

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 # S425B200024

Grants.gov Tracking#: GRANT13154157

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200024

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

There were problems converting one or more of the attachments. These are: [1238-Chad Resume 06-27-20.docx](#), [1240-Denise_M._Fields_resume_June_2019.docx](#), [1235-Descriptive Title and Areas Effected.docx](#), [1239-Resume_Moga_2020.docx](#), [1236-Descriptive Title and Areas Effected.docx](#)

Application for Federal Assistance SF-424

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

* 3. Date Received: <input type="text" value="06/29/2020"/>	4. Applicant Identifier: <input type="text" value="25500000000490"/>
--	---

5a. Federal Entity Identifier: <input type="text" value="809611254"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: <input type="text" value="Wisconsin Department of Public Instruction"/>	
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="[REDACTED]"/>	* c. Organizational DUNS: <input type="text" value="[REDACTED]"/>

d. Address:

* Street1: <input type="text" value="125 S Webster St."/>
Street2: <input type="text"/>
* City: <input type="text" value="Madison"/>
County/Parish: <input type="text"/>
* State: <input type="text" value="WI: Wisconsin"/>
Province: <input type="text"/>
* Country: <input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code: <input type="text" value="53707-7841"/>

e. Organizational Unit:

Department Name: <input type="text" value="Libraries and Technology"/>	Division Name: <input type="text" value="Instructional Technology"/>
--	--

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Annette"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Smith"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director, Instructional Technology Services"/>

Organizational Affiliation: <input type="text" value="Wisconsin Department of Public Instruction"/>

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

* Email: <input type="text" value="[REDACTED]"/>
--

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.):

1235-Descriptive Title and Areas Effected.d

Add Attachment

Delete Attachment

View Attachment

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

Continued Learning Parent Microgrants: Milwaukee

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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



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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

- Yes
- No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Continued Learning Parent Microgrants: Milwaukee

Areas effected: Milwaukee, Wisconsin

The Wisconsin Department of Public Instruction (WDPI) is requesting funds under this grant to address absolute priority one, continued learning parent microgrants, to allow a parent to access high-quality remote learning options to meet student educational needs.

WDPI has identified Milwaukee Public Schools (MPS) as a partner in this project. MPS is Wisconsin's largest school district, has the largest number of schools identified for comprehensive and targeted support under the Elementary and Secondary Education Act and has one of the highest poverty rates in the state at just over 83 percent.

Under this proposal DPI will approve a plan from MPS to develop and execute a districtwide plan for identifying the most disadvantaged public and private school students and parents to be the recipients of devices and training for a successful remote learning experience.

This project is expected to result in:

- Ensuring identified families have devices to access online instruction.
- Creating a successful online experience for students.
 - Preparing teachers with the tools and skills necessary to provide instruction aligned to the instructional standard of care.
 - Creating systems of support at the district and school level to best support families and school teams.
- Additional student learning through the provision of standards-based core instruction and continued access to student intervention learning plans.

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

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

Name of Institution/Organization

Wisconsin Department of Public Instruction

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual	87,397.00					87,397.00
7. Construction						
8. Other	14,899,123.00					14,899,123.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed 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 6.50 %.

PR/Award # S425B200024

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

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

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

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Wisconsin Department of Public Instruction

* Street 1: 125 S Webster St. Street 2: _____

* City: Madison State: WI: Wisconsin Zip: 53707-7841

Congressional District, if known: _____

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

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

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name: Wisconsin DPI Middle Name: _____

* Last Name: Wisconsin DPI Suffix: _____

* Street 1: 125 S Webster St. Street 2: _____

* City: Madison State: WI: Wisconsin Zip: 53707-7841

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

Prefix _____ * First Name: Carolyn Middle Name: _____

* Last Name: Stanford Taylor Suffix: _____

* Street 1: 125 S Webster St. Street 2: _____

* City: Madison State: WI: Wisconsin Zip: 53707-7841

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: Annette Middle Name: _____
* Last Name: Smith Suffix: _____

Title: Director Telephone No.: _____ Date: 06/29/2020

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1247-Section 427 of the General Education

Add Attachment

Delete Attachment

View Attachment

Section 427 of the General Education Provisions Act (GEPA)

The Wisconsin Department of Public Instruction (WDPI) is strongly committed to the provision of equitable educational opportunities for all students, teachers. As a federal program beneficiary DPI has committed to the following and will carry out these same principles in regards to this grant:

- **Take steps to ensure equitable access to and equitable participation in** any project or activity conducted with federal assistance. This includes leaders and administrators' use of planning to take into account the need for greater access to, and participation in, programs by students from historically underserved groups including: females, students of color, English learners, economically disadvantaged students, and students with disabilities. Equity and access issues are critical as well in all ESEA planning and covered programs.
- **Overcome barriers by addressing the special needs** of students, teachers, and other program beneficiaries, on the basis of gender, race, national origin, English learner status, color, disability and/or age.
- **Assist all students, including historically underrepresented or underserved populations, to meet the same rigorous standards** for academic performance expected of all children and youth. This includes assisting students to meet the challenging state content and performance standards in the core content areas and schools and staff meeting the culturally-related education needs of students. This is reflected in the department's mission to ensure all students graduate college and career ready with a specific and intentional focus on equity.

Wisconsin will ensure that funds reserved for state level uses, under the covered program will provide for equitable access for beneficiaries. WDPI also administers a state pupil nondiscrimination statute covering all students by 14 protected group categories and the department provides technical assistance and compliance activities under special education and federal civil rights requirements.

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

Wisconsin Department of Public Instruction

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Middle Name:

* Last Name: Suffix:

* Title:

* SIGNATURE: * DATE:

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

1. Project Director:

Prefix: Dr.	First Name: Annette	Middle Name: R	Last Name: Smith	Suffix:
----------------	------------------------	-------------------	---------------------	---------

Address:

Street1:	PO Box 7841
Street2:	
City:	Madison
County:	
State:	WI: Wisconsin
Zip Code:	53707-7841
Country:	USA: UNITED STATES

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

Email Address:


2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract – Continued Learning Parent Microgrants

The Wisconsin Department of Public Instruction (WDPI) is requesting funds under this grant to address absolute priority one, microgrants to allow a parent to access high-quality remote learning options to meet student educational needs.

WDPI has identified Milwaukee Public Schools (MPS) as a partner in this project. MPS is Wisconsin's largest school district, has the largest number of schools identified for comprehensive and targeted support under the Elementary and Secondary Education Act and has one of the highest poverty rates in the state at just over 83 percent.

Under this proposal DPI will approve a plan from MPS to develop and execute a districtwide plan for identifying the most disadvantaged public and private school students and parents to be the recipients of devices and training for a successful remote learning experience.

This project is expected to result in:

- Ensuring identified families have devices to access online instruction.
- Training for a successful online experience for students.
 - Preparing teachers with the tools and skills necessary to provide instruction aligned to the instructional standard of care.
 - Creating systems of support at the district and school level to best support families and school teams.
- Additional student learning through the provision of standards-based core instruction and continued access to student intervention learning plans.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Project Narrative – Continued Learning Parent Microgrants

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Analysis of Immediate Needs in State	Page 8
Description of State’s Coronavirus Burden	Page 13
Analysis of State Assets and Collaborative Efforts	Page 17

EXECUTIVE SUMMARY

The Wisconsin Department of Public Instruction (WDPI) is requesting funds under this grant to address absolute priority one, continued learning parent microgrants, to allow a parent to access high-quality remote learning options to meet student educational needs.

WDPI has identified Milwaukee Public Schools (MPS) as a partner in this project. MPS is Wisconsin's largest school district, has the largest number of schools identified for comprehensive and targeted support under the Elementary and Secondary Education Act and has one of the highest poverty rates in the state at just over 83 percent.

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 - Creating systems of support at the district and school level to best support families and school teams.
- Additional student learning through the provision of standards-based core instruction and continued access to student intervention learning plans.

PROJECT DESCRIPTION

Addressing Absolute Priority 1: Continued Learning Parent Microgrants

WDPI has determined the most effective way to implement microgrants to allow a parent to access high-quality remote learning options is to work with a local nonprofit entity with experience in providing educational support to families and connections with both public and private schools. WDPI also wants to ensure that the local entity would be able to measure the impact of the grant on student learning. With those considerations in mind, WDPI has determined we will work with MPS to implement the provisions of the grant.

Under the grant a state must:

1. Provide the parents and students with a list of service providers from which the parents and students may select.

Under this grant identified public and private school parents will be able to use their microgrant to select from the following options:

- Educational services provided by a public school (MPS).
 - Library services.
 - Outside of school programming.
 - Academic support services.
 - Computer software and hardware (if families do not currently have similar hardware or software).
 - Internet access or hotspots (families must certify they do not currently have access).
 - Instructional materials.
2. Provide an online and other method to enable parents and students to select services and ensure that the parent's microgrant account is established within the project period of the grant and the parent is aware of how much funds are available.

The most disadvantaged students and parents will be identified and reached by MPS using their school district data, homeless liaison information, community learning center in the City of Milwaukee, and private schools currently participating under Title I of the Elementary and Secondary Education Act. Funds will be transferred directly from the state to MPS to administer as payments to service providers. MPS will be required by DPI to identify nongovernment and government service providers and provide support to parents to help choose effective services from the options listed above.

3. Include a parent involvement and feedback process.

Parents or guardians of students who have been identified will have an option to request services through MPS that are not on the list described under (a) above. Any requests outside the scope of this proposal must be submitted to MPS with DPI determining if it will be an allowable expense in the scope of the proposal to meet the aims of the grant. Responses will be provided within 30 days through the parent liaisons employed by MPS.

Eligible students will be determined through a documented process dependent on transparent criteria that will be clearly listed and available to the public. Any public or private school student who meets the low-income threshold will be eligible for the services described above. In the event the number of requests from parents of public and non-public school students for services under the project exceeds the available capacity, a lottery will be used to determine access to services. In determining capacity, at least 80 percent of grant funds will be for services directly used by public and nonpublic school students with no more than five percent of funds used for administrative costs.

Identifying Parents and Families for the Microgrant

Milwaukee Public Schools (MPS) on behalf of DPI will develop and execute a districtwide plan for identifying the most disadvantaged students and parents to be the recipients of devices, training, and educational services for a successful remote learning experience.

On or before August 2020, MPS will disseminate a technology needs survey to all district families to identify the current and future needs of families related to remote learning. These results will be compared to student socioeconomic data to determine eligibility for educational services under this grant. Additional information on potentially eligible students will come from existing data on students who are currently homeless, community service lead agencies, and private schools who have Title I eligible students. This latter Title is in reference to Title I under the Elementary and Secondary Education Act.

Process for disseminating technology and educational services information

Once families are identified, MPS will execute a plan to disseminate information on the educational services offered and information for families if they have other services they would prefer to see. Based on responses, devices and information on educational services will be disseminated to eligible families.

In regards to devices, for families with multiple school-age children, a corresponding number of devices to access materials and services online will be provided. Devices will be provided free of charge to public and non-public school parents through a checkout system managed by the library media specialists. To ensure compliance with the Children's Online Protection Act (COPA) families will be required to sign an acceptable use policy agreement.

When families receive devices, they will receive a packet of information to support the use of the devices and any instructional resources and educational services they have chosen. This information will be translated into different languages and will include optional support services families can access such as:

- Technology Support Center contact information for device questions. This center is staffed by instructional technology personnel that will problem solve issues and support families related to the devices checked out to students.
- Student Clever login information so students can access all instructional resources families have opted to access.

- Virtual Education information which hosts digital resources for virtual education enrichment.
- Internet resources information.
- A Parent Guide for Accessing Google.
- Staff members contact information for questions regarding instructional technology for public and nonpublic school students.
- A Guide for the MPS parent portal.
- Contact information for nonpublic schools for nonpublic school students whose families want to align supports with the learning provided by their nonpublic school.
- And at-home learning family guidebook.

Educational services provided under this grant are meant to reinforce academic skills, minimize instructional loss, and provide routines and structures to help students stay engaged, supported, and connected. Once families have the devices, they need to know the applications available to their child(ren), the purpose of each application and how to navigate within it so they can support their child(ren) learning. MPS will provide staff to support public and nonpublic school families in the use of these resources and workshops will be provided to families as an additional educational service so they can receive in person supports on how to navigate the applications and support their child(ren).

Library services will also be an option to support student research and literacy 24/7 through student HOME access to OverDrive eBooks and digital content in a student toolbox. Library media materials, reading programs, and activities such as reading clubs and book talks will be developed and made available.

Classroom teachers at MPS will be a resource for many of the educational services that students have access to online. If a teacher identifies a student not participating in any online instructional applications, they will connect with the families and offer support. Teachers will contact families by phone, email, and applications such as Remind and Google Classroom.

MPS will also be ensuring families have access to a web portal with links to instructional and family resources. Resources will be available in text or video format. There will be MPS staff such as the parent coordinators available to public and nonpublic school families and outreach to families to ensure students feel successful and parents are having a successful experience.

MPS will provide a training service to families that they can choose to opt into. Teachers, community agencies, and staff from non-public schools as well as other MPS staff will be trained to train families with workshops for one on one support, and to record trainings for parents to view on their own.

Implementation Plan and Timeline

Deliverable	Start Date	Outcome Measurement
Technology Support Line staffed by MPS	August 2020	Increased use of devices and digital resources to improve learning outcomes.

Instructional Coaches training to parent liaisons, library media specialists, community partners and non-public school staff.	August/September 2020, and then monthly throughout the program	One-on-one support and access for families to learn how to use devices, access resources, participate in virtual learning, and support students.
Parent liaison support and training for families.	Continuous starting in August 2020.	One-on-one support and access for families to learn how to use devices, access resources, participate in virtual learning, and support students.
Identification of families, to include non-public schools.	August/September 2020 (this is also happening over the summer via social workers and current survey practices.) Ongoing.	Devices have been checked out to families and a process is in place to continually identify and add families to the program as needed.
Educational support staff outreach to families.	August 2020 through June 2021	Measured through infinite campus notes. PLP notes when individual families have been contacted.
Outreach to community organizations.	Ongoing, August/September 2020 trainings. November 2020 after 3 month survey as needed.	One-on-one support and access for families to learn how to use devices, access resources, participate in virtual learning, and support students.
Outreach to non-public schools.	Ongoing, August/September 2020 trainings. November 2020 after 3 month survey as needed.	One-on-one support and access for families to learn how to use devices, access resources, participate in virtual learning, and support students.
Virtual trainings available for families	October 2020	Online virtual support and access for families to learn how to use devices, access resources, participate in virtual learning, and support students.
3 month survey	November 2020	Adjust training and support systems as needed and identified.
End of year survey	May 2021	Measure satisfaction

Data collection	May 2021	Comparison of how many students accessed resources. Student academic growth from beginning of program.
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Summary of Remote Learning Options Provided

Families will have many options to choose from for participation. They include but are not limited to the following:

- Access to online, in-person and phone technical support for devices.
- Access to online, in-person and phone support for access to the internet if they do not currently have access or lose it during the school year.
- Access to a chromebook for each student.
- Access to internet access (one per household).
- Access to online, in-person and phone support from a parent liaison to identify issues and provide direction as to what supports are needed.
- Access to online, in-person and phone support from a teacher and/or library media specialist to assist with virtual learning needs and access to learning resources.
- Access to on-line and face-to-face training on how to assist their child with virtual learning.

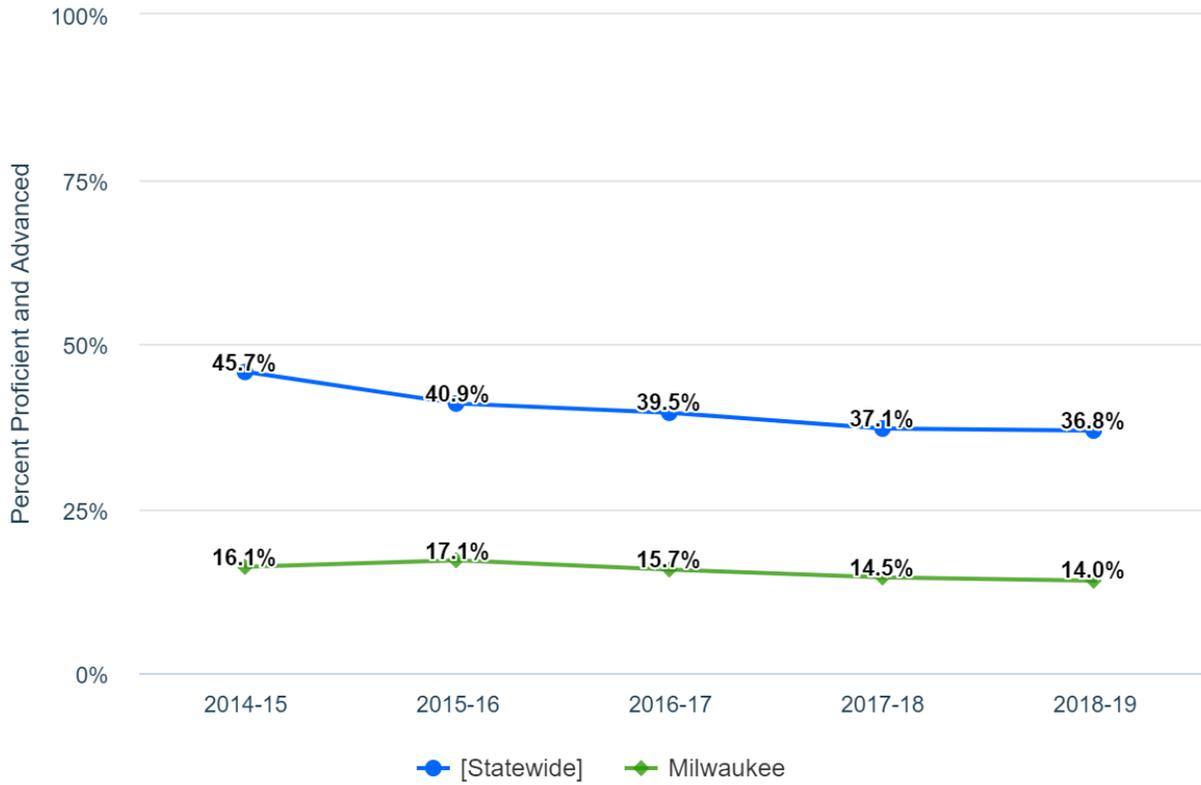
Assessing Parent Satisfaction

MPS will survey parents 3 months into the provision of services to identify satisfaction and process improvements. MPS will survey parents again at the conclusion of the grant to determine satisfaction and outcome measurements as reported by parents.

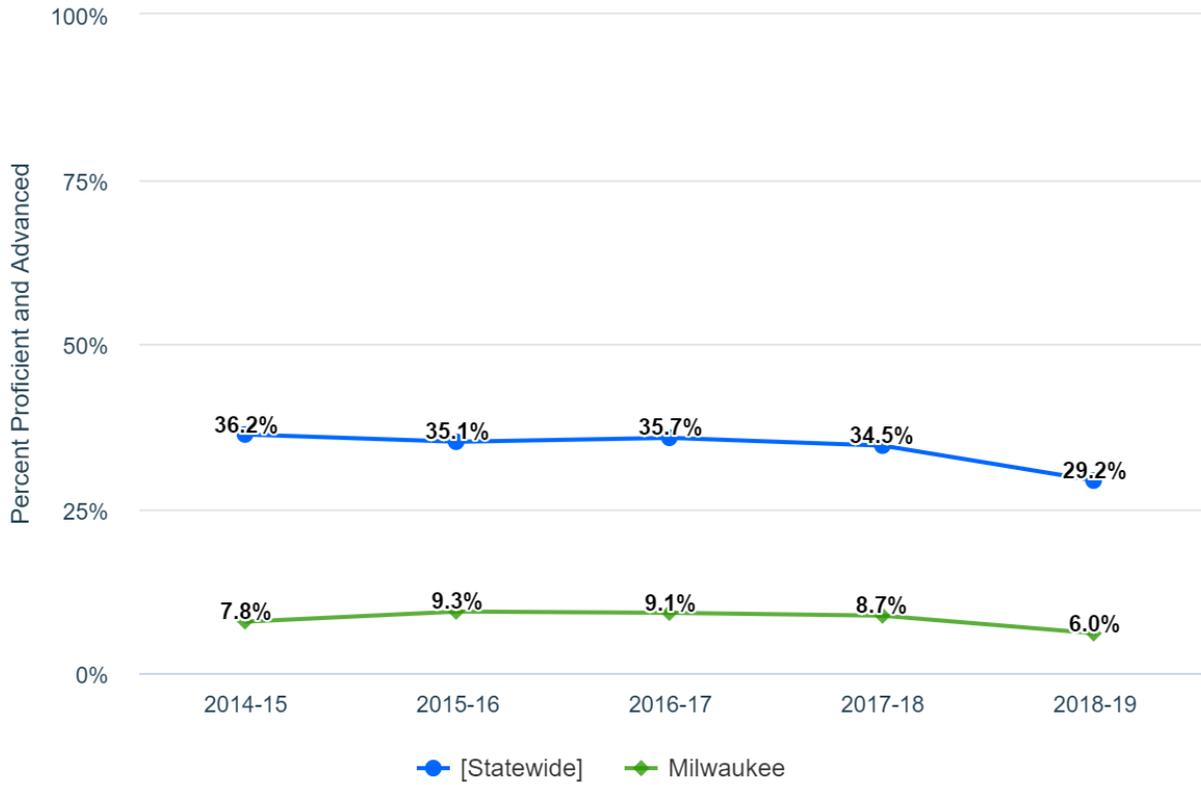
Analysis of Immediate Needs in the State

During the COVID-19 related closure school districts were closed across the state beginning on March 13. This closure exacerbated current inequities that exist in Wisconsin. Wisconsin has the largest achievement gap in the nation between white and black students. MPS has one of the highest rates of poverty in the state and the largest number of schools identified for comprehensive and targeted support under the Elementary and Secondary Education Act.

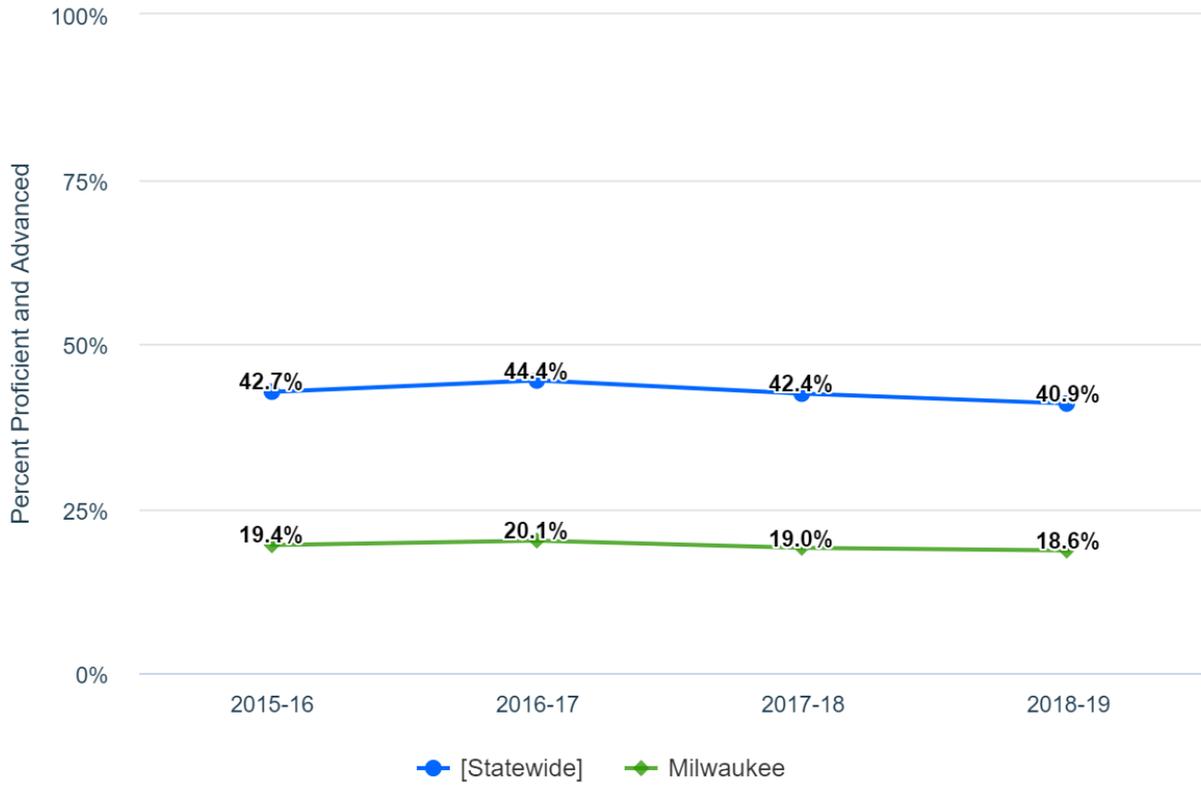
ACT Proficiency English Language Arts



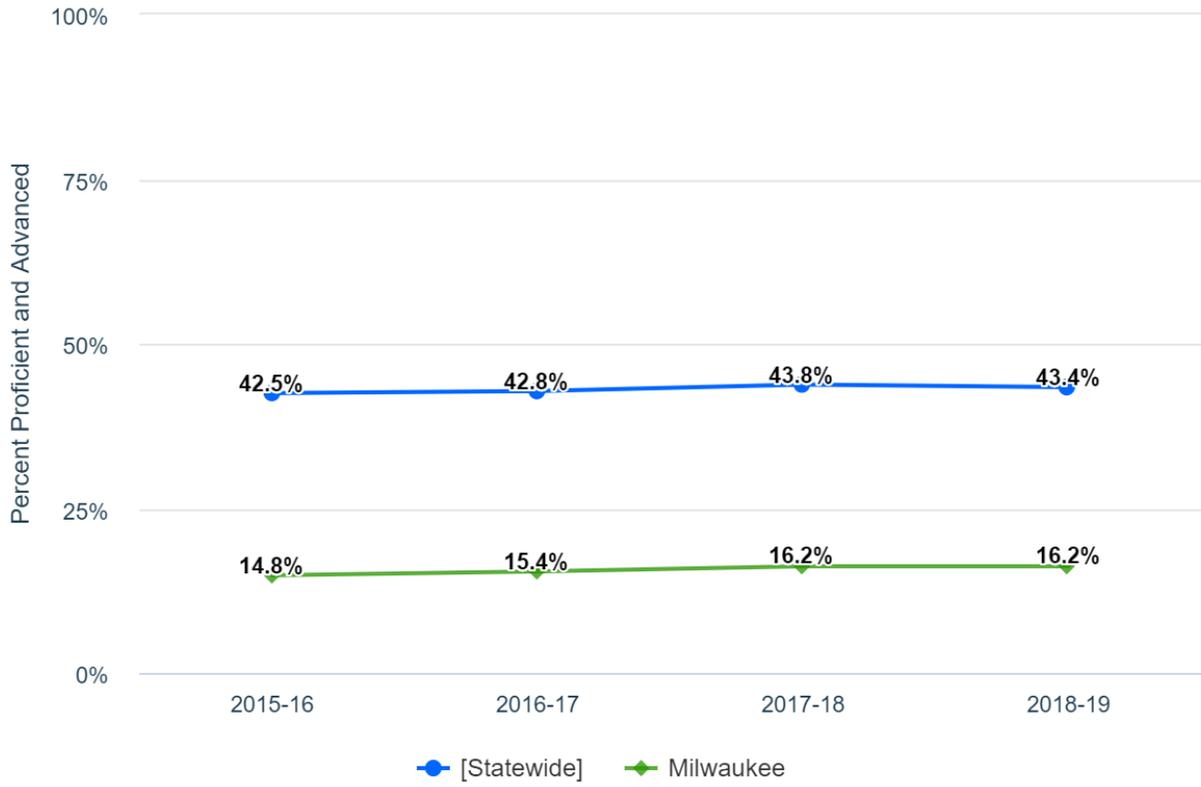
ACT Proficiency Mathematics



English Language Arts Grades 3-8



Mathematics Grades 3-8



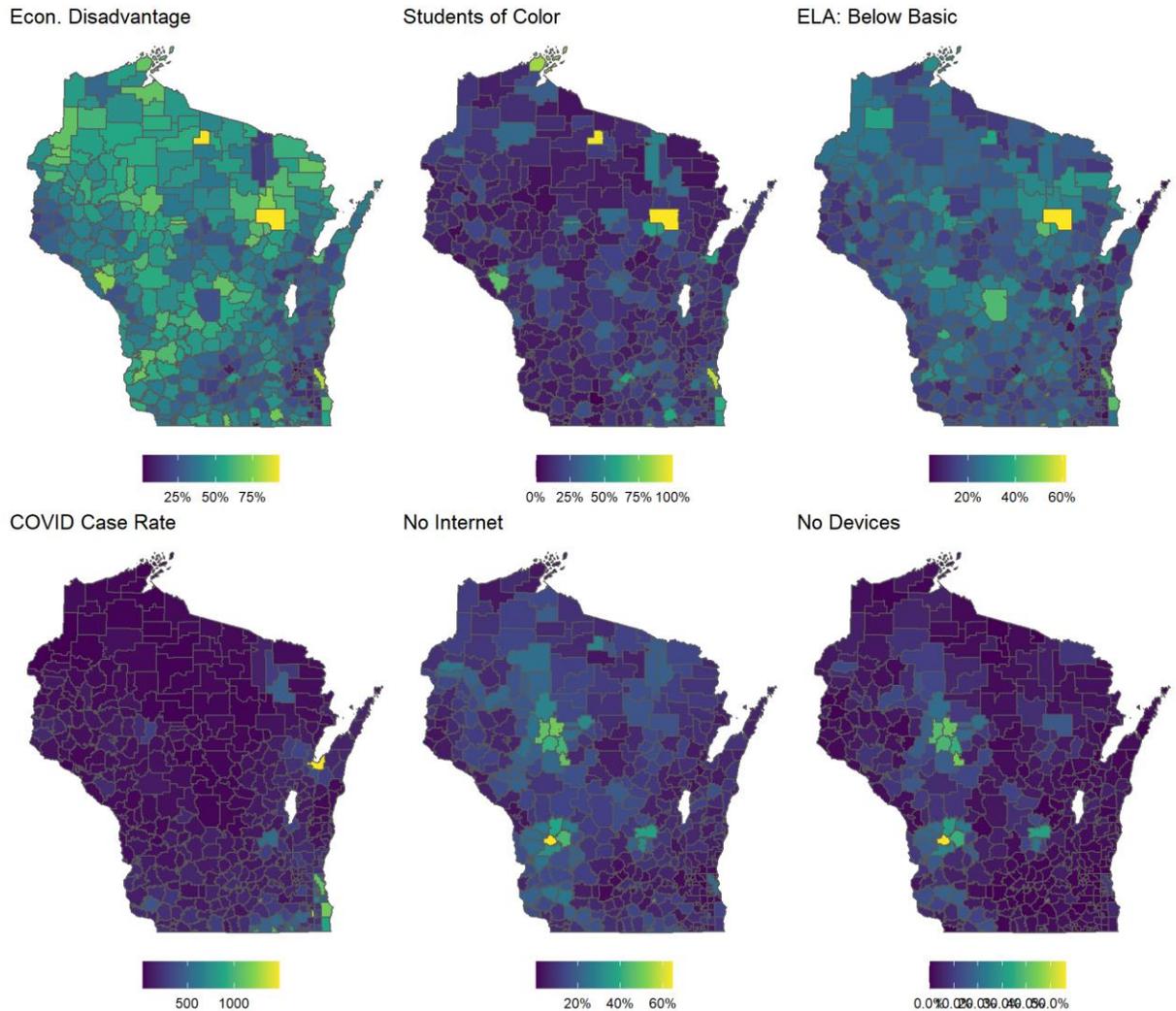
Description of the State’s Coronavirus Burden

The districts that were hardest hit by the COVID-19 pandemic, are most likely to score ‘Below Basic’ on the 2018-19 Forward Exam, have high concentrations of students of color and economically disadvantaged students, and have lower than average rates of home internet access and home computing devices. Of those, MPS stands out as one of those districts and is the state’s largest district. In examining the impact this grant would have, it was determined focusing on students in the attendance area of MPS would have the largest impact.

Establishing the overlap of underserved students, academic need, COVID-19 impact, and technological need requires data from three sources. WDPI’s internal data contains information about the first two. The Wisconsin Department of Health Services posts data about the COVID-19 epidemic in Wisconsin with daily updates on their website. This analysis focuses on six metrics.

1. Percent Economically Disadvantaged Students (2018-19)
2. Percent Student of Color (2018-19)
3. Percent Students score Below Basic on 2018-19 Forward Exam.
4. COVID Case rates per 100,000 as of June 02, 2020
5. Percentage of Households without any computing devices (devices include, exact wording from questionnaire, “Desktop or laptop; smartphone; tablet or other portable wireless computer; or some other type of computer”).
6. Percentage of Households without any internet access (includes those without devices)

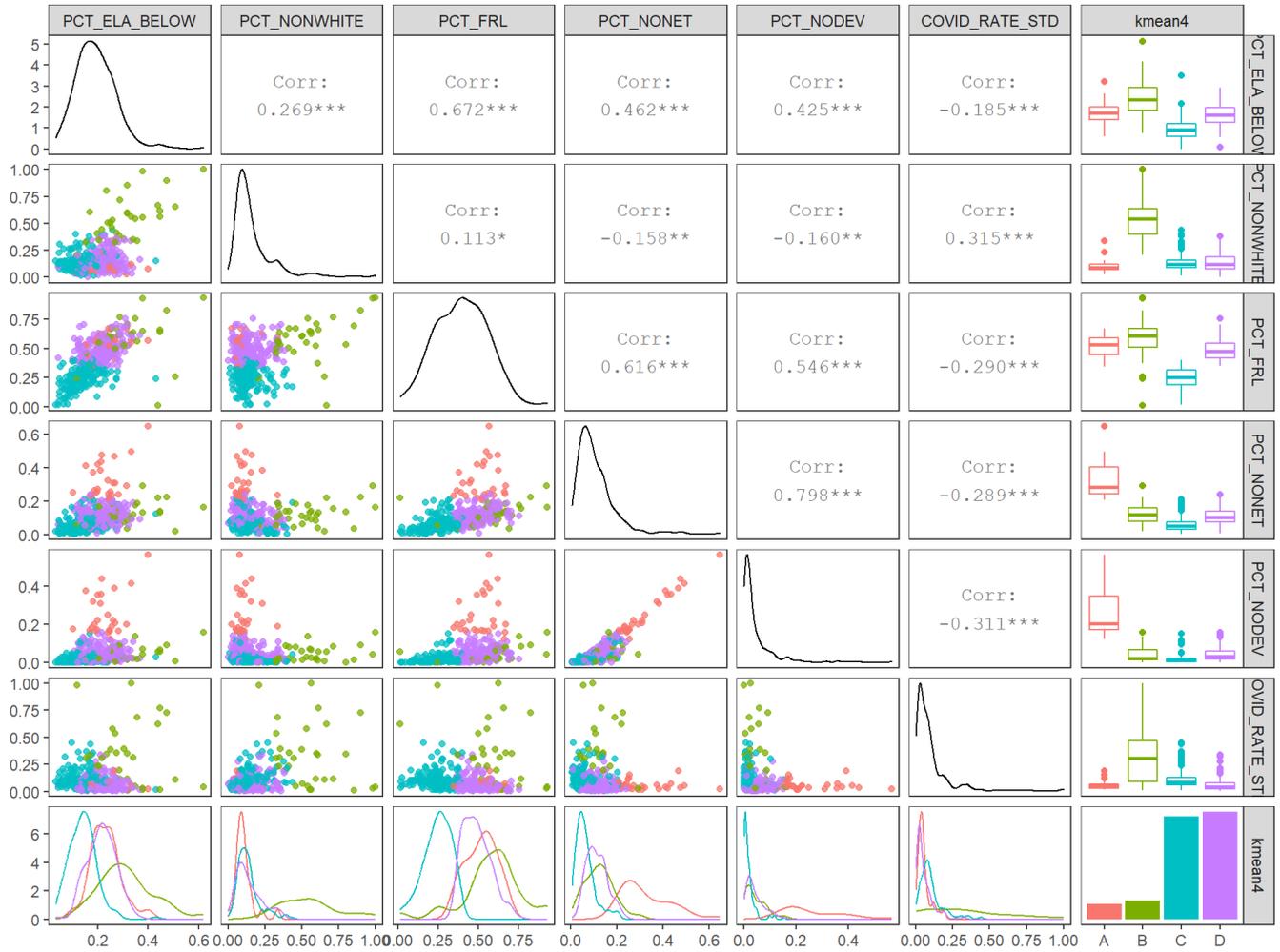
The following figure, maps each of these metrics individually. The metrics are all scaled such that higher numbers, colored yellow, correspond to more need.



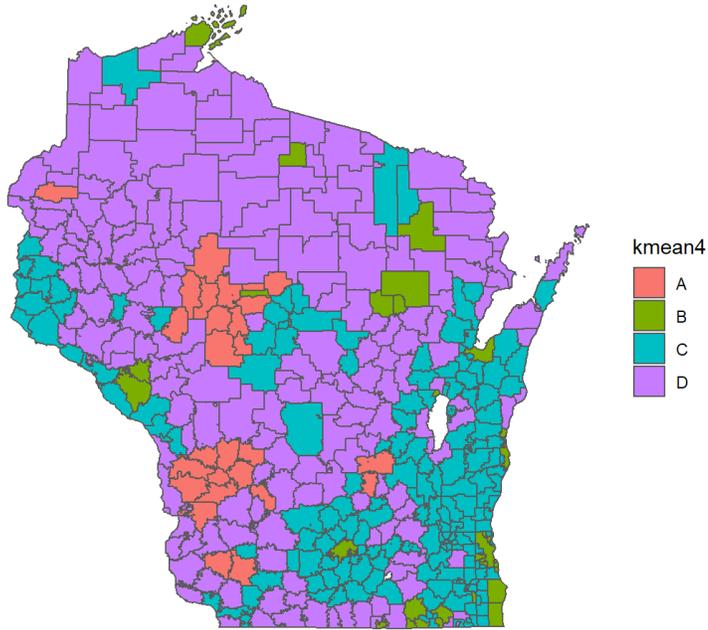
There are some similarities across maps, but, Milwaukee is close to the top in each metric. The next figure shows each of the pairwise associations between the metrics, as well as a cluster variable, that grouped the districts into 4 distinct groups. The important thing to note in this figure is that the districts in southeast Wisconsin and around Green Bay (Group B) have:

1. the highest population-adjusted case rates of COVID-19;
2. the highest concentrations of students of color and economically disadvantaged students;
3. the greatest proportion of students scoring Below Basic on ELA; and
4. the second highest proportions of households without devices/internet

Group A are districts that serve economically disadvantaged white students and have the lowest levels of households with any device/internet access. Group D districts are comparable to Group A, but with devices and internet. Group C are the most advantaged districts.



The map below shows which cluster districts are in.



Finally, the table below shows specific information related to MPS.

	Code	District	Cluster	ELA Below Basic	Students of Color	Econ Disadv.	HH No Devices	HH No Internet	COVID19 Case Rate
6	3619	Milwaukee	B	47.20%	89.94%	82.23%	9.18%	22.60%	1089

Analysis of State Assets and Collaborative Efforts

In an effort to better support students across the state during the period of closure, WDPI collaborated with the state Public Service Commission to create emergency wifi maps using school district and library wifi signals that could be received outside of buildings. The WDPI partnered with Wisconsin Public Television to provide programming every day connected to Wisconsin state standards. WDPI also utilized resources and supports from the Chief Council of State School Officers to provide free high quality instructional materials and supports to local educational agencies.

According to the Wisconsin DPI annual state survey last conducted in November 2019, Wisconsin school districts indicate that less than 18 percent of all Wisconsin students had “enough internet access at home”. For those students without enough Internet access, districts reported that affordability and lack of service due to location as the two most significant issues.

In order to address this problem, the WDPI is also working with the Wisconsin Economic Development Commission and Public Service Commission to identify strategies and resources to ensure broadband availability throughout Wisconsin.

WDPI is using a portion of its CARES Act set-aside funds to provide to all public and nonpublic schools training on high quality remote instruction and expanding access to online and remote instruction.

Other Attachment File(s)

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Tony Evers

Office of the Governor | State of Wisconsin

VIA ELECTRONIC DELIVERY

June 29, 2020

The Honorable Betsy DeVos
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary DeVos:

I am writing in support of the Wisconsin Department of Public Instruction's grant application for the fiscal year 2020 Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM).

Wisconsin unfortunately has one of the largest achievement gaps in the nation, a challenge which has only been further exacerbated by the COVID-19 pandemic. Milwaukee Public Schools (MPS) is Wisconsin's largest school district, providing education to nearly 75,000 Wisconsin kids. When COVID-19 struck, prompting school closures across our state and country, MPS faced significant challenges ensuring students had broadband and devices to access the internet.

Under this grant application, the DPI would work with MPS to develop and execute a districtwide plan for identifying the most disadvantaged students and parents to be the recipients of devices and training for a successful remote learning experience.

As both the governor of the state of Wisconsin and a former educator and state superintendent, I respectfully ask that the U.S. Department of Education gives full and fair consideration to the DPI's ESF-REM grant application. This grant would have a meaningful impact on MPS' ability to deliver instruction in the event of another school closure and provide extended learning opportunities and complete work beyond the school day.

Chad A. Meyer

OBJECTIVE

Utilize educational and technical experience in a position that will offer a challenge with growth potential, in an organization that supports continuing learning/education and provide an opportunity to utilize my training and hands-on experience to enhance and benefit the organization.

PROFESSIONAL SUMMARY

Educator with strong technical background. Proven success working in a large school district in various roles, many of them in progressive positions within the IT field as well as school and district leadership positions including: Teacher, Acting Administrator, Technology Coordinator, Systems Programmer, Manager of School Technology Support and Sr. Director of Technology.

CERTIFICATIONS/LICENSES

- Microsoft Certified Professional ID#3553301
- Elementary/Middle 1-9 Teaching License (Math)
- K-12 Principal License

WORK EXPERIENCE

MILWAUKEE PUBLIC SCHOOLS – Division of Technology, School Technology Support Milwaukee, WI

January 2016 – Present

Senior Director

- Oversee all district technology needs including technical services, applications and school support. Responsibility for a total of 84 staff members in the department.
- Manage various department and district budgets to ensure hardware, software and support needs for students and staff district-wide are met.
- Collaborate with internal departments, school leaders and external business partners to provide any necessary support or innovations that improve district goals and student achievement.
- Implement the following major projects: district-wide VoIP telephone system replacement, district-wide security camera system replacement, network WAN and LAN upgrades, classroom instructional technology upgrades.

April 2012 – December 2015

Manager

- Manage 3 Supervisors, 12 Help Desk Staff, 32 School Technicians as well as computer operations out of 7th St. Warehouse.
- Support all facets of technology needed for district PD events including monthly Leadership Institutes, District PD days, Superintendent events on and offsite, CGCS National Conference (Fall 2014), District Pep Rallies (August 2015).
- Work closely with building Principals on meeting technology needs in their schools.
- Coordinate performance evaluations of site based School Technicians

- Managed implementation of over 12,000 PC-based laptops and desktops to schools in July 2012 including device counts, cart setups and delivery.
- Coordinated delivery and installation of over 600 Smartboard setups to schools in summer of 2013.
- Managed implementation of over 37,000 Chromebooks to schools beginning in July 2014 including device counts, cart setup and delivery.
- Coordinated delivery and installation of over 600 Smartboard setups to schools in summer of 2013.
- Coordinated annual school closures, mergers and opening in terms of supporting technology.
- Facilitate regular staff meetings with help desk staff, school technicians and supervisors.
- Lead all district technology support for assessments (MAP, CogAT, DLM, STAR, Badger, ACT Aspire).
- Monitor district help desk operations and status of HEAT system requests to ensure that service levels are being met.

MILWAUKEE PUBLIC SCHOOLS – Division of Technology, Technical Services *BRADLEY TECHNOLOGY AND TRADE SCHOOL* Milwaukee, WI

October 2006 – Present

Systems Programmer

- Intermediate network design and installation
- Install, configure and troubleshoot Microsoft Windows 2000/XP workstations and Windows 2000/2003 servers
- Install, configure and troubleshoot network printers and develop printing solutions
- Manage local and domain users/groups through Active Directory
- Distribute software through group policy in Active Directory
- Remote software installation through scripts and packaging (via Altiris Deployment solution)
- Develop, manage and maintain internet/intranet websites
- Install, configure and troubleshoot approximate 700 computers (550 PCs, 150 Macintosh)
- Install, configure and troubleshoot 45 network printers
- Troubleshoot connection issue(s) related to computers, printers, wireless devices and VoIP
- Implement Symantec Antivirus Corporate Edition server/client roll out
- Develop, implement and support staff/student identification card solutions
- Installation, configuration and support of Autodesk AutoCAD, Inventor & 3D Studio Max software technologies

MILWAUKEE PUBLIC SCHOOLS – *TEACHER* John Burroughs Middle School Milwaukee, WI

September 1998 – October 2006

District Technology Support 5/2002- 5/2007

- Provide phone-based and site-based technology support for users of district laptops (200-300 users)
- Develop computer images for laptops with current district standards and necessary updates
- Troubleshoot laptop hardware/software issues and provide solutions and repair as needed

Technology Coordinator 09/01-10/06

- Install and manage 450 PC based computers in regards to software, printing, viruses and necessary upgrades
- Instruct technology sessions for students and lead staff development activities for school and district
- Develop and maintain school website, servers, Intranet and video conferencing
- Maintain school network and security for student and staff users

Teacher 9/98- 10/06

- Instruct basic and advanced computer courses, covering various facets of technology

- Develop science and writing proficiency curriculums, which are currently being used to meet district proficiency standards
- Participate in school leadership team and interview team
- Perform the duties of the Assistant Principal on a regular basis

EDUCATION

WAUKESHA COUNTY TECHNICAL COLLEGE Pewaukee, WI

Courses Taken Toward MCSE:

- Windows XP Professional
- Managing and Maintaining a Microsoft Windows Server 2003 Environment
- Planning, Implementing and Maintaining a Microsoft Windows Server 2003 Active Directory Infrastructure
- Configuring and Managing a Windows 7 Network Environment

MARQUETTE UNIVERSITY Milwaukee, WI

Master's in Educational Leadership

- Graduated: December 2003 with GPA of 3.75 on 4.0 scale

UNIVERSITY OF WISCONSIN-MILWAUKEE Milwaukee, WI

Bachelor of Science in Elementary/Middle Education grades 1-9

- Graduated: May 1998 with GPA of 3.48 on 4.0 scale
- NCAA Academic All-American Men's Swimming and Diving

REFERENCES

DR. MELANIE STEWART **Director Student Performance and Improvement**
JAMES DAVIS **Director, Division of Technology**
NEVA MOGA **Supervisor, Instructional Technology**



"...has demonstrated the experience necessary to lead professional development in a large urban school district."

Reginald L. Lawrence, II
Regional Executive Specialist

"I was impressed by her knowledge and the ease in which she was able to provide actionable steps for all school leaders and teachers."

Stephanie Maney, Leadership
Development Director,
Schools That Can Milwaukee

"Just as technology helps us engage and motivate students to learn, technology can be used in the ongoing learning of educators. Varying our approach to professional development in our schools and district will enable educators to personalize their own professional learning. I welcome the opportunity to continue to support effective teaching

Professional Profile

Eager to organize and facilitate regional and district professional development initiatives, while engaging and motivating district staff through a unique combination of education experience coupled with 15 years' professional learning background in technology and professional development.

- Holds Educational Specialist degree along with a Master's Degree in Educational Technology
- Google Certified Trainer
- Experienced in planning and facilitating district wide professional learning
- Dedicated to enthusiastic and dynamic teaching as a means of nurturing a lifelong love of knowledge in children and adults.

Education

Educational Specialist

National Louis University, Milwaukee, WI. 2015

M.S. Education in Educational Computing

Cardinal Stritch University, Milwaukee, WI. 2002

Bachelor of Science in Elementary Education

University of Wisconsin-La Crosse, WI. 1997

Key Qualifications

Demonstrate a high level of professional interpersonal and collaboration skills with a variety of stakeholders, including digital citizenship.

Manage district learning management system used for instruction and collaboration.

Manage and use interactive video distance learning technology in the delivery of staff development courses.

Plan and conduct professional development for teachers and school staff in differentiation, online communities, personalized learning, flipped classroom, educational technology tools and instructional strategies.

Oversee the development and publication of staff development training schedules in district calendaring tool.

Use the internet as a resource for personal and professional development and for the enhancement of teaching and learning.

Facilitator and committee member of *Foundations of Effective Literacy Instruction* for Milwaukee Public Schools Comprehensive Literacy Plan

Expert Technology Integrator

Designs, develops and teaches students and professional development courses using a wide range of instructional techniques and application software. Implement effective staff development courses both in traditional and online formats.

Publishes and maintains websites using Word Press and Google Sites.

Expert user of key application software and hardware including: Google's G Suite tools, Microsoft Word, Excel, PowerPoint, and Outlook, Office 365

Utilizes troubleshooting techniques and hardware knowledge to maintain laptops,

and learning in MPS.”

Neva Moga

Chromebooks, SMART Boards, and video conferencing equipment.

Employment

- **Instructional Technology Supervisor, Curriculum & Instruction**, 2015 to present, Milwaukee Public Schools, Milwaukee, WI
- **Professional Development Supervisor, Organizational Development** 2013 to 2015, Milwaukee Public Schools, Milwaukee, WI
- **Instructional Technology Specialist, Curriculum & Instruction**, 2003 to 2013, Milwaukee Public Schools, Milwaukee, WI
- **Education Adjunct Faculty**, 2008 to 2016, Carroll University, Waukesha, WI
 - Technology to Enhance the Writing Process
 - Applying Technology in the K-12 Classroom
 - Understanding Self, Race, Class and Gender to Leverage Student Achievement
- **Education Adjunct Faculty, Online Course Instructor**, 2004 to 2007, Cardinal Stritch University, Milwaukee, WI
- **Teacher, John Burroughs Middle School**, 1997 to 2003, Milwaukee Public Schools, Milwaukee, WI

Professional Affiliations

International Society for Technology in Education Member

Cognitive Coaching™ Certification

Microsoft Peer Coaching Facilitator

Discovery Educator Network STAR Educator

Member of Statewide Digital Learning Advisory Council

Library Information and Technology Advisory Committee Member

Metropolitan Milwaukee Association of Black School Educators (MMABSE) member and conference presenter

Awards

Digital Literacies Award, Wisconsin State Reading Association, 2020

Presenter at national and statewide conferences: MY Access! User Conference, Early Childhood Conference, National Educational Computing Conference, International Society of Technology in Education Conference, Association of Wisconsin School Administrators convention, SLATE (School Leaders Advancing Technology in Education), National Convening on Personalized Learning.

Denise M. Fields



Summary

Experienced Positive Behavioral Interventions and Support (PBIS) Coach. Skilled in working with school staff to set up systems to provide student support in a Multi-tiered System of Support. Strong community and social services professional with a 316 reading license.

Experience



Grant Specialist

August 2019 – present

Milwaukee Public Schools

- Provides leadership and coordination during the development of major grant proposals for district-level projects.
- Facilitates the work of grant writing teams, develops timelines and manages overall work plans to ensure timely and quality submissions as well as compliance with state and federal requirements.
- Reviews, edits and formats grant applications and other district documents as needed for public distribution.
- Writes and develops narrative for various proposals including components such as logic models, management plans, project plans, needs assessments, etc.
- Creates comprehensive, multi-year budgets and budget narrative based on specifications sets by the funder.
- Formats documents to create appealing materials that include dynamic graphic design elements aligning to the district brand.
- Identifies and works to procure potential sources of external funding to support district and school initiatives.
- Ensure that the district's major grant proposals are aligned with the district's strategic plan and identified priorities.
- Provides reports and updates on projects to supervisor, school leadership and district administration.
- Develops and maintains collaborative relationships with schools, district staff, parents, non-public school representatives, local, state, and federal officials, institutions of higher education, and business representatives.
- Organizes grant project implementation monitoring meetings, tools, work plans, etc. to ensure achievement of milestones and spending targets.
- Maintains high-quality data entry and monitoring practices using the department's project management platform and financial system.
- Represents the district at national, state and regional grant meetings and workshops.
- Gathers and updates department materials, develops handbooks and ensures that all aspects of grant writing are supported.



Rtl/PBIS coach

Aug 2014- August 2019

Milwaukee Public Schools

- Ensure that Response to Intervention (Rtl) for behavior is implemented with fidelity
- Support teams with data-based decision-making, planning, and implementation of PBIS
- Facilitate Internal Coaches meetings
- Collaborate with Central Region Support Staff and other departments
- Plan and facilitate professional development
- Trainer for Restorative Practices, PBIS, and CPI



Response to Intervention Specialist-Central Region

Nov 2013 - Jul 2014

Milwaukee Public Schools

9 months

- Provide ongoing technical support and training
- Assist in and complete data collection and analysis
- Commit to ongoing professional development in the areas related to RtI



Academic Coach of Literacy

Aug 2011 - Nov 2013

Milwaukee Public Schools

2 years 4 months

Academic Coach - Literacy at Roosevelt Middle School of the Arts.



Clarke CLC Academic Coordinator

2012 - Aug 2013

Boys and Girls Club of Milwaukee

1 year 8 months

Academic Coordinator for after school program.



4th Grade teacher

Oct 2010 - Sep 2011

Bryant Elementary Milwaukee Public Schools

1 year

- Instructed students in all academic subject areas
- Integrated use of technology into lessons



Grant Project Assistant

Jul 2009 - Oct 2010

Milwaukee Public Schools

1 year 4 months

- Wrote grant applications, according to format required and submitted application to funding agency
- Facilitated Basics of Grant Writing professional development four times per year.
- Assisted in proposal development with heads of departments
- Created district wide training through Mediasite presentations

- Maintained current records in database, including grant tracking and reporting



Reading Intervention Teacher/Reading First Coordinator

Apr 2008 - Jul 2009

Siefert Elementary School, Milwaukee Public Schools

1 year 4 months

- Provided professional development, modeled lessons and collaborated with teachers
- Provided interventions for small groups of students in 1st through 3rd grade
- Analyzed data to develop strategies to improve student achievement

4th Grade Summer School Teacher

- Lead instruction in reading and mathematics
- Collected and utilized data to gauge student progress



Reading First Coordinator/Literacy Coach/School Implementor

Aug 2002 - Apr 2008

Twenty-First Street Elementary School, Milwaukee Public Schools

5 years 9 months

- Wrote and coordinated the Reading First grant for grades K5 through 3rd grade
- Modeled lessons and collaborated with teachers on the best practices for reading and math
- Collected, utilized and disseminated data to better inform teachers of student progress
- Wrote and coordinated NEA grants and Jordan Foundation Grant



5th Grade Focus Teacher

Aug 1999 - Jun 2002

Milwaukee Public Schools

2 years 11 months

- Team taught with focus in science and writing

Education



Concordia University-Wisconsin

1994 - 1997

MA, Curriculum and Instruction



Concordia University-Wisconsin

1984 - 1988

BS, Education

Skills



Response to Intervention • Staff Development • Educational Leadership • Data Analysis • Grant Writing • Coaching • Written Communication • Oral Communication • Microsoft Office • Collaborative Work

Certifications

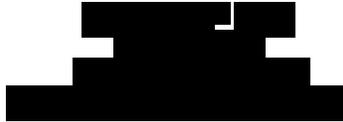
Professional Development for Teaching Online Courses • Viterbo University

Aug 2012 - Present

Reading Teacher • Wisconsin Department of Public Instruction

316 • Jul 2012 - Present

Lisa Chatman



Academics

- Master of Science in Educational Computing, 2002 Cardinal Stritch University
- Bachelor of Arts in Business Management, 1990 Lakeland College
- Licensure: 158 Elementary Teacher/ 902 Library Media Specialist

Summary of Qualifications

- Track record of achievement in administering programs in a large urban district.
- Experience in providing peer counseling, training/development, instruction, and consulting.
- Expertise in problem resolution and curriculum design.
- Excellent technology proficiency.

Professional Experience

Milwaukee Public Schools, District Library Media Specialist, Curriculum and Instruction **2007 to present**

Provide support to school leaders on various initiatives and topics in accordance with the district's requirements. Facilitate professional development sessions and communicate effectively with school and district staff. Inform teaching staff about data, instructional practices, and provide effective/descriptive feedback on classroom observations. Work closely with district curriculum specialists and colleagues on various educational issues. Manage and supervise the selection and distribution of textbooks and instructional materials district-wide. Serve as a participant on various community and state-wide committees.

Milwaukee Public Schools, School Library Media Specialist **1998-2007**

Offered support to classroom teachers with the integration of technology resources into their lesson plans. Designed and delivered curriculum, material, and course outlines. Evaluated and critiqued papers and class presentations. Challenged students, encourage participation and attendance, and motivated students to learn effectively. Provided instruction to students and staff in various courses including Library Media and Research, Reading/Literacy, Critical Thinking, Classroom Management and Career Skills.

Lisa Chatman



Page Two

State Farm Insurance Insurance Agent **1991-1997**

Assisted clients in choosing insurance policies that suited their needs. Prepared reports and handled policy renewals. Marketed/advertised for new clients and developed clientele. Hired and supervised sales staff. Communicated with corporate financial and general management officers to set up insurance policies and procedures.

**Blue Cross and Blue Shield
Corporate Training Specialist**

1989-1991

Designed and delivered a variety of training courses for employees. Applied principles of adult learning to create interactive programs that helped learners apply skills on-the-job. Collaborated with the training team, subject matter experts, and department chairs to identify learning requirements and recommend appropriate strategies to meet the business needs. Performed miscellaneous duties related to training and development.

CERTIFICATION and AFFILIATIONS

Middle School Teacher (518)

Professional Library Media Specialist (903)

Microsoft Peer Coaching Facilitator

Wisconsin Educational Media and Technology Association (WEMTA)

American Library Association (ALA)



June 29, 2020

The Honorable Betsy DeVos
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary DeVos:

I am writing in support of Wisconsin Department of Public Instruction's (DPI) grant application for the fiscal year 2020 Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM).

COVID-19 exacerbated inequities in Wisconsin. Wisconsin has the largest achievement gap in the nation. There were particular challenges in Milwaukee to ensure broadband and devices to access the internet to students. Milwaukee Public Schools (MPS) serves approximately 75,000, with a socioeconomic profile in which four out of five students (83%) are economically disadvantaged. Many of the families in MPS do not have access to the online resources to support and enrich learning. The district recognizes that remote learning may pose challenges for a wide range of learners. Students experiencing poverty, students with disabilities, and families without work flexibility may not have equal resources as their peers.

Under this grant application, DPI would work with MPS to develop and execute a districtwide plan for identifying the most disadvantaged students and parents to be the recipients of devices and training for a successful remote learning experience.

This grant would have a large impact on MPS's ability to deliver instruction in the event of another school closure and the ability to provide extended learning opportunities and complete work beyond the school day.

Dr. Annette R. Smith

Professional Profile

I am a mission driven, goal-oriented leader with a proven passion for leadership, education and technology. I continue to look for ways to build systems and infrastructure that engages people in meaningful experiences.

Qualifications

- Visionary leader and creative problem solver.
- Experience in both education and industry with a background in mentoring, coaching, change management and systems thinking.
- Project manager with a history of successful, high level implementations.

Professional Background

Director of Instructional Technology Services – Department of Public Instruction, 125 S. Webster, Madison, WI 53703. (2018-current)

Direct a team responsible for all aspects of infrastructure, help desk, open education resources, technology grants, e-rate and support. Includes hiring, coaching, team development, technology implementations, supervision, project management oversight, and leadership.

Director of Accounts – TeachingBooks.net, 4510 Regent St., Madison, WI 53705. (2013-current)

Direct a team responsible for all aspects of account acquisition, technology, and support. Includes hiring, coaching, team development, technology implementations, designing and guiding professional development for customers virtually and in person.

Executive Director – Smith and Gann Educational Consulting (Current)

Working with organizations supporting project management and implementing change. Contract with International Society for Technology in Education on the 2017 refresh of the Administrator Standards.

Ad Hoc Instructor – Cardinal Stritch University (2014)

Taught online courses for the library media licensure program.

Technology Director – Westosha School District, 24617 75th St., Salem, WI 53168. (2009-2013)

Director of the team responsible for infrastructure, design, training staff and implementing 1-1 technology for all students and staff.

Assistant Professor - UW Oshkosh, College of Education and Human Services, Department of Human Services and Educational Leadership, 800 Algoma Blvd., Oshkosh, WI 54901 (2006-2009)

Developed and lead instructor courses for bachelor and masters education program including literature, methods, information literacy, and organizational theory.

Technology Director - School District of Milton, 114 W. High Street, Milton, WI 53563. (2001-2005)

Director for IT Department, growing the program from a one person shop to staff of seven. Designed infrastructure, including fiber installation, hardware, software implementation and support systems.

Education

Ph.D. University of Wisconsin Madison, Madison, WI 53703
2005 (Department of Educational Leadership and Policy Analysis)

M.A. University of Wisconsin Oshkosh, Oshkosh, WI 54901
1992-1995 (Educational Leadership)

B.S. University of North Dakota, Grand Forks, ND 58202
1981-1985 (Elementary Education and Library Science/Audio Visual)

Recent Recognitions

- Volunteer Hall of Fame (2015) Consortium for School Networking.
- Founding member Wisconsin Educational Technology Leaders.
- Making It Happen Award (2010) International Society for Technology and Education.
- Wisconsin Technology Initiative (WTI) – Westosha Fall 2012 (33,000).

Recent Professional Presentations

- Gann, K. & Smith, A. (Jan. 2018). Strategies to succeed during leadership transitions. Florida Educational Technology Conference.

- Gann, K. & Smith, A. (2017). There they go again! Surviving leadership transitions. International Society for Technology in Education Conference.
- Gann, K. & Smith, A. (2016) “Managing Change“ International Society for Technology in Education Conference.
- Gann, K. & Smith, A. (2015) “Leadership in an Era of Change“ Consortium for School Networking.
- Smith A., Spear, B., & Surber, C. (2013) “Bring your own devices, Year Four.” International Society for Technology in Education Conference.
- Smith A., Spear, B., & Surber, C. (2012) “Bring your own devices, one districts three year experience.” International Society for Technology in Education Conference.
- Smith, A. Panel Member (2012) “Opening Keynote Panel Day 2,” WISCNET Future Technology Conference.
- Smith, A. Poster Presentation (2011) “ China, expanding collaboration through school visits.” International Society for Technology in Education Conference 2011.

Selected
Publications

- Gann, K. & Smith, A. (2016) “Creating a Culture for Sustainable Change: Guest Blog.”
<http://blog.sungardk12.com/creating-a-culture-for-sustainable-change>.
- Gann, K. & Smith, A. (2015) “4 Strategies Guiding People Through Change: Guest Blog Post.”
<http://www.smartbrief.com/original/2015/05/4-strategies-guiding-people-through-change>.
- Halverson, R. & Smith, A. Keynote presentation (2010) “How new technologies have (and have not) changed teaching and learning in schools.” The Capital Region Society for Technology in Education Cyberconference 2010.
- Halverson, R. & Smith, A. (2009 - 2010) “How new technologies have (and have not) changed teaching and learning in schools.” *Journal of Computing in Teacher Education*, Vol. 26, No. 2.
- Smith, A. (2008). “Wisconsin Partnership for 21st Century Skills – Library Media Specialists Making an Impact.” *School Library Media Activities Monthly*, Vol. XXV, No. 4.

June 29, 2020

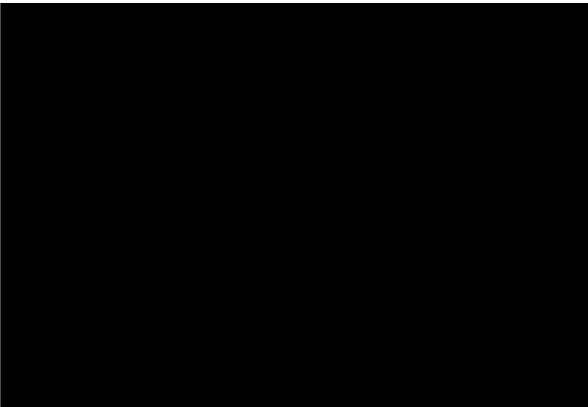
The Honorable Betsy DeVos
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary DeVos:

The Wisconsin Department of Public Instruction (WDPI) is applying for funds under the Education Stabilization Fund-Rethink K12 Education Models Grants to address absolute priority one, continued learning parent microgrants, to allow a parent to access high-quality remote learning options to meet student educational needs.

WDPI has identified Milwaukee Public Schools (MPS) as a partner in this project. MPS is Wisconsin's largest school district, has the largest number of schools identified for comprehensive and targeted support under the Elementary and Secondary Education Act and has one of the highest poverty rates in the state at just over 83 percent.

Under this proposal DPI will approve a plan from MPS to develop and execute a districtwide plan for identifying the most disadvantaged public and private school students and parents to be the recipients of devices and training for a successful remote learning experience. Please contact me with any questions you may have at [REDACTED] or [REDACTED]



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

Budget Narrative – Continued Learning Parent Microgrants

BUDGET SUMMARY

The Wisconsin Department of Public Instruction (WDPI) is requesting funds under this grant to address absolute priority one, continued learning parent microgrants, to allow a parent to access high-quality remote learning options to meet student educational needs.

WDPI has identified Milwaukee Public Schools (MPS) as a partner in this project. MPS will both identify eligible public and nonpublic school families and provide access to a menu of services and supports available from MPS and other providers for parents to choose from with their grant funding.

Grant funds are expected to be allocated as described in the detailed proposed budget. This budget is built based on expectations surrounding services parents and families may choose in using their microgrants. If certain services are not chosen, the actual budget will reflect parent choices accordingly. This budget meets the requirement that at least 80 percent of grant funds are used for services directly utilized by public and nonpublic school students under the microgrants and no more than five percent of grant funds are used for administrative costs.

This budget was built around the following project goals:

- Ensuring identified families have devices to access online instruction.
- Creating a successful online experience for students.
 - Preparing teachers with the tools and skills necessary to provide instruction aligned to the instructional standard of care.
 - Creating systems of support at the district and school level to best support families and school teams.
- Additional student learning through the provision of standards-based core instruction and continued access to student intervention learning plans.

BUDGET DETAILS

Federal Funds	Year 1 (2020-21)
1. PERSONNEL	

Instructional Technology Coaches - The 4.0 FTE coach positions will support families and teachers districtwide with one-on-one support, virtual training and ongoing professional development (PD), and troubleshooting on integrating instructional technology into learning at all grade levels. The positions will be specialized and assigned by school region [REDACTED]. [REDACTED] The coaches will report to MPS's Instructional Technology Supervisor.

Library Media Instructional Coaches - The 2.0 FTE coach positions will support families and teachers districtwide with one-on-one support, virtual training and professional development (PD), job-embedded coaching and troubleshooting with families on the use of library media resources and instructional technology. The positions will support and coach the library media specialists who will manage the check out process and library support staff spread across MPS schools. [REDACTED]. [REDACTED] The coaches will report to MPS's District Library Media Specialist.

New Educator Summer Hours for Instructional Technology PD - Educators that are new to the instructional technology will undergo an eight hour training on the district's online education platforms and supplemental programs to increase capacity and the ability to support families who need assistance integrating virtual resources and technology into student learning. This will also be offered to teachers who need a refresher course. [REDACTED]. [REDACTED] The district anticipates hosting 250 participants through this offering. The session is expected to span two days with multiple offerings held in August 2020.

Instructional Technology School-Level Champion Stipend - Each school will identify an instructional technology champion who will be a school-level resource for all staff to support identified families in their building on the online platforms and communication systems used by the school. [REDACTED]. [REDACTED]. There are approximately 140 traditional schools who would assign an instructional technology champion. The champions will be supported through the Department of Curriculum & Instruction's instructional technology team.

Part-time Certificated Hours - Ongoing one-on-one support, virtual training and PD will be offered periodically during after school hours for families and teachers to expand their capacity, troubleshoot a program or content area, and collaborate with other district teachers and instructional technology coaches. This training will adapt based on feedback from families during the 3 month survey. The district anticipates holding four, 1.5 hour sessions monthly for ten months. [REDACTED]. [REDACTED] Approximately 50 teachers will participate in each session.

Parent Coordinator and Paraprofessional Hours for Instructional Technology PD - School leaders will identify their parent coordinator and up to three paraprofessionals in their building to attend a six hour PD on the instructional technology used in MPS so that they can offer one-on-one support to families who choose this option\ . As a result of the training, attending individuals will be able to provide tutorials for parents and students on the devices issued and educational platforms adopted by their school. [REDACTED]

Library Media Specialists Hours for Instructional Technology PD - Library media specialists will receive a similar training as the parent coordinators, new educators and instructional technology coaches to support teachers, families and students with device use and online educational programs. Specialists will also be trained on inventorying devices and issuing them to students following district distribution protocol. They will facilitate the Chromebook Check-out Agreement and Acceptable Use Protocol. [REDACTED] The district anticipates hosting 140 participants for eight hours. The session is expected to span two days with multiple offerings held in August 2020.

Total :

2. FRINGE BENEFITS

3. TRAVEL

N/A	
Total:	\$ -
4. EQUIPMENT	
N/A. See Supplies.	\$ -
Total:	\$ -
5. SUPPLIES	
Chromebooks with Distance Learning Bundle (CB 3G 12M) - A Chromebook distribution protocol will be put in place to disseminate LTE internet-enabled Chromebooks with Verizon Wireless service and filtered internet access for 12 months to students and families meeting need and eligibility criteria. The cost includes the device, Chromebook management console license, carrying case, telecommunication administration fees and shipping at a rate of \$770 per device for 10,000 devices. Devices will be managed and supported by the MPS Department of Technology.	\$ 7,700,000
Chromebooks with Google License - A Chromebook distribution protocol will be put in place to disseminate Acer C871 Chromebooks to students and families meeting need and eligibility criteria and already have internet connectivity. These devices will checked out to students to use at home for remote learning. The cost includes the device, Google license and configuration at a rate of \$274 per device for 10,000 devices. Devices will be managed and supported by the MPS Department of Technology.	\$ 2,740,000
Total:	\$ 10,440,000
6. Contractual	

<p>Online Educational Service Contract(s) - MPS will refine the use of the various technology tools for remote learning that are made available to families. This includes platforms for virtual workspace and communication between teachers and families; teaching tools; supplemental educational programs accessible during school and during remote learning; special education applications to ensure access for all; and assessment tools. One-on-one support, training and professional development will coincide with the tools identified for expansion over the 2020 summer. The project budget allocates resources for each grade band (K-5, 6-8 and 9-12) to enhance MPS's ability to support families who need to learn remotely.</p>	<p>\$ 1,200,000</p>
<p>Community Partner Student Services Contract(s) - MPS works with a variety of community partners that provide direct services to students during and after the school day including tutoring, mentoring, youth development programming, recreational opportunities, community school support and academic enrichment. Partners include Boys and Girls Clubs of Greater Milwaukee, United Way of Greater Milwaukee & Waukesha County, City Year Milwaukee, COA Youth and Family Centers, and many more. During the 2020-21 school year, these partners will continue to conduct family outreach for social-emotional and academic support during traditional and remote work settings. Additional contract funds will allow community partner staff to learn about the online academic platforms and supplemental learning programs used by schools and provide support to the identified families. Partners will be equipped to support students during their outreach while remote learning is occurring and provide program continuity in the after school setting.</p>	<p>\$ 850,000</p>
<p style="text-align: right;">Total:</p>	<p>\$ 2,050,000</p>
<p>Direct costs</p>	<p>[REDACTED]</p>
<p>Indirect Cost rate currently is [REDACTED]</p>	<p>[REDACTED]</p>
<p style="text-align: right;">Subtotal</p>	<p>[REDACTED]</p>
<p>DPI Grant Costs</p>	<p>[REDACTED]</p>
<p>[REDACTED]</p>	<p>[REDACTED]</p>

Grant Total

