>

Chair of the Technology Directors committee. Member of the Curriculum Directors and Professional Development committee.

Northwest Council for Computer Education (2013-Present)

1031 N. Academic Way, Ste. 242, Coeur d'Alene, Idaho 83814

Tech-Savvy Teacher in Residence: Responsible for social media presence (twitter, g+, blogging, facebook, linkedin) and providing technology integration training for the northwest. Lead website developer for organization.

Educational Consultant (2005-Present)

Independent Contractor, Missoula, MT

Deliver consulting services (training, hardware support, purchasing, etc.) to school districts across the Northwest.

Montana Digital Academy (2010-2014)

Independent Contractor, Missoula, MT

Project Manager for Course Development in Moodle. Use a variety of course building tools (softchalk, examview, respondus, snag-it) to create semester long high school courses and training materials.

Remote Learner (2010-2013)

Independent Contractor, Overland Park, KS

Conducted international online training (introduction, administration, intermediate) on Moodle and Moodle 2 Learning Management Software using Adobe Connect software.

Directing Mentor (2008-2010)

Montana OPI PSATT Competitive Grant

Co-Directed a federal Title II, Part D competitive grant duties including grant administration and training supervision of 45 teachers in rural Montana. Developed a unique blended-learning training environment involving face to face and online professional development. Responsible for managing a \$412,000 budget over two years.

Committee Member (2008)

Montana State Technology and Library Standards Revision Committee, Office of Public

Mike Agostinelli Jr. Curriculum Vitae

Instruction

Consulting Instructor for Montana PSATT Grants (2005-2007)

Total Educational Solutions in Technology, Missoula, Montana

Workshop Titles: Integrating Digital Video into your Classroom Start to Finish, Intel Teach to the Future, Creating Technology-rich lessons, Use SMART Board in the classroom everyday, Use Classroom Performance System in the classroom everyday.

Certifications and Certificates

Montana Administrator Certificate

Class 03; K-12 Principal (certified through 2024)

Montana Professional Teaching Certificate

Class 01; Elementary Education (certified through 2024)

Google Certified Educator - Level 1

Google for Education

Microsoft Innovative Educator

NCCE/Microsoft

Certified Moodle 2 Administration Instructor

Remote Learner

Certified Moodle 2 Transitions Instructor

Remote Learner

Intel Teach to the Future Master Teacher Certificate

Essentials Course

Thinking Tools Course

Awards and Grants

- 2019 NCCE Eric Jensen Leadership Award
- 2018 Blackboard Catalyst Award winner for Teaching and Learning
- 2014 Thank Montana Teachers Grant, "Recognizing Student Greatness", Farmer's Insurance
- 2013 Great Ideas Grant, "The Sound of Leadership", Helena Education Foundation
- 2012 "Making IT Happen Award" International Society for Technology Education
- 2012 Northwest Featured Speaker, NCCE, Seattle Washington
- 2011 HPS, New Professionalism Grant, NCCE, Portland, Oregon
- 2010 Great Ideas Grant, "A Traditional Buffalo Tanning", Helena Education

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Foundation

- 2010 Sylvan Learning/KTVH "Class Act" Award
- 2009 Helena Education Foundation "Let's Talk about Great Teacher Award"
- 2008 Great Ideas Grant, "EEE! Science Explorers" Helena Education Foundation
- 2008 Montana Competitive Grant, "Providing Relevant, On-going Technology-rich Education for Classroom Success", OPI PSATT
- 2006 Intel Master Teacher, Intel Foundation
- 2003 Nampa School District Outstanding Middle School Coach
- 2000 Carroll College Education Department "Outstanding Student Teacher"
- 2000 Carroll College Education Department "Education Achievement Award"

Selected Workshop and Conference Presentations

Presenter, Digital Learning Annual Conference, Austin, TX, February 2020
Presentations included "Are you teaching practices backed by brain based research" and "Maintaining Quality in Online Programs"

Tech Savvy Teacher in Residence, NCCE, Seattle, WA , February 2019
Workshop: "Coding with SAM Labs; Presentations included "10 Teaching Practices backed by MBE Science", "30 in 50 Tech Savvy Tools 2019", "15 Wordpress Plugins for Education", "Tech-Savvy Teachers look at.... The Future!"

Tech Savvy Teacher in Residence, NCCE, Seattle, WA , March 2018
Co-Organizer of 1 Day Google Summit; Presentations included "K-12 Formative Assessment and Analysis with Forms and Sheets", "30 in 60 Tech Savvy Tools 2017", "Candy is Dandy: A Cross Curricular Lesson using Google Docs", "Bringing Learning Management back to the LMS"

Presenter, Mountain Moot, Helena, MT July 2017
Topic focus: "Create Accessible Interactivity in Your Course to Increase Engagement with H5P."

Tech Savvy Teacher in Residence, NCCE, Portland, OR , March 2017
Co-Organizer of 1 Day Google Summit; Presentations included "K-12 Formative Assessment and Analysis with Forms and Sheets", "30 in 60 Tech Savvy Tools 2017", "Candy is Dandy: A Cross Curricular Lesson using Google Docs", "Bringing Learning Management back to the LMS"

Presenter, Mountain Moot, Helena, MT July 2016
Topic focus: "Roll Your Own Learning Object Repository with Wordpress in Moodle."

Tech Savvy Teacher in Residence, NCCE, Seattle, WA, March 2016
Topics included "What online teachers can teach us about connecting with students", "30 in 50: All New 2016 Edition"

Presenter, Mountain Moot, Helena, MT July 2015

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Topic focus: "Guiding Learning in Credit Recovery through Conditional Release."

Presenter, ISTE, Boston, MA, June 2015

Topic focus: "Building Better Online and Blended Classroom Discussions by Design"

Tech Savvy Teacher in Residence, NCCE, Portland, OR , March 2015

Topics included "Building Better Online Discussions by Design", "30 in 60 Tech Savvy Tools 2015", "Candy is Dandy: A Cross Curricular Lesson using Google Docs"

Presenter, Mountain Moot, Helena, MT July 2014

Topic focus: "Badge based learning using Moodle."

Presenter, Helena School District, April 2014

3 hour ongoing study topic: Building your own personal learning network. Using Twitter teachers learned how to join the Montana educator weekly chat to learn and share with other educators around the state.

Tech Savvy Teacher in Residence, NCCE, Seattle, WA, March 2014

Topics included "Candy is Dandy: A Cross Curricular Lesson using Google Docs", "iOS in the classroom", "The Processing Hour", "30 in 60: Cool Tools for Tech-Savvy Teachers", "Hands on with Evernote: The Swiss Army Knife of Digital Tools"

Facilitator, Learning Academy, Helena School District, 2013

Topics focused on 12 hours of study "Integrating Moodle into your classroom"

Featured Presenter, NCCE, Portland, OR February 2013

Organized and Co-Presented day long "New Teacher Boot Camp" Topics included "Candy is Dandy: A Cross Curricular Lesson using Google Docs", "Make your Future with Twitter", In addition presented sessions: "30 in 60: Great tools for Tech-Savvy Teachers", Panelist on "Build your PLN"

Presenter, Blackfoot ETC, University of Montana, Summer 2012

Topic focused on "30 in 60: 30 sites for Tech-Savvy Teachers"

Presenter, Mountain Moot, Carroll College, Summer 2012

Topic focused on "Moving to Moodle 2: HSD Case Study"

Featured Presenter, NCCE, Seattle, WA, March 2012

Topics included "It's a M&M World: A Cross Curricular Lesson using Google Docs", "iOS in the classroom", "Digital Devices Roundtable", "30 in 60: 30 sites for Tech-Savvy Teachers", "30 in 60 apps edition: 30 iOS apps for Tech-Savvy Teachers"

Organizer/Facilitator, Tech Stuff Conference, Helena School District, Summer 2011

Topics included "Mike is Twitterpated", "iOS in the classroom", "Gamemaker", "Moodle 101"

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Presenter, Mountain Moot, Carroll College, Summer 2011
Topics focused on "Organizing your Moodle Classroom" and "Enhancing your Face to Face instruction with Moodle"

Facilitator, Vigilante Academy, Helena School District, Spring 2011
Topic focused on "Facebook and your digital footprint"

Facilitator, Learning Academy, Helena School District, 2011
Topics focused on 12 hours of study "Integrating Moodle into your classroom"

Organizer/Facilitator, Tech Stuff Conference, Helena School District, Summer 2010
Topics included "Google Universe", "Alternatives to PowerPoint", "Gamemaker", "Web site with Google"

Facilitator, Vigilante Academy, Helena School District, Spring 2010
Topic focused on "Facebook and your privacy"

Facilitator, Learning Academy, Helena School District, 2010
Topics focused on 12 hours of study "Integrating Moodle into your classroom"

Presenter, NCCE, Seattle, 2010
"Professional Development 2.0: Using Web 2.0 Tools in Technology Professional Development"

Organizer/Facilitator, Tech Stuff Conference, Helena School District, Summer 2009
Topics included "The amazing world of Google", "Web 2.0 Presentation Tools",

Facilitator, Vigilante Academy, Helena School District, Spring 2009
Topic focused on "Your Digital Footprint ...how the 'net tracks you at each and every click!"

Facilitator, 2008 Montana Assessment Conference, Montana Office of Public Instruction
Topics included "SMART Board in the classroom," "CPS in the Classroom"

Facilitator, Vigilante Academy, Helena School District, Spring 2008
Topic focused on "Your Digital Footprint ...how the 'net tracks you at each and every click!"

Facilitator, Helena School District, Spring 2008
Topic focused on "Integrating Technology Tools into your Classroom"

Facilitator, Lima, Reed Point, Glasgow, Bozeman, Lewistown, Great Falls, Denton, Billings, Miles City, Anaconda, Dillon, Missoula, Havre, Shields Valley, Harlowton, Judith Gap, Lavina, Terry, Phillipsburg, Butte School Districts Fall 2007
Topic focused on "Integrating Technology Tools into your Classroom"

Facilitator, Bozeman School District, Fall 2006

Mike Agostinelli Jr. Curriculum Vitae

Topic focused on “Digital Video in the classroom”

Facilitator, East Helena School District, Fall 2005

Topic focus on “Integrating Technology Tools into your Classroom”

Professional Memberships

International Society for Technology Education

Digital Learning Collaborative

Virtual Learning Leadership Alliance

Northwest Council for Computer Education

Montana Council for Computer Education

References

Name	Title	Organization	Phone Number
Mr. Robert Currie	Director	Montana Digital Academy	406-203-1812
Dr. Jason Neiffer	Assistant Director	Montana Digital Academy	406-203-1812
Mr. Dave Thennis	Principal	CRA Middle School, Helena, MT	406-324-2800
Mrs. Kelly Sheridan	English Teacher	CRA Middle School, Helena, MT	406-324-2800
Dr. Heidi Rogers	CEO	Northwest Council for Computer Education (NCCE), Coeur D’Alene, ID	208-292-2529
Mr. Gary Myers	Personal Learning Communities Coordinator	Helena School District, Helena, MT	406-324-1087
Mr. Ron Whitmoyer	Superintendent	East Helena Public Schools, East Helena, MT	406-227-7700
Mr. Dan Rispens	Principal	East Valley Middle School, East Helena, MT	406-227-7700

Montana: Rethink K-12 Education Models Grant – Evaluation Assurances

If awarded a grant, the Montana Office of Public Instruction assures the United States Department of Education that it will submit evaluation information to the Department as requested, for evaluations the Secretary may carry out.

Elsie Arntzen, Superintendent

PO Box 202501
Helena, MT 59620-2501

[REDACTED]
opi.mt.gov

OFFICE OF PUBLIC INSTRUCTION
STATE OF MONTANA

Putting Montana Students First **A+**



July 17, 2019

U.S. Department of Education
OFO / OGA / ICD
Attention: Frances Outland, Rm. 6059
550 12th Street, SW
Washington, DC 20202-4450

Re: Agreement No. 2019-070

Dear Ms. Outland:

Attached is the executed copy of the Indirect Cost Rate Agreement.

Thank you.

Sincerely,

[REDACTED]
Kenneth L. Bailey
Assistant Superintendent of Operations
Montana Office of Public Instruction

Attachment
Cc: Jay Phillips

Faint handwritten text, possibly a signature or name, oriented vertically.



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF FINANCE OPERATIONS

July 16, 2019

Mr. Ken Bailey
Chief Financial Officer
Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

Reference: Agreement No. 2019-070

Dear Mr. Bailey:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education
OFO / OGA / ICD
Attention: Frances Outland, Rm. 6059
550 12th Street, SW
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Andre Hylton at [REDACTED]

The next indirect cost rate proposal based on actual data for the year ending June 30, 2020 is due by December 31, 2020. This proposal should be sent to the above address.

Sincerely,

[REDACTED]
Frances Outland
Director, Indirect Cost Division
Office of Grants Administration

Enclosures

550 12th St. S.W., WASHINGTON, DC 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

PR/Award # S425B200004

Page e67

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

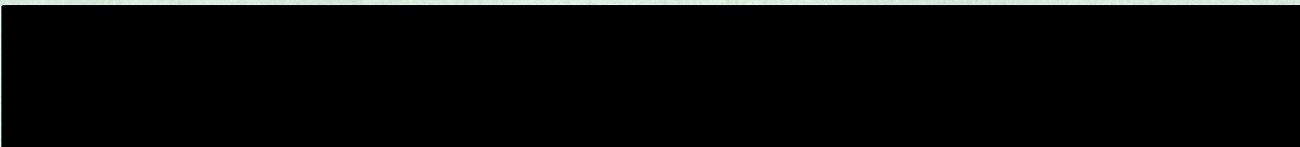
Date: July 16, 2019

Agreement No: [REDACTED]

Filing Reference: This replaces previous
Agreement No. [REDACTED]
Dated: 6/26/2018

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:

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

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

Treatment of Fringe Benefits:

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

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

Section II – Particulars

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

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

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

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

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

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

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

Section III - Special Remarks

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

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

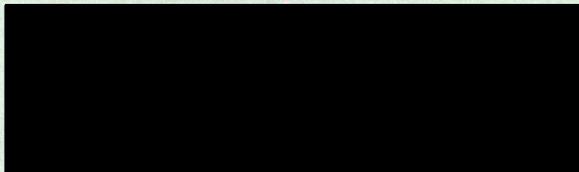
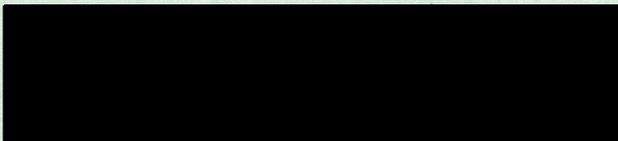
Section IV – Approvals

For the State Education Agency:

Montana Office of Public Instruction
P.O. Box 202501
Helena, MT 59620-2501

For the Federal Government:

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



Kenneth L. Bailey
Name
Chief Financial Officer
Title
7/17/2019
Date

Signature
Frances Outland
Name
Director, Indirect Cost Division
Title
July 16, 2019
Date

Negotiator: Andre Hylton
Telephone Number: 

Handwritten text, possibly a signature or name, appearing in the center of the page. The text is faint and difficult to decipher, but appears to include the name "James M. Barber" and the date "11/1/2019".

Timeline of Proposed Activities - July 1, 2020 to September 30, 2023.

Year 1 - Quarter 1

- Initial posting/recruitment of all full time equivalent (FTE) staff positions outlined in grant
- Interview and hiring complete of all FTE staff positions outlined in grant
- Sign vendor agreement(s) for middle school content
- Statewide marketing of new middle school course availability for the fall term
- Sign vendor agreement(s) for year 1 new CTE elective offerings for high school students
- Statewide marketing of new high school CTE course elective availability for the fall term
- Recruit and hire 200 Montana middle school certified teachers as instructors in the new Individualized Pathway Course (IPC) middle school course offerings
- Teacher Learning Hub (Hub) course sequence planned, and contracts initiated
- Complete Hub course development and open three new courses
- Grant project team meets monthly
- Program manager submission of fiscal and program reports

Year 1 - Quarter 2

- FTE staff training and begin work on year 1 goals outline in proposal narrative
- Instructional Content Specialists identify and begin development of a yearlong course in their specific content area.

Montana: Rethink K-12 Education Models Grant – Timeline of Proposed Activities

- Midyear evaluations of all new FTE
- Student perception survey administered to all students enrolled in new fall CTE elective course offerings as well as new middle school IPC courses
- Statewide marketing of new high school CTE course elective availability for the spring term
- Statewide marketing of new middle school course availability for the spring term
- Complete Hub course development and open two new courses
- Evaluate Hub course completion and quality data
- Grant project team meets monthly
- Program manager submission of fiscal and program reports

Year 1 - Quarter 3

- Instructional Content Specialists continue development of an initial year long course in their specific content area.
- Initial infrastructure build of the Montana Open Educational Resources (OER) project through partnership with OER commons.
- Evaluate Hub course completion and quality data
- Hub course sequence planned, and contracts initiated
- Complete Hub course development and open additional new courses
- Grant project team meets monthly
- Program manager submission of fiscal and program reports

Montana: Rethink K-12 Education Models Grant – Timeline of Proposed Activities

Year 1 - Quarter 4

- Sign vendor agreement(s) for year 2 new AP[©] and Dual Credit offerings for high school students
- Sign vendor agreement(s) for year 2 new CTE elective offerings for high school students
- Review/sign vendor agreement(s) for middle school content
- Student perception survey administered to all students enrolled in new spring CTE elective course offerings as well as new middle school IPC courses
- Statewide marketing of new high school CTE course elective availability for the year 2 fall term
- Statewide marketing of new middle school course availability for the year 2 fall term
- End of year evaluations of all new FTE staff
- Have served 200 new enrollments in CTE electives
- Have served 3000 new 6th - 12th grade students through the IPC
- Release of the Montana OER project with marketing to all private and public schools in Montana
- Evaluate Hub course completion and quality data
- Grant project team meets monthly
- Program manager submission of annual fiscal and program reports for Year 1

Montana: Rethink K-12 Education Models Grant – Timeline of Proposed Activities

Year 2 - Quarter 1

- Recruit and hire up to 200 Montana middle school certified teachers as instructors in the new IPC middle school course offerings
- Ongoing publishing of grant created learning objects through the Montana OER project portal
- FTE staff training and begin work on year 2 goals outline in proposal narrative
- Instructional Content Specialists identify and begin development of a second year long course in their specific content area.
- Evaluate Hub course completion and quality data
- Grant project team meets monthly
- Program manager submission of fiscal and program reports

Year 2 - Quarter 2

- Instructional Content Specialists continue development of a second year long course in their specific content area.
- Ongoing publishing of grant created learning objects through the Montana OER project portal
- Midyear evaluations of all FTE staff
- Student perception survey administered to all students enrolled in new fall CTE elective course offerings as well as new middle school IPC courses
- Statewide marketing of new high school CTE course elective availability for the spring term
- Statewide marketing of new middle school course availability for the spring term

Montana: Rethink K-12 Education Models Grant – Timeline of Proposed Activities

- Evaluate Hub course completion and quality data
- Grant project team meets monthly
- Program manager submission of fiscal and program reports

Year 2 - Quarter 3

- Instructional Content Specialists continue development of a second year long course in their specific content area.
- Ongoing publishing of grant created learning objects through the Montana OER project portal
- Evaluate Hub course completion and quality data
- Hub course sequence planned, and contracts initiated
- Complete Hub course development and open additional new courses
- Grant project team meets monthly
- Program manager submission of fiscal and program reports

Year 2 - Quarter 4

- Sign vendor agreement(s) for year 3 new AP[©] and Dual Credit offerings for high school students
- Sign vendor agreement(s) for year 3 new CTE elective offerings for high school students
- Review/sign vendor agreement(s) for middle school content
- Student perception survey administered to all students enrolled in new spring CTE elective course offerings as well as new middle school IPC courses

Montana: Rethink K-12 Education Models Grant – Timeline of Proposed Activities

- Statewide marketing of new high school CTE course elective availability for the year 2 fall term
- Statewide marketing of new middle school course availability for the year 2 fall term
- End of year grant evaluations of all new FTE staff
- Have served 400 new enrollments in CTE electives
- Have served 150 new enrollments in AP[©] and Dual Credit courses
- Have served 6000 6th - 12th grade students through the Individualized Pathway Program
- Ongoing marketing of the Montana OER project to all private and public schools in Montana
- Evaluate Hub course completion and quality data
- Grant project team meets monthly
- Program manager submission of annual fiscal and program reports for year two

Year 3 - Quarter 1

- Recruit and hire up to 200 Montana middle school certified teachers as instructors in the new IPC middle school course offerings
- Ongoing publishing of grant created learning objects through the Montana OER project portal
- FTE staff training and begin work on year 3 goals outline in proposal narrative
- Instructional Content Specialists identify and begin development of a third year long course in their specific content area.
- Evaluate Hub course completion and quality data

Montana: Rethink K-12 Education Models Grant – Timeline of Proposed Activities

- Grant project team meets monthly
- Program manager submission of fiscal and program reports

Year 3 - Quarter 2

- Instructional Content Specialists continue development of a third year long course in their specific content area.
- Ongoing publishing of grant created learning objects through the Montana OER project portal
- Midyear evaluations of all FTE staff
- Student perception survey administered to all students enrolled in new fall CTE elective course offerings as well as new middle school IPC courses
- Statewide marketing of new high school CTE course elective availability for the spring term
- Statewide marketing of new middle school course availability for the spring term
- Evaluate Hub course completion and quality data
- Hub course sequence planned, and contracts initiated
- Complete Hub course development and open additional new courses
- Grant project team meets monthly
- Program manager submission of fiscal and program reports

Year 3 - Quarter 3

- Instructional Content Specialists continue development of a second year long course in their specific content area.

Montana: Rethink K-12 Education Models Grant – Timeline of Proposed Activities

- Ongoing publishing of grant created learning objects through the Montana OER project portal
- Evaluate Hub course completion and quality data
- Grant project team meets monthly
- Program manager submission of fiscal and program reports

Year 3 - Quarter 4

- Student perception survey administered to all students enrolled in new spring CTE elective course offerings as well as new middle school IPC courses
- End of grant year evaluations of all new FTE staff
- Have served 600 new enrollments in CTE electives
- Have served 300 new enrollments in AP[©] and Dual Credit courses
- Have served 9,000 6th - 12th grade students through the Individualized Pathway Program
- Ongoing marketing of the Montana OER project to all private and public schools in Montana
- Evaluate Hub course completion and quality data
- Grant project team meets monthly
- Program manager submission of fiscal and program reports for year three and final program reports

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Montana: Rethink K-12 Education Models Grant – Budget Narrative

Contents

Budget Narrative 2

 Personnel..... 3

 Travel Expenses 4

 Equipment..... 4

 Travel..... 4

 Supplies 4

 Contractual..... 5

 Construction..... 5

 Other..... 5

 Indirect Costs 5

 Training Stipends 5

 Total Costs..... 5

Appendix A: Montana Digital Academy Program Budget 6

 Personnel..... 6

 Training and Travel 7

 Equipment..... 7

 Contractual..... 8

APPENDIX B: Program Management and Accountability Structure..... 10

Montana: Rethink K-12 Education Models Grant – Budget Narrative

Budget Narrative

Year 1-3: This grant proposal contains salaries and operating expenses to manage and deliver Montana’s Rethink K-12 Education Models grant. Total request for the performance period of the grant is [REDACTED].

Budget Categories	Project Year 1	Project Year 2	Project Year 3	Total
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Travel	\$6,000.00	\$6,000.00	\$6,000.00	\$18,000.00
Equipment	\$12,000.00	\$0.00	\$0.00	\$12,000.00
Supplies	\$3,000.00	\$3,000.00	\$3,000.00	\$9,000.00
Contractual*	\$1,566,482.57	\$1,878,482.57	\$2,202,482.57	\$5,647,447.71
Construction	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$0.00	\$0.00
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

*Montana Digital Academy (MTDA) Program

Personnel

OPI Grant Program Manager/Online Learning Competency Specialist (1 FTE): Grant program manager duties will include management and coordination of program and fiscal reporting, communication and coordination between OPI and MTDA staff, and supervision of OPI grant staff. Additional duties include responsibility to define professional learning competencies, outline a clear series of courses, develop competency sets that will serve as the foundation of each course, use the Hub's current ability for competencies to implement a procedure for assessing participant learning, recruit teacher leaders to assist in development of courses, work on course development and design, marketing, and on-going course monitoring and management.

[REDACTED]

[REDACTED]

OPI Digital Learning Instructional Coordinator (1 FTE): Duties will include supporting the OPI Grant Manager/Competency Specialist in gathering materials for the new courses, designing and maintaining courses, as well as for OPI's website and any forthcoming guidance from the OPI.

[REDACTED]

[REDACTED]

OPI Data and Reporting Specialist (1 FTE): Duties will include managing the Hub's data collection processes, systems, databases, and data privacy guidelines, create and administer a dashboard system that allows for transparent access to Hub data and performance as well as custom reporting features.

[REDACTED]

[REDACTED]

Travel Expenses

Each year of the grant each of the staff, excluding the administrative specialist position, will attend a state and national conference focused on distance learning. In Year 1, the staff will attend the Mountain Moot in Montana and the Digital Learning Annual Conference. The requested amount is \$3,000 per person each year of the grant for a total request of \$18,000.

Equipment

Technology and communication devices: In Year 1 only, we are requesting \$4,000 per each of the newly hired 3 FTE for technology and communication devices as well as miscellaneous supplies. The total request for technology and communication devices is \$12,000.00.

Travel

Each year of the grant each of the staff, excluding the administrative assistant position, will attend a state and national conference focused on distance learning. In Year 1, the staff will attend the Mountain Moot in Montana and the Digital Learning Annual Conference in Texas. The requested amount is \$3,000 per person each year of the grant for a total request of \$18,000.

Supplies

In each year of the grant, \$3000.00 is requested for the purchase of office supplies and other miscellaneous materials related to the operation of the grant activities.

Contractual

The majority of the funds requested in this grant will support the expansion of online learning through the Montana Digital Academy. The total cost of this expansion over the three-year performance period of the grant will be \$5,647,447.71. A detailed description of program expenses is appended to this narrative (Appendix A).

Construction

No construction costs will be incurred.

Other

No other costs are anticipated.

Indirect Costs

Montana's indirect cost rate agreement is set at [REDACTED] Total indirect costs are \$ [REDACTED] [REDACTED] [REDACTED] [REDACTED]

Training Stipends

No training stipends will be incurred.

Total Costs

The total cost of the proposal is [REDACTED]

Appendix A: Montana Digital Academy Program Budget

Personnel

MTDA Program Coordinator (1 FTE): Duties will include responsibility for interfacing with OPI Grant Program Manager, supervise MTDA grant staff, interface with existing and potential students as a troubleshooter, connector of students and parents to resources, and advocate on behalf of student needs and interests. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Instructional Content Specialists (5 FTE): Duties will include adapting dated vendor content or accessing and adapting Open Education Resource libraries or resources, alignment of content to Montana State Standards (Including Montana Indian Education for All standards), compliance with WCAG 2.0 accessibility standards, National Standards for Quality Online Learning Online Course Standards, and the K-12 Quality Matters Standards. [REDACTED]

[REDACTED]

OER Development Specialist (1 FTE): Duties will include managing the organization, upkeep, and curation of all internal content developed over the timespan of this grant to ensure all Montana teachers can easily access these resources. [REDACTED]

[REDACTED]

[REDACTED]

Student/Parent Concierge (1 FTE): Duties will include responsible interfacing with existing and potential students as a troubleshooter, connector of students and parents to resources, and advocate on behalf of student needs and interests. [REDACTED]

[REDACTED]

MTDA Administrative Support (1 FTE): Duties will include providing support for communication, purchasing, data collection, reporting, records management, contract management, and general project management. [REDACTED]

Training and Travel

New staff training and travel: Each year of the grant each of the 9 FTE hired, excluding the administrative assistant position, will attend a state and national conference focused on distance learning. In Year 1, the staff will attend the Mountain Moot in Montana and the Digital Learning Annual Conference in Texas. [REDACTED]

Equipment

Technology and communication devices: In Year 1 only, we are requesting \$4,000 per each of the newly hired 9 FTE for technology and communication devices as well as miscellaneous supplies. The total request for technology and communication devices is \$36,000.

Contractual

Year 1-3: This grant proposal contains the costs associated with licensing new course offerings in AP[©] and Dual Credit, CTE Electives, and Middle School Individualized Pathway Course additions.

Additional AP[©] and Dual Credit course titles: Each additional full AP[©] or Dual Credit section (25 students) adds an additional \$10,000 per semester to our costs. Year 1 would not have any additional AP[©] or Dual Credit courses added. Year 2, the state of Montana would add 6 additional yearlong courses for a total of \$120,000. In year 3, the state of Montana would add another 6 additional yearlong courses for a total of \$240,000. The total request for AP[©] or Dual Credit course expansion is \$360,000.

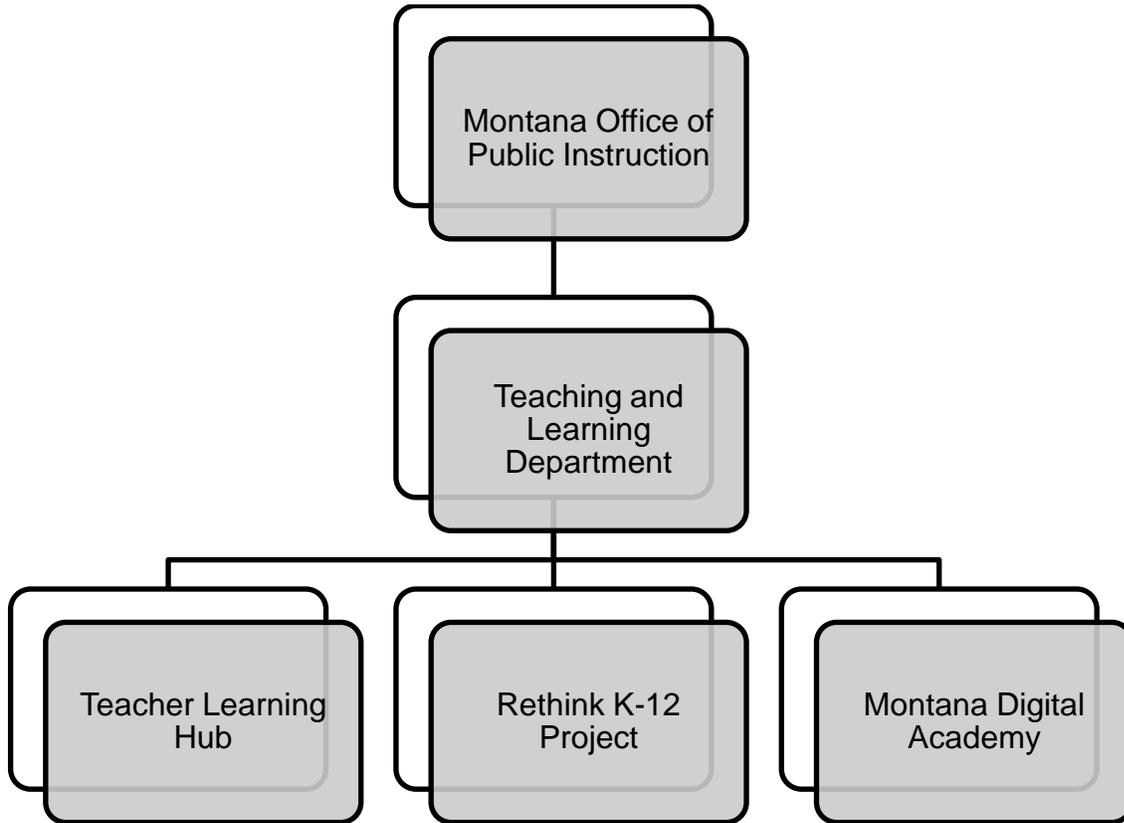
Additional CTE course elective titles: Each additional CTE course section (25 students) adds an additional \$8,500 per semester to our costs. In Year 1, the state of Montana would add 4 additional CTE courses, with 3 sections each per semester, for a total of \$204,000. In Year 2, the state of Montana would add an additional 4 course titles, with 3 sections each per semester, for a total of \$408,000. In year 3, the state of Montana would add another 4 additional yearlong courses for a total of \$612,000. The total request for CTE course elective expansion is \$1,224,000.

Expansion of Middle School Individualized Pathway Courses (IPC): Introduction of flexible paced core course offerings to all public, private, and homeschool students in the state of Montana. The IPC model is a cost sharing program that usually costs \$299 per quarter for the enrollee. A portion of the funding provided by this grant would allow us to reduce the cost share of the program to \$100 per enrollment for 3,000 additional 6th - 12th grade students. In Year 1, the state of Montana would offer 3,000 additional

seats in the core content areas 6th - 12th grade for \$597,000. In Year 2, the state of Montana would offer 3,000 additional seats in the core content areas 6th -12th grade for \$597,000. In Year 3, the state of Montana would offer 3,000 additional seats in the core content areas 6th -12th grade for \$597,000. The total request for expansion of Middle School Individualized Pathway Courses is \$1,791,000.

Comprehensive Marketing: The MTDA will implement a multi-faceted marketing campaign to schools, students and parents utilizing a combination of print and electronic media to promote the expansion of course access and opportunity. We will implement both formal and informal social media campaigns across various channels, including Twitter, Facebook, and Instagram, to advertise new course offerings and availability of programming through the MTDA. Based on our past experience and data, this tends to be most effective at reaching the parents and guardians of potentially-interest students. The annual marketing budget requested in this grant is \$33,000. The total request for the three-year grant is \$99,000.

APPENDIX B: Program Management and Accountability Structure



The Montana Digital Academy was created by the Montana Legislature in 2009 (Montana Code 20-7-1201) and began providing Web based, asynchronous classes in the fall of 2010. MTDA is funded by the State of Montana through its Office of Public Instruction. The Superintendent of Public Instruction or a designee is a governing board member of the Montana Digital Academy.