

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 # S425B200015

Grants.gov Tracking#: GRANT13153757

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200015

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

Application for Federal Assistance SF-424

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

* 3. Date Received: <input type="text" value="06/26/2020"/>	4. Applicant Identifier: <input type="text" value="NWILLIAMSON2020"/>
--	--

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" value="IN"/>
---	--

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="115 W. Washington St."/>
Street2:	<input type="text" value="Suite 600 South"/>
* City:	<input type="text" value="Indianapolis"/>
County/Parish:	<input type="text" value="Marion"/>
* State:	<input type="text" value="IN: Indiana"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="46204-3420"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Nathan"/>
Middle Name: <input type="text" value="T"/>	
* Last Name: <input type="text" value="Williamson"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

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

* Email:

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

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

13. Competition Identification Number:

84-425B2020-1

Title:

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

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

1236-Areas Affected Appendix.pdf

Add Attachment

Delete Attachment

View Attachment

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

iCAP 2.0: Lessons Learned

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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

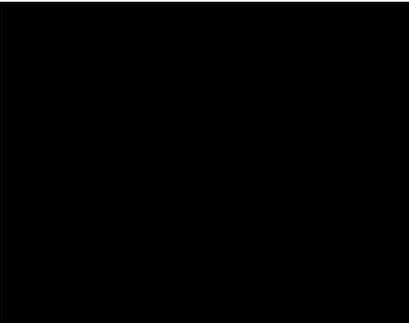
* c. State

* 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

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:

84.425 Education Stabilization Fund

SF-424 Question #14; Areas Affected by Project

The table below reflects:

- Statewide technical assistance activities that will support charters, in all congressional districts
- Subgrants to eligible charters, prioritized by high-performing charters in qualified opportunity zones

Entity	Type	City, County	Congressional District
Indiana Department of Education; technical assistance projects	State Educational Agency	Statewide; Indianapolis; Marion County	All
Various Indiana LEAs	Local education agencies, charter schools	Various cities; Counties: Lake, Porter, Laporte	1
Various Indiana LEAs	Local education agencies, charter schools	Various cities; Counties: St. Joseph, Elkhart, Wabash	2
Various Indiana LEAs	Local education agencies, charter schools	Various cities; Counties: Allen	3
Various Indiana LEAs	Local education agencies, charter schools	Various cities; Counties: Morgan	4
Various Indiana LEAs	Local education agencies, charter schools	Various cities; Counties: Madison, Grant, Blackford	5
Various Indiana LEAs	Local education agencies, charter schools	Various cities; Counties: Henry, Rush, Scott	6
Various Indiana LEAs	Local education agencies, charter schools	Cities: Indianapolis; Counties: Marion	7
Various Indiana LEAs	Local education agencies, charter schools	Cities: Terre Haute, Evansville; Counties: Vigo, Vanderburgh	8
Various Indiana LEAs	Local education agencies, charter schools	Various cities; Counties: Morgan, Monroe, Scott, Crawford, Floyd, Clark	9

84.425 Education Stabilization Fund

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Various Indiana LEAs	Local education agencies, charter schools	Various cities; Counties: Allen	3
Various Indiana LEAs	Local education agencies, charter schools	Various cities; Counties: Morgan	4
Various Indiana LEAs	Local education agencies, charter schools	Various cities; Counties: Madison, Grant, Blackford	5
Various Indiana LEAs	Local education agencies, charter schools	Various cities; Counties: Henry, Rush, Scott	6
Various Indiana LEAs	Local education agencies, charter schools	Cities: Indianapolis; Counties: Marion	7
Various Indiana LEAs	Local education agencies, charter schools	Cities: Terre Haute, Evansville; Counties: Vigo, Vanderburgh	8
Various Indiana LEAs	Local education agencies, charter schools	Various cities; Counties: Morgan, Monroe, Scott, Crawford, Floyd, Clark	9

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

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

Name of Institution/Organization

Indiana Department of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	2,500.00	2,500.00	2,500.00	0.00	0.00	7,500.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	500.00	500.00	500.00	0.00	0.00	1,500.00
6. Contractual	6,870,000.00	4,595,000.00	3,395,000.00	0.00	0.00	14,860,000.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	1,529.00	1,529.00	1,529.00	0.00	0.00	4,587.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	0.00	0.00	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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S425B200015

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	0.00	0.00	0.00	0.00	0.00	0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00	0.00
3. Travel	0.00	0.00	0.00	0.00	0.00	0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00	0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00	0.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00	0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00	0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00	0.00

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 checked="" type="checkbox"/> a. contract <input 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: Indiana Department of Education

* Street 1: 115 W. Washington St. * Street 2: Suite 600, South

* City: Indianapolis * State: IN: Indiana * Zip: 46204-3420

Congressional District, if known: _____

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

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

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ 15,157,469.00
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State IN: Indiana Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

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

* Signature: _____

* Name: Prefix Ms. _____ * First Name Kelly Middle Name _____

* Last Name Wittman Suffix _____

Title: Chief of Staff Telephone No.: _____ Date: 06/26/2020

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1234-GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

Indiana Department of Education GEPA, Section 427 –

In accordance with the provisions of GEPA, Section 427, the Indiana Department of Education (IDOE) examined six types of barriers (gender, race, national origin, color, disability, or age) that can impede equitable access or participation in the benefits derived from programs supported by funds reserved for the charter school program. The IDOE continues to be unequivocal in its commitment to erasing all barriers to participation in the *iCAP 2.0: Lessons Learned* project and to building safeguards in every phase of the program's implementation.

The Indiana Department of Education will invite candidates from all applicable organizations to provide high-quality well-rounded course access programs without regard to gender, race, national origin, color, disability, or age. The IDOE is committed to ensuring that all partners are provided services for full participation in the project and will ensure individual requests for technical assistance to overcome any barriers will be handled by the project director. This may include language assistance or in-person support for individuals with a disability to complete the proposals.

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	
<input style="width: 100%;" type="text" value="Indiana Department of Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text" value="Ms."/>	* First Name: <input style="width: 200px;" type="text" value="Kelly"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Wittman"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Chief of Staff"/>	
* SIGNATURE: <input style="width: 250px; background-color: black;" type="text"/>	* DATE: <input style="width: 150px;" type="text" value="06/26/2020"/>

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

1. Project Director:

Prefix: Dr.	First Name: Jennifer	Middle Name:	Last Name: Jensen	Suffix:
----------------	-------------------------	--------------	----------------------	---------

Address:

Street1:	115 W. Washington St.
Street2:	Suite 600, South
City:	Indianapolis
County:	Marion
State:	IN: Indiana
Zip Code:	46204-3420
Country:	USA: UNITED STATES

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

Email Address:



2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Project Abstract: As a meaningful expansion of school course options with a strong emphasis on quality, the Indiana Department of Education (IDOE) submits this application for Absolute Priority 2 titled iCAP 2.0: Lessons Learned. The existing Indiana Course Access Program (iCAP) suffers from disappointing levels of participation. This funding presents a chance to rethink how our state offers and encourages quality virtual courses as a local and statewide initiative by addressing multiple gaps in the current program and other structures. This project will ensure that local school systems are provided high-quality frameworks for essential courses for staff to deliver virtual courses directly, receive high-quality professional development for existing staff to create their own virtual course frameworks to meet student needs and preferences, and the option to provide a dedicated funding stream to pilot direct course access through a third-party. Whereas the current program, iCAP 1.0, only refers students to third-party vendors at the expense of the local education agency (LEA), iCAP 2.0 Lessons Learned will emphasize and expand upon a LEA's ability to offer virtual courses when provided high-quality frameworks and to develop meaningful partnerships with others to substantially improve course offerings without shouldering the entire financial burden or losing students in search of more diverse offerings.

We developed performance measures that will provide a multidimensional way to capture and examine different aspects of how the grant-funded activities are meeting the ESF-REM goals and objectives. These performance measures are consistent with the performance measures established for the program funding the competition, as all of the performance measures required by ED are included, as well as additional important information to provide both formative and summative ways to evaluate performance throughout the life of the grant.

- 1) Objective One: Improve Quality of Virtual Courses
- 2) Objective Two: Improve Quantity and Access of Virtual Courses
- 3) Objective Three: Increase Level of Teacher Preparation for Virtual Learning
- 4) Objective Four: Improve Student Engagement and Achievement

Project Narrative File(s)

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Project Abstract: As a meaningful expansion of school course options with a strong emphasis on quality, the Indiana Department of Education (IDOE) submits this application for Absolute Priority 2 titled iCAP 2.0: Lessons Learned. The existing Indiana Course Access Program (iCAP) suffers from disappointing levels of participation. This funding presents a chance to rethink how our state offers and encourages quality virtual courses as a local and statewide initiative by addressing multiple gaps in the current program and other structures. This project will ensure that local school systems are provided high-quality frameworks for essential courses for staff to deliver virtual courses directly, receive high-quality professional development for existing staff to create their own virtual course frameworks to meet student needs and preferences, and the option to provide a dedicated funding stream to pilot direct course access through a third-party. Whereas the current program, iCAP 1.0, only refers students to third-party vendors at the expense of the local education agency (LEA), iCAP 2.0 Lessons Learned will emphasize and expand upon a LEA's ability to offer virtual courses when provided high-quality frameworks and to develop meaningful partnerships with others to substantially improve course offerings without shouldering the entire financial burden or losing students in search of more diverse offerings.

Requirement 1: Describe the applicant's approach IDOE chooses to focus upon Absolute Priority 2 with an emphasis on Course Access Programs as a statewide initiative for virtual learning through iCAP 2.0: Lessons Learned. Indiana will be more resilient when virtual learning is offered by design, and is utilized to complement in-person teaching. Virtual learning cannot be an emergency stopgap measure, plagued by poor outcomes. Through the enactment of IC 20-30-16-12 by the Indiana General Assembly in 2017, the IDOE began this work through the Indiana Course Access Portal (iCAP), which serves as a catalog of courses to help schools meet students' individual needs for courses and curriculum. However, according to the most recent iCAP report from 2018-2019, the participation in this program is abysmal; only 57 students total in the entire state participated, representing barely 1.6% of eligible high school students. Of the seven vendors approved to offer courses, the majority are for-profit entities where the cost becomes prohibitive on a large scale. iCap was designed as a mechanism to “round out student schedules with desired courses, address last minute staffing challenges, or expand the range of courses offered,”—in

reality, it does none of these things. This results in schools shouldering the burden of delivering courses, seeking outside contracts with other vendors, or opting out entirely, no matter how limited their course offering may be.

Similarly, IC 20-19-3.6 requires the IDOE to collect information regarding virtual education programs offered directly by a school corporation in which “technology separates the student from the teacher in time or space or both.” From the same 2018-2019 time period, 38 out of 408 LEAs reported offering a virtual program that constituted 50% or more of a student’s time. This low rate of virtual learning under-utilizes the power of virtual education, leaving Indiana to quickly shift overnight to 100% online learning due to COVID-19. Of these 38 LEAs, eight programs constitute more than 90% of the virtual student enrollment. The rate of new virtual programs has doubled since 2015, when compared to 2010-2015, to a high of 38 programs. However, the performance metrics of virtual learning remain unclear; most schools are not separately held accountable for the performance of virtual learning versus brick-and-mortar schools. State law only requires a virtual school to be separately reported if more than half of its student population utilizes this method, thus masking performance. Schools that serve a majority of virtual students, allowing the public to ascertain performance, do not fare well. Based on the most recent A-F state grades, none of the seven virtual schools received higher than a D, while four received an F. For the 2019 federal ratings, five of the schools are considered Comprehensive Support and Improvement (CSI) under the Every Student Succeeds Act (ESSA). Improving virtual learning in Indiana through iCAP 2.0: Lessons Learned will make immediate and long-term impacts on student outcomes in our new reality post COVID-19.

Compounding these challenges, the Indiana General Assembly has deemed that virtual education is cheaper to operate, or at least should not receive equal amounts of funding to brick-and-mortar schools. Per Indiana’s tuition support formula, virtual schools only receive 85% of the average daily membership (ADM) rate that the brick-and-mortar schools receive¹. Despite the decreased funding and poor track

¹ <https://www.doe.in.gov/sites/default/files/finance/tuition-support-report-entire-final.pdf>

record, virtual education must be part of course offerings and methodologies in order to meet changing student, educator, community, and economic needs.

Implementation plan and timeline for key grant activities: Utilizing lessons learned from iCAP and existing virtual course access programs, IDOE will issue a Request for Proposals (RFP) for educational entities to support the creation of a suite of multidisciplinary course frameworks that LEAs will be able to utilize in two different methods: 1) Offer the virtual courses directly to students on behalf of the LEA through pilot funding of the ESF-REM grant, and then supported by more sustainable funding streams once developed. This will automatically increase the capacity of every school by providing additional flexible course offerings that do not have to be managed within the confines of brick-and-mortar course offerings; or 2) Download the course frameworks to utilize existing LEA staff to deliver the virtual courses directly to their own students. This method will be a drastic improvement upon the iCAP program, as it was built upon the premise that a high school could not, or would not, offer a course that interested specific students and therefore an outside, often for-profit vendor, would provide it at a high cost per student. ESF-REM funds significantly reduce the cost per student by creating course content, resulting in lower costs for time and effort and training for the LEA after the end of the grant period. Many LEAs are interested in their teachers delivering the courses directly, but lack the capacity to adequately train them. Providing teachers with a framework to guide their delivery of a virtual course, paired with ongoing, job-specific, and embedded professional development, we can eliminate the need of a third-party vendor. IDOE will provide a coursework framework warehouse so that LEAs will be able to drag and drop curricula and frameworks into their own learning management systems to allow individual teacher expertise and creativity in the finished product that can be offered to students in a sustainable fashion utilizing existing resources.

In order for this project to be sustainable, it must improve the capacity to deliver virtual education, bringing us to the second prong of our approach. The platform must be able to adapt to meet constantly changing needs as courses gradually become outdated, standards are updated, and new course offerings are added to adjust to college and career workforce needs. It is not sustainable to permanently

depend on IDOE or a costly third-party vendor to be the sole source for continued updates and changes to meet local needs. Teachers who have been provided coaching and microcredentials in virtual or blended instruction will be able to adjust courses as needed and develop new content. The courses will emphasize project-based and inquiry methods of learning through a Socratic method of making claims, investigating processes, and evaluating results, which align with IDOE's six-year STEM strategic plan. This approach stands out from typical virtual teaching methods that largely rely upon rote activities along with asynchronous reading and writing on discussion boards. The first prong is vital in the ability for this process to get started, as teachers will be given a schema in which their creativity and inspiration can be entered into an existing structure while increasing their own capacity. However, with over 2,000 public schools and more than 300 nonpublic schools that have participated in federal programs in the past, it is not feasible to train every teacher statewide. Based in best practice in implementation science, IDOE will seek out those wishing to join a cadre of trained schools to proactively offer virtual course offerings or programming as a complement to in-person instruction. Each participating school will be required to demonstrate readiness, interest, and operational capacity in addition to identifying two local teacher-leaders and one administrator to participate in a train-the-trainer model to onboard additional users. The two teacher-leaders will represent different content area or grade-level disciplines to ensure content diversity and the ability for these individuals to later serve in the train-the-trainer model. Similarly, training will encompass K-12 curricula in order to ensure a broad base of applicability for course content and address currently low usage rates of existing iCAP supports. This will ensure a balance in the course offerings that can only occur when teams work outside of their curricular or grade level silos. In order to align these efforts with existing local frameworks, IDOE will support schools in adapting educator evaluation frameworks to embed best practices in virtual teaching and learning, and in conjunction with higher education IDOE will revise the Virtual Instruction Educator Standards.

In a world where schools will face shrinking education budgets as the impacts of COVID-19 cascade to tax revenue, the cost-sharing potential of this initiative is even more important. Through these

grant activities, the groundwork will be laid to enable LEAs to offer a more diverse set of courses and share curriculum and seat costs with partnering districts, allowing for more innovation and collaboration.

Plan for how the applicant will assess the number of students served: K-12 teacher-leaders participating in the project will commit to teaching two virtual courses over the course of one academic year. Those courses will be identified by the leaders, with a course load that is representative of the student body of the school. Via the annual, required Course Completion (CC) Data Collection, all course enrollment and course participation data is reported to IDOE, ensuring timely identification of the number of participants and performance of individual students in addition to the number and type of virtual courses offered through this project. This also allows IDOE to track performance over time to ensure that outcomes are maintained or improved when compared to students participating in like courses through brick-and-mortar methods. The CC collection is required for all LEAs and charter schools, and will require it as a condition for any nonpublic school that participates in the project. ***Number and different types of the new remote learning opportunities provided:*** As a condition of the project, all participating schools will be required to offer at least two virtual courses per academic year, and will report those courses via the IDOE-required Course Completion (CC) data collection. IDOE will engage with third-party experts to create 100 course frameworks for LEAs to drag and drop into their learning management systems after receiving training from IDOE with a goal of 60 high school, 30 middle school, and 10 elementary courses. The IDOE will utilize the ESF-REM grant funding to focus upon core academic courses that are needed to graduate high school, and/or prepare for high school graduation while in elementary and middle school. Subject areas will include English/language arts, mathematics, science, and social studies. IDOE will train participants to utilize existing course frameworks and edit those to fit their needs, keeping courses updated and allowing teacher autonomy and creativity. This will allow the IDOE-created course frameworks to serve as a model for schools to create their own. The CC data collection will track which courses school systems offer, as well as those created through this grant. Local school created courses should represent more well-rounded courses, such as fine arts, career/tech education, foreign languages, STEM, food/nutrition, physical education, and more.

Implementation Task	Target Date	Outcome	Responsible Party
Conduct needs assessment for ESF-REM grant application and identify Absolute Priority	June 1, 2020	Identified gaps in health indicators, employment opportunities, existing online course offerings and usage rates	IDOE Division of Title Grants and Support; IDOE Division of Teaching and Learning
Draft requirements for Request for Proposal to identify external course access vendor and evaluation services vendor	September 1, 2020	Increase the capacity of every school by requiring the Request for Proposals to include requirement of offering virtual courses on behalf of the LEA and include downloadable course curricula and frameworks in order to allow existing LEA staff to deliver virtual courses to their students.	IDOE Division of Teaching and Learning
Initiate Request for Proposal process with Indiana Department of Administration for course access vendor	After estimated ESF-REM award date of October 1, 2020	Identify vendor with robust experience in providing online course access programs	IDOE Division of Teaching and Learning
Initiate Request for Proposal process with Indiana Department of Administration for evaluation services of the ESF-REM program	After estimated ESF-REM award date of October 1, 2020	Identify vendor with experience evaluating academic and grant programs to conduct external evaluation of ESF-REM implementation, collect best practices, and identify needed improvements	IDOE Division of Teaching and Learning
Hire Family and School Course Access Specialist	After estimated ESF-REM award date of October 1, 2020	Hire a highly-qualified individual to oversee ESF-REM grant activities and provide technical assistance to schools and families regarding expanded course access opportunities	IDOE Division of Teaching and Learning
Release request to participate to all Indiana public schools and private schools to serve as demonstration sites	December 1, 2021	Identify a cadre of schools to serve as demonstration sites for expanded course access platform	IDOE Division of Teaching and Learning
Identify course access vendor and initiate contract process	Estimated December 1, 2020	Ensure identified vendor has capacity to adequately address IDOE implementation plan for Absolute Priority 2	IDOE Division of Teaching and Learning
Identify external evaluator and initiate contract process	Estimated December 1, 2020	Ensure external evaluator	IDOE Division of Teaching and Learning
Establish course access advisory board to meet quarterly	January 2021	Include a diverse set of stakeholders including, but not limited to: Indiana Superintendents Association; Indiana Principals Association; course access mentor teachers; Indiana Non-Public Education Association; parents of students with disabilities; parents of English learners, PTO representatives; student participants (age appropriate, likely 5th grade and above)	IDOE Division of Teaching and Learning will identify participants; course access vendor will oversee logistics of advisory board meetings (virtual or in-person)

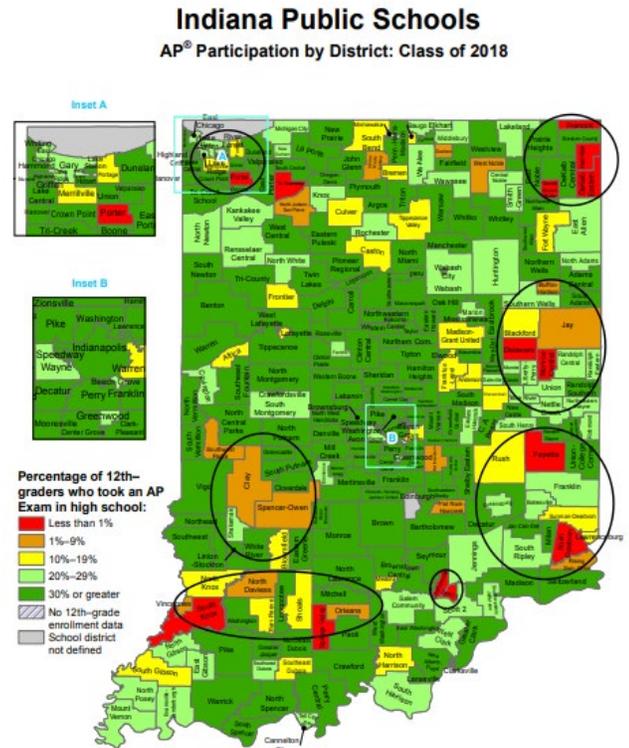
Course framework curation and development with identified vendor	January-May 2021	Development of course framework and downloadable content for schools	IDOE Division of Teaching and Learning
Launch demonstration school program	Spring 2021	Identify two teachers from each participating school to lead in-house mentor program, in the event of additional school closures, these staff would deliver course work and instruction to students	IDOE Division of Teaching and Learning
Create and deliver professional development for expanded course access platform	Spring 2021	Utilize demonstration site schools and mentor teachers to assist in the development of professional development for expanded course access program	Course access vendor; IDOE Division of Teaching and Learning
Evaluation of program outcomes, presentation of findings to advisory board and implementation of improvements	Summer and fall 2021	Identify best practices and successes of ESF-REM grant implementation activities and identify needed areas of growth	IDOE Division of Teaching and Learning; External evaluator
Annual renewal of course access contract with recommended improvements for second and third year of implementation	Fall 2021; Fall 2022	Ensure identified areas of growth are incorporated into the second year's contract with course access vendor	IDOE Division of Teaching and Learning
Ongoing evaluation, dissemination of results, identification of needed improvements, implementation of grant activities	Ongoing for duration of grant implementation period	Ensure completion of stated grant goals and objectives	IDOE Division of Teaching and Learning; external evaluator, Advisory Board

Requirement 2: analysis of the immediate needs and how the proposed project will address those needs Analysis of Indiana's technology plan

data and other available data², which is required by Indiana code IC 20-20-13-5, identifies the following needs: 1) Access to online courses; 2) Training and long-term planning for students, families, and educators; 3) Reliable high-speed Internet access in the home; 4) Access to devices; 5) Accessibility for students with disabilities; 6) Adaptive materials provided for students with disabilities; 7) Parent support with online tools; 8) Promoting attendance in courses; 9) Systems for providing students with timely feedback; and 10) Translating documents and making materials accessible for EL students and families.

² <https://www.doe.in.gov/sites/default/files/tech-plan/2020techplanslides-final.pdf>

When analyzing accelerated or more rigorous coursework, the needs expand. As indicated by the red on this map, there are locations (4.9%) within Indiana where not a single student took an Advanced Placement (AP) course and another 5.2% (orange) who offered only one AP course. In rural areas, the access is lacking; LEAs with less than 20% of students taking AP exams tend to be located in rural areas with higher poverty rates. These gaps can be attributed to lack of qualified teachers in the respective areas, which a virtual course access program can readily address. For dual credit math courses, the ability for students to access is equally difficult. Out of 444 high schools in the state, only 40% offer dual credit precalculus and 21% offer calculus. For dual credit quantitative reasoning, which is required for many non-STEM majors in Indiana, only 3% of high schools offer this course. For students majoring in business or computer science, chance determines if they happen to live in the right LEA to enroll in the 12% or 9% respectively of high schools that offer the requisite dual-credit courses. We face dual challenges of addressing these glaring gaps in course access and preparing the state for continued virtual learning in light of COVID-19 and future disruptions to brick-and-mortar instruction. Our success depends upon proactive and robust offerings for virtual education, rather than viewing it as a haphazard stopgap measure. The ESF-REM grant presents Indiana with the perfect opportunity to address our gaps in offering high-quality remote course access for educationally-disadvantaged students, rural schools, and those with limited Internet access in addition to providing training for educators to deliver this high-quality instruction as we navigate this new reality without sacrificing equitable access to educational opportunities that will prepare our students for a shifting workforce. IDOE is utilizing a multi-faceted approach to address these issues as no single funding stream can satisfy them all. State dollars, such as



capital project funds and David C. Ford technology grant, are satisfying the needs of device shortages. Internet connectivity in the home and community is a substantial barrier, which has led to Governor Holcomb prioritizing unique Internet connectivity solutions through the Governor's Emergency Education Relief (GEER) funding through the CARES Act. However, devices and connectivity are the first steps, but these must be accompanied by high-quality professional development so teachers, students, and families know how to utilize these tools effectively. This is where the ESF-REM funding and Indiana's *iCAP 2.0: Lessons Learned* will strive to address the training needs through a sustainable plan. For example, Indiana only has one technology integration coach per 2,000 educators who utilize virtual and blended learning formats, which will not be enough to solve the shortage of capacity for Indiana educators. The *iCAP 2.0: Lessons Learned* project management plan is premised upon providing high-quality frameworks for educators to use as a launching point to offer virtual coursework when matched with high-quality professional development to implement the plan.

Even though 68% of public schools have locally created and/or curated digital content, no vetting or formal analysis of these courses and materials have occurred or been available on a large scale, leading to the poor performance of virtual programs and schools in Indiana. The *iCAP 2.0: Lessons* will provide a third-party external evaluation tool so that existing virtual courses can be refined while ensuring that students can realize similar or better outcomes in a virtual format when compared to in-person offerings. The approach of the course framework design and professional development will be grounded in evidence-based research to *reflect up-to-date knowledge from research and effective practice*. IDOE emphasizes four, evidence-based guiding principles related to virtual learning, which will guide the project: 1) Use collaboration and communication tools to encourage interaction;³ 2) Utilize various

³ Dabbagh, N., Bass, R., Bishop, M., Costelloe, S., Cummings, K., Freeman, B., Frye, M., Picciano, A. G., Porowski, A., Sparrow, J., & Wilson, S. J. (2019). Using technology to support postsecondary student learning: A practice guide for college and university administrators, advisors, and faculty. Washington, DC: Institute of Education Sciences, What Works Clearinghouse. (WWC 20090001) Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from: <https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/wwc-usin-g-tech-postsecondary.pdf>

personalized and accessible digital resources to design and deliver instructional content;⁴ 3) Integrate technology that models and encourages self-regulated learning approaches;⁵ 4) Use technology to provide timely, ongoing, and focused feedback on student performance.⁶ This demonstrates a desire to ensure that accessibility is paired with effectiveness as Indiana increases its virtual learning offerings.

Requirement 3: Include a description of the State’s coronavirus burden Indiana is facing a substantial hardship from COVID-19. As referenced in the table provided by the Office of Elementary and Secondary Education, Indiana is within the lowest quintile of states (81st to 100th), indicating a considerable burden measured by: (a) Percentage of population without broadband access (13.60); (b) percentage of students ages 5-17 in poverty (15.69); (c) State percentage share of confirmed COVID-19 cases per capita (1.73, as of time of release); (d) percentage of students in rural LEAs (24.03).⁷ Indiana’s COVID-19 burden compounds in the areas of health, employment and education.

Health. Indiana was among the earlier states impacted by COVID-19 and continues to trend above national numbers. As of June 25th, the number of confirmed cases in Indiana was 43,140, compared to the national median of 18,784.⁸ Indiana has experienced considerable loss of life. Over the past months, Indiana has consistently ranked as one of the top ten states with the highest COVID-19 mortality rate.⁹ As shown in the figure below, Indiana’s mortality rate has exceeded the median U.S. mortality rate.¹⁰

⁴ Shattuck, K., & Burch, B. (2018). National Standards for Quality Online Teaching (K-12) Literature Review. Quality Matters and Virtual Learning Leadership Alliance. Retrieved from: <https://www.qualitymatters.org/sites/default/files/research-docs-pdfs/National-Standardsfor-Quality-Online-Teaching-Lit-Review-050418.pdf>

⁵ Regional Educational Laboratory Mid-Atlantic (2020). Refining Your Distance Learning Strategies Using a Data-Driven Approach: The Evidence to Insights Coach. Washington, DC: Institute for Education Sciences. U.S. Department of Education,

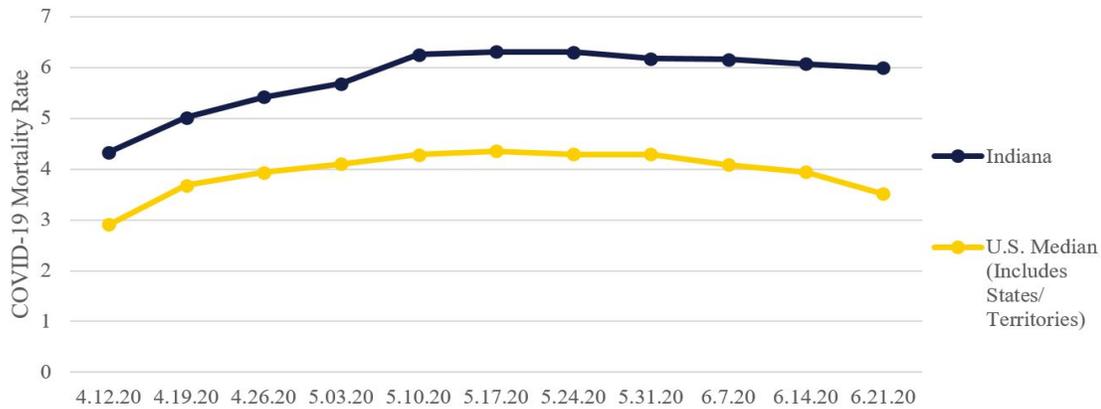
⁶ United States Department of Education, Office of Educational Technology. (2015). Characteristics of Future Ready Leadership: A Research Synthesis. Washington, DC: Office of Educational Technology. Retrieved from: <https://tech.ed.gov/files/2015/12/Characteristics-of-Future-Ready-Leadership.pdf>

⁷ Office of Elementary and Secondary Education (2020). *Percentile calculation of coronavirus burden by State, as referenced in the notice inviting applications*. Retrieved from <https://oese.ed.gov/files/2020/04/ESF-REM-Coronavirus-Burden-Table.pdf>

⁸ Center for Systems Science and Engineering (CSSE) at Johns Hopkins University. (2020). *COVID-19 Data Repository* [Data file]. Retrieved from <https://github.com/CSSEGISandData/COVID-19>

⁹ The mortality rate is calculated as follows: Number recorded deaths * 100/Number confirmed cases. Citation to data: Center for Systems Science and Engineering (CSSE) at Johns Hopkins University. (2020). *COVID-19 Data Repository* [Data file]. Retrieved from <https://github.com/CSSEGISandData/COVID-19>

¹⁰ The median was used, as it is less sensitive to outliers.



This high mortality rate accompanies low testing rates that fall below national aggregate rates, with Indiana’s testing rate at 6,415.2 and the U.S. median at 8,103.2.¹¹ A low rate in testing can signify that the state has inadequate testing capacity for the size of their outbreak.¹² The effects of COVID-19 on minority groups are especially harsh. Black individuals account for nine percent of Indiana’s population, but make up a disproportionate 16% of COVID-19 cases and 16% of all COVID-19 related deaths. Hispanic individuals account for seven percent of Indiana’s population, but comprise 26% of COVID-19 cases and three percent of COVID-19 related deaths.¹³ The reasons for Indiana’s high COVID-19 mortality rate, along with the higher rates among Black and Hispanic groups can be attributed to the general health of Hoosiers. Research has found a connection between obesity and increased risk of complications related to COVID-19.¹⁴ Indiana ranks 13th nationwide in childhood obesity, with 16.6% of youth aged 10-17 categorized as obese. Moreover, Indiana ranks 15th nationwide in adult obesity, with

¹¹ The testing rate is calculated as follows: Total number of people tested per 100,000 persons. Citation to data: Center for Systems Science and Engineering (CSSE) at Johns Hopkins University. (2020). *COVID-19 Data Repository* [Data file]. Retrieved from <https://github.com/CSSEGISandData/COVID-19>

¹² Johns Hopkins University and Medicine. (2020). *Coronavirus Resource Center: Testing Hub*. Retrieved from <https://coronavirus.jhu.edu/testing/testing-positivity>

¹³ Antiracist Research & Policy Center and the COVID Tracking Project. (2020). *The COVID Racial Data Tracker*. Retrieved from <https://covidtracking.com/race/dashboard>. It should be noted that Indiana has reported race data for: 77% of cases and 93% of deaths. Indiana has reported ethnicity data for 45% of cases and 56% of deaths.

¹⁴ See: Petrilli, C. M., Jones, S. A., Yang, J., Rajagopalan, H., O'Donnell, L. F., Chernyak, Y., ... & Horwitz, L. I. (2020). Factors associated with hospitalization and critical illness among 4,103 patients with COVID-19 disease in New York City. *BMJ*, 369.; Palaiodimos, L., Kokkinidis, D. G., Li, W., Karamanis, D., Ognibene, J., Arora, S., ... & Mantzoros, C. S. (2020). Severe obesity is associated with higher in-hospital mortality in a cohort of patients with COVID-19 in the Bronx. *Metabolism*, 154262.

34.1% of adults categorized as obese. Of these adults, 41.7% are Black, 33.0% are White and 31.7% are Hispanic.¹⁵

Employment. Indiana is experiencing widespread unemployment. In a recent employment report, the state’s unemployment rate is 16.9%, and higher than the national rate of 14.7%.¹⁶ The table below shows how Indiana’s unemployment fares compared to neighboring states and nationally.

	April 2019	March 2020	April 2020	Monthly Change	Yearly Change
Indiana	3.6%	3.2%	16.9%	+13.7%	+13.3%
U.S.	3.6%	4.4%	14.7%	+10.3%	+11.1%
Illinois	4.4%	4.6%	16.4%	+12.0%	+11.8%
Kentucky	4.0%	5.8%	15.4%	+11.4%	+9.6%
Ohio	4.3%	5.5%	16.8%	+12.5%	+11.3%

Adapted from Indiana Department of Workforce Development’s April Employment Report

The number of Hoosiers filing for unemployment continues to increase. The number of initial unemployment insurance claims for the week ending on June 13, 2020 (most recent at the time of submission) was 24,952, compared to the same week in June 2019 where the number of unemployment insurance claims was 2,120, an increase of 1,077.0% from the same week in 2019.¹⁷ Small businesses face even more substantial effects. Since the Stay at Home Order began, the number of small businesses in Indiana decreased by 35.1%.¹⁸ Moreover, the most recent statistics show that employment rates among low-income workers¹⁹ decreased by 35.5% compared to January 2020.²⁰ These job losses not only affect the workers, but also their families. Children whose parents lose a job might not have the resources to

¹⁵ Robert Wood Johnson Foundation: State of Childhood Obesity. (2019). *The State of Obesity in Indiana*. Retrieved from <https://stateofchildhoodobesity.org/states/in/>.

¹⁶ Indiana Department of Workforce Development. (2020). *April Indiana Employment Report*. Retrieved from <https://calendar.in.gov/site/dwd/event/april-indiana-employment-report-4/>

¹⁷ Indiana Department of Workforce Development and ST AT S Indiana (2020). *Hoosiers by the Numbers*. Retrieved from <http://www.hoosierdata.in.gov/>

¹⁸ Harvard University, Brown University, Bill & Melinda Gates Foundation. (2020). *Opportunity Insights: Economic Tracker*. Retrieved from <https://tracktherecovery.org/> Note: All data for percent change was indexed in January 2020.

¹⁹ Low-income workers are those that earn a median after-tax income of \$20,000 or less.

²⁰ Harvard University, Brown University, Bill & Melinda Gates Foundation. (2020). *Opportunity Insights: Economic Tracker*. Retrieved from <https://tracktherecovery.org/> Note: All data for percent change was indexed in January 2020.

continue with their schoolwork during the pandemic, perhaps losing internet access. Parents who are essential workers face additional barriers since they are not home to help with their children's learning.

Education. By September 2020, students are projected to lose the equivalent of a full school year's worth of academic gains. Using estimates from existing literature and analyses of typical summer learning patterns of five million students, researchers project that students are likely to return in the fall semester with around 63-68% of the learning gains in reading relative to a typical academic year and approximately 37-50% of the learning gains in math.²¹ Moreover, socioeconomic and racial/ethnic achievement gaps are likely to expand even when schools reopen. In one study, researchers estimate that Black students will lose an average of 10.3 months of learning, and Hispanic students will lose an average of 9.2 months while White students are projected to lose 6.0 months. Jarringly, low-income students are projected to lose 12.4 months of learning, compared to an overall estimate of 6.8 months.²² Researchers from the study also examined data from digital instruction and assessment software. They found that 60% of low-income students are regularly logging into the online instruction system, whereas 90% of high-income students do. Sixty percent of Black students and 70% Hispanic students are regularly logging in, compared to 86% of White students.²³ Indiana schools lack the technology infrastructure to adequately support student learning. According to a survey of Indiana public school districts and charter schools, 9.5% of students do not have a device (e.g., tablet, laptop). About a quarter of the LEAs reported the devices they have stay at school or they are not 1:1, meaning students cannot dependably access coursework during a pandemic. Another 59 LEAs (14.9%) reported devices do not go home until students enter seventh grade, leaving 16% of the Hoosier student population with no access to devices. Furthermore, about half of LEAs use non-digital curricula more than half of the time. Of the LEAs

²¹ Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J. (2020). Projecting the potential impacts of COVID-19 school closures on academic achievement. (EdWorkingPaper: 20-226). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/cdrv-yw05>

²² Estimates were not provided for high-income students' loss so the overall average was used.

²³ Dorn, E., Hancock, B., Sarakatsannis, J. & Viruleg, E. (2020, June). COVID-19 and student learning in the United States: The hurt could last a lifetime. *McKinsey & Company*. Retrieved from <https://www.mckinsey.com/industries/public-sector/our-insights/covid-19-and-student-learning-in-the-united-states-the-hurt-could-last-a-lifetime>

responding to the survey, 42% reported they had no off-campus connectivity initiatives, impacting 31% of the student population.²⁴

Over a quarter of students and teachers had not participated in e-Learning prior to the COVID-19 pandemic due to: (a) Limited Internet access; (b) The LEA is not 1:1 or students do not take devices home; (c) Teachers have not been trained; (d) Families do not have the resources needed; (e) Quality of instruction is not as high. These challenges did not disappear once the pandemic occurred, but rather exacerbated learning losses.²⁵ Results from another recent survey of all school districts, charter schools, and nonpublic schools²⁶ further supports the understanding that Indiana schools are struggling during the pandemic. Of those schools, 17.8% reported less than half of their households have in-home connectivity for e-Learning. Additionally, over half (50.8%) reported they will carry out e-Learning for the 2020-21 school year, while 48.3% were unsure.²⁷ If households do not have in-home connectivity, students will struggle to access e-Learning in the upcoming academic year.

Teachers face challenges with e-Learning as well, not only in terms of instruction, but with connecting with and supporting their students. These types of challenges are not conducive to improving the teacher retention rate. Indiana has the third highest percent of teachers leaving schools, with 8.5% of Indiana teachers having left for reasons other than retirement.²⁸ Survey results from a nationally representative sample of educators indicate that this number could rise. Before the COVID-19 pandemic, only 9% of educators reported that they were somewhat or very likely to leave the classroom at the end of the current (2019-20) school year. Currently, 20% of educators report that they are somewhat or very likely to leave the classroom at the end of the current school year. Teachers reported that the pivot to

²⁴ Data comes from a Tech Plan survey administered to all Indiana LEAs in early spring of 2020 (February 27-April 15th, 2020). The total enrollment of LEAs responding to the Tech Plan survey represented 92 percent of the student population. Only two traditional public schools and about 15 charter schools did not respond, several of these charter schools are slated to close in the next school year.

²⁵ *ibid.*

²⁶ Data comes from a survey administered in late spring of 2020 (May 14-June 1, 2020). A total of 118 of the 438 school districts, charter schools and nonpublic schools statewide responded, with a response rate of 26.9%.

²⁷ *ibid.*

²⁸ Satcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.*. Palo Alto, CA: Learning Policy Institute.

online teaching has been exhausting, and teacher morale has been declining.²⁹ Educators need comprehensive supports to help them transition to e-Learning. Though 68.6% of schools reported offering professional development on e-Learning in response to COVID-19 school closures, this support might not be targeted or effective enough to sustain teachers’ move to virtual learning.³⁰

Prior to COVID-19, Indiana students and educators had been facing substantial burdens compared to other states. From early education to higher education, Hoosier students, educators and parents experience challenges to learning which are exacerbated by the COVID-19 pandemic. Fewer children in Indiana have access to early childhood education (ECE). Indiana ranks below all neighboring states, in percentage of children aged 3-4 enrolled in preschool.³¹ With little access to ECE, Hoosier students start at a disadvantage, needing more intensive support. Additionally, parents of young children have fewer options for early education, especially if they need it while they are working.

Indiana also has striking disparities in student achievement and college readiness. These disparities can worsen due to the change from in-person to virtual learning, as shown in nationwide estimates from researchers about learning losses for Black, Hispanic and low-income students.³² This presents a tremendous need for improved virtual teaching and learning resources. As shown in the table below, pass rates for the English/Language Arts (ELA) and Math portions of Indiana’s state assessment differ substantially for the 2018-19 school year, with Black, Hispanic and economically disadvantaged students scoring below white students and the statewide average.³³

	Grades 3-8 ELA Pass Rate	Grades 3-8 Math Pass Rate
Statewide	48.9%	48.7%
White Students	55.0%	55.4%

²⁹ Will, M. (2020, June). Teachers Say They're More Likely to Leave the Classroom Because of Coronavirus. *Education Week*. Retrieved from http://blogs.edweek.org/teachers/teaching_now/2020/06/teachers_say_theyre_more_likely_leave_classroom_because_coronavirus.html?cmp=eml-enl-eu-news2-rm&M=59591300&U=&UID=f2656d29a29be7069162ee81872d1009

³⁰ Data comes from a survey administered in late spring of 2020 (May 14-June 1, 2020). A total of 118 of the 438 school districts, charter schools and nonpublic schools statewide responded, with a response rate of 26.9%.

³¹ Indiana Youth Institute (2020). *2020 Indiana KIDS COUNT® Data Book: A Profile of Hoosier Youth*. Retrieved from https://iyi-website.s3.amazonaws.com/data-book/2020+Data+Book+/2020_IYI_Databook_Web.pdf

³² Estimates were not provided by researchers for high-income students’ loss so the overall average was used.

³³ Indiana Department of Education. (2020). *Indiana Statewide Report*. Retrieved from <https://inview.doe.in.gov/state/1088000000>

Black Students	26.1%	23.7%
Hispanic Students	36.2%	35.0%
Economically Disadvantaged	34.5%	34.4%

Moreover, Black Indiana students are in need of remediation when they enter postsecondary education. According to the most recent figures, of the high school graduates who entered a public Indiana college or university, 9% needed remediation in English, Math or both. Of these students who need remediation, 23% are Black, which is the greatest percentage of students by race/ethnicity. Furthermore, of the students taking remedial courses, Black students are less likely to pass these courses compared to other racial/ethnic groups. Only 56% of Black students earned remedial credits, whereas 73% of white students, 67% of Asian students and 65% of Hispanic students earned remedial credits.³⁴ The combination of nationwide research, along with Indiana’s own data, has shown how substantial effects of the COVID-19 pandemic have been on Hoosiers. This is especially true for students who face learning losses, as well as the loss of supports a traditional brick-and-mortar school can provide, including meals, school counselors and social workers, in-person encouragement from teachers, and access to the Internet, among other benefits. Grant-funded activities will help alleviate the burden so: (a) Teachers are given the proper training for high quality and accessible virtual learning; (b) All students are supported and encouraged in their e-Learning to increase engagement and academic achievement, closing gaps between groups that are struggling; (c) Parents and guardians are satisfied with their children’s learning.

Requirement (4) Provide an analysis of efforts to improve outcomes for students during emergency

Prior to COVID-19, IDOE provided structure and support for e-Learning Days starting in 2013 for districts in Indiana; e-Learning Days have given the option for continuing instruction away from traditional time limits and brick-and-mortar setting. This innovative program evolved into an engaging instructional model used in Indiana schools to continue the learning sequence of learning in spite of weather or other challenges. When the COVID-19 pandemic began, the implementation of this program

³⁴ Indiana Commission on Higher Education (2020). *Indiana 2020 College Readiness Report*. Retrieved from <https://www.in.gov/che/2489.htm>

helped districts adapt to continuous remote learning. Additionally, several other grant initiatives and opportunities existed to provide initial support, but not to the level that prepared Indiana for a sustained comprehensive virtual learning environment. Digital learning, innovation planning, e-Learning, and other various initiatives since 2012 have been allocated to schools with well-articulated plans to increase the potential for e-Learning. These programs expanded the use of technology, customized learning, and flexible schedules, among other supports. However, they were often limited to few districts due to their highly-competitive nature, or many schools were not prepared for these types of activities. As evidenced by the impact of COVID-19 in Indiana, we can no longer afford to have any school unprepared for virtual learning.

When Indiana moved into virtual learning due to the pandemic, IDOE took immediate action to provide resources beyond the e-Learning supports, including social emotional and health resources, academic and online/offline guidance. Social Emotional and Physical Health Resources include topics on connecting with students through remote learning; creating a sense of belonging and maintaining meaningful relationships during remote learning; grief during COVID 19; sensory-motor integration and play; social emotional learning 101; student services remote learning; online happiness courses for educators and secondary students; ACE interface training, and the Healthy Hoosier Challenge. Academic and Online/Offline Resources include continuous learning guidance documents; continuous learning plans from every Indiana school district, charter, and accredited non-public school; remote learning dedicated webpage with resources for educators and families with searchable database; partnering with Indiana's public broadcasting station for televised educational content; family engagement toolkit; weekly Twitter chats; writing prompts for teachers and families; weekly learning challenges; writing and comprehension worksheets that work with any television show or movie; searchable online database of websites for teachers, students, and families; digital content creation webinars; providing free statewide survey for educators, community, and students focused on remote learning and wellbeing; partnering with Indiana sports teams; checklist for teaching students who are deaf and hard of hearing online; weekly webinar for Indiana school leaders hosted by Dr. Jennifer McCormick; Frequently Asked Questions document about

COVID-19's impact on schools; continuous learning weekly challenges; providing electronic EdPlans for parent signature on IEPs; accessibility trainings; remote learning accommodations for IEPs guidance; virtual related service therapy; virtual case conferences; parent guides for Special Education, and Medicaid guidance for teletherapy. Through the last few months IDOE has continued to provide guidance and will continue through the summer to prepare for the possibility of a non-traditional start of the school year. **(b) A description of the barriers the State has faced in meeting such needs.** As mentioned in Requirement 3: Indiana's coronavirus burden, teachers face challenges in transitioning to a virtual environment, with no training. Additionally, due to COVID-19, families were faced with additional challenges in supporting their children, especially those who work outside the home. Furthermore, there are limited telehealth supports provided from school-based mental health services. Other barriers include: difficulty with case conferences/annual case review requirements due to the move to virtual settings; providing documentation in parent native languages; adaptive tools to students of varying needs; ensuring accessibility for English Learner students; appropriately challenging children above grade level of in high-ability designations; and student access to online curriculum; materials, books, devices, and internet. All of these barriers existed in an environment where limited funding existed.

Requirement 5: Provide an assurance to the Secretary IDOE assures it will provide all information regarding grant activities, performance measures, evaluations, and other information deemed appropriate by ED. IDOE is in good standing with all federal programs and we will continue to do so.

Requirement 6: Demonstrate Governor Support As indicated in the Other Attachments of the letter of support, Governor Holcomb is fully supportive of IDOE's proposed project, as it aligns well with other state initiatives intended to address the immediate needs related to the COVID-19 pandemic and long-term needs as our state address its virtual learning course opportunities.

Performance Measures: In addition to the performance measures pre-determined by the U.S. Secretary of Education, IDOE asserts that the main goal of the *iCAP 2.0: Lessons Learned* is to improve the quality and quantity of K-12 virtual learning statewide through course access. As such, we will measure the extent that funded activities improve educational outcomes through triangulation, where multiple

measures will be used to corroborate understandings of how the funded activities meet the goals. The following table summarizes the project performance measures, baseline data, performance targets, and data collection and reporting procedures. All targets are based upon increases that would be considered statistically significant, and/or reasonable to expect based upon existing baseline data.

A. Project Performance Measures We developed performance measures that will provide a multidimensional way to capture and examine different aspects of how the grant-funded activities are meeting the ESF-REM goals and objectives. These performance measures are consistent with the performance measures established for the program funding the competition, as all of the performance measures required by ED are included, as well as additional important information to provide both formative and summative ways to evaluate performance throughout the life of the grant. These performance measures are described with each objective. Objective One Improve Quality of Virtual Courses: To gauge progress for this objective, performance measures include perceptions of quality from different stakeholders (i.e., parents/guardians, educators, students). Additionally, quality will be determined through an overall measure determined by an external partner focused on high-quality online teaching, such as [Quality Matters](#) or [Project Tomorrow](#). The measures are listed in the table above. Objective Two Improve Quantity and Access of Virtual Courses: To gauge progress for this objective, performance measures focus on the amount of courses developed, as well as the extent to which the courses are available to all students. These measures are listed in the table above. Objective Three Increase Level of Teacher Preparation for Virtual Learning: The third objective is focused on how teachers are progressing through professional development on virtual learning, as well as those earning credentials. Value of this training will be measured through the Kirkpatrick Model,³⁵ so that teachers are asked about their reactions to the training, their learning, transfer (i.e., how the teachers will apply what they learned), and their results. These measures are listed in the table above. Objective Four Improve Student Engagement and Achievement: The fourth objective connects the funded activities to student

³⁵ Kirkpatrick, D. L. (1994). *Evaluating training programs: the four levels*. San Francisco: Berrett-Koehler.

learning outcomes: engagement and achievement. Engagement will be operationalized as students completing work 75% of the time, and data will be collected through both an educator and student survey, which will provide a more comprehensive understanding of engagement from both the educator and student perspective. Academic achievement measures will include students' pass rates and scores on standardized exams, student growth measures, and course completion rates. These measures are listed in the performance measure table.

B. Baseline Data Many of the baselines for project performance measures could not be established, as the measures are newly-developed indicators, IDOE will collect to gauge the value of funded activities. As such, there is no data available to determine baseline. These measures are extremely useful pieces of information IDOE envisions will give a more comprehensive understanding of how the funded activities improve outcomes and meet the goals of this grant. This data will be collected and baselines established during the Fall 2020 semester. The baseline data for student academic achievement (Performance Measure 4.2) are reported by the state for all Hoosier students. Since grant activities are intended to target all K-12 students, these baselines are argued to be valid as they encompass the population.

C. Performance Targets For the Performance Measures 1.1.-1.4; 2.2.; 3.3; and 4.1., IDOE will utilize the proposed target change (Δ) of an effect size greater than or equal to 0.25, which is recommended by The What Works Clearinghouse (WWC)³⁶ to provide a more ambitious yet achievable way to measure change across different measurements from baseline year to future years in grant implementation. The WWC considers a criterion of 0.25 or greater to be substantively important for a variety of comparison techniques. They use this benchmark for examining changes from baseline, comparing outcomes in different groups. As such, we use this rigorous standard for education research and evaluation in our proposal to measure changes. This criterion is commonly used in the context of large impact evaluations, and we contend it gives an acceptable level of rigor to project our targets.

³⁶ What Works Clearinghouse (2017). *Standards handbook* (Version 4.0). Retrieved from: <https://ies.ed.gov/ncee/wwc/Handbooks>

Project Performance Measure	Baseline	Target	Data Collection & Reporting
<i>Objective One: Improve Quality of Virtual Courses</i>			
1.1. Percentage of parents/guardians reporting satisfaction with remote learning options available*	N/A	$\Delta \geq 0.25$	Parent/guardian survey
1.2. Percentage of educators reporting satisfaction with remote learning options available	N/A	$\Delta \geq 0.25$	Educator survey
1.3. Percentage of students reporting satisfaction with remote learning options available	N/A	$\Delta \geq 0.25$	Student survey
1.4. Overall quality of virtual courses	N/A	$\Delta \geq 0.25$	Quality virtual teaching rubric
<i>Objective Two: Improve Quantity and Access of Virtual Courses</i>			
2.1. Number of students served by the project*	N/A	$\geq 70\%$	Technology data collected by LEAs and submitted to IDOE
2.2. Disparity between student subpopulations of those served by the project	N/A	$\Delta \geq 0.25$	Technology data collected by LEAs and submitted to IDOE
2.3. Number of new remote learning options provided*	N/A	3	Internal counts by IDOE
2.4. Different types of new remote learning options provided, and percentage of each*	N/A	3	Internal counts by IDOE
<i>Objective Three: Increase Level of Teacher Preparation for Virtual Learning</i>			
3.1. Number of teachers taking grant-funded professional development on virtual learning	N/A	$\geq 80\%$	Technology data collected by LEAs and submitted to IDOE
3.2. Number of teachers earning credentials in virtual learning from grant-funded activities	N/A	$\geq 80\%$	Technology data collected by LEAs and submitted to IDOE

3.3. Value, as defined through the Kirkpatrick Model (reaction, learning, behavior, results), ³⁷ of educators taking grant-funded activities	N/A	$\Delta \geq 0.25$	Educator survey
<i>Objective Four: Improve Student Engagement and Achievement</i>			
4.1. Percent of students actively engaged in online learning	N/A	$\Delta \geq 0.25$	Educator Survey Students survey
4.2. Student academic achievement	Provided through initial reporting	At or above for all students	Scores/pass rates on assessments submitted by LEAs to IDOE Number/percent of students meeting or exceeding growth targets calculated by IDOE Course completion data collected by LEAs and submitted to IDOE

* ED Requirement. *Notes.* N/A: Not Available; Δ Indicates change

The target for Performance Measure 2.1 is 70% or more of all Indiana students will be served by the project, which reflects the projections for how educators will be trained. The targets for Performance Measures 2.3 and 2.4 include the following: New remote learning opportunities will include hybrid, blended, and virtual. Blended learning combines in-classroom instruction with asynchronous exercises and content that are consumed outside the classroom. Enriched virtual learning occurs when a course or subject in which students have required face-to-face learning sessions with their teacher and then are free to complete their remaining coursework remotely.

³⁷ Kirkpatrick, D. L. (1994). *Evaluating training programs: the four levels*. San Francisco: Berrett-Koehler.

The target for Performance Measure 3.1 is 80% or more of teachers will participate in grant-funded professional development on virtual learning. The target for Performance Measure 3.2 is 80% or more of teachers will earn credentials in virtual learning from grant-funded activities. The target for Performance Measure 4.2 is academic achievement of students involved in online learning will be at or above the average of all students in Indiana. This target ensures the grant-funded activities are serving as a viable alternative for students who cannot attend brick-and-mortar schools.

Researchers studying educational effects of the COVID-19 pandemic have found most students fall behind academically where they would have been if they had stayed in the classroom.³⁸ Meeting this target will involve strategic effort from IDOE to guarantee all students using online learning are succeeding at comparable rates so they do not experience a loss of learning. All targets are projected to be met by the end of the grant period and are dependent on how schools reopen. IDOE currently has a reopening plan, and the targets are reflective of how this plan is implemented. However, due to the unpredictability of the COVID-19 virus, these targets could change. If so, IDOE will provide a rationale for why the targets have changed and why the new targets are ambitious yet achievable.

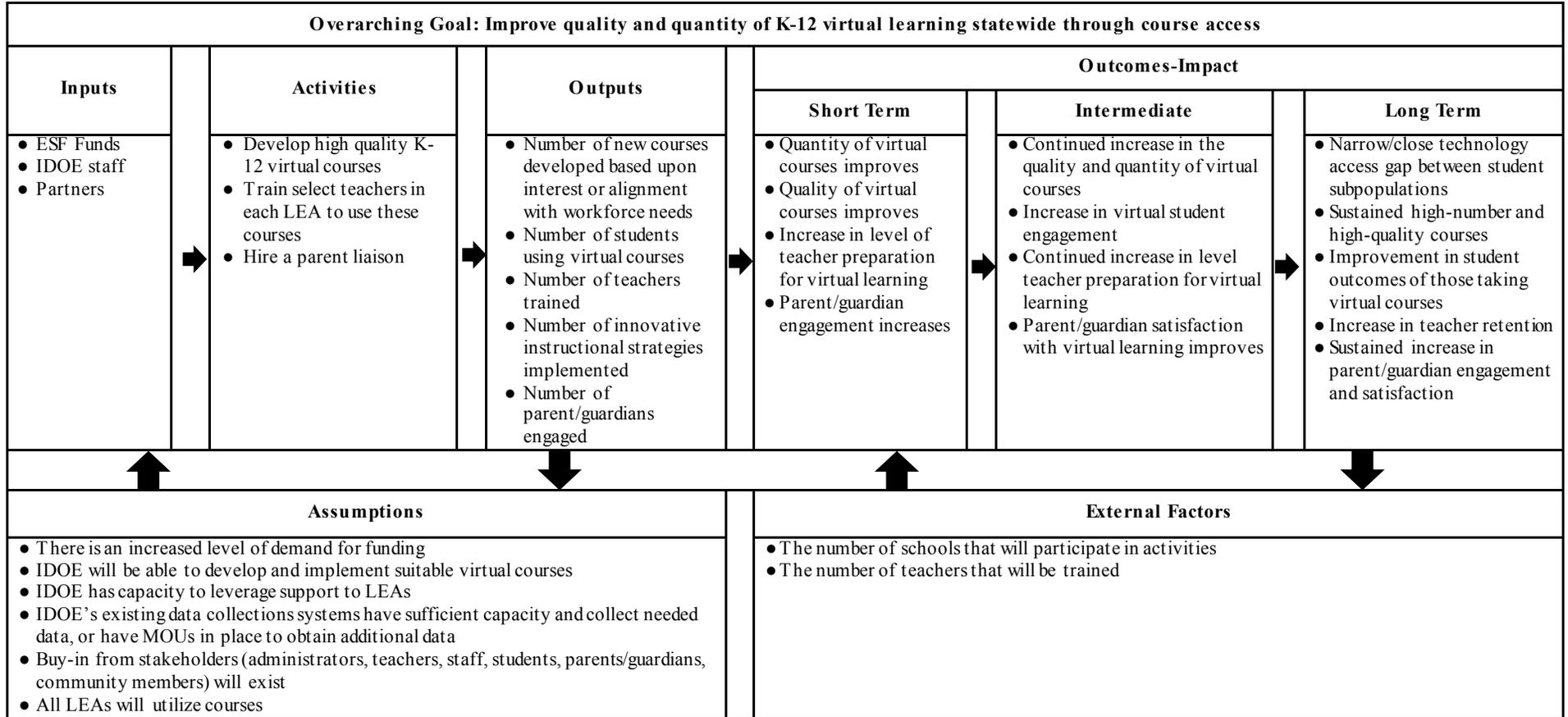
Data Collection and Reporting The following data sources will be collected and used for reporting. Surveys: IDOE will administer a survey to parents and guardians, educators, and students regularly throughout the life of the grant to gather information on the relevant performance measures. ***Quality virtual teaching rubric:*** IDOE will partner with an organization focused on conducting evaluations of virtual teaching to determine the extent to which the courses and instruction are high-quality. ***Technology data collected by LEAs and submitted to IDOE:*** IDOE will utilize its regular data collection processes in place for other data submitted by LEAs to gather information on the relevant performance measures. ***Internal counts:*** IDOE will gather descriptive statistics and other relevant information related to the online learning offered. ***Scores and pass rates on assessments submitted by***

³⁸ Kuhfeld, M., Soland, J., Tarasawa, B., Johnson, A., Ruzek, E., & Liu, J. (2020). Projecting the potential impacts of COVID-19 school closures on academic achievement. (EdWorkingPaper: 20-226). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/cdrv-yw05>

LEAs to IDOE: Assessment data includes those from Indiana’s state assessment ILEARN (grades 3-8, 10). Additional data from the PSAT, SAT, and AP exams will be used. This information will be compared to that of all students to examine the extent students in virtual learning are comparable to those statewide. **Number/percent of students meeting or exceeding growth targets calculated by IDOE:** Growth data from state assessments will be used to determine the amount of students who are in regular or high growth categories; this information will be compared to that of all students to examine the extent that students in virtual learning are comparable to those statewide. **Course completion data collected by LEAs and submitted to IDOE:** Student course completion data will be used to calculate the amount of students passing virtual courses; this information will be compared to all students to examine the extent students in virtual learning are comparable to those statewide. The data collection methods are likely to yield reliable, valid, and meaningful information on the performance measures. Data collection instruments, such as surveys and rubrics, will be developed through a review of the literature and partnerships with those who are experts in the field. Instruments will be piloted. Reliability will be evaluated both quantitatively (e.g., Cronbach’s alpha for internal consistency, Cohen’s kappa for interrater reliability) and qualitatively (e.g., inquiry audits).³⁹ Validity and meaningfulness will also be evaluated both through quantitative and qualitative methods such as triangulation, correlation analysis, reducing threats to internal and external validity, negative case analysis, and member checking. Data collected by LEAs and submitted to IDOE will be thoroughly reviewed for possible errors, as is protocol for data submissions to the department. Additionally, IDOE will continue to provide resources and support to LEAs submitting data. Psychometric information on the standardized test data used for this grant ([ILEARN](#), [PSAT/SAT](#), [AP Exams](#)) are well-reported. An annual performance report will be shared each year that provides an overview of project implementation, as well as progress for each performance measure.

³⁹ It should be noted that the concept of reliability does not neatly fit within qualitative research, due to diverse paradigms. A useful concept for reliability in qualitative research is dependability, which is showing that the findings are consistent and could be repeated. The methods listed in this narrative are consistent for evaluating dependability in qualitative research. For more information please reference: Lincoln, Y. S., & Guba, E. G. (1985). *Naturalistic Inquiry*. Thousand Oaks, CA: SAGE.

Indiana Education Stabilization Fund-Rethink K-12 Education Models Grant Logic Model



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June 24, 2020

Dear Secretary DeVos and the ESF-REM Review team:

Thank you for providing the opportunity to submit a plan “rethinking” education in America. The challenges faced during the COVID-19 pandemic have uncovered opportunities for growth—including in the critically important area of education. As Indiana quickly pivoted in spring 2020 to “remote learning” for the health and safety of Hoosier students and educators, we quickly discovered the depth of the digital divide that our state faces, especially among our most at-risk students. One of Indiana’s opportunities for growth is in the meaningful expansion of quality, virtual course options. I write today in support of the Indiana Department of Education (IDOE) application for the Rethink K-12 Education Models Grant, which will allow Indiana to improve high-quality virtual course access for students and families.

In order to plan for long-term success and sustainability, a robust plan is being developed by IDOE to make sure PK-12 schools have the resources and training needed to meet students’ and educators’ needs in this ever-changing environment. The additional funds through the ESF-REM discretionary grant will be vital as IDOE plans to:

- Increase high-quality, online and remote course access for all students, but especially at-risk students, those with limited internet access, and traditionally underrepresented groups;
- Increase training for teachers to deliver online and remote courses, and to curate content to deliver a high-quality, engaging curriculum to meet college and career workforce needs;
- Increase online and remote courses that align with student and parent interest or workforce development needs; and
- Improve and implement new instructional strategies in Hoosier classrooms

Thank you for this opportunity to provide further support to our students, families, and educators.

Sincerely,





Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

May 7, 2020

Dear Secretary DeVos and the ESF-REM Review team:

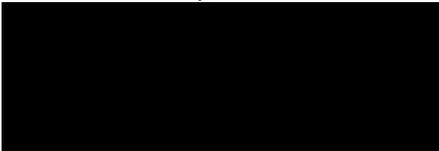
I write today in strong support of the Indiana Department of Education's (IDOE) competitive application for the Education Stabilization Fund- Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

The IDOE has been a leader in providing its students, families, educators, and schools the resources needed to provide continuous learning despite the disruptions, closures, and adjustments due to the COVID-19 pandemic. Our educators have done a wonderful job of transitioning curriculum, almost overnight, so that our children do not miss out on valuable learning. However, more support and access to high quality courses are needed. Indiana must prepare for an environment where more online and remote teaching is utilized due to the pandemic, and to improve the online and remote teaching that is already occurring in our state. Our success depends upon robust access through the state to supports for teaching and learning in an entirely online and remote environment, rather than solely trying to stay up on skills and some level of educational skills in a disrupted timeframe.

The additional funds through the ESF-REM discretionary grant will be vital as IDOE plans to:

- Increase high-quality, online and remote course access for all students, but especially students at-risk who live in rural areas, have limited internet access, and traditionally underrepresented groups based on race, color, national origin, gender, age, or disability
- Increase training for teachers to deliver online and remote courses, and to curate content to deliver a high-quality, engaging curriculum to meet college and career workforce needs
- Increase online and remote courses that align with student and parent interest or workforce development needs
- Improve and implement new instructional strategies in Hoosier classrooms

Sincerely,



Dr. Jennifer McCormick
Superintendent of Public Instruction



INDIANA STATE BOARD OF EDUCATION

May 8, 2020

Dear Secretary DeVos and the ESF-REM Review team:

I write today in strong support of the Indiana Department of Education's (IDOE) competitive application for the Education Stabilization Fund - Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

The COVID-19 pandemic has required us to rethink how we deliver essential services to all Hoosier students to protect high-quality teaching and learning, and Indiana has risen to the challenge. Our educators have done a wonderful job of transitioning curriculum, almost overnight, so that our students do not miss out on valuable learning. However, greater support for and access to high quality courses are needed. Indiana must prepare for an environment where more online and remote teaching is utilized due to the pandemic and also improve the online and remote teaching that is already occurring in our state. Our success depends upon robust access through the state to supports for teaching and learning in an entirely online and remote environment. The ESF-REM grant presents Indiana with the perfect opportunity to address gaps in meeting the needs of all our students.

The additional funds through the ESF-REM discretionary grant will be vital as Indiana plans to:

- Increase high-quality, online, and remote course access for all students, but especially at-risk students who live in rural areas and have limited internet access as well as traditionally underrepresented groups based on race, color, national origin, gender, age, or disability;
- Increase training for teachers to deliver online and remote courses and to curate content to deliver a high-quality, engaging curriculum to meet college and career workforce needs;
- Increase online and remote courses that align with workforce development needs; and
- Improve and implement new instructional strategies in Hoosier classrooms.

Thank you for your consideration of this grant application.

Sincerely,


Brian Murphy
Executive Director
Indiana State Board of Education



Commission on Improving the Status of Children in Indiana

Executive Committee Members

Representative Dale DeVon
District 5

John R. Hammond, IV
Office of the Governor

Senator Erin Houchin
District 47

Hon. Loretta Rush
Chief Justice of Indiana

Director Terry Stigdon
Indiana Dept. of Child Services

Representative Vanessa Summers
District 99

Commission Members

Christine Blessinger
*Deputy Commissioner,
Indiana Dept. of Correction,
Re-entry and Youth Services*

Kristina Box, M.D.
Indiana State Health Commissioner

Senator Jean Breaux
District 34

Jay Chaudhary
*Director,
Division of Mental Health & Addiction*

Bernice Corley
*Executive Director,
Indiana Public Defender Council*

Justin Forkner
*Chief Administrative Officer,
Indiana Supreme Court*

Curtis T. Hill, Jr.
Indiana Attorney General

Zac Jackson
Director, State Budget Agency

Susan Lightfoot
*Chief Probation Officer,
Henry County*

Jennifer McCormick, Ph.D.
*Indiana Superintendent
of Public Instruction*

Chris Naylor
*Executive Director, Indiana
Prosecuting Attorneys Council*

Jennifer Sullivan, M.D.
*Secretary, Family and
Social Services Administration*

Commission Executive Director

Julie Whitman

May 13, 2020

Dear Secretary DeVos and the ESF-REM Review team:

I write today in strong support of the Indiana Department of Education's (IDOE) competitive application for the Education Stabilization Fund- Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

The Commission on Improving the Status of Children in Indiana is the state's primary policy coordinating body for vulnerable children, youth, and families, and is made up of leaders from all three branches of state government. The Commission has recently adopted a new three-year strategic plan, which includes a special focus on promoting equity, trauma-informed responses, and evidence-based practices. Our third strategic goal is to improve the educational outcomes of vulnerable youth. The Commission is particularly concerned with the educational success of children served by the state's child welfare, juvenile justice, and social service systems, as they are particularly vulnerable and, without deliberate and thoughtful intervention, are at risk for poor outcomes.

The ESF-REM grant presents Indiana with the perfect opportunity to address gaps in meeting the needs of all our students as we turn to remote learning.

The Commission is pleased to support IDOE's plans to:

- Increase high-quality, online and remote course access for all students, but especially students at-risk who live in rural areas, have limited internet access, and traditionally underrepresented groups based on race, color, national origin, gender, age, or disability
- Increase training for teachers to deliver online and remote courses, and to curate content to deliver a high-quality, engaging curriculum to meet college and career workforce needs
- Increase online and remote courses that align with student and parent interest or workforce development needs
- Improve and implement new instructional strategies in Hoosier classrooms

Julie L. Whitman
Executive Director



Eric J. Holcomb, Governor
Terry J. Stigdon, MSN, RN, Director
Indiana Department of Child Services
Room E306 – MS47
302 W. Washington Street
Indianapolis, Indiana 46204-2738

www.in.gov/dcs

May 8, 2020

Dear Secretary DeVos and the ESF-REM Review team:

I write today in strong support of the Indiana Department of Education's (IDOE) competitive application for the Education Stabilization Fund- Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

The COVID-19 pandemic has required us to rethink how we deliver essential services to all Hoosier students to protect high-quality teaching and learning, and Indiana has risen to the challenge. Our educators have done a wonderful job of transitioning curriculum, almost overnight, so that our children do not miss out on valuable learning. However, more support and access to high quality courses are needed. Indiana must prepare for an environment where more online and remote teaching is utilized due to the pandemic, and to improve the online and remote teaching that is already occurring in our state. Our success depends upon robust access through the state to supports for teaching and learning in an entirely online and remote environment, rather than solely trying to stay up on skills and some level of educational skills in a disrupted timeframe. The ESF-REM grant presents Indiana with the perfect opportunity to address our gaps in meeting the needs of all our students.

The additional funds through the ESF-REM discretionary grant will be vital as Indiana plans to:

- Increase high-quality, online and remote course access for all students, but especially students at-risk who live in rural areas, have limited internet access, and traditionally underrepresented groups based on race, color, national origin, gender, age, or disability
 - o This will include additional focus of supports for our most vulnerable foster and homeless youth populations
- Increase training for teachers to deliver online and remote courses, and to curate content to deliver a high-quality, engaging curriculum to meet college and career workforce needs
- Increase online and remote courses that align with student and parent interest or workforce development needs
- Improve and implement new instructional strategies in Hoosier classrooms

Mrs. Melaina Gant, M.Ed., CYC-P
Director, Education Services
ESSA State Point of Contact (POC)
Indiana Department of Child Services





5/14/20

Dear Secretary DeVos and the ESF-REM Review team:

I write today in strong support of the Indiana Department of Education's (IDOE) competitive application for the Education Stabilization Fund- Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

The COVID-19 pandemic has required us to rethink how we deliver essential services to all Hoosier students to protect high-quality teaching and learning, and Indiana has risen to the challenge. Our educators have done a wonderful job of transitioning curriculum, almost overnight, so that our children do not miss out on valuable learning. However, more support and access to high quality courses are needed. Indiana must prepare for an environment where more online and remote teaching is utilized due to the pandemic, and to improve the online and remote teaching that is already occurring in our state. Our success depends upon robust access through the state to supports for teaching and learning in an entirely online and remote environment, rather than solely trying to stay up on skills and some level of educational skills in a disrupted timeframe. The ESF-REM grant presents Indiana with the perfect opportunity to address our gaps in meeting the needs of all our students.

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- Improve and implement new instructional strategies in Hoosier classrooms

Respectfully,

[Redacted signature]

Joel Boehner
Executive Director

IN*SOURCE

[Redacted contact information]

[Redacted contact information]



May 10, 2020

Dear Secretary DeVos and the ESF-REM Review team:

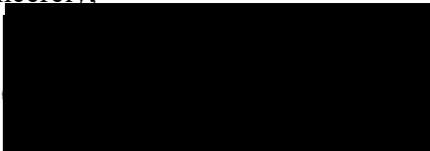
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- Increase online and remote courses that align with student and parent interest or workforce development needs
- Improve and implement new instructional strategies in Hoosier classrooms

Sincerely,



Christopher J. Lagoni, Executive Director
Indiana Small and Rural Schools Association



May 14, 2020

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

Dear Secretary DeVos and the ESF-REM Review team:

As an authorizer of twenty-seven (27) charter schools currently in operation in the State of Indiana, the Indiana Charter School Board writes today in strong support of the Indiana Department of Education's (IDOE) competitive application for the Education Stabilization Fund- Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

Indiana has been a leader in providing its students, families, educators, and schools the resources needed to provide continuous learning despite the disruptions, closures, and adjustments due to the COVID-19 pandemic. Our educators have done a wonderful job of transitioning curriculum, almost overnight, so that our children do not miss out on valuable learning. However, more support and access to high quality courses are needed. Indiana must prepare for an environment where more online and remote teaching is utilized due to the pandemic, and to improve the online and remote teaching that is already occurring in our state. Our success depends upon robust access through the state to supports for teaching and learning in an entirely online and remote environment, rather than solely trying to stay up on skills and some level of educational skills in a disrupted timeframe.

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- Improve and implement new instructional strategies in Hoosier classrooms

Sincerely,



James Betley
Executive Director
Indiana Charter School Board



May 19, 2020

Dear Secretary DeVos and the ESF-REM Review team:

I write today in strong support of the Indiana Department of Education's (IDOE) competitive application for the Education Stabilization Fund- Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

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Sincerely,



Susan Parker

HECC Board President



Immigrant Welcome Center

A legacy of Albert G. and Sara I. Reuben

May 11, 2020

Dear Secretary DeVos and the ESF-REM Review team:

I write today in strong support of the Indiana Department of Education's (IDOE) competitive application for the Education Stabilization Fund- Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

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Sincerely,

Amy Shackelford, MSW, MPH

Program Director

Immigrant Welcome Center

May 12, 2020

Dear Secretary DeVos and the ESF-REM Review team:

I write today in strong support of the Indiana Department of Education's (IDOE) competitive application for the Education Stabilization Fund- Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

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The Burmese American Community Institute fully supports IDOE's proposal for the (ESF-REM) Discretionary Grant Program. Should you have any questions or need additional information, please contact me directly via e-mail [REDACTED]

Sincerely,

[REDACTED]

Elaisa Vahnie, MPA
Executive Director



May 28, 2020

Dear Secretary DeVos and the ESF-REM Review team:

I write today to strongly support the Indiana Department of Education's (IDOE) competitive application for the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) Discretionary Grant Program.

The COVID-19 pandemic has required us to rethink how we deliver high quality teaching and learning services to all Hoosier students. Indiana has risen to the challenge. Our educators have done a wonderful job of transitioning curriculum and instruction, almost overnight, so that our children do not miss out on valuable learning opportunities. However, more support and access to high quality courses are needed. Indiana must prepare for an environment where more online and remote teaching is utilized due to the pandemic, and to enhance the online and remote teaching that is already occurring in our state.

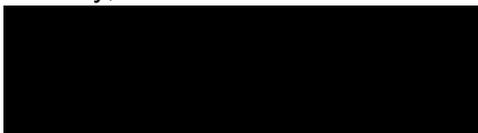
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- Increase online and remote courses that align with student and parent interest or workforce development needs.
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Our [Central Indiana Educational Service Center](#) (CIESC) supports and serves over 180 schools representing over 150,000 students. Our [Indiana Online](#) program is one of the largest online supplemental high school course providers in the state, offering a wide variety of year-round and summer courses online. In addition, we deliver best practice professional development and, in direct response to COVID-19, have created two initiatives, [Keep Indiana Learning](#) and [Counselor Connect](#), designed to directly and positively support Indiana educators and students. CIESC stands ready to fully support the IDOE's implementation plan when grant funding is received.

Sincerely,



Andrew T. Melin, Ph.D.
Executive Director



JENNIFER JENSEN, Ph.D.

EDUCATION

2010 – 2014 **Indiana State University** Terre Haute, IN

Doctor of Philosophy in Curriculum & Instruction, Math Education

Dissertation: Using Standardized Test Results to Identify Prior Knowledge Necessary for Success in Algebra: A Predictive Analysis

2002 - 2005 **University of Indianapolis** Indianapolis, IN

Masters in Curriculum and Instruction

1992 - 1996 **Greenville College** Greenville, IL

Bachelors of Science in Mathematics Education

- Graduated *summa cum laude*.

PROFESSIONAL EXPERIENCE

December 2019 – Present **Director, Teaching and Learning**

Indiana Department of Education

- Lead Math, Literacy, Early Learning, General Curriculum, Computer Science, STEM, and Digital Learning programs. We provide support and guidance to the field, creating resources, answering policy questions, and presenting professional development.
- Lead efforts to create a website and provide resources in response to the COVID-19 pandemic, including providing professional development on Digital Course Curation.
- Serve as a liaison with the Commission for Higher Education to ensure seamless articulation from K-12 to the postsecondary.
- Collaborate with the Family and Social Services Administration on Early Learning education, supports, and transitions.
- Oversee the administration of STEM Acceleration grants, Digital Learning grants, and other state monies.

April 2018 – December 2019 **Assistant Director, Curriculum and Instruction**

Indiana Department of Education

- Oversee the Math, Literacy, Early Learning, General Curriculum, and High Ability programs. We provide support and guidance to the field, creating resources, answering policy questions, and presenting professional development.

- Serve as the IDOE lead for creating a Math Transition course in conjunction with the Commission of Higher Education. Also formed a state team to participate in a national forum on the transition from high school to college.
- Support the School Improvement division to conduct school quality reviews and provide follow-up support.

August 2013 – April 2018 Middle School Math Coordinator Indianapolis, IN
MSD Warren Township, Stipend Position, Hours Vary, Duties overlap with Department Chair Duties

- Project manager for the contract with Agile Mind, Inc., a curriculum initiative in Grade 7 – Algebra II. I oversaw a 3 grade-level pilot beginning in January of 2016, with the full implementation occurring in 2016-2017.
- Supervised the writing of curriculum maps and pacing guides for 7-12 mathematics courses, ensuring the implementation of Indiana’s College and Career Ready Standards.
- Coached 18 middle school mathematics teachers at three middle schools in MSD Warren Township. Observed and debriefed with teachers, offering constructive feedback. Utilized collaborative planning and model teaching as appropriate.
- Participated in department meetings and data meetings at the three middle schools. Analyzed assessment data, identified gaps, and considered ways to increase student achievement.
- Collaborated with the building level instructional specialists and principals to increase the capacity to observe and critique quality mathematics instruction, including providing professional development.
- Planned and delivered professional development for secondary math teachers in the district, based on the current needs of teachers. The professional development focused on understanding the College and Career Ready Standards and the progressions in the standards, implementing the Standards of Mathematical Practice, literacy strategies, the implementation of Agile Mind curriculum, and Growth Mindset.
- Analyzed assessment data from district and state level assessments including NWEA and ISTEP, Indiana’s assessment program.

May 2012 – April 2018 Mathematics Department Chair Indianapolis, IN
Warren Central High School, MSD Warren Township 40+ hours/week

- Supervised and evaluated 25 high school math teachers, continuously working to improve the quality of instruction and monitor the implementation of Indiana’s College and Career Ready Standards.
- Recruited, interviewed, hired, and mentored new teachers in the math department. Wrote and implemented Problem Solving Plans for teachers in need of improvement.
- Remained current on all approved high school math courses, updating our mathematics course offerings as necessary. Built the master schedule for the math department, and set guidelines for scheduling students in mathematics courses. Consulted with counselors to ensure that students are scheduled in the appropriate math courses.
- Increased dual credit mathematics opportunities for students.
- Communicated with parents regarding their concerns for student achievement or other classroom issues.
- Served on the School Improvement Committee, contributing significantly to our School Improvement Plan, particularly with regards to math curriculum and instruction.

- Supervised collaborative groups for Algebra I, Geometry, and Algebra II.
- Collaborated with other area mathematics department chairs and representatives from the Indiana Department of Education, remaining current in trends and policies related to mathematics education.

August 1998 – May 2012 Full Time Mathematics Teacher Indianapolis, IN

Warren Central High School, MSD Warren Township

- Taught mathematics courses including Pre-Algebra, Algebra I, Geometry, Algebra II, Algebra/Trigonometry, Pre-Calculus, and Dual Credit College Algebra and Trigonometry (Vincennes University). Rated Highly Effective as a teacher.
- In 2011-2012, I served as a teacher representative on the district Evaluation Committee that developed the rubric we use for evaluation.

September 1996 – June 1998 Full Time Mathematics Teacher St. Louis, MO

Vashon High School, St. Louis Public Schools

- Taught Algebra I and Geometry in an urban high school.

ADDITIONAL PROFESSIONAL ACTIVITIES

Indiana Department of Education (2013 – 2016)

- Served on the standards writing committee for the 2014 Indiana College and Career Ready Standards, working on the high school mathematics sub-committee.
- Served on various state assessment committees from 2012 - 2016, including a specifications committee, a content review committee, a bias committee, and a range-finding committee.

Indiana University - Purdue University, Indianapolis (2014)

- Worked as an adjunct professor, teaching a pre-methods mathematics course to Elementary Education majors.

The Charles A. Dana Center, University of Texas in Austin (2015 – 2017)

- Served as an International Facilitation Fellow, delivering professional development on the College and Career Ready Standards to teachers in Guam and Stuttgart, Germany. Delivered the elementary mathematics training in August of 2015 and the secondary mathematics training in June of 2016 and 2017.

Department of Workforce Development (2010-2011)

- Participated in a cross-department initiative with the Department of Education and the Department of Workforce Development.

SERVICE ACTIVITIES

- Currently, serve on the Executive Board for the Indiana Council of Teachers of Mathematics as the Treasurer and member of the conference committee.
- In 2000 and 2001, I designed and delivered professional development workshops for teachers in Haiti on Teaching Mathematics to Elementary Children, Collaboratively and Actively.

PUBLICATIONS/CONFERENCES

April, 2013 ~ Article published in NCTM's "*Mathematics Teacher*" professional journal; "Becoming Mathematics Consultants"

October, 2013 ~ Presented at the ICTM Fall conference on Unpacking the Common Core Standards

Amy C. Beasley



- Education:** **B.A. Butler University, Indianapolis, Indiana, 1992**
- Work Experience:**
- 2020-now** **Indiana Department of Education, Indianapolis, Indiana**
-Innovation and Leadership Specialist
-Assisted Innovation and Leadership Director in planning Teacher Leaders Boot Camp, Teacher of the Year Recognition, Milken Awards, Superintendent Summit, Family Friendly Designations, Family Engagement
- 2015-2020** **Chapelwood Elementary School, Indianapolis, Indiana**
-Taught Kindergarten through Sixth Grade General Music
-Created an After School Show Choir
-Directed Holiday and Spring Musicals and Concerts
- 2012-2015** **Brazos Bend Elementary, Sugar Land, Texas**
-Taught Kindergarten through Fifth Grade General Music
-Directed four performances per year
-Started a fourth and fifth grade musical
-Ran a school-wide fundraiser for music department
- 2011-2012** **Morales Elementary School, Pasadena, Texas**
-Taught PK through Fourth Grade General Music
-Taught Piano class to second grade students
-Taught Drama class to third grade students
-Started an After School Choir for third and fourth graders
- 1994-2011** **Westfield Middle School, Westfield, Indiana**
-Choral Director, Choreographer, and Costume Designer for Fiddler on the Roof Jr, Annie Jr, Mulan Jr, and Alice in Wonderland Jr
-Shared responsibility of music department annual fundraiser
-Related Arts team leader
Organized field trips: Six Flags, Beef & Boards, Kings Island, Gatlinburg
- 1994-1997** **Westfield High School, Westfield, Indiana**
-Choral Director, 1st Place in show choir division Six Flags
-Toured community nursing homes and various Indiana cities
-Led team building lock-ins
-Involved with Amanda Strong Foundation charity

Amy C. Beasley



Conferences, Workshops, & Professional Affiliations:

Middle Level Institute Representative at Butler University
American Choral Directors Association
Indiana Music Educators National Conference
Alliance for Indiana Music Education

Awards/Interests:

2007 Wal-Mart Teacher of the Year (Westfield)
Brazos Bend Elementary Teacher of the Month-August 2012
Wayne Township District Teacher of the Month-November 2017
Most Outstanding Fall Student Teacher-Fall 1991
National Softball Association Female Player of the Year-'99 & '06
Professional Vocalist

Education

Bachelor of Social Work, 2006
Anderson University, Anderson, IN

Masters in Social Work (School concentration), 2008
Indiana University Purdue University Indianapolis, Indianapolis, IN

Masters in School Counseling, 2016
Indiana Wesleyan University, Indianapolis, IN

Work Experience

Director of Social, Emotional, and Behavioral Wellness

2017- current Indiana Department of Education Indianapolis, IN

- Provide training, consultation, and technical assistance for school and district personnel to ensure effective implementation of SEL practices in district.
- Create SEL model which includes professional development and resource identification.
- Provide best practice resources for drug prevention (including opioids) in schools.
- Regularly meet with school leadership and staff to identify and address concerns and opportunities surrounding the promotion of the SEL model and drug prevention.
- Oversee integration of SEL and drug prevention with academics and school improvement plans (Multi Tiered System of Supports MTSS).
- Create and facilitate the MTSS model in schools through awareness and implementation PD.
- Actively engage in a community-wide collaboration to reduce youth violence and victimization.
- Engage in community outreach aimed at increasing awareness of the SEL and drug prevention strategies.
- Be lead contact to work with Collaborating Academic and Social Emotional Learning (CASEL) to participate in the Collaborating States Initiative.
- Collaborate with all IDOE departments to support SEL and drug prevention efforts across departments.
- Collaborate with other State agencies that support vulnerable youth.

Title IV grant specialist

2017- 2017 Indiana Department of Education Indianapolis, IN

- Manage the Title IV grant program in addition to the competitive grant processes, peer review, monitoring and reporting
- Participate with a team of specialists for onsite monitoring of grant recipients to monitor appropriateness of grant implementation
- Develop and coordinate monitoring reports with required actions for grantees including follow-up resolution

- Review and approve documents for desktop monitoring to ensure compliance
- Collect reports from grant recipients and develop, record, and report data collection results related to assigned federal and state grants
- Assist in providing technical assistance and professional development to grantees
- Cross train other grant specialists on reviewing state and/or federal grants as well as any applicable monitoring and reporting protocols associated with such grants
- Keep current of research regarding best practices and updates in legislation on federal and state law relating to grants

School Counselor

2014-2017 Center Grove Middle School Central Greenwood, IN

- Student Scheduling
- SST (Student Service Team) Coordinator
- Individual counseling
- Character Education curriculum co-creator
- Classroom guidance lessons
- School-wide professional development team member
- District Fasttrack chairperson
- Data team member
- Crisis team member
- Home and School liaison
- Wrote district wide Lilly Counseling Grant (2017)
- Recipient of Center Grove Foundation Grant (2016-2017 school year)

School Social Worker

2008 – 2014 North Grove Elementary Greenwood, IN

- Facilitate Case Conferences.
- SST (Student Services Team) Coordinator and Response To Intervention team.
- Individual & group counseling, and classroom guidance lessons.
- Coordinate ISTEP and IREAD testing.
- Support teachers implementing Positive Behavior Supports.
- Trained district counselors in the Creative Problem Solving process.
- Presented to district employees on PBS for professional development.
- Presented to district employees on poverty in schools for PD.
- Help new students get orientated to school.
- Assist with 5th grade transition to middle school.
- Conduct FBA (Functional Behavior Assessments).
- Student council sponsor.
- Write 504 plans for students.
- Blessing Backpack school coordinator
- MSW supervisor for school track interns

Internships

Forest Dale Elementary Schools Practicum Student (2007 - 2008)

- Met with a caseload of 10-15 students on a weekly to monthly basis.
- Led and co-led a variety of lunch groups such as: study skills group, social skills group, divorce support group, etc.
- Member of the BBT team.
- Gained experience with Case conference meetings and special education meetings.

Urban Mission YMCA Practicum Student (2007)

- I helped run the summer day program for incoming freshman at Arlington High School.

Internships

Community Justice Center Practicum Student (2006)

- Helped inmates prepare for reentry into the community.
- Meet with intimates weekly after they left the facility.

Volunteer Experience

Young Life Leader (2006-2008)

- Built relationships with high school students.
- Helped high school students build their relationship with God.

Big Brother Big Sister Program (2003-2006)

- Was a Big Sister to a young girl for 3 years.

Twilight Zone Leader (2002-2003)

- Youth program for underprivileged middle school aged children.

Wheeler Mission Reading Program (2000-2002)

- Every Monday helped an elementary student with their homework.

Certifications

CPR certified
CPI certified
License Social Worker
School Service License

References

Julie Lawson, Assistant Principal at Middle School Central.



Erin Busk, 21st CLC grant specialist at Indiana Department of Education.



Cole Dietrich, Assistant Director of Charter Schools and Special Programs at Indiana Department of Education.





Summary Statement

Computer science educator with experience leading state-level computer science education initiatives. Passionate about the expansion of computer science in the K-12 space, always keeping equity and scalability in mind. Knowledgeable on trends, standards, and curricula in K-12 computer science education. Experience leading teachers and providing professional development.

Education

Indiana University- Bloomington Doctor of Philosophy, Instructional Systems Technology, Computer Science Minor	Expected 2024
Indiana University- Bloomington Master of Science, Instructional Systems Technology	Summer 2016
Indiana University- Bloomington Bachelor of Science, Secondary Mathematics Education	Spring 2013

Professional Experience

Computer Science Specialist- *Indiana Department of Education* Summer 2018- Present

- Provide statewide support, coordination, and technical assistance for Computer Science initiatives across Indiana
- Administer and interpret state educational policy related to Computer Science education
- Review, update, and support Indiana's Academic Standards for Computer Science
- Coordinate the development of resources focused on the improvement of CS education and achievement
- Provide content expertise to support a variety of stakeholders
- Work with local education agencies to ensure CS is offered in all Indiana schools
- Participate in the planning and delivery of computer science professional development and technical assistance to educators, school corporations, and other agencies and organizations
- Manage contracts with CS professional development providers
- Prepare regular reports on the status of computer science education in Indiana for the Governor's Office, state legislature, and State Board of Education
- Assist in managing and administering state-level STEM and Digital Learning programming, including grants
- Serve on ECEP Indiana leadership team and Flipping the Switch conference planning committee
- Organize State STEM and Computer Science Curriculum Showcase

Technology Coach and Instructional Team Leader- *Brown County Schools* Fall 2014- Summer 2018

- Attended regular meetings regarding various issues related to the school
- Led team meetings and kept members of the team informed about school issues and policies
- Developed staff professional development opportunities related to iPads, Chromebooks, web tools, and Canvas LMS
- Implemented staff professional development opportunities in collaboration with building and district administration
- Served as district and building Canvas Trainer
- Implemented a "Train-the-trainer" model to ensure that all buildings had adequate, easily accessible Canvas resources

Computer Science Teacher- *Brown County High School* Fall 2016- Summer 2018

- Taught Digital Applications, Web Design, Intro to Computer Science, Computer Science I, and AP Computer Science Principles
- Updated course offerings and curriculum for existing technology courses
- Expanded computer science offerings at the high school and worked to design a computer science pathway K-12
- Participated in district Curriculum and Technology Integration team to map digital skills and citizenship K-12
- Worked to encourage students of all backgrounds and ability-levels to take computer science
- Served as the student council adviser, math academic team coach, intermediate volleyball coach, and intermediate track coach



Mathematics Teacher- Brown County High School

Fall 2013- Fall 2016

- Taught Algebra 1, Algebra 2, PreCalculus, Trigonometry, Finite Mathematics, and Math Lab
- Designed, tailored, and implemented lesson plans aligning to the Indiana College and Career Ready Standards
- Successfully executed classroom management skills and developed a positive rapport with students
- Collaborated with other members of the mathematics department to develop and implement new curriculum
- Used best practices to implement technology throughout the curriculum including chromebooks and Canvas LMS
- Assisted in starting an iPad initiative within the math department, including teacher professional development, consisting of the deployment of class sets of iPads in each of the math classrooms at the school
- Taught Algebra 1 Summer School during summers 2014 and 2015

Conference/Workshop Presentations

- February 10, 2020 - HASTI Conference - *IDOE Computer Science Updates*
- January 15, 2020 - Purdue STEM Conference - *IDOE Computer Science Updates*
- December 4, 2019 - IYI Kids Count Conference - *Connecting STEM to Community*
- December 2, 2019 - Nextech SCRIPT - *The State of CS in Indiana*
- November 22, 2019 - Indiana Business Educators Conference - *IDOE STEM and CS Updates*
- November 20, 2019 - Nextech SCRIPT - *The State of CS in Indiana*
- November 8, 2019 - Hoosier Educational Computer Coordinators Conference - *IDOE STEM, Computer Science, and Workforce Updates*
- November 1, 2019 - Indiana Curriculum Instructional Association - *IDOE STEM, Computer Science, and Workforce Updates*
- October 18, 2019 - Indiana Connected Educators Conference - *IDOE Computer Science Updates*
- September 30, 2019 - Indiana Middle-Level Educators Association Conference - *IDOE STEM and Computer Science Updates*
- September 16-17, 2019 - Flipping the Switch! K-12 Computer Science Education Conference - *Q&A with Indiana's Computer Science Specialist*
- July 25, 2019 - Cybertech Midwest Conference - *Human Factor and Workforce Development Panel*
- May 16, 2019 - IN CTO Clinic - *The State of CS in Indiana*
- January 22&28 - Webinar - CS for School Counselors
- January 10, 2019 - Purdue STEM Conference - *The State of CS in Indiana*
- December 7, 2018 - Counselors for Computing - *The State of CS in Indiana*
- November 29, 2018 - Monroe County Community School Corporation STEM/CS Strategic Planning Meeting - *The State of CS in Indiana*
- November 16, 2018 - Indiana Business Educators Association Conference - *The State of CS in Indiana*
- November 7, 2018 - Hoosier Educational Computer Coordinators Conference - *Computer Science, Not Just for Nerds!*
- October 25, 2018 - Nextech SCRIPT - *The State of CS in Indiana*
- September 25, 2018 - Nextech SCRIPT - *The State of CS in Indiana*
- September 21-22, 2018 - Flipping the Switch! K-8 Computer Science Conference
 - Exploring the K-2 CS Standards*
 - Exploring the 3-5 CS Standards*
 - Exploring the 6-8 CS Standards*
- September 18, 2018 - Webinar - *Computer Science Standards and Assessment*
- September 17, 2018 - Indiana Middle Level Educators Association Conference - *Exploring the 6-8 CS Standards*
- August 28, 2018 - Artificial Intelligence Panel

Licenses, Certifications, and Awards

- Indiana Proficient Practitioner License
 - Mathematics for Middle, Junior High, and High School
 - Computer Science for Grades P-12
- SCRIPT Facilitator
- Google Certified Educator Level 1
- CIESC Technology Leadership Certification
- Indiana Association of Student Councils Rookie Adviser of the Year 2016
- STEM Teach III Grant Recipient in Computer/Technology



Conference/Program Reviewer

- NCWIT Awards for Aspirations in Computing - 2020
- Computer Science Teachers Association Conference - 2020
- Purdue STEM Education Conference - 2019

Professional Development

- National Initiative for Cybersecurity Education K-12 Conference 2019
- CS Policy Academy 2019
- CEdCon 2019
- Computer Science Teachers Association Conference 2019
- State Computer Science Supervisors Workshop 2019
- Arkansas Computer Science Summit for State Leaders 2019
- National Initiative for Cybersecurity Education K-12 Conference 2018
- NSF CSforALL RPP Workshop 2018
- CSforALL Summit 2018
- SCRIPT Facilitator Workshop 2018
- Computer Science Teachers Association Conference 2018
- HECC Conference 2017
- Flipping the Switch 2017: Integrating Computer Science Across the K-12 Curriculum
- InstructureCon 2017
- Code.org TeacherCon for Computer Science Discoveries
- Developing Individualized Professional Development for your Staff
- HECC Conference 2016
- Best Practices for Technology Coaches
- Advanced Placement Institute 2016 for AP Computer Science Principles
- CIESC Technology Leadership Certification – Cohort 4
- ISTE Conference 2014
- ICTM Conference 2012

Professional Affiliations

- Computer Science Teachers Association - Member
- Indiana Executive Council on Cybersecurity - Advisory Member

Joseph M. Walsh

National Milken Family Foundation Educator, 2003



EXPERIENCE

Indiana Department of Education, Indianapolis IN — *Academic Specialist*

August 2018 - PRESENT

Coordinates academic standards revisions; manages Green Ribbon School program; coordinates state-approved courses; provides professional development; and serves on various state-level commissions.

Brownsburg Community School Corp., Brownsburg IN — *Social Studies Secondary Coordinator*

July 2011 - August 2018

Served as the school district's coordinator for Grades 6-12 Social Studies curriculum, instruction, teacher development, instructor, and teacher evaluation.

Brownsburg Community School Corp., Brownsburg IN — *Director for Curriculum, Instruction, and Assessment*

July 2008 - June 2011

Administered curriculum development, assessment coordination, and program management

Brownsburg West Middle School., Brownsburg IN — *Assistant Principal*

January 2005 - June 2008

Assisted the principal with the management of school curriculum, teacher evaluation, and student discipline.

EDUCATION

Butler University, Indianapolis IN — *MS Secondary Education Administration*

July 1999 - May 2001

Completed the coursework to become a school administrator.

SKILLS

Developing teams

Organizing professional development

Hiring talented teachers

Teaching secondary students

Creating and sustaining projects

Writing and managing grants

AWARDS

Realizing the Dream Award Recipient, 2015 Identified as the Most Influential Educator by a former student and the Independent Colleges of Indiana.

Milken Educator Award, 2003 Received this national award for classroom instruction (www.mff.org).

Teacher of the Year, 2002 Honored by the Brownsburg Community School Corporation.

Community

Southside Quality of Life Vision Committee, Indianapolis, 2016

ILead Project Evaluation Reviewer, University of

Indiana University, Bloomington IN — *BS Secondary Social Studies Education*

September 1987 - May 1992

Completed the coursework to become a secondary teacher.

Roncalli High School, Indianapolis IN — *College Preparatory coursework*

September 1983 - May 1987

Completed the coursework necessary to attend college.

RECENT SERVICE

Shelly's Voice Mentor — *Educator for LGBTQ+ Youth Activism*

Instruct students and adults in best practices for youth to become LGBTQ+ youth to become young activists and allies.

Social Studies Teacher — *AP Human Geography, World History, US History, and Geography*

Teach one period daily as the Social Studies Secondary Department Administrator for the AP Human Geography course at Brownsburg High School.

Indiana Milken Educator Network Liaison — *Newsletter Coordinator*

Solicit and organize monthly newsworthy events for Indiana Milken Educators and the Milken Family Foundation.

Indiana Department of Education Teacher Evaluation Panel — *Team Evaluator*

Advised with the development of Indiana's Teacher Evaluation System.

Indiana Department of Education Charter School Evaluation Panel — *Charter School Grant Reviewer*

Recommended funding for new charter schools proposals.

Indiana University School of Education Alumni Board — *Member and past President*

Served as a member and president.

CONTACTS AND REFERENCES

Additional references are available upon request.

Ms. Kathleen Corbin — *Superintendent, Brownsburg Community School Corp. (Retired)*

[REDACTED]

Mrs. Jan Viars — *Assistant Superintendent, Brownsburg Community School Corp. (Retired)*

[REDACTED]

Mrs. Sarah Henry — *Science Secondary Department Administrator, Brownsburg Community School Corporation*

[REDACTED]

[REDACTED]

Dr. Bret Daghe — *Brownsburg High School Principal, Brownsburg Community School Corporation*

[REDACTED]

[REDACTED]

Mr. Rick Doss — *Director of Secondary Education, Metropolitan School District of Washington Township, Indianapolis*

[REDACTED]

[REDACTED]

Dr. Jane Foley — *Senior Vice President & Milken Educator Awards, Milken Family Foundation*

[REDACTED]

[REDACTED]

Mrs. Jennifer Greene — *Principal of Mohawk Trails Elementary School, Carmel, IN*

[REDACTED]



EDUCATION

Master of Public Health, Administration, Indiana University, 3.72 GPA - Bloomington, IN - Graduated May 2018
B.Ed./Reading Specialist, Purdue University, 3.4 GPA - West Lafayette, IN – Graduated December 2010

WORK EXPERIENCES

PROJECT AWARE SPECIALIST, OFFICE OF SCHOOL IMPROVEMENT, INDIANA STATE DEPARTMENT OF EDUCATION (IDOE); INDIANAPOLIS, IN — DEC 2018–PRESENT

Project lead on a Substance Abuse and Mental Health Services Administration (SAMHSA) five year, \$9 million grant awarded to IDOE in 2018 to increase awareness, detection and response to mental health concerns through a school-based model

DANCE INSTRUCTOR/CHOREOGRAPHER, INDY DANCE ACADEMY; INDIANAPOLIS, IN — AUG 2011–PRESENT

Independent contractor, instruction youth ages 8-17 in multiple styles of dance at a nationally-competitive level

CHILDHOOD OBESITY PROGRAM COORDINATOR, DIVISION OF NUTRITION & PHYSICAL ACTIVITY, INDIANA STATE DEPARTMENT OF HEALTH; INDIANAPOLIS, IN — JULY 2017–NOVEMBER 2018

Collaborate with fifteen statewide school districts on a variety of policies, system and environmental changes around healthy eating and increasing access to physical activity in schools and engagement of community agencies on systems change to improve knowledge and capacity of health and wellness initiatives in early child care settings

ENERGIZE PROGRAM ASSISTANT, MONROE COUNTY YMCA; BLOOMINGTON, IN — DEC 2016–APRIL 2017

Planned and implemented healthy eating, physical activity, and anatomy lessons in elementary schools

GRADUATE ASSISTANT, INDIANA UNIVERSITY; BLOOMINGTON, IN — AUG 2016–PRESENT

Graded, planned, and assisted undergraduate students in Women’s Health and International Health classes

2ND GRADE TEACHER, STOUT FIELD ELEMENTARY; INDIANAPOLIS, IN — AUG 2012–MAY 2016

Planned, taught and evaluated all subjects in a 93% free-and-reduced lunch school

STUDENT TEACHER MENTOR, STOUT FIELD ELEMENTARY; INDIANAPOLIS, IN — AUG 2014–MAY 2015

Co-taught, planned and evaluated a Ball State student teacher working to complete their teaching prep program

READING INTERVENTIONIST, STOUT FIELD ELEMENTARY; INDIANAPOLIS, IN — AUG 2011–JUL 2012

Accelerated reading goals for underperforming students in grades 1 – 6

COALITIONS

INDIANA SCHOOL MENTAL HEALTH INITIATIVE, STATEWIDE LEADERSHIP TEAM, MAY 2019–PRESENT

Collaboration and statewide strategic planning with other state agencies and organization with similar goals to Project AWARE

HEALTHY SCHOOLS ACTION TEAM MEMBER, INDIANA HEALTHY WEIGHT INITIATIVE — JAN 2017–PRESENT

Brainstorm and advocate for improved whole school, whole child, whole community statewide efforts in Indiana

FARM TO EARLY CARE & EDUCATION, PURDUE EXTENSION — NOV 2017–OCT 2018

Educate early care and education stakeholders at the state and local levels on the opportunities in farm to school to support early childhood development.

EARLY LEARNING ADVISORY COMMITTEE, CHILD WELL-BEING AND DEVELOPMENT WORKGROUP, ESTABLISHED BY INDIANA GENERAL ASSEMBLY — JAN 2018–OCTOBER 2018

Establish state-level priorities to ensure that children will have what they need for optimal development across all domains and across the birth to 3rd grade continuum

VOLUNTEER EXPERIENCES

MARION COUNTY COURT-APPOINTED SPECIAL ADVOCATE (CASA)— SEPT 2018–PRESENT

Protect children who are victims of child abuse as their voice in court, ensuring all children can thrive in a safe and secure home after attending 15 hours of trauma-informed care and cultural sensitivity training

STRONG SCHOOL COMMITTEE CO-LEAD, STOUT FIELD ELEMENTARY — JUL 2014–JUNE 2016

Worked with school administration to distribute tasks to committee members and collaborate with outside consultants on physical activity programming with external grant funding

GIRLS ON THE RUN COACH, STOUT FIELD ELEMENTARY — JUL 2013–APRIL 2016

Mentored 4th, 5th, and 6th grade girls on positive physical and mental health, while training for 5K races

PRESENTATIONS

INDIANA'S WHOLE STATE FOR A WHOLE CHILD, WHOLE CHILD SUMMIT; INDIANAPOLIS — FEBRUARY 20, 2019

Co-presented as a keynote speaker, updating Indiana educators on the steps being taken by the Indiana Department of Education and partners to improve school-based mental health infrastructure and supports around the state

THE SCHOOL NURSE'S ROLE IN BEHAVIORAL/MENTAL HEALTH OF STUDENTS, INDIANA SCHOOL HEALTH NETWORK CONFERENCE; INDIANAPOLIS — JUNE 2019

Presented to individuals interested in consider their role as school nurses or empowering other school nurses to lead their district in implementing social and emotional learning or further addressing behavioral health concerns in their school or district

PUT YOUR MONEY WHERE YOUR MOUTH IS – FUNDING FOR WHOLE CHILD TO FULFILL ESSA REQUIREMENTS, INDIANA SCHOOL HEALTH NETWORK CONFERENCE; INDIANAPOLIS — JUNE 2019

Presented to school health leaders to understand the variety of funding streams which can be used to fund school health initiatives in Indiana

INDIANA'S SOCIAL EMOTIONAL LEARNING COMPETENCIES: SERVING THE WHOLE CHILD, INDIANA SCHOOL SOCIAL WORKERS ASSOCIATION REGIONAL CONFERENCE; COLUMBUS, IN — MAY 2019

Presented to Indiana's school social workers on Indiana's newly released social and emotional competencies to increase adoption and evidence-based mental health prevention programming

SOCIAL, EMOTIONAL, AND BEHAVIORAL WELLNESS: RESOURCES AND FUNDING IDEAS TO EXPAND SCHOOLS' WHOLE CHILD APPROACHES, IDOE'S TITLE CON CONFERENCE; INDIANAPOLIS — APRIL 2019

Presented to school administrators interested in accessing IDOE's social and emotional resources and funding sources to improve whole child supports in their schools

CREATING IMPACT ON STUDENT AND STAFF HEALTH THROUGH WELLNESS COUNCILS, INDIANA SCHOOL HEALTH NETWORK CONFERENCE; INDIANAPOLIS — JUNE 2018

Presented to school health leaders on leveraging and improving the collective impact of wellness councils and policies established through the 2010 Healthy, Hunger-Free Kids Act in school districts around Indiana

COMPREHENSIVE SCHOOL PHYSICAL ACTIVITY PROGRAM (CSPAP), ACTION FOR HEALTHY KIDS STATE MEETING FOR SCHOOL LEADERS; INDIANAPOLIS, IN — FEB 2018

Presented to school health leaders from around the state to increase knowledge of the CSPAP program as a vehicle to increase physical activity for all students in schools

GRANT WRITING AND COORDINATION

SUBSTANCE ABUSE AND MENTAL HEALTH SERVICES ADMINISTRATION (SAMHSA), PROJECT AWARE – INDIANA STATE DEPARTMENT OF EDUCATION (IDOE)— DEC 2018 - PRESENT

Project lead for the expansion of IDOE's capacity, in partnership with the state mental health agencies, to support school-aged youth and local education agencies to increase awareness of mental health issues, provide training for school personnel and community members to detect and respond to mental health issues, and connect youth who may have behavioral health issues or illness to needed services.

USDA FARM TO SCHOOL GRANT – INDIANA STATE DEPARTMENT OF HEALTH — MARCH 2018 – NOV 2018

Co-wrote the awarded proposal with the DNPA division epidemiologist and nutrition coordinator, leading in the launch of a statewide, multi-agency Farm to School project alongside Purdue Extension, Indiana State Department of Agriculture and Indiana State Department of Education

STATE PUBLIC HEALTH ACTIONS TO PREVENT AND CONTROL DIABETES, HEART DISEASE, OBESITY AND ASSOCIATED RISK FACTORS AND PROMOTE SCHOOL HEALTH, CENTERS FOR DISEASE CONTROL & PREVENTION — JUL 2017 AND JUN 2018

Coordinated fifteen statewide school districts on a variety of policies, system and environmental changes around healthy eating and increasing access to physical activity in schools and worked with government agencies on systems change to improve knowledge and capacity of health and wellness in early child care settings

EVERY KID HEALTHY – IU HEALTH, STRONG SCHOOL- STOUT FIELD ELEMENTARY — JUL 2015 AND JUL 2016

Managed Strong School wellness committee to strengthen initiatives, used data, and collaborated with stakeholder to use \$4500 funding for the promotion of healthy behaviors for teachers, students and their families

MOVEMENT IN THE CLASSROOM: IMPACT OF TEACHER MOVEMENT AND CLASSROOM MOVEMENT INITIATIVES AT FAIRVIEW ELEMENTARY; MCCSC, BLOOMINGTON, IN — DEC 2015

Collaborated with Carol Kennedy-Armbruster, Mary Zinkan, Lisa Greathouse, and Brian Kiessling, through a SPH Community-Based Research Partnership to use \$4,000 funding on programs to support more movement within the school for Fairview teachers and students

IMPACT OF MOVEMENT INITIATIVES AT SCHOOL, WAYNE TOWNSHIP; INDIANAPOLIS, IN — JAN 2015

Collaborated with Carol Kennedy-Armbruster, Brian Kiessling, Judy Stegemann, and IU's School of Public Health Community-Based Research Partnership to use \$10,000 funding on programs that supported increased movement within the school and workplace for Wayne Township employees and students

IU STRONG SCHOOL AND ACTION FOR HEALTHY KIDS; STOUT FIELD ELEMENTARY — JUL 2014

Constructed a wellness committee of school stakeholders to support physical activity initiatives, begin data-collection of steps for teachers and students, and collaboration with outside consultants to use \$1500 funding to encourage students and teachers to increase physical activity throughout the school day

AWARDS

Teacher of the Year, Stout Field Elementary – May 2014

PROFICIENCIES

Coalition Building & Maintenance | Data Collection and Analysis (SPARS) | Grant Writing & Coordination | Program Evaluation | CPR Certified | CANVAS and SPSS software | Social & Behavioral Responsible Conduct of Research | Social Media Marketing | Microsoft Office | Planning and Teaching for Children and Adults | Trauma-Informed & Responsive Practices

LACEY A BOHLEN



OBJECTIVE

To pursue a career that challenges me intellectually and creatively and to inspire others along the way.

SKILLS

A well-organized, highly driven individual with a passion for education. I thrive in teamwork settings as well as individually and have superb inter and intrapersonal skills. I am driven, highly flexible and adaptable, attentive to detail and quick to learn new skills.

INDIANA DEPARTMENT OF EDUCATION

TITLE IV GRANT SPECIALIST

1/2019 – Current

- Approve and review Title IV, A grants as well as discuss edits with LEAs.
 - Review and improve grant application and processes.
 - Created and released new Innovation Grant for IDOE
 - Assist with approving and reviewing various other state grants such as MSP, 21st CCLC, High Ability, and others.
-

TEACHING EXPERIENCE

PHALEN LEADERSHIP ACADEMY | INDIANAPOLIS PUBLIC SCHOOLS | ZIONSVILLE HIGH SCHOOL

8/2008 – 1/2019

- Integrate technology into the classroom utilizing Makerspaces and STEAM
 - Create, deliver, and organize materials as well as information for structured and effective lessons for a variety of classes.
 - Coordinate with community partners for various projects.
 - Collect data and set goals for growth.
 - Introduce career or college pathways and foster career connections.
 - Write grants for funding for classroom materials.
 - Consistently rated highly effective or effective.
-

EDUCATION

BAED | MAY 2008 | HERRON SCHOOL OF ART AND DESIGN

Repeated Dean's List Student and IU/PUI Road Scholar.

VOLUNTEER EXPERIENCE OR LEADERSHIP

- Organized students to paint traffic signal boxes around schools.
 - Wrote and had multiple grants funded.
 - Partnered with multiple local organizations to engage and enroll students in continuing art education or career pathways.
-

Meri Carnahan

Experience

Indiana Department of Education - *eLearning Resource*

Specialist January 2005 - PRESENT

- Organize educational technology-related webinars, oversee the process of registration and participation, award PGPs to participants. archive content, and share with the field on YouTube.
- Organize and facilitate online professional book groups; select and read the book and lead the weekly discussion: oversee the registration and participation and award PGPs to participants.
- Create, organize, and maintain pages within the IDOE website.
- Attend and support education and technology related conferences around the state.
- Support the social media efforts of the eLearning team to provide resources and professional development opportunities for teachers and administrators.

Indiana Web Academy - *Educational Resources*

Coordinator September 2000 - January 2005

- Provided technology training to Indiana Department of Education employees.
- Attended education and technology related conferences to discuss IWA with conference participants.
- Created training guides for a variety of different computer applications to be used by Education Coordinators in our office and educators in the field.
- Visited schools to provide technology training on a variety of topics to teachers of diverse skill levels.

Education

Indiana University, Bloomington - *Bachelor of Science in*

Education August 1992 - December 1995 Concentration: English;

Endorsement: Computer

Licensure

Indiana Teaching License - grades 5-12 English, grades K-12

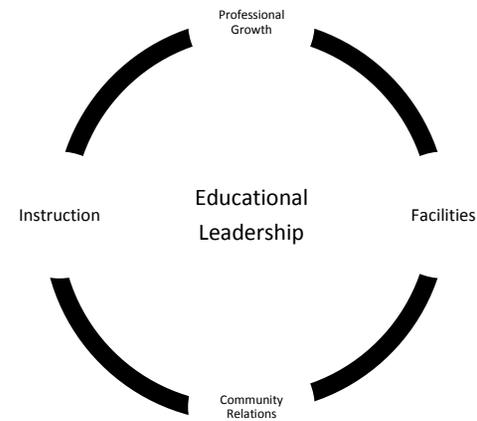
Computer

Skills

Web editing, Google Suite, Microsoft Office, familiar with many digital applications for teaching and learning and willing to learn new applications, social media platforms

Excellent written and verbal communication skills, attention to detail, work well with others on my team and in the field

Rebecca Estes



Professional Licensures

=Indiana Building Level Administration License ❖ Proficient Practitioner ❖ #10031463

Indiana Professional Educator’s License ❖ Elementary Generalist ❖ #1570715

Indiana Professional Educator’s License ❖ Reading Specialist ❖ #1570715

Education

Doctor of Philosophy in Educational Studies ❖ Anticipated in 2020 ❖ Purdue University

Master of Science in Educational Leadership ❖ August 2010 ❖ IU School of Education

Bachelor of Arts in Elementary Education ❖ December 2005 ❖ Purdue University

Indiana Academic Honors Diploma ❖ May 2001 ❖ Decatur Central High School

Professional Experience

Director of Leadership and Innovation ❖ IDOE ❖ 2019-Current

Director of Curriculum ❖ Hamilton Boone Madison/Noblesville ❖ 2018-2019

Principal ❖ White River Elementary School ❖ 2016-2018

Assistant Principal ❖ Glens Valley Elementary School ❖ 2012-2016

TAP Master Teacher ❖ Abraham Lincoln Elementary School ❖ 2011-2012

2nd Grade Teacher ❖ Abraham Lincoln Elementary School ❖ 2010-2011

3rd Grade Teacher ❖ Abraham Lincoln Elementary School ❖ 2009-2010

1st Grade Teacher ❖ Abraham Lincoln Elementary School ❖ 2006-2009

Special Ed Long-Term Substitute ❖ Abraham Lincoln Elementary ❖ March 2006-May 2006

1st Grade Long-Term Substitute ❖ Abraham Lincoln Elementary ❖ January 2006-March 2006

3rd Grade Student Teacher ❖ Clinton Young Elementary ❖ August 2004-December 2004

Additional Experience

Supplemental Education Services Site Manager ❖ MSD Perry Township ❖ 2009-2011

Philosophy of Educational Leadership

As an educational leader, I dedicate myself to being a visionary who acts with integrity, seeks out knowledge, and communicates with everyone involved in providing all children with a world-class education.

Professional Knowledge and Training

* BIT Planning/Implementation

*NWEA

*CPI (Crisis Prevention)

*504 Plans

*MCLASS

*Curriculum Mapping

*Everyday Mathematics

*SIOP Model

*MyOn Reading

*TAP/ NIET Evaluation Rubric

*Acuity

*6+1 Writing Traits

*Tungsten Benchmarks

*Smekens Writing

*Pearson Successmaker

*TCRWP Units of Study

*Restorative Practices

*Canvas

References

Keary Rininger

Whitney Wilkowski

Dave Mundy

Principal

Director of EL and PD

Associate Superintendent

Avon Community Schools

MSD Perry Township

Noblesville Schools

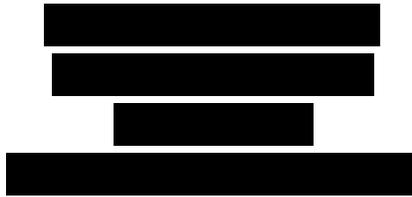
ksrininger@avon-schools.org wwilkowski@perryschools.org dave_mundy@nobl.k12.in.us

317-340-4424

317-450-0932

317-440-6768

Shannon L Dick



Education, Honors, and Certifications

M.S. Education

Indiana Wesleyan University, 2007

Bachelor of Science Elementary Education, Computer Education

Indiana University, IUPUI, 2001

PLTW Launch Lead Teacher Certification

July 2019

Apple Teacher Certified

February 2019

PLTW Launch Certification

Purdue University, June 2017

Employment

Indiana Department of Education

Indianapolis, IN

- Innovation Specialist - Teaching and Learning Team
- January 2020 - present

MSD Warren Township Schools - Indianapolis, Indiana

Sunny Heights Elementary School

- K-4 PLTW STEM Teacher, 2017 – January 2020
- 4th Grade Math & Science Teacher, 2016 – 2017
- 4th Grade Teacher, 2015-2016

Brookview Elementary School

- 4th Grade Teacher, 2013-2015
- 4th Grade Excel Teacher, 2010-2013 school years
- 5th Grade Teacher, 2008-2010 school years
- 4th Grade Teacher, 2007-2008 school year
- 2nd Grade Teacher, 2004-2007 school years
- 1st Grade Teacher, 2001-2004 school years
- 1st Grade Student Teacher, January – March 2001

Warren Township Intersession

- Remediation Teacher, Spring and Fall terms, 2003-2012

Creston Middle School

- Computer Education Student Teacher, March – May 2001

Professional Development

- ASM Materials Science Teachers Camp, June 2016
- Blended Learning Forum, June 2016
- Eureka Math Training, July 2016; September 2016
- PLTW/Vex Robotics Training, July 2016
- Compass Learning Training, July 2016
- Ryan Flessner Math Choice Workshop, 2014
- University of Indianapolis, Co-Curricular Focus Group, 2014
- Conner Prairie Outdoor Education Seminar, 2014
- Reading Recovery Teacher Training, 2001
- Guided Comprehension, 2001
- Smart Board training, 2011
- DRA2 training, 2010
- Indiana State PTA Convention, 2011 Educator Track Workshops
- Ruby Payne Training, 2003
- SEC 2nd Grade Conference, 2005
- Reading and Standards Correlation Workshop, 2005
- National Reading Recovery Conference, 2008
- Capturing Kids Hearts Training, 2005
- Mary Lynn Woods Writing, 2004

- Retelling Workshop, 2003
- Literacy Strategies for Non-Fiction, 2006
- Non-Fiction Primary Literacy Project, 2006
- 6+1 Writing Traits Training, 2006
- Teaching Word Problems Made Easy
- Mastering Math Facts

Committees & Affiliations

- Robotics Coach, 2016-present
- Science Bowl Coach, 2016-2017
- Volunteer, Sonny Day Community Center, 2014-present
 - Perishable Foods Coordinator, Sonny Day Community Center, 2015 – 2017
- Curriculum Calendar Mapping Team 2012-2015
- Redistricting Committee, 2007
- Reading Textbook Adoption Committee
- Science Calendar Committee
- Member Reading Recovery Council
- Spell Bowl Coach
- Scrabble Club Advisor
- PNN (school newscast) Advisor
- Indiana Area Reading Council

Grants Awarded

- Project Lead The Way (PLTW) Lead Teacher Training Grant
- Warren Arts and Education Foundation Grant - "March to Washington" a collaboration project with Art teacher
- TechPoint for Youth Foundation - Girl Powered Robotics Grant
- TechPoint for Youth Foundation - Robotics Team Grant
- Donors Choose Projects:
 - Cleaning Our Future - water and air pollution project
 - Authors All Around Us - publishing student authors
 - Techno Readers - adding e-readers to the classroom
 - Ready for Real Reading - picture books

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization

Indiana Department of Education
115 W Washington Street, South Tower, Suite 600
Indianapolis, IN 46204

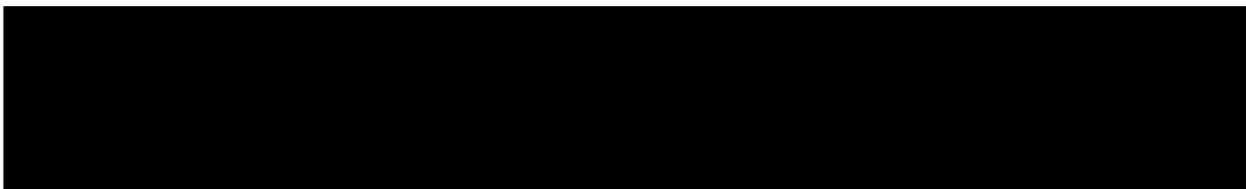
Date: SEP 22 2017

Agreement No: [REDACTED]

Filing Reference: Replaces previous Agreement [REDACTED]

Dated: 6/30/2017 [REDACTED]

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



Distribution Base:

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

Applicable To:

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

Treatment of Fringe Benefits:

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

Capitalization Policy: Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$500.

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:

Indiana Department of Education
115 W Washington Street, South Tower, Suite 600
Indianapolis, IN 46204

For the Federal Government:

U.S. Department of Education
OCFO / FIO / ICG
550 12th Street, SW
Washington, DC 20202-4450



Signature

DR. JENNIFER McCONNICK

Name

SUPERINTENDENT OF PUBLIC INSTRUCTION

Title

SEPTEMBER 29, 2017

Date



Signature

Frances Outland

Name

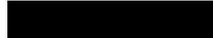
Director, Indirect Cost Group

Title

SEP 22 2017

Date

Negotiator: Nelda Barnes

Telephone Number: 



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

SEP 22 2017

Dr. Jennifer McCormick
Superintendent of Public Instruction
Indiana Department of Education
115 W Washington Street, South Tower, Suite 600
Indianapolis, IN 46204

Reference: Agreement No. 2017-113

Dear Dr. McCormick:

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
OCFO / FIO / ICG
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 Nelda Barnes at [REDACTED].

The next indirect cost rate proposal based on actual data for the year ending June 30, 2019 is due by December 31, 2019. This proposal should be sent to the above address.

Sincerely,

[REDACTED]
Frances Outland
Director, Indirect Cost Group
Financial Improvement Operations

Enclosures

No proprietary information is included in this application.



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

Requirement 5: Provide an assurance to the Secretary IDOE assures it will provide all information regarding grant activities, performance measures, evaluations, and other information deemed appropriate by ED. IDOE is in good standing with all federal programs and we will continue to do so.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

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Dr. Jennifer McCormick
Superintendent of Public Instruction

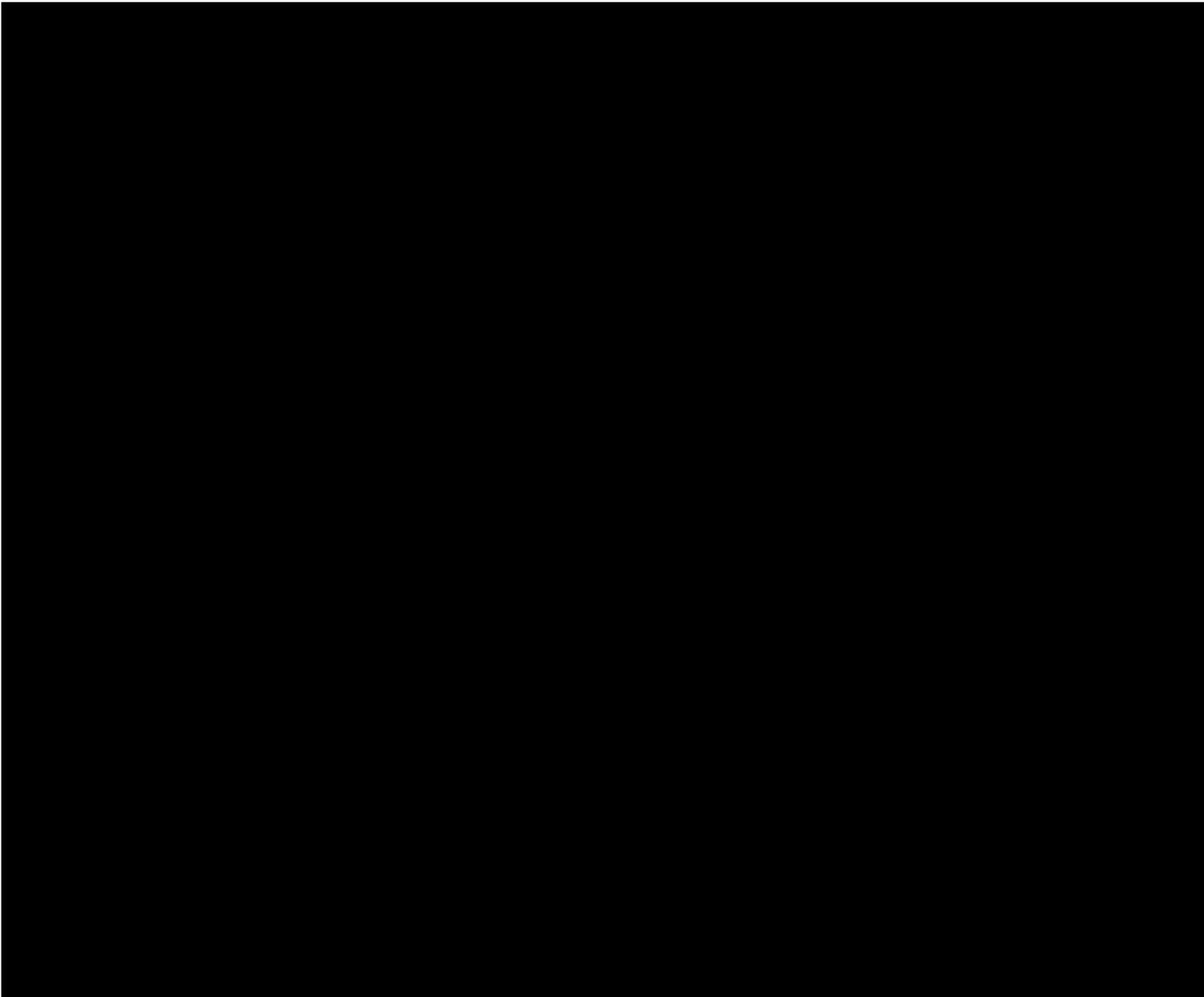
DEPARTMENT OF EDUCATION

Working Together for Student Success

Budget Narrative for ESF-REM grant

Section A: Federal Funds

Personnel Direct Charges



Travel (\$7,500) – Technical Assistance Cost

- a. In-state/Inter-state Travel: The travel budget includes \$1,000 annually for in-state or inter-state travel expenses that will be incurred traveling between sites and the IDOE in

Indianapolis for onsite monitoring, technical assistance, or regional professional development sessions. In-state travel includes the use of rental cars for trips over 120 miles round-trip (State travel policy requirement), hotels when overnights are required (in-state rate capped at \$96 plus tax per night), per diem for travel requiring overnight (\$26 per day), and mileage for round trips that are less than 120 miles at the state rate at the time of travel (\$0.39 per mile currently). The travel budget also represents one additional out-of-state trip to another SEA or U.S. Education Department (ED) related conference to collaborate between states regarding virtual course access best practices, and will be paid in accordance with state travel rules anticipated at \$500/per person airfare; \$300/night hotel at 3 nights per person; ground transportation at \$25/day; and out-of-state per diem of \$32/day for an average total cost of \$1,500 per out-of-state event.

	Year 1	Year 2	Year 3	Total
In-state Travel	\$1,000	\$1,000	\$1,000	\$3,000
Out-of-State Travel	\$1,500	\$1,500	\$1,500	\$4,500
Total	\$2,500	\$2,500	\$2,500	\$7,500

Equipment (\$0)

- a. Technology needs are addressed through seat charges applied by the Indiana Office of Technology, which are represented in the “Other” category.

Supplies (\$500)

- a. Funds are requested at \$500/year to cover the costs of printing and duplication of products and materials and supplies for trainings and regular office needs. These include print and electronic project information, project reports, training materials, distribution of research reports, and consumable supplies for project staff.

	Year 1	Year 2	Year 3	Total
Supplies	\$500	\$500	\$500	\$1,500

Contractual

Development of Virtual Course Frameworks (\$8 million): The IDOE will oversee a partnership with a Course Access vendor and/or development expert to develop virtual course frameworks of key elementary, middle, and high school courses for program participants to pilot within demonstration sites with existing staff members. The costs will include contract fees for the third party vendor’s time/effort of developing or adapting courses to align with Indiana’s high-quality

academic standards to develop course frameworks for course participants to place in their learning management systems. The cost will include requirements that the course frameworks remain free to Indiana educators in perpetuity rather than an annual or license fee. The cost will ensure that experts in the various content area fields can contribute to the development of the frameworks, as well as hire Indiana educator advisors to provide feedback before, during, and after the development process. Due to the total cost of the project, the contractor cannot be named as IDOE must follow Indiana Department of Administration (IDOA) rules on procurement. IDOE will release a request for quotes to solicit responses from a qualified vendor with experience in project evaluation and course access.

The goal is to have 100 virtual course access frameworks created over the 3 year project, of 60 high school, 30 middle school, and 10 elementary. These course frameworks can be used by Indiana educators to modify to meet their own needs, and serve as models for courses individually created beyond the provided frameworks.

	Year 1	Year 2	Year 3	Total
	\$4,000,000	\$2,500,000	\$1,500,000	\$8,000,000

Training for Demonstration Sites & Participants (\$1,050,000)

IDOE will release a request to participate for Indiana public and private schools to serve as demonstration sites for the intent to deliver courses virtually to serve the needs of their students. Two teachers from each demonstration site will be involved to plan to deliver at least one course in the initial phase, out of their entire courseload, in a virtual format. The number of courses delivered online will increase in future years, and/or involve additional educators to prepare for possible 100% virtual only teaching methods should another pandemic occur. The cost regarding this activity will involve the IDOE and vendor providing intensive training to the cohort of demonstration site staff to utilize the created virtual course access framework, or to be able to create their own. Costs will cover the speaker(s), training materials, associated travel costs for the vendor and training participants, site space, and related costs. Once the cohort is developed, additional training may be offered to other staff within the demonstration sites, or a second round of additional sites

The training will be recorded and/or delivered in a module format so that the training will be sustainable to provide support to additional teachers in the future expansion of this project.

	Year 1	Year 2	Year 3	Total
	\$400,000	\$350,000	\$300,000	\$1,050,000

Coursework Framework and Activity Warehouse (\$1,500,000)

IDOE will seek out an off-the-shelf solution to house the created and revised coursework framework, curricula, and activities that will easily allow users to drag and drop items into their own learning management systems and/or function as an LMS if one is needed. The warehouse will serve as a learning objective repository that will speak with the respective users' LMS so that the end user can easily integrate, edit, and finalize coursework materials to present to students, families, and staff.

This system will also encourage and facilitate future activities to be developed to then store, even at the standard or activity level, so that users across the state can share virtual teaching and learning methods to embed into courses. The cost will include the procurement, set-up, and maintenance. Ongoing maintenance after the three years is expected to be minimal, and will be covered by other state and federal dollars as needed.

	Year 1	Year 3	Year 2	Total
	\$1,000,000	\$300,000	\$200,000	\$1,500,000

Virtual Teaching and Learning Evaluation Framework (\$200,000): The IDOE will oversee a project to develop, revise, and implement an evaluation framework for teachers who deliver instruction in an online or virtual format. The framework will align to Indiana's research-based RISE framework so that evaluators can identify high-yield practices that lead to positive outcomes. The cost includes training for administrators and educators.

	Year 1	Year 2	Year 3	Total
	\$100,000	\$75,000	\$25,000	\$200,000

Mentor Teacher Stipends (2,250,000)

The course demonstration sites will allow for students within the participating schools to participate in high quality virtual schools, along with students in non-participating LEAs who do not offer the specific courses in their brick and mortar settings. The two (2) teachers from each demonstration site will be expected to offer at least one of their courses of their course load in a

virtual format, participate in ongoing training, serve as mentors for additional teachers in the school, and if the school needs to shift to 100% virtual learning formats due to another pandemic, then can serve as an internal coach and expert to others.

IDOE’s goal is that one-third of its approximately 2,300 public and accredited private schools participate with the involvement of at least two teachers per site. The approximately 1,500 teachers would each receive an annual mentor stipend of \$500 each, at an annual cost of \$750,000.

	Year 1	Year 2	Year 3	Total
	\$750,000	\$750,000	\$750,000	\$2,250,000

Per-Pupil Course Participation Fees (\$1,800,000)

In order to achieve a statewide initiative, students in the non-participant sites might wish to have access to virtual courses beyond what their brick-and-mortar courses offer. IDOE will utilize this funding to demonstrate and expand the per-student participation in a virtual course offered by another entity in which the brick-and-mortar site cannot offer the course or does not have the appropriate personnel, capacity, and/or student interest to create a whole class. The fee of \$300 per course is comparable to existing prices that third-party vendors offer.

The \$600,000 reserved per year at \$300 per student per course will allow for 2,000 students (and or fewer students who take multiple courses) to receive a virtual course elsewhere that their brick-and-mortar school does not offer. This fee can be made available to other public and private schools, and/or third-party vendors that have qualified Indiana teachers that offers courses aligned to Indiana state standards.

	Year 1	Year 2	Year 3	Total
	\$600,000	\$600,000	\$600,000	\$1,800,000

Evaluation of Impact of Virtual Course Access (\$60,000) – Evaluation/Technical Assistance Cost

Funds are requested to conduct a research study utilizing our robust and comprehensive longitudinal school choice data set to evaluate the impact of the virtual course access funding on student achievement. The study's objectives will include the sharing of best practices. The outcomes of the study will include a public dissemination of the findings and implementation of relevant findings of IDOE efforts while providing technical assistance and professional development to program participants and non-program participants. Due to the total cost of the project, the contractor cannot be named as IDOE must follow Indiana Department of Administration (IDOA) rules on procurement. IDOE will release a request for quotes to solicit responses from a qualified vendor with experience in project evaluation and course access. Cost estimated based upon other evaluation projects conducted in past.

	Year 1	Year 2	Year 3	Total
Evaluation	\$20,000	\$20,000	\$20,000	\$60,000

Construction

Not allowed

Other (\$4,587)

\$1,529 per year for 3 years represents seat charges for the 1.0 FTE project director, which includes phone services, technology equipment, and related costs. This rate is set by the Indiana Office of Technology (IOT).

	Year 1	Year 2	Year 3	Total
Seat Charges	\$1,529	\$1,529	\$1,529	\$4,587

Indirect (\$ [REDACTED])

[REDACTED] of technical assistance and administration set asides of the grant per IDOE agreement with USED. The indirect cost rate is not applied to contracts.

	Year 1	Year 2	Year 3	Total
ICR	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

Section B: Non-Federal Funds

Not applicable