

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 # S425B200016

Grants.gov Tracking#: GRANT13153871

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200016

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1241-GEPA427Attachments-1239-NH 2020)</i>	e10
5. Grants.gov Lobbying Form	e12
6. Dept of Education Supplemental Information for SF-424	e13
7. ED Abstract Narrative Form	e14
<i>Attachment - 1 (1235-K-12 NH DOE AbstractFinal)</i>	e15
8. Project Narrative Form	e16
<i>Attachment - 1 (1242-K-12 NH DOE NarrativeFinal)</i>	e17
9. Other Narrative Form	e42
<i>Attachment - 1 (1236-Appendix 1. Letter from Governor)</i>	e43
<i>Attachment - 2 (1237-Appendix 2. Resumes)</i>	e44
<i>Attachment - 3 (1238-Appendix 3. Indirect Cost Rate)</i>	e60
<i>Attachment - 4 (1239-Appendix 4. Proprietary Info)</i>	e64
<i>Attachment - 5 (1240-Appendix 5. Assurance letter)</i>	e65
10. Budget Narrative Form	e66
<i>Attachment - 1 (1234-K-12 NH DOE Budget Narrative)</i>	e67

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="06/27/2020"/>	4. Applicant Identifier: <input type="text" value="Nh Department of Education"/>
--	---

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

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

d. Address:

* Street1:	<input type="text" value="101 Pleasant Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Concord"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="NH: New Hampshire"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="03301-3852"/>

e. Organizational Unit:

Department Name: <input type="text" value="NH Department of Education"/>	Division Name: <input type="text" value="Div of Ed. Analytics/Resources"/>
---	---

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

Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Caitlin"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Davis"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

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

* Email:

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

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

13. Competition Identification Number:

84-425B2020-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

NH Rethink K-12 Education Models Grant Application

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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



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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

NH 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	20,000.00	20,000.00	20,000.00			60,000.00
4. Equipment	5,000.00	1,000.00	1,000.00			7,000.00
5. Supplies	3,000.00	1,000.00	1,000.00			5,000.00
6. Contractual	6,640,000.00	6,640,000.00	6,640,000.00			19,920,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	81,700.00	81,700.00	81,700.00			245,100.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	500,000.00	500,000.00	500,000.00			1,500,000.00
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed)**

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 # S425B200016

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

DISCLOSURE OF LOBBYING ACTIVITIES

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

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

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1: Street 2:

* City: State: Zip:

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

* Signature:

* Name: Prefix * First Name Middle Name

* Last Name Suffix

Title: Telephone No.: Date:

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1241-GEPA427Attachments-1239-NH 2020.pdf

Add Attachment

Delete Attachment

View Attachment

**Section 427 of the
General Education Provisions Act (GEPA)**

Name of Institution/Organization: New Hampshire Department of Education
Project Name: New Hampshire Rethink K - 12 Schools Grant Program application

The New Hampshire Department of Education does not discriminate on the basis of race, color, religion, marital status, national/ethnic origin, age, sex, sexual orientation, or disability in its programs, activities and employment practices. This statement is a reflection of the Department of Education and refers to, but is not limited to, the provisions of the following laws:

- Titles IV, VI, and VII of the Civil Rights Act of 1964 - race color, national origin
- The Age Discrimination in Employment Act of 1967
- The Age Discrimination Act of 1975
- Title IX of the Education Amendments of 1972 (Title IX) - sex
- Section 504 of the Rehabilitation Act of 1973 (Section 504) - disability
- The Americans with Disabilities Act of 1990 (ADA) - disability
- NH Law against discrimination (RSA 354-A)

Equitable Resources can be found at the following link:

<http://www.education.nh.gov/titleix/equity.htm>

Notice of Non-discrimination, grievance procedures and individuals designated to handle inquiries regarding the non-discrimination policies and laws for the New Hampshire Department of Education can be found at the following link: <http://www.education.nh.gov/titleix/index.htm>
New Hampshire follows the Title IX federal law that prohibits educational organizations that receive any Federal funding from discrimination based on sex. 20 U.S.C.A. §1681 et. seq.

No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity receiving federal financial assistance.

The purpose of the law is two-fold - to prevent the use of federal resources to support discriminatory practices in educational programs and to provide individual citizens protection against discrimination. Through legislation, rulemaking, and court decisions, Title IX has developed into a comprehensive and multifaceted law.

The regulations specify that discrimination is prohibited based on gender, and marital or parental status in the following listed (but not exclusive) areas: admissions, housing and facilities, courses and other educational activities, career guidance and counseling services, student financial aid, student health and insurance benefits, scholastic, intercollegiate, club, or intramural athletics or employment. Although there is no specific provision against discrimination based on sexual orientation or identity, sexual harassment against a gay or lesbian student that prevents the student from receiving educational benefits would constitute a Title IX claim.



Frank Edelblut
Commissioner

Christine M. Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301



PART C

General Education Provisions Act (GEPA) – Section 427

SAU Number:

LEA Name:

Name, Telephone and Email Address of person completing the GEPA:

Name: _____

Phone Number: _____

E-mail Address: _____

Superintendent/Charter School Administrator Signature: _____

GEPA 427 General Educational Provisions Act

<http://www2.ed.gov/fund/grant/apply/appforms/gepa427.doc>

Section 427 requires each LEA applying for funds to include in its application a description of the steps the LEA proposes to take to ensure equitable access to and participation in its federally assisted programs for students, teachers, and other program beneficiaries with special needs. 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, et al from such access to, or participation in, the federally funded project or activities.

1. How does the LEA ensure equitable access for students and teachers to participate in federally assisted programs?

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	
NH Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Mr.	* First Name: Frank Middle Name:
* Last Name: Edelblut	Suffix:
* Title: Commissioner	
* SIGNATURE: [REDACTED]	* DATE: 06/27/2020

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

1. Project Director:

Prefix: Ms.	First Name: Caitlin	Middle Name:	Last Name: Davis	Suffix:
----------------	------------------------	--------------	---------------------	---------

Address:

Street1:	101 Pleasant Street
Street2:	
City:	Concord
County:	
State:	NH: New Hampshire
Zip Code:	03301-3852
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:

ABSTRACT: New Hampshire Department of Education Rethink K-12 Education Models Grant. Commissioner Frank Edelblut. [REDACTED]

The goal of this grant is to provide equitable access to a shared virtual learning environment for students, teachers, and parents as well as equitable access to an assessment system and shared library of curriculum and classes for all New Hampshire K-12 schools. The New Hampshire Department of Education (NH DOE) seeks funding under **Absolute Priority 2: The development and/or expansion of a high-quality course-access program.** Specifically, the NH DOE will provide student licenses to a statewide learning management system (LMS) that will enable educators to move smoothly between on-site, blended, and remote learning. Through outreach, training, and support, the NH DOE will work with educators to create a robust online library of content, curriculum, and assessment tools widely available and free.

The NH DOE will use grant funds to purchase LMS licenses for all State K-12 students in public and non-public schools, hire trainers and educational content coaches, and pay stipends to encourage teachers to create and share synchronous and asynchronous, remote and blended learning curriculum. The NH DOE will collaborate with schools to open high-value career and college readiness classes to students from other districts. The grant will give students access to curriculum regardless of location; enable the NH DOE to support vulnerable student groups, specifically rural, disadvantaged, and low-income students; and help the Department address inequities in K-12 education. The NH DOE will focus content development on literacy, special education, STEM, CTE, advanced placement, and dual/concurrent enrollment classes. Since the LMS is also used in New Hampshire's State colleges, the NH DOE will partner with both systems to ensure a seamless transition to State two-year and four-year public institutions. The NH DOE respectfully requests **\$23,700,000** to create this virtual learning environment.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

New Hampshire Department of Education

Rethink K-12 Education Models ESF-REM Grant Application

Table of Contents

Introduction	Page 2
(1) APPROACH	Page 7
A. Implementation plan and timeline	Page 7
B. Plan to assess the number of students served	Page 13
C. Plan to assess parent satisfaction remote learning offerings	Page 14
D. The number and types of new remote learning options provided	Page 14
(2) ANALYSIS	Page 15
A. Immediate needs in New Hampshire to support remote learning	Page 15
B. How this project will address those needs	Page 15
(3) DESCRIPTION OF NEW HAMPSHIRE’S CORONAVIRUS BURDEN	Page 16
(4) ANALYSIS OF STATE ASSETS AND COLLABORATIVE EFFORTS	Page 21
(a) Steps taken to address the State’s immediate needs and student needs	Page 21
(b) Barriers faced in meeting such needs	Page 24
(5) ASSURANCE	Page 25
(6) GOVERNOR’S SUPPORT	Page 25

Introduction

The New Hampshire Department of Education (NH DOE or Department) seeks funding under **Absolute Priority 2: The development and/or expansion of a high-quality course-access program such as by (1.) Designing and assembling high-quality educational content; and (2.) Creating and launching a statewide virtual learning or course access program.**

The primary goal of this project is to provide equitable access to a shared virtual learning environment for students, teachers, and parents as well as equitable access to an assessment system and shared library of curriculum and classes. The Department will provide teacher training in how to conduct blended and remote learning classes as well as to encourage teachers, through stipend payments, to write curriculum to share and open seats in their classes with students throughout the State. Ultimately, New Hampshire will be able to create a course-access program that enables students to select, upon availability and approval, courses offered by any public school in the State regardless of a student's assigned school.

To achieve these goals, the Department will provide access to a statewide Learning Management System (LMS) and train teachers and administrators on how to take advantage of all platform capabilities. In doing so the NH DOE will construct the apparatus and infrastructure educators and students need to flow smoothly between onsite, remote, and blended learning.

The NH DOE realizes that remote learning must be a continuing option in the State, not only because of the pandemic, but because of winter storms and other types of closures. As the pandemic ebbs and flows over the coming months or years, students may need to move between on-site, blended, and remote learning. Having an LMS in place that can be used on-site or

remotely provides instructional continuity and a single consistent learning environment for students and teachers regardless.

The NH DOE also realizes that even if all schools open in the fall, not all parents will feel comfortable sending their children to learn onsite. The State's one virtual school, the Virtual Learning Academy Charter School (VLACS), primarily offers classes in grades six through 12 although it has just expanded to offer some 4th and 5th grade classes. VLACS would not be able to absorb a massive enrollment rush, nor would it be able to serve all grades and all students. Therefore, schools must plan for the possibility that they will need to provide remote learning.

The elements of an LMS

An LMS is a full-featured, comprehensive cloud-based software application that acts as an integrated online hub for assignments, assessments, grading, messaging, and student analytics. The LMS chosen by the NH DOE, Canvas by Instructure, is fully extensible due to its open application programming interface architecture and support for over 400 LTI (Learning Tools Interoperability) compliant tools. Educators will be able to easily integrate many applications, such as Google Apps for Education, Office 365, OneNote, Immersive Reader, Google Hangouts Meet, Microsoft Teams Meetings, and Zoom into their lessons using a single Canvas log-in. They will be able to build, share, and curate curriculum across schools and districts or pull in content from outside sources. They will have access to and will be trained on the use of advanced video tools that allow two-way interaction. Most importantly, they will be able to connect with their peers across the State and collaborate more effectively.

While the LMS applications will always deliver instructional continuity through a single-log-in, students will be able to use multiple devices to access coursework and grades, and will have a choice between mobile platforms. Parents can co-enroll in classes to review their child's

assignments and performance and use the LMS to access district and class announcements.

Canvas is used by New Hampshire's two-year community college system and the State's four-year university system. With the K-12 LMS adoption, State public and non-public school students will have a seamless K-20 LMS environment.

Consistency and support

The statewide LMS will replace the fragmented mix of systems and software currently used in the State. By purchasing LMS licenses in bulk for all New Hampshire students, the NH DOE will save significantly on cost per license. Those school districts that have purchased their own LMS will no longer have to pay hefty licensing fees and those districts that have not had the funds to purchase an LMS, will have access to all statewide LMS capabilities. As of June 26, the NH DOE has received letters of support for this project from New Hampshire school districts with combined enrollments of close to 100,000 students.

Common schema

New Hampshire is currently engaged in developing statewide, course-specific learning competencies that can serve as both a model for schools to use to design curriculum, as well as by third-party organizations that design educational experiences for State students. These statewide competencies will create a common schema for instructional design that educators can use statewide. (See PACE information next page.) Additionally, New Hampshire is a competency-based State and has moved away from the old model of seat-time-based credit and towards an innovative, competency-based credit system. Under this system, a student earns credit based upon demonstrated mastery of local, State, and graduation competencies, wherever they occur. This can include at the workplace or other experiential program via an extended learning opportunity, through an education program, or through various other training or learning

experiences. This creates an environment that is highly compatible with interoperable learning records (ILR). While the State has not yet developed an ILR system, it has created an environment that is conducive to this model.

The NH DOE chose a statewide LMS where student work can be self-paced and competency based. The LMS would support educators that use New Hampshire's Performance Assessment of Competency Education system (PACE). PACE is a first-in-the-nation accountability strategy that offers a reduced level of standardized testing, together with locally developed common performance assessments. The PACE system supports deeper learning for students and organization change for schools and districts by using a combination of local, common, and State-level assessments. At the core of PACE is locally-developed, locally-administered performance assessments. These are tied to grade and course competencies determined by local school districts and are aligned with the State's challenging academic content standards.

In each grade and subject, participating schools and districts collaboratively develop and administer one common complex performance task, the PACE Common Task. These tasks serve as calibration tools and provide evidence about the comparability of judgments related to student achievement across New Hampshire PACE schools and districts. Comparability means that if a student is deemed proficient in one district, that same student would also be deemed proficient in another school district.

Equity and access. New Hampshire is a small rural State with sparsely populated northern and western regions and concentrated urban populations in the larger southeastern cities. The northern and western regions of the State often suffer from a lack of economies of

scale. This has resulted in pockets of underserved, educationally disadvantaged student populations. Adopting a common LMS will help serve these hard to reach students and communities and will be an important way New Hampshire can address equity gaps for disadvantaged students. The sharing of literacy and special education (SPED), and teacher resources will be a major benefit of a shared LMS. Not only for lesson/unit/ or course sharing, but as a communication link between teachers across the State thanks to the system's communications and work-group tools.

Students who attend small, isolated high schools in New Hampshire have less access to science, technology, engineering, and math (STEM); career technical education (CTE), advanced placement (AP), and dual and concurrent enrollment classes. The Department will encourage educators from smaller schools to use the shared curriculum library to offer additional high-value college and career-readiness classes. Likewise it will encourage the opening of high-value, remote class enrollment across districts to help address the equity gaps that rural students face. The LMS will also provide a range of accessibility tools not available in many smaller schools. It is available in over 33 languages, an option that will be helpful to State ESL educators.

The NH DOE investment in this product will result in decreased expenditures at the local level and give small schools and districts the same access to a product that would otherwise be out of reach. A statewide LMS will help these schools and districts access resources and support. It will be accessible to more learners, on a wider range of devices, and available at any time, in any location. The NH DOE plans to begin student course access through synchronous remote attendance by students when seats are available. The Department will encourage districts and teachers to provide high-value courses asynchronously as well.

(1) APPROACH

A. Implementation plan and timeline for key grant activities

The NH DOE plans to support remote and blended learning initiatives in these ways:

- Access to one common Learning Management System (LMS) free of charge, for all public and non-public school students.
- Professional development and training in state-of-the-art remote learning curriculum techniques, and instruction on how to use the sophisticated tools included with the LMS.
- A library of free courses and assessment tools.
- Stipend support for expert teachers in technology and content who (1.) write curriculum and/or (2.) open available high-value career and college readiness class seats (virtually) for out-of-district student enrollment.

Program Deliverables

- **Learning Management System (LMS).** The NH DOE will purchase and deploy licenses for a statewide LMS that will be available to all public and non-public school students.
- **Implementation support plan.** The NH DOE will design an implementation support plan to assist schools, districts, students, and parents with adoption of the new LMS.
- **An LMS remote learning support team.** The NH DOE will hire an LMS program administrator - the iLearnNH Grant Manager - to plan, direct, and monitor the platform adoption and training program. This manager will report to an administrator in the NH DOE Division of Education and Analytic Resources. In addition, the Department will contract with the vendor to provide a remote instructional designer, a technical consultant, a project consultant, two adoption consultants, and a instructional support principal consultant.

- **A marketing/outreach plan** – The NH DOE will create a marketing outreach plan that includes strategies to inform all public and non-public schools, parents, students, and communities of LMS adoption, features, and course options for students. The plan will use the Department’s online marketing capabilities including websites, email, Facebook, Twitter, Instagram, press release distribution, and monthly statewide administrator meetings. Outreach will be provided on all phases of LMS implementation.
- **Two-pronged comprehensive training program.** The NH DOE will design a training program that focuses on: (a) How to adopt and use the LMS for everything from grading, to assessment, to professional development, and (b) How to write effective curriculum for blended/remote learning and/or sharing in the LMS library. Upon purchasing the LMS, the NH DOE will offer educational opportunities to help schools, districts, parents, and students learn the new technology. These trainings may include face-to-face meetings, webinars, or pre-recorded videos and trainings.
- **Course-access program guidelines.** The NH DOE will create course-access program guidelines for administrators, teachers, students, and parents. Guidelines will address quality control; content approval guidelines; free access for students; high-value college career readiness determination; course availability requirements; steps educators must take to offer seats in a class, or steps students must take to attend class; and a guide to a lottery system, which will be used as a fair and equitable method to determine student enrollment when there are more student applicants than available space.
- **Teacher stipends and stipend guidelines.** NH DOE will provide priority support and stipends for curricula that the Department determines to be high-value/high need. It will use a

staggered stipend system to encourage development of literacy and SPED support materials and curriculum, as well as for access to CTE, STEM, AP dual/concurrent enrollment classes.

- **Student and parent guidelines on course enrollment.** The NH DOE will determine and share how parents and students will be able to review course options and enroll in classes. The guide will walk students through the steps they need to take to get permission to enroll in a class both from their school and from their teacher so that credits are accepted.
- **Feedback surveys.** The NH DOE and educators will design academic feedback surveys for teacher trainings, student course assessment, and parental comments. It will use student and parent surveys to gather requests for additional courses, programming supports, or other input as needed. Assessments will also track school, teacher, student, and parent satisfaction.
- **Shareable courses.** Ultimately, the LMS library will contain a wide variety of courses and materials that can be shared with educators and accessed by students throughout the State.

Management/Implementation Plan

NEW HAMPSHIRE MANAGEMENT / IMPLEMENTATION PLAN CHART	
Objective 1: Enable statewide access to one consistent LMS for all public and non-public schools in New Hampshire to deliver high-quality educator support and instructional content via in-person, remote instruction, and hybrid environments using synchronous and asynchronous models.	
GOALS: Performance Measure 1: Student licenses for statewide LMS made available to all public and non-public schools, staff, and teachers K-12 in New Hampshire by September 1, 2020. Performance Measure 2: One third of public and non-public school teachers and students adopt LMS and curriculum resources by year one. Performance Measure 3: Two thirds of public and non-public school teachers and students adopt LMS and curriculum resources by year two. Performance Measure 4: Training begun through in-person and online, and remote webinars for initial LMS access by August 2020.	
Activity 1	Purchase licenses for a statewide LMS with access to high-quality additional software and program add-ons including two-way video with both synchronous and asynchronous delivery methods, live video-conferencing features, robust content-creation tools, and plagiarism checks.
Timeline	Upon receipt of Rethink K-12 grant funds, the NH DOE will contract with LMS vendor for rollout at the beginning of the fall school year September 1, 2020.
Budget/Resources	Grant funds and Rethink K-12 staff time.

Responsibility	NH DOE staff, division director, K-12 staff.
Milestones	<ul style="list-style-type: none"> • LMS and related software, program, and content tools available to all schools. • Student licenses awarded.
Activity 2	Hire a project director at the NH DOE to oversee the administration and implementation of the grant funds and the program objectives and goals.
Timeline	Upon receipt of Rethink K-12 grant funds, the NH DOE will post the project director position with administrative services.
Budget/Resources	Grant funds.
Responsibility	NH DOE staff and administrative services
Milestones	Project director begins oversight of the administration and implementation of the grant.
Activity 3	Create and implement marketing outreach plan to educate education community and parents to availability of statewide LMS and trainings.
Timeline	August through December. Ongoing outreach to publicize LMS adoption and trainings.
Budget/Resources	Grant funds and NH DOE staff time.
Responsibility	NH DOE project director and communications staff.
Milestones	Marketing/informational collateral distributed via website, Facebook, Twitter, Instagram, email lead to enrollment in LMS and training.
Activity 4	Create implementation support plan for educators to ease transition to LMS.
Timeline	August through December. Ongoing outreach as needed as new schools enroll.
Budget/Resources	Grant and NH DOE staff time.
Responsibility	Grant and NH DOE staff.
Milestones	<ul style="list-style-type: none"> • Support plan distributed to all interested school in September. • Plan made available as schools express interest.
Activity 5	Rollout the statewide LMS to all public and non-public schools, staff, and teachers K-12 through in-person and online, remote webinars and training for initial LMS access.
Timeline	Training and webinars will occur throughout August, September, and October of 2020 as the LMS system is rolled out across the New Hampshire educational landscape. Additional trainings will occur as necessary beyond October to ensure access to all educational personnel. Recordings of the trainings will be made available in the LMS professional development library and on the NH DOE website for public use as well.
Budget/Resources	Grant funds, project director, NH DOE staff.
Responsibility	Project director.
Milestones	<ul style="list-style-type: none"> • Technical assistance/workshops provided. • Baselines for student and teacher enrollment set
Objective 2: Increase, expand, and support the number of New Hampshire educators capable of (1) using all LMS features and (2) who can design, share, and teach high-quality, high-demand course content.	
<p>GOALS:</p> <p>Performance Measure 1: Two-thirds of the State’s public and non-public staff are trained in the use and adoption of the statewide LMS over the course of three years, with significant training resources deployed during the first two years and in the third year as needed.</p> <p>Performance Measure 2: Two-thirds of the State’s public and non-public staff are trained how to write effective curriculum for remote learning and/or sharing in the LMS library.</p> <p>Performance Measure 2: Training resources developed to use within the State educational systems and at the NH DOE to ensure continuous support and technical assistance beyond the life of the grant funds.</p>	

Activity 1	Provide direct training to schools and teachers through the use of trained support staff working directly with the statewide LMS or an authorized and approved third-party vendor with training and technical assistance background in the programs and software.
Timeline	<ul style="list-style-type: none"> • Trainings will be offered synchronously and asynchronously at a high volume during the first year of the grant. Trainings will continue to be offered during years two and three, but at a smaller volume as determined by the needs of the educational systems and the speed of adoption statewide. • Technical assistance will be available continuously throughout the life of the grant, with the expectation that technical assistance capacity will be built up and become available post grant completion as well.
Budget/Resources	Grant funds, project director, NH DOE staff.
Responsibility	Project director, LMS vendor.
Milestones	<ul style="list-style-type: none"> • 75% of the State’s educational system staff trained on how to use all LMS tools, including teachers, administrators, and support staff over the three year grant period. • 75% of the State’s teachers trained on how to write effective blended and remote learning curriculum over the three year grant period.
Activity 2	
	Build capacity for on-going statewide training and technical assistant beyond grant life.
Timeline	Ongoing.
Budget/Resources	Grant and NH DOE funds, project director.
Responsibility	Project director.
Milestones	<ul style="list-style-type: none"> • Statewide help-desk for LMS technical assistance, questions goes live. • Portal for knowledge library and FAQ system for easy access by educational staff as well as students and parents goes live.
Objective 3: Grant funds ensure free availability of high quality instructional content for public and non-public schools and students.	
<p>GOALS:</p> <p>Performance Measure 1: 10-15 New Hampshire school districts enroll in the program during the first year to populate coursework in the LMS and make high-quality instructional content available to the local district students in a synchronous, remote environment.</p> <p>Performance Measure 2: The number of local school districts that are making content available through the LMS expand in year 2 and 3 to include at least 75% of the districts in the State with the goal of full State participation.</p> <p>Performance Measure 3: NH DOE identifies third-party vendors with high-quality educational content willing to partner with the State to make instructional content available to public and non-public students through the LMS.</p> <p>Performance Measure 4: Students have access to an instructional library of content through the LMS for asynchronous learning at any time, regardless of geographic location or district residence.</p> <p>Performance Measurement 5: By the end of three years, the State will see a minimum of 25% of the student population accessing statewide course content, either synchronously or asynchronously, through the statewide LMS.</p> <p>Performance Measure 6. Teachers receive stipends when they open available seats for high value courses to students outside a school/ and or district.</p>	
Activity 1	Identify 10-15 public school districts willing to pilot coursework for their students through the LMS.
Timeline	First year of the grant.
Budget/Resources	Grant funds, project director, curriculum trainers and support staff.
Responsibility	Project director, LMS vendor.
Milestones	Increased percentage of students accessing content through the LMS each year of grant.

Activity 2	Identify at least five high-quality third party vendors with educational content to make available through the LMS.
Timeline	First year of the grant.
Budget/Resources	Grant funds, project director, curriculum trainers, and support staff.
Responsibility	Project director, LMS vendor.
Milestones	Course content available for student access on LMS. Increasing student participation with content through the LMS each year of the grant.
Activity 3	
	Provide training and technical assistance for building high-quality course content in an LMS system and delivering remote synchronous and asynchronous instruction.
Timeline	Ongoing.
Budget/Resources	Project director, third party vendor, curriculum support staff and team.
Responsibility	Project director.
Milestones	<ul style="list-style-type: none"> • Baseline for teacher participation set. • Increased percentage of teachers trained to deliver high-quality content through LMS.
Activity 4	
	Hire a curriculum support team to train teachers and administrators and provide technical assistance for content creation. Include a dedicated remote instructional designer and a dedicated principle consultant.
Timeline	First year of the grant, on-going cost years 2 and 3 as needed
Budget/Resources	Grant funds, project director, NH DOE staff.
Responsibility	Project director.
Milestones	Fully staffed team of content/curricular experts provide training and support statewide.
Activity 5	
	Develop local LMS expertise statewide by identifying educational personnel with content expertise and technical and training background willing to support local and statewide adoption of high-quality course content through the LMS. Local experts will be trained and provided a small stipend for building and supporting the content framework as the LMS is built out to capacity.
Timeline	Ongoing.
Budget/Resources	Project director, curriculum team, up to 500 local educational experts trained to build out and support the LMS framework.
Responsibility	Project direct, curriculum team.
Milestones	Coursework built out in the LMS system and available to students across all content areas enumerated in New Hampshire Administrative rules, including all core course content in math, English language arts, and science.
Activity 6	
	Course access guidelines created and proportional provision of services to public and non-public students defined.
Timeline	By December 2020.
Budget/Resources	NH DOE and K-12 staff time.
Responsibility	Project director.
Milestones	Course access guidelines posted on LMS and NH DOE website.
Activity 7	
	Teacher stipend guidelines formalized.
Timeline	By December 2020.
Budget/Resources	NH DOE and K12 staff time.
Responsibility	NH DOE management, OMB staff, LMS project director.
Milestones	Payment system implemented.
Objective 4: Increase student and family participation with LMS system and determine necessary on-going supports for increased student access statewide and across identified subgroups, including disadvantaged students.	

GOALS:	
Performance Measure 1: 10% increase in parent access of LMS in year 2 and year 3 after a baseline is established in year 1.	
Performance Measure 2: 80% or higher student and parent satisfaction of LMS system and course content, as determined by statewide surveys each year.	
Performance Measure 3: Participation in LMS by students of all identified subgroups within the New Hampshire State ESSA plan during year 1, and increased participation rates in years 2 and 3.	
Activity 1:	Develop and promote LMS statewide through a dedicated website and portal within the LMS to house statewide online content.
Timeline	Ongoing.
Budget/Resources	Project director, NH DOE staff, and communications director.
Responsibility	Project director.
Milestones	Participation increases yearly.
Activity 2:	
Identify and track student access to LMS by ESSA subgroup and develop and deliver quarterly surveys to students and families to identify necessary supports to increase student access and participation.	
Timeline	Quarterly throughout all three years.
Budget/Resources	Grant funds, project director, department data team.
Responsibility	Project director, department data team.
Milestones	<ul style="list-style-type: none"> Increased participation within each identified student subgroup. Supports identified by survey results delivered to improve LMS system access across all student groups.
Activity 3:	
Develop and deliver student and parent satisfaction surveys statewide.	
Timeline	Annually.
Budget/Resources	Grant funds, project director, data team.
Responsibility	Project director.
Milestones	<ul style="list-style-type: none"> Surveys created. Survey results collected annually; used to improve the LMS and increase student access to the system.

B. Plan to assess the number of students served. LMS enrollment tracking will be able to tell the NH DOE, districts, and schools how many students have licenses and how many are actively using the system at any point in time. Districts and educators will use online academic, and opt-in non-academic, student evaluation surveys to assess student satisfaction regularly. The surveys will be age appropriate and student completion will be required at the close of a unit or class and/or quarterly as defined. Teachers will review surveys at the conclusion of each unit/class. Subgroups identified in New Hampshire’s ESSA plan will be surveyed quarterly and the Department will use the data identify barriers and improve access to coursework. Administrators

will review as school/district requirements permit. The Department will collect student and parent satisfaction data yearly and will use the data to determine allocation of financial resources for the teacher stipend system and where to provide additional training or support.

C. Plan to assess parent satisfaction remote learning offerings. The Department of Education has been successful in the past gathering parental input and using it to inform decision making. For example, 56,000 New Hampshire parents and educators completed a School Transition, Reopening, and Redesign Taskforce (STRRT) survey in May 2020. Similar surveys and outreach, which will include email and contact via the statewide LMS, will gather parental satisfaction statistics, comments, and requests regarding quality or availability of classes or suggestions for additional options. The NH DOE Division of Education Analytics and Resources is well versed in gathering, analyzing, and distributing survey data to inform decisions such as the need for additional coursework and whether to shift budget support.

D. The number and types of new remote learning options provided. The Department plans to add targeted support through its statewide LMS for on-site, blended, and remote learning. Extensive training will be provided in the latest techniques and tools for e-learning including interactive two-way video that enables teacher/student discussion.

The Department will strongly encourage the adoption of the LMS platform and will encourage the opening of available seats, starting with courses designated as high-value, in both synchronous and asynchronous settings. It will focus content development dollars specifically on SPED, literacy, and college and career readiness classes in STEM, CTE, AP, and dual and concurrent enrollment.

(2) ANALYSIS

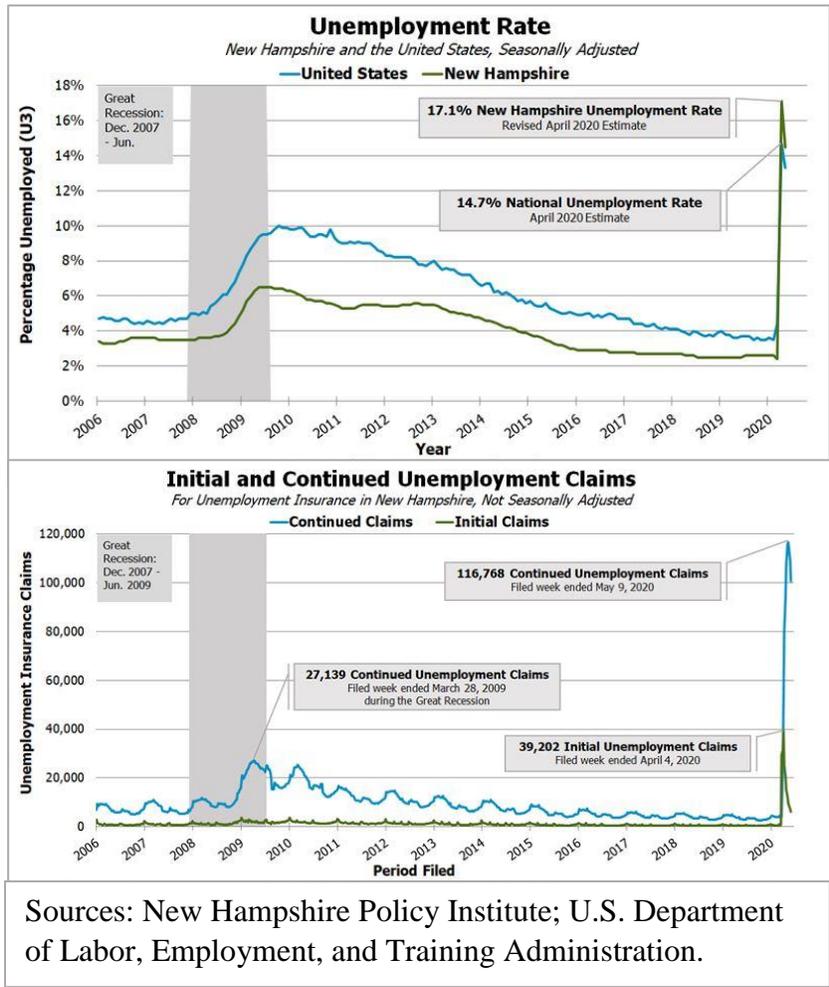
A. Immediate needs in New Hampshire to support remote learning. To provide baseline data, the Department administered the Statewide Remote Learning Internet Device Survey in April 2020 to all State administrators in public and non-public schools. The survey asked questions regarding the digital tools and devices schools and teachers used, internet access issues, and problems districts and teachers faced as they moved rapidly to remote learning. The survey results uncovered an alarming inconsistency between what one district could provide teachers and students compared what another wealthier district could provide.

The survey showed that New Hampshire schools used a wide variety of LMS–type applications, quasi management systems, e-learning and other software or technology for remote learning including: *Zoom; Google Meeting, Classroom, Hang-Outs, and Docs; Microsoft Teams and Office 365; Schoology; Class Dojo; PowerSchool; ClassReach; DropBox; Seesaw for Schools; Epic; Plato Learning; Go To Meeting; Skype; Science Fusion; Khan Academy; Edmentum learning; Big Ideas Math; Raz-Kids; Writing City; Canvas; Blackbaud; Moby Max; Odyssey Ware; Max Scholar; Text Now; You Tube; PlayPosit; Veracross; Doceri Tablet; Padlet; Screencastify; Study Island; Doxy.me; News-2-You; Facebook; IXL; Alma; Slack; email; text message; phone, and more.* Sometimes, teachers within schools used different software and students had to log-in to multiple applications to complete their studies.

B. How this project will address those needs. The NH DOE will provide access to the LMS based on enrollment. It will be open to both public and non-public students. In October of the 2019-20 school year, New Hampshire had 207,826 students, 192,003 public school students and 15,823 non-public school students. (In 2019-20, only 7.6% of New Hampshire students attend

non-public schools.) Public and non-public school educators will have access to the LMS library of curriculum professional development tools.

(3) DESCRIPTION OF CORONAVIRUS BURDEN



This grant’s Notice Inviting Applications (NIA) Appendix 7 places New Hampshire in the 21st through 40th percentile for Coronavirus burden. The following burdens, however, are not accounted for in the NIA calculations, and pose additional problems for students, parents, and schools in the State.

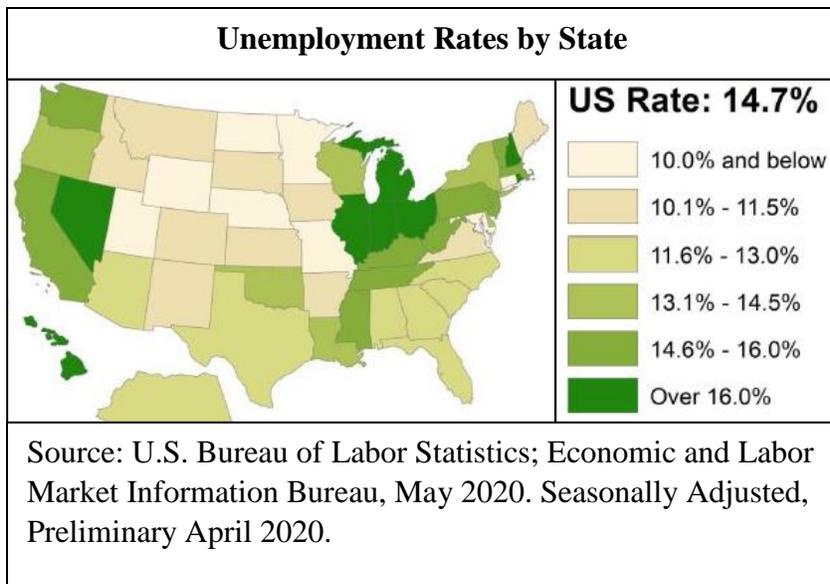
Unemployment. New Hampshire’s historically low

unemployment rates flipped during the Covid-19 pandemic. Rather than leading the nation with stellar unemployment rates, New Hampshire ranked 44th in State unemployment in April and 41st in May.¹ The seasonally adjusted unemployment rate in April was 17.1%, compared to the

¹ New Hampshire Employment Security, Economic and Labor Market Information Bureau.
Source: U.S. Bureau of Labor Statistics, April 2020.

COVID-19 AFFECTED UNEMPLOYMENT RATE BY COUNTY			
COUNTY	TOTAL CLAIMS BY NH RESIDENTS WORKING IN NH: MARCH 15 TO MAY 23	FEBRUARY 2020 LABOR FORCE	COVID-19 AFFECTED UNEMP. RATE
Belknap	8,455	31,039	27.2%
Carroll	6,826	23,718	28.8%
Cheshire	6,890	41,500	16.6%
Coos	3,665	14,724	24.9%
Grafton	9,452	51,045	18.5%
Hillsborough	46,359	245,905	18.9%
Merrimack	17,026	84,821	20.1%
Rockingham	31,609	188,982	16.7%
Strafford	14,522	75,410	19.3%
Sullivan	3,590	23,061	15.6%
Totals	148,394	780,205	19.0%

Source: *COVID-19 Unemployment Rates Impact on NH*, New Hampshire Employment Security Economic and Labor Market Information Bureau (ELMI), June 4, 2020.



Source: U.S. Bureau of Labor Statistics; Economic and Labor Market Information Bureau, May 2020. Seasonally Adjusted, Preliminary April 2020.

national rate of 14.7%.² For comparison, New Hampshire’s rate was 2.5% in April 2019. State unemployment dropped slightly in May but was still 14.5%, while the national rate was 13.3%. Residents filed 148,394 new unemployment claims between March 15 and May 23. According to the New Hampshire Employment Security Economic and Labor Market Information Bureau (ELMI), the unadjusted unemployment rate of 17.2% was the highest ever

recorded, up from 2.9% in April of 2019. New Hampshire’s unemployment was higher than all

² “New Data Provide Insight into Extensive Economic Impacts and Income Losses from the COVID-19 Crisis,” *Common Cents*, New Hampshire Fiscal Policy Institute, June 3, 2020; and *Press Release*, New Hampshire Employment Security, May 19, 2020.

other New England and Mid-Atlantic States, with the exception of Rhode Island. ELMI data also showed that the State's highest unemployment rates were concentrated in New Hampshire's most economically vulnerable rural areas, despite the fact that these areas had few cases of the virus. According to the New Hampshire Fiscal Policy Institute "the Great Recession led to the decline of key industries in New Hampshire and negatively impacted the wages of many workers. These labor market shifts, and delays in the economic recovery from the last recession reaching many Granite Staters, has set the stage for the COVID-19 crisis to be potentially severe and cause widespread erosion in the economic security of Granite Staters."

Vulnerable populations, economic security, and well-being. The negative effects of Covid-19 are concentrated in New Hampshire's most at-risk and vulnerable populations. According to State and federal data, almost half of State households have lost employment income since March and one in six households will have missed, or are likely to miss a monthly housing payment.³ State unemployment data for the period March through May showed the highest job losses among residents who work in four industries that pay less than average weekly wages and that have the least job stability: leisure, retail, accommodations, and food services.

The New Hampshire Fiscal Policy Institute notes: "High costs of living relative to the low wages typically offered in these sectors, as well as the lack of relative wage growth for workers with consistently low wages in New Hampshire since the last recession, indicate that these individuals and families likely have very little available in savings."

³ "New Data Provide Insight into Extensive Economic Impacts and Income Losses from the COVID-19 Crisis," *Common Cents*, the New Hampshire Fiscal Policy Institute, June 3, 2020 and the U.S. Census Household Pulse Survey, May 14 through May 19, 2020.

As for affordable housing, 48% of New Hampshire renters pay more than 30% of their income on rent.⁴ The Economic Policy Institute projected New Hampshire would lose 25,726 private sector jobs by summer 2020 and that leisure, hospitality, and retail jobs make up 28.1% of New Hampshire private sector employment.⁵ Health care and social assistance jobs, another major employment category, also faced significant job losses in the State.

In addition, it appears that many State residents have lost employer-sponsored health insurance as unemployment persists, and many New Hampshire households face continued financial insecurity.⁶ Prior to the pandemic, one third of State households earned \$49,999 or less. One in five households earned less than \$35,000.

⁴ U.S. Census Bureau, American Community Survey, 2018 one-year estimates.

⁵ “Every State will lose jobs as a result of the coronavirus,” *Working Economics*, The Economic Policy Institute, March 2020. Data source: Economic Policy Institute analysis of Bureau of Labor Statistics Current Employment data and Goldman Sachs and Deutsche Bank growth forecasts, as calculated in Josh Bivens’, “Coronavirus Shock Will Likely Claim 3 Million Jobs by Summer,” *Working Economics*, March, 2020.

⁶ “New Data Provide Insight into Extensive Economic Impacts and Income Losses from the COVID-19 Crisis,” *Common Cents*, the New Hampshire Fiscal Policy Institute, June 3, 2020 and the U.S. Census Household Pulse Survey, May 14 through May 19, 2020.

Race / Ethnicity ^(?)	% of NH Population ^{****}	Infections		Hospitalizations	
		Persons	% of Total	Persons	% of Total
White**	90.0%	3,408	74.5%	403	78.7%
Hispanic or Latino*	3.9%	479	10.5%	54	10.5%
Black or African American**	1.4%	286	6.3%	27	5.3%
Other***	1.8%	261	5.7%	14	2.7%
Asian**	3.0%	142	3.1%	14	2.7%
Grand Total		4,576		512	

Source: New Hampshire Health and Human Services Covid-19 dashboard, June 23, 2020.

Racial disparity.

According to data from the New Hampshire Department of Health and Human Services,

Department of Health and Human Services,

Covid-19 affects New Hampshire’s minority populations at a disproportionately high rate. While only 10.1% of New Hampshire’s population is a minority, 25.6% of infections are among minorities and 21.2% of Covid-19 hospitalizations are among minorities.

Food insecurity. Food insecurity has dramatically risen in New Hampshire in the past four months. The New Hampshire Fiscal Policy Institute notes: “In New Hampshire, an increasing proportion of adults reported in the [U.S. Census] Household Pulse Survey that there was either sometimes, or often, not enough to eat within the last seven days... [Survey data collected weekly from April 23 to May 19.] The May 14 to May 19 Census Bureau data suggest that, compared to levels prior to March 13, about 60% more New Hampshire Households sometimes, or often, did not have enough to eat in the prior seven days.”⁷ As of April 23, the New Hampshire Food Bank, which services 425 non-profit food pantries and agencies, had seen a 44% increase in food distribution so far this year.⁸

⁷ “New Data Provide Insight into Extensive Economic Impacts and Income Losses from the COVID-19 Crisis,” *Common Cents*, the New Hampshire Fiscal Policy Institute, June 3, 2020 and the U.S. Census Household Pulse Survey, May 14 through May 19, 2020.

⁸ New Hampshire Food Bank.

Aging. Another Covid-vulnerable group in the Granite State is its aging population. The effects of Covid-19 are more severe and the mortality rate higher as individuals age. The University of New Hampshire Carsey School of Public Policy notes areas with older populations have considerably higher death rates among those exposed to the Coronavirus than areas with younger populations. New Hampshire’s median age is 43, the second highest in the nation.

(4) ANALYSIS OF STATE ASSETS AND COLLABORATIVE EFFORTS

(a) Steps taken to address the State’s immediate needs and student needs

State Support: New Hampshire was recognized in March by Vice President Mike Pence and Secretary of Education Betsy DeVos “as a State that was “setting the pace” in efforts to transition students to remote learning.”⁹ These continuing efforts include:

- ***New Hampshire Learns Remotely website.*** [www.nhlearnsremotely.com] The Department created this website in March to provide an ever expanding catalog of tools, webinars, and professional development resources to support and guide educators, families, and students as all shifted to remote learning. Topics range from how to ensure accessibility for students who are deaf/hard of hearing to wellness and special education topics. The website also includes links to New Hampshire educational partners such as *Learning Designed*, a Universal Design for Learning (UDL) teacher support platform, and CAST, the Center for Applied Special Education Technology.

⁹; ‘VP Pence says NH is 'setting the pace' on remote learning,’ *The Union Leader*, March 23, 2020; ‘Area school officials agree with Pence: NH ahead of curve on remote learning,’ *The Keene Sentinel*, March 28, 2020.

- **Remote instruction help desk.** A remote instruction help desk for teachers and administrators provides streamlined support specifically related to online instruction.
- **Bi-weekly school leader conference calls.** NH DOE Commissioner Frank Edelblut hosts bi-weekly conference calls with school leaders to bring attendees up to date on the latest State and federal remote learning supports. Audio and related documents are provided on the Department website.
- **State minimum standards for privacy and security of student and employee data.** On March 18, 2020, the Governor established the State minimum standards for privacy and security of student and employee data as the statewide standard for all schools during this state of emergency. This allowed the State to implement a uniform student privacy policy for all schools across the State. It also allowed schools and the Department to quickly evaluate applications that were used in the remote instruction and support learning environment for appropriate student privacy protections.
- [REDACTED]
- **Expanding broadband, laptops, and hotspots.** To support distance learning, telework, and telehealth, the Governor authorized \$50 million in CARES Act funds for an emergency

broadband expansion program that will increase internet connectivity in underserved areas. Many schools provided laptops for their students and Wi-Fi hotspots in rural areas.

- **School meals.** The Department applied for and received two waivers from the USDA to help districts continue to supply free school meals to any student regardless of income. Providing and distributing school meals often resulted in school/volunteer partnerships. For example, the Monadnock School District consists of seven rural schools. Food was prepared in one central location and individual schools used different methods to gather and deliver it to students. The Gilsum Steam Academy (K-6), located in a small town of 800 people, had food delivered to their school by the regional sheriff's department. It was then delivered directly to students by a member of the Gilsum volunteer fire department.
- **Health, wellness, and dental kits.** The NH DOE, New Hampshire Department of Health and Human Services, and the New Hampshire National Guard teamed up to distribute 25,000 health, wellness, and dental kits to students and families across the State. The NH DOE also worked with the New Hampshire Department of Health and Human Services to support the Pandemic-Electronic Benefit Transfer (P-EBT) food benefits program.
- **Remote learning webinars and educator support.** The Virtual Learning Academy Charter School (VLACS), New Hampshire's only virtual public charter school, offered(s) a wide range of webinars to help educators rapidly implement successful remote learning.
- **The School Transition Reopening and Redesign Taskforce (STRRT).** STRRT was created to provide recommendations to the Governor, the Department, and local school districts about the return to school as the risks associated with the COVID-19 pandemic subside. The Department's survey to gather input to inform STRRT recommendations received 56,000 responses from parents, educators, and other residents.

Federal support: The NH DOE allocated \$33.9 million in federal funding provided under the Coronavirus Aid, Relief, and Economic Security (CARES) Act to New Hampshire schools. The Elementary and Secondary School Emergency Relief Fund (ESSER Fund) created under that law provides funds for expenses incurred relative to COVID-19 and remote learning backdated to March 13, 2020, the date of the declaration of emergency. The NH DOE applied for and received \$37,641,371 in ESSER grants to help K-12 educational entities prevent, prepare for, and respond to the impacts of COVID-19. Under the law, 90% of the ESSER formula funds (\$33,811,234.00) must be allocated to school districts and public charter schools proportional to the 2019-2020 school year Title 1 Part A allocation.

(b) Barriers faced in meeting such needs

While New Hampshire moved rapidly to close schools and provide remote instruction upon the start of the pandemic, not all teachers and students met with success as the months progressed. Through a continuing dialog with educators via the bi-weekly school-leader conference calls, and review of the STRRT survey and the Statewide Remote Learning Internet Device Survey results, the Department tracked three main barriers. These include:

1) Uneven quality of remote instruction curriculum and delivery. The quality of course delivery and content was inconsistent across the State. Some teachers, students, and families reported it as very good, while others complained. Some teachers struggled to adapt on-site classroom instruction to remote instruction. Raising the quality of remote instruction has presented a barrier for mass rollout in New Hampshire.

2) Providing special education and access to remote learning for students with specialized needs. Educators were particularly concerned about meeting the needs of

disadvantaged students throughout the stay-at-home, remote-learning period. Translating onsite special education services (including Individualized Education Program (IEP) goals) into online special education services was difficult and inconsistent. A lack of standard resources was a significant barrier to supporting special education services. Implementing sound strategies and best practices for supporting special education and students with special needs has been a challenge for New Hampshire schools.

3) Access to a consistent learning management platform. Through its Statewide Remote Learning Internet Device Survey sent to all New Hampshire public and non-public school administrators, the Department learned that not only was there a wide variety of learning management software used between schools from one district to the next, but schools within districts managed their classrooms in different ways using different platforms and e-learning products. In fact, some students were forced to use multiple platforms and software applications for remote instruction in the same school because not all of their teachers used the same technology or applications. This resulted in a high remote-instruction learning curve and created a barrier for New Hampshire students and parents.

(5) ASSURANCE REGARDING EVALUATION

New Hampshire will provide the secretary with information regarding this grant, as requested, for evaluations that the Secretary may carry out. See Appendix 5 for the Assurance letter.

(6) GOVERNOR'S SUPPORT

See Appendix 1 for a letter of support from New Hampshire Governor Christopher Sununu.

-END-

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**STATE OF NEW HAMPSHIRE
OFFICE OF THE GOVERNOR**

CHRISTOPHER T. SUNUNU
Governor

June 22, 2020

Secretary Betsy DeVos
U.S. Department of Education
Washington, DC 20202

Dear Secretary DeVos:

I am writing in support of the New Hampshire Department of Education's application for the Rethink K-12 Education Models (ESF-REM) grant.

The Covid-19 crisis forced New Hampshire to rapidly implement remote learning strategies statewide and craft new ways to teach New Hampshire students. Our teachers, students, and parents learned a great deal over the past three months about remote educational strategies that worked, and strategies that didn't. The Rethink K-12 Education Models (ESF-REM) grant would enable New Hampshire to build on our successes and continue to support our students, especially at-risk and underserved students, during this difficult time.

We would use this grant's funding to provide access to exceptional course content and curriculum for students, their parents, and teachers in public and non-public elementary and secondary schools. Specifically, the NH DOE, through a statewide Learning Management System (LMS), will provide access to one consistent digital learning environment; encourage its adoption via training and support; and work with educators to create a sophisticated online library of content, curriculum and assessment tools widely available and free. The NH DOE plans to train educators on the latest on-line curriculum development tools so they can create both synchronous and asynchronous learning and blended learning course content that can be used in the classroom or on-line. Such a system would enable NH educators, students, and parents to fluidly transition between on-site, to remote or blended learning as weather or disasters require.

NH's project will help teachers share their expertise and resources and give students access to high quality educational classes regardless of location or situation. It would also enable the NH DOE to support vulnerable student groups, specifically rural, disadvantaged and low-income students; and help address inequities in K-12 education by supporting teachers, students, and parents with comprehensive learning resources, whether in the classroom or on-line. NH will focus K-12 content on literacy, special education, STEM, CTE, advanced placement, and dual/concurrent enrollment classes. Since the LMS is also used in NH's 2-year and 4-year public colleges, the NH DOE would be providing students with one consistent K-20 digital learning environment.

I am proud to support the New Hampshire Department of Education's application for Rethink K-12 Education Models (ESF-REM) grant and urge you to support this proposal.

Sincerely,


Christopher T. Sununu
Governor

107 North Main Street, State House - Rm 208, Concord, New Hampshire 03301

Website: <http://www.governor.nh.gov/> • 

Frank Edelblut



Commissioner of Education, New Hampshire

2017 – Present

The Office of the Commissioner establishes procedures to provide school administrative units with professional staff services, including direct services to school administrative units for promoting excellence in education and the provision of resources through state and federal programs for all students.

State Representative

2014 - 2015

Hillsborough County, District 38 state representative serving on the finance, pension reform and child and family law committees

Private Investor

2013 - Present

Private investor focused on early stage technology investment.

Converge Venture Partners, Member

2009 – 2013

Member of one of Boston's largest and premier angel and early stage investment groups focused on early stage technology investment.

Control Solutions International, Chief Executive Officer

1991-2009

Founder and Chief Executive Officer of Control Solutions International, a leading provider of independent internal audit, compliance, risk management and technology solutions.

Successfully guided rapid growth into a global firm delivering services to more than 500 clients in over 35 countries.

Successfully repositioned firm in key niches to stabilize sales and achieve profit goals as core markets retrenched by 40% over three year period.

Successfully sold firm to a global top-20 international consulting firm based in France.

Significant Achievements:

- Created global delivery infrastructure with over 30 offices in North America, Europe, Asia and South America
- Grew delivery capability to over 800 consultants globally
- Established innovative approaches to foster entrepreneurship and a culture of achievement
- Developed intellectual property that became the basis for two separate software products sold to a public European software company
- Established affiliate-licensee program for tier two markets and as market-entry strategy for difficult markets (e.g. India, Brazil)
- Principal driver behind the design and development of progressive methodologies and tools in the area of control and risk management
- Negotiated global representation deal with NTT in Japan
- Built IT infrastructure to meet global demands of business (e.g. global project management and resource management systems)
- Implemented global practices, methodologies and training, facilitating consistent service delivery around the world, including affiliate offices
- Worked closely with management and members of audit committees in many Fortune 2000 companies to address internal control, business process improvement and corporate governance challenges
- Successfully completed 7 year earn-out contract before transition of business to new owners

Niagara Corporation, Chief Financial Officer, 1989-1990

Price Waterhouse, Audit Manager, 1983-1989

Other

Internationally recognized speaker and author on internal audit and corporate governance. Frequent speaker at business conferences (e.g. MIT CFO Summit) and often sought out by the business press to comment on contemporary issues of control, compliance and corporate governance.

Caitlin D Davis

Education and Certifications

M.B.A, Plymouth State University, Plymouth, NH
Certified Public Manager, State of New Hampshire
B.S. Accounting, B.S. Finance, Saint Joseph's College of Maine

Experience

Division Director

State of New Hampshire –Department Of Education Concord, New Hampshire

September 2017– Current

Accountable for leading the coordination, evaluation and analysis of key initiatives and complex projects at the NH DOE with specific attention to successes, challenges and use of resources by developing coherent reform efforts throughout the agency; establishing and maintaining positive relationships with educators, school and district leadership, policymakers and other stakeholders; and coordinating state and federal policy analysis for the NH DOE.

Responsibilities include:

- Directing the Division of Education Analysis and Resources which includes all aspects of data collection, management and analysis, federal and state accountability, school finance compliance with federal programs, school safety and facilities, and education opportunities, including charter schools and nonpublic schools.
- Managing approximately \$1B in state education funding provided to towns, cities, school districts, and charter schools.
- Providing partnership and strategic guidance to the Department's other Division Directors and Bureau Administrators to increase efficiencies and ensure alignment to the Commissioner's priorities and goals
- Ensuring coordination and collaboration of efforts throughout the NH DOE and providing regular updates to the Commissioner and Deputy Commissioner.
- Providing technical services in both academic and support areas to public schools
- Assisting with proposed legislation relative to education, including providing technical assistance and testimony
- Coordinating the development of applications and reports for the U.S. Department of Education, the Governor's Office, the NH General Court and philanthropy organizations
- Managing employee challenges, processing grievances and making personnel decisions

Administrator of the Office of School Finance

State of New Hampshire –Department Of Education Concord, New Hampshire

November 2016– Current

- Administered the Office of School Finance by implementing policies and procedures related programs such as Adequacy Aid, Charter School Aid, and other state aid to school districts as well as administering accountability and compliance with federal funds.
- Reviewed, evaluated and provided support to the Office of Business Management on the development of the Department's biennial budget to ensure adequate and appropriate financial resources are allocated to achieve planned goals and to ensure compliance with federal and state aid programs.
- Coordinated the Department audits and monitored visits by outside entities including other state agencies, federal offices, the Legislative Budget Assistant

(LBA), CPA firms and other auditors and prepares and administers corrective action plans associated with audit findings.

- Conducted training and provided guidance to Department stakeholders, including agency staff, outside agencies, members of the legislature, and local education agency (LEA) affiliates.

Chief Internal Auditor/Interim CFO

State of New Hampshire –Department Of Education Concord, New Hampshire
July 2013– November 2016

- Directed Biennium Budget process including managing and instructing twenty staff, reviewing and analyzing requests, preparing materials for and presenting budget requests to the Governor, her staff and Legislative bodies.
- Maintained general knowledge of all items, both state general funded and federally funded, in the \$1.3B New Hampshire Department of Education budget.
- Managed Governor and Council and Fiscal Committee Process for the Department, including oversight of preparation of contracts and requests, and attended meetings to provide
- Worked directly with the office of the Commissioner and Deputy Commissioner in developing long- range plans, analyzed staffing requirements, and formulated system wide policies and procedures.
- Coordinated with KPMG, NH State, and USDOE Federal Auditors to ensure accurate information was provided during financial, compliance, and federal audits, and quickly resolved audit findings.
- Audited and reviewed various functions within the agency including payroll, personnel, accounts payable, accounts receivable, and revenue collection systems/procedures, as well as their corresponding records.

Small Business Accountant

Gallagher, Flynn & Company CPA Hanover, New Hampshire

October 2012 – August 2013

- Worked on various audit, accounting, and tax engagements.
- Reviewed work papers prepared by accounting staff, made necessary corrections and assisted accounting staff in understanding updates and corrections needed to accounting systems.
- Evaluated and documented understanding of accounting systems and transaction flows, assessed risks, reviewed and tested internal controls.
- Prepared engagement reports such management letters, financial statements, and audit finding reports to convey audit observations.
- Used analytical procedures in the evaluation of financial and nonfinancial data in all stages of the audit including planning, substantive testing and final review.
- Prepared working trial balance and adjusting journal entries, prepared fieldwork and reconciled account schedules, compiles all necessary data to support audited financial statements.

Internal Auditor

State of New Hampshire Department Of Education Concord, New Hampshire

October 2010 – November 2012

- Reviewed federal compliance requirements, analyzed current procedures for accuracy and to determine where federal requirements have not been met, made recommendations for procedural changes to ensure compliance for federal grants.

- Developed and approved program policies and procedures with department directors and delegated program responsibilities to program managers and program staff for implementation.
- Worked confidentially with the Office of the Attorney General, Department of Administrative Services, and Legislative Budget Assistant office to review and investigate financial transactions and surrounding controls, and if necessary, developed corrective action plans and processes to mitigate future risks
- Coordinated with KPMG, NH State, and USDOE Federal Auditors to ensure accurate information was provided during financial, compliance, and federal audits, and quickly resolved audit findings.
- Audited and reviewed various functions within the agency including payroll, personnel, accounts payable, accounts receivable, and revenue collection systems/procedures.
- Prepared and reviewed financial aspects of RFPs and contracts including securing funding for contracts from various federal programs in accordance with federal funding compliance, ensured contracts and RFPs complied with state purchasing requirements and reviewed invoices with associated contracts as part of the accounts payable process.
- Prepared and reviewed internal budgets of federal administration funds and allocations of flow through dollars to subgrantees.
- Identified legislative requirements and testified on legislative bills for the purpose of explaining and defended agency objectives and goals.

Auditor

Baker Newman Noyes CPA Manchester New Hampshire

June 2008 – October 2010,

- Analyzed and communicated financial and compliance information for various clients such as higher education institutions, state student loan lenders and servicers, employee benefit plans, governmental agencies, nonprofit organizations, manufacturers, banks, hospitals, and commercial organizations.
- Prepared, analyzed, and verified financial documents in order to provide information to clients.
- Communicated and interacted with clients directly to obtain pertinent information for audit and tax engagements.
- Participated in audits of varying scopes and complexity in accordance with GAAP, GASB, and the firm audit guidance.
- Performed risk assessment procedures, including internal control documentation and review, as part of audit planning.
- Drafted and proofed financial statements and compliance reports in accordance with relevant reporting requirements.

Volunteerism

North Country Charter School Board of Directors June 2017-Present
 US Forest Service Volunteer Project Leader 2010-Present
 4-H Volunteer 1998-Present
 South Pittsfield Community Club Volunteer 1998-Present

Stephen Appleby



Professional Experience

Director November 2018- Present

New Hampshire Department of Education, Division of Educator Support & Higher Education, Concord NH

- ◆ Oversee licensing of all NH K-12 public educators.
- ◆ Manage a division of 18 employees and 9 DOE accounting units.
- ◆ Represent the DOE on the NH Professional Standards Board.
- ◆ Coordinate and support the Higher Education Commission

Administrator III July 2018- November 2019

New Hampshire Department of Education, Bureau of Credentialing and Closed School Transcript, Concord NH

- ◆ Represent the Department at stakeholder meetings.
- ◆ Streamlined operations through software and process improvements.
- ◆ Reduced license-processing costs by almost 10% in less than one year.
- ◆ Reduced application processing times for 27,000 licensed educators and applicants from over 60 days to fewer than 15 days.
- ◆ Proposed HB 356, which was signed into law in June of 2019 relative to retention of certain reports by higher learning (Closed School Transcripts).
- ◆ Worked with the Council on Teacher Education to continually improve quality and streamline processes.
- ◆ Acts as the Commissioner's designee on the Professional Standards Board.

Vice President of Admissions March 2014- July 2018

NH Learning Solutions/ New Horizons Computer Learning Centers

- ◆ Member of the executive team for a \$35 million per year/250 Employee Company that operates in 12 states and is licensed in over 100 jurisdictions.
- ◆ Responsible for all regulatory relationships regarding state and federal licensure including instructor credentialing and certification across 12 states.
- ◆ Responsible for designing, implementing and reporting on programs that lead to industry recognized credentials and certifications.

Vice President of Education April 2013- March 2014

Visible Edge Computing, Inc.

- ◆ Developed, licensed and implemented WIOA training programs for engineers and designers.
- ◆ Presented new programs at conferences and trade shows to C level executives.
- ◆ Implemented Customer Relationship Management system and Learning Management System.

General Manager, January 2003-March 2013; Owner 2003-2010

New Horizons Computer Learning Centers

- ◆ Owned and operated one of the largest private licensed post-secondary career schools in NH.

- ◆ Co-Founded the only NH career school nonprofit association; assisted with lobbying activities related to career school regulations. Presented at State of NH legislative hearings on behalf of the association and post-secondary career schools.
- ◆ Created partnerships with Institutions of Higher Education to expand student access to post-secondary education.
- ◆ Maintained WIOA and VA relationship. VA SCO for the school.
- ◆ Project managed and implemented organization wide Customer Relationship Management system and Learning Management System that both complied with local post-secondary school licensing and served 10,000+ students per year spanning 800+ classes per year.

Director of Admissions/Training Manager 1998-2003

New Horizons Computer Learning Centers

- ◆ Managed the admissions process for the school from marketing through enrollment
- ◆ Managed a staff of over 45 technology trainers
- ◆ Created and implemented new programs based upon employer needs and market demand
- ◆ Oversaw all educator certification and quality programs

Volunteer Experience

New Hampshire Higher Education Commission 2008-2018

- ◆ First appointed to the NH Post-Secondary Education Commission, which became the HNHEC by Governor Lynch.
- ◆ First representative of a licensed career school to serve on the Commission.
- ◆ Member of the Executive Committee of the Commission.
- ◆ Served on all three new director search committees.
- ◆ Member of all subcommittees that collaborated on writing and updating legislation governing Career School Licensing and Colleges.
- ◆ Reduced Career School licensing rules from 33 pages to 18 pages on 2014 while providing better student protections and streamlining school licensing procedures.
- ◆ Assisted with writing and lobbying for a Career School statute change that returned over \$300,000 in overpayments to the career schools statewide in 2012.
- ◆ Worked with the State of NH Legislature on legislative changes and updates to both statutes and rules including educating legislators and testifying at hearings.

American Council for Professional Education and Training 2006-2018

Co-founder, Former Chair

- ◆ ACPET is the only statewide 501(c) (3) organization whose mission it is to raise the profile of career education and career schools in the State of NH.
- ◆ ACPET was instrumental in writing and supporting legislation that added 2 career school representatives to the NH Higher Education Commission for the first time.
- ◆ Represented career schools on the Higher Education Commission for 10 years.
- ◆ Grew association paid membership to almost 70% of licensed schools within 2 years of founding.
- ◆ Worked with the Department of Education to change the student protection administrative rules, which resulted in stronger student protection and almost \$300,000 in refunds to the licensed schools.
- ◆ Created a career-school scholarship program.
- ◆ Worked with the Department of Education on strengthening student protection and quality through legislative and administrative processes.

Dr. Nathaniel Greene

Education

Doctor of Education | Educational Leadership **2016**

Southern New Hampshire University

Manchester, New Hampshire

Awarded distinction in Educational Research Honors

Doctoral Thesis connecting social systems of support with educational leadership

Master of Education | Curriculum and Instruction **2012**

Southern New Hampshire University

Manchester, New Hampshire

Developed Professional Development trainings for teachers that connected instructional practice with appropriate levels of assessment

Bachelor of Education | Science Education **2008**

Western Governors University

Salt Lake City, Utah

Professional Experience

NH Department of Education, Concord, NH **2019 – Present**

Bureau Director | Bureau of Educational Opportunities

Division of Education Analytics and Resources

- Directing all aspects of the Bureau of Educational Opportunities, including oversight of the Office of Charter Schools, the Office of Non-Public Schools, and the Office of Public Schools.
- Oversight of the State of New Hampshire Federal Accountability System, including reporting requirements under the Every Student Succeeds Act.

NH Department of Education, Concord, NH **2018 - 2019**

Administrator | Office of Academics and Professional Learning

Bureau of Instructional Support

- Oversight of \$44 million dollars in Federal grant programs, including Title II, Title IVA, Title IVB, and Title VIB, supervising a team of 6 staff under those programs.
- Direction and supervision of the state academic content specialists, providing direct support and technical assistance to public and charter schools throughout the state.

Winnisquam Regional School District, Tilton, NH **2017 – 2018**

District Federal Grant Administrator

- Oversight and administration of the \$2.1 million System of Care grant program, including community outreach and capacity building between the school system and the physical and mental health systems in the region.
- Administration of the district Title I, Part A Federal grant program and oversight of the accountability and reporting requirements.

NFI North Contoocook Private School, Hopkinton, New Hampshire
Middle/High School Principal

2016 – 2017

- Directed all aspects of the administrative and academic program of a private-provider, special education middle/high school.
- Supervised a staff that included academic teachers, special education teachers, and professional support staff.
- Directed all fiscal and budgetary aspects involved in the maintenance and sustainability of a private provider of special education, under state requirements.

The Founders Academy Public Charter School
7 – 12 Science Educator | Curriculum Writer

2015 – 2016

- Developed curriculum units for public charter school as it expanded grades from middle school to include high school grades.
- Taught courses in chemistry, physical science, and 8th grade general science.

NH Science Teachers Association, Concord, NH
State Leadership Board Member

2012 – 2014

- Provided state leadership and guidance for K-12 science educators throughout the state through technical assistance, curriculum development, workshops, seminars, and informal meetings.

Belmont High School, Belmont, New Hampshire
Chemistry and Physics Teacher

2008 – 2014

- Developed and implemented curriculum units in chemistry, physics, and physical science courses and provided direct instruction as a high school science teacher for primarily 11th and 12th grade students.
- Developed an innovative approach to teaching scientific debate and rhetoric through a dual-enrollment course in science and social studies.

Concord High School, Concord, New Hampshire
Chemistry Teacher

2006 – 2008

- Taught courses in chemistry for primarily 10th and 11th grade students at Concord High School.
- Acted as the Junior Class Advisor, assisting with extra-curricular activities.

Certification and Endorsements

- ✓ NH Certified Principal
- ✓ NH Certified Curriculum Administrator
- ✓ NH Professional Educator Certification in Chemistry
- ✓ NH Professional Educator Certification in Physical Science
- ✓ NH Professional Educator Certification in Earth and Space Science

Presentations and Publications

(2019) What's Holding STEM Back in the US?

Smart Brief on EdTech

(2017) System of Care from the Lens of the School System.

National Federation of Families for Children's Mental Health Annual Conference. Orlando, Florida.

(2016) Loneliness and Perceived Social Support in the Workplace of the School Principal.

Doctoral Dissertation, Southern New Hampshire University.

(2016) Using Debate to Foster Critical Thinking and Communication.

New Hampshire NEA Annual State Conference.

(2015) The School Counselor and the Principal: Keys to Successful Collaboration.

New Hampshire Journal of Education.

(2015) Using Debate to Foster Critical Thinking and Communication Skills in the STEM Classroom.

New Hampshire Journal of Education.

(2013) Co-Teaching Across the Disciplines.

Shaker Regional Showcase, Belmont, NH.

SHIREEN MESKOOB



EMPLOYMENT

Program Specialist IV, Office of Nonpublic Schools, Department of Education, Concord, NH

(November 2019 – Present)

- Provide technical assistance to non-public schools to ensure compliance with statutes and rules; Plan and monitor program activities.
- Review, modify and implement policies and procedures for non-public school program approval operations.
- Revise and implement regulations to ensure purpose-driven and consistent policies.

Program Specialist I, Office of Career School Licensing, Division of Educator Support and Higher Education, Department of Education, Concord, NH (June 2017 – November 2019)

- Developed, coordinated, and managed the licensing process and documentation for private postsecondary career schools in order to ensure compliance.
- Assessed license applications by analyzing programs, indemnification, and disclosures.
- Revised, implemented, and explained legislation to stakeholders regarding statutes and rules.

Program Assistant II, School Emergency Readiness Program, Homeland Security & Emergency Management (HSEM), Concord, NH (November 2016 – June 2017)

- Tracked K-12 School Safety & Security Assessments for School Emergency Program Trainers.
- Edited Assessments prior to publication and distribution of Emergency Operation Plan.
- Assisted in the development and proofreading of a state-wide School EOP Template.

History Teacher, Lincoln-Sudbury Regional High School, Sudbury, MA (September 2005 – June 2008)

- Taught critical thinking, essay writing, and presentation skills in areas of study.
- Coordinated with special education liaisons to customize and increase accessibility of course content for students with learning disabilities.
- Developed and enhanced curriculum and methods to achieve delivery of course materials and to increase student interest.

English Language Learning Tutor, Rundlett Middle School, Concord, NH (September 2003 – June 2004)

- Provided English proficiency tutoring services to ELL students.
- Provided in-class support to students in core academic studies.
- Devised and implemented modified lessons plans to help students comprehend methods, identify materials, and reach objectives.

EDUCATION

Boston University – M.A.T., History, May 2005

Mount Holyoke College – B.A., International Relations, *magna cum laude*, May 2003

National Incident Management System – Certificate, April 2017

PR/Award # S425B200016

James C. Kask, MBA, CMA

PROFILE

An administrator with extensive experience in data management, budgeting and planning, finance and accounting, information systems, the streamlining and automation of processes, and staff management. Looking to get back into an administrative role where I can leverage my considerable data management skills and management experience to improve operations and compliance with state and federal laws.

AREAS OF EXPERTISE

Relationship Building | Staff Training & Leadership | Budgeting & Planning | Data Management | Complex Analysis | Reporting & Analytics | Statistics | Financial & Headcount Modeling | Process Improvement | Project Management | Microsoft Office Suite

WORK EXPERIENCE

NEW HAMPSHIRE DEPARTMENT OF EDUCATION

Concord, NH

DATA MANAGEMENT ADMINISTRATOR

Oct 2019 -Present

A data management manager skilled in the building of data management platforms, data management, and data governance. Focused on providing creative solutions that helped the Dept of Education and school districts gain insights to drive better educational outcomes.

- Managed a budget of \$1million and supervised a team of developers, business analysts, and contractors in the development and production support of the department's data management processes.
- Specialized in developing data management collection applications that were self-service, configurable, scalable, and low cost.
- Utilized technical acumen to continuously improve the data management architecture, performance and stability, training, user education, issue resolution, and user access.

BIO-ONE MANCHESTER

Manchester, NH

GENERAL MANAGER

Jul 2018 -Present

Responsible for every facet of the business.

- Directing daily operations by allocating resources, scheduling deliverables, and designing processes, policies, and procedures to advance continuous improvement in the delivery of services.
- Managing and mentoring a staff of 5-10 employees.
- Developing online, direct marketing, and personnel sales strategies to procure new customers.
- Managing the accounting, payroll, procurement, and advertising functions.
- Monitoring industry trends and identifying new business opportunities.

FIDELITY INVESTMENTS

Merrimack, NH

DIRECTOR OF SYSTEM ANALYSIS

Jan 2013-Jun 2017

An IT Program Management Administrator responsible for the vision, strategy, development, and production support of multiple financial applications in a global matrixed environment.

- Managed a budget of \$3 million and led teams of 15+ developers, engineers, testers, and release professionals in Agile development, production support, and the continuous improvement of multiple programs (e.g. data quality, master data management, budget & planning, and profitability).
- Proactively managed business needs by forging strong relationships with Finance and IT business partners to address the vision, strategic direction, architecture, development priorities, technical support, and security of the applications to ensure they continued to exceed expectations.
- Managed change, performance and stability, capacity planning, cycle execution, issue resolution, service level agreements, technical hardening, implementations, upgrades, vendor relationships, key metric reporting, policy development, and audit (e.g. SOX) for supported products.
- Monitored and managed program costs to achieve targeted budget reductions.

Key Accomplishments:

- Optimized cost by promoting and expanding adoption of the financial applications across the firm.

- Cut product cost 50% by pursuing lower cost architecture solutions and by building extremely efficient onshore and offshore teams.
- Increased the accuracy, reliability, and timeliness of Fidelity's new retail customer profitability view by implementing a new data quality infrastructure using Informatica IDQ that dramatically improved the data collection and quality of the billions of records of driver data required to produce the view from various data sources.

FIDELITY INVESTMENTS

Merrimack, NH

FINANCIAL INFORMATION SYSTEM ADMINISTRATOR

Jan 2004-Dec 2012

An Information System Administrator skilled in the transformation of financial/accounting systems and processes. Played a pivotal role in providing creative solutions that helped the CFO and other business leaders drive organizational performance and manage planning in a more controlled and transparent manner.

- Managed a budget of \$2 million and supervised a team of seven in all aspects of development and production support for the managerial finance applications (e.g. budget and planning, profitability, attributed revenue, and data management).
- Specialized in developing applications that were self-service, configurable, scalable, low cost, and effective using Agile methodologies.
- Utilized finance and technical acumen to continuously improve application architecture, performance and stability, training, user education, issue resolution, and user access.

Key Accomplishments:

- Co-led the design and development of Fidelity's multi-dimensional budget application. In addition to generating the data, the application provided "one stop shopping" for reporting and analysis by having all the plan scenarios (e.g. budget, forecast, multi-year plan) and actual in the same reporting database. This application filled a critical void in the budget and planning space at Fidelity.
- Enabled better decision making by implementing new multi-dimensional profitability applications and business intelligence tools to facilitate self-service reporting.
- Reduced the monthly revenue close time by 30% and restored confidence in the financial results by developing a new attributed revenue repository (e.g. account, client, product, activity). This repository served as the single source of revenue for both the general ledger and the profitability applications, eliminating reconciliation issues, and creating total transparency for the users.
- Developed a data management solution to support the profitability applications. Used data analytics to improve the data collection and quality of the driver data as well as the accuracy, reliability, and timeliness of the profitability results.
- Built and supervised a brilliant, award-winning team of analysts recognized for service excellence.

FIDELITY INVESTMENTS

Merrimack, NH

DIRECTOR OF FINANCIAL PLANNING AND ANALYSIS

Nov 1996-Dec 2003

A Director with a strong foundation in finance and transformation. Adept at business partnering, problem solving, identifying trends, modeling, planning, and analysis.

- Provided senior management and business leaders with in-depth analyses and insights to support optimal decision making. Minimized issues through effective prevention and early communications.
- Led planning (e.g. strategic, annual operating, forecast, and budget), which includes managing the process, preparing estimates, scenario analysis, identifying risks and opportunities, providing insights into variances and trends to business partners, and meeting deadlines.
- Developed complex financial models, staffing models and statistics, reporting and analytics, provided analyses to support strategic initiatives and ad hoc requests, business management, and prepared executive presentations.
- Delivered value added business analysis and advice to department heads regarding the impact of key trends on productivity, quality, and timeliness of operations. Also provided monthly budget vs. actual analysis for their respective areas.
- Created new tools to better monitor and assess business performance, which included balanced scorecard, key performance indicators (KPIs), multi-dimensional reporting, and sales pipeline.
- Monitored key performance indicators (KPIs), highlighted trends, and provided root cause analyses of unexpected variances to improve business performance.
- Led financial and operational reporting (e.g. project reporting, productivity, and staff utilization).
- Built and supervised a strong team of five analysts, which included coaching and performance appraisals.

Key Accomplishments:

- Key member of the financial architecture transformation team that created new views of the business and the ability to budget in multiple dimensions.
- Increased customer satisfaction and business unit profitability 20% by collaborating with Product Development to create a market sector model to tailor services to specific client types.
- Enhanced the accuracy of project costing and multi-dimensional reporting by implementing time tracking, which dramatically improved the quality of the time data used to drive the results.

SNET (Frontier Communications)

New Haven, CT

PROJECT MANAGER

Apr 1995-Oct 1996

An innovative Project Manager adept at managing large scale projects from strategic conception through implementation.

- Responsible for the implementation of two successful financial architecture transformation projects.

Key Accomplishments:

- Led the development of customer segment profitability, which was vital to transforming the company from a regulated monopoly to a competitive company after deregulation.
- Re-engineered the budget process, which significantly improved its effectiveness and efficiency.

SNET (Frontier Communications)

New Haven, CT

SENIOR FINANCIAL ANALYST

Oct 1988- Mar 1995

A Senior Financial Analyst skilled in assessing the prospects of new ventures from a strategic, financial, marketing, operational, legislative, and regulatory perspective.

- Reviewed new business cases, legislation, regulations, and provided recommendations to the Chief Financial Officer (CFO).
- Prepared financial reviews, industry benchmarks, and competitive analyses for existing businesses to facilitate decision-making at the senior management level.
- Modeling, forecasting, scenario analysis, manage cash flow, net present value (NPV), internal rate of return (IRR), financial reporting, variance analysis, ad hoc requests, and rate case filings.
- Prepared executive presentations.

Key Accomplishments:

- Recognized by the CFO for providing outstanding analyses and business case reviews.

EDUCATION

University of Hartford

West Hartford, CT

Master of Business Administration - Major: Masters Business Admin. | GPA:3.66

Sep 1986

Bachelor of Science in Business Administration - Major: Accounting | GPA:3.42

May 1984

CERTIFICATION

Certified Managerial Accountant (CMA)

Apr 1988

IMA Leadership Academy (IMALA) Pewter Level

May 2019

SKILLS

- Superior leadership skills and adept at collaborating
- Strong business acumen with exceptional customer focus
- Sound judgment, ethics, and integrity
- Excellent interpersonal skills, communication skills, and relationship building skills
- Strong analytical skills, technical skills, and problem-solving skills
- Command of Microsoft Office (e.g. Advanced Excel, Word, PowerPoint, and Access)
- Extensive experience with information technology (e.g. financial systems, data management, relational databases, data warehouses, query tools, and Oracle/Hyperion)

NEW HAMPSHIRE DEPARTMENT OF EDUCATION JOB DESCRIPTION

Title: Learning Management System Implementation Manager

Labor Grade: TBD

Date of Last Amendment: 062320

SCOPE OF WORK: Working in conjunction with the NH DOE Bureau of Education Opportunities within the Division of Education Analytics and Resources, the Learning Management System Implementation Manager administers all aspects of the adoption of a statewide learning management system and the related remote learning instructional support training activities provided by the NH DOE. The Learning Management System Implementation Manager is to be fully aware of remote learning standards established by NH DOE and to actively work towards upholding those standards.

REPORTS TO: Administrator IV, Bureau of Education Opportunities,
Division of Education Analytics and Resources

DIRECT REPORTS: remote instructional designer, technical consultant, adoption consultants, and instructional support consultant

ACCOUNTABILITIES

- Plans, directs, monitors, and evaluates remote learning Instructional Support Services personnel
- Plans, directs, monitors, and evaluates LMS Technical Implementation Services personnel
- Guides collaborative educational partners and contractors throughout the implementation and ongoing operation of the statewide learning management system.
- Assists the Department in providing technical assistance and guidance to school districts implementing LMS
- Designs and evaluates all facets of remote training program to ensure educators are effectively trained to achieve New Hampshire's remote learning objectives; recommends changes to controls when appropriate.
- Formulate the strategic and tactical policies, procedures and activities to implement a statewide implementation of a learning management system.
- Interfaces with NH DOE management and staff; coordinates with all appropriate state districts and schools, to oversee and respond to all LMS implementation and training issues.
- Develop standard remote learning requirements and controls and ensures that they are integrated into NH DOE training programs.
- Conduct regular audits on training and implementation progress and analyze findings; develop and implement controls to improve successful LMS adoption.
- Advises and trains agency personnel in remote learning requirements as it relates to the proper handling of Help desk assistance

EDUCATION and EXPERIENCE:

Education: Bachelor's degree and teacher certification from recognized college or university with major study in Education. Each additional year of approved formal education may be substituted for one year of required work experience.

Experience: Five years of experience in curriculum development, two years of which shall have been in a supervisory or leadership capacity. Prior knowledge and experience with Learning Management Systems

in an educational setting. Each additional year of approved work experience may be substituted for one year of required formal education.

LICENSE/CERTIFICATION: Valid driver's license and/or access to transportation for use in statewide travel.

SPECIAL QUALIFICATIONS: Expert knowledge of the Canvas Learning Management System in a K-12 environment.

PREFERRED QUALIFICATIONS: Master's Degree in Education.

DISCLAIMER STATEMENT: The supplemental job description lists typical examples of work and is not intended to include every job duty and responsibility specific to a position. Any employee may be required to perform other related duties not listed on the supplemental job description provided that such duties are characteristic of that classification.

-END-

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

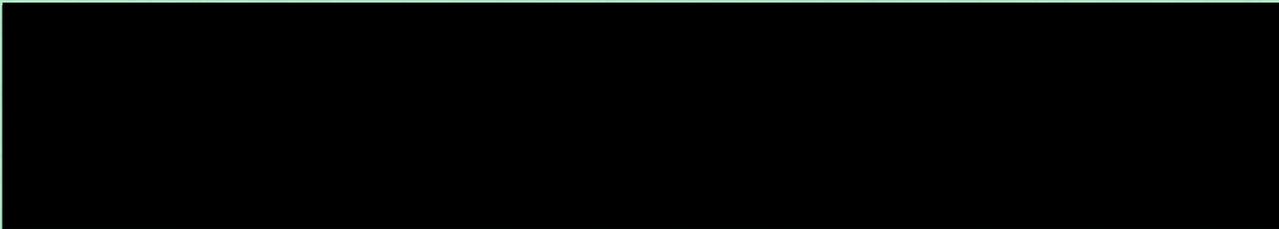
New Hampshire Department of Education
101 Pleasant Street, State Office Park South
Concord, NH 03301-3860

Date: February 12, 2020

Agreement No: [REDACTED]

Filing Reference: This replaces previous
Agreement No. [REDACTED]
Dated: 6/15/2018

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



* In accordance with 2 CFR 200.414(g), New Hampshire Department of Education requested an extension of its current predetermined rate for fiscal year 2020, and it is extended in accordance with this regulation.

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 \$250.

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:

New Hampshire Department of Education
101 Pleasant Street, State Office Park South
Concord, NH 03301-3860

For the Federal Government:

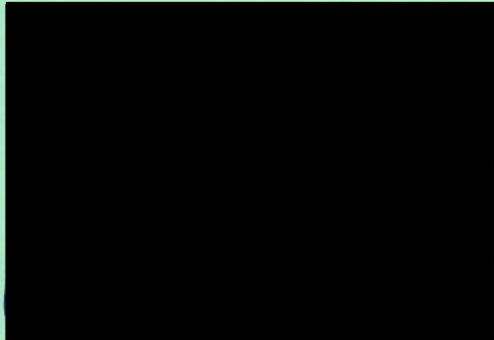
U.S. Department of Education
OFO / OGA / ICD
550 12th Street, SW
Washington, DC 20202-4450

Signature

Name

Title

Date



Director, Office of Grants Administration
Title

February 12, 2020

Date

Negotiator: Catherine Hull
Telephone Number:



UNITED STATES DEPARTMENT OF EDUCATION
OFFICE OF FINANCE OPERATIONS

February 12, 2020

Ms. Tammy Vaillancourt
Chief Financial Officer
New Hampshire Department of Education
101 Pleasant Street, State Office Park South
Concord, NH 03301-3860

Reference: Agreement No. 2020-502

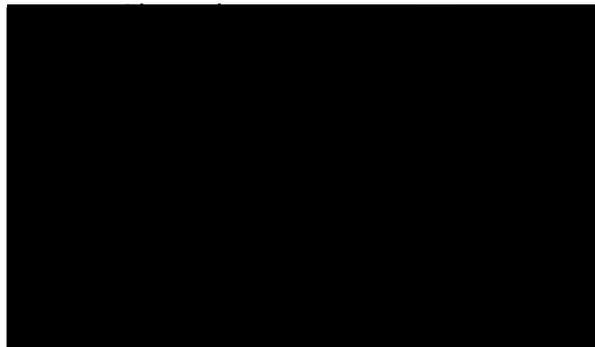
Dear Ms. Vaillancourt:

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. We granted an extension of the current indirect cost rate in accordance with 2 CFR 200.414(g), as requested by your office. The indirect cost rate was extended for two years. The rate agreed upon should be used for computing indirect cost associated with cost reimbursable 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. Please return to the Indirect Cost Division (ICD) Acting Director, Mr. Andre Hylton at andre.hylton@ed.gov, and System Administrator, Catherine Hull at catherine.hull@ed.gov.

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

The next indirect cost rate proposal based on actual data for the year ending June 30, 2021 is due by December 31, 2021. This proposal should be submitted electronically to the ICD contacts above. Please note our email provider will not accept files greater than 15MB in size. Please be aware any proposals sent to negotiators, or anyone other than those stated here, will not be considered official submissions and will not be recognized in our system.



Administration

Enclosures

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



Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301



June 25, 2020

RE: Appendix 4. Proprietary Information

Dear grant evaluators,

There is no proprietary information included in this grant application.



Frank Edelblut
Commissioner

Christine Brennan
Deputy Commissioner

STATE OF NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
101 Pleasant Street
Concord, N.H. 03301



June 16, 2020

RE: Letter of Assurance regarding evaluation participation

Dear grant evaluators,

Please accept this letter as an assurance that the New Hampshire Department of Education (NH DOE) will participate in an evaluation if it receives funding under the Rethink K-12 Education Models grant.

The NH DOE will submit information to the Department of Education as requested for evaluations the Secretary may carry out.

Sincerely,



Caitlin Davis
Director
New Hampshire Department of Education

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

New Hampshire Department of Education, Rethink K-12 Education Models ESF-REM Grant

Budget Narrative

Total Costs: [REDACTED]

The New Hampshire Department of Education (NH DOE or Department) requests an award of [REDACTED] over three years to support our Statewide Learning Management System Implementation, (iLearnNH). New Hampshire's immediate transition to statewide remote learning as a result of COVID-19 has caused educators across state regardless of the education setting to rethink how education is implemented. iLearnNH is New Hampshire's response to mitigate learning loss as a result of education disruptions from COVID-19.

The primary goal of this project is to provide access to a shared virtual learning environment for all students, teachers, and parents in public and nonpublic education settings, as well as uniform access to an assessment system and shared library of curriculum and classes in all learning environments. This grant application specifically seeks funding for the development and/or expansion of a high-quality course-access program such as designing and assembling high-quality educational content; and creating and launching a statewide virtual learning or course access program.

The NH DOE plans to implement this initiative over the course of 36 months. The Department funding request is as follows:

NH STATEWIDE LEARNING MANAGEMENT SYSTEM (iLearnNH) GRANT COMBINED BUDGET

	Budget Category	Year 1	Year 2	Year 3	3-Year Total
3	Travel	20,000	20,000	20,000	60,000
4	Equipment	5,000	1,000	1,000	7,000
5	Supplies	3,000	1,000	1000	5,000
6	Contractual	6,640,000	6,640,000	6,640,000	19,920,000
7	Construction	0	0	0	0
8	Other	81,700	81,700	81,700	245,100
10	Indirect Costs	436,807	437,008	437,616	1,311,431
11	Training Stipends	500,000	500,000	500,000	1,500,000

BUDGET ITEMS:

Amounts are rounded to the nearest thousand for the purposes in the narrative. See exact numbers listed above.

[REDACTED]

[REDACTED]

[REDACTED] **iLearnNH Grant Manager (Program Administrator)** - This individual will oversee the daily operations of the iLearnNH grant with direction from the Bureau Administrator and Division Director. The Administrator will direct the vendor implementation, training initiatives, contractual agreements with the technical assistance partners, implementation of the project application, and provide effective oversight of the grant and project evaluation. Additionally, existing NH DOE staff will be needed to provide technical support to establish data integration of existing school structure.

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

Travel (Line 3) \$60,000 for the grant period

The travel budget includes \$15,000 annually for in-state travel expenses that will be incurred traveling between system installation sites, typically schools across the state, and the NH DOE, to provide technical assistance or regional professional

development sessions relative to implementation of a new learning management system. In-state travel includes the use of state pool cars or mileage at the federal rate at the time of travel, hotels when overnights are required, and meals per diem for travel requiring overnight in accordance with federal rate and the costs will be paid in accordance with federal and state travel rules.

Travel expenses also include \$5,000 per year (for three years) for out-of-state travel for travel to other states that have successfully implemented a similar project in addition to travel to an education technology conference annually.

Equipment (Line 4) \$7,000 for the grant period

Funds to cover technology needs, including computer, monitor, software, and phone for 1 FTE. Other equipment needs include office furniture and other supplies that exceed \$500 in accordance with the state equipment policy. Equipment will be reused in subsequent years.

Supplies (Line 5) \$5,000 for the grant period

Funds are to cover the costs of printing and duplication of products and materials. These include print and electronic project information, project reports, and training materials, distribution of materials, and consumable supplies for project staff.

Other Grant Related Costs (Line 8) \$245,100 for the grant period

Funds will be used for other administrative costs including rent for iLearnNH staff office, software, phone line, cellphone, IT support including server hosting costs, state audit contribution, in addition to an allowance of uncalculated costs associated with running the grant.

Indirect Cost (Line 10) [REDACTED] for the grant period (rounded)

Calculated on applicable total direct costs at federally approved rate of [REDACTED]

Training Stipends (Line 11) \$1,500,000 for the grant period

NH DOE will pay stipends to expert educators to create a library of curricula. This library will help ensure equal access to all students across the state regardless of the educational setting and will provide flexibility to State educational systems if the need for rapid transition into a remote or hybrid setting is needed due to a resurgence in COVID-19. In addition to writing curriculum, teachers who open available class seats to out of district remote students in designated college and career readiness courses, will receive an additional stipend.

Contractual (Line 6) \$20,000,000 for the grant period

NOTE: All prices included below are being actively negotiated and are estimates. New Hampshire may release an RFP to encourage competitive pricing.

New Hampshire Learning Management System – Funding will be used to purchase a singular statewide learning management system to be available to all schools in New Hampshire. The grant funds will be used to make the initial software purchase. Additionally, software purchases will include statewide availability of add on software that will increase accessibility and constancy across the state. Each is listed below. Estimates are based on statewide enrollments of 200,000 students and 40,000 educators.

Instructure –Canvas

Canvas is an all-inclusive LMS solution that provides a space for teachers to create and organize content, students to access coursework and grades, and parents to track assignments and student performance. Canvas is a single platform that bundles assignments, assessments, grading, messaging, learning analytics, and more in a consistent, easy-to-use interface. Canvas can be accessed from anywhere at any time, helping teachers engage students, and allowing parents to co enroll in classes to track assignments and grades. Because Canvas requires no programming knowledge, teachers can easily create, manage, and reuse course content. [The source of this overview information is Instructure, Inc. www.instructure.com.]

<u>Subscription Licenses Descriptions</u>	<u>Product Licensing Costs for Users</u>
Canvas – K-12 Subscription by User (Student, Teacher, Admin)	\$3.00 per user
Canvas Studio Annual Subscription The next-generation, interactive, video-centric approach to learning that turns one-way, passive video into two-way, inclusive, productive discussion.	\$1.00 per user
24/7 Tier 1 Technical Support Offers around-the-clock, year-round support to institution admins and faculty. Tier 1 support also comes with a Service Level Agreement	\$0.90 per user
Unlimited Subscription Training All faculty will have access to over 40 pre-scheduled online training sessions where they will learn the skills they need to use Canvas. Faculty can take unlimited trainings for the 12-month duration of the subscription. All sessions offer badging through Credly.	\$0.30 per user
Total	\$5.20 per user
Estimated Statewide Costs (200,000 students plus 40,000 educators)	~\$1,250,000 per year (rounded)

(24/7 Support will be provided from migration to the end of year three of implementation. Tier 1 Support by Instructure’s Support team provides first-line help desk support to address and resolve user issues such as logging into Canvas, questions about Canvas features and functions, and resolving other operational problems. Costs included in chart above.)

Additional estimated annual needs of support to assist the immediate statewide implementation of this project are as follows:

Contracted Support Personnel

Technical Implementation Services

- Dedicated Technical Consultant
- Dedicated Project Consultant

Instructional Support Services

- Dedicated Adoption Consultant (2)
- Dedicated Remote Instructional Designer
- Dedicated Principle Consultant



The above costs are estimates and this work is being actively negotiated with vendors. The NH DOE may be able to reduce some costs above by hiring technical support as direct employees and is committed to using the most cost effective methodology for timely, accurate, and complete implementation.

Zoom

Zoom helps schools improve student outcomes with secure video communication services for hybrid classrooms, office hours, administrative meetings, and more. Zoom provides a virtual classroom with robust security, compliant with State of New Hampshire Student and Teacher Data Privacy Minimum Standards and FERPA. Settings for teachers and administrators ensure disruption-free virtual classes and maximize school resources. Zoom can be used to expand capabilities and educational offerings, improve student learning outcomes, and increase student participation and learning retention with virtual and hybrid classrooms and micro-learning. [The source of this overview information is Zoom Video Communications Inc. <https://zoom.us/>]

The NH DOE would like to leverage statewide purchasing power and provide a Zoom license for every educator in New Hampshire. The Department estimates a statewide Zoom license will cost approximately \$1,000,000 annually. However, the State is actively negotiating fees and is considering joining a Zoom consortium to reduce costs.

TurnItIn

A writing assistant tool, TurnItIn, provides additional academic features for teachers and students when added to the LMS system as an add-on component. The add-on allows teachers to construct rubrics and structured writing-tasks that provide students with real-time feedback as they complete written assignments. In addition to supporting the writing process, the add-on checks

student work for evidence of plagiarism against a large database of written content. [The source of this overview information is TurnItIn www.turnitin.com/]

Approximate costs for this add-on for a statewide LMS in New Hampshire are \$1,500,000.

Kaltura

Kaltura offers video solutions using a unified video platform that can be accessed anytime, anywhere, on any device. It powers real-time, live and video on demand experiences for online programs and virtual learning. The Kaltura Video Cloud for Education includes a range of products that meet the varying needs of intuitions with maximum flexibility: from virtual classrooms, personal capture and lecture capture, through webinars and live events, to learning on the go and student outreach. Kaltura integrates with all major Learning Management Systems/Video Learning Environments, (Moodle, Canvas, D2L, Blackboard, Sakai) so instructors can seamlessly add video to the tools that students use every day. Once created with Kaltura or uploaded, videos can easily be trimmed, clipped, grouped into playlists, and enhanced with captions, video quizzes, hotspots, chapters, slides and more. The Kaltura video platform for education includes advanced video analytics that provide content owners insight on engagement and content effectiveness to support student outcome. [The source of this overview information is Kaltura <https://corp.kaltura.com/>]

Estimated costs for Kaltura are \$3.00 per license, at an annual cost of \$720,000.

Additional Software Plugins

The NH DOE estimates additional plug in software may be needed, including student information system integration, YouTube, google classroom, etc. External Apps add functionality to a Canvas course. For example, an instructor may want to include a study aid (flashcards, mini-quizzes, etc.) to help students better understand the concepts being taught. The Department will further define this need after consultation with educators, parents, and students and after the effects of COVID-19 on education are assessed. The Department estimates additional plug-ins will cost \$1,000,000 annually.