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 # S425B200022

Gramts.gov Tracking#: GRANT13154148

OMB No. , Expiration Date:

<u>Closing Date: Jun 29, 2020</u>

Table of Contents

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

Application for Federal Assistance SF-424

* 1. Type of Submission:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☐ Application	☐ Continuation	* Other (Specify):
☒ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
06/29/2020	

5a. Federal Entity Identifier:	5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:	7. State Application Identifier: UT

8. APPLICANT INFORMATION:

* a. Legal Name: Utah State Board of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
███████	███████

d. Address:

* Street1: 250 East 500 South

Street2: P.O. Box 144200

* City: Salt Lake City

County/Parish: UT

* State: UT: Utah

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 84114-4200

e. Organizational Unit:

Department Name:	Division Name:
Administration	

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

Prefix: Ms.	* First Name: Sarah
Middle Name: R	
* Last Name: Young	
Suffix:	

Title: Director of Strategic Initiatives

Organizational Affiliation:

Utah State Board of Education

* Telephone Number: ███████	Fax Number:
* Email: ███████	

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

* 12. Funding Opportunity Number:

ED-GRANTS-050120-001

* Title:

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

13. Competition Identification Number:

84-425B2020-1

Title:

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

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

| 1237-Mao of Utah Counties.pdf | Add Attachment | Delete Attachment | View Attachment |

* 15. Descriptive Title of Applicant's Project:

Utah CONNECTS: Personalizing Learning for Utah Families

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 `UT-2`   * b. Program/Project `UT-2`

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

`1238-Utah_Congressional_Districts,_113th_C`   [Add Attachment]   [Delete Attachment]   [View Attachment]

17. Proposed Project:

* a. Start Date: `08/03/2020`   * b. End Date: `07/31/2023`

18. Estimated Funding ($):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

* 19. Is Application ~~~~~~~~~~~~~~~~~~~~~~~~~~~~ **tive Order 12372 Process?**

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

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

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

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

☐ Yes   ☒ No

If "Yes", provide explanation and attach

[_____]   [Add Attachment]   [Delete Attachment]   [View Attachment]

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: _____   * First Name: Scott

Middle Name: _____

* Last Name: Jones

Suffix: _____

* Title: Deputy State Superintendent

* Telephone Number: ███████   Fax Number: _____

* Email: ███████████

* Signature of Authorized Representative: ███████   * Date Signed: 06/29/2020

PR/Award # S425B200022

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Cache
Logan
Randolph
Rich
Woodruff

Box Elder

Brigham City

Weber
Ogden
Roy
Morgan
Great Salt Lake
Davis
Morgan
Bountiful
Salt Lake City ★
West Valley City
Salt Lake
Sandy
Tooele

Wendover

Tooele

1

Summit

Daggett

Wasatch

Duchesne

Vernal

Duchesne

Uintah

Orem
Provo
Utah

4

Juab

Nephi

Mt Pleasant

Delta

Sanpete

Ephraim

Gunnison

Fillmore

Carbon
Price

Castle Dale

Green River

3

Emery

Grand

2

Millard

Sevier

Richfield

Moab

Beaver
Milford
Beaver

Piute
Junction

Loa

Wayne

Iron

Panguitch

Garfield

Cedar City

Monticello

San Juan
Blanding

Washington

Kane

St George

Kanab

Utah CONNECTS serves
all 4 congressional
districts in the state of Utah.

Districts of 113th Congress
http://nationalatlas.gov
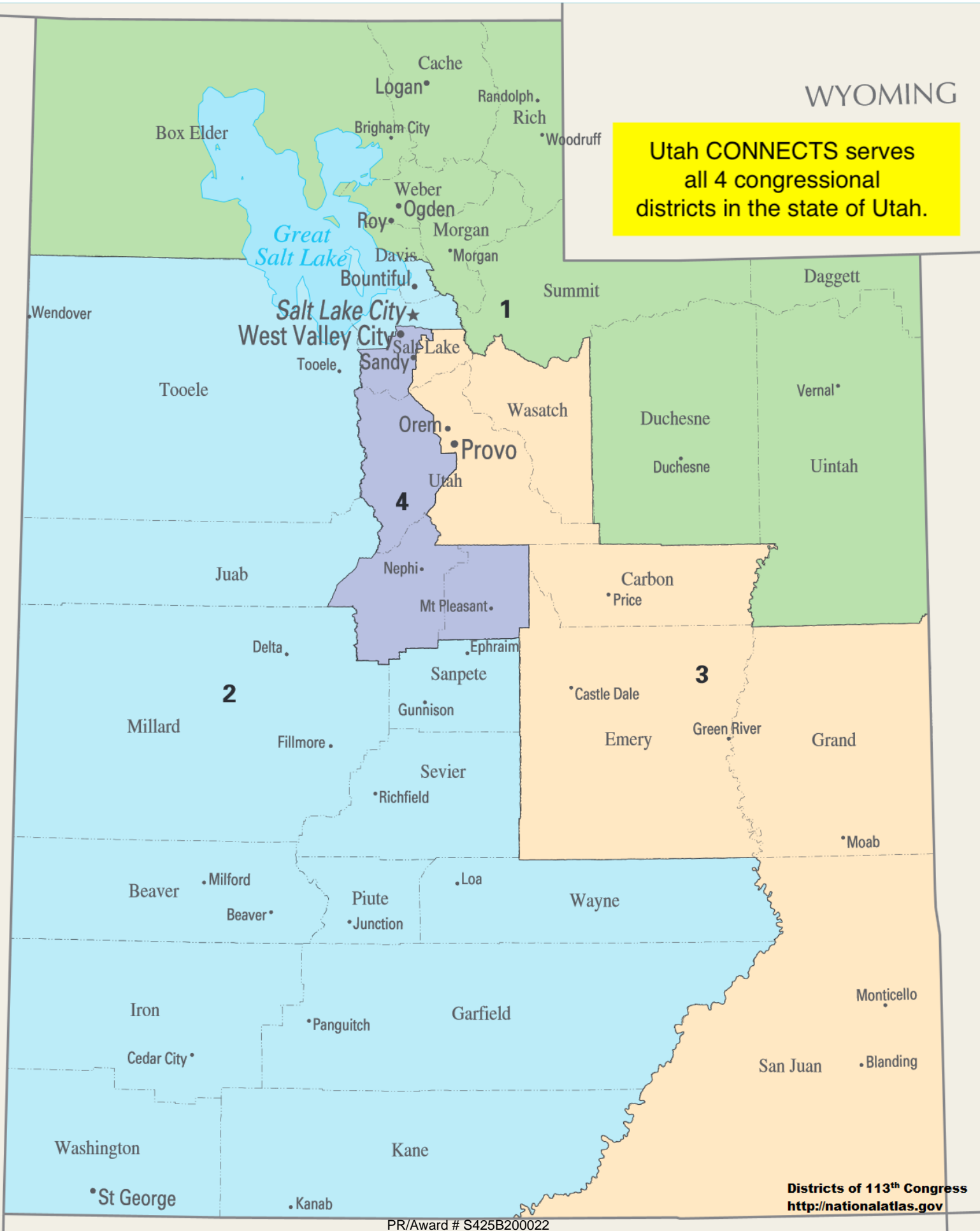
U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

Name of Institution/Organization

Utah State Board 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	19,000.00	19,000.00	19,000.00			57,000.00
4. Equipment	6,000.00					6,000.00
5. Supplies	25,000.00	20,000.00	15,000.00			60,000.00
6. Contractual	4,700,000.00	4,925,000.00	4,925,000.00			14,550,000.00
7. Construction						
8. Other	■					
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 by Your Business Office)*:

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1)   Do you have an Indirect Cost Rate Agreement approved by the Federal government?   ☒ Yes   ☐ No

(2)   If yes, please provide the following information:

   Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2019   To: 06/30/2020   (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 # S425B200022

ED 524

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.	
Utah State Board 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	26,087.15	26,087.15	26,087.15			78,261.45
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual	900,000.00	900,000.00	900,000.00			2,700,000.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	926,087.15	926,087.15	926,087.15			2,778,261.45
10. Indirect Costs	5,765.25	5,765.25	5,765.25			17,295.75
11. Training Stipends						
12. Total Costs (lines 9-11)	931,852.40	931,852.40	931,852.40			2,795,557.20

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

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

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

1. * Type of Federal Action:	2. * Status of Federal Action:	3. * Report Type:
☐ a. contract ☒ b. grant ☐ c. cooperative agreement ☐ d. loan ☐ e. loan guarantee ☐ f. loan insurance	☐ a. bid/offer/application ☒ b. initial award ☐ c. post-award	☒ a. initial filing ☐ b. material change

4. Name and Address of Reporting Entity:

☒ Prime   ☐ SubAwardee

* Name: Utah State Board of Education

* Street 1: 250 East 500 South   Street 2: P.O. Box 144200

* City: Salt Lake City   State: UT: Utah   Zip: 84114-4200

Congressional District, if known: UT-2

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

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

8. Federal Action Number, *if known:*	9. Award Amount, *if known:*
	$ 15,423,721.25

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A   Middle Name:

* Last Name: N/A   Suffix:

* Street 1: N/A   Street 2:

* City: N/A   State: UT: Utah   Zip:

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

Prefix: * First Name: N/A   Middle Name:

* Last Name: N/A   Suffix:

* Street 1: N/A   Street 2:

* City: N/A   State: UT: Utah   Zip:

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

* Signature: ■■■■

*Name: Prefix: * First Name: Scott   Middle Name:

* Last Name: Jones   Suffix:

Title: Deputy State Superintendent   Telephone No.: ■■■■   Date: 06/29/2020

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Standard Form - LLL (Rev. 7-97)

PR/Award # S425B200022

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NOTICE TO ALL APPLICANTS

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

| 1234-Utah CONNECTS GEPA Statement.pdf | Add Attachment | Delete Attachment | View Attachment |

EQUITABLE ACCESS AND PARTICIPATION – GEPA 427

Equity Statement: The Utah State Board of Education leads by creating equitable conditions for student success: advocating for necessary resources, developing policy, and providing effective oversight and support.

Equity is the equitable distribution of resources based upon each individual student's needs. Equitable resources include funding, programs, policies, initiatives and supports that target each student's unique background and school context to guarantee that all students have access to a high-quality education.

Educational Equity provides K-12 public school system support to families, districts, and charter schools regarding issues surrounding civil right compliance in accordance with the United States Department of Education and the Office for Civil Rights (OCR) regulations, which prohibits discrimination of students in any program or activity receiving federal financial assistance based on:

- disability (Section 504 of the Rehabilitation Act of 1973)
- sex (Title IX)
- race, color, or national origin (Title VI)

Planning, review committees for the requests for proposals, and program review committees for both continuous feedback and formative assessment will reflect diversity and include persons of different genders, races, national origins, colors, sexual orientations, disabilities and ages.

The Utah State Board of Education will be working with existing partner, Qualtrics, to develop the required Utah CONNECTS parent registration portal and dashboard for transparency into microgrant awards for each family, and as the system to seek parent feedback via surveys to help the continuous improvement process for the project.

The Qualtrics XM Platform™ offers a "Translate Survey" feature, which will allow Utah CONNECTS to offer the registration and dashboard in multiple languages for families seeking microgrants. Each family can see the Qualtrics content in their home language, and because there is just one tool containing all translations, all results will come back into the same dataset allowing for streamlined communication. This feature is built upon the Qualtrics platform through Google Translate API and has robust technology to translate the content into over 100 languages to serve Utah families. The Utah CONNECTS program is open to all eligible students in the 9-12 grade bands identified for the project.

Additionally, the Utah State Board of Education will have a Utah CONNECTS Project Coordinator and administrative staff member to support families who are not able to fill out the application online. These personnel will identify and assist families who need extra and/or personalized attention. These technical supports will be available via phone, in-person appointment, or through web conferencing.
Persons with disabilities will be provided equal access and opportunities in the Utah CONNECTS program and activities. In partnership with the agency's Special Education Director and expert specialists, the high-quality remote coursework will be vetted for accessibility within the RFP selection. Ongoing formative feedback through the parent survey will also seek to identify any barriers of access to address with the providers.

USBE's Director of Strategic Initiative, Sarah Young, will monitor any needs or discriminations. The Utah State Board of Education has a public website that describes the procedures for reporting discrimination in Utah CONNECTS or any Utah educational environment.

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

Utah State Board of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Scott   Middle Name:

* Last Name: Jones   Suffix:

* Title: Deputy State Superintendent

* SIGNATURE: ██████   * DATE: 06/29/2020

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Ms.	Sarah	R	Young	

Address:

Street1: 250 East 500 South

Street2: P.O. Box 144200

City: Salt Lake City

County:

State: UT: Utah

Zip Code: 84114-4200

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]

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: | 1235-Utah CONNECTS Project Abstract FINAL.pd | [Add Attachment] [Delete Attachment] [View Attachment]

Project Abstract:

The Utah State Board of Education (USBE) has worked collaboratively with public and private schools in Utah to propose "Utah CONNECTS: Personalizing Learning for Utah Families". Utah CONNECTS is a solution for **Absolute Priority 1 - Continued Learning Parent Microgrants**. The state of Utah will offer microgrants to parents to meet the educational needs of their school-age children through increased access to high-quality remote learning options from a list of education and related services, expenses, and providers.

The COVID-19 pandemic has surfaced the lack of equity to our most vulnerable students and heightened the urgency to provide high-quality digital learning for families through access to technology and the educational services needed to deliver remote learning successfully. Digital learning was the primary mechanism for K-12 education beginning in March 2020 when Utah schools went to remote learning and is no longer optional. In the continued uncertainty, each student deserves access to proven, equitable, rigorous, standards-based digital coursework. Additionally, each family deserves access to digital learning experiences that will make remote learning more effective.

Utah CONNECTS is advancing next-generation education models that transcend the traditional boundaries between "high school" and "college," eliminating barriers based on location, modality, background, and income so each learner can thrive. The proposal creates a comprehensive solution for serving Utah families of students in grades 9-12 with access to robust remote learning opportunities and resources, such as learning coaches, to improve student outcomes. Utah CONNECTS illustrates our commitment to serving each Utah family with high-quality educational experiences to help prepare our students to "...succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives." (USBE Vision Statement, 2020)

Utah CONNECTS develops options for remote learning solutions where online high school and university courses converge in a unique learning opportunity for 9-12 students. Working with several accredited, rigorous virtual school programs, we provide parents choices in selecting coursework that prepares students for college acceptance and encourages them to start earning credit toward college majors and careers in an increasingly interconnected environment. Additionally, Utah CONNECTS includes opportunities for home broadband infrastructure and student technology devices to support the implementation of the remote coursework to all Utah families.

Utah CONNECTS is committed to implementing a continuous improvement process informed by project performance measures. These measures include the number of students served by the project (target: 7,500 families total), the percentage of parents who report satisfaction with the remote learning opportunities (target: 88% parent satisfaction), the percentage of completed courses by provider (target: 90% of courses completed) , and the student to instructor ratio by provider (target: average 20 students to 1 instructor). Additionally, the project will measure student demonstrated competency as an educational student learning outcome. This demonstrates the commitment to both parent and student success with high-quality educational experiences in Utah.

The Utah State Board of Education has identified personalized learning for all students as a key goal in the agency strategic plan. Utah CONNECTS will develop additional infrastructure to support the realization of personalized learning for Utah's families, with a specific focus on serving families that have been highly impacted by COVID-19.

Project Narrative File(s)

* Mandatory Project Narrative File Filename: 1239-Utah CONNECTS Project Narrative FINAL.pdf

| Add Mandatory Project Narrative File | Delete Mandatory Project Narrative File | View Mandatory Project Narrative File |

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

| Add Optional Project Narrative File | Delete Optional Project Narrative File | View Optional Project Narrative File |

Table of Contents

Utah CONNECTS: Personalizing Learning for Utah Families

Overview:

The Utah State Board of Education (USBE) serves as the state education agency for Utah's 666,858 K-12 students. The USBE has worked collaboratively with public and private schools in Utah to propose "Utah CONNECTS: Personalizing Learning for Utah Families." The proposal creates a comprehensive solution for serving Utah families of students in grades 9-12 with access to robust remote learning opportunities and resources to improve student outcomes. The proposal has been designed to specifically address challenges at the system-level and individual household-level that have occurred due to COVID-19. The proposal is designed for **Absolute Priority 1 - Continued Learning Parent Microgrants** and illustrates a commitment to serving each Utah family with high-quality educational experiences to help prepare our students to "...succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives." (USBE Vision Statement, 2020)

A. Highest Coronavirus Burden

A1. U.S. Department of Education state coronavirus analysis.

The USBE has reviewed the data set related to the analysis of our state coronavirus impact as determined by the U.S. Department of Education. Recent data from June 2020 show that COVID-19 cases in Utah are on the rise (diagram A), with a significant number of cases in our state's Navajo Nation (diagram A) from our state's central website (https://coronavirus.utah.gov/case-counts/). We provide these as recent data points to inform the consideration of Utah's overall state coronavirus burden.

Diagram A. Utah Department of Health Overview of COVID-19 Cases for the State on June 27, 2020.
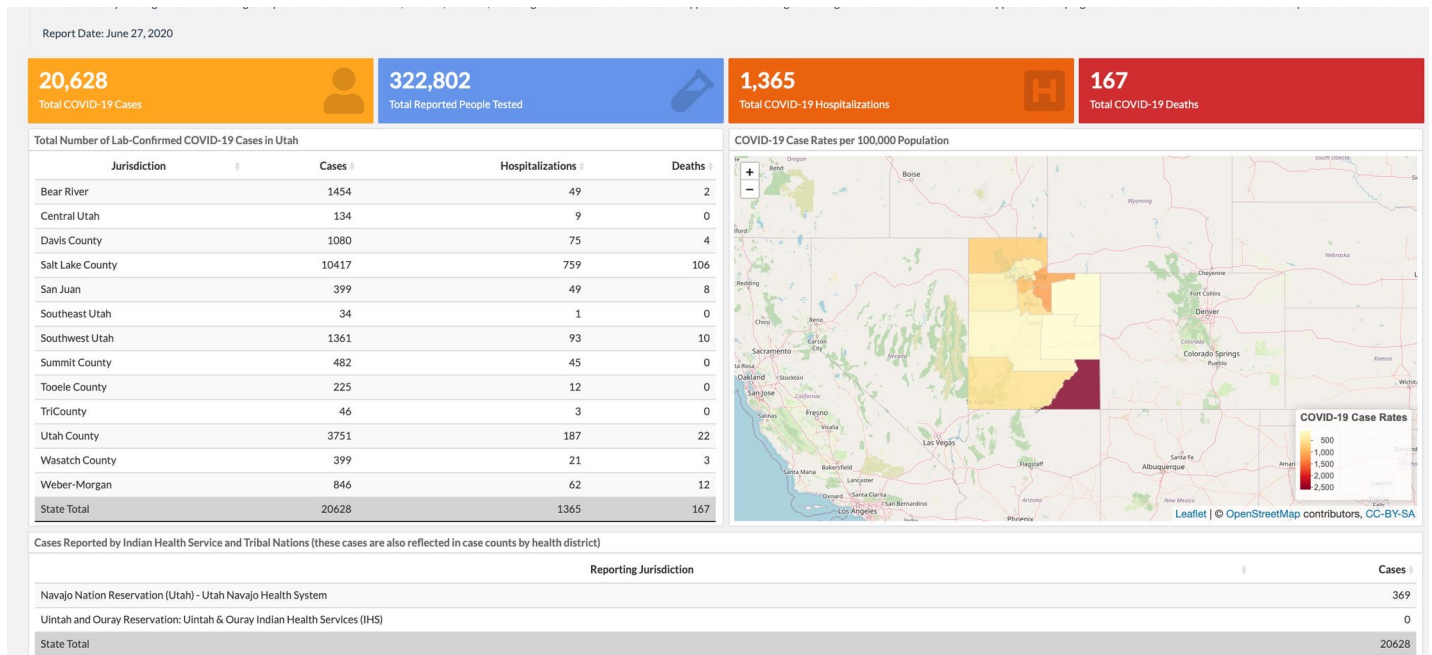
Diagram B. Utah Department of Health Overview of history of cases for COVID-19 for the State of Utah on June 27, 2020.
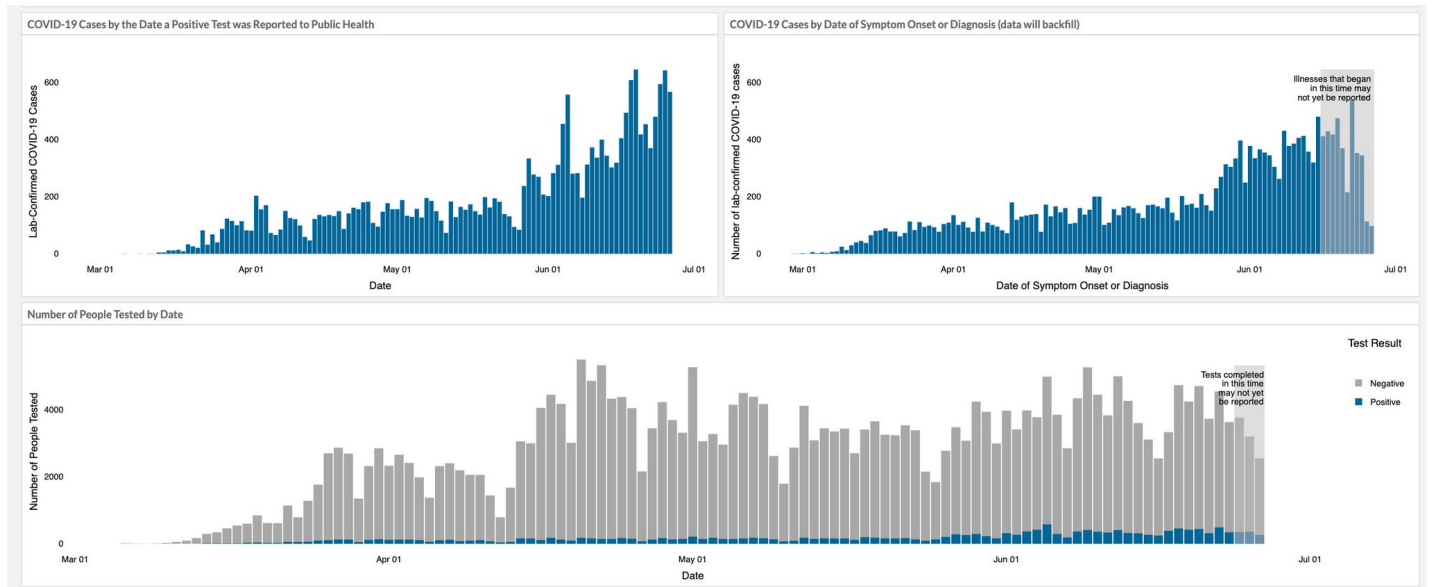
Diagram C. Utah Department of Health Epidemic Curve Status on June 27, 2020
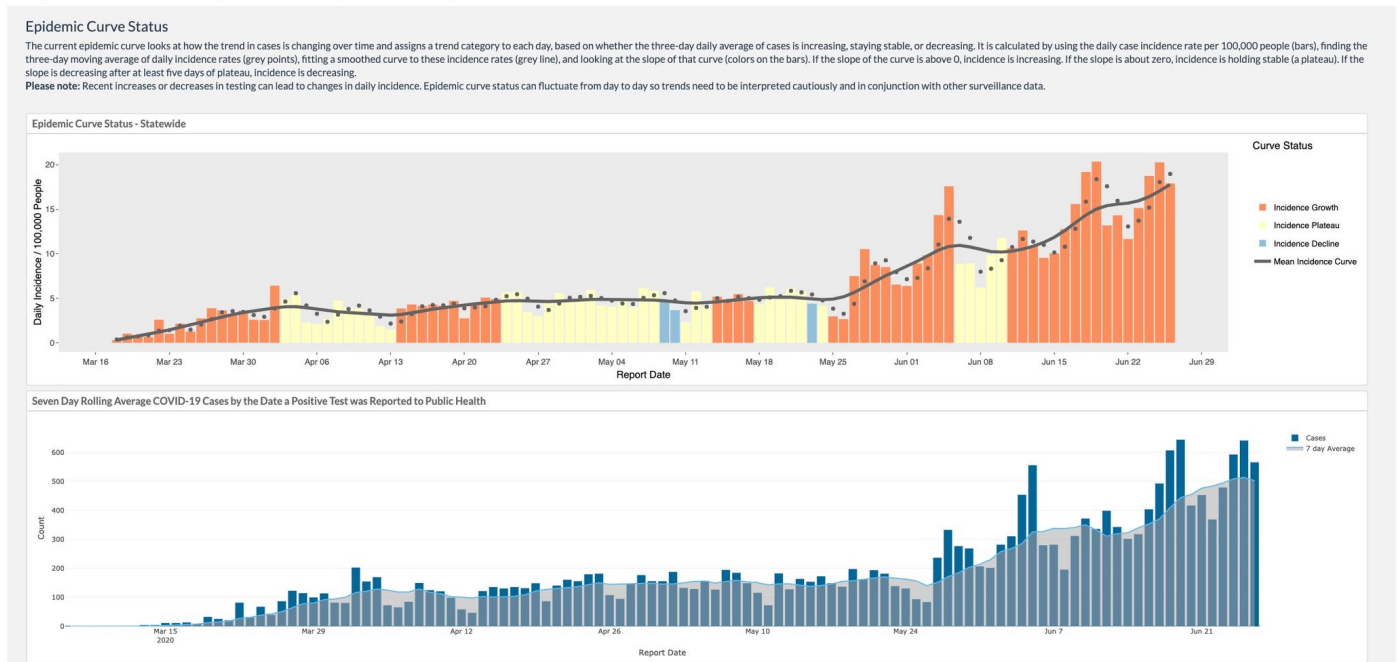
It is clear that our state COVID-19 trend is increasing, and the full impact on our K-12 education system is still unknown. In an effort to inform our proposal, we will detail a state-specific COVID analysis based on Utah's state level indicators to demonstrate additional impact beyond the national analysis.

Application Requirement 3: A description of the State of Utah's coronavirus burden that demonstrates the significance of the impact of COVID-19 on students, parents, and schools in the State

The USBE has worked extensively with other state agencies to coordinate the statewide response to COVID-19. This collaboration, led by State Superintendent Sydnee Dickson, has involved the Utah Governor's Office, the State

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Department of Health, the Utah System of Higher Education, and numerous local leaders from across the state of Utah. This partnership in state agency coordination is an essential component to our Utah CONNECTS project, as we seek to utilize this expertise and network of leaders to make sure our resources reach the families most impacted by COVID-19 in the state of Utah.

Although the state of Utah was ranked as "below 20th percentile" in the calculation by the U.S. Department of Education's analysis of coronavirus burden by State, we have completed additional research at the local level to demonstrate the impact of COVID-19 on the state and the local counties of Utah. This analysis demonstrates our coronavirus burden, as well as the way our project will prioritize Utah families for services related to coronavirus. This process included examining four factors estimated to capture the impact of COVID-19 in the state. Two factors are (1) the percentage of the March labor force filing unemployment claims from 3/15 through 4/25 by county and (2) the percentage of households in the county without a broadband internet subscription. The other two factors are (3) the percentage of children ages 5-17 in families in poverty in each county in 2018 and (4) the percent share of total COVID-19 cases per capita for each county. Additional details on the data sources are available in Appendix 6.

Each indicator was worth 25 points out of 100 possible total burden points. The county with the highest burden for an indicator was awarded 25 points and all other counties were assigned points based on the percentage of their burden relative to the county with the highest burden for that indicator. Total burden is the sum of all the points for each indicator. Higher scores indicate higher burden i.e. higher need for the county. The counties were then ranked based on their total burden scores. The rankings were used to determine their percentile as detailed in table 1 below.

Table 1. Scoring Methodology for Ranking Utah Counties for COVID-19 Impact

Percentile	County Rank	Number of Points Awarded
81st to 100th percentile	24 through 29	20
61st to 80th percentile	18 through 23	16
41st to 60th percentile	12 through 17	12
21st to 40th percentile	6 through 11	8
20th percentile and below	1 through 5	4

Data on Utah Counties Hardest Hit by COVID-19

Table 2. Data on Utah Counties Hardest Hit by COVID-19

County	% March Labor Force Filing Unemployment Claims	% w/out Broadband Internet Subscription (ACS 5 Year)	% Children in Poverty	County % Share of COVID-19 Cases Per Capita	Total Burden	Rank	Percentile
SAN JUAN COUNTY	7.62%	47.1%	22.3%	18.3%	83.54	29	81st to 100th percentile
SUMMIT COUNTY	17.72%	6.6%	5.8%	18.6%	55.93	28	81st to 100th percentile
PIUTE COUNTY	7.52%	30.0%	18.1%	3.7%	50.11	27	81st to 100th percentile
GRAND COUNTY	21.11%	9.3%	13.0%	1.0%	45.80	26	81st to 100th percentile
GARFIELD COUNTY	15.25%	17.0%	14.0%	1.5%	44.73	25	81st to 100th percentile
WASATCH COUNTY	13.22%	6.9%	6.0%	10.7%	40.34	24	81st to 100th percentile
RICH COUNTY	3.22%	22.2%	10.0%	9.9%	40.10	23	61st to 80th percentile
WAYNE COUNTY	8.54%	20.3%	14.4%	2.2%	39.92	22	61st to 80th percentile
KANE COUNTY	9.54%	19.8%	13.0%	1.2%	38.09	21	61st to 80th percentile
SALT LAKE COUNTY	10.08%	11.1%	9.3%	6.2%	36.60	20	61st to 80th percentile
IRON COUNTY	7.38%	12.7%	15.8%	0.9%	34.37	19	61st to 80th percentile
WASHINGTON COUNTY	10.11%	12.6%	11.1%	1.6%	33.26	18	61st to 80th percentile
UINTAH COUNTY	11.44%	12.7%	11.2%	0.2%	33.09	17	41st to 60th percentile
CARBON COUNTY	7.71%	14.9%	13.6%	0.4%	32.83	16	41st to 60th percentile
DUCHESNE COUNTY	10.17%	12.3%	11.2%	0.9%	32.34	15	41st to 60th percentile
WEBER COUNTY	9.47%	11.6%	10.4%	1.6%	31.07	14	41st to 60th percentile
BEAVER COUNTY	4.51%	20.2%	11.7%	1.1%	30.73	13	41st to 60th percentile
EMERY COUNTY	5.20%	15.8%	13.2%	0.5%	30.07	12	41st to 60th percentile
SEVIER COUNTY	6.18%	13.7%	13.1%	0.6%	30.05	11	21st to 40th percentile
SANPETE COUNTY	3.69%	15.8%	14.4%	0.3%	29.27	10	21st to 40th percentile
BOX ELDER COUNTY	9.59%	12.6%	8.2%	0.8%	28.24	9	21st to 40th percentile
UTAH COUNTY	6.83%	10.3%	6.9%	4.3%	27.10	8	21st to 40th percentile
JUAB COUNTY	4.45%	17.6%	9.5%	1.2%	26.85	7	21st to 40th percentile

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MILLARD COUNTY	3.46%	13.4%	12.9%	0.6%	26.44	6	21st to 40th percentile
TOOELE COUNTY	8.66%	7.2%	6.5%	2.3%	24.45	5	20th percentile and below
DAGGETT COUNTY	6.99%	3.1%	5.7%	5.2%	23.37	4	20th percentile and below
CACHE COUNTY	4.98%	10.5%	9.6%	0.7%	23.25	3	20th percentile and below
DAVIS COUNTY	7.84%	6.7%	5.4%	1.9%	21.48	2	20th percentile and below
MORGAN COUNTY	6.26%	3.9%	3.8%	1.5%	15.81	1	20th percentile and below

Impact of COVID-19 on Utah students, parents, and schools

Based on these data, we have noted that there is a significant COVID-19 impact within the state that warrants increased attention and resources related to COVID-19. As explained above, one factor we examined to determine impact from coronavirus is an economic measure, the percentage of the March labor force filing unemployment claims from 3/15 through 4/25 by county. Grand County, which is on the east central border of Utah, had the highest percentage of its labor force filing unemployment claims during that period with over 21% filing claims. Other highly impacted counties include Summit County (17.72%) and Garfield County (15.25%).

In addition, in looking at data from the prior year, we see significant economic impact with these three counties being the hardest hit in Utah. In Grand County employment decreased by 18.6% from April 2019 to April 2020. For that same time period, employment decreased by 18.3% in Summit County and 19.4% in Garfield County. Thus, about one in five to one in six jobs in these counties have been lost due to COVID-19. All three of these counties' economies are reliant on tourism to some degree. Summit County is a premier ski destination, and Grand and Garfield counties contain several of the state's national parks which were significantly impacted by COVID-19.

In terms of broadband internet access, as a State, Utah ranks at the top. While we are proud of the State's investment in broadband, this aggregate number belies the fact that some areas of our state have a substantial percentage of the population without access. Forty-seven percent of households in San Juan County do not have a broadband internet subscription making remote learning extremely difficult. Piute County has 30% of its households without broadband internet, and 20% or more of households in Rich, Wayne, Beaver, and Kane counties, respectively, do not have broadband internet access. Thus, the ability to access remote learning through this crucial resource is not equal throughout the state. The rates of access for these Utah counties are more similar to States with the highest percentages of population without broadband access, e.g. New Mexico at 20.6%, Mississippi at 19.4%, and Arkansas at 19.2%, than they are to Utah's statewide rate of 7.1% of households without broadband access.

Among the states, Utah ranks second lowest for the percentage of children ages 5-17 in families in poverty at 8.82% statewide. However, similar to broadband access, some of Utah's counties have significantly higher percentages of students in poverty, including San Juan County with over 22% of children in families in poverty, 18.1% in Piute County, and 15.8% in Iron County. In examining the percent share of total COVID-19 cases per capita for each county, we also

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find a disparate impact among counties in the state, with Summit, San Juan, and Wasatch counties bearing the greatest

burden of COVID-19 illness at 18.6%, 18.3%, and 10.7% respectively.

In looking at all four of the indicators, we can see that some counties were significantly impacted by the coronavirus in

multiple categories. For example, San Juan County carries the greatest burden of households without internet access

and the percent of children ages 5-17 in families in poverty, and Summit County carries the second highest burden in

terms of economic impact and the highest burden of percent share of total COVID-19 cases per capita in the state. Thus,

while the statewide aggregate numbers demonstrate a low-average impact, breaking out the indicators, and including

an economic indicator, uncovers important disparities within Utah that highlight that some areas of the state have been

more impacted by COVID-19 than the statewide coronavirus burden calculation suggests and therefore have a high need

for greater access to high-quality remote learning opportunities.

Outcomes related to guiding project design and implementation

PROBLEM OF PRACTICE: Uneven implementation of robust remote learning across the state, leaving some families

negatively impacted by COVID-19 to experience learning losses.

The COVID-19 pandemic has surfaced the lack of equity for our most vulnerable students and heightened the urgency to

provide high-quality digital learning for families through access to technology and the educational services needed to

deliver remote learning successfully. Digital learning was the primary mechanism for K-12 education beginning in March

2020 when Utah schools went to remote learning. It is clear that engagement in technology for K-12 education is no

longer an option, but an imperative. In the continued uncertainty, each student deserves access to proven, equitable,

rigorous, standards-based digital coursework. Additionally, each family deserves access to digital learning experiences

that will make remote learning more effective.

As stated above, there is a significant COVID-19 impact within the state that warrants increased attention and resources

related to COVID-19. For example, San Juan County in the southeast corner of the state contains Utah's Navajo Nation

which has experienced significant impacts due to COVID-19 (Podmore/Salt Lake Tribune 2020). Although statewide

aggregate numbers demonstrate a low-average impact, we believe that our data above show that Utah has several

counties with a significant impact due to COVID-19. Therefore, we have families within the state that have been

significantly impacted due to COVID-19. This demonstrates how average data can inform a general plan, but that it is

imperative that we look at each individual household circumstance to determine and establish needs related to Utah

families.

B. Quality of Project Services and Project Plan
Application Requirement 1: Description of Utah's approach to addressing one of the three absolute priorities contained in the notice.

The USBE has worked collaboratively with public and private schools in Utah to propose "Utah CONNECTS: Personalizing

Learning for Utah Families." Utah CONNECTS is a solution for **Absolute Priority 1 - Continued Learning Parent**

Microgrants. The state of Utah will offer microgrants to allow parents to meet the educational needs of their school-age children through increased access to high-quality remote learning options from a list of education and related services, expenses, and providers.

B1. The extent to which the proposed project is an exceptional approach to absolute priority being addressed and includes a detailed project plan for addressing the absolute priority.

Utah CONNECTS is advancing next-generation education models that transcend the traditional boundaries between "high school" and "college," eliminating barriers based on location, modality, background, and income so that all learners can thrive. The proposal creates a comprehensive solution for serving Utah families of students in grades 9-12 with access to robust remote learning opportunities and resources, such as learning coaches, to improve student outcomes. Utah CONNECTS illustrates our commitment to serving each Utah family with high-quality educational experiences to help prepare our students to "...succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives." (USBE Vision Statement, 2020)

Utah CONNECTS develops options for remote learning solutions where online high school and university courses converge in a unique learning opportunity for 9-12 students. Working with several accredited, rigorous virtual school programs, we provide parents choices in selecting coursework that prepares students for college acceptance and encourages them to start earning credit toward college majors and careers in an increasingly interconnected environment. Additionally, Utah CONNECTS includes opportunities for home broadband infrastructure and student technology devices to support the implementation of remote coursework to all Utah families.

WHAT MAKES UTAH CONNECTS EXCEPTIONAL: Personalizing Solutions for Families & Empowering Parent and Student Voice

Utah CONNECTS is advancing next-generation education models that transcend the traditional boundaries between "high school" and "college," eliminating barriers based on location, modality, background, and income so that all learners can thrive. Utah CONNECTS will provide robust remote learning to Utah families, and we assert that COVID-19 impact should be determined at the household level to be the most accurate. Therefore, our application for parents to receive microgrants asks for each family to declare COVID-19 impact as a required element of the application. Each family will have the opportunity to disclose if they have been impacted and provide a supporting narrative of impact for their family record. Families that have declared COVID-19 impacts will be prioritized for service from the Utah CONNECTS program as described in more detail in our project plan. By determining this at the household level, we honor individual parent expertise and prioritize resources toward meeting those needs. This data set and the detailed grant mechanism demonstrate how Utah is approaching our community to address coronavirus impact by directly providing services for families.

GOAL: To significantly increase the number of Utah families with access to high-quality and robust remote learning opportunities, particularly families impacted by COVID-19, to ensure that each student has ongoing high-quality instruction

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Utah CONNECTS: Personalizing Learning for Utah Families

opportunities regardless of geography and access to technology. Our goal is to serve 2,500 students per year, with a total of 7,500 families over the course of the 3-year project with the Utah CONNECTS advanced next-generation education model.

THEORY OF CHANGE:

Diagram D. Utah CONNECTS: Personalizing Learning for Utah Families Theory of Change - Appendix 7

Utah CONNECTS: Personalizing Learning for Utah Families Theory of Change

The Problem
- COVID-19 has disrupted the education system for Utah families.
- Lack of access to broadband internet at home drastically impacted access to learning for Utah students in K-12.
- Many of our schools lacked the resources to deliver high-quality remote learning strategies, specifically for advanced coursework such as concurrent enrollment or CTE certifications.
- Existing challenges to personalize learning for each student were exacerbated, forcing us to create new remote learning opportunities and re-think how we design student learning, services, and supports.

Strategy and Interventions
- Creating Utah CONNECTS to provide a systemic statewide option for robust remote learning options for parents and students in grades 9-12.
- Administer microgrants to parents that offer a range of diverse services so parents can customize their children's education and remote learning.

Outcomes
- Open eligibility to all students (both public and private) in Utah for services through Utah CONNECTS.
- Students and their parents have access to high-quality remote learning opportunities and services.
- Students and their parents inform the types of services and courses offered and providers utilized.
- Students and their parents have more options and more control when determining their educational needs.
- Students and their parents make multiple, unique personal choices for how and where they learn and the services they need.

Ultimate Impact
- Greater freedom of choice and access for students and families in Utah.
- Broadband access for each family is an essential part of our society.

Utah CONNECTS High-Quality Remote Learning Provider Requirements:

Just as there is no "one size fits all" for students, the maxim holds true for building innovations that make a difference in student outcomes. That said, we have discovered a few constants to guide our work. Utah CONNECTS is seeking to develop options in remote learning solutions where online high school and university courses converge in a unique learning opportunity for all students by working with several accredited, rigorous virtual school programs that prepare students for college acceptance and encourage them to start earning credit toward college majors and careers in an increasingly interconnected environment. The coursework will be offered completely online, providing access to students who may be experiencing a "stay at home" order or other limited access to in-person education.

The USBE will follow the competition requirements to issue a request for proposals following state and federal procurement guidelines for services available through Utah CONNECTS. The narrative below details the requirements for those services for remote learning high-quality coursework to meet the vision for advanced next generation learning for Utah's 9-12 students and Utah CONNECTS technology provider for broadband and device resources to service qualifying families with microgrant awards.

Remote Learning High-Quality Coursework:

Utah CONNECTS develops options for remote learning solutions where online high school and university courses converge in a unique learning opportunity for 9-12 students. Working with several accredited, rigorous virtual school programs, we provide parents choices in selecting coursework that prepares students for college acceptance and

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encourages them to start earning credit toward college majors and careers in an increasingly interconnected environment. Utah CONNECTS will issue a request for proposals (RFP) in August 2020 to establish a list of providers of the 9-12 digital learning coursework, integrated with higher education and/or technical certifications and will require those partners to offer the following research-based services to guarantee strong student outcomes:

- **Learning Success Coaches** – Providers of remote learning services for Utah CONNECTS student education must provide a dedicated Learning Success Coach to each student. The Learning Success Coach works in concert with the instructor, school administration, parents and other stakeholders to ensure the student is holistically supported. This includes academic, life skills and other key support drivers.

- **Integration with Higher Education Credit and/or Technical Certifications** – Utah CONNECTS is seeking to advance student outcomes and opportunities and will require that all providers have integration with a higher education partner as a method to offer pathways to higher education and provide additional validation of high-quality coursework. This seamless integration permits the student to move in and out of high school and college via the same learning management system. Further, the instructors, faculty and Learning Success Coaches work together to streamline a student's introduction to college-level subject matter; both academically and emotionally.

- **Defined College Pathways** – Utah CONNECTS will require providers to offer each student the option to complete a pathway that prepares the student for study in engineering, business, education, and other areas. This focus, along with the required core and elective courses in high school, broadens the student's experience, provides an accelerated "path" to diploma, but does not tie the student into a major if they decide not to enter that area of study. By extending the catalogue of courses, Utah CONNECTS providers will give students early insights into the disciplines, offer college credit while in high school, and reduce time to degree.

Utah CONNECTS providers will align their course offerings with USBE graduation requirements (Utah Office of Administrative Rule 2020), as microgrant awards will be prioritized for parents who are seeking graduation specific coursework particular to addressing COVID-19 impacts. This will prioritize families that may be facing challenges with student graduation, while offering them high-quality remote learning solutions that also build bridges for post-secondary opportunities.

The USBE will create a comprehensive list of multiple providers that meet the requirements above and will partner with them for the Utah CONNECTS program recruitment plan, which is detailed in the project management plan.

Utah Technology and Broadband Provider:

We recognize that many digital course providers may not have expertise in technology deployment, especially related to rural communities. Therefore, Utah CONNECTS will issue a separate request for proposals (RFP) to establish a list of technology specific provider(s) that will be experts in the awarding of technology device and broadband resources. The providers will be required to demonstrate previous expertise and ability to employ a three-step process to provide technology and broadband to qualifying Utah families:

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1. **Determine eligibility**: Initial eligibility as defined as "income below 200% of the federal poverty guideline" is determined as candidates register online using an automated registration form.

2. **Determine need**: Applicants who self-identify as low-income in the self-service online registration form also state if they already have a computer and broadband Internet access. The family-reported existing devices are validated against system requirements. The state-funded computer and Internet service is targeted for families "who cannot afford the equipment or service." Users who indicate they do not have Internet or a computer receive a call from the technology provider to verify this need. This personal contact and verification process is an important quality assurance step that minimizes fraudulent use and ensures state funds are used as intended. Eligible families that need either one or both of these items are registered receiving devices and Internet service and reported back to the USBE. We provide the device at the Utah CONNECTS parent training event and schedule a technician to install the Internet in the home.

3. **Install Internet**: The technology provider will work with the Utah Education and Telehealth Network (UETN) and the Governor's Office of Economic Development (GOED) which have established business relationships with a variety of Internet service providers across the state of Utah. Many of these providers offer discounts for low-income families. For each eligible family, providers are chosen based on a combination of geography, optimal service, and contracted rates, as is recommended based on service availability below. *(A provider will be able to create their own solution; this is the base recommendation that will be provided in the RFP):*

    a. For the non-rural zip-codes, Comcast provides the best combination of discounted pricing and excellent service for Utah CONNECTS families.

    b. If Comcast cannot install, Utah CONNECTS will utilize Centurylink. They also provide for cities like St. George and Cedar City that are not in the Comcast footprint.

    c. For the rural areas that Comcast and Centurylink do not service, Utah CONNECTS will use rural providers, such as Emery Telcom, South Central Communications, Centra Com, Frontier, and Hughesnet.

        i. If the above providers are unavailable, Utah CONNECTS technology provider will provide Verizon Jetpacks. However, these Jetpacks can be intermittent in some remote areas, so we optimize bandwidth utilization with a Raspberry Pi device, which enables content to be hosted locally. The Utah CONNECTS technology provider will continually optimize this offering, based on available options and communicate new needs to USBE program leaders.

        ii. In some extremely remote areas, like Monument Valley (San Juan County), electricity may not be available in the family home. In these cases, Utah CONNECTS technology providers may set up solar panels to charge the devices and power the Internet service, which may need to be delivered by satellite dish.
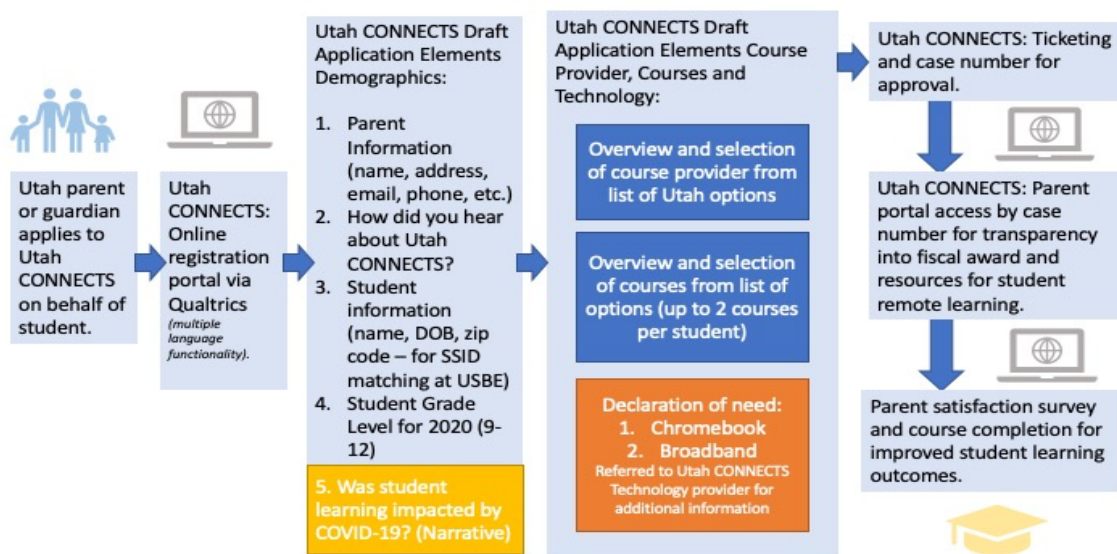
Utah CONNECTS Parent Portal for Microgrant Transparency

The USBE will be working with Qualtrics, an existing partner, to develop the required Utah CONNECTS parent registration portal and dashboard for transparency into microgrant awards for each family. Additionally, Qualtrics will be used to develop and implement the parent feedback via surveys to help the continuous improvement process for the project. The Qualtrics XM Platform™ is a system of action that helps schools attract students, engage employees, involve parents, and build a trusted brand. Over 6,800 K-12 schools, representing 2.5 million students, use Qualtrics to listen, understand, and take action on experience data (X-data™) to determine why things are happening on campuses and in communities and what to do about it. Managing the experience of Utah CONNECTS stakeholders - students, parents, teachers, and staff - is now more important than ever. Action driven by data and feedback can help Utah CONNECTS proactively improve our project, attract and retain students and families, and build an online portal for parent transparency into the microgrant awards. Utah CONNECTS will utilize the same Qualtrics platform for application, approval, and parent dashboard for reducing administrative costs and increasing sustainability for beyond the award period. By building out on an existing system at the USBE, we have access to existing agency expertise to support the project and have a transition plan for sustainability beyond the project. The platform functionality is demonstrated in the parent application process in diagram E.

Additionally, the Qualtrics XM Platform™ offers a "Translate Survey" feature, which will allow Utah CONNECTS to offer the registration and parent feedback surveys in multiple languages for families seeking microgrants. Each family can see the Qualtrics content in their home language, and because there is just one tool containing all translations, all results will come back into the same dataset allowing for streamlined communication and administration. This feature is built upon the Qualtrics platform through Google Translate API and has robust technology to translate the content into over 100 languages to serve Utah families.

Utah CONNECTS Prioritization of Parent Microgrants Requests for Each Academic Year

Recognizing that the need may exceed the available resources, Utah CONNECTS will allow for an open registration period of one-month to allow for all interested and eligible families from both public and non-public schools to apply for microgrants for the academic year. In our first year, this will occur in

September 2020 (due to timing of award), with registration taking place in June 2021/2022 for the second and third year of the project. Registration will allow for parents to note COVID-19 impact, learn about high-quality coursework options, select up to two classes for their student, and declare needs for broadband and technology. The process is detailed below.

Diagram E. Utah CONNECTS: Personalizing Learning for Utah Families Parent Application Process from Interest to Outcomes.

At the conclusion of the one-month registration period. Utah CONNECTS will validate the completed applications through our statewide student identifier (SSID), and then proceed to award microgrants with the following priorities:

1. Parents of 12th grade students will be prioritized for awarding microgrants in Tier One.

    a. Within Tier One, students requesting proven, equitable, rigorous, standards-based digital courses for courses **required for graduation** will be prioritized as Group A.

    b. Within Tier One: Group A, **families that declare COVID-19 impact on the household that impacted student learning** will be prioritized for awarding of microgrants. Tier One: Group B will be families that do not declare a COVID-19 impact during registration.

    c. Within Tier One, students taking additional proven, equitable, rigorous, standards-based digital courses that are not required for graduation will be in Group B.

* Each grade level tier will follow the same breakdown of subgrouping and prioritization into Group A/B with Coronavirus impact as demonstrated for the parents of 12th grade students.

2. Parents of 11th grade students will be prioritized for awarding microgrants in Tier Two.

3. Parents of 10th grade students will be prioritized for awarding microgrants Tier Three.

4. Parents of 9th grade students will be prioritized for awarding microgrants Tier Four.

This design guarantees that the resources are directed at families that have the most immediate needs for their graduating students while prioritizing families where student learning was impacted by COVID-19. This will prioritize families that may be facing challenges with student graduation, while offering them high-quality remote learning solutions that also build bridges for post-secondary opportunities. We believe it is essential that the COVID-19 determination take place at the household level to honor the expertise of our parents in Utah.

If parent microgrant requests exceed the available funding, we will fund by ranked tier and subgroup prioritization as defined above. For the final tier/subgroup where not all individuals may be funded due to lack of funds, the project will run a lottery within the qualified subgroup to determine services for the year. Those not selected in the lottery will be placed on a waiting list for services in the event that a family departs the program during the academic year of service. Please note that Utah CONNECTS describes the implementation plan and timeline for key grant activities and a plan for how the applicant will assess the number of students served in the Quality of the Management Plan section of the narrative. Additionally, as we are applying for Absolute Priority 1, we address how the USBE will assess parent satisfaction with the State's grant-related remote learning offerings; and the number and different types, as defined by

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the grantee of new remote learning options provided in order to address the performance measures for the grant in the Project Reporting and Performance Measures section of the narrative.

B. In determining the quality of the project services and project plan, the Secretary considers the quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

The USBE leads by creating equitable conditions for student success: advocating for necessary resources, developing policy, and providing effective oversight and support.

Equity is the equitable distribution of resources based upon each individual student's needs. Equitable resources include funding, programs, policies, initiatives and supports that target each student's unique background and school context to guarantee that all students have access to a high-quality education.

In order to provide equal access and treatment for all eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability, Utah CONNECTS has designed a robust recruitment and communication strategy for the project.

Utah CONNECTS Recruitment and Communication Plan:

Utah CONNECTS will begin recruitment of the new cohort as soon as the providers are selected through the USBE procurement process, with registration for future cohorts to begin the second Monday of June annually.

Recruiting strategies. The USBE will partner with local community-based organizations across the state to recruit families that meet defined eligibility guidelines including (but not exclusive to) the events detailed in table 3.

Table 3. Recruiting Strategies for Utah CONNECTS

Recruiting Strategies for Utah CONNECTS
Meetings with government and community organizations, including food banks, higher education, adult education services, libraries, refugee and crisis centers, city halls, employment services, and healthcare organizations
Visits/flyers to public & non-public schools, particularly those in neighborhoods demonstrating the highest needs due to COVID-19
Visits and flyers to community centers such as community recreation centers, laundromats, and attendance at community events and fairs
Visits to public libraries across the state
Flyer distribution at local markets and stores in highest need areas of Utah due to COVID-19
Contact with religious organizations
Mailings to lists provided by Department of Workforce Services, religious organizations, public, private, and charter middle and high schools, pediatricians, pediatric dentists, food banks, and past participants (Refer a Friend)
Mailings and flyer distribution to local businesses and industry partners

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Radio and television interviews and advertisements, social media campaigns, and public service announcements
Partnerships with schools, such as visits to summer lunch programs

The USBE will utilize robust recruiting strategies in multiple languages using the Qualtrics "Translate Survey" function for the parent registration portal. In addition, multiple languages will be utilized when developing communication materials including flyers, radio, TV, and social media advertisements, as well as in-person recruiting at many events and markets and share those resources with the USBE, parent groups, and LEA leaders. The project has allocated resources for "materials" to support the development and publication of these materials.

Application Requirement 2: Provide analysis of the immediate needs in Utah to support remote learning and describe how the proposed project will address those needs.

B2. The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project to respond to the needs of students.

The USBE will partner with organizations to expand access to higher education and career and technical education coursework to Utah's 9-12 students. These offerings will be an addition and extension of services from our current Statewide Online Education Program (SOEP) to specifically reach students in communities that have been highly impacted by COVID-19. The grant will include resources for broadband infrastructure to homes, student technology, and advanced learning opportunities.

Utah's Statewide Online Education Program enables secondary students enrolled in public, private, or home schools to earn high school graduation credit through the completion of publicly funded online courses. This program provides students with access to online learning regardless of where students attend school and it provides high-quality learning options for students regardless of language, residence, family income, or special needs. It utilizes the power and scalability of technology to customize education so that students may learn in their own style preference and at their own pace. Especially crucial right now, it utilizes technology to remove the constraints of traditional classroom learning, allowing students to access learning virtually at any time, and in any place. Table 4 below details SOEP program enrollment and courses requested from the 2014-2015 school year to the 2019-2020 school year.

Table 4. Statewide Online Education Program Participation and Courses Requested over Time

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Number of Students who participated in the Statewide Online Education Program (*total distinct headcount*)	1,376	1,804	2,333	3,749	4,782	6,586
Number of courses requested	3,498	6,860	6,962	12,918	15,480	24,413

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From 2014-2015 to 2019-2020, the number of students participating in the Statewide Online Education Program grew by 5,210 students, a 378.63% increase. While the number of students participating in the program has increased, the demand for SOEP courses has increased even more. In 2014-2015 the number of SOEP courses requested was 3,498 and for this most recent school year the number of courses requested was 24,413, an increase of 597.91%. This increase in participation has been among public school students and private and home school students. Whereas program participation for public school students is funded through the State's foundation school funding formula, home and private school students are funded through a distinct appropriation. Due to substantial increases in demand, the Legislature appropriated an additional $2.0 million for SOEP for home and private school students for FY 2020. To meet demand in FY 2021, the USBE calculated that an additional $3.1 million would be needed for home and private school students. Demand for remote learning opportunities has been outpacing resources available in the State. The lack of resources impacts the ability to serve each Utah family with remote learning opportunities.

Another challenge is that the existing SOEP program limits a student to 6.0 credits of online credit, unless a student is pursuing early graduation. Recognizing that COVID-19 has disrupted education for Utah's students, the state lacks a solution for providing students additional courses beyond the 6.0 credits. This is an immediate need that must be addressed to support Utah's high school students and parents.

In addition to SOEP, Utah has established a Concurrent Enrollment (CE) program which enables high school students to complete high school graduation requirements and earn college credit at the same time. Most often, students participate in the program during their junior or senior year of high school. As college-level courses, concurrent classes provide students the ability to do advanced work during high school. While the program was first funded by the state in the 1990s, program participation has grown substantially in recent years as illustrated in table 5 below.

Table 5. Concurrent Enrollment Participation and Credits Earned over Time

	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Number of Students who participated in Concurrent Enrollment (*total distinct headcount*)	28,551	29,758	32,849	36,335	38,907
Number of Credit Hours earned	198,163	204,423	233,626	268,357	285,710

The number of students participating in Concurrent Enrollment has grown with an increase of 36.27% from the 2014-2015 school year to the 2018-2019 school year. Not only has the number of students participating grown over time, but the number of credit hours students are earning through Concurrent Enrollment has also grown over time with an increase of 44.18% from 2014-2015 to the 2018-2019 school year. Thus, in Utah we are seeing a substantial increase in demand for college-level courses over time. It is important to note that Concurrent Enrollment coursework was disrupted when Utah schools went into soft closure on March 13, 2020. Recognizing that most of these classes rely on full or partial face-to-face instruction, student access to learning was significantly limited. Many of these classes moved

to a pass/fail grade, which may not be accepted as credit by all higher education institutions. These challenges to the current system leave Utah students and parents seeking comprehensive solutions for CE in remote learning environments.

In the analysis of these systems and trends, it is clear that Utah families are seeking increased resources for high-quality remote learning solutions. Utah CONNECTS creates a hybrid model that addresses the need for high-quality remote learning with the opportunities for college-level coursework and provides resources for families that are lacking in the current system. Utah CONNECTS is advancing next-generation education models that transcend the traditional boundaries between "high school" and "college," eliminating barriers based on location, modality, background, and income so that all learners can thrive.

B3. The likelihood that the services to be provided by the proposed project will expand access to remote learning options and lead to improvements in student outcomes.

The USBE supports local control, which has allowed each of our schools and communities to develop their own local solutions for remote and blended learning to best meet the needs of our students and parents. This local expertise is key in creating personalized solutions, and we applaud the local efforts and programs that currently exist.

However, we also note that these local solutions are often limited by available resources. Those resources are often most limited for our smallest charter schools and districts due to challenges of scale with procurement and lack of capacity to secure multiple solutions. The COVID-19 pandemic has surfaced the lack of equity to our most vulnerable students and heightened the urgency to provide high-quality digital learning for families through access to technology and the educational services needed to deliver remote learning successfully. Digital learning was the primary mechanism for K-12 education beginning in March 2020 when Utah schools went to remote learning. It is clear that engagement in technology for K-12 education is no longer an option, but an imperative. In the continued uncertainty, each student deserves access to proven, equitable, rigorous, standards-based digital coursework. Additionally, each family deserves access to digital education experiences that will make remote learning more effective.

Utah CONNECTS expands offerings to all Utah families with students in grades 9-12. By creating a systemic solution, this allows for the state to create a guarantee for access to high-quality remote learning regardless of geography. Additionally, by creating these solutions at the state level, we achieve procurement economies of scale, allowing Utah to provide more services for lower costs.

By working with several accredited, rigorous virtual school programs that prepares students for college acceptance and encourages them to start earning credit toward college majors and careers in an increasingly interconnected environment. Additionally, Utah CONNECTS includes resources for home broadband infrastructure and student technology devices to support the implementation of the remote coursework. The proposal creates a comprehensive solution for serving Utah families of students in grades 9-12 with access to robust remote learning opportunities and resources, such as learning coaches, to improve student outcomes.

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B4. The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice.

While many high schools and higher education institutions are woefully behind and underprepared as they find themselves catapulted into being forced to operate almost exclusively online due to the pandemic, Utah CONNECTS will employ providers that work on educating through various modalities including partial and fully online immersion. As a result, these high-quality remote learning providers will be best positioned to change the paradigm of teaching and learning across the learning spectrum from high school through college.

Deb Adaire, Executive Director of Quality Matters, commented that "Instructional designers and online faculty are professionals stepping up in a moment that highlights the expertise they bring, knowing that it is their time, energy and talent that can make all the difference for their students. If we allow these professionals to leverage their expertise, we can pull off something that is quite incredible -- enabling students to continue their education such that this pandemic does not derail their future plans in the same way it's limiting their present." (Inside Higher Education 2020) We will seek providers that embrace this vision and demonstrate a track record of at least 5 years of experience in both staff and K-12 student outcomes in digital and blended learning.

Utah CONNECTS will allow our students to immediately be able to take college courses from a specific degree/discipline. The early college high school initiative impact study (Berger et al. 2014) demonstrated that high school students engaged in these courses of study and learning opportunities are more likely to graduate from high school, enroll in college, and earn a college degree.

Positive impact on high school graduation and college enrollment did not differ significantly based on gender, race/ethnicity, family income, first generation college-going status, or pre-high school achievement. Utah CONNECTS is integrating the high school and college experience to be more alike than different, and the transition to be seamless.

The personalized and trusting relationships that are fostered between Utah CONNECTS providers/instructors and Learning Success Coaches and their students is critical. Students are more likely to engage and pass courses "in schools where they feel teachers can be trusted, give them individual attention, and show concern." (Allensworth et al. 2007) Furthermore, learning is more durable and lasting when students are cognitively engaged in the learning process (Bransford, Brown, & Cocking, 2000; Chinn, 2011). The very design of the Utah CONNECTS remote learning courses are required to focus on maintaining engagement in the coursework, with the teacher and with the Learning Success Coach.

Application Requirement 6: Demonstrate support for proposed project by the Governor of the State, such as letters of recommendation

The USBE has partnered with multiple community leaders to develop and refine the Utah CONNECTS proposal for

Absolute Priority 1 - Continued Learning Parent Microgrants. The proposal partnerships are demonstrated in the letters of support from Utah Governor Gary Herbert (Appendix 1) and Utah Private School Letters of Support (Appendix 9).

C. Quality of the Management Plan and Adequacy of Resources

C1. The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

Management Plan Diagram

The USBE is a constitutionally established, elected, non-partisan body that exercises "general control and supervision" over the public education system in Utah, including establishing the state educational core standards, state educator licensing policies, and state high school graduation requirements.

The USBE has identified co-leaders from existing agency experts to lead this initiative. Director of Strategic Initiatives Sarah Young and Program Analyst Dr. Jill Curry will be the agency co-leads for Utah CONNECTS. By identifying two current agency leaders, the USBE demonstrates how Utah is seeking to contribute existing resources to support sustainability of the project beyond the grant period. By having experts from both the program and policy arms of the agency, the USBE will create a leadership team for Utah CONNECTS that combines implementation and research expertise. diagram F represents the co-leads in relation to agency leadership, with the full organizational chart in Appendix 8.

Diagram F. USBE Organizational Chart: Utah CONNECTS (full chart in Appendix 8).
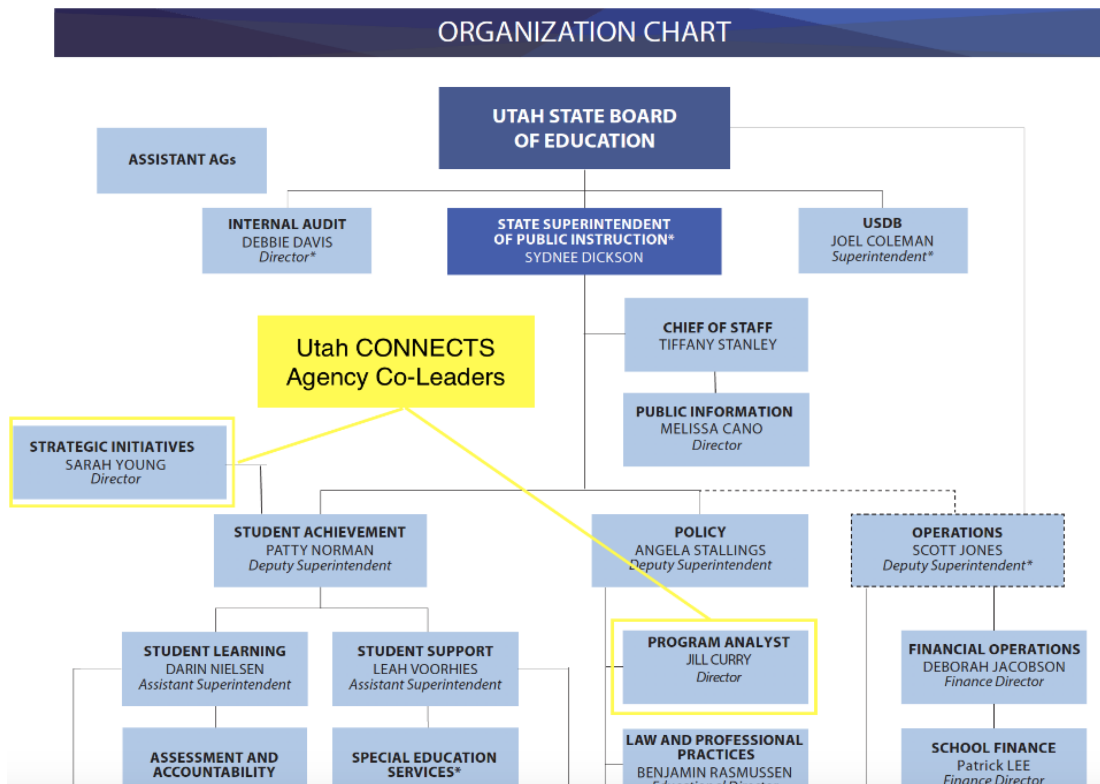
Personnel and Experience

Utah CONNECTS leadership brings extensive experience in designing innovative approaches to digital learning state-level experiences, conducting community qualitative surveys, partnering with community agencies including non-public schools, and designing systems for support of innovations in Utah's schools.

Sarah Young is the Director of Strategic Initiatives with the USBE working to bring next generation learning to Utah's public schools. Her work has included the state's Digital Teaching and Learning initiative and development of Utah's Portrait of a Graduate. Young has ensured these initiatives are centered in creating learning environments that foster 21st century skills for Utah's students. Young's passion for personalized learning has fostered her active engagement in several other roles working with: K-12 Computer Science for All, Open Education Resource Development, and Competency Based Learning. She has worked for the agency for over 8 years on launching new initiatives in the state of Utah in coordination with partners such as the Governor's Office, Utah Regional Service Centers, and the Utah System of Higher Education. Her detailed scope of work for leadership in Utah CONNECTS is reflected in diagram G. (Resume in Appendix 2)

Dr. Jill Curry is the Program Analyst with the USBE working to inform the policymaking process with relevant data and analyses. Her work has involved policy support to the USBE and the Utah State Legislature including reporting agency performance measures to the Legislature. Curry is enthusiastic not only about data analysis but conveying that information in a manner that is easy-to-understand and compelling. In that vein, she has worked on a variety of projects from analyzing data on kindergarten performance to school-based mental health services. Her detailed scope of work for leadership for Utah CONNECTS is reflected in diagram G. (Resume in Appendix 2)

Utah CONNECTS Project Coordinator will be a new hire at the USBE. The agency would seek the following qualifications: Experience in teaching in K-12 education with current Utah teaching license (required for the agency), experience collaborating with K-12 public and non-public schools, experience in grants and budgeting, experience with developing innovative new programs that focus on parent engagement, and experience working with educational providers including contracting and monitoring. The individual would report directly to Director of Strategic Initiatives Sarah Young.

Diagram G. USBE Project Management Chart and Responsibilities for Utah CONNECTS
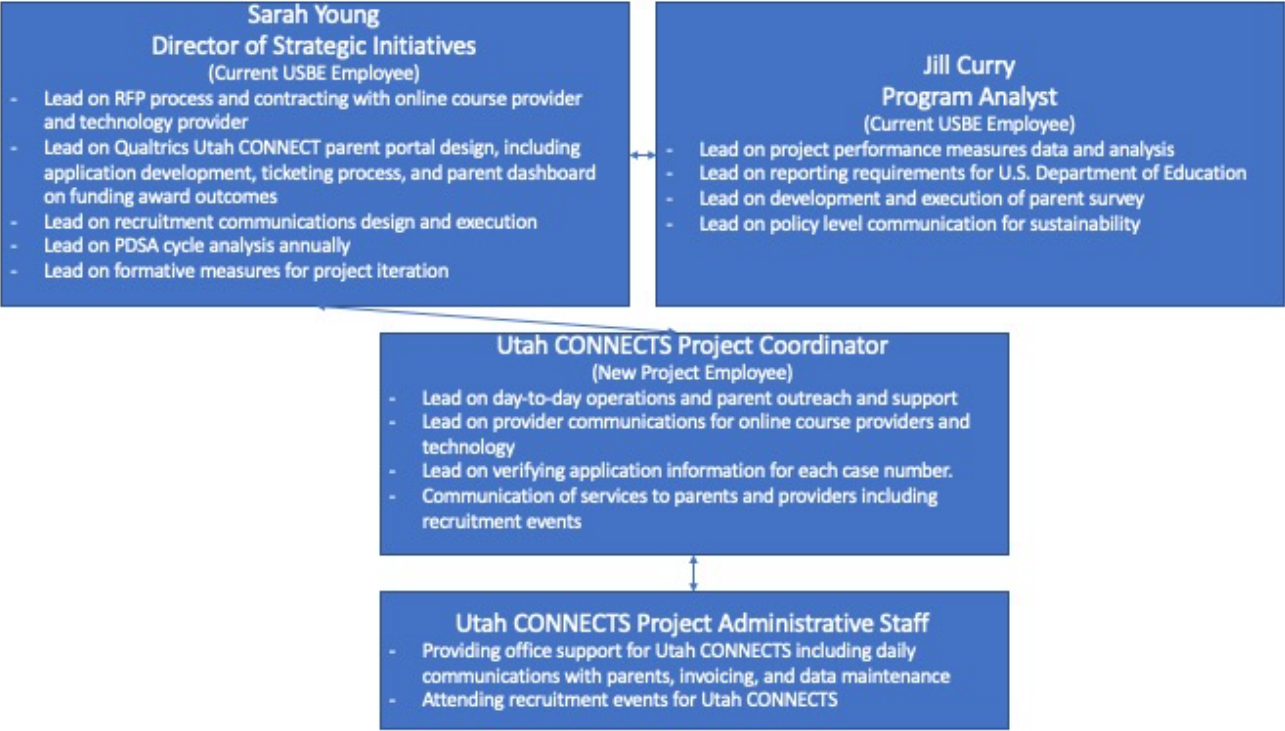
Implementation Plan: The Utah CONNECTS project will implement a continuous improvement model of the Plan-Do-Study-Act (PDSA) cycle to test and iterate the solutions to meet the needs of Utah parents and students (Bryk, Gomez, Grunow, & LaMahieu, 2015; Shakman, Bailey, & Breslow, 2017). Each year we will implement the PDSA cycle utilizing the data collected from the performance measures and parent surveys detailed in the final section on performance measures. At the conclusion of the project, we will focus on dissemination activities as described later in the proposal. Although the PDSA cycle will take place once each school year, the Utah CONNECTS Project Leadership team will be able to make refinements throughout the course of the project to make sure that implementation is adjusted to meet the feedback from the parents and students. Figure 3 demonstrates the leadership design, along with roles and responsibilities for each individual within the project.

Timeline and Milestones for Project Task

Table 6. Utah CONNECTS Timeline and Milestones

Utah CONNECTS: Personalizing Learning for Utah Families

Implementation Activity	Responsible Personnel	Implementation Timeline/Milestones		
		Year 1 - 2020/21	Year Two- 2021/22	Year 3 - 2022/23
Issuing of request for proposals (RFP) for Remote Learning High-Quality Coursework Providers and Utah Technology and Broadband Provider	Sarah Young and USBE Purchasing	August 1, 2020	*As needed based on parent feedback related to services*	
Hiring of Utah CONNECTS Project Coordinator and Project Administrative Staff	Sarah Young and USBE HR	August 1, 2020		
Selection and Notification of Award of Contracts to Selected Remote Learning Providers and Utah Technology and Broadband Provider	Sarah Young and USBE Purchasing	August 31, 2020	*As needed based on parent feedback related to services*	
Development of the parent feedback survey to be administered to all microgrant awardees.	Jill Curry	August 31, 2020		
Meeting between Utah CONNECTS Remote Learning High-Quality Coursework Providers and Utah Technology and Broadband Provider to coordinate offerings, provide feedback from parent surveys, discuss reporting measures, and timeline for new applications.	Project Coordinator, Admin, and UT Providers	September 4, 2020 2020: October, December 2021:February, May, July	2021: September, December 2022: February, May, July	2022: September, December 2023: February, May, July
Utah CONNECTS Remote Learning High-Quality Coursework Providers and Utah Technology and Broadband Provider create landing pages to direct enrollment *(included requirement in RFP)*	UT Providers	September 4, 2020	*Revised as needed based on parent feedback related to services*	
Launch of Utah CONNECTS Recruitment Events and Enrollment Campaign for Parents	Project Coordinator and Admin	September7, 2020 - October 5, 2020	April - June 2021	April - June 2022
Deploy marketing and outreach efforts to publicize for families	Project Coordinator and Admin	September7, 2020 - October 5, 2020	April - June 2021	April - June 2022
Launch of UT CONNECTS Application Portal to Utah Families - Open for registration period open for one month from launch date.	Sarah Young, Project Coordinator, Qualtrics	September 7, 2020	June 2021	June 2022
Selection of Utah Parent Microgrant Awardees and Activation of Utah CONNECTS Parent Portal for parent visibility into microgrant awarded value and services	Project Coordinator, Admin	October 15. 2020	July 2021	July 2022

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Implementation Activity	Responsible Personnel	Implementation Timeline/Milestones		
		Year 1 - 2020/21	Year Two- 2021/22	Year 3 - 2022/23
Utah Technology and Broadband Provider conduct family survey to assess technology needs and schedule procurement, deliver and/or pick up of those assets	UT Technology Provider, Project Coordinator, Admin	October 15, 2020 - October 31, 2020	July 2021	July 2022
Utah CONNECTS Remote Learning High-Quality Coursework Providers to conduct family orientation and information sessions *(included in requirement in RFP)*	UT Providers	October 15, 2020 - October 31, 2020	July 2021	July 2022
Utah CONNECTS Remote Learning High-Quality Coursework Providers to assign class schedules and learning success coaches *(included in requirement in RFP)*	UT Providers	October 15, 2020 - October 31, 2020	July 2021	July 2022
Quarterly formative assessment of project implementation including the review of parent survey feedback data to inform project continuous improvement cycle	Sarah Young, Jill Curry, Project Coordinator and Admin	November 2020 January 2021 March 2021 June 2021	November 2021 January 2022 March 2022 June 2022	November 2022 January 2023 March 2023 June 2023
Plan-Do-Study-Act (PDSA) Cycle Review for Continuous Improvement	Sarah Young with UT CONNECTS team in concert with USBE Superintendents Including Dr. Patty Norman, Deputy of Student Achievement	December 2020	November 2021	November 2022
Utah CONNECTS Performance Measure Data Collection and Compiling	Project Coordinator and Admin	May 31, 2021	May 31, 2022	May 31, 2023
Reporting for U.S. Department of Education	Jill Curry and Project Coordinator	*As requested by U.S. Department of Education*	*As requested by U.S. Department of Education*	*As requested by U.S. Department of Education*
Reporting to the Utah State Board of Education and other Utah state policy makers	Sarah Young and Project Coordinator	*Annually and as requested*	*Annually and as requested*	*Annually and as requested*

C2. The extent to which the proposed use of funds will adequately support the proposed project.

Parent Microgrants: Utah CONNECTS has created a comprehensive budget to adequately support all aspects of the

proposed project. Utah demonstrates a commitment to serving parents with microgrants by committing ▮▮▮▮▮▮▮▮

▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮▮ to parent microgrant awards. This allows us to support the average parent

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██████████████████. This projection is based on the analysis of current remote learning course averages in Utah's current statewide online education program ($372 - $869/course). Based on the project expectations to serve families with greatest need, we have developed the below fiscal model breakdown for the average award:

- High-quality remote learning course cost: $620/course x 2 = $1240 total
- K-12 Chromebook: $340/device
- Broadband Home Access: $100/year (state Lifeline broadband program cost for qualified families)

Utah CONNECTS Parent Portal (Qualtrics) Funding: Utah CONNECTS is partnering with Qualtrics for the technology infrastructure related to the parent registration, awarding, parent portal, and parent feedback survey. This funding will be specific for the build out ($100,000 development in year one, $25,000 year 2/3) and licensing ($400,000 annually) maintenance of the Qualtrics platform for the Utah CONNECTS project. The platform solution provides the infrastructure for the required parent feedback mechanism as well as serving as the transparency for the parent microgrant award funding. By combining these two elements into a single platform, it will reduce costs and help to encourage parent feedback and engagement in the transparency for the microgrants. The total platform licensing cost is a total of $1.3M and $100,000 for development needs, but the state of Utah is already contributing $900,000 toward the license cost per a legislative appropriation related to other state dashboard and teacher/parent survey requirements. The state has selected the use of Qualtrics to reduce infrastructure costs to the project and increase sustainability opportunities post federal award.

MATERIALS: COMMUNICATION and MARKETING: The materials costs include the creation of marketing materials specific to the recruitment efforts for the project. These costs include the development of materials in multiple languages including flyers, radio, TV, and social media advertisements for parent groups and school leaders. The project reduces costs over each year of the project based on the expectation that the project communication efforts in year one will translate to repeat application in year 2 and 3, and that materials can be reused from previous years (such as posters).

PERSONNEL: The USBE is committing current staff, Director of Strategic Initiatives Sarah Young and Program Analyst Jill Curry to the leadership for Utah CONNECTS. This leverages existing expertise to support the successful and quick launch of the program as per the aggressive timeline. Additionally, it reduces the personnel cost to the program to be under the 5% administrative cap. The current salary costs for the Project Director and administrative assistant are based on the USBE salary scale and are competitive with other similar position salaries in the agency.

C3. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project.

Utah CONNECTS has demonstrated a commitment to the vision of serving parents with microgrants by committing ███████████████████████████████ to parent microgrant awards. The commitment of ████ of the project funds to go directly to parent services exceeds the program requirements and demonstrates our commitment that

project funds will go directly to parents and students in Utah. Utah CONNECTS presents an opportunity to provide next generation learning to serve families in need due to a variety of factors including rural families, families with impacts from COVID-19, families that do not have home internet access, families that do not have access to local remote learning resources, and families on our tribal nations.

Utah CONNECTS is advancing next-generation education models that transcend the traditional boundaries between "high school" and "college," eliminating barriers based on location, modality, background, and income so that all learners can thrive. The U.S. Bureau of Labor and Statistics says those who fail to finish high school earn approximately $10,000 less annually than high school graduates and over $36,000 less than someone who's earned a bachelor's degree (U.S. Bureau of Labor Statistics 2020). Additionally, a study out of Northeastern University found that each high school dropout costs taxpayers $292,000 through the course of their lives (Graduation Alliance 2017). These financial costs to both the individual and the system far exceed the costs of Utah CONNECTS, which is averaged at less than $2,100/family over the course of the 3-year project.

The USBE has strategically streamlined resources in administration to be able to commit resources to parent services and recruitment actions to achieve our project goal: to significantly increase the number of Utah families with access to high-quality and robust remote learning opportunities, particularly families impacted by COVID-19, to ensure that all students have ongoing high-quality instruction opportunities regardless of geography and access to technology. Our goal is to serve 2,500 students per year, with a total of 7,500 families over the course of the 3-year project with the Utah CONNECTS advanced next-generation education model. The project is significant, as it adopts next generation learning solutions to not only solve current COVID-19 impacts, but also create the model for future education in Utah and other states across the country.

Application Requirement 4: Provide an analysis of Utah's assets and collaborative efforts made by Utah to improve students' outcomes for students during the national emergency.

Utah has acted swiftly to address student needs during this national emergency. On March 13th Governor Herbert announced a two-week dismissal of schools. Within a few weeks, the USBE had stood up a coronavirus information and resources page (https://schools.utah.gov/coronavirus) for LEAs, students, and parents which is continuously updated as new information and resources become available. Within one month of the soft closure of schools in the State, the USBE had created a path to recovery and our new future. The social and economic effects of COVID-19 will be significant and touch every corner of our State. Illustrated in diagram H, the three phases aim to mitigate impacts to students and families and create educational success for the long term.

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Utah CONNECTS: Personalizing Learning for Utah Families
Diagram H. USBE Three Phases of Recovery
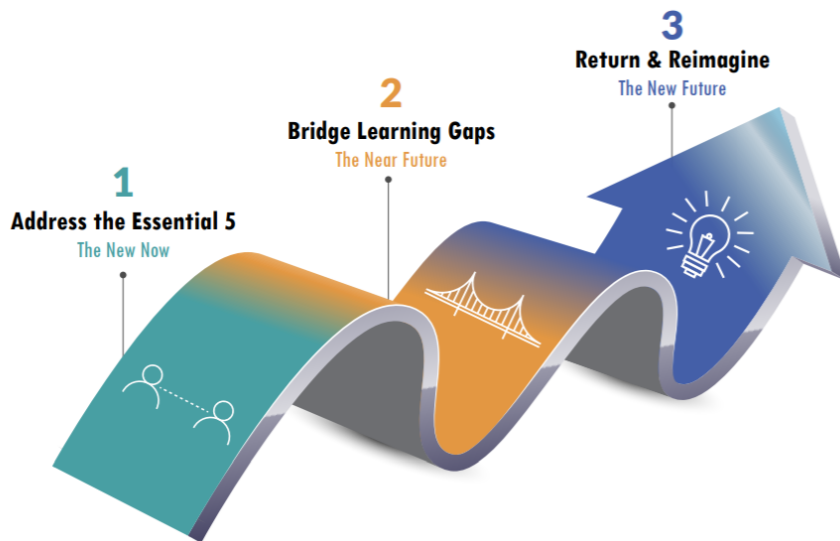
The New Now was the first phase following the soft closure of schools to mitigate the spread of COVID-19 through strict physical distancing measures. The essential five priorities during this phase were to continue to provide learning opportunities for all students, provide graduating seniors the content they needed to transition, maximize opportunities for students to continue to receive meal services, make every effort to keep staff gainfully employed, and support student and staff mental health and social emotional needs.

During this phase some key activities to support student needs included the creation of an interactive meals map identifying locations where families could access school breakfasts and lunches for their students (see diagram I below), providing information on state-vetted software vendors expanding their licenses until 7/31/2020, and promoting resources available from the Utah Education and Telehealth Network (UETN). These resources include Learn @ Home which provides resources for teachers, students, and parents, Utah's Online Library Activities which provides educators and students with access to high-quality reference collections, and Open Educational Resources available to provide Utah teachers, students, and parents with materials that support the Utah Core Standards, instruction, and teaching. Also, the USBE applied and was approved for funding through the Elementary and Secondary School Emergency Relief (ESSER) Fund from the CARES Act and began collaborating with the Utah Governor's Office on allocation of the Governor's Emergency Education Relief (GEER) Fund.

Diagram I Child Nutrition Program: Emergency Meals for Children Site Map
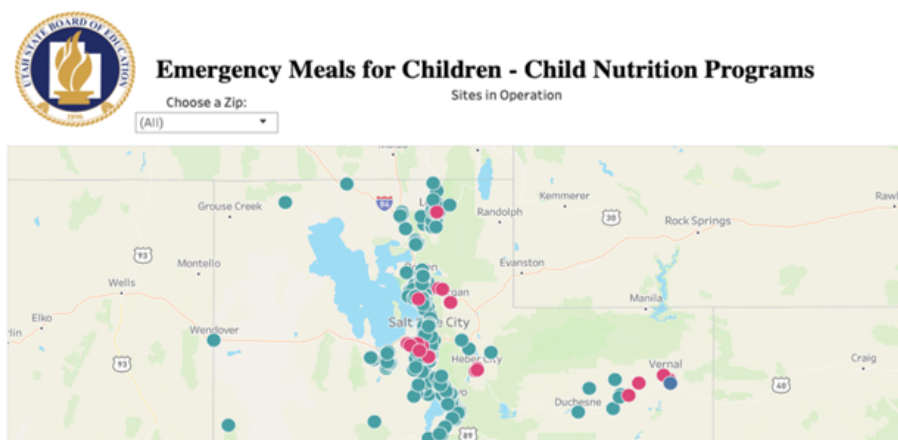
The Near Future is our current phase. The objective of this phase is to begin assessing and addressing learning gaps to bridge the transition to recovery and the new future. This phase includes using formative assessments to determine gaps in learning, providing opportunities for small group and individual tutoring, and developing and

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implementing digital opportunities for review and catch up. As part of bridging learning gaps, the USBE has the opportunity to partner with the United Way of Salt Lake and its Promise Partnership which is launching an initiative to support summer learning. In particular, this initiative will reach out to students most in need; students who have been most disconnected since school went into soft closure in mid-March. During this phase LEAs have been applying for their allocated ESSER funds. Collaboration with the Governor's Office continues with the USBE identified as the fiscal agent for the GEER funding and consulting with USBE on determining LEAs most significantly impacted by coronavirus.

During this phase, the USBE has actively engaged in stakeholder outreach and collaboration to create rapid solutions including:

- USBE State Superintendent's COVID-19 Advisory Council
- USBE's Superintendent Advisory Council
- USBE's Principal Advisory Council
- USBE's Teacher Advisory Council
- Utah K-12 CARES Coordination Council with the Governor's Office, Legislative Fiscal Analyst, and USBE
- Request targeted written feedback from stakeholders, partners, and community members via email
- Provide targeted feedback session for districts and charters that request it via WebEx or Teams Meet
- Allow access for members of the public to provide feedback anytime via our website

In preparation for the third phase, the USBE is collaborating with the Governor's Office and State and local health departments to develop a process and timeline for establishing minimum requirements for K-12 public schools to operate under the Utah Leads Together Risk Phases with clarity, consistency, and confidence. The State has further demonstrated a strong commitment to meeting student needs in the Legislature's decision to increase funding to public education during its Fifth Special Session (Stevens et al., 2020) despite declining Education Fund revenues due to COVID-19 sparing public education the same degree of budget cuts undertaken in other areas of the State budget.

The New Future is the phase we expect to enter in the fall if public health officials determine that it is safe to relax physical distancing measures. In this phase we continue adapting and innovating including the use of assessments as a formative tool in the fall to assess learning gaps and set the baseline for 2020-2021 school year, continue providing opportunities for small group and individual support, and apply lessons learned from remote instruction to inform methods for personalizing instruction and validating learning that occurs outside the classroom.

During this time, one of the main barriers the state has faced in meeting education needs is the lack of a comprehensive data system that bridges local and state infrastructure. This has led to a lack of up-to-date relevant information to affect real-time responses in education at a state level. For example, a state landscape report from January 2020 indicated that Utah public schools have access to more than 740,000 devices. While this information was invaluable in identifying possible solutions at the state level, it could not tell us how many students were accessing digital coursework daily which became crucial information to inform remote learning needs. To get this information we had to undertake a separate

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data collection effort. We did not have statewide data to demonstrate the availability of Internet access in homes, also critical to remote learning, and therefore sent a survey to statewide tech leaders to begin gathering that data. In moving forward, Utah CONNECTS has chosen to use Qualtrics as the technology solution for data. The state has invested in licensure for both the local level and the state level, allowing for both entities to have access to real-time data to inform responses in COVID-19 and beyond.

Application Requirement 5: Provide an assurance that the applicant will provide information to the Secretary, as requested, for evaluations that the Secretary may carry out.

Project Reporting and Performance Measures

A central component of project reporting for Utah CONNECTS is a process for parent involvement and feedback. For project performance, the Department of Education has established the following performance measures for the ESF-REM Grants program: (1) the number of students served by the project; (2) the percentage of parents who reported satisfaction with the remote learning options available; and (3) the number and different types, as defined by the grantee, of new remote learning options provided. In addition, applicants must propose project-specific performance measures and performance targets. The Utah State Board of Education provides assurance that we will provide information to the Secretary, as requested, for the evaluations that the Secretary may carry out.

Parent Feedback Survey

The Utah CONNECTS parent feedback survey will provide an ongoing, formative survey through the Qualtrics platform that allows parents to submit feedback multiple times through their experience with the project. The feedback will be tracked by case number to allow for individual parent support and follow up with Utah CONNECTS staff and will be built with "email survey triggers" that automatically notify staff with response data when survey feedback is lower than the targeted satisfaction. In addition to satisfaction measures, the survey platform will include an open-response narrative for parents to request services or providers that are not currently offered and provide input on services provided in the creation of the list and through the project. Additionally, the survey will include email triggers that automatically email staff when new suggestions are received so that the USBE will be able to follow up with a written response within 30-days of submission as required (although the target response rate will be 14-days). Additionally, the survey will provide parents an option to receive an email with their responses to serve as their record of their feedback. All of these functionalities already exist in Qualtrics and are currently used by the USBE staff in other projects, so agency personnel have existing expertise.

Performance Measures

Utah CONNECTS is committed to implementing a continuous improvement process informed by project performance measures. These measures include the number of students served by the project (target: 7,500 families total), the percentage of parents who report satisfaction with the remote learning opportunities (target: 88% parent satisfaction),

the percentage of completed courses by provider (target: 90% of courses completed) , and the student to instructor ratio by provider (target: average 20 students to 1 instructor). Additionally, the project will measure student demonstrated competency as an educational student learning outcome. This demonstrates the commitment to both parent and student success with high-quality educational experiences in Utah.

In addition, there are three project-specific performance measures. These are (4) the percentage of completed courses by provider (target: 90% of courses completed) and (5) student to instructor ratio by provider (target: average 20 students to 1 instructor). Also, (6) the project will measure student demonstrated competency as an educational outcome for Utah CONNECTS. Competency for students within each Utah CONNECTS course will be defined as a student course final grade with grades at 80% or higher as competent, or an equivalency that is determined by the provider during the RFP process.

These measures accurately evaluate project performance because providing families with *high-quality* remote learning opportunities for their students means that students are not just accessing courses but are seeing them through to completion and demonstrating subject-matter proficiency through the strong support of course instructors as gauged by the student to instructor ratio. Through course completion and student demonstrated competency, Utah students can begin to overcome some of their learning disruptions due to COVID-19 working toward our vision of students who are prepared to succeed and lead. These measures demonstrate the commitment to both parent and student success with high-quality educational experiences in Utah.

For (4) the percentage of completed courses by provider, the target is 90% of courses completed. As described above, high-quality remote learning requires not just course access, but course completion. Course completion will be reported by the providers. Our data quality assurance process is outlined below. We are confident in the ability of this data collection to yield reliable, valid, and meaningful performance data because we have engaged in similar high-quality data collection and reporting for Utah's Statewide Online Education Program since its inception in 2011. In addition, the USBE has the capacity to collect and report reliable, valid, and meaningful performance data with agency expertise including our Data and Statistics department and existing high-quality data collection and reporting including the Utah eTranscript and Record Exchange (UTREx) which gathers and stores student data throughout the year for exchanging student records and for reporting at the local, state, and national levels. The agency has a strong track record of reporting student data for both federal and state accountability requirements. These existing systems at the agency are the foundation of the Utah CONNECTS data systems.

Our target of 90% completion is ambitious, yet achievable. In looking at the Statewide Online Education Program for the 2018-2019 school year as our baseline data in diagram J, the course completion rates for the six program providers range from 24% to 96% (two providers achieved 96% completion). With three providers achieving over 90% completion, a completion rate of 90% is achievable. However, three providers did not and two of those providers have completion rates 20 percentage points or more less than 90% which makes the 90% completion rate ambitious. Completion data for

prior years is similar to the 2018-2019 school year although in some years only two of the providers achieve completion rates of 90% or greater. We expect to meet this course completion target by the end of the first year of implementation of Utah CONNECTS.

Diagram J. Statewide Online Education Program Course Completion by Provider

Target
90%

24%   70%   87%   92%   96%

Our second project-specific performance measure (5) student to instructor ratio by provider has a target of an average of 20 students to 1 instructor. As described above, for students to complete courses and gain competency they will need the support of their instructors which is why the student to instructor ratio is an important measure of performance for this project. Like course completion, the student to instructor ratio will be reported by the providers. Our data quality assurance process is outlined below. We are confident in the ability of this data collection to yield reliable, valid, and meaningful performance data because we have engaged in similar high-quality data collection and reporting for Utah's Statewide Online Education Program since its inception in 2011. In addition, the USBE has the capacity to collect and report reliable, valid, and meaningful performance data with agency expertise and high-quality data collection and reporting as detailed under the fourth performance measure above.

Our target of an average of 20 students to 1 instructor is ambitious, yet achievable. While nationwide the public school pupil teacher ratio is 16.0 (for 2016; Digest of Education Statistics: 2018), in Utah the public school pupil teacher ratio was 21.66 in 2019, 21.74 in 2018, and 21.84 in 2017. Further baseline data are student-teacher ratio data for 2019 for Utah's online education providers which is illustrated in diagram K below. While two of our online education providers have student-teacher ratios below 20 making the target achievable, two of our providers are not only above 20, but well above the statewide student-teacher ratio of 21.66 making our target of 20 ambitious. We expect to meet this student-teacher ratio target by the end of the first year of implementation of Utah CONNECTS.

Diagram K. Utah Online Education Student Teacher Ratio by Provider

Target
20.00

15.79   19.42   24.53   33.21

For (6) the project will measure student demonstrated competency as an educational outcome for Utah CONNECTS. Competency for students within each Utah CONNECTS course will be defined as a student course final grade with grades at 80% or higher as competent, or an equivalency that is determined by the provider during the RFP process. As described above, high-quality remote learning requires not just course access, but demonstrating subject-matter proficiency. Competency will be reported by the providers. Our data quality assurance process is outlined below. We are

confident in the ability of this data collection to yield reliable, valid, and meaningful performance data because we have engaged in similar high-quality data collection and reporting for Utah's Statewide Online Education Program since its inception in 2011. In addition, the USBE has the capacity to collect and report reliable, valid, and meaningful performance data with agency expertise and high-quality data collection and reporting as detailed under the fourth performance measure above.

Our target of 80% or higher defining competency is ambitious, but achievable. In diagram L below, for 9th through 12th grade students, proficiency is 35% in science, 40% in mathematics, and 49% in English language arts illustrating that our target competency of 80% is ambitious. However, we think our target is achievable because the microgrants will give families and their students the opportunity to select a provider and courses tailored to their student's learning needs thereby serving as a conduit for their student's success. We expect to meet this student competency target by the end of the first year of implementation of Utah CONNECTS.

Diagram L. Statewide Student Proficiency Rates, Grades 9-12 for the 2018-19 School Year

Student Proficiency Results for State
for Grades 9,10,11,12

Language Arts	Mathematics	Science
49%	40%	35%

In addition to the above performance measures, we assure that the USBE will provide information to the Secretary, as requested, for evaluations that the Secretary may carry out. We understand that this information may include, but is not limited to, working with grantees at the outset of the grant to establish common performance measures.

Data Quality Assurance

It is vital that Utah CONNECTS program vendors follow the instructions provided by the USBE to minimize errors and ensure that they transfer valid, high-quality data to the USBE. To ensure that the data transfer process is clearly understood, the USBE will provide an example data file (with a description of each variable) for the Utah CONNECTS vendor to review in advance of transferring their data. The USBE will also provide a data file checklist, to be completed by the program vendors prior to transferring their data, to assist vendors in reviewing their data for accuracy.

To highlight the good work program vendors put into the data transfer process, and, when necessary, point out areas in need of improvement, the USBE will use a rubric to score vendors' work transferring data. The scores will be adapted to a report card format and shared with agency leaders and the providers.

Utah CONNECTS Dissemination of Results

The UBSE will disseminate the findings to various audiences in personalized education, educational researchers, state and district leaders in digital learning, career and technical education, regional service center leaders in rural education, and teachers. In addition to presentations and publications through the State of Utah's professional learning network, the State of Utah will additionally leverage forums both in and outside the State.

Narrative Page 32

Sharing findings with stakeholders in Utah: The Utah CONNECTS Leadership proposals includes state representation from the USBE, which is working on creating policy, standards, and resources to ensure each student has access to personalized learning. Findings from the project will inform strategic planning for expanding personalized learning in Utah. In addition, Utah CONNECTS leadership will be presenting at local leadership and practitioner conferences including the Utah Superintendent's and School Boards Association, the Utah Coalition for Educational Technology (UCET), and the Utah Multi-Tiered Systems of Support (UMTSS) conference.

Dissemination beyond Utah: The Utah CONNECTS leadership will serve as an exemplar for statewide policy and resources and will produce presentations to share our findings with other educators via presentations, professional learning communities, workshops, online newsletters, networking with other teachers at conference, hosting sessions at conferences such as: Aurora Institute Annual Conference, ISTE, and ASU-GSV, in online settings such as: #educhat, virtual meetups, social media and online posts. We will share the results through the CCSSO and ECS state leadership groups to inform adaptation efforts in our fellow states.

Conclusion:

Utah CONNECTS illustrates our commitment to serving each Utah family with high-quality remote learning educational experiences to help prepare each student to "...succeed and lead by having the knowledge and skills to learn, engage civically, and lead meaningful lives." (USBE Vision Statement, 2020) This is imperative for our community due to COVID-19 impacts. Utah CONNECTS is the solution to advance next-generation education models that transcend the traditional boundaries between "high school" and "college," eliminating barriers based on location, modality, background, and income so that all learners can thrive.

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Other Attachment File(s)

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APPENDICES: Utah CONNECTS

Appendix 1	Letter of support from Governor of Utah, pursuant to Application Requirement 6

Appendix 2	Individual Resumes for Key Personnel
	   - Sarah Young, Director of Strategic Initiatives, USBE
	   - Jill Curry, Program Analyst, USBE

Appendix 3	Current Utah State Board of Education Indirect Cost Rate Agreement
Appendix 4	List of proprietary information found in the application, if applicable - N/A
Appendix 5	Assurance that Applicant will participate in an evaluation, pursuant to Application Requirement 5
Appendix 6	Methodology for Utah State Coronavirus Data Set
Appendix 7	Utah CONNECTS Theory of Change
Appendix 8	Utah State Board of Education Organization Chart

Appendix 9	Additional Letter of Support
	   - Letter of Support from Utah Private School Consortium
	   - Letter of Support from St. Joseph's Catholic High School

Utah CONNECTS: Personalizing Learning for Utah Families

Appendix 1 | Letter of support from Governor of Utah, pursuant to Application Requirement 6

STATE OF UTAH

GARY R. HERBERT
GOVERNOR

OFFICE OF THE GOVERNOR
SALT LAKE CITY, UTAH
84114-2220

SPENCER J. COX
LIEUTENANT GOVERNOR

June 25, 2020

U.S. Department of Education
Office of Elementary and Secondary Education
Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)
400 Maryland Ave., SW, Room 3E303
Washington, D.C. 20202-6244

Dear Jennifer Todd,

I am pleased to submit this letter of support for the Utah State Board of Education (USBE) application for the ESF-REM competitive grant program for "Utah CONNECTS: Personalizing Learning for Utah Families". Utah CONNECTS is a solution for **Absolute Priority 1 - Continued Learning Parent Microgrants**. The state of Utah will offer microgrants to allow a parent to meet the educational needs of their school-age children through increased access to high-quality remote learning options from a list of education and related services, expenses, and providers.

My office works closely with the Utah State Board of Education, and I appreciate the manner in which they will partner with other organizations to expand access to higher education and career and technical education coursework for Utah's 9-12 students. These offerings would be an addition to, and extension of services from our current statewide online education program (SOEP), and designed to specifically reach students in communities that have been highly-impacted by COVID-19. The program includes resources for broadband infrastructure to homes, student technology, and advanced learning opportunities.

I, along with other Utah leaders, remain confident that as the COVID-19 pandemic ends, Utah will emerge even stronger. Partnerships across state agencies have been a key strength of the state response, and these partnerships have created fertile ground so Utah can take advantage of new opportunities. We envision strategic investments in teachers, education technology, telecommunications, rapid reskilling and upskilling, cultural organizations, health care, recreational infrastructure, and more will help Utah emerge from this crisis stronger than ever. The Utah CONNECTS solution addresses many of these key priorities and creates solutions for our families and students.

The Utah State Board of Education has identified personalized learning for all students as a key goal in the agency's strategic plan. This grant application would seek to develop additional infrastructure to support the realization of personalized learning for

Utah's families, with a specific focus on serving families that have been highly impacted by COVID-19.

I am committed to providing the necessary resources to our students and families to support their pathways to success, and am confident that the project "Utah CONNECTS: Personalizing Learning for Utah Families" will have a dramatic impact on the student population being served.

I believe this project will further strengthen the relationship between my office and the Utah State Board of Education. I look forward to continuing and expanding this important relationship as we strive to meet the needs of our diverse families and students.

Governor

Utah CONNECTS: Personalizing Learning for Utah Families

Appendix 2

Individual Resumes for Key Personnel
- Sarah Young, Director of Strategic Initiatives, USBE
- Jill Curry, Program Analyst, USBE

SARAH REEVES YOUNG

██████   ████████████████████████

PROFESSIONAL PREPARATION

Western Governors University, Salt Lake City, UT   March 2016
Educational Leadership Administrative Licensure Program

Lesley University, Cambridge, MA   May 2005
Master's in Education with an emphasis on Middle School Science Curriculum

University of Colorado, Boulder, CO   May 2004
Bachelor of Arts in Environmental, Population, Organism Biology with an emphasis in Evolution

APPOINTMENTS

Utah State Office of Education   May 2012 – present

Provide leadership as the Director of Strategic Initiatives with the Utah State Board of Education working to bring next generation learning to Utah's public schools. These licensed professional position reports to the Deputy Superintendent of Student Achievement. Her work has included the state's Digital Teaching and Learning initiative and development of Utah's Portrait of a Graduate. Young has ensured these initiatives are centered in creating learning environments that foster 21st century skills for Utah's students. Young's passion for personalized learning has fostered her active engagement in several other roles launching programs such as: K-12 Computer Science for All, Open Education Resource Development, and Competency Based Learning. She has worked for the agency for over 8 years on launching new initiatives in the state of Utah in coordination with partners such as the Governor's Office, Utah Regional Service Centers, and the Utah System of Higher Education. Experience administering state and federal grants, implementing and monitoring state and federal legislation, and providing technical support in the area of current research-based practices.

Previously served as Coordinator for Digital Teaching and Learning, the STEM Specialist, and K-12 Science Specialist. Job duties included providing technical support and leadership in the development and improvement of digital and personalized learning in the elementary and secondary schools for the state. Additionally, planning, developing, promoting, implementing and evaluating legislative state programs in digital and personalized learning. Providing statewide training regarding science for school personnel, parents, state agencies, and the public. Agency work includes collaboration with colleges, universities and other educational institutions to improve the pre-service and in- service education of teachers, administrators, and other school personnel.

Albert Einstein Fellow with the National Science Foundation   September 2011 – May 2012

Selected to be an advocate for science education with the Albert Einstein Fellowship. Placed in the Office of International Science and Engineering to bring knowledge of K-12 education to the proposal and implementation of the International Research Experience for Students program. Worked on grant review, including panel selection, moderation, and follow up for several large-scale national grant programs. Created analysis of Science and Technology policies for countries within North, Central, South America, and the Caribbean. Wrote program summaries working with excel and pivot tables to demonstrate funding trends. Attended meetings with regional and international leaders from various science and technology communities.

Rowland Hall Middle School   August 2005 – September 2011

Taught introductory physical science to eighth grade students using hands-on and inquiry-based experiments. Created new curriculum for biology, physics, and chemistry units that integrated technology into the classroom. Wrote student reports, led parent- teacher conferences, and responded to all paperwork and communications in a timely manner. Consecutively taught exploratory classes in web design, robotics, digital media, Science Olympiad, and study hall. Attended multiple faculty seminars and science conferences.

Westminster College   January 2009 – September 2011

Taught the Science Methods course to students involved in the Master of Arts and Teaching Program as an adjunct professor in the School of Education. Course focused on utilizing various methodologies in secondary science education, including hands-on inquiry and creating curriculum through backwards design principals. Course focused on classroom planning, curriculum development, and alternative methods of assessment. Course content tied to American Association for the Advancement of Science 2061 Benchmarks for Scientific Literacy and Utah State Core Standards.

SKILLS

Computer Skills: Proficient in HTML programming, LMS CANVAS, Adobe Connect, Microsoft Office Suite, iMovie, iPhoto, iLife suite, Adobe Photoshop, Adobe InDesign Software, Qualtrics

PUBLICATIONS

The New Science Teacher's Handbook – What You Didn't Learn From Student Teaching   September 2013

Co-author of a guide for teachers that highlights twelve steps that new teachers can take towards becoming a master science teacher. The book identifies common experiences of new science teachers transitioning from student teaching into leading their own classroom, and highlights ways to prepare and grow from these to become a skilled teacher.
http://www.nsta.org/store/product_detail.aspx?id=10.2505/9781936959495

The Gourmet Lab: The Scientific Principles Behind Your Favorite Foods   April 2011

Author of a book for teachers to investigate physical science concepts using a "cookbook" approach to teach secondary science students. The guide includes student handouts that relate science back to their everyday experiences with food, along with teaching guides that highlight literacy, math, and technology connections, along with differentiation opportunities.
http://www.nsta.org/store/product_detail.aspx?id=10.2505/9781936137084

Synergistic Activities (within the past 5 years)

- **Utah SEEd Standards for Grades 6-8** from 2012 – 2015 as the previous K-12 Science Specialist. I led the development by establishing a community of leadership, organized three statewide conference with local and national experts to support knowledge of the K-12 Framework for Science Education, and partnered with the Utah Science Teachers Association, informal science education institutions, and industry to develop a network-based communication plan around the new standards.

- **Science Teacher Endorsement Course Consortium** a collaborative partnership between the Utah State Board of Education (USBE), Utah Education Telehealth Network (UETN), and Southern Utah University (SUU) to develop online college coursework to support educators from across the state to gain access to pathways toward obtaining additional endorsements and "highly qualified" licensure status. The catalog of over 15+ courses are sustained through USBE funding and are in their fourth year of impact.

- **Open Education Resources Catalog for 3-12 Science** in partnership with Dr. David Wiley (Brigham Young University, Lumen Learning) on a Hewlett Foundation Grant to develop open education resources (OER) as "Utah Free Textbooks" for grades 3-12 in alignment with our state science standards. The project brought together teachers, informal science education experts, and district leaders from across the state. I led the development effort, facilitating the collaboration and outcome communication. The project is in its third year of implementation and has moved from grant funded to sustained funding through the Utah State Office of Education. I worked with Dr. David Wiley of Lumen Learning on a research study on impact of OER based on a match sampling study of state criterion reference outcomes.

- **Elementary STEM endorsement program** development for the state of Utah. This program brought together K-6 teachers and 10 institutions of higher education to develop 6 new course frameworks for STEM learning around the K-12 Framework for Science Education. Additionally, I led the development, review, and award of mini-grants for cohorts of teachers to engage in pursuit of this endorsement and currently oversee that program and evaluation.

- **Digital Teaching and Learning Initiative** program development and launch for the state of Utah. Created the grant application, review process, advisory board, and implementation timeline in 6-months to meet legislative timelines. Deployed an initial $15M to state LEA partners and worked with other state leaders to secure ongoing funding of $20M in state funding. Currently, the program has provided over $65M to the state of Utah to support innovation in digital teaching and learning. The program serves over 90% of Utah K-12 students. I grew the program over 3 years to include a K-3 Early Literacy software state initiative, an at-home early learning initiative, and a formative digital tool assessment platform to support a comprehensive set of resources and solutions.

- **Competency-based Education Initiative program** to develop next-generation learning models for Utah K-12 students. I developed a state competency-based learning framework and planning grant initiative. The grant program was successfully grown to include an implementation grant program of an additional $2M. The Competency-based education program laid the foundation for the Utah State Board of Education to adopt a strategy for personalized learning as one of the 4 key strategies for agency efforts in May 2018.

- **Utah's Portrait of a Graduate** was developed and approved in May 2019. Working with a USBE taskforce of leaders and board members, I led the synthesis and drafting of the community feedback to create the initial draft. Additionally, I led the development of the public feedback survey, analysis, and revisions for the final document.

- **Utah K-12 Computer Science Grant Program** was developed in partnership with USBE Career and Technical Education, Utah industry leaders, and Utah legislators. I was responsible for developing the planning grant in alignment with the Utah Master Plan. The initiative involves as 41 Utah School districts based on collaboration and communication. Additionally, I developed the 4-year implementation grant planning template and constructed the advisory board review process for feedback and approval.

- **Utah P-20 Competency Development** began in May 2020 in alignment with Utah's Portrait of a Graduate. In partnership with KnowledgeWorks, I led over 120 Utah developers in a digital development process (due to COVID-19) to create a draft of Utah competencies from preschools to post-secondary. This document is currently out for public review and will be piloted in the 2020-21 school year.

Addendum - Professional Development and Leadership

GRANT & PROPOSAL EXPERIENCE

National Science Foundation STEM+C Proposal #1923574   May 2020 – present
Principal Investigator for Utah FUEL CS: Fostering Utah Education Learning for CS

The principal investigator (PI) for a National Science foundation grant that seeks to explore the adaptation of national computer science resources in rural settings for grades 4-6. This research-practitioner partnership involves USBE, Westminster College, and the Central Utah Educational Service (CUES) center. The award is $299,974 over a 2-year period.

Utah HB 277 – Utah K-12 Computer Science   January 2019 – present
Developer for Full and Planning Grants

Created and administered a grant program for LEAs to create comprehensive plans for K-12 computer science in alignment with state legislation and Utah State Board of Education rule. Developed programmatic structures, created and enacted a blinded review process, made fiscal awards, and review evaluation and reporting requirements. The initiative involves as 41 Utah School districts based on collaboration and communication.

Utah HB 277 – Digital Teaching and Learning   June 2016 – January 2019
Program Leader for Full and Planning Grants

Created and administered a grant program for LEAs to create comprehensive plans for digital teaching and learning in alignment with state legislation and Utah State Board of Education rule. Developed programmatic structures, created and enacted a blinded review process, made fiscal awards, and review evaluation and reporting requirements. Currently has provided over $65M in state funding (May 2020),

Utah HB 513 – Early Intervention and Software Program   March 2017 - present
Program Leader

Support the request for proposals (RFP) development, external evaluation, and implementation for K-3 early literacy software products in the state of Utah. Support $7.6 millions dollars for delivery of software licenses at over 500 Utah elementary schools. Have created support mechanisms utilizing outcomes from third party program evaluation to improve fidelity.

Utah UPSTART (Utah Code: 53A-1a-1001)   February 2017 - present
Program Leaders

Support the UPSTART program, an in-home, technology-delivered kindergarten readiness program that is designed to give Utah four-year-old an individualized reading, mathematics, and science curriculum with a focus on reading that serves over 6,500 students. Support includes outreach for underrepresented families, evaluation of program, and serving on the advisory board.
Program fiscal budget of $7.76 million dollars is administered annually.

US Department of Education   May 2015
I3 Grant Reviewer for Full Scale Applications and Pre-Applications   May 2012
                                                                                        September 2011

Provided expertise as a STEM priority reviewer on national innovations in education grant submissions related to improving student outcomes in science, technology, engineering, and mathematics.

Utah State Board of Education   December 2014
Program Director for Utah State Math and Science Partnership Program (MSP) – Title IIb   May 2013
                                                                                                              June 2012

Created a new request for proposals for the Utah MSP program in adherence to state and federal policy requirements. Shifted the program to a national reviewer base and attended annual state supervisor conferences to learn and implement best practices. Brought the program from a fiscal deficit to a balanced budget. Worked with existing projects to support collaborations for teachers and university experts to increase content knowledge in math, science, and engineering.

Utah System of Higher Education   May 2013
NCLB Title II, Part A, Subpart 3   May 2012

Provided expertise as Utah K-12 education reviewer on grant submissions for universities to provide teacher training specific to Science, Mathematics, and English Language Arts Content.

National Science Foundation   August 2011 – May 2012
Catalyzing New International Collaborations (CNIC), Research Experiences for
Undergraduates (REU), and Pan American Advanced Studies Institutes (PASI)

Worked for the National Science Foundation's Office for International Science and Engineering. Completed compliance checks and aided in off-site review facilitation and on-site panel review for multiple international programs as an Einstein Fellow.

Jill L. Curry
Program Analyst

Education
Ph.D. in Government & Politics, University of Maryland, 2013
• Primary field of study: American Politics; Secondary field of study: Quantitative Methods
M.A. in Government & Politics, University of Maryland, 2009
B.A. in Political Science, valedictorian, *summa cum laude*, Mercyhurst University, 2004

Employment
Program Analyst, Utah State Board of Education, July 2018 – present
• Conduct rapid response descriptive analyses during policy design to assist in decision-making
• Build in evaluation at implementation of a program
• Provide assistance with the Board's efforts to develop performance measures to monitor progress of the agency's strategic plan
• Model the potential impact of proposed policy changes
• Create research-ready data files

Fiscal Policy Analyst, Utah State Board of Education, October 2017 – June 2018
• Conduct fiscal note training and help manage fiscal note and performance note responses
• Prepare Board materials for the Public Education Appropriations Subcommittee
• Fulfill research requests

Fiscal Analyst, Office of the Leg. Fiscal Analyst, Utah State Legislature, August 2015 – October 2017
• Staff the Higher Education Appropriations Subcommittee and the Public Education Appropriations Subcommittee; preparing and presenting materials to legislators such as budget analyses, program implementation, and program performance
• Fulfill research requests from legislators
• Estimate the cost and/or savings of legislation

Contract Research Assistant, Federal Judicial Center, Washington, DC, May 2013 – September 2016
• Assisted in writing and revising the codebook and testing the data collection protocol for the Alternative Dispute Resolution (ADR) study
• Trained and monitored coders for the ADR study in May 2013
• Verified cases for errors that were coded by fellow staff and answered coding questions for the ADR study
• Coded data from federal district court dockets and input that data into FileMaker
• Compiled, cleaned, managed, and analyzed questionnaire data from the survey component of the ADR study

Post-Doctoral Fellow, Dept. of Political Science, University of Utah, January 2013 – May 2015
- Formulated and executed an independent political science research agenda
- Taught three courses a year in political science including research methods

Research Assistant, Federal Judicial Center, Washington, DC, May 2009 – May 2012
- Pretested surveys e.g. study of magistrate judges
- Cleaned collected data e.g. closed-case survey data
- Collected original data (created datasets) e.g. study of prisoner settlement conferences for the Eastern District of California, district-level remand analysis, the *Twombly* and *Iqbal* study of removal rates by state, and the study of Social Security numbers in federal court documents
- Performed data analysis e.g. study of prisoner settlement conferences for the Eastern District of California, district-level remand analysis, and *Twombly* and *Iqbal* study of removal rates by state.

Research Assistant, for Dr. Irwin Morris, University of Maryland, August 2008 – May 2010
- Collected original data including data on presidential greatness
- Cleaned previously collected data e.g. data on key votes by members of Congress
- Assisted in data analysis and also writing up findings from analyses

Other Research Experience
Researcher, Erie County Department of Health, Erie, PA, January – May 2004
- Conducted key informant interviews and focus groups; analyzed resultant data, and wrote a report detailing the findings. This work formed the qualitative assessment the health department used as part of its evaluation of health services for women and children in the county as required by Title V, the Maternal and Child Health Block Grant Program

Legislative Studies
"What Drives Student Achievement Across the States?" Presented to legislators during the 2017 General Session. With Jess Esplin. Available at
https://le.utah.gov/interim/2017/pdf/00001671.pdf.

Academic Publications
"Are *Twombly* & *Iqbal* Affecting Where Plaintiffs File? A Study Comparing Removal Rates by State." July 2013. *Texas Tech Law Review*, Vol. 45(4), pp. 827-875. With Matthew Ward.

"Explaining Presidential Greatness: The Roles of Peace and Prosperity?" September 2010. *Presidential Studies Quarterly*, Vol. 40(3), pp. 515-530. With Irwin Morris.

Technical Skills
Proficient in R, STATA, SPSS, Microsoft Excel, Microsoft Publisher, & Tableau; Working knowledge of Microsoft Access and SQL

2

Utah CONNECTS: Personalizing Learning for Utah Families

| **Appendix 3** | Current Utah State Board of Education Indirect Cost Rate Agreement |

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Utah State Board of Education
P.O. Box 144200
Salt Lake City, UT 84114-4200

Date: July 16, 2019

Agreement No: ███████

Filing Reference: This replaces previous
Agreement No. ███████
Dated: 7/6/2018

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

███████████████████████████████████████

Distribution Base:

SWF   Total Direct Salaries & Wages including all applicable fringe benefits.

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.

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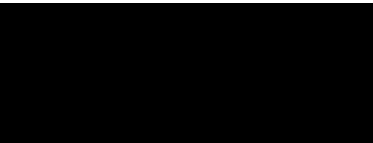
Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

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:

Utah State Board of Education
P.O. Box 144200
Salt Lake City, UT 84114-4200

S█
_Scott Jones_____

Name

_Deputy Superintendent___
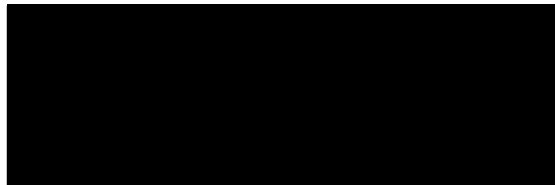
Title
_12 | 3 | 2019._

Date

For the Federal Government:

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

Signature

Frances Outland_____
Name

Director, Indirect Cost Division_____
Title

July 16, 2019_____
Date

Negotiator: Anthony Johnson
Telephone Number: █████████

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| **Appendix 4** | List of proprietary information found in the application, if applicable – Not Applicable |

The Utah State Board of Education does not claim any proprietary information within the application as submitted.

Utah CONNECTS: Personalizing Learning for Utah Families

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

Application Requirement 5: Provide an assurance that the applicant will provide information to the Secretary, as requested, for evaluations that the Secretary may carry out.

Project Reporting and Performance Measures

A central component of project reporting for Utah CONNECTS is a process for parent involvement and feedback. For project performance, the Department of Education has established the following performance measures for the ESF-REM Grants program: (1) the number of students served by the project; (2) the percentage of parents who reported satisfaction with the remote learning options available; and (3) the number and different types, as defined by the grantee, of new remote learning options provided. In addition, applicants must propose project-specific performance measures and performance targets. **The Utah State Board of Education provides assurance that we will provide information to the Secretary, as requested, for the evaluations that the Secretary may carry out.**

Parent Feedback Survey

The Utah CONNECTS parent feedback survey will provide an ongoing, formative survey through the Qualtrics platform that allows parents to submit feedback multiple times through their experience with the project. The feedback will be tracked by case number to allow for individual parent support and follow up with Utah CONNECTS staff and will be built with "email survey triggers" that automatically notify staff with response data when survey feedback is lower than the targeted satisfaction. In addition to satisfaction measures, the survey platform will include an open-response narrative for parents to request services or providers that are not currently offered and provide input on services provided in the creation of the list and through the project. Additionally, the survey will include email triggers that automatically email staff when new suggestions are received so that the USBE will be able to follow up with a written response within 30-days of submission as required (although the target response rate will be 14-days). Additionally, the survey will provide parents an option to receive an email with their responses to serve as their record of their feedback. All of these functionalities already exist in Qualtrics and are currently used by the USBE staff in other projects, so agency personnel have existing expertise.

Performance Measures

Utah CONNECTS is committed to implementing a continuous improvement process informed by project performance measures. These measures include the number of students served by the project (target: 7,500 families total), the percentage of parents who report satisfaction with the remote learning opportunities (target: 88% parent

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satisfaction), the percentage of completed courses by provider (target: 90% of courses completed) , and the student to instructor ratio by provider (target: average 20 students to 1 instructor). Additionally, the project will measure student demonstrated competency as an educational student learning outcome. This demonstrates the commitment to both parent and student success with high-quality educational experiences in Utah.

In addition, there are three project-specific performance measures. These are (4) the percentage of completed courses by provider (target: 90% of courses completed) and (5) student to instructor ratio by provider (target: average 20 students to 1 instructor). Also, (6) the project will measure student demonstrated competency as an educational outcome for Utah CONNECTS. Competency for students within each Utah CONNECTS course will be defined as a student course final grade with grades at 80% or higher as competent, or an equivalency that is determined by the provider during the RFP process.

These measures accurately evaluate project performance because providing families with *high-quality* remote learning opportunities for their students means that students are not just accessing courses but are seeing them through to completion and demonstrating subject-matter proficiency through the strong support of course instructors as gauged by the student to instructor ratio. Through course completion and student demonstrated competency, Utah students can begin to overcome some of their learning disruptions due to COVID-19 working toward our vision of students who are prepared to succeed and lead. These measures demonstrate the commitment to both parent and student success with high-quality educational experiences in Utah.

For (4) the percentage of completed courses by provider, the target is 90% of courses completed. As described above, high-quality remote learning requires not just course access, but course completion. Course completion will be reported by the providers. Our data quality assurance process is outlined below. We are confident in the ability of this data collection to yield reliable, valid, and meaningful performance data because we have engaged in similar high-quality data collection and reporting for Utah's Statewide Online Education Program since its inception in 2011. In addition, the USBE has the capacity to collect and report reliable, valid, and meaningful performance data with agency expertise including our Data and Statistics department and existing high-quality data collection and reporting including the Utah eTranscript and Record Exchange (UTREx) which gathers and stores student data throughout the year for exchanging student records and for reporting at the local, state, and national levels. The agency has a strong track record of reporting student data for both federal and state accountability requirements. These existing systems at the agency are the foundation of the Utah CONNECTS data systems.

Our target of 90% completion is ambitious, yet achievable. In looking at the Statewide Online Education Program for the 2018-2019 school year as our baseline data in diagram J, the course completion rates for the six program providers range from 24% to 96% (two providers achieved 96% completion). With three providers achieving over 90% completion, a completion rate of 90% is achievable. However, three providers did not and two of those providers have completion rates 20 percentage points or more less than 90% which makes the 90% completion rate ambitious. Completion data for prior years is similar to the 2018-2019 school year although in some years only two of the

Utah CONNECTS: Personalizing Learning for Utah Families

providers achieve completion rates of 90% or greater. We expect to meet this course completion target by the end of the first year of implementation of Utah CONNECTS.

Diagram J. Statewide Online Education Program Course Completion by Provider

Target
90%

24%   70%   87% 92% 96%

Our second project-specific performance measure (5) student to instructor ratio by provider has a target of an average of 20 students to 1 instructor. As described above, for students to complete courses and gain competency they will need the support of their instructors which is why the student to instructor ratio is an important measure of performance for this project. Like course completion, the student to instructor ratio will be reported by the providers. Our data quality assurance process is outlined below. We are confident in the ability of this data collection to yield reliable, valid, and meaningful performance data because we have engaged in similar high-quality data collection and reporting for Utah's Statewide Online Education Program since its inception in 2011. In addition, the USBE has the capacity to collect and report reliable, valid, and meaningful performance data with agency expertise and high-quality data collection and reporting as detailed under the fourth performance measure above.

Our target of an average of 20 students to 1 instructor is ambitious, yet achievable. While nationwide the public school pupil teacher ratio is 16.0 (for 2016; Digest of Education Statistics: 2018), in Utah the public school pupil teacher ratio was 21.66 in 2019, 21.74 in 2018, and 21.84 in 2017. Further baseline data are student-teacher ratio data for 2019 for Utah's online education providers which is illustrated in diagram K below. While two of our online education providers have student-teacher ratios below 20 making the target achievable, two of our providers are not only above 20, but well above the statewide student-teacher ratio of 21.66 making our target of 20 ambitious. We expect to meet this student-teacher ratio target by the end of the first year of implementation of Utah CONNECTS.

Diagram K. Utah Online Education Student Teacher Ratio by Provider

Target
20.00

15.79   19.42   24.53   33.21

For (6) the project will measure student demonstrated competency as an educational outcome for Utah CONNECTS. Competency for students within each Utah CONNECTS course will be defined as a student course final grade with grades at 80% or higher as competent, or an equivalency that is determined by the provider during the RFP process. As described above, high-quality remote learning requires not just course access, but demonstrating subject-matter proficiency. Competency will be reported by the providers. Our data quality assurance process is outlined below. We are confident in the ability of this data collection to yield reliable, valid, and meaningful performance data because we have engaged in similar high-quality data collection and reporting for Utah's Statewide Online Education Program

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since its inception in 2011. In addition, the USBE has the capacity to collect and report reliable, valid, and meaningful performance data with agency expertise and high-quality data collection and reporting as detailed under the fourth performance measure above.

Our target of 80% or higher defining competency is ambitious, but achievable. In diagram L below, for 9th through 12th grade students, proficiency is 35% in science, 40% in mathematics, and 49% in English language arts illustrating that our target competency of 80% is ambitious. However, we think our target is achievable because the microgrants will give families and their students the opportunity to select a provider and courses tailored to their student's learning needs thereby serving as a conduit for their student's success. We expect to meet this student competency target by the end of the first year of implementation of Utah CONNECTS.

Diagram L. Statewide Student Proficiency Rates, Grades 9-12 for the 2018-19 School Year

Student Proficiency Results for State
for Grades 9,10,11,12

Language Arts	Mathematics	Science
49%	40%	35%

In addition to the above performance measures, we assure that the USBE will provide information to the Secretary, as requested, for evaluations that the Secretary may carry out. We understand that this information may include, but is not limited to, working with grantees at the outset of the grant to establish common performance measures.

Data Quality Assurance

It is vital that Utah CONNECTS program vendors follow the instructions provided by the USBE to minimize errors and ensure that they transfer valid, high-quality data to the USBE. To ensure that the data transfer process is clearly understood, the USBE will provide an example data file (with a description of each variable) for the Utah CONNECTS vendor to review in advance of transferring their data. The USBE will also provide a data file checklist, to be completed by the program vendors prior to transferring their data, to assist vendors in reviewing their data for accuracy.

To highlight the good work program vendors put into the data transfer process, and, when necessary, point out areas in need of improvement, the USBE will use a rubric to score vendors' work transferring data. The scores will be adapted to a report card format and shared with agency leaders and the providers.

Utah State Board of Education Data Gateway

School Year
2018/2019

District
« All »

Grades ▸
9,10,11,12

Student Proficiency Results for State
for Grades 9,10,11,12

Language Arts	Mathematics	Science
49%	**40%**	**35%**

2019 % of Students Proficient

| | Language Arts | Mathematics | Science |
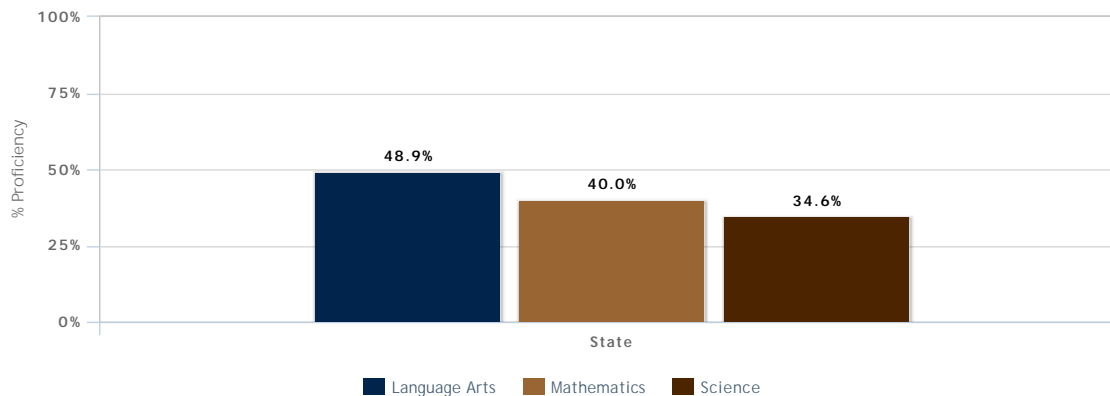
Student Proficiency Results for State by Demographic Group
for Grades 9,10,11,12

Demographic Categories	Language Arts % Prof	Mathematics % Prof	Science % Prof
All Students	48.9%	40.0%	34.6%
African American	19.7%	13.2%	10.1%
American Indian	21.3%	15.5%	13.6%
Asian	52.6%	49.4%	43.6%
Caucasian	55.3%	46.1%	40.1%
Hispanic	25.7%	17.9%	14.6%
Multiple Races	51.2%	41.5%	36.6%
Pacific Islander	25.1%	17.8%	12.1%
Female	54.3%	39.9%	34.0%
Male	43.5%	40.1%	35.3%
Economically Disadvantaged	31.8%	23.1%	20.1%
Limited English Proficiency	7.2%	6.7%	4.6%
Students with Disabilities	8.4%	5.8%	6.3%
Mobile	30.5%	20.4%	19.0%

Appendix 6 | Methodology for Utah State Coronavirus Data Set

Utah CONNECTS: Personalizing Learning for Utah Families

Counties Hardest Hit by COVID-19

County	% March Labor Force Filing Unemployment Claims	% w/out Broadband Internet Subscription (ACS 5 Year)	% Children in Poverty	County % Share of COVID-19 Cases Per Capita	Total Burden	Rank	Percentile
SAN JUAN COUNTY	7.62%	47.1%	22.3%	18.3%	83.54	29	81st to 100th percentile
SUMMIT COUNTY	17.72%	6.6%	5.8%	18.6%	55.93	28	81st to 100th percentile
PIUTE COUNTY	7.52%	30.0%	18.1%	3.7%	50.11	27	81st to 100th percentile
GRAND COUNTY	21.11%	9.3%	13.0%	1.0%	45.80	26	81st to 100th percentile
GARFIELD COUNTY	15.25%	17.0%	14.0%	1.5%	44.73	25	81st to 100th percentile
WASATCH COUNTY	13.22%	6.9%	6.0%	10.7%	40.34	24	81st to 100th percentile
RICH COUNTY	3.22%	22.2%	10.0%	9.9%	40.10	23	61st to 80th percentile
WAYNE COUNTY	8.54%	20.3%	14.4%	2.2%	39.92	22	61st to 80th percentile
KANE COUNTY	9.54%	19.8%	13.0%	1.2%	38.09	21	61st to 80th percentile
SALT LAKE COUNTY	10.08%	11.1%	9.3%	6.2%	36.60	20	61st to 80th percentile
IRON COUNTY	7.38%	12.7%	15.8%	0.9%	34.37	19	61st to 80th percentile
WASHINGTON COUNTY	10.11%	12.6%	11.1%	1.6%	33.26	18	61st to 80th percentile
UINTAH COUNTY	11.44%	12.7%	11.2%	0.2%	33.09	17	41st to 60th percentile
CARBON COUNTY	7.71%	14.9%	13.6%	0.4%	32.83	16	41st to 60th percentile
DUCHESNE COUNTY	10.17%	12.3%	11.2%	0.9%	32.34	15	41st to 60th percentile
WEBER COUNTY	9.47%	11.6%	10.4%	1.6%	31.07	14	41st to 60th percentile
BEAVER COUNTY	4.51%	20.2%	11.7%	1.1%	30.73	13	41st to 60th percentile

EMERY COUNTY	5.20%	15.8%	13.2%	0.5%	30.07	12	41st to 60th percentile
SEVIER COUNTY	6.18%	13.7%	13.1%	0.6%	30.05	11	21st to 40th percentile
SANPETE COUNTY	3.69%	15.8%	14.4%	0.3%	29.27	10	21st to 40th percentile
BOX ELDER COUNTY	9.59%	12.6%	8.2%	0.8%	28.24	9	21st to 40th percentile
UTAH COUNTY	6.83%	10.3%	6.9%	4.3%	27.10	8	21st to 40th percentile
JUAB COUNTY	4.45%	17.6%	9.5%	1.2%	26.85	7	21st to 40th percentile
MILLARD COUNTY	3.46%	13.4%	12.9%	0.6%	26.44	6	21st to 40th percentile
TOOELE COUNTY	8.66%	7.2%	6.5%	2.3%	24.45	5	20th percentile and below
DAGGETT COUNTY	6.99%	3.1%	5.7%	5.2%	23.37	4	20th percentile and below
CACHE COUNTY	4.98%	10.5%	9.6%	0.7%	23.25	3	20th percentile and below
DAVIS COUNTY	7.84%	6.7%	5.4%	1.9%	21.48	2	20th percentile and below
MORGAN COUNTY	6.26%	3.9%	3.8%	1.5%	15.81	1	20th percentile and below

% March Labor Force Filing Unemployment Claims
The percentage in this column is the percentage of the labor force for March 2020 (pulled from DWS: https://jobs.utah.gov/wi/data/library/laborforce/laborforcecomponents.html) that filed unemployment claims from 3/15 through 4/25 (unemployment claim filings from spreadsheet from DWS).
Notes:
- I also calculated % February Labor Force filing unemployment claims. This calculation produced similar figures, so I went with the March labor force since, theoretically, that seemed to make the most sense i.e. was more in line with unemployment filings for March to April.
- I calculated the percentage of unemployment claims out of the total county population. This calculation produced lower percentages across the board although appeared to provide a similar ranking as the calculations above.

% w/o Broadband Internet Subscription (ACS 5 Year)
The percent of households with a broadband internet subscription was pulled from the U.S. Census Bureau American Community Survey 5-Year Estimates in 2018. The percentages used were calculated by taking 100 minus the percent of households with broadband access.

% Children in Poverty
This number is an estimate of the percentage of children ages 5-17 in families in poverty in each county in 2018. The source for the number of children ages 5-17 in families in poverty is the U.S. Census Bureau

Small Area Income and Poverty Assessments Program estimates for 2018 which can be accessed here: https://www.census.gov/data/datasets/2018/demo/saipe/2018-state-and-county.html. An estimate of the total number of children ages 5-17 in each county in 2018 comes from the Kem C. Gardner Policy Institute 2015-2065 State and County Projections.

County % Share of COVID-19 Cases Per Capita

This column includes the percent share of total COVID-19 cases per capita for each county. For each county, the total number of COVID-19 cases was pulled from the Small Area Case Rates map on coronavirus.utah.gov (updated 5/14/2020) and divided by the total population for that county from Kem C. Gardner county population projections for 2020. The percentage is calculated by taking the total number of COVID-19 cases per capita for each county and dividing that by the total number of cases per capita in Utah.

Methodology

Each indicator is worth 25 points out of 100 possible total burden points. The county with the highest burden for an indicator is awarded 25 points and all other counties are assigned points based on the percentage of their burden relative to the county with the highest burden for that indicator (example below). Total burden is the sum of all the points for each indicator. Higher scores indicate higher burden i.e. higher need for the county. The counties were then ranked based on their total burden scores. The rankings were used to determine their percentile.

Percentile	County Rank	Number of Points Awarded
81st to 100th percentile	24 through 29	20
61st to 80th percentile	18 through 23	16
41st to 60th percentile	12 through 17	12
21st to 40th percentile	6 through 11	8
20th percentile and below	1 through 5	4

Example

County	% March Labor Force Filing Unemployment Claims	Percentage of 25 Points	Points for Unemployment Claims
GRAND COUNTY	21.11%	100.00%	25.00
SUMMIT COUNTY	17.72%	83.91%	20.98
GARFIELD COUNTY	15.25%	72.20%	18.05
WASATCH COUNTY	13.22%	62.63%	15.66
UINTAH COUNTY	11.44%	54.20%	13.55
DUCHESNE COUNTY	10.17%	48.15%	12.04
WASHINGTON COUNTY	10.11%	47.89%	11.97
SALT LAKE COUNTY	10.08%	47.72%	11.93

Utah CONNECTS: Personalizing Learning for Utah Families

Appendix 7 | Utah CONNECTS Theory of Change

Utah CONNECTS: Personalizing Learning for Utah Families
Theory of Change

The Problem
- COVID-19 has disrupted the education system for Utah families.
- Lack of access to broadband internet at home drastically impacted access to learning for Utah students in K-12.
- Many of our schools lacked the resources to deliver high-quality remote learning strategies, specifically for advanced coursework such as concurrent enrollment or CTE certifications.
- Existing challenges to personalize learning for each student were exacerbated, forcing us to create new remote learning opportunities and re-think how we design student learning, services, and supports.

Strategy and Interventions
- Creating Utah CONNECTS to provide a systemic statewide option for robust remote learning options for parents and students in grades 9-12.
- Administer microgrants to parents that offer a range of diverse services so parents can customize their children's education and remote learning.

Outcomes
- Open eligibility to all students (both public and private) in Utah for services through Utah CONNECTS.
- Students and their parents have access to high-quality remote learning opportunities and services.
- Students and their parents inform the types of services and courses offered and providers utilized.
- Students and their parents have more options and more control when determining their educational needs.
- Students and their parents make multiple, unique personal choices for how and where they learn and the services they need.
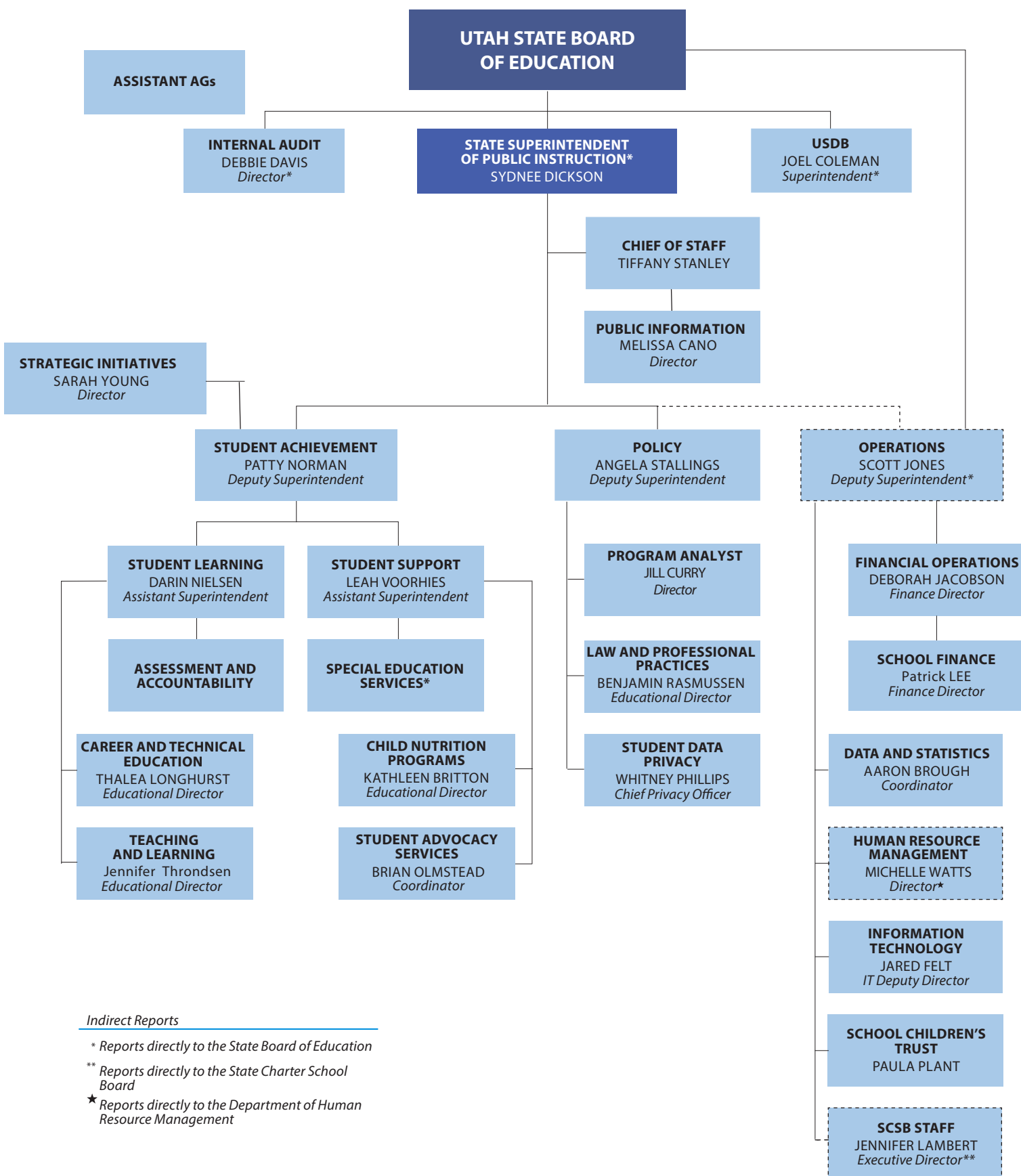
Ultimate Impact
- Greater freedom of choice and access for students and families in Utah.
- Broadband access for each family is an essential part of our society.

Utah CONNECTS: Personalizing Learning for Utah Families

Appendix 8 | Utah State Board of Education Organization Chart

ORGANIZATION CHART

UTAH STATE BOARD OF EDUCATION

ASSISTANT AGs

INTERNAL AUDIT
DEBBIE DAVIS
Director*

STATE SUPERINTENDENT OF PUBLIC INSTRUCTION*
SYDNEE DICKSON

USDB
JOEL COLEMAN
Superintendent*

CHIEF OF STAFF
TIFFANY STANLEY

PUBLIC INFORMATION
MELISSA CANO
Director

STRATEGIC INITIATIVES
SARAH YOUNG
Director

STUDENT ACHIEVEMENT
PATTY NORMAN
Deputy Superintendent

POLICY
ANGELA STALLINGS
Deputy Superintendent

OPERATIONS
SCOTT JONES
Deputy Superintendent*

STUDENT LEARNING
DARIN NIELSEN
Assistant Superintendent

STUDENT SUPPORT
LEAH VOORHIES
Assistant Superintendent

PROGRAM ANALYST
JILL CURRY
Director

FINANCIAL OPERATIONS
DEBORAH JACOBSON
Finance Director

ASSESSMENT AND ACCOUNTABILITY

SPECIAL EDUCATION SERVICES*

LAW AND PROFESSIONAL PRACTICES
BENJAMIN RASMUSSEN
Educational Director

SCHOOL FINANCE
Patrick LEE
Finance Director

CAREER AND TECHNICAL EDUCATION
THALEA LONGHURST
Educational Director

CHILD NUTRITION PROGRAMS
KATHLEEN BRITTON
Educational Director

STUDENT DATA PRIVACY
WHITNEY PHILLIPS
Chief Privacy Officer

DATA AND STATISTICS
AARON BROUGH
Coordinator

TEACHING AND LEARNING
Jennifer Throndsen
Educational Director

STUDENT ADVOCACY SERVICES
BRIAN OLMSTEAD
Coordinator

HUMAN RESOURCE MANAGEMENT
MICHELLE WATTS
Director★

INFORMATION TECHNOLOGY
JARED FELT
IT Deputy Director

SCHOOL CHILDREN'S TRUST
PAULA PLANT

SCSB STAFF
JENNIFER LAMBERT
Executive Director**

Indirect Reports

* *Reports directly to the State Board of Education*

** *Reports directly to the State Charter School Board*

★ *Reports directly to the Department of Human Resource Management*

5/9/2018 Gray

Utah CONNECTS: Personalizing Learning for Utah Families

Appendix 9

Additional Letters of Support
- Letter of Support from Utah Private School Consortium
- Letter of Support from St. Joseph's Catholic High School

UTAH PRIVATE SCHOOLS

Excellence in Education

June 15, 2020

Ms. Jennifer Todd
U.S. Department of Education
Office of Elementary and Secondary Education
Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)
400 Maryland Ave., SW, room 3E303
Washington D.C. 20202-6244

Dear Ms.Todd,

The Utah Private Schools Group is pleased to submit this letter of support for the Utah State Board of Education (USBE) application for the ESF-REM competitive grant program. USBE is applying to design a solution for **Absolute Priority 1 - Continued Learning Parent Microgrants**. The state of Utah proposes a program to create microgrants to allow a parent to access high-quality remote learning options from a list of education and related services, expenses, and providers.

The Utah State Board of Education will partner with organizations to expand access to higher education and career and technical education coursework for Utah's 9-12 students. These offerings would be an addition to and extension of services from our current statewide online education program (SOEP) to specifically reach students in communities that have been highly-impacted by COVID-19. The program includes resources for broadband infrastructure to homes, student technology, and advanced learning opportunities.

Private Schools in Utah were early adopters of online learning. They were involved before the COVID-19 Pandemic closed our schools. Access to this learning by families lacking in the technology necessary is a barrier all levels of education must address. In addition online learning allows students to progress based on their academic skill levels. We support the idea that students will not only have access to high school courses but also higher education and career and technical education coursework.

The Utah State Board of Education has identified personalized learning for all students as a key goal in the agency strategic plan. This grant application would seek to develop additional infrastructure to support the realization of personalized learning for Utah's families, with a specific focus on serving families that have been highly impacted by COVID-19.

We are committing to sharing and promoting these resources with our students and families to support their pathways to success. We are confident that the project "Utah CONNECTS: Personalizing Learning for Utah Families" will have a dramatic impact on the student population being served.

We believe that this project will strengthen the relationship between our organization and the Utah State Board of Education. On behalf of *Utah Private Schools, we* look forward to continuing and expanding this important relationship as we strive to meet the needs of our diverse families and students.

Sincerely,

Saint Joseph Catholic High School	Intermountain Christian School
Saint Joseph Elementary School	Saint Marguerite School
Layton Christian Academy	Blessed Sacrament School
Saint Olaf School	Saint John the Baptist Elementary
Madeleine Choir School	Saint Andrews School
Our Lady of Lourdes Elementary	Saint John the baptist Middle School
Judge Memorial	Juan Diego Catholic High School
Kearns-St.Ann School	American Heritage Academy
J.E. Cosgriff Memorial School	Wasatch Academy School
Saint Vincent Elementary School	Wasatch Christian School
Saint Francis Xavier Elementary School	Waypoint Academy
Mount Vernon Academy	Iqra Academy of Utah

For more information, please contact Dr. Galey Colosimo, Principal Juan Diego Catholic High School.

believe   achieve   inspire

June 9, 2020

U.S. Department of Education
Office of Elementary and Secondary Education
Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM)
400 Maryland Ave., SW, room 3E303
Washington D.C. 20202-6244

Dear Jennifer Todd,

St. Joseph Catholic High School is pleased to submit this letter of support for the Utah State Board of Education (USBE) application for the ESF-REM competitive grant program. USBE is applying to design a solution for **Absolute Priority 1 - Continued Learning Parent Microgrants**. The state of Utah proposes a program to create microgrants to allow a parent to access high-quality remote learning options from a list of education and related services, expenses, and providers.

The Utah State Board of Education will partner with organizations to expand access to higher education and career and technical education coursework for Utah's 9-12 students. These offerings would be an addition to and extension of services from our current statewide online education program (SOEP) to specifically reach students in communities that have been highly-impacted by COVID-19. The program includes resources for broadband infrastructure to homes, student technology, and advanced learning opportunities.

In an effort to meet the needs of our families, the administration recognizes a need in allowing students to take a select group of courses online, while still participating within the classroom setting. These courses are more important than ever given the current situation we face. The courses can be completed online through ASU Prep, however, many of our students do not have the tools they need to be successful in a blended online environment. In order to make this program successful, many of our families will have additional technological needs, as well as, access to internet services. We are confident that we can deliver the curriculum if the student/family has the tools they need to receive it.

The Utah State Board of Education has identified personalized learning for all students as a key goal in the agency's strategic plan. This grant application would seek to develop additional infrastructure to support the realization of personalized learning for Utah's families, with a specific focus on serving families that have been highly impacted by COVID-19.

We are committing to sharing and promoting these resources with our students and families to support their pathways to success. We are confident that the project "Utah CONNECTS: Personalizing Learning for Utah Families" will have a dramatic impact on the student population being served.

We believe that this project will strengthen the relationship between our organization and the Utah State Board of Education. On behalf of St. Joseph Catholic High School, I look forward to continuing and expanding this important relationship as we strive to meet the needs of our diverse families and students.

Clay Jones
Principal
Saint Joseph Catholic High School
1790 Lake Street, Ogden, UT 84401

saint joseph catholic high school | ninth through twelfth grade
1790 lake street, ogden, utah 84401 | | www.stjosephutah.com

Budget Narrative File(s)

* Mandatory Budget Narrative Filename: `1240-Utah CONNECTS Budget Narrative.pdf`

| Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative |

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

| Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative |

Budget Narrative

Budget Category and Description	Costs
CONTRACTUAL: Parent Microgrants (80%+ of award as per NIA for RETHINK): This funding will be directly utilized by public and non-public school students under the microgrants to provide Utah parents and students the resources described below:	$4,200,000/year 1 $4,500,000/year 2 and 3
CONTRACTUAL: Utah CONNECTS Platform and Portal with Qualtrics This funding will be specific for the build out ($100,000 development in year one, $25,000 in year 2&3) and licensing maintenance ($400,000 annually) of the Qualtrics platform for the Utah CONNECTS project. The platform solution provides the infrastructure for the parent application, required parent feedback mechanism as well as serving as the portal for transparency into the parent microgrant award funding. By combining these elements into a single platform, it will reduce costs and help to encourage parent feedback and engagement in the transparency for the microgrants. *Note: The total platform licensing cost is a total of $1.3M and $100,000 for development needs, but the state of Utah is already contributing $900,000 toward the license cost per a legislative appropriation related to other state dashboard and teacher/parent survey requirements.*	$500,000/year 1 $425,000/year 2 and 3
MATERIALS: COMMUNICATION and MARKETING The materials costs include the creation of marketing materials specific to the recruitment efforts for the project. These costs include the development of materials in multiple languages to support recruitment of high-needs families including flyers, radio, TV, and social media advertisements for parent groups and school leaders. The reduction in costs over each year of the project is based on the expectation that the project communication efforts in year one will translate to repeat application in year 2 and 3, and that materials can be reused from previous years (such as posters).	$25,000/year 1 $20,000/year 2 $15,000/year 3
TRAVEL: In-State Travel for Staff to Local Recruitment Events within the State of Utah This funding would support lodging, mileage and meals at the state approved government rate for travel of project staff to complete recruitment events in alignment with the recruitment and communication plan. The specific travel targets for recruitment will be Utah's rural communities and tribal nations to partner with local agencies to engage in recruitment and parent support.	$10,000/year
TRAVEL: Out-of-State Travel for One National Conference per project staff ($3,000/staff) This funding would allow for the 3 leads on the project, Sarah Young, Jill Curry, and Utah CONNECTS project director to attend 3 different conferences outside the state of Utah as part of the dissemination plan and professional learning for staff to incorporate best practices as technologies and research evolves. The staff would select conferences such as Aurora Institute Annual Conference, ISTE, or ASU-GSV, etc. The travel costs for housing, mileage, meals, etc. would be at the government travel rate honored by the state of Utah.	$9,000/year
EQUIPMENT This budget item would allow for the procurement of personal technology including a laptop and work cell phone for the Utah CONNECTS Project Coordinator. This would be	$6,000/year 1

a one-time cost for the project, and procurement would be in alignment with the USBE technology department procurement process.	

INDIRECT COSTS: Indirect Cost Rate: ▮▮▮ ($33,150 indirect on Project Manager, $11,547 indirect on Admin Assistant) - As per the Utah State Board of Education Indirect Cost Rate on Unrestricted (Appendix 3).	$44,697.25/year 1 $45,592.00/year 2 and 3

Utah State Funding In-Kind Contributions:

Budget Category and Description	Costs
CONTRACTUAL: Qualtrics Funding (10% Platform for Parent Feedback and Microgrant Transparency for Parent): The total platform licensing cost is a total of $1.3M and USBE through the state of Utah is already contributing $900,000 toward the license cost per a legislative appropriation related to other state dashboard and teacher/parent survey requirements in K-12 education.	$900,000/year
INDIRECT COSTS: Indirect Cost Rate: ▮▮▮ calculated on the salary costs for existing personnel contributing to the leadership of Utah CONNECTS.	$5,765.25/year