

**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 # S425B200020**

**Grants.gov Tracking#: GRANT13154017**

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200020

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

There were problems converting one or more of the attachments. These are: 1235-VAOE\_GEPA Assurance-6-2020.pdf, 1246-Vermont Logic Model for ESF-REM.xlsx, 1247-Vermont Detailed Timeline Y1.xlsx, 1240-VT Propriety Information.pdf, 1241-Vermont Assurances.pdf

## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/29/2020

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

\* a. Legal Name: Vermont State Agency of Education

\* b. Employer/Taxpayer Identification Number (EIN/TIN):

\* c. Organizational DUNS:

d. Address:

\* Street1:

1 National Life Drive

Street2:

\* City:

Montpelier

County/Parish:

Washington

\* State:

VT: Vermont

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

05620-2501

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Dr.

\* First Name:

Heather

Middle Name:

A.

\* Last Name:

Bouchey

Suffix:

Title:

Deputy Secretary

Organizational Affiliation:

Vermont State Agency of Education

\* Telephone Number:

Fax Number:

\* Email:

PR/Award # S425B200020

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## 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:

Leveraging Remote and Hybrid Learning to Improve Equitable Access for Students

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 VT-001

\* b. Program/Project VT-001

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date: 09/01/2020

\* b. End Date: 08/31/2022

**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: Dr.

\* First Name: Daniel

Middle Name: M.

\* Last Name: French

Suffix: 

\* Title: Secretary of Education

\* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed: 06/29/2020

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

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

Name of Institution/Organization

Vermont State Agency 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	57,500.00	57,500.00	52,500.00			167,500.00
4. Equipment	145,000.00	0.00	0.00			145,000.00
5. Supplies	1,000.00	1,000.00	1,000.00			3,000.00
6. Contractual	1,840,000.00	940,000.00	830,000.00			3,610,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	72,500.00	22,500.00	22,500.00			117,500.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
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: 07/01/2019 To: 06/30/2021 (mm/dd/yyyy)

Approving Federal agency: ☒ ED ☐ Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

PR/Award # S425B200020

Name of Institution/Organization	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.	
Vermont State Agency of Education		

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

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

ED 524

# DISCLOSURE OF LOBBYING ACTIVITIES

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

OMB Number: 4040-0013

Expiration Date: 02/28/2022

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Vermont Agency of Education"/> * Street 1 <input type="text" value="1 National Life Drive"/> Street 2 <input type="text"/> * City <input type="text" value="Montpelier"/> State <input type="text" value="VT: Vermont"/> Zip <input type="text" value="05602"/> Congressional District, if known: <input type="text"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>   		
<b>6. * Federal Department/Agency:</b> <input type="text" value="US Department of Education"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Education Stabilization Fund"/> CFDA Number, if applicable: <input type="text" value="84.425"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text" value="Dr."/> * First Name <input type="text" value="Daniel"/> Middle Name <input type="text"/> * Last Name <input type="text" value="French"/> Suffix <input type="text"/> * Street 1 <input type="text" value="1 National Life Drive"/> Street 2 <input type="text"/> * City <input type="text" value="Montpelier"/> State <input type="text" value="VT: Vermont"/> Zip <input type="text" value="05602"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text" value="Dr."/> * First Name <input type="text" value="Daniel"/> Middle Name <input type="text"/> * Last Name <input type="text" value="French"/> Suffix <input type="text"/> * Street 1 <input type="text" value="1 National Life Drive"/> Street 2 <input type="text"/> * City <input type="text" value="Montpelier"/> State <input type="text" value="VT: Vermont"/> Zip <input type="text" value="05602"/>		
<b>11.</b> 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: <input type="text" value="[Redacted Signature]"/> * Name: Prefix <input type="text" value="Dr."/> * First Name <input type="text" value="Daniel"/> Middle Name <input type="text"/> * Last Name <input type="text" value="French"/> Suffix <input type="text"/> Title: <input type="text" value="Secretary of Education"/> Telephone No.: <input type="text" value="[Redacted Phone]"/> Date: <input type="text" value="06/29/2020"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S425B200020

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## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

1235-VAOE\_GEPA\_Assurance-6-2020.pdf

Add Attachment

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View Attachment

## **Vermont Agency of Education - General Education Provisions Act (GEPA)**

### **ESF-REM**

Vermont remains committed to providing students equitable access to and participation in educational programs in accordance with state and federal civil rights protections, including section 427 of the General Education Provisions Act (GEPA). Section 427 of GEPA aligns with VT-AOE's commitment to ensure all students are provided a high-quality education.

In Vermont, all districts that carry out programs related to ESSA and Perkins V must also comply with 9 V.S.A. § 4502 (2017), Public Accommodations, which provides the following purpose; “(a) An owner or operator of a place of public accommodation or an agent or employee of such owner or operator shall not, because of the race, creed, color, national origin, marital status, sex, sexual orientation, or gender identity of any person, refuse, withhold from, or deny to that person any of the accommodations, advantages, facilities, and privileges of the place of public accommodation.”

Under 9 V.S.A § 4501(1), public schools are defined as a place of public accommodation. The Vermont Attorney General's Office interprets this statute to include private schools, as well.

Furthermore, 16 V.S.A § 165 codifies *Brigham v. State of Vermont* (1997) and requires that all Vermont children will be afforded equal educational opportunity and Vermont must ensure that schools maintain a safe, orderly, civil and positive learning environment that is free from harassment, hazing, and bullying. Harassment is defined in 16 V.S.A § 11(a)(26) with reference to sexual harassment, racial harassment and conduct aimed at a student's (or student's family) actual or perceived creed, national origin, marital status, sex, sexual orientation, gender identity, or disability. Additionally, 16 V.S.A § 165 requires the Secretary to determine every 2 years whether students in each Vermont public school are provided educational opportunities substantially equal to those provided in other public schools. If the Secretary determines that a school is not meeting the education quality standards listed in §165, s/he must describe in writing what actions the district shall take.

Act 5 (2017) confirmed Vermont's commitment that Vermont residents be free from discrimination based on any of these characteristics. Article 1 of the Vermont Constitution enshrines the fundamental principal that all persons are born equally free and independent.

VT-AOE will identify whether barriers may prevent students, teachers, etc. from such access or participation in, federally-funded projects or activities and will take the necessary steps to overcome barriers to equitable access to all federally funded programs included here. Such steps will include, but are not limited to:

1. Ensuring LEA compliance with section 427 of the GEPA for all federally funded programs and with state regulations regarding equity (see above);
2. Ensuring ESSA-related, Perkins-related and ESF-REM educational materials are accessible to individuals with disabilities and English learners (including translating material, when appropriate); and
3. Providing guidance and technical assistance to ensure ESF-REM project team members and LEAs elicit stakeholder input on student needs and federally-funded programs to address those needs from traditionally underrepresented populations including parents and families of students with disabilities, English learners, and economically disadvantaged students.

In accordance with section 427 of the GEPA, VT-AOE will continue to ensure compliance with these regulations as it pertains to all state and locally developed educational programs, including those under ESSA, Perkins V and ESF-REM.

Chief State School Officer or Authorized Representative (Printed Name):



## 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

Vermont State Agency of Education

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

Prefix: Dr. \* First Name: Daniel Middle Name: M.  
\* Last Name: French Suffix:  
\* Title: Secretary of Education

\* SIGNATURE:

\* DATE: 06/29/2020

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


OMB Number: 1894-0007  
Expiration Date: 09/30/2020

**1. Project Director:**


Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Dr .	Heather		Bouchey	

Address:

Street1:	1 National Life Drive, Davis 5
Street2:	
City:	Montpelier
County:	
State:	VT: Vermont
Zip Code:	05620-2501
Country:	USA: UNITED STATES

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

Email Address:



**2. Novice Applicant:**

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

☐ Yes ☒ No ☐ Not applicable to this program

**3. Human Subjects Research:**

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


☐ Yes ☒ No

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

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

☐ No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

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

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

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

---

## You may now Close the Form

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

\* Attachment: 1248-ABSTRACT NARRATIVE.pdf

Add Attachment

Delete Attachment

View Attachment

## ABSTRACT NARRATIVE

Vermont proposes to expand its remote education infrastructure to redress long-standing disparities in access and opportunity for its most vulnerable learners (Absolute Priority 3). Framed within Governor Scott's vision for a Cradle to Career Education System preparing all learners for postsecondary success, the project has three overarching goals:

- 1) Students are ready to learn,
- 2) Students have equitable access to state-of-the-art learning opportunities, and
- 3) Students benefit from sustained, high-quality instruction.

The project will (1) identify gaps, map resources, and develop a virtual network of service providers and supports to ensure all students are emotionally and physically ready for learning; (2) create accessible, remote-ready, STEM learning opportunities aligned with state-identified growth sectors; and (3) expand recent state investments to scale best practices for remote instruction and improve collective online instructional expertise.

Key project objectives include: (1) Conduct comprehensive needs assessment to ascertain gaps in student support service provision; identify, pilot and scale support structural solutions to address gaps; and refine and scale up best professional practice statewide. (2) Develop mobile STEM units, distribution and maintenance plans; develop modular, coordinated curriculum for online/hybrid delivery of Advanced Manufacturing Career Pathways; and bring to scale state-wide. (3) Ensure enough educators are sufficiently trained in online and hybrid instructional methods and leverage investment in Edmodo to disseminate best practice regarding online and hybrid instructional practice.

Fund will be used to contract for services regarding needs assessment, mobile lab design, construction and maintenance, curriculum development, training in online instructional methods, and project evaluation. Funds will also support a team of Agency project coordinators who will implement the work.

Partners in this work include LEAs, including district leadership and educators; support service providers, including both school and community-based supports; VT Department of Mental Health; Vermont Principals Association; Vermont Council of Special Education Administrators; Vermont Department of Libraries; regional CTE centers; parents; students; and education stakeholders throughout the state.



## Project Narrative File(s)

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## PROJECT NARRATIVE

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## Project Description

Vermont proposes to expand its remote education infrastructure to redress long-standing disparities in access and opportunity for its most vulnerable learners (**Absolute Priority 3**).

Framed within Governor Scott's vision for a **Cradle to Career Education System** preparing all learners for postsecondary success, the project has three overarching goals:

- 1) Students are **ready to learn**,
- 2) Students have **equitable access** to state-of-the-art learning opportunities, and
- 3) Students benefit from **sustained, high-quality instruction**.

The project will (1) identify gaps, map resources, and develop a virtual network of service providers and supports to ensure all students are emotionally and physically ready for learning; (2) create accessible, remote-ready, STEM learning opportunities aligned with state-identified growth sectors; and (3) expand recent state investments (VTED Learns/Edmodo, Vermont Virtual Learning Cooperative [VTVLC], AOE-Vermont PBS partnership) to scale best practices for remote instruction and improve collective online instructional expertise. In addition, virtual Networked Improvement Communities (NICs; see Reference 1) will be developed to maximize dissemination and use of effective practices. The strategies are designed to ultimately improve both student achievement, as assessed within our ESSA plan, and the corollary transferable skills and individual dispositions supporting achievement. Vermont pursues this threefold approach based on research linking socioemotional readiness with successful learning (2, 3), coupled with evidence that poorer mental health and educational under-attainment predict adult unemployment and low wages (4-6).

Core aims for the project include:

<b><u>GOAL</u></b>	<b><u>AIM 1</u></b>	<b><u>AIM 2</u></b>	<b><u>AIM 3</u></b>
All students are ready to learn.	Understand service gaps and strengths across statewide system of available supports.	Develop remote/hybrid network of service providers to meet identified gaps.	Scale best practice for supports in flexible settings (remote/online and hybrid approaches).
All students have equitable access to high-quality, innovative learning opportunities.	Develop fleet of mobile, remote-ready STEM labs, designed to travel throughout the state.	Create and implement corresponding Career Pathways curriculum for grades 6-12.	Improve student interest, participation, and performance in STEM endeavors.
All students benefit from sustained, high-quality remote and hybrid instruction.	Train teachers in effective, “just in time” online instructional practice.	Optimize dissemination and use of best instructional practice.	Buffer negative impact of COVID-19 on academic achievement.

*State Assets and Efforts.* Faced with a rising number of COVID-19 cases and fatalities, Governor Scott moved rapidly to declare a state of emergency (3/13/20) and close in-person PK-12 instruction statewide (3/15/20). Agency of Education (AOE) staff immediately pivoted to emergency guidance provision, focusing on maintenance, and subsequently continuity, of learning during school closure.

A significant challenge in predominantly rural Vermont is lack of access to adequate broadband. Based on prior E-rate investments, local schools typically possess the best Wi-Fi access in rural areas, with numerous families and educators unable to effectively access internet from home. To immediately address this, Vermont’s AOE and Department of Public Service (DPS) collaborated to expand school Wi-Fi to parking lots, allowing drive-up access for students/families with low/no internet. This allowed families and staff to get emergency Wi-Fi access to communicate with school, download materials to print, and complete online learning tasks through the end of the school year. Recognizing that Vermont must ensure that *all* homes

have adequate broadband access given the current health and education crisis, DPS and AOE co-deployed a statewide survey to identify families with low/no internet within each school district. Further, AOE and DPS negotiated with cable providers to ensure 100% state coverage for PBS programming so all students and families with a television could access Common Core-aligned learning activities. DPS recently developed a statewide Broadband Action Plan (5/20) leveraging both CARES and VT Gen Fund allocations to improve broadband access statewide.

AOE also moved quickly to secure statewide scaling of an online Learning Management System, Professional Learning tool, and cooperative teaching model (i.e., VTVLC) for all K-12, Career Technical Education (CTE), and Adult Education and Literacy (AEL) systems. We expanded professional learning in remote/online instruction by offering introductory level and cohort-based online teaching courses. This work has reached 10% (2,200) of the educator workforce to date, including core non-teaching staff. To support our youngest learners, AOE developed a new partnership with VT PBS, securing delivery of educational programming and sample lessons to the home statewide. Finally, we launched a statewide rollout of virtual platform Edmodo to support education resource sharing, connect stakeholder groups, and provide a local communication and Learning Management System tool to districts.

Throughout this initial response effort, AOE has leveraged strong collaboration with the field (e.g., Vermont Principals Association, Vermont Superintendents Association, Vermont School Boards Association, and Vermont Special Education Directors Association) as well as robust interagency partnerships to inform and implement strategies. Quarterly state Core Team meetings including AOE, Department of Mental Health (VDMH), Department of Vocational Rehab, and members of local Core Teams have identified supports for students with special education needs who are transitioning to postsecondary endeavors. These collaborative

partnerships will be critical to successful implementation of grant objectives. See Appendices for letters of support.

Proposed strategies to meet Vermont's goals are field-driven. AOE initiated Listening Tours with every Special Education Director in April 2020, and in May 2020 Vermont Family Network hosted a Virtual Town Hall for families of children with special needs featuring an AOE team as guest speakers. These events provided direct information from the field regarding barriers schools currently face due to COVID-19 and indicated systemic gaps in special education and related services provision during the pandemic. This directly informed the goal selection and approach Vermont proposes to address Goal 1. Moreover, AOE's Student Pathways Division communicated regularly with district and CTE administrators, teachers, after school programs, and work-based learning staff to answer COVID-related questions and generate guidance documents. These activities, along with ongoing field outreach across all AOE Divisions, drove project planning as well.

*Immediate Needs and Barriers.* Despite significant state investments, considerable need remains. First, Vermont's emergency broadband measures cannot maintain the infrastructure required to effectively deliver education long-term in the context of COVID-19. Over 20,000 homes need stable broadband access and this is unlikely to be resolved for the fall. Second, we need flexible paradigms to provide education and support services, in dynamic local systems prepared to move back and forth among in-person instruction/services, fully remote instruction/services, and hybrid formats, contingent on viral caseload. Third, even with sustainable, long-term infrastructural solutions, Vermont's current educators are ill-prepared to deliver instruction remotely or even in a hybrid format. Only 86 Vermont licensed educators currently have the Online Teacher Specialist (OTS) endorsement from the Northeast Online Teaching Institute

(NEOTI). There are an additional 58 licensed Vermont educators who are NEOTI certified, but not all have completed an OTS endorsement. Accordingly, they are unlikely to be engaged in supports and training that keep online or hybrid instructional practice current.

It is critical that Vermont's teachers are confident and effective at both in-person and remote forms of instruction. The same holds true for our local and regional support service providers. These individuals must be well-prepared for flexible counseling, behavioral supports, and evaluation activities, including preparing for potentially 100% remote and hybrid scenarios. With approximately 16% of students eligible for special education and related services, Vermont exceeds the national average (7,8); it is critical that the state invests in novel and effective ways to provide supports. Vermont also has the highest percentage of students identified with Emotional Disturbance nationally (over 17% in SY 2018-2019, more than triple the national percentage). Many students were inadequately served during the COVID-19 emergency—we must build a robust and flexible supports system for the future.

### **Response to Selection Criteria**

***Coronavirus Burden.*** In addition to lack of broadband, high per capita COVID case rate, and the highest national percentage of students in rural LEAs (i.e., 81<sup>st</sup>-100<sup>th</sup> %ile COVID-19 burden %), additional data demonstrate that this project is essential to adequately serve Vermont students.

**State Economic Impact.** The state economy was decimated by the COVID-19 shut down. Governor Scott directed a Stay Home/Stay Safe order on March 26, closing all non-essential businesses and curtailing activities outside the home. Vermont is gradually reopening, but as of June 23 businesses were only at 25% customer capacity. Vermont's travel and tourism-dependent revenue stream places it 4<sup>th</sup> "hardest hit by COVID" in a recent ranking of states (9). The state is facing a nearly \$344M general funds deficit for FY21-22, due largely to loss of

travel and tourism dollars. In addition, Vermont must prepare for an unprecedented gap of \$115M in the Education Fund. Given the direct impact of COVID-19 on individuals, many of whom are losing their jobs despite financial assistance from the CARES Act, those who can pay taxes will bear an inordinate burden to offset state deficits. State economic burden is magnified by Vermont's dwindling population numbers, particularly for early career workers who would typically be strong contributors to the workforce in a more age-balanced population. Vermont's population is third eldest in the nation (10), with proportionately more seniors, fewer children, and fewer working-age adults projected through 2030 (11).

Family Impact. COVID-19 also had a devastating, direct impact on many families across the state. Research indicates that the pandemic has had stronger effects on more vulnerable families, exacerbating their existing challenges and need for social assistance (12). For instance, living arrangements for families in apartment buildings and mobile homes, as compared to families residing in single-family houses, increase the risk for infection given a greater likelihood of contact with extra-familial people. In addition, whereas many low-income workers experienced a reduction in hours or lost jobs, high-income workers reported greater likelihood of teleworking, allowing them to avoid COVID-related wage loss (12).

Vermont moved from having one of the lowest unemployment rates in the nation (2.3% in April 2019) to 16.5% at peak caseload (mid-April 2020), well above the national average of 14.7% (13). Unemployment claims rose an astounding 1626% from mid-April 2019 to mid-April 2020. Economic stress on the family has powerful negative effects on children and their school success (14-16). It is essential that Vermont's education system prepare for a likely economic recession and its effects on students.



The number of families in Vermont requiring state assistance skyrocketed, with weekly SNAP applications increasing five-fold from late March to early April (17). Food insecurity has risen 33% due to COVID-19 (18, 19). In April, three emergency food pantry sites were overwhelmed by the number of families/vehicles seeking assistance; some were unfortunately turned away (20). A recent survey (19) in Vermont found that “respondents with food insecurity...were more likely to adopt coping strategies to address food access challenges, like...buying different and/or cheaper foods (66%) or eating less (66%).” These results are worrisome given how important it is for students to be well-nourished for effective learning to occur. Given funding and transportation constraints, expanded school-based nutritional services available during school closure will be reduced for summer (21). This increases the likelihood that achievement gaps due to school closure will be exacerbated by hunger for Vermont’s most vulnerable youth.

Recent data also indicate an alarming rise in overdose deaths linked with the onset of COVID-19 (22). Vermont’s schools have already experienced a significant rise in student behavioral challenges linked to an increase in opiate abuse and trauma exposure since at least 2012, especially for younger students (23, 24). Prior to COVID-19, Vermont’s children had more Adverse Childhood Experiences (ACEs) than the US average, both for children birth to age 5 (13.8% VT, 12.5% US) and 6 to 11 years old [26.3% VT, 24.4% US; (24)]. It is likely, if not certain, that educators will face even more vulnerable, behaviorally challenged, and trauma-exposed students in the fall as a result of COVID-19. This is more likely to occur within Vermont’s isolated rural communities, where families are more cut off from daily interactions with others outside the home as a result of the pandemic and education resources are also historically insufficient.

Overall, the cost of addressing COVID-19 has devastated Vermont. The state is in dire straits, yet we must ensure that our students do not suffer as a result. The public education system must remain a beacon of hope and a pathway to success for students from low-income backgrounds, English language learners, and those who require accommodations to access learning. Vermont needs a future-oriented education system that is more agile, more equitable, and more resilient to meet the need. Aspects of the proposed plan to move in that direction are discussed below.

***Project Services Plan.*** This section describes the proposed objectives, activities, outcomes, and planned metrics to assess progress for meeting each of Vermont's overarching goals. A comprehensive logic model describing the work in greater detail is included in the Appendices.

Ensuring All Students are Ready to Learn (Goal 1). Students are not ready to engage in formal learning until they feel physically and emotionally safe (2). As a result of the extended school closure, we anticipate both the caseload and severity of student need to be more pronounced when schools reopen in Fall. In addition, students will require more supports from local systems that are *simultaneously* navigating new remote and hybrid delivery systems themselves. Even before the pandemic, a contributing factor to poor academic and health outcomes for students, especially historically marginalized students (HMS), has been insufficient availability of counseling, mental health and other support services in Vermont's remote and rural communities. Vermont educators report that COVID-19 has exacerbated family disengagement from school, making it nearly impossible to assist students who no longer have access to in-person services. The coming months will require LEAs to grapple with three significant, simultaneous challenges: (1) student and family need will increase as a result of COVID-19, (2) under-resourced local support systems will be overburdened by this increased need, and (3)

support systems will need to evolve to operate during periods of in-person, remote, and hybrid instruction and service, including flexibly moving back and forth among these scenarios.

Developing a flexible, remote-ready cooperative infrastructure of service providers and supports will best provide communities with the stability of service and tools they need to ensure the physical and emotional health of all learners. Recognizing the daunting nature of these challenges and the work ahead, Vermont proposes the following:

Objective 1. Conduct comprehensive needs assessment (NA) to ascertain gaps. Vermont will first conduct a multi-method needs assessment (NA) to reveal geographic patterns where LEAs are struggling to develop or maintain capacity for mental health counseling, speech and language services, behavioral management, and truancy prevention. By getting a clear sense of what additional services are needed in each LEA, what providers are potentially available statewide to fill gaps virtually, and how well the educator preparation pipeline is equipped to respond to the need, we ensure that infrastructural solutions will be empirically grounded and progress can be measured. This work extends AOE's ongoing collaboration with VDMH through a \$1.8M HHS Project AWARE grant (awarded to AOE, 2018). VT Project AWARE focuses on embedding school-based mental health clinicians in 3 high-need school districts. However, additional service categories and regions also require attention and likely remediation. Categories of services for NA activities will include speech, language, and audiology; mental health; family engagement; occupational/physical therapy; behavioral services; assistive technology; and transportation and mobility.

AOE will procure a contractor to perform the comprehensive NA and new grant project staff will work closely with the contractor. A mixture of interviews, focus groups, records review and survey techniques will comprise the NA. This work will be framed within both regional and

statewide lenses for optimal application of results. We will be able to answer the following from both a statewide and regional perspective: (1) Are adequately trained staff available to meet student need? (2) What gaps in service are due to inflexible support structures that are unable to meet student need? (3) What specific practices at the individual practitioner level have worked well and could/should be scaled up regionally and statewide? Using the results of the NA, Vermont will develop, map, and scale a statewide, virtual cooperative infrastructure of service providers to provide school communities with the flexible delivery of supports they require to meet student need.

Key performance indicators include: (1) ensuring at least 60% participation rate (educators, service providers, key stakeholders) statewide and regionally, (2) reduction in wait lists for services by at least 20% (end of Year 2); and (3) reduced achievement gaps for HMS (end of Year 3). Data to assess KPIs will involve tracking attendance at all events of the NA and relevant grant work, OSEP monitoring and survey data, and SBAC/Lexile scores as included in ESSA plan.

Objective 2. Identify, pilot and scale solutions to address gaps. To adequately meet student need, Vermont must invest in and support promising structural solutions that can be taken to scale. In addition to critical service gaps, the NA will identify areas of strength and innovation in Vermont—pockets where district leaders and community partners are coming together to creatively resolve delivery challenges under COVID-19. For instance, telehealth and related technologies are likely an important mechanism that will emerge. The NA will highlight areas in Vermont where this type of delivery system and others is working well and should be brought to scale for optimal service provision statewide.

Early in the second year of the project, the NA contractor, AOE staff, and field leadership will help identify precisely which delivery models, collaborative partnerships, and staff training opportunities are needed, by region, to ensure that student and family needs are addressed. Most of Year 2 will entail pilot testing new delivery models in a small number of schools/districts (2-4) to explore feasibility of new approaches before taking to scale statewide. Performance indicators involve setting up the pilot program on time and tracking progress (see Logic Model in Appendices, Goal 1, Objective 2).

Objective 3. Scale up and refine best practice. Remote education experiences this spring revealed that many site-based instructional support practices are not as effective, or impossible to deploy, in a remote learning environment. This is particularly true for students receiving the most intensive face-to-face supports in a school setting. In addition, the remote practices that schools employed varied widely across LEAs. In many cases, there wasn't time to test the efficacy of these practices before implementation. Accordingly, in addition to improving the infrastructure for remote service delivery, it is important to focus on specific practices employed by support professionals. Implementing a required new delivery infrastructure will likely call for new special education techniques for learning, providing compensatory services, and effectively engaging with students and families. Specifically, what types of counseling, behavioral management strategies, and/or speech and language services work most effectively in the flexible operating paradigms we will need to pursue post-COVID? Year 2 of the project will focus on indexing best practice occurring in Vermont, across the nation, and globally, as well as creating a Networked Improvement Community (NIC) to work on this issue.

Several AOE staff members have been trained to develop and implement improvement science focused NICs. NICs are increasingly used to assist practitioners in developing shared

understanding of strategies, operating principles, and empirically validated results. A virtual/hybrid NICs structure will be implemented Years 2-3 of the grant to effectively evaluate and disseminate best professional practice for service supports in VT. The objectives and context of this work meet core criteria for successful NICs (1, 25, 226) —a clear intention/goal; collaborative understanding and deep knowledge base of the problem; empirical evidence guiding decision-making; and capable of rapid dissemination to the field. The approach is empirically sound and has worked effectively in state and local education systems nationwide.

Work for this Objective will involve cataloguing services deployed during and after the COVID-19 crisis, indicating which techniques appear to have been successful and which are unworthy of continued investment. Findings will be combined with emergent literature on best practices to craft a “Remote and Hybrid Supports Practice” handbook for the field. Relying primarily on the NICs work, the second and third year of the grant will focus on local implementation of new practice in LEAs with the greatest need, as well as finalizing a virtual network of service providers accessible regardless of a student’s location. Long-term outcomes for this aspect of the project are state and regional shared understanding of practitioner best practice and improvement/amelioration of long-standing performance gaps for HMS in Vermont.

Equitable Access to Innovative STEM Learning (Goal 2). Educators and politicians have long extolled the value of, and disappointing U.S. performance in, STEM fields. Despite the crucial role STEM skills and training play in supporting global economies and innovation (27), the U.S. routinely underperforms internationally (28). Vermont is no different—the most recent statewide SBAC math and NGSS scores reflect widespread underperformance, as well as significant performance gaps for our most underserved students (29). Multi-year trends in statewide math and science achievement reveal a clear plateau. Vermont must capitalize on the

need for innovative education delivery models due to COVID-19, an opportunity that can help address longstanding underperformance and performance gaps in STEM.

Vermont's LEAs, CTE and AEL centers face substantial challenges delivering STEM programming. Budgetary constraints, connectivity and geographic challenges related to rurality, localized graduation requirements and curricula, disparities in teacher facility with remote instructional delivery, and limited access to employers all contribute. Small-scale, localized efforts to create STEM learning pathways between middle/high schools and CTE have attempted to make math and science more engaging and improve performance, but education partners struggle to provide early exposure and learning opportunities that connect to local CTE programs. It is also nearly impossible for individual districts to purchase the cutting-edge technology that supports future-oriented STEM Career Pathways.

National modeling suggests that twice the number of jobs will be lost (possibly permanently) due to COVID-19 and rapid moves to automation as was experienced in the great recession (30). Advanced Manufacturing is a critical growth industry that Vermont needs to support in order to rebound after COVID-19 (31). Additive and Digital Manufacturing, focused on 3-D printing, advanced computer aided design (CAD), visual inspection systems, and automated control systems are in particularly high demand. Importantly, Vermont's Advanced Manufacturing opportunities are plentiful in its rural counties—71% of manufacturers are located outside of Chittenden County (the state's "urban" center). Moreover, half of all Vermont counties have at least 25% of their manufacturing workforce employed in advanced sectors (32). Manufacturing jobs pay a family-sustaining wage. In 2017, the average annual salary was \$65,130.13 in Vermont, well above the state median (33). These data indicate the promising future that manufacturing careers can offer youth in our rural regions.

In addition, STEM access is also an equity issue. Girls, rural students and students with special needs are historically less interested in STEM or do not get enough access and exposure to this coursework. As educators, it is incumbent upon AOE to support local delivery of creative, engaging learning opportunities to avoid leaving any students behind. Given widespread, global technological advances, nearly all industries in the 21<sup>st</sup> century rely to some extent on STEM skills; Vermont must ensure that all students, regardless of address, learn to discover, appreciate and excel in STEM experiences of some form.

Accordingly, community-based, virtual and mobile STEM resources that can be accessed both in and out of school will create new opportunities for all learners to engage in meaningful remote learning. Such innovation will also address existing LEA challenges to find space for housing pre-tech/STEM equipment, now exacerbated by COVID-19 required health/safety standards. Data from AOE's 2019 Annual Tech Survey indicate that rural LEAs and CTEs desire to engage in STEM instruction, Makerspace activities and advanced technology, but more than 75% of respondents reported they were hampered by space, as well as a lack of regional coordination.

Objective 1. Develop mobile STEM units, distribution and maintenance plans.

By investing in mobile STEM units and developing coordinated and modular curricula to support career pathways in manufacturing – starting as early as sixth grade – the state can develop multiple entry points for students of all ages, offering connected learning experiences in additive and digital manufacturing that support a multitude of career pathways for a future-oriented economy. AOE's vision for outfitting the mobile labs includes a mobile digital technology and fabrication lending library housed within portable platforms that can be shared



across the state. Each mobile lab would be equipped with a setup such as 2 HP 300/500 Series printers, HP Z Workstations loaded with HP DM SW, and relevant materials to produce parts. Student activities in the mobile labs will also align with stackable credentials such as digital badges and industry-recognized credentials. Vermont models its plan for remote STEM modules on successful models deployed in Texas (<https://tea.texas.gov/academics/college-career-and-military-prep/texas-k-8-mobile-stem-lab>).

Grant funds will support a contractor to create and pilot test the mobile units, followed by a pilot launch of 1-2 sites expanding to 4 pilot sites by the end of Year 1 (coupled with ongoing curricular development, see Objective 3). Years 2 and 3 will involve statewide scaleup, culminating in widespread use of the labs around the state,



prioritized for LEAs with the least STEM resources. Scheduling and planning for integrated use of the labs, as well as refining and testing of new modules, will be an important component of the work after Year 1.

Objectives 2 and 3. Develop modular, coordinated curriculum for online/hybrid delivery of Advanced Manufacturing Career Pathways; scale state-wide.

In addition, it is critical to ensure that high-quality curricular materials accompany local use of the mobile STEM units. The best way to ensure a strong ROI is to develop corresponding high-quality lesson plans that align with the activities and resources provided in the mobile labs. These curricula must also provide key performance measures to track student learning and growth. AOE will contract with an entity to work collaboratively with the field to develop a robust, multi-age (grades 6-12), problem-based curriculum that is aligned to industry standards (e.g., <https://education.vermont.gov/sites/aoe/files/documents/edu-career-pathways-ignite-materials.pdf>).

AOE's curriculum and professional learning teams will assist the Project Coordinator and Contractor in developing materials and frameworks for training the curriculum to the field. This curricular work will co-occur with the mobile lab build in the first year, with plans to fully implement the curriculum along with expanded mobile lab travel in Year 2. Year 3 activities will continue expansion of lab use, track student performance indicators, and curate best practice information. AOE's NICs team is also poised to assist in developing an ongoing NIC to garner and disseminate best practices for all educators and those community partners who wish to use the mobile labs for instructional purposes. Finally, the ultimate vision for this set of modules involves shared use among LEAs, CTE programs, after school programs, libraries, and expanded learning programs whenever possible.

#### Sustained High-Quality Instruction (Goal 3).

As Vermont moves toward a sustainable education and supports model that includes flexible service delivery (i.e., models for moving between “brick,” “click,” and “hybrid brick/click”), we must ensure the use of effective, empirically-based, and well-documented instructional practices to the greatest extent possible. Activities to achieve Goal 3 of the grant will focus on facilitating

online/hybrid instructional training opportunities for Vermont’s core educators throughout the state. As noted, an insufficient number of Vermont educators are currently certified to teach in online and hybrid formats. This is likely one of the reasons why many families and students found this past spring’s continuity of learning paradigm to be difficult and ineffective. In addition, this situation means that we are likely to have learning gaps when students return in the Fall. As such, Vermont must invest in its educators, so they are confident and creative when faced with the need for flexible instructional techniques, hybrid teaching systems, and so forth. The intent is to improve and sustain knowledge and skill in instructional practice during the new landscape after COVID-19, to ultimately ensure that student achievement is not collateral.

Vermont will also leverage existing investments (new State platforms Edmodo and VTVLC) to facilitate the sharing and scaling of best practices across the state. Agency staff are also poised to adopt a virtual NICS framework for this work as needed. Expanding Edmodo use over the next three years will allow Vermont to improve collective sharing of best practice in remote and hybrid formats, ultimately winnowing ineffective practices so that only the most beneficial strategies developed through collaborative development, redesign, and implementation statewide are retained.

***Project Management Plan.*** A multi-year project of this scope and impact requires careful planning, role assignment, and time management. Whereas the previous section detailed primarily *what* Vermont proposes to accomplish, this section lays out *how* we plan to manage the work required to achieve the project’s ultimate goals. A monthly timeline of all workplan activities for Year 1 is included in the Appendices.

### Key Personnel.

**Dr. Heather Bouchey** (.22 FTE, in kind), Deputy Secretary of Education, will serve as **Project Director** and executive lead for decision-making, budgeting, and authorization. Dr. Bouchey brings a wealth of experience and oversight to the project, having directly managed more than 17 federal, state, and private grants throughout her career. Deputy Bouchey served as Acting Secretary of Education in 2019, with fiscal authority and responsibility for the entire Education budget and Agency operations. She has expertise in systems level approaches, policy and models for equitable education delivery, PK-16 network development and postsecondary attainment, and research methodology and advanced statistics.

**Jess DeCarolis** (.25 FTE, in kind), Director of AOE Student Pathways Division, will supervise work activity for Goals 2 and 3, providing oversight and accountability for Project Coordinators. She brings significant expertise in systems level thinking, pedagogy in applied settings, and interagency collaboration.

**Chris Case** (.2 FTE, in kind), Director of AOE Student Support Services Division, will supervise work activity for Goal 1, providing oversight and accountability for activities under these goals. He brings significant project management skills to the grant, having served as Project Director for Vermont's state ESSA plan submission.

**Dr. Jacqui Kelleher** (.25 FTE, in kind), VT State Director of Special Education, will work closely with Goal 1 Project Coordinators to direct, assist and guide activities, including ensuring alignment of the work with ongoing Special Education initiatives. She brings significant experience in special education leadership to the project, having served as Connecticut state special education coordinator, chair of a postsecondary Special Education department and a strong advocate for parents and students with special needs.

**Project Coordinators (PC);** (5, 1.0 FTE each). AOE will hire five new PCs; two each for activities under Goals 1 and 2 given the scope and complexity of planned work—including simultaneous lifting of more than one objective within the goal—and one for Goal 3. PCs will be responsible for managing and implementing core activities of the project, working closely with the field, contractors, external evaluator, and other AOE staff. PCs will facilitate, lead, communicate, perform logistical functions, and ultimately carry out the planned work under each goal. Each of the roles is budgeted at the AOE Program Manager (PM) level, although the PC title is a better fit for their role on this grant. Existing PMs at AOE are responsible for state programs such as AEL, CTE, and Child Nutrition. Each position will report directly to either a Division Director or Assistant Division Director. PMs are moderately autonomous positions within Vermont state government; AOE typically has strong candidates for hiring these roles. Applicants with significant project and grants management, interagency experience, and prior involvement with NICs will be prioritized in hiring. AOE will prepare recruitment documents within 3 weeks after ESF-REM grant submission, securing HR approvals in advance, in order to post immediately upon successful grant award.

**Administrative Services Director** (.15 FTE). Given the scope and complexity of contracts management for the project, Shelley Matz will provide direct assistance to contractors, PCs, and AOE staff for the length of the project. Ms. Matz is AOE’s contracts and grants specialist, bringing expertise in state procurement, contract writing, and required documentation.

In addition, current Agency staff within curriculum teams, professional learning teams, and NICs teams, and our educational technology specialist, will collaborate with PCs as needed on grant activities.

**Contracted Work.** AOE will procure multi-year contracts with 5-7 entities to conduct the following: (1) Conduct comprehensive NA on statewide and regional/local service gaps for student supports provision, (2) Design and build mobile STEM labs, (3) Design, pilot, and implement an engaging 6-12 curriculum to accompany STEM lab use, (4) Provide on-line instructional training, certification and related activities for Vermont educators, and (5) expand use of Edmodo to scale and disseminate best practice for on-line and remote learning. AOE staff will prepare RFPs and related documentation for this anticipated work within 3 weeks after ESF-REM grant submission, in order to post immediately upon successful grant award.

**External Evaluation.** AOE will procure an external entity to plan, organize, and supervise all aspects of data collection, survey development, and analysis for the project. The purpose of this role is to monitor the success of the project as a whole, prepare and submit required evaluation materials to USDOE, assist in data collection (qualitative and quantitative) aspects of all three goals, document areas of challenge for further consideration and planning, and provide an integrated assessment of project results at the end of the grant period.

**Workplan and Timeline for Completion.** The tables below summarize quarterly activities under each goal by year, collapsed across specific objectives, as well as who is responsible for the work. See Detailed Timeline in Appendices for a monthly breakdown of Year 1 activity.

*Table 1. All Students are Ready to Learn (Goal 1)*

YEAR	Q1	Q2	Q3	Q4
1	<i>What:</i> Select Contractor to conduct Needs Assessment (NA); Project Kick-Off announcement and activities;	<i>What:</i> Schedule, advertise, and recruit participants; conduct interviews with key personnel, focus groups with stakeholders, administer surveys,	<i>What:</i> Finish NA activity; Analyze and interpret data from NA. <i>Who:</i> External Evaluator, Contractor; PCs AOE staff	<i>What:</i> Complete final report; Present findings regionally and statewide; Identify preliminary structural and

	Design series of interview, focus group, and survey methods; Begin recruiting participants. <i>Who:</i> PCs, Contractor, External Evaluator, Field Reps, interagency partners.	and complete document review. <i>Who:</i> Contractor, PCs, field representatives and key stakeholders, advocacy groups and interagency partners.		service delivery solutions to pilot; Identify pilot sites. <i>Who:</i> Contractor, PCs, AOE staff, interagency partners.
2	<i>What:</i> Identify service providers to remotely fill LEA-articulated service provision gaps; Begin pilot of new infrastructure service delivery (2-4 sites); Planning and development for practitioner NICs. <i>Who:</i> PCs, Contractor, LEA leadership, community and interagency partners, AOE NICs staff.	<i>What:</i> Launch pilot of new delivery system(s); Begin NICs work, framed around specific problems of practice; Monitor progress and document content of discussions/meetings. <i>Who:</i> PCs, LEA leadership and community partners, interagency partners, AOE NICs staff.	<i>What:</i> Collect and analyze performance indicators for pilot; Identify focus strands for NICs; Release preliminary statewide model of remote and hybrid delivery support services provision. <i>Who:</i> PCs, External Evaluator, LEA leadership and community partners, AOE NICs staff.	(continued from Q3)
3	<i>What:</i> Expand pilot site activities to 4-6 additional sites; Practitioner NICs fully functional; virtual state-approved method for reviewing, collecting and disseminating best practice; LEAs access remote delivery system of service providers to	<i>What:</i> Monitor progress of pilot expansion; Monitor progress and share results of NICs; Monitor usage, capacity, and effectiveness of new statewide remote services model. <i>Who:</i> PCs, AOE NICs staff, field reps and partners,	<i>What:</i> Data collection for final performance metrics; Analyze final performance metrics; Integrated project documentation and summary of findings. <i>Who:</i> Project PCs, Evaluator.	<i>What:</i> Final report completed and submitted to funders, state leadership, partners, and stakeholders. <i>Who:</i> PCs.

	meet all students' needs. <i>Who:</i> PCs, AOE NICs staff, field reps and community partners	Evaluator, Contractor.		
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Table 2. Equitable Access to Innovative Learning (Goal 2)

YEAR	Q1	Q2	Q3	Q4
1	<i>What:</i> Select Contractors to build mobile labs; develop and pilot curriculum; draft outline of curriculum development (identify student outcomes, products, materials, career progression alignment, standards, field outreach); draft purchase plans for mobile lab equipment; <i>Who:</i> PCs, Contractors, AOE curriculum team	<i>What:</i> Build 1-2 mobile digital technology and fabrication lending units; Draft Use and Maintenance protocols for lending library; Develop curriculum; Confirm pilot sites. <i>Who:</i> Contractors, PCs, AOE curriculum team, Field reps.	<i>What:</i> Finalize curriculum; coordinate with pilot sites; Practice run with 1-2 school visits; Build 2 additional mobile digital technology and fabrication lending units. Draft learning modules and materials for field; Develop Professional Learning Plan for educators. <i>Who:</i> Contractor, PCs, AOE curriculum team, AOE Professional Learning Team;	<i>What:</i> Feasibility testing of mobile digital lending unit and modular curriculum at middle and high school/CTE pilot sites. <i>Who:</i> PCs, field reps, AOE Professional Learning team.
2	<i>What:</i> Schedule and plan for statewide use; Implement Professional Learning Plan and Establish Network Improvement Communities. <i>Who:</i> PCs, contractors, AOE PL and NICs teams	<i>What:</i> Statewide CTE deployment; track participation and performance metrics; communications campaign <i>Who:</i> PCs, field reps, AOE communs team	<i>What:</i> Plan for scale to high schools/middle school and community partners; Begin tracking student data. <i>Who:</i> PCs, Evaluator	<i>What:</i> Implement for high schools/middle school and community partners; <i>Who:</i> PCs, AOE staff



3	Continue expansion and testing, continuous improvement, NICS activity; analyze and report on progress.	Continue expansion and testing, continuous improvement, NICS activity; analyze and report on progress	Continue expansion and testing, continuous improvement, NICS activity; analyze and report on progress	<i>What:</i> Final report of results <i>Who:</i> PCs, Evaluator
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*Table 3. Sustained, High-Quality Instruction*

YEAR	Q1	Q2	Q3	Q4
1	<i>What:</i> Select contractor to provide certification and training courses; advertise training and Edmodo initiatives; identify participant educators across state to ensure saturation in underserved areas. <i>Who:</i> PC, contractor, AOE leadership	<i>What:</i> Launch online training courses with 50 participants; collect data on educator preparation, knowledge, and use of online/hybrid instruction (baseline for performance tracking). Conduct Edmodo trainings and set up virtual NICs. <i>Who:</i> PC, vendor, external evaluator, AOE NICs team	<i>What:</i> Continue monitoring course participation and performance; documentation of participation and course materials; identify regional instructional coaches from pool of certified educators. Launch NICs initiative for all educators using online/hybrid methods. <i>Who:</i> PC, AOE Ed Tech team, AOE NICs team, evaluator.	<i>What:</i> Collect and analyze Y1 completion data to estimate impact on students, including expanded use of VTVLC. Document and monitor rollout of NICs work for continuous improvement in Years 2-3. <i>Who:</i> PC, AOE Ed Tech team, AOE NICS team, evaluator.
2 & 3	<i>What:</i> Prepare to launch next set of courses, 50 new educators (Year 2) and 75 (Year 3). Monitor and refine Edmodo practice; scrape key points from Edmodo site; disseminate best practice. Monitor and refine ongoing NICs work.	<i>What:</i> Launch training courses; collect data on educator preparation, knowledge, and use of online/hybrid instruction (baseline for performance tracking). Monitor and refine ongoing NICs work. <i>Who:</i> PC, vendor, contractor AOE	<i>What:</i> Continue monitoring course participation; documentation of participation and course materials; identify regional instructional coaches from pool of certified educators. Monitor and refine ongoing NICs work. <i>Who:</i> PC, vendor, contractor AOE NICs	<i>What:</i> Collect and analyze Y2-Y3 course completion data to estimate impact on students, including integrated findings across all 3 years. Submit final report integrating key

	<i>Who:</i> PC, AOE NICs team, contractor.	NICs team, external evaluator.	team, external evaluator.	work under this goal (both online instructional training and virtual NICs development). <i>Who:</i> PC, evaluator.
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### **Response to Absolute Priority 3 and Requirements**

This proposal addresses Absolute Priority 3—Vermont’s own educational strategies to address specific challenges regarding remote learning, particularly for our most vulnerable and underserved students. The implementation plan and timeline are included in Response to Selection Criteria. State assets and efforts (p. 3), immediate needs and barriers (p. 5), and Coronavirus Burden (p. 6) are included. Assurances regarding submission of evaluation data to the Secretary and Governor Scott’s letter of support are included in Appendices. Student impact:

- Goal 1: Approximately 80% of students on IEPs and related services ( $=85900 \text{ total students} \times .16 \text{ IEP/related services} \times .80 = 10,995 \text{ students}$ ).
- Goal 2: Up to 50% of 6<sup>th</sup>-12<sup>th</sup> and CTE students ( $= .50 \times 40,064 = 20,032$ ), plus 20% AEL students.
- Goal 3: 175 teachers receive online instructional training  $\times 40 \text{ students/year} = 7,000 \text{ students}$ .

External evaluator will use survey methodology to assess (1) parent satisfaction with the State’s grant-related remote learning offerings and (2) the number and different types of new remote learning options provided. All grant activities and opportunities will be offered to students and educators in Vermont’s approved independent schools.

## Other Attachment File(s)

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\* **Mandatory Other Attachment Filename:**

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PHILIP B. SCOTT  
Governor



State of Vermont  
OFFICE OF THE GOVERNOR

June 26, 2020

Mrs. Betsy DeVos  
Secretary of Education  
400 Maryland Avenue, SW  
Washington, DC 20202

RE: Letter of support for ESF-REM Grants Competition

Dear Mrs. DeVos:

I am writing to convey my support for the grant proposal submitted by the Vermont Agency of Education (AOE). The AOE provides leadership, support and oversight for the public PK-12 education system in Vermont.

Vermont has been hit hard by the Coronavirus and COVID-19 pandemic. I was not surprised to learn that our state scored within the top tier (81<sup>st</sup>-100<sup>th</sup> percentile) of state need for this grant competition. We have one of the highest percentages of school districts in rural areas in the country and this, coupled with our historic challenges to ensure robust broadband access across the state, has made it exceedingly difficult for our most vulnerable students to adequately access the remote learning opportunities they need.

In close consultation with health officials in my Cabinet, I made the decision early on during the COVID-19 crisis to close in-person PK-12 instruction across Vermont. This was followed by a brief Maintenance of Learning period to assist members of the educational community in preparing for a potential long-term shutdown of schools. Unfortunately, the long-term shutdown came to pass as a result of rising viral infection in Vermont. Accordingly, I ordered the PK-12 education system to move to a Continuity of Learning phase. Each school district was directed to develop and submit to the Agency a robust plan for Continuity of Learning, including how they would ensure equitable access to learning materials in a remote learning environment, how they would communicate to stakeholders, and how they would ensure adequate professional development opportunities for their educators. All told, I believe our education system did a good job in rising to the systemic, emergency level challenge that COVID-19 demanded.

We must all be prepared for the potential that severe outbreaks and even local, state-level epidemics may re-arise, despite our best thinking and efforts to contain and suppress the virus. As a result, it is critical that our education system is best prepared for the "new normal," including all

Mrs. Betsy DeVos

June 26, 2020

Page Two

teachers being prepared to reach and educate students within a combination of in-person, remote, and/or hybrid learning settings; improving equitable access to innovative virtual learning modules and products; and, above all, ensuring that all Vermont's students are ready to learn in spite of the emotional and well-being challenges arising due to COVID-19.

I am in strong support of this proposal because it aims to bring about the solutions to achieve exactly those outcomes listed above. We need a better understanding of the gaps in supports (both school-based and community-based) for our most vulnerable students, followed by identifying and building a more robust system for meeting that need. This will likely include reliance on new telehealth opportunities statewide. In addition, we need to ensure that our workforce education and training programs remain accessible for students during the pandemic and beyond. Our CTE students must continue to engage in innovative STEAM learning activities and programs so that they are ready for the manufacturing, green construction, and additional sectors Vermont needs to power our economy forward post-COVID. Finally, we need to invest in ensuring that all Vermont educators understand how best to engage, teach, and assess students in the post-COVID world. This will ensure that the quality of our education system, although potentially changing in its delivery format, maintains a high standard and produces well-rounded, skilled citizens.

To close, I am confident that AOE's proposed work will result in the outcomes that we need to rebuild a thriving Vermont

Sincerely,

Philip B.  
Governor

PBS/kp

c: Dr. Daniel French, Secretary of Education

## Heather A. Bouchey

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### *Business:*

Vermont Agency of Education  
1 National Life Drive, Davis 5  
Montpelier, VT 05620-2501  
[REDACTED]

### *Home:*

[REDACTED]  
[REDACTED]  
[REDACTED]

## Education

Postdoc      University of Michigan  
                 Developmental/Educational Psychology

Ph.D.         University of Denver  
                 Developmental Psychology  
                 Tool (Minor): Statistics and Research Methodology

M.S.          Illinois State University  
                 Developmental Psychology

B.S.          Cornell University  
                 Human Development and Family Studies

## Professional Positions

Deputy Secretary, Vermont Agency of Education	2015-present
Acting Secretary, Vermont Agency of Education	2018 (5 mos.)
Associate Provost for Enrollment Management and Institutional Research, Lyndon State College	2014 - 2015
Acting Associate Academic Dean for Enrollment Management, Lyndon State College	2013 - 2014
Director, Patrick and Marcelle Leahy Center for Rural Students, Lyndon State College	2010 - 2013
Assistant Professor – Psychology Department, University of Vermont	2002 – 2010
NICHD Postdoctoral Fellow, Psychology Department, University of Michigan	2000 – 2002
Program Evaluation Assistant, Cherry Creek School District, CO	1999 – 2000
Graduate Research Assistant, Psychology Department, University of Denver	1996 – 1999

## Administration and Leadership

### VT Agency of Education.

Acting Secretary: Designated authority responsible for oversight of entire state Agency, including all federal and state fiscal, legal, and programmatic issues. Served on Governor's Cabinet. Temporary role until permanent Secretary was appointed. Concurrent with Deputy Secretary role.

Deputy Secretary: Stand in when Secretary is unavailable, including agency appointing authority. Direct reports: Division Directors for Student Pathways, Student Support Services, Data Management and Analysis, Education Quality, and Federal Education Support Programs. Oversight of all state and federal programs for Data Analysis and Management, including assessment and accountability; Special Education; Prekindergarten education; pre-service program approval and educator licensure; education quality review; federal comprehensive grants, including Title allocations, Child Nutrition services, and ESSA activity; Career Technical Education (CTE); Adult Education; Personalization and Flexible Pathways (including Dual Enrollment/Early College, Work-Based Learning, and Expanded Learning Opportunities); Technology Integration, and 21<sup>st</sup> Century Community Schools

*Key Initiatives*

- Convene key stakeholders across multiple state sectors (government, education, and industry) as Secretary's Continuity of Learning Task Force, charged with recommending critical design elements for Vermont's education system moving forward after COVID-19
- Design and implement statewide approach for both maintenance of learning and continuity of learning during COVID-19 crisis
- Partner with Addison County District Attorney's office, as well as Vermont Departments of Mental Health and Child/Family Services, to design statewide approach to meet needs of vulnerable students, including best practices to address trauma and truancy
- Revitalize and build cohesion of statewide Adult Technical Education system, in partnership with Department of Labor and Vermont State Colleges
- Develop bridge course for high school seniors lacking college readiness in mathematics, reducing their need for remedial postsecondary coursework; course completion leads to automatic placement in credit-bearing college math course; in partnership with Vermont State Colleges and Vermont Student Assistance Corporation
- Partner with Department of Labor, State Workforce Development Board, VT Business Roundtable, Agency of Commerce and Community Development, and Vermont State Colleges to build network of state-approved secondary CTE career pathways, aligned with high-demand, high-wage priority sectors
- Re-aligned staffing, division and department leadership to more strategically target technical assistance to the education field; adoption of concrete performance indicators for program improvement
- Supervise Director of Research and Data Governance in effort to streamline effective, intelligent use of limited data resources in-house
- Supervise/facilitate launch of Vermont Statewide Longitudinal Data System (SLDS)

Lyndon State College. Oversight of college-wide enrollment management, student support services, institutional research, and Leahy Center for Rural Students operations. (2010-2015)

*Key Initiatives*

- Trained to be institutional NEASC accreditation lead; co-authored sections of 2015 five-year report

- Lead on Lyndon Learning Collaborative, early college program for high school students at Lyndon Institute (tuitioned high school, Lyndonville, VT)
- Co-lead on 3+1 course articulation partnership with Northern Essex Community College, Lawrence, MA
- Campus lead on College Steps program, focused on providing college access and success for students with autism, intellectual and/or learning disability; program was slated to double in size when I left (FY16); institutional liaison with College Steps staff
- Established regional PK-16 Community of Practice in the Northeast Kingdom; regular meetings with area k-12 administrators, Leahy Center staff, and LSC administration and staff to work on shared college and career readiness vision and activities
- Designed and implemented series of Math Common Core working meetings, in which regional high school math teachers met with Lyndon State math faculty to map out the high school component of the Math Standards, linking them to the College curriculum
- Chaired statewide working group on math secondary-postsecondary curricular alignment for Vermont PK-16 Council
- Designed, established, and helped secure sustainable funding for the Early Promise Program (scholarship and mentoring program for rural, first-generation college students)
- Collaborated with internal faculty and staff members as well as external educational and community partners to plan, design, and implement Leahy Center's shared regional initiatives
- Co-hosted series of Education and Business Summits at Lyndon State, bringing together regional educators, administrators, community members, and business partners with an eye toward refining college and career readiness and associated initiatives
- Coordinated Institutional Review Board review for VT Agency of Education State Longitudinal Developmental Systems grant

#### Selected Additional Administrative Experience

- Member/designee, Vermont Judiciary Justice for Children Task Force (2019-present)
- Member/designee, Vermont Advisory Council on Child Poverty and Strengthening Families (2018-present)
- Member/designee, Vermont SerVermont Council (2017-2020)
- Member/designee, REL-NEI Governing Board (2016-present)
- Member/designee, Vermont State Workforce Development Board (2015-present)
- Member/designee, Vermont PK-16 Council (2015-present)
- Member/designee, Advance Vermont Lumina Foundation initiative, now 70x2025vt (2015-present)
- *Co-Chair, Project Compass Initiative* (2011-2013)
  - Co-led regular meeting of Project Compass, grant-funded initiative designed to foster institutional change focused on Lyndon's first-in-family, modest income (FFMI) students



- Helped oversee Project budget
- Coordinated and co-wrote regular grant applications and reports for the initiative
- Functioned as liaison between LSC group and New England Research Center for Higher Education staff
- *Director, Relationships and Achievement Laboratory, University of Vermont (2002-2008)*
  - Supervised the research activity, writing, and grants/award applications of approximately 7 graduate students and more than 25 undergraduate research assistants
  - Responsible for rigor, quality, and success of all lab research projects, as well as accurate data analysis and reporting
  - Published and presented research
- *Director, Romantic Self-Concept Project, University of Michigan (2001-2002)*
  - Designed research project and supervised activity of 4 undergraduate research assistants

## **Fiscal and Contracting Experience**

- Oversight and authorization for entire Agency budget (\$1.7B, 4/18 – 8/18).
- Oversight of division budget: \$35M (total grants); CTE: \$3.9M federal funds, \$13.3M Ed fund; Act 77/Flexible Pathways: \$2.7M Education Fund; Adult Education and Literacy: \$8.2M total = \$788,000 general fund, \$6.6M Ed Fund, \$763,000 federal funds; 21<sup>st</sup> Century Schools: \$6.9M federal funds; Title III (ELL); \$325,000 federal funds
- Execution of >\$500,000 in external contracts
- Managed and supervised operating budget of Leahy Center (over \$1,000,000)
- Supervised staff members with operating budgets ranging from \$5,000-\$16,000,000
- Managed UVM laboratory research budget (> \$125,000)

## **Supervision and Management**

- Supervise 25 Program Managers, Education Coordinators, and Agency Staff (also temporarily 8 additional exempt and classified staff, in capacity as Acting Secretary)
- Supervised Academic Enrollment Management (EM) division at Lyndon State College including: Academic Support (including SSS Trio program Director, Counselor, and Tutor; Writing Center Director; Disability Services Coordinator; Staff Assistant), Advising Resource Center (including Directors of Advising, Career Services, and First Year Experience), and Leahy Center for Rural Students staff (including Staff Assistant, Community Outreach Coordinator, Research Associates)
- Oversaw Academic Affairs student support initiatives for improving academic success, retention, persistence, and graduation rates (2010-2015)
- Established regular team meetings; clearer communication system among staff, LSC administration, and LSC faculty and staff in other units; and focused vision/shared goals for academic EM area (2010-2015)

- Chaired job searches. Agency of Education: Director of Communications and Legislative Affairs; Division Director, Personalization and Flexible Pathways; Program Manager/Adult Education and Literacy; Lyndon State: Career Services Director, Leahy Center Community Outreach Coordinator, Leahy Center Senior Research Associate and part-time Research Associate, Staff Assistant
- Directed all operations for Leahy Center for Rural Students (2010-2015)

### **Data Management/Analysis, Evaluation, and Assessment (2010-present)**

- Oversee Data Analysis and Research unit, Agency of Education (through 5/2020)
- Vermont liaison, New England Secondary School Consortium Common Data Project
- Trained for institutional NEASC liaison role
- Conducted analyses, interpreted results, and wrote research reports for Dean/Provost, President's Leadership Team, and Enrollment Management Committee, including focus on predictive analytics, retention rates, academic progress, and disaggregated data by gender, department/program, first-generation status, in- versus out-of-state students, student year/cohort, and athletics
- Coordinated data management, retrieval, analysis, interpretation, and reporting across different units of LSC
- Helped streamline data practices across Registrar's office, Admissions, Dean of Administration, and enrollment management unit
- Coordinated VSC Informer Training (VSC interface for Datatel/Colleague data and reporting) on campus, serving as LSC point of contact
- Initiated SPSS (statistical program) training for key members of the EM team and First Year Experience, to develop data capacity at LSC
- Co-Chair President's Enrollment Management Committee, cross-unit LSC task force charged with proposing and implementing evidence-based strategies for increasing retention
- Coordinated, along with Dean of Faculty and Dean of Students, systematic method to track and monitor outreach to LSC students during pre-registration advising period
- Systematized withdrawing student "exit" interviews to occur within EM area in order to capture information in one place and improve follow-up with students
- Designed and implemented successful program evaluation for Lyndon Launch (summer bridge program)
- Conducted longitudinal study on over 700 rural, underserved students in the Northeast Kingdom
- Supervised additional research projects occurring within Leahy Center
- Conducted and interpreted analyses for LSC regarding student retention, program evaluation, and related topics
- Wrote major grants for continued funding and sustainability of the Leahy Center
- Designed and supervised program evaluation for Northeastern Vermont Area Health Education Center's community and academic outreach projects

### **Administrative Development**

- Council of Chief State School Officers regular meetings (national)

- New England Association of Schools and Colleges (NEASC) Annual Meeting. Boston, MA. 2013, 2014
- American Association of Colleges and Universities (AAC&U), Network for Academic Renewal Conference. *General Education and Assessment: Disruptions, Innovations, and Opportunities*, Portland, OR. 2014
- AAC&U Network for Academic Renewal Conference. *Student Success and the Quality Agenda*. Miami, FL. 2013
- American Association of Collegiate Registrars and Admissions Officers (AACRAO) Executive Symposium. *Strategic Enrollment Planning in the New Economy*. Orlando, FL. 2012
- AACRAO Strategic Enrollment Management Conference. Orlando, FL. 2012
- Technology of Participation (ToP) training in professional facilitation skills and strategic vision formulation. Portsmouth, NH. 2011
- Annual New England Conference for Student Success. University of Massachusetts, Amherst. 2011, 2012
- AAC&U Meeting. *Facing the Divides: Diversity, Learning, and Pathways to Inclusive Excellence*. Houston, TX. 2010

## Grants

Total # funded: 17; Total amount to date: \$1,417,022

### *Selected Funded Grants*

Vermont New Skills for Youth Initiative. CCSSO/JP Morgan. April 2016-October 2016. \$100,000. Role: Project Director/State Lead.

Lyndon Educational opportunity AmeriCorps Program (LEAP). Formula Funds, SERVermont. September 2015-August 2016. \$250,000. Role: Project Director.

Canaday Family Charitable Trust. Lyndon State College Early Promise Program. August 2013 – July 2016. \$150,000. Role: Project Director.

U.S. Bureau of Health Professions, Health Resources, and Services Administration. VT Health Career Opportunities Pipeline Program. September 2011 – March 2014. \$111,654 (subcontracted budget). Role: Evaluation Supervisor; PI/Applicant: Nicole LaPointe, Northeastern Vermont Area Health Education Center.

Nellie Mae Education Foundation. Project Compass Grant. Year 4. July 2011 – June 2012. Role: Co-Director. \$120,000.

US Department of Education, Grant # P116Z100167. September 2010 – September 2012. \$300,000. Role: Project Director/PI. Competitively awarded Congressionally Directed funds.

Jane's Trust Grant. July 2010-June 2012. \$225,000. Role: Project Director/PI. Competitive extramural foundation grant.

US Department of Education, Grant # P116Z090264. 2009-2011. \$333,000. Role: Center Director/Budget Supervisor. Competitively awarded Congressionally Directed funds.

### **Selected Publications**

- Moon, U. J., & Bouchey, H. A. (2019). Effects of perceived parents' and teachers' values and beliefs on rural adolescents' college plans. *Social Science Journal*, 56 (4), 458-469.
- Moon, U. J., Bouchey, H. A., & Kim, J. E. (2017). Factors associated with rural high school students' financial plans for meeting their college costs. *Financial Planning Review*, 10(2), 23-52.
- Bailin, D., Bouchey, H. A., Nelson, G., & Sherriff, G. (2014). A learning commons on a budget. *New England Journal of Higher Education*, Nov 2014.
- Flaherty, J., Zwick, R., and Bouchey, H. A. (2014). Revisiting the Sense of Community Index: A confirmatory factor analysis and invariance test. *Journal of Community Psychology*, 42, 947-963.
- Bouchey, H. A., & Bellmore, A. (2013). Peers and academic adjustment in urban contexts. In G. Creasey & P. A. Jarvis (Eds.). *Adolescent Development and School Achievement in Urban Communities: Resilience in the Neighborhood*. New York: Routledge, Taylor, & Francis.
- Selkirk, L. C., Bouchey, H. A., & Eccles, J. S. (2011). Interactions among domain-specific expectancies, values, and gender: Predictors of test anxiety during early adolescence. *Journal of Early Adolescence*, 31, 361-389.
- Bouchey, H. A., Shoulberg, E. K., Jodl, K. M., & Eccles, J. S. (2010). Longitudinal links between older sibling features and younger siblings' academic adjustment during early adolescence. *Journal of Educational Psychology*, 102, 197-211.
- Meyer, K. C., & Bouchey, H. A. (2010). Daring to DREAM: Results from a mentoring programme for at-risk youth. *International Journal of Evidence Based Coaching and Mentoring*, 8, 67-84.
- Bouchey, H. A. (2007). Perceived romantic competence, importance of romantic domains, and psychosocial adjustment during late adolescence. *Journal of Clinical Child and Adolescent Psychology*, 36, 503-514.
- Bouchey, H. A., & Harter, S. (2005). Reflected appraisals, academic self-perceptions, and math/science performance during early adolescence. *Journal of Educational Psychology*, 97, 673-686.
- Bouchey, H. A. (2004). Parents, teachers, and peers: Discrepant or complementary achievement socializers? In H. A. Bouchey & C. E. Winston (Eds.), *Social and self-processes underlying math and science achievement. New Directions in Child and Adolescent Development*, Vol.

106 (pp. 35-53). San Francisco, CA: Jossey-Bass.

Bouchey, H. A., & Winston, C. E. (Eds.), (2004). Social and self-processes underlying math and science achievement. *New Directions in Child and Adolescent Development, Vol. 106*. San Francisco, CA: Jossey-Bass.

### **White Papers and Technical Reports**

Ramsey, J., Bouchey, H. A., & Holcombe, R (2017). *Career technical education governance in Vermont: Mapping a vision for the future*. Vermont Agency of Education.

Bouchey, H. A., Zwick, R., & Flaherty, J. (2011). *Understanding the experiences of first-in-family students at Lyndon State College*. Leahy Center for Rural Students, Lyndon State College.

Bouchey, H. A., Zwick, R., & Flaherty, J. (2011). *Assessing the college experience: Do factor structure and means differ by students' FGLI status?* Leahy Center for Rural Students, Lyndon State College.

Flaherty, J., Bouchey, H. A., & Zwick, R. (2011). *Connection to college over time: Student differences as a function of first-generation, low-income status*. Leahy Center for Rural Students, Lyndon State College.

### **Selected Professional Presentations**

Bouchey, H. A. (April 2018). Session Discussant, Career readiness, counseling, and employment outcomes in Career and Technical Education: Implications for today's skills gap. American Education Research Association, New York, NY.

Bouchey, H. A. (April 2018). Session Chair, Workplace learning: Highlighted, researched, and analyzed from the lens of the practitioners. American Education Research Association, New York, NY.

Moon, U. J., & Bouchey, H. A. (2015). Parental influence on rural youths' choices about college education. In "Beyond the Big City: Rural Students and College Access," American Education Research Association, Chicago, IL.

Moon, U.J., & Bouchey, H. A. (2015). Family, school, and community factors associated with rural students' college plans. American Education Research Association, Chicago, IL.

Moon, U.J., & Bouchey, H. A. (2015). Parental and teacher influence on rural students' choices about college education. Society for Research in Child Development, Philadelphia, PA.

Bouchey, H. A., & Moon, U. J. (2014). Reflected appraisals, perceived self-competence, and rural 5<sup>th</sup>-12<sup>th</sup> graders' college plans. 17<sup>th</sup> International Roundtable on School, Family, and Community Partnerships. Philadelphia, PA.

Cid, C. R., Bouchey, H. A., and Rice, R. J. (2013). Data-driven transformative strategies for campus-wide faculty/staff collaborations to enhance student success. AAC&U's Network for Academic Renewal: Student Success and the Quality Agenda. Miami, FL.

Bouchey, H. A., Daley, D., McCoy, D., Twombly, N., & Norheim, L. (2012). Fostering curricular alignment across the secondary-postsecondary transition: A regional model in Vermont's Northeast Kingdom. Annual Vermont State Colleges Retreat, Randolph, VT.

Gabbard, G., Bouchey, H. A., Rice, R., & Cid, C. (2011). Project Compass: A model for transforming campuses for underserved student success. Second Annual New England Conference for Student Success, Amherst, MA.

Bouchey, H. A., Gentlewarrior, S., & Clapp, M. (2010). Institutional research: Paving pathways to inclusive excellence. At Facing the divides: Diversity, learning, and pathways to inclusive excellence; Association of American Colleges and Universities meeting, Houston, TX.

### **Selected Invited Keynotes and Lectures**

Bouchey, H. A. (2019). Ensuring success for Vermont's students. VSAC 2019 Transition and Career Planning Conference.

Bouchey, H. A. (2018). Flexible pathways to ensure success for all students. Vermont Education Opportunity Programs (EOP) Annual Conference.

Bouchey, H. A. (2018). Perspectives on equity. Vermont Principals Association Annual Conference on Equity.

Bouchey, H. A. (2015). Dual enrollment "State of the State." Vermont State Dual Enrollment Conference. Essex, VT.

Bouchey, H. A. (2015). Flexible pathways and workforce development. University of Vermont Legislative Summit. Burlington, VT.

Bouchey, H. A. (2015). Gender and educational outcomes in Vermont. Governor's Institute Conference. Middlebury, VT.

Bouchey, H.A. (2014). Beginning with the end in mind: Student success at Lyndon State College. Keynote address. College Professional Development Day. Berkshire Community College, Pittsfield, MA.

Bouchey, H. A. (2014). A data-driven approach to increase retention, persistence, and graduation rates in FFMI students. Breakout session, College Professional Development Day, Berkshire Community College, Pittsfield, MA.

Bouchey, H. A. (2013). Student success at rural institutions: Changing institutional culture and serving FFMI students at Lyndon State College. New England Resource Center for Higher

Education Virtual Think Tank Series.

Dalton, D., & Bouchey, H. A. (2012). Changing institutional culture and promoting the success of FFMI students. New England Resource Center for Higher Education (NERCHE) Project Compass Learning Community meeting, Portsmouth, NH.

## **Selected Honors, Awards, and Appointments**

### *Vermont Agency of Education*

Invited Panelist, *Women in Leadership* panel, Vermont Women in Higher Education Annual Conference, 2017.

### *Lyndon State College*

Finalist, Jackie M. Gribbons Leadership Award. Vermont Women in Higher Education, 2014.

Member, Board of Directors—Mobius: Vermont's Mentoring Partnership. 2014-2015.

Fellow, Neil and Louise Tillotson Fund Community Practitioners Network – January 2013 – December 2013

Invited Member, Advisory Committee, Vermont Campus Compact Annual Gathering – “Aspirations, Access, and Affordability” – January 2013

Co-Chair, Presidential Strategic Enrollment Management Committee, Lyndon State College, September 2012 -2015

Invited Presentation on Leahy Center - 2nd National Summit on the Role of Education in Economic Development in Rural America, Education Commission for the States (Presentation to US Secretaries of Education, Labor, and USDA), Washington, DC, April 2012

Chair, VT PK-16 Council Curricular Alignment Working Group, September 2011- June 2012

### *University of Vermont*

Nominee – 2010 Kroepsch-Maurice Excellence in Teaching Award

Appointed Consulting Editor – *Child Development* – June 2008

Appointed to Editorial Board – *Journal of Youth and Adolescence* – 2003

Illinois State University Distinguished Alumnus Award – October 2003

Selected to attend APA Advanced Training Institute on Longitudinal Methods – June 2003

### *University of Michigan*

NICHD Individual Postdoctoral Fellowship – awarded spring 2002 (declined to take faculty position at UVM)

NICHD Institutional Postdoctoral Fellowship – September 2000 - August 2002 (also noted in Professional Positions)

Dean's Discretionary Funds – Travel Award – July 2001

### *University of Denver*

Outstanding Graduate Student Researcher – June 2000

American Psychological Association Dissertation Research Award – May 1999

COGDOP American Psychological Foundation Fellowship – Departmental Nominee – May 1999

## Teaching Experience

*Introduction to Academic Community* (undergraduate) – Lyndon State College, 2012 - 2015

*Research Methods* (undergraduate) – St. Michael's College, 2010

*Structural Equation Modeling* (graduate) – University of Vermont, 2005 - 2008

*Advanced Statistics I & II* (graduate) – University of Vermont, 2002-2009; University of Denver, 2000

*Adolescence* (undergraduate) – University of Vermont, 2003-2009; University of Michigan, 2001; Metropolitan State College of Denver, 1998; University of Denver, 1997

*Social Cognition and the Self* (graduate & undergraduate) – University of Vermont, 2004 – 2008

*Youth at Risk* (undergraduate) – University of Denver, 1999

*Psychology of Eating Disorders* (undergraduate) – University of Denver, 1998. Co-taught with Jennifer West.

*Introduction to Statistics* (undergraduate) – University of Denver, 1998

## University/College/Departmental Service

- President's Advisory Committee – Lyndon State College, fall 2013 - 2015
- President's 10-Year Plan for Transformation Committee – Lyndon State College, summer 2013-2015
- Undergraduate Research Task Force – Lyndon State College, spring 2011
- Teaching Evaluation Task Force, Psychology Department – UVM, spring 2009
- Strategic Enhancement Task Force: Research/Scholarship – UVM, fall 2008
- Academic Support Programs Faculty Advisory Committee – UVM, spring 2006 - 2009
- College of Arts and Sciences John Dewey Honors Program – Departmental Representative – UVM, spring 2006 – spring 2009
- Member, Health Psychology faculty search committee – UVM, fall 2005 – spring 2006
- College of Arts and Sciences Honors and Independent Studies Committee – UVM, fall 2004 – spring 2008
- Chair, Departmental Colloquium committee – UVM, fall 2003 – fall 2005
- John Dewey Hall Enhancement Task Force – UVM, fall 2003
- Strategic Advancement Task Force – UVM, fall 2002
- Departmental Colloquium committee – UVM, fall 2002 – spring 2009
- Curriculum Task Force – UVM, Fall 2002 – spring 2003

## Grant/Journal/Conference Reviewing

- Invited Reviewer – 2018 American Education Research Association annual meeting.
- Invited Reviewer – C. H. Skiadas, Valerie Girardin and James Bozeman (Eds.). "New Perspectives on Stochastic Modeling and Data Analysis." January, 2014
- Invited Reviewer – 2012 American Education Research Association annual meeting
- Invited Reviewer – SRCD 2009 Biennial Meeting, Panel 7: Adolescence: Social and Emotional Processes
- Consulting Editor – *Child Development* – 2008-2011



- Invited Grant Reviewer – Swedish Research Links Programme: International Collaborative Research Grants – July, 2008
- Invited Reviewer – SRA 2008 Biennial Meeting, Panel 8: School, Work, & Achievement
- Editorial Board – *Journal of Youth and Adolescence* – 2003-2006

**Professional Society Memberships**

- American Education Research Association (2010 - 2019)
- New England Association for Institutional Research (2014 – 2015)
- Society for Research in Child Development (1994 – 2013)
- Society for Research in Adolescence (1995 – 2013)

## Jessica DeCarolis

### EDUCATION

**M.Ed. Vermont Mathematics Initiative, University of Vermont, Burlington, VT, May 2013**

**M.A. in Educational Psychology, New York University, New York, NY, May 2004**

**Mediation Training, Columbia Law School, Columbia University, New York, NY, Jan. 2003**

- 26 hours of intensive training in mediation.

**B.A. in English and Textual Studies & Psychology, Syracuse University, Syracuse, NY, May 1998**

- Graduated Cum Laude and with distinction in English; member of Syracuse Honors Program, Psi Chi (Psychology Honors Society), and Phi Kappa Phi (National Honors Society).

### PROFESSIONAL EXPERIENCE

**Division Director, Agency of Education, Vermont, Sept. 2016 - Present**

- Manage \$25 million in state and federal grants and \$2 million in professional contracts
- Oversee six program teams, five multi-division sprint teams and 22 staff
- Lead agency and multi-agency efforts
- Responsible for preparing and presenting legislative testimony and developing policy and technical guidance
- Responsible for oversight of three federal programs - Carl D. Perkins V, ESSA Title IVB, and WIOA-AEFLA -- as well as multiple state programs.
- Develop, approve and/or oversee over 135 grant agreements per year with LEAs, higher education and non-profits

**Education Director, Reel Stories Teen Filmmaking (Reel Works), Brooklyn, NY, Oct. 2015 - April 2016**

*Reel Works is a non-profit youth organization that teaches filmmaking to students in schools and CBOs throughout NYC and at their location in Brooklyn, NY. Filmmaker-educators teach documentary and narrative workshops of varying lengths to students from ages ten- to twenty-years-old.*

- Wrote and managed grants, developed partnerships and oversaw special projects
- Developed and managed Connected MicroCredentials Digital Badging Program with various partners such as NBCUniversal, Mozilla and Urban Arts Partnership
- Developed and oversaw 28 in-school residencies serving 700 students throughout NYC
- Developed and oversaw after-school residencies and the day-to-day operation of our after-school space serving 120 students
- Hired, trained, supervised and evaluated over 26 staff
- Developed curricula, oversaw implementation, and administered program and participant assessments
- Managed budget and payroll
- Oversaw youth internship program

**Director of Curriculum & School-Based Programs, Reel Works, Brooklyn, NY, Sept. 2014 - Sept. 2015**

- Created program and organizational protocols (e.g., student and facility safety, risk assessments, etc.)
- Hired, trained and evaluated staff
- Developed and managed in-school residencies
- Provided training to Teaching Artists
- Developed curricula, oversaw implementation, and administered program and participant assessments
- Oversaw youth internship program
- Responsible for grant-writing and expanding partnerships

**Education Specialist, Reel Works, Brooklyn, NY, Oct. 2013 - Aug. 2014**

- Developed and managed in-school residencies
- Provided training to Teaching Artists

- Developed curricula and administered program and participant assessments
- Oversaw youth internship program
- Responsible for grant-writing and expanding partnerships

**Educational Consultant (Independent Contractor) July 2013 – Sept. 2016**

- Provide training and workshop opportunities to school districts, schools, organizations and personnel
- Partner districts and schools with other independent contractors with various expertise
- Develop curricula

**Math and ELA Interventionist, Hyde Leadership Charter School, Bronx, NY, Feb. 2013 – June 2013**

- Co-taught three 7th grade math classes; taught two 7th and 8th grade math academic literacy classes
- Provided ELA instruction for two 7th grade students

**Copywriter & Proofreader, Federal Legal Publications, Somers, NY, 2010 - 2014**

- Proofread, fact-checked, edited two journals: Contemporary Drug Problems and Journal of Psychiatry and Law

**504 Coordinator, Fair Haven Union High School, Fair Haven, VT, Sept. 2004 - June 2012**

- Case-managed 45 to 75 high school students with an array of disabilities
- Created individual accommodation plans for students; facilitated meetings between faculty, parents, and students; advised school staff on issues surrounding student educational and emotional needs
- Provided instruction in all subject areas for grades 9-12; taught academic, organizational, and social skills
- Additional duties at FHUHS included: Peer Tutor Coordinator, College Board Services for Students with Disabilities Coordinator, Chess Club Co-Advisor, 2012 Class Co-Advisor, Educational Support Leadership Team Member, Attendance Committee Member, Wellness Committee Member

**Mediation Associate, Civilian Complaint Review Board, New York, NY, Sept. 2002 - Sept. 2004**

- Arranged mediations between civilian complainants and police officers; organized and maintained case files; drafted closing reports
- Acted as a liaison between the agency and mediators, and between the mediation unit and the investigative staff; trained investigative staff in mediation protocol

**Investigator (Level II), Civilian Complaint Review Board, New York, NY, June 1999 - Aug. 2002**

- Investigated allegations of excessive force, abuse of authority, discourtesy, and offensive language made against members of the New York City Police Department
- Interviewed civilians and police officers; canvassed for witnesses; analyzed legal and medical documents; researched legal precedents; and wrote reports recommending whether or not officers should be sanctioned for misconduct

**PROFESSIONAL CREDENTIALS/HONORS/COMMUNITY INVOLVEMENT/SKILLS**

- Vermont Continuity of Learning Task Force 2020
- New England Secondary School Consortium (NESSC) [Regional Champion 2020](#)
- New England Secondary School Consortium (NESSC) State Lead and Co-chair of Diversifying the Educator Workforce Regional Task Force (2016-2020)
- Essential Math Concepts State Team - Agency Lead (2018-Present)
- Vermont CTE Strategic Visioning Steering Committee member (2018-2019)
- Council of Chief State School Officers ILN Lead (2018-2019) and Federal Liaison (2019)
- Advance Vermont Youth Workgroup (2018-2019)
- [2009 Rowland Fellow](#), Rowland Foundation: awarded a \$100,000 fellowship with a colleague to develop an alternative school program for supervisory union that would better meet the diverse needs of all students.
- ARSU Service Awards for Moving with Vision and Purpose program development group & High School Prep Summer School development group.
- Highly Qualified Teacher, Level 1 License in English 7-12 (Expired June 2015)
- Vice President, Slate Valley Teen Center, 2010-2011: Member of multi-disciplinary community group that

- developed first teen center in Fair Haven, VT.
- White, Yellow and Orange Belts in Process Improvement from State of Vermont (2018-2020)
- Proficient in Microsoft Office 365, Google docs and portfolio management, digital video equipment, and iPads/iPhone filming and iMovie editing; some FCP and Premier editing

## **COURSE DEVELOPMENT**

### **Documentary Filmmaking Digital Badges (Reel Works, NYC)**

- \* 3-year collaborative project to develop digital badges representative of student competencies in filmmaking and align those competencies with secondary, post-secondary and career expectations
- \* Clarified and developed documentary, narrative, and machinima filmmaking curricula for both in-school and after-school residencies
- \* Worked with other youth organizations, Mozilla, Hive NYC, city and state officials, and employers such as NBCUniversal to better define and connect learning with opportunities

### **Moving with Vision and Purpose (Fair Haven Union High School)**

- Developed transition curriculum to foster academic, social, and emotional resiliency in at-risk, incoming ninth-graders with three colleagues.
- This program was offered for four years; I co-taught for two years and taught a second class section for two years.
- This curriculum became the foundation for freshman labs which are now available to all freshmen.

### **SAT Prep Course (Fair Haven Union High School)**

- Wrote and received Vermont Student Assistance Corporation grant to develop and teach SAT prep class for FHUHS students for six years.
- Co-taught for four years.

### **Introduction to Algebra for Instructional Assistants (Fair Haven Union High School)**

- Created and co-taught Introduction to Algebra course for instructional assistants (IAs) for two years.
- Provided IAs opportunities to improve their math skills and ability to support special education students.

### **Summer Transition Program/High School Prep (Fair Haven Union High School)**

- Initiated development of program with three other colleagues.
- Investigated development of a transitional summer school component for incoming ninth-graders and credit recovery component for current ninth and tenth grade students.
- Wrote grant proposal that provided initial funding.
- Presented program to administrators from all district schools and developed district-wide committees to assist in development.

### **Distance Learning Videography (Fair Haven Union High School)**

- Collaborated with television/movie camera assistant from NYC and special educator at FHUHS to develop a video/movie-making class for students.
- Students maintained personal and class blogs, learned basic camera and editing skills, and produced short films.
- Created relationships with Castleton State College Multimedia Department and collaborated with students and faculty; consulted for one year with camera woman from 30 Rock and Bored to Death.

### **OdysseyWare Web-based Curriculum (Fair Haven Union High School)**

- Researched multiple web-based curriculum delivery models to expand options for struggling/failing students.
- Created multidisciplinary team of fifteen teachers and counselors to train on system and facilitated numerous professional development seminars.
- Tied student selection to Educational Support Team to ensure team-based student placement.
- Piloted embedded computer-based instruction in lab settings and created summer credit recovery pilot.

## Education

- MFA in Illustration, concentration in pictorial narrative, University of Arizona, 2005
- Completed thirty-six units of law coursework, University of Arizona College of Law, 2001-2002
- BFA in Visual Communications with an Illustration Emphasis, University of Arizona, 1999
- BFA in Art Education, University of Arizona, 1999

## Professional Experience: Project and Program Leadership

### Division Director, Vermont Agency of Education (AOE)

Montpelier, VT, 2018-Present

- Leadership of the Student Support Services Division, consisting of the AOE's Special Education, Early Learning, and Multi-Tiered Systems of Supports teams. Includes:
  - Division mission and vision setting, in alignment with AOE priorities
  - Hiring and distribution of division resources and personnel
  - Day-to-day staff supervision and evaluation responsibilities
  - Oversight of more than \$33M in federal grants and programs annually
  - Oversight of division budgeting and contracts

### Education Project Manager, Vermont Agency of Education (AOE)

Montpelier, VT, 2013-2018

- Led or coordinated short and long-term policy initiatives and change efforts, including:
  - The development of a State Plan responding to the federal Every Student Succeeds Act
  - A series of equity initiatives springing out of the Supporting Educational Equity (SEE) project
  - The adoption and early implementation of a statewide climate survey
  - The internal identification of annual implementation goals for AOE program teams, and the alignment of team-level work to those goals
  - Performance assessment resource development
  - The development of sample state proficiency-based graduation requirements
  - Vermont's adoption of the National Core Arts Standards
  - A major revision of the review and approval process for independent schools
  - Identifying internal and local-level problems of practice related to supporting students who come from low income backgrounds, racial minority groups, and students with disabilities
- Led and supported initiative-related grant and contract writing, implementation, and evaluation
- Created and led professional development events for AOE and field educators
- Presented and/or represented the AOE at meetings, conferences, and with various media outlets
- Led and collaborated on project-related communications campaigns

### School Effectiveness Coordinator, Vermont AOE

Montpelier, VT, 2012-2013

- Led statewide change initiatives, including:
  - Aligning Vermont's continuous improvement model with a Multi-Tiered Systems of Support framework
  - The development of Vermont's Continuous Improvement Plan template
- Regularly authored and co-authored AOE policy and guidance documents
- Created and led professional development events for AOE and field educators
- Supported roughly 30 Vermont schools in satisfying state and federal statutory requirements

### Project Manager, Western Regional Resource Center, University of Oregon

Eugene, OR, 2010-2012

- Provided technical assistance to western states and the Pacific Islands to support students with disabilities
- Supported the development and implementation of state-level special education policy and practice
- Developed and facilitated elements of national special education conferences
  - Led the coordination, delivery, and evaluation of the 2011 NCRRC/ WRRRC Cross Regional State Summit, a three-day conference serving staff from 15 states and 6 Pacific Entities
- Created and led professional development events for WRRRC staff and field educators
  - Led the development and facilitation of the 2011 WRRRC Annual State of the Region Retreat, a two-day internal meeting to improve the efficacy of WRRRC services and practices

**Associate Director, Youth Enrichment Talented and Gifted Programs, University of Oregon**

Eugene, OR, 2009- 2010

- Co-identified and set YETAG mission and priorities, in alignment with College of Education and University mission and priorities
- Reflected YETAG and College of Education priorities through YETAG secondary programs
- Coordinated all YETAG program marketing and communication
- Continued all Program Coordinator responsibilities (described below)

**Program Director, Youth Enrichment Talented and Gifted Programs, University of Oregon**

Eugene, OR, 2007- 2009

- Directed all aspects of planning, delivery, and evaluation for multiple youth enrichment programs: large and small-scale, seasonal and year-round
- Recruited, hired, supervised, and evaluated a 30-person staff
- Led all student recruitment efforts, with a focus on increasing attendees from low income backgrounds, racial minority groups, and new Americans
- Completed all program reports and evaluations, including grant-related applications and reports
- Developed and maintained local and national networks of program recruiting and funding partners
- Developed and managed all program budgets (including a \$350,000 annual budget for our largest program)
- Led all program communications and marketing efforts, including publications, program websites, and social media platforms
- Developed and coordinated the development of academic and recreational program curriculum
- Major achievements within a sample program (the Summer Enrichment Program)
  - Increased annual enrollment from 200 students in 2007 to 300 students in 2010
  - Reduced program expenses by 25% from 2007-2010
  - Increased low-income financial aid recipients from 12 in 2007 to 63 in 2010
  - Significantly improved program culture and staff cohesion, including a 100% staff retention rate from 2007-08 (up from roughly 50% in 2006-07)

**Middle School Site Coordinator/ AmeriCorps Member: Imagine Project** Tucson, AZ, 2000-01

- Led the development of sustainable partnerships between the school and community organizations
- Increased access to high-quality education programming for traditionally underserved student groups
- Led grassroots school-change campaigns around issues including school climate and student safety
- Supervised the site's four-person staff
- Completed all site reports, including grant-related applications and reports

**Additional Experience**

**Art Teacher, Marvell Elementary School (K-6)**

Marvell, AR, 2005-06

- Created, taught and assessed K-6 art curriculum
- Volunteer-taught a four-part professional development course for regional art teachers on assessment, interdisciplinary art education, and public arts projects

**University of Arizona, Tucson (student evaluations for all courses are available upon request)**

- **Creator and Teacher of Record for Art 462c (Art of the Picture Book)**, Summer 2004
  - Co-created and organized successful *Picture Book and Comics Speaker Series*, Summer 2004
- **Teacher of Record for Art 266 (Beginning Illustration)**, Fall 2004, Spring 2004
  - Mentored undergraduate students through the Visual Communications department's portfolio admissions process
- **Teaching Practicum: Art 102 (Foundations Level Color and Design)**, Spring 2003

**Children's Publishing: Author and Illustrator, 2007-Present**

- Book and magazine writing and illustration
- Clients include the American Psychological Association, Bloomsbury, Albert Whitman & Company, Highlights for Children, McGraw-Hill

VITA  
Dr. Jacqueline Patricia Kelleher

[REDACTED]

[REDACTED]

[REDACTED]

**Education:**

**Degree**

**Institution**

Ph.D. (2003)  
Educational Psychology  
*Field: Cognition & Instruction*  
Concentration: Measurement, Evaluation  
& Assessment  
Summa Cum Laude (3.92)

University of Connecticut  
Storrs, Connecticut

State Certified in Data Driven Decision  
Making and Data Making for Results  
(2011)

Learning and Leadership/Connecticut  
State Department of Education

M.A. (2001)  
Education – *Emphasis Special Education*  
Summa Cum Laude

University of Connecticut

B.A. (1996)  
*Psychology/Education*  
*Emphasis: Behavioral Approaches*  
Magna Cum Laude (3.75)

Storrs, Connecticut  
University of Southern Maine  
Portland, Maine

Additional Coursework/Continuing Education Units: *University of San Diego – autism spectrum disorders; Connecticut Accountability Learning Initiative – assessment literacy and coaching; Association of Behavior Analysts International – conducting functional behavior assessments; Cambridge Education – School-wide Improvement Planning Models; McREL Balanced Leadership – Pupil Academic Achievement; Connecticut State Department of Education Scientific Research Based Intervention (SRBI)/Data Driven Decision Making/Making Standards Work; Certified by the Learning and Leadership Center/CSDE to Deliver instruction and professional development on Data Teams and Decision Making for Results.*

### Professional Experience:

<b>Vermont Agency of Education</b>	2019- Present
Montpelier, VT	
<i>State Director of Special Education</i>	
Oversight of special education policies, practices, and procedures with federal and state laws for districts in the State of Vermont. General supervision, compliance, continuous improvement, grant monitoring, program evaluation, technical assistance, and liaison to national and state special education initiatives for the State of Vermont. Management of and strategic planning for staff in Monitoring and Programming areas of State Special Education Team.	
<b>Franklin Pierce University</b>	2018 - 2019
Rindge, NH	
<i>Chair, School of Education</i>	
Oversight of School of Education, Certification Officer, Undergraduate/Graduate Program Coordinator, Accreditation Manager, Recruitment/Retention Teaching, Advising, Decision-making for the School	
<b>Franklin Pierce University</b>	2015- 2019
Rindge, NH	
<i>Assistant Professor of Special Education/Student Teacher Supervisor Graduate Teacher Education Program Coordinator (Effective August 15, 2017)</i>	
<b>Sacred Heart University</b>	2010 - 2015
Fairfield, Connecticut	
<i>Assistant Professor NCATE Co-Coordinator (Effective 8/1/13) Special Educator Program Director (Effective 1/7/14) Ed 569/205 Program Coordinator (Effective 6/1/14)</i>	
<b>Southern Connecticut State University</b>	2010-2012
New Haven, CT	
<i>Direct Services Coordinator – Center of Excellence on Autism Spectrum Disorders</i>	
Coordinates the Direct Service division during the Center's first year of operations: instrument design; curriculum development; program evaluation; identifies direct service needs of districts and organizations educating children with autism and provides targeted technical assistance to meet those needs. Additionally undertakes the development, implementation and evaluation of a variety of community activities and special events, including Saturday Resource Sessions, international speaker series, and community service outreach. Develops and maintains publicity materials and technological outreach and dissemination of Center-based materials; designed and launched of new Center website. Authored and submitted two federal grant applications for ongoing Center support and sustainability; identified and initiated grant applications to over a dozen foundation organizations to support smaller Center projects.	



<b>Connecticut State Department of Education</b>	2007-2010
Hartford, Connecticut	
<i>Education Consultant – General Supervision System Coordinator</i>	
Provides leadership for the following initiatives through the Bureau of Special Education: general supervision and evaluation of compliance efforts with IDEA 2004 of 170 local education agencies in Connecticut; coordinates and implements monitoring site visits and provides support to program quality review teams (special education, accountability, approved private programs, charter schools, higher education programs); state liaison for programming and curricular initiatives involving autism spectrum disorders; represents bureau on activities statewide concerning certification, accreditation, alternative assessment, accountability, and deaf/hearing impaired; develops and monitors program quality indicators and benchmarks aligned with accountability measures; prepares programs and state initiatives for alignment with results-based accountability (RBA) principles; conducts monitoring activities annually for focused monitoring of Connecticut's Key Performance Indicators; editor of the statewide monthly <a href="#"><i>Bureau Bulletin</i></a> communication tool. Duties also include developing best practice models for IEPs, professional development planning and budgeting, oversight of IDEA grant expenditures, and program quality indicators, and instrument development (Statewide Parent Satisfaction Survey). Collaborates with other bureaus and units to provide districts 1:1 technical assistance in school-wide improvement planning. Provides technical assistance to parents and families on state and federal requirements of implementing IDEA 2004. Serves as lead examiner on statewide focused monitoring and approved private special education program review site visits.	
<b>Connecticut State Department of Education</b>	2007-2010
Hartford, Connecticut	
<i>Education Consultant – Autism Spectrum Disorders</i>	
Provides leadership and compliance oversight to Connecticut educational programming initiatives for individuals ages 3-21 with an autism spectrum disorder. Coordinates activities related to Special Act No. 08-5 <i>An Act Concerning Teaching Methodologies for Children and Youth with Autism and Other Developmental Disabilities</i> . Provides outreach to local education agencies, regional education service centers, advocacy organizations, parent groups, and the State Education Resource Center through presentations, written topic briefs and other ongoing guidance, webinar series, and participation in key statewide stakeholder groups. Writes grant applications in support of funding model demonstration sites statewide. Works with Connecticut State Education Resource Center to plan statewide professional development. Works with the Regional Education Service Centers to build regional capacity in the area of initial evaluation using the ADOS and ADI-R. Consults with other bureaus and unit to address root causes behind significant disproportionality data in the area of autism. Presents statewide on compliant programming for children	

and youth on the spectrum and statewide patterns and trends on prevalence and incidence rates to Autism Spectrum Resource Center, parent groups, advocacy organizations, and school districts.	
<b>Beginning with Children Foundation</b>	2006-2007
New York, New York	
<i>Director of Educational Content; BWCCS K-8 Staff Developer; Special Education Program Evaluator; Curriculum Developer</i>	
Provides leadership over the following initiatives: documenting and evaluating the existing charter school education model for academic and non-academic content in three charter schools; supporting the enhancement of educational content of the schools and existing/future educational programs; evaluating curricula impact; evaluating special education and pupil services programming; providing reliable, valid information to the schools and Foundation for strategic planning, reporting, and decision making; developing new projects and initiatives with the charter schools and other organizations; building partnerships with higher education; and, designing, identifying, and using innovative tools, procedures, and technology.	
<b>Western Oregon University</b>	2005-2006
Monmouth, Oregon	
<i>Director of Institutional Research, Planning, and Assessment</i>	
Oversight, design, and implementation of institutional research agenda, curriculum design, assessment plan and system, internal evaluation, technical assistance implementation with respect to assessment and evaluation, strategic planning and benchmarking, and maintaining a culture of evidence in support of teaching and learning. Coordinator of NWCCU accreditation self-study and institutional program review. Designed and maintained database system for institutional research and assessment; Provided one on one support, small group instruction, and full scale professional development workshops in assessment and evaluation for faculty in Liberal Arts & Science, College of Education, and non-academic programs.	
<b>University of Connecticut</b>	2003-2005
Storrs, Connecticut	
<i>Assistant Dean/Educational Psychology Assistant Professor</i>	
Areas of responsibility include the development, implementation, and oversight of the Neag School of Education Assessment and Evaluation Plan and related tools; monitoring alignment to national/state standards and local conceptual framework; internal evaluation studies; liaison to the Connecticut State Department of Education and other internal and external constituencies; ongoing data collection, analysis, and reporting; certification and licensure recommendations for the NSOE degree seeking candidates; admission policy and procedures; supervision of graduate assistants, student labor, and key stakeholders within the teacher education unit.	

<b>The Evaluation Center</b>	2000-2005
Kalamazoo, Michigan	
<i>Project Evaluator/Field Researcher/ Data Analyst</i>	
Employed as a field researcher and analyst for the Connecticut Charter Schools Project.	
<b>Center for HIV Intervention &amp; Prevention</b>	2000-01
Storrs, Conn	
Research Associate	
Employed as an instructional designer of HIV Intervention materials using technology to assist physicians and clients. NIMH grant writing and evaluation planner. Evaluation of data collection tools and collection systems.	
<b>University of Connecticut</b>	1998-2001
Storrs, Connecticut	
<i>Special Education Student Teacher Supervisor; Grant Writer; SITE (Shared Ideas for Teaching Effectively) Coordinator; SITE Evaluator</i>	
Worked intensively with six student teachers per semester, providing critiques of their classroom performance and making sure they were teaching to Connecticut certification standards.	

### Teaching Experience (Higher Education/K-12):

#### Higher Education:

##### Franklin Pierce University

2015-Present

Rindge, NH

Instructor

Courses: Special Education and General Education for undergrad and grad, both face to face and online using Canvas.

##### Sacred Heart University

2010-2015

New Haven, Connecticut

*Instructor*

Courses: ED 569: Educating Students with Special Needs; ED 553: Educational Psychology; ED 428: Curriculum Design (Understand by Design/Making Standards Work). ED 600:

Characteristics of Effective Schools

Workshops: Scientific Research Based Intervention Overview; State Assessment –CMT/CAPT

Advisor Ph.D. Candidates: James Patsalides; Jill Angotta

##### Southern Connecticut State University

2009-2011

New Haven, Connecticut

*Instructor*

Courses: SED 521: Introduction to Autism Spectrum Disorders, SED 481 Special Education Methods, SED 452: Seminar in Reflective Practice

##### Fordham University

2006-2007

New York, New York

*Lecturer*

Course: Differentiated Instruction (participated in developing key assessment artifact for the TK20 portfolio system)

**Quinnebaug Valley Community College** 2006-2008

Danielson, Connecticut

*Instructor*

Courses: Lifespan Development, Developmental English, English Composition (Online and Real time sections)

**Chemeketa Community College** 2005 - 2006

Danielson, Connecticut

*Instructor*

Courses: Developmental Writing & Learning Strategies.

**Western Oregon University** 2005-2006

Monmouth, Oregon

*Assistant Professor, Teacher Education Division, COE*

Courses: ED 554M Personalizing Classroom Environments, Differentiated Instruction & Assessment

Workshops: NWCCU Accreditation; Teacher Work Sample methodology; Developing and piloting electronic portfolio systems using Livetext.

**University of Connecticut** 1998-2005

Storrs, Connecticut

*Instructor*

Courses: EGEN 294,295, and 296, three courses preparing undergraduates in the teacher preparation program and emphasizing the special education core.

**Eastern Connecticut State University** 1999-2001

Willimantic, Connecticut

*Lecturer*

Courses: Psychology; Self-Directed Behavior; College Writing; General Study Skills and College Reading; Educational Psychology

### **K-12 Teaching/Leadership:**

**Facilitator**, Parent Seeking Educational Excellence. Spring 2012, Connecticut Center for School Change. Windham Public Schools.

**Co-Director, "The Wiz"** – Spring 2012, Grades 3-8 Roosevelt Elementary School, Bridgeport Public Schools. Developed and performed show for three showings. Taught children acting, stage management, costume responsibility, signing, and dancing.

**Certified Learn & Lead Instructor** in Data Driven Decision Making. Summer 2011. Three year certification award. Training and Certification provided by the national Learn & Lead, Inc., endorsed by the Connecticut State Department of Education.

**Teacher/Curriculum Designer**, KellCom Academy, March – July, 2011. Designed and implemented Grade 8 curriculum for children with Autism Spectrum Disorders, which included a

summer one week enrichment filmmaking session. Taught English/Language Arts, Study Skills, Learning Strategies, and Social Skills courses.

**Film/Video Teacher, Grade 8**, Beginning with Children Charter School, Brooklyn, NYC, 2006-2007. Taught children in regular and special education including children with autism and other low incidence disabilities.

**Study Skills/Reading Teacher, Grade 5**, Community Partnership Charter School, Brooklyn, NYC, 2006-2007. Taught children in regular and special education including children with learning disabilities.

**Director of Learning Strategies**, Grades 7 – 12, Ethel Walker School, 2000 – 2003. Designed and implemented a Learning Center to serve learners with special needs and the teachers who educate and support them. Developed curriculum for children with special needs, provided technical assistance to teachers on inclusive models of pedagogy, wrote accommodations policies and procedures, oversaw IEP's and goal attainment.

**Drama teacher**, Grades 9 -12, Ethel Walker School, 2001 -2003

**Study Skills teacher**, Grade 9, Ethel Walker School, 2001-2003

**Middle School English teacher**, Grade 8, Ethel Walker School, 2001 – 2003

**Middle School Musical director**, Grades 7-8, Ethel Walker School, 2001-2003

**Coordinator Peer Tutoring Program**, Ethel Walker School, 2001 – 2003

**Residential Life Housefaculty,/Dorm Coordinator**, Ethel Walker School, 2001-2003

**Study Skills/Reading Strategies Teacher**, Grade 5, Community Partnership/Beginning with Children Public School, 2006-07

**Drama/Film Instructor**, Grade 8, Beginning with Children Public Schools, 2006-07

**Mentor Connection Summer School Teacher**, North Windham Elementary, 2000-2002  
Worked one on one and in small groups with highly academically talented secondary students as a mentor in the field of special education; designed and implemented a democratic education seminar and supervised the secondary student field experience in Windham Public Schools. Students were individuals in Grades 9-10 with and without disabilities.

**Social Science Guest Teacher Series: Psychology**, York High School, 2000

**Substitute Teacher**, Gorham Middle School, 1994-96

**Middle/Secondary School Tutoring Program**, Portland Area Schools, 1994-96

#### **Committees & Service:**

##### **Recent Higher Education Committees:**

NH Letters About Literature Statewide Competition Judge – January 2019-March 2019

NH Council on Teacher Education, Member, 2018 – present (Program Reviewer for New England College New Program Approval, May 2019)

Academic Standards Committee, Chair, Franklin Pierce University 2016-Present (Undergrad level through 2016 and graduate through 2019)

Franklin Pierce University Search Committees 2018: Disability Services Coordinator, Assistant Professor of Special Education, and Candidate Performance and Assessment Coordinator.

Franklin Pierce University Disabilities Awareness Committee, 2016 – Present

Franklin Pierce University President's Advisory Committee on Student Disability and Accessibility Services, 2016 – Present  
NH Institutes of Higher Education Network member, 2016 - present

**Recent University/School, State and National Committees and Service:**

New Hampshire Special Education Advisor Council (SAC), 2016 – Present  
AbleNew Hampshire, 2017 - present  
Franklin Pierce University Education Club Advisor, 2016 – Present  
Franklin Pierce University Pi Lambda Theta Advisor, 2018 - Present  
Bridgeport Public Education Foundation, Member, 2012 - present  
North End Neighborhood Project – SHU & North End with Bridgeport Councilwoman Michelle Lyons, 2013 - present  
CT Statewide Special Education Advisory Council, 2012 – Present  
CT Special Education Advisory Council Subcommittees: Educator Evaluation, SRBI and Due Process 2012 – Present  
CT Statewide Paraprofessional Task Force, 2012-Present  
IHE-CSDE Collaboration Committee, 2011- Present  
Bridgeport Higher Education Association, Member, 2012- Present  
Cooperative Education Services Board, Member, 2011-Present (Vice President effective Fall 2013).  
State Coordinator (CT) for the Assessment Reform Network, Center for Fair & Open Testing, Boston, MA., Fall 2011 - present  
Education Department Data Analysis Committee, Sacred Heart University, 2010-present

**Recent K-12 Committees:**

Bridgeport Board of Education (Elected Board), Vice President, April 2013 - present  
Bridgeport Board of Education (Elected Board), President/Chair, Sept. 4, 2012-April 2013  
Bridgeport Board of Education, Appointed by the Commissioner of Education August 5, 2011 to newly reconstituted Board  
Secretary, Bridgeport Board of Education, 2011-2012  
Chair of Student Achievement, Bridgeport Board of Education, October 2011  
Member of Finance/Budget Committee, Bridgeport Board of Education, August 2011  
Board of Directors, Cooperative Education Services, Trumbull, CT, Appointed September 2011

**Selection of Recent Presentations:**

**International/National/Regional Presentations**

Kelleher, J. Comeau, T.W. & Comeau, T.J. (2019). Professional Development Working Session on Autism. Washington County Mental Health. Barre, Vermont.

Kelleher, J. Comeau, T.W. & Comeau, T.J. (2018). Dungeons and Distractions: Introducing a Curriculum Guide and Film to Teach Perspective-Taking About Autism Spectrum Disorders (paper). 16<sup>th</sup> Annual Hawaii International Education Conference. January 2018.

Kelleher, J. & Ogeden, J. (2017). FPU Fall Faculty Workshop 2017: Session III - Educating College Students with Autism.

Kelleher, J. (2014) Autism Interventions and Engagement Through the Arts. Washington County Mental Health. Plainfield, Vermont.

Kuhaneck, H.M. & Kelleher, J. (2014). Poster Session. Development of the Classroom Sensory Environment Assessment (C-SEA) for Children with ASD. American Occupational Therapy Association Annual Conference, Baltimore, MD.

Kelleher, J. (2014). Characteristics of Autism Spectrum Disorders. Stratford Special Education Parent Teacher Association.

Kelleher, J. (2013). Film-making findings: Perceptions of Preservice Teachers Concerning Autism Spectrum Disorders. Disabilities Studies International Conference. Amsterdam.

#### **Selected Recent Invited Addresses/Panels/Internships:**

Connecticut Association of Boards of Education Washington, D.C. Delegation, February 2014  
Addresses and meetings with US Congressmen and US Senators for Public Education.

*Statewide Directions for the Individualized Education Program, 2010*

Testimonial to the Connecticut General Assembly aired on Connecticut Television Network, December 15, 2010

*Connecticut Statewide Autism Initiatives, 2010*

Panelist

#### **Selected Recent Journal Articles**

Kuhaneck, H.M., & Kelleher, J. (2018). The Classroom Sensory Environment Assessment as an Educational Tool with Teachers. *Journal of Occupational Therapy in Schools and Early Intervention*.

<https://www.tandfonline.com/doi/abs/10.1080/19411243.2018.1432442?journalCode=wjot20>

Kuhaneck, H.M., & Kelleher, J. (2018). Effective collaboration in inclusive environments to support students with challenges in sensory integration and processing. *AOTA's Sensory Integration Special Interest Section Newsletter*. (Feb). <https://www.aota.org/Publications-News/SISQuarterly/children-youth-practice-connections/SIPSIS-2-18.aspx>

Kuhaneck, H.M. & Kelleher, J.P. (Under contract). *The Classroom Sensory Environment Assessment* (CSEA). Academic Therapy Publications.

Kuhaneck, H.M. & Kelleher, J.P. (2015). Development of the Classroom Sensory Environment Assessment. *American Journal of Occupational Therapy*, Volume 69, Issue 6 (Nov/Dec 2015).

Kelleher, J.P. (2015). Perspective-taking through film: Educating pre-service and in-service educators about autism. *Journal of the American Academy of Special Education Professionals (JAASEP)*. <https://www.naset.org/777.0.html>

Kelleher, J.P. & Kuhaneck, H.M. (2018). Sensory Overload: Views from Teenagers on the Autism Spectrum. (In Progress).

Kelleher, J.P. (2018). Speak Your Autism: A Family Perspective. (In Progress).

Kelleher, J.P. (2014). God has created me for definitive service. *Catholic Journal US: Reflections on Faith and Culture*. <http://www.catholicjournal.us/2014/05/23/god-created-definitive-service/>

Kelleher, J.P. (2011). Litigation, parent-initiated. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*, New York: Springer.

Kelleher, J.P. (2011). Provider training. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*, New York: Springer.

Kelleher, J.P. (2011). Secondary handicapping conditions. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*, New York: Springer.

Kelleher, J.P. (2011). Special needs. In F. Volkmar (Ed.), *Encyclopedia of Autism Spectrum Disorders*, New York: Springer.

#### **Selected Recent Technical Reports and Publications**

Maline, EW, Carl, J. & Kelleher, J.P. (2014) Farrington College of Education Institutional Report for NCATE/CAEP).

Kelleher, J. (2014 – in progress). Farrington College of Education Assessment Handbook.

Kelleher, J. (2011). Best practice definitions and Student Work Group Prioritization. Bridgeport Public Schools.

Kelleher, J. (2009) Connecticut General Supervision System Manual. Connecticut State Department of Education.

Kelleher, J. (2009) Best Practice Use of ARRA Funds: Autism Spectrum Disorders. Connecticut State Department of Education.

Kelleher, J. (2005). Western Oregon University Assessment Plan and Policy. Monmouth, OR.

Kelleher, J. (2005). Western Oregon University Accreditation Guidebook. Monmouth, OR.

### **Dissertations/Theses**

Kelleher, J. (2003). Using the GIFT and performance assessments to determine self-efficacy for grammar. University of Connecticut. Storrs, Connecticut. Doctoral Dissertation.

Kelleher, J. (1996). Rhythm, rhyme, and Disney: The effects of musical mnemonics on long and short-term recall in college students. University of Southern Maine. Portland, Maine. Honors Thesis.

### **Books/Book Chapters**

Kelleher, J. (2010). Parent initiated litigation. *Encyclopedia of Autism Spectrum Disorders*. Ed. Fred Volkmar. Springer Publications. Manuscript in preparation.

Kelleher, J. (2010). Issues in Provider and Service Delivery Personnel Training. *Encyclopedia of Autism Spectrum Disorders*. Ed. Fred Volkmar. Springer Publications. Manuscript in preparation.

Kelleher, J. (2010). Systems of intervention and accountability infrastructures. *Encyclopedia of Autism Spectrum Disorders*. Ed. Fred Volkmar. Springer Publications. Manuscript in preparation.

Kelleher, J. (2010). Secondary handicapping conditions and typical co-morbidities. *Encyclopedia of Autism Spectrum Disorders*. Ed. Fred Volkmar. Springer Publications. Manuscript in preparation.

Kelleher, J, Stephens, J, & Maheu, M.(2008). *Assessment in Educational Psychology*. Prospectus accepted by McGraw Hill Publishers. Manuscript in preparation.

Kelleher, J. *Creating a Positive Assessment Climate in Your Classroom*. Interdisciplinary Assessment. Ed. Terry Osborn. Lawrence Erlbaum and Associates. 2008.

### **Awards/Honors:**

Bridgeport Regional Business Council IMPACT: Educator of the Year Award (to the Bridgeport Board of Education), 2012

Beta Sigma Chapter, Pi Lambda Theta Inductee, 2004

The Ethel Walker School Faculty Yearbook Dedication Award, Spring 2003

The Ethel Walker School Faculty of Merit Award (awarded annually to faculty contributing the most to the EWS community), Fall 2002

Reich Scholarship: UConn May, 2000

UConn Department of Educational Psychology Fellowship: May, 2000

UConn Department of Educational Psychology Fellowship: May, 1999

Blue Cross/Blue Shield Scholarship: USM May, 1996

Gouwes Scholarship: USM May, 1995

Thomas O. Moore Award: USM May, 1995

Key Bank of Maine: USM 1994-1997

### **Consulting Experience:**



**KellCom6 Educational Consulting, 1999-Present**

Storrs, Conn.

*Independent Contractor*

Self-employed as a consultant, advocate, instructional designer, program/curriculum evaluator, technical assistant in assessment and program monitoring, accreditation consultant, research advisor, data analyst, and professional development facilitator. Clients have included Intrepid Air & Space Museum, Educational Testing Service, Connecticut State Department of Education, Connecticut Institute of Educational Inquiry in Science, Manchester Community College, University of Mississippi, Western Michigan University, Washington State University, Worcester Polytech, Meyers Family Trust, Polk County Family Services, the Ethel Walker School, Study Circles.Tolerance.org, World Savvy, Norwalk Community College, Windham Public Schools, Monroe Public Schools, Fairfield Public Schools, HIV Bank Project of Hartford, Connecticut Science Center of CT, nonprofit after school programs in Windham, CT, Coventry, CT, Mansfield, CT, and Monmouth, Oregon [Project Prime Time], Center for Autism Research of Philadelphia, SCSU Center of Excellence on Autism Spectrum Disorders, higher education evaluations of assessment systems, Connecticut families and others. Other projects have involved educational decisions with respect to challenges in teaching and learning among learners with autism. Employed for the administration of the Connecticut Administrators Test, a pilot project. Duties included following strict ETS protocol, keeping field notes, collecting and securing materials, and assisting test takers. My consulting has also included work as a parent advocate in the areas of autism, intellectual disabilities, inclusion, learning disabilities, and appropriate individualized education programs.



UNITED STATES DEPARTMENT OF EDUCATION  
OFFICE OF FINANCE OPERATIONS

April 23, 2020

Mr. William Bates  
Chief Financial Officer  
Vermont Agency of Education  
1 National Life Drive  
Montpelier, VT 05620-2501

Reference: Agreement No. 2020-601

Dear Mr. Bates:

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 rates in accordance with OMB Memo M-20-17, dated March 19, 2020 to respond to the COVID-19 pandemic, as requested by your office. The indirect cost rates were extended for one year. The rates 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. Phillip Luster at [Phillip.Luster@ed.gov](mailto:Phillip.Luster@ed.gov), and System Administrator, Catherine Hull at [Catherine.Hull@ed.gov](mailto:Catherine.Hull@ed.gov).

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

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

Sincerely,

[REDACTED]

J.F. Stader, P.E.  
Deputy Assistant Secretary for Grants Administration  
Office of Finance and Operations  
Office of Grants Administration

Enclosures

550 12th St. S.W., WASHINGTON, DC 20202  
[www.ed.gov](http://www.ed.gov)

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

PR/Award # S425B200020

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INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization:**

Vermont Agency of Education  
1 National Life Drive  
Montpelier, VT 05620-2501

**Date:** April 23, 2020

**Agreement No:** [REDACTED]

**Filing Reference:** This replaces previous  
Agreement No. [REDACTED]  
Dated: 8/20/2019

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

Distribution Base:

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

Applicable To:

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

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

Treatment of Fringe Benefits:

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

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

## **Section II – Particulars**

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

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

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

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

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

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

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

### Section III - Special Remarks

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

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

### Section IV – Approvals

For the State Education Agency:

Vermont Agency of Education  
1 National Life Drive  
Montpelier, VT 05620-2501

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

For the Federal Government:

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

  
\_\_\_\_\_  
J.F. Stader, P.E.

\_\_\_\_\_  
Name

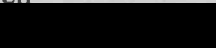
\_\_\_\_\_  
Director, Office of Grants Administration

\_\_\_\_\_  
Title

\_\_\_\_\_  
April 23, 2020

\_\_\_\_\_  
Date

Negotiator: Mae Ewell

Telephone Number: 

## Vermont Agency of Education - Proprietary Information

### ESF-REM

The Vermont ESF-REM application does not contain any proprietary information.

Chief State School Officer or Authorized Representative (Printed Name):

[REDACTED]

### Contact Information:

If you have questions about this document or would like additional information please contact:

Dr. Heather Bouchey, Deputy Secretary of Education, at [REDACTED]

## ESF-REM Appendix: Assurances

### The Deputy Secretary of the Vermont Agency of Education assures the following:

The SEA will comply with all reporting requirements and will provide information to the Secretary, as requested, for evaluations that the Secretary may carry out. This may include, but is not limited to, working with grantees at the outset of the grant to establish common performance measures. This may include, but is not limited to, working with grantees at the outset of the grant to establish common performance measures, data elements, or data definitions.

Chief State School Officer or Authorized Representative (Printed Name):

[REDACTED]

### Contact Information:

If you have questions about this document or would like additional information please contact: Dr. Heather Bouchey, Deputy Secretary of Education, at

[REDACTED]



## Supporting Learners & Leaders

Two Prospect Street, Suite 3  
Montpelier, Vermont 05602-3555

www.vpaonline.org

PRESIDENT: Bob Thibault

PRESIDENT ELECT: Beth O'Brien

PAST-PRESIDENT: Joan Cavallo

EXECUTIVE DIRECTOR  
Jay Nichols

ASSOCIATE EXECUTIVE DIRECTOR  
Bob Johnson

ASSISTANT EXECUTIVE DIRECTOR  
Mike McRaith

June 24, 2020

Dear Secretary DeVos:

I write in strong support of the Vermont Agency of Education's application to the *Rethink K-12 Education Models (ESF-REM)* discretionary grants program.

As the Executive Director of the Vermont Principals' Association, I can attest that COVID-19 and extended school closure has created significant barriers to adequate support and education services for many of our students in Vermont. Closures have exacerbated existing inequities and barriers for our most vulnerable students, including those who have been historically marginalized (e.g., low-income students and students with disabilities). Due to the rural nature of our state, a declining and aging population, and deleterious impact on long-standing economically depressed regions of the state, I see the need for a statewide effort to improve outcomes and opportunities for all students. These efforts are especially needed for those students and communities most affected by COVID-19.

Through my work with school leaders from around the state of Vermont, I know that creating robust networks of support and educational opportunities, unbound by siloed buildings or geographic barriers, will ensure that whether and how a student is educated is not a consequence of where they are born. Additionally, ensuring that students are ready to learn, and connecting their learning to cutting-edge, flexible opportunities outside of school, is a proven mechanism to supporting not just learners but families and communities as well. Some amount of education or training beyond high school is necessary for success in the workforce. Many of our most vulnerable families don't have post-secondary educational experiences and thus student aspirations for pursuing more education beyond high school are low. This means that many of our most vulnerable learners have an inspiration gap. This needs to change.

Vermont has adopted many policies to personalize education, to shift to a proficiency-based education system to help each student move along at their own pace, and to ensure that all students get the necessary supports they need when they need them. But there is still much



work to do to successfully implement those policies *early and to sufficient scale*, especially in a local control state that has significant infrastructure and economic disparities.

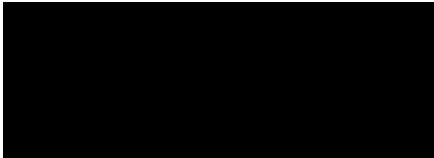
The purpose and goals of the state's application are clear -- Ensure that students:

- 1) Are **ready to learn**,
- 2) Have **equitable access** to high-quality learning opportunities, and
- 3) Benefit from **sustained, high-quality instruction** and teaching practice

Vermont's need is clear, and the momentum and will to change is even more present now as a result of the global health crisis.

I strongly support this application and stand ready to engage in project activities that will further our collective goals. As a long-standing collaborative partner with the Agency of Education, we are thrilled to support this important work.

Yours in education,



Jay Nichols  
Executive Director  
Vermont Principals' Association



June 24, 2020

Dear Secretary DeVos:

On behalf of the Vermont Council of Special Education Administrators (VCSEA), I write in strong support of the Vermont Agency of Education's (AOE) application to the *Rethink K-12 Education Models (ESF-REM)* discretionary grants program.

As VCSEA Executive Director, I can attest that COVID-19 and extended school closure have created significant barriers to adequate support services provision for many of our students. Regrettably, the required COVID-19 response has exacerbated existing inequities for our most vulnerable families, including those individuals who are historically marginalized (e.g., low-income students and students with disabilities). Due to the rural nature of our state, a lack of skilled workers (including in the service provision industries), and impact on long-standing economically depressed regions of the state, I see the need for a statewide effort to improve outcomes for all students. These efforts will be especially important for those students and communities most affected by COVID-19.

Through my work with schools, special education specialists, and communities, I know that creating and bolstering a robust statewide network of support opportunities will ensure that all students can access the public education they are entitled to receive. AOE's plan to conduct a comprehensive statewide needs assessment to identify (a) what services are currently lacking, particularly in rural pockets of Vermont, as well as (b) opportunities for new service delivery models including integrated approaches across schools, mental health designated agencies, DCF offices, and community partners such as truancy intervention programs, will provide the policy and planning guideposts to ensure that all students are well-served. I support the plan to include practitioners from all aspects of support services provision, including special education, mental health, speech and language pathology, occupational therapy, truancy prevention, and substance abuse in this integrated work.

VCSEA has a strong working partnership with AOE, having collaborated on important initiatives like Act 173 (Sped funding and practice reform) implementation and identification of critical behavioral and mental health policies and actions required to successfully re-open our public education system in the fall. I strongly support this application and stand ready to engage in project activities that will further our collective goals. As a long-standing collaborative partner with the Agency of Education, VCSEA is pleased to support this important work.

Sincerely,



Traci Sawyers

**State of Vermont**

Department of Mental Health  
280 State Drive, NOB 2 North  
Waterbury, VT 05671-2090

<http://mentalhealth.vermont.gov/>

Agency of Human Services



June 24, 2020

Dear Secretary DeVos:

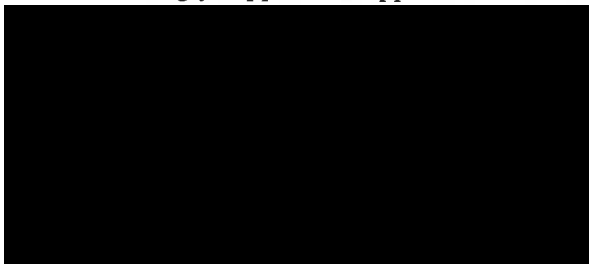
I write in strong support of the Vermont Agency of Education's application to the *Rethink K-12 Education Models (ESF-REM)* discretionary grants program.

As Commissioner of the Vermont Department of Mental Health, I can attest that COVID-19 and extended school closure has created significant barriers to adequate support services for many of our students. Regrettably, the required COVID-19 response has exacerbated existing inequities for our most vulnerable families, including those individuals who are historically marginalized (e.g., low-income students and students with disabilities). Due to the rural nature of our state, a lack of a skilled workers (including in the service provision industries), and deleterious impact on long-standing economically depressed regions of the state, I see the need for a statewide effort to improve outcomes for all students. These efforts are especially true for those students and communities most affected by COVID-19.

Through our collaborative work with the Agency of Education, our community mental health agencies, local school districts, and recent visioning focus groups, I know that creating and bolstering robust networks of support opportunities will ensure that all students can access the public education they are entitled to receive. The Agency of Education's plan to conduct a comprehensive statewide needs assessment to identify both (a) what services are currently lacking, particularly in rural pockets of Vermont, as well as (b) opportunities for new service delivery models including integrated approaches across schools, mental health designated agencies, DCF offices, and community partners will provide planning guideposts for ensuring all students are well-served. We support the plan to include practitioners from all aspects of support services provision, including mental health, speech and language pathology, occupational therapy, truancy prevention, and substance abuse, in needs assessment activities. As a core set of stakeholders and participants, Vermont's mental health providers will contribute critical information for helping us move forward to shape best practices under COVID-19.

We have a strong working partnership with our sister Agency (AOE) and will enthusiastically participate in this project. Together, we successfully developed an HHS Project AWARE grant funded in 2018 that focused on enhancing school-based clinical services and prevention activities in three local education systems. The ESF-REM project is a natural extension of that work, framed this time from a statewide perspective.

I strongly support this application and stand ready to engage in project activities that will further our collective partner with the Agency of Education, we are thrilled to support this





209 VETERANS AVENUE  
NEWPORT, VERMONT 05855



June 22, 2020

Dear Secretary DeVos:

I write in strong support of the Vermont Agency of Education's application to the *Rethink K-12 Education Models (ESF-REM)* discretionary grants program.

As the Director of the North Country Career Center in Newport, Vermont, I can attest that COVID-19 and extended school closure has created significant barriers to adequate support and education services for many of our students. Closures have exacerbated existing inequities and barriers for our most vulnerable students, including those who have been historically marginalized (e.g., low-income students and student with disabilities). Due to the rural nature of our state, a declining and aging population, and adverse impact on long-standing economically depressed regions of the state, I see the need for a statewide effort to improve outcomes for all students. These efforts are especially true for those students and communities most affected by COVID-19.

Through my work in education and training, I have seen first-hand the inequities in access to high quality instruction that have existed in this state and especially in my region. The rural nature of Vermont, in combination with poverty level, creates many inequities for students, especially around broadband access. Traditionally, the schools have been the center of the community, providing a safe, nurturing environment where students received two meals a day and had access to high quality instruction that includes the use of the internet. During COVID-19 we discovered just how isolated some students were; they lacked the resources to access remote learning platforms and we were forced to deliver materials and meals to them by school bus. While this worked as a stop-gap measure, it certainly highlighted the need to reach all students, everywhere in the state. I know that creating robust networks of support and educational opportunities, unbound by silos buildings or geographic barriers, will ensure that whether and how a student is educated is not a consequence of where they were born. Additionally, ensuring that students are ready to learn, and connecting their learning to cutting-edge, flexible opportunities outside of school, is proven mechanism to support not just learners but families and communities.

I am also a member of the State Workforce Development Board, and the chair of the Youth Activities Committee of that Board, and I understand the value of a strong,



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well-trained workforce to economic growth in our state. Some amount of education or training beyond high school is necessary for success in the workforce. Many of our most vulnerable families don't have post-secondary educational experiences and thus student aspirations for pursuing more education beyond high school are low. This means that many of our most vulnerable learners have an inspiration gap. This needs to change. We have been working to create career pathways that support and encourage students toward this goal.

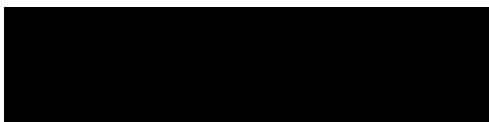
The state has adopted many policies to personalize education, to shift to a proficiency-based education system to help each student move along at their own pace, and to ensure that all students get the necessary supports they need when they need them. But there is still much work to do to successfully implement those policies *early and to sufficient scale*, especially in a local control state that has significant infrastructural and economic disparities.

The purpose and goals of the state's application are clear – Ensure that students:

1. Are **ready to learn**,
2. Have **equitable access** to high-quality learning opportunities, and
3. Benefit from **sustained, high-quality instruction** and teaching practice

Vermont's need is clear, and the momentum and will to change is now present as a result of the global health crisis.

I strongly support this application and stand ready to engage in project activities that will further our collective goals. As a long-standing collaborative partner with the Agency of Education, the North Country Career Center is committed to complete this work and provide high-quality, rigorous education and training to **all students** in Vermont.



Eileen M. Illuzzi, Director

GOAL	OBJECTIVE	STRATEGIES		OUTCOMES		
		Activities	Participants	Short-term (S), by approx. 1 year	Intermediate (I), by approx. 2 years	Long-term (L), 3+ years
Ready to Learn	1. Conduct comprehensive needs assessment (NA) to ascertain baseline need and gaps in student support services, and areas of strength statewide.	1(a) Select contractor to conduct NA. 1(b) Design series of interview, focus group, and survey methods for NA. 1(c) Complete NA activities by end of Q3, Year 1. 1(d) Report submitted by end of Q4.	1(a) NA Project Coordinators (PCs), Contractor, AOE leadership, field representatives. 1(b) Contractor, NA PCs. 1(c) Contractor, NA PCs, field representatives, interagency partners, parents. 1(d) Contractor.	>= 60% participation rate, both statewide and regionally	NA (see activity under objective 2)	1(L)(a) Robust network of distance/remote and hybrid service providers operating statewide. 1(L)(b) Reduction in achievement gaps for most vulnerable students.
	2. Identify and pilot in-person, distance/remote, and hybrid solutions to address geographic gaps in support service.	2(a) Crosswalk state map of resources with results of NA, including potential funding and workforce pipeline constraints (Q1). 2(b) Identify service professionals and organizations to pilot new support solutions (Q2). 2(c) Offer services through flexible delivery systems (in-person, remote, hybrid) in 1-3 pilot areas (Q3-4). 2(d) Recommend policy and fiscal changes necessary to fully implement model.	2(a) Contractor. 2(b) to 2(c) Contractor, NA PCs, AOE and interagency leadership, LEAs and field reps/stakeholders. 2(d) same as 2(c), plus Governor and General Assembly.	Pilot sites for new delivery model are active in 1-3 regions.	Scale up to 4-6 regions.	2(L)(a): Statewide scale-up (see Objective 1). 2(L)(2): Reduction in student need and reduced achievement gaps.

	3. Deploy Networked Improvement Communities (NICs) to scale up and refine best practice.	3(a) Disseminate NA findings re identified best practices for remote/hybrid supports provision in state; review current empirical literature. 3(b) Advertise for NICs participation and begin collaborative work. 3(c) Track progress in regional best practice implementation. 3(d) Leverage state investments in Edmodo and virtual collaborative platforms.	3(a) NA PCs, Contractor, AOE leadership, field representatives, interagency partners, parents. 3(b) Contractor, NA PCs, AOE NICs team. 3(c)-(d) NA PCs.	Shared understanding across state and regionally about key features of best practice for support provision under COVID-19 (or similar health crisis).	Practitioners have shared sense of efficacy and strong peer network to refine and tune practice.	3L(a) Ineffective practices are no longer in operation, regionally and statewide. 3(L)(b) Reduction in achievement gaps for most vulnerable students.
	1. Develop mobile STEM units, distribution plan, and maintenance mechanism.	1(a) Select contractors to purchase trailers, outfit mobile labs, provide training on use, and perform routine maintenance. 1(b) Consult with field (CTE programs, middle and high schools, after school programs) to develop annual schedule and operations manual for mobile lab use. 1(c) Provide training for educators and staff who will use the mobile labs. 1(d) Two mobile lab units completely operational (end of Q3). 1(e) Pilot operations for two mobile lab units in 3-4 sites (end of Q4).	1(a) STEM PCs, Contractors, AOE leadership, field representatives. 1(b) STEM PCs, AOE staff and leadership, Contractors, field representatives. 1(c)-1(e) Contractor; STEM PC's; AOE curriculum team; pilot/field participants.	1(S)(a) 2 mobile units are established. 1(S)(b) User manual and lending system disseminated.	1(I)(a) 2 mobile units are deployed to pilot sites (up to six schools/CTE). 1(I)(b) Additional 2 mobile units are established. 1(I)(c) Lending system refined.	1(L)(a) 4 mobile units deployed around state serving 12 sites minimally. 1(L)(b) Increase in student access to STEM programming and technology.



<b>Equitable Access to Innovative STEM</b>	2. Develop modular, coordinated curriculum for online/hybrid delivery, framed to support Advanced Manufacturing Career Pathways.	2(a) Select contractor to develop curriculum and provide training. 2(b) Convene group of 6-8; 9-12; CTE instructors in grade band and cross-functional groups to ensure alignment and coordination. 2(c) Engage Vermont business and industry partners for learning extensions and workplace applications. 2(d) Review content for bias, ensuring curriculum fosters equitable approaches for young women and special populations. 2(e) Provide training to teachers on approaches to reach and teach every student.	2(a)-(e) Contractor, STEM PCs, AOE curriculum team, teachers, educators.	2(S)(a) Modular curriculum fully developed by Q3. 2(S)(b) Professional Learning plan for teachers developed; initial training implementation by Q4.	2(I)(a) Modular curriculum adopted and pilot tested by instructors in 2 mobile units/up to six sites. 2(I)(b) Collective instructor feedback shapes lesson plans and practices, revision of curriculum.	2(L)(a) Fully vetted and documented curricular materials available for public use on AOE website. 2(L)(b) Increased coordination between K-12 and CTE systems to support access to Career Pathways. 2(L)(3). Increase in student math and science achievement; decrease in gaps for historically underserved students.
	3. Scale model to statewide.	3(a) Identify additional sites and complete partner agreements. 3(b) Provide training and professional learning for new site educators. 3(c) Develop NIC for all educators working with mobile STEM labs.	3(a) STEM PCs, field representatives. 3(b) Contractor, STEM educators. 3(c) STEM PCs, AOE NICs team, STEM educators.	3(S)(a) STEM educators benefit from robust, sustained discussion of best practice. 3S(b) Public is aware of STEM opportunities and CPs available to students.	3(I)(a) Mobile STEM labs are operating and traveling regularly around Vermont. 3(I)(b) Student feedback on learning modules is positive and constructive.	3(L)(a) Increased coordination between K-12 and CTE systems to support access to Career Pathways. 3(L)(b). Increase in student participation in STEM coursework and field activities, especially for historically underserved students. 3(L)(c) Increase in student math and science achievement; decrease in gaps for historically underserved students.

<b>High-Quality Instruction</b>	1. Provide on-line certification and training for educators to ensure students learn under remote and hybrid delivery systems.	1(a) Select contractor to provide certification and training. 1(b) Identify educators across state to ensure appropriate saturation in underserved areas. 1(c) Track performance and completion data to estimate impact on students, including expanded use of VTVLC. 1(d) Train and deploy regional instructional coaches, from pool of certified educators.	1(a) Instruction PC, AOE leadership. 1(b) Instruction PC, field.	1(S) Initial cohort of teachers established, representing geographic diversity.	1(I) Initial cohort of educators complete certification.	1(L)(a) Second cohort of educators complete certification. 1(L)(b) Cooperative network of certified online instructors increases student access to high quality instruction statewide, expands capacity for coordination across systems, and improves student performance in STEM.
	2. Expand Edmodo use to improve collective sharing of best practice in remote and hybrid formats.	2(a) Launch new initiative with Edmodo, conduct trainings, and set up collaborative working groups (possibly NICs to correspond with Obj 1). 2(b) Establish measures to track usage and saturation within and across districts/regions.	2(a) Instruction PC, AOE staff 2(b) Instruction PC, Edmodo Contractor, External Evaluator, AOE staff, field participants	Educators statewide, including general education, special education, and related LEA staff, increase use of Edmodo to share and tune best instructional practice (Q1).	75% of districts are using Edmodo to share best practices within and across district. (Q3)	All districts are using Edmodo to share best practices within their districts and most are sharing through established statewide groups. (Q4)

<b>Metrics</b>	<b>Data Source</b>
<p>1(S) number participants engaged in NA/total number of participants invited and available to participate.</p> <p>1(L)(a) Reduction in waitlist for receiving student support services; reduction in time to identify services to student.</p> <p>1(L)(b) SBAC and NGSS scores for historically underserved students (ESSA) increase from year 1 to year 3.</p>	<p>1(S) Attendance roster at NA events and activities, spreadsheet of all stakeholders invited to participate.</p> <p>1(L)(a) OSEP monitoring data.</p> <p>1(L)(b)ESSA State Plan metrics and measures; OSEP SPP/APR.</p>
See 1L(a), 1L(b), Objective 1.	See 1L(a), 1L(b), Objective 1.

<p>3(S) Providers indicate adopting at least 2 new practice elements within the past year.</p> <p>3(I) Scores on collective efficacy and collaborative connection above average/mid-scale.</p>	<p>Field surveys conducted by External Evaluator Team and NA PCs.</p>
<p>1(L)(b) #/% of schools and CTE centers report mobile lab use, lab incorporation into existing STEM programs, additive/digital technology use (e.g., 3D printers, etc.)</p>	<p>AOE Annual Technology Survey</p>

	<p>2(L)(a) Evaluator Survey for Instructors/Participants.</p> <p>2(L)(b)-(c) ESSA State Plan metrics and measures; OSEP SPP/APR student data.</p>
<p>(3)(L)(a) #/% student (by group) participation in STEM-based programs (i.e., WBL, Makerspaces, Computer Science and STEM programming).</p> <p>3(L)(b) SBAC and NGSS scores for historically underserved students (ESSA) increase from year 1 to year 3.</p>	<p>3(L)(a) Student survey conducted by External Evaluator; annual Perkins V data.</p> <p>3(L)(b) ESSA State Plan metrics and measures; OSEP SPP/APR.</p>

Approx. 175 certified teachers; approximately 4,000 students provided expanded access to content not available at local level; approx. 10,000 students receiving online/remote instruction from qualified online, licensed educators	VTVLC professional learning quarterly and annual reports; ALiS licensing database; ESSA HQS metric
For all outcomes: #/% districts using Edmodo; #/% educators using Edmodo; #/% of working groups using Edmodo	Edmodo platform reports

















## YEAR 1

		QUARTER 1			QUARTER 2			QUARTER 3			
		SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
<b>Initiative 1 (NA/Student Support Network)</b>											
Select Contractor to conduct Comprehensive Needs Assessment (NA)		x	x								
Design series of interview, focus group, and survey methods for NA			x	x							
Conduct NA					x	x	x	x	x	x	
Report for NA											x
		QUARTER 1			QUARTER 2			QUARTER 3			
		SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
<b>Initiative 2 (Mobile STEM and Curriculum)</b>		x									
Curriculum Project Team meet and draft outline of curriculum development (identify student outcomes, products, materials, career progression alignment, PBGRs, field outreach)		x	x	x							
Procurement process opens			x	x	x						
Curriculum Project Team and Field develop curriculum			x	x	x	x	x	x	x		
Draft Use and Maintenance Protocols for lending library			x	x							
Confirm Pilot Sites						x					

Final construction on 3-5  
Mobile digital technology  
and fabrication lending units  
Finalize Use and  
Maintenance Manual for  
mobile units  
Finalize and Publish  
curriculum  
Pilot site professional  
development on digital  
lending unit use

Select contractor to offer certification and training.

QUARTER 1			QUARTER 2			QUARTER 3			
SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE
x	x								

Identify potential educator cohort across state to ensure appropriate saturation in underserved areas.										
		x	x							
Establish first cohort of teachers										
			x	x						
First cohort of teachers completes certification										
					x	x	x	x	x	x
Launch Edmodo platform, conduct trainings, and set up collaborative working groups										
	x	x	x	x						
Establish measures to track usage and saturation within and across districts/regions										
	x	x	x							
Support scale-up of Edmodo use and establishment of statewide networks										
				x	x	x	x	x	x	x
Use Edmodo reports to evaluate saturation and use										



QUARTER 4	
JULY	AUGUST
x	x
QUARTER 4	
JULY	AUGUST

x	
x	
x	
	x
	x
QUARTER 4	
JULY	AUGUST

x	
x	
x	x

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GOAL	OBJECTIVE	STRATEGIES		OUTCOMES		
		Activities	Participants	Short-term (S), by approx. 1 year	Intermediate (I), by approx. 2 years	Long-term (L), 3+ years
Ready to Learn	1. Conduct comprehensive needs assessment (NA) to ascertain baseline need and gaps in student support services, and areas of strength statewide.	1(a) Select contractor to conduct NA. 1(b) Design series of interview, focus group, and survey methods for NA. 1(c) Complete NA activities by end of Q3, Year 1. 1(d) Report submitted by end of Q4.	1(a) NA Project Coordinators (PCs), Contractor, AOE leadership, field representatives. 1(b) Contractor, NA PCs. 1(c) Contractor, NA PCs, field representatives, interagency partners, parents. 1(d) Contractor.	>= 60% participation rate, both statewide and regionally	NA (see activity under objective 2)	1(L)(a) Robust network of distance/remote and hybrid service providers operating statewide. 1(L)(b) Reduction in achievement gaps for most vulnerable students.
	2. Identify and pilot in-person, distance/remote, and hybrid solutions to address geographic gaps in support service.	2(a) Crosswalk state map of resources with results of NA, including potential funding and workforce pipeline constraints (Q1). 2(b) Identify service professionals and organizations to pilot new support solutions (Q2). 2(c) Offer services through flexible delivery systems (in-person, remote, hybrid) in 1-3 pilot areas (Q3-4). 2(d) Recommend policy and fiscal changes necessary to fully	2(a) Contractor. 2(b) to 2(c) Contractor, NA PCs, AOE and interagency leadership, LEAs and field reps/stakeholders. 2(d) same as 2(c), plus Governor and General Assembly.	Pilot sites for new delivery model are active in 1-3 regions.	Scale up to 4-6 regions.	2(L)(a): Statewide scale-up (see Objective 1). 2(L)(2): Reduction in student need and reduced achievement gaps.

	3. Deploy Networked Improvement Communities (NICs) to scale up and refine best practice.	<p>3(a) Disseminate NA findings re identified best practices for remote/hybrid supports provision in state; review current empirical literature.</p> <p>3(b) Advertise for NICs participation and begin collaborative work.</p> <p>3(c) Track progress in regional best practice implementation. 3(d) Leverage state investments in Edmodo and virtual collaborative platforms.</p>	<p>3(a) NA PCs, Contractor, AOE leadership, field representatives, interagency partners, parents.</p> <p>3(b) Contractor, NA PCs, AOE NICs team.</p> <p>3(c)-(d) NA PCs.</p>	Shared understanding across state and regionally about key features of best practice for support provision under COVID-19 (or similar health crisis).	Practitioners have shared sense of efficacy and strong peer network to refine and tune practice.	<p>3L(a) Ineffective practices are no longer in operation, regionally and statewide.</p> <p>3(L)(b) Reduction in achievement gaps for most vulnerable students.</p>
	1. Develop mobile STEM units, distribution plan, and maintenance mechanism.	<p>1(a) Select contractors to purchase trailers, outfit mobile labs, provide training on use, and perform routine maintenance.</p> <p>1(b) Consult with field (CTE programs, middle and high schools, after school programs) to develop annual schedule and operations manual for mobile lab use.</p> <p>1(c) Provide training for educators and staff who will use the mobile labs.</p> <p>1(d) Two mobile lab units completely operational (end of Q3).</p> <p>1(e) Pilot operations for two mobile lab units in 3-4 sites (end of Q4).</p>	<p>1(a) STEM PCs, Contractors, AOE leadership, field representatives.</p> <p>1(b) STEM PCs, AOE staff and leadership, Contractors, field representatives.</p> <p>1(c)-1(e) Contractor; STEM PC's; AOE curriculum team; pilot/field participants.</p>	<p>1(S)(a) 2 mobile units are established.</p> <p>1(S)(b) User manual and lending system disseminated.</p>	<p>1(I)(a) 2 mobile units are deployed to pilot sites (up to six schools/CTE).</p> <p>1(I)(b) Additional 2 mobile units are established.</p> <p>1(I)(c) Lending system refined.</p>	<p>1(L)(a) 4 mobile units deployed around state serving 12 sites minimally.</p> <p>1(L)(b) Increase in student access to STEM programming and technology.</p>



<b>Equitable Access to Innovative STEM</b>	2. Develop modular, coordinated curriculum for online/hybrid delivery, framed to support Advanced Manufacturing Career Pathways.	2(a) Select contractor to develop curriculum and provide training.  2(b) Convene group of 6-8; 9-12; CTE instructors in grade band and cross-functional groups to ensure alignment and coordination.  2(c) Engage Vermont business and industry partners for learning extensions and workplace applications.  2(d) Review content for bias, ensuring curriculum fosters equitable approaches for young	2(a)-(e) Contractor, STEM PCs, AOE curriculum team, teachers, educators.	2(S)(a) Modular curriculum fully developed by Q3. 2(S)(b) Professional Learning plan for teachers developed; initial training implementation by Q4.	2(I)(a) Modular curriculum adopted and pilot tested by instructors in 2 mobile units/up to six sites.  2(I)(b) Collective instructor feedback shapes lesson plans and practices, revision of curriculum.	2(L)(a) Fully vetted and documented curricular materials available for public use on AOE website. 2(L)(b) Increased coordination between K-12 and CTE systems to support access to Career Pathways. 2(L)(3). Increase in student math and science achievement; decrease in gaps for historically underserved students.
	3. Scale model to statewide.	3(a) Identify additional sites and complete partner agreements. 3(b) Provide training and professional learning for new site educators. 3(c) Develop NIC for all educators working with mobile STEM labs.	3(a) STEM PCs, field representatives. 3(b) Contractor, STEM educators. 3(c) STEM PCs, AOE NICs team, STEM educators.	3(S)(a) STEM educators benefit from robust, sustained discussion of best practice. 3S(b) Public is aware of STEM opportunities and CPs available to students.	3(I)(a) Mobile STEM labs are operating and traveling regularly around Vermont.  3(I)(b) Student feedback on learning modules is positive and	3(L)(a) Increased coordination between K-12 and CTE systems to support access to Career Pathways.  3(L)(b). Increase in student participation in STEM coursework and field activities, especially for historically underserved students. 3(L)(c) Increase in student math and

High-Quality Instruction	1. Provide on-line certification and training for educators to ensure students learn under remote and hybrid delivery systems.	1(a) Select contractor to provide certification and training.  1(b) Identify educators across state to ensure appropriate saturation in underserved areas.  1(c) Track performance and completion data to estimate	1(a) Instruction PC, AOE leadership. 1(b) Instruction PC, field.	1(S) Initial cohort of teachers established, representing geographic diversity.	1(I) Initial cohort of educators complete certification.	1(L)(a) Second cohort of educators complete certification. 1(L)(b) Cooperative network of certified online instructors increases student access to high quality instruction statewide, expands capacity for coordination across systems, and improves student performance in STEM.
	2. Expand Edmodo use to improve collective sharing of best practice in remote and hybrid formats.	2(a) Launch new initiative with Edmodo, conduct trainings, and set up collaborative working groups (possibly NICs to correspond with Obj 1). 2(b) Establish measures to track usage and saturation within and across districts/regions.	2(a) Instruction PC, AOE staff 2(b) Instruction PC, Edmodo Contractor, External Evaluator, AOE staff, field participants	Educators statewide, including general education, special education, and related LEA staff, increase use of Edmodo to share and tune best instructional practice (Q1)	75% of districts are using Edmodo to share best practices within and across district. (Q3)	All districts are using Edmodo to share best practices within their districts and most are sharing through established statewide groups. (Q4)

Metrics	Data Source
1(S) number participants engaged in NA/total number of participants invited and available to participate. 1(L)(a) Reduction in waitlist for receiving student support services; reduction in time to identify services to student. 1(L)(b) SBAC and NGSS scores for historically underserved students (ESSA) increase <del>from year 1 to year 3</del>	1(S) Attendance roster at NA events and activities, spreadsheet of all stakeholders invited to participate. 1(L)(a) OSEP monitoring data.  1(L)(b)ESSA State Plan metrics and measures; OSEP SPP/APR.
See 1L(a), 1L(b), Objective 1.	See 1L(a), 1L(b), Objective 1.

3(S) Providers indicate adopting at least 2 new practice elements within the past year. 3(I) Scores on collective efficacy and collaborative connection above average/mid-scale.	Field surveys conducted by External Evaluator Team and NA PCs.
1(L)(b) #/% of schools and CTE centers report mobile lab use, lab incorporation into existing STEM programs, additive/digital technology use (e.g., 3D printers, etc.)	AOE Annual Technology Survey

	2(L)(a) Evaluator Survey for Instructors/Participants. 2(L)(b)-(c) ESSA State Plan metrics and measures; OSEP SPP/APR student data.
(3)(L)(a) #/% student (by group) participation in STEM-based programs (i.e., WBL, Makerspaces, Computer Science and STEM programming). 3(L)(b) SBAC and NGSS scores for historically underserved students (ESSA) increase from year 1 to year 3.	3(L)(a) Student survey conducted by External Evaluator; annual Perkins V data. 3(L)(b) ESSA State Plan metrics and measures; OSEP SPP/APR.

Approx. 175 certified teachers; approximately 4,000 students provided expanded access to content not available at local level; approx. 10,000 students receiving online/remote instruction from qualified online, licensed educators	VTVLC professional learning quarterly and annual reports; ALiS licensing database; ESSA HQS metric
For all outcomes: #/% districts using Edmodo; #/% educators using Edmodo; #/% of working groups using Edmodo	Edmodo platform reports

## YEAR 1

		QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4		
		SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUGUST
<b>Initiative 1 (NA/Student Support Network)</b>													
Select Contractor to conduct Comprehensive Needs Assessment (NA)		x	x										
Design series of interview, focus group, and survey methods for NA			x	x									
Conduct NA					x	x	x	x	x	x			
Report for NA											x	x	x
		QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4		
		SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUGUST
<b>Initiative 2 (Mobile STEM and Curriculum)</b>		x											
Curriculum Project Team meet and draft outline of curriculum development (identify student outcomes, products, materials, career progression alignment, PBGRs, field outreach)		x	x	x									
Procurement process opens Curriculum Project Team and Field develop curriculum			x	x	x								
Draft Use and Maintenance Protocols for lending library			x	x	x	x	x	x	x				
Confirm Pilot Sites						x							
Draft Curriculum- Curriculum Project Team coordination with pilot sites							x	x	x				

Professional Development (PD) Project Team drafts learning modules  
Curriculum refinement and integration  
Field input on plans (teachers and pilot sites)  
Develop pilot site agreements  
Curriculum update and Stakeholder input  
Final construction on 3-5 Mobile digital technology and fabrication lending units  
Finalize Use and Maintenance Manual for mobile units  
Finalize and Publish curriculum  
Pilot site professional development on digital lending unit use

**Initiative 3 (High quality instruction)**

Select contractor to offer certification and training.

Identify potential educator cohort across state to ensure appropriate saturation in underserved areas.

Establish first cohort of teachers

						x	x	x	x		
						x					
						x					
										x	
										x	
										x	
										x	
											x
											x
QUARTER 1			QUARTER 2			QUARTER 3			QUARTER 4		
SEPT	OCT	NOV	DEC	JAN	FEB	MARCH	APRIL	MAY	JUNE	JULY	AUGUST
x	x										
	x	x									
		x	x								



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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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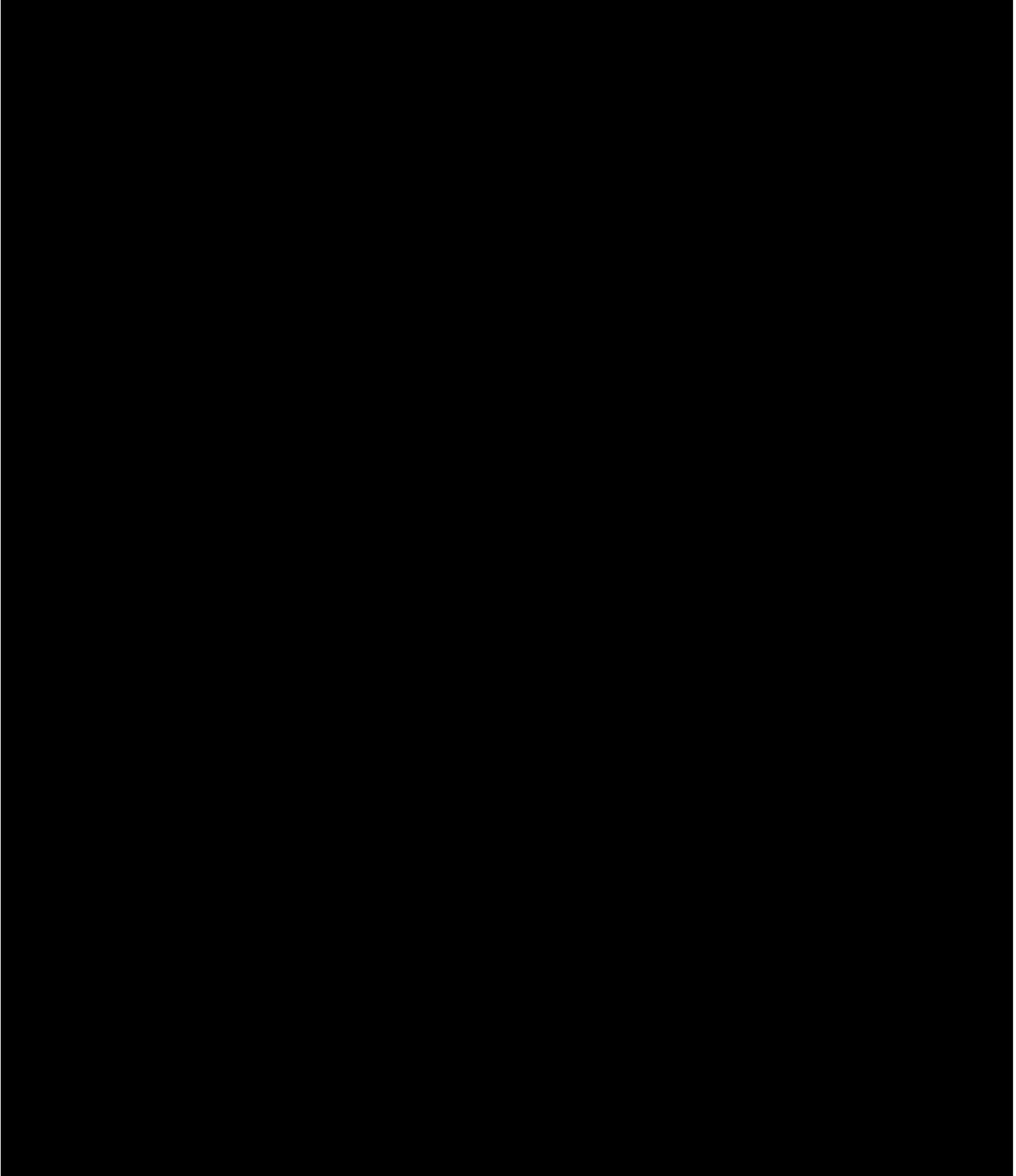
To add more Budget Narrative attachments, please use the attachment buttons below.

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## BUDGET NARRATIVE



## **Travel**

Funds requested to reimburse mileage for all participants in the Needs Assessment (Year 1) and follow-up activities (Years 2-3). Mileage is estimated at federal rate of \$.56 per mile.

Year 1 = \$10,000, Year 2 = \$10,000; Year 3 = \$5,000. (*Total = \$25,000*)

Funds requested to reimburse mileage for all Project Coordinators (i.e., 5).

Mileage is estimated at 150 miles week/50 weeks/.56 mile, x 5 PCs = \$21,000 (*Years 1-3; total = \$63,000*).

Funds requested cover out-of-state travel for 5 PC's, in order to present their ongoing work or attend professional conference.

Estimate = 1 trip for year X \$5,000/trip X 5 PCs = \$25,000 (*Years 1-3; total = \$75,000*).

Funds requested to reimburse mileage for AOE staff not paid from grant to attend grant activities within state.

Estimate = \$1500/year (*Years 1-3 total = \$4500*).

*3-year grand total: 167,500*

## **Equipment**

Funds requested to purchase basic PC/laptop and accompanying equipment (mouse, keyboard, etc.) for 5 PCs on grant.

Estimate = \$5000/PC X 5 PCs = \$25,000 (Year 1 only)

Funds requested to purchase 4 approx. 25-foot flatbed trailers to transport mobile STEM labs.

Estimate = \$30,000/trailer X 4 trailers = \$120,000 (Year 1 only)

*3-year grand total: 145,000*

## **Supplies**

Funds requested to purchase office supplies for mobile STEM labs. (Note: office supplies for 5 PCs provided in kind by AOE).

Estimate = \$1,000/year X 3 years = \$3,000 (grand total)

## Contractual

Funds requested to procure following contractual work for grant. All contract estimates are based on cost of currently executed AOE contracts for similar work within during the past three years. Yearly values for contract budget correspond to contractor's estimated work load that year (see Project Narrative Management Plan and, in Appendices, Logic Model).

1. (Goal 1) Comprehensive Needs Assessment. Year 1 = \$300,000; Year 2 = \$125,000; Year 3 = \$25,000. *Three-year total = \$450,000.*
2. (Goal 2) Curriculum Development. Year 1 = 200,000; Year 2 = 125,000; *Three-year total = \$325,000.*
3. (Goal 2) Mobile STEM lab design and build.

Estimated at \$225,000 X 4 labs, including maintenance.

- Build out electrical, backup generator, heating, lighting, shelving, etc. — \$25,000
- 3-D printers (300/500 model) — \$30,000 @ 2 printers = \$60,000
- Computer workstations and software — \$5,500 @ 2 workstations = \$11,000
- Tabletop 3-D printers — \$1000 @ 10 printers = \$10,000
- Virtual reality experience — 2 X 30-pack VR classroom kit @ \$10,000=\$20,000
- Insurance and security— \$35,000
- Materials annual — \$10,500 @ 3 years = \$31,500
- Repairs/maintenance — \$10,000
- Misc. — \$22,500
- Total = \$225,000.

Year 1 total = \$900,000; Year 2 total (maintenance and replacement) = \$100,000; Year 3 total (maintenance and replacement) = \$100,000. *Three-year total = \$1,100,000.*

4. (Goal 3) Participant Support Costs pending federal approval under 2 CFR 200.75 and 2 CFR 200.456.: This will be a direct payment by AOE on behalf of participants to a contractor that is determined through the procurement process. Contractor will not be an LEA.

Online Teaching Coursework and Training; Estimated at cost of NEOTI program = \$4,600/teacher @ 50 (Year 1), 50(Year 2), and 75 (Year 3).

Year 1=\$4600 X 50 teachers = \$230,000; Year 2 = \$4600 X 50 teachers= \$230,000; Year 3 = \$4600 X 75 teachers = \$345,000. *Three-year total = \$805,000.*

5. (Goal 3) VTVLC learning platform (Campus) expansion and maintenance = \$70,000 X Years 2 and 3. *Three-year total = \$140,000.*
6. (Goal 3) Edmodo platform expansion and maintenance = \$80,000 X Years 2 and 3. *Three-year total = \$160,000.*
7. (Project-wide). External evaluator = \$210,000 X 3 years = *\$630,000.*

*3-year grand total: \$3,610,000*

## **Other**

Funds are requested for training materials on remote learning platforms for PCs. Estimated at \$5,000/PC X 5 PCs = \$25,000 (Year 1). Years 2 and 3 funds for follow-up training/miscellaneous = \$5,000 per year. Total = *\$35,000.*

Funds are requested for NICs training (Carnegie Institute) for 3 PC's (Goals 1, 2, and 3). Estimated at \$10,000 X 3 = *\$30,000* (Year 1 only).

Proportional share of Agency rent. Estimated at \$3500/PC = \$17,500/year. Years 1-3 total = *\$52,500.*

*3-year grand total: \$117,500.*

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]