

**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 # S425B200029**

**Grants.gov Tracking#: GRANT13154371**

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200029

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

**Application for Federal Assistance SF-424**

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

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

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

**State Use Only:**

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

**8. APPLICANT INFORMATION:**

\* a. Legal Name:

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

**d. Address:**

|                      |  |
|----------------------|--|
| * Street1:           | <input type="text" value="2500 N. Lincoln Blvd."/> |
| Street2:             | <input type="text"/>                               |
| * City:              | <input type="text" value="Oklahoma City"/>         |
| County/Parish:       | <input type="text" value="Oklahoma"/>              |
| * State:             | <input type="text" value="OK: Oklahoma"/>          |
| Province:            | <input type="text"/>                               |
| * Country:           | <input type="text" value="USA: UNITED STATES"/>    |
| * Zip / Postal Code: | <input type="text" value="731050000"/>             |

**e. Organizational Unit:**

|  |  |
|--|--|
| Department Name:<br><input type="text"/> | Division Name:<br><input type="text"/> |
|--|--|

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

|  |  |
|--|--|
| Prefix: <input type="text" value="Dr."/>         | * First Name: <input type="text" value="Robyn"/> |
| Middle Name: <input type="text"/>                |  |
| * Last Name: <input type="text" value="Miller"/> |  |
| Suffix: <input type="text"/>                     |  |

Title:

Organizational Affiliation:

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

\* Email:

**Application for Federal Assistance SF-424**

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.425

CFDA Title:

Education Stabilization Fund

**\* 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

\* Title:

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

**13. Competition Identification Number:**

84-425B2020-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

OK to LEARN

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

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



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

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

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

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

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

Yes  No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

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

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

Name of Institution/Organization

Oklahoma State Department of Education

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

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

| Budget Categories                 | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Total (f)    |
|-----------------------------------|--------------------|--------------------|--------------------|--------------------|--------------------|--------------|
| 1. Personnel                      |                    |                    |                    |                    |                    |              |
| 2. Fringe Benefits                |                    |                    |                    |                    |                    |              |
| 3. Travel                         | 46,110.00          | 46,110.00          | 46,110.00          |                    |                    | 138,330.00   |
| 4. Equipment                      | 0.00               | 0.00               | 0.00               |                    |                    | 0.00         |
| 5. Supplies                       | 25,400.00          | 9,600.00           | 9,600.00           |                    |                    | 44,600.00    |
| 6. Contractual                    | 3,050,000.00       | 1,700,000.00       | 1,700,000.00       |                    |                    | 6,450,000.00 |
| 7. Construction                   | 0.00               | 0.00               | 0.00               |                    |                    | 0.00         |
| 8. Other                          | 774,000.00         | 2,160,000.00       | 2,160,000.00       |                    |                    | 5,094,000.00 |
| 9. Total Direct Costs (lines 1-8) |                    |                    |                    |                    |                    |              |
| 10. Indirect Costs*               |                    |                    |                    |                    |                    |              |
| 11. Training Stipends             | 0.00               | 0.00               | 0.00               |                    |                    | 0.00         |
| 12. Total Costs (lines 9-11)      |                    |                    |                    |                    |                    |              |

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is  %.

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

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

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

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

PR/Award # S425B200029

|  |   |  |
|--|---|--|
| Name of Institution/Organization<br>Oklahoma State Department of Education | Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form. |  |
|--|---|--|

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

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

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

ED 524

# DISCLOSURE OF LOBBYING ACTIVITIES

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

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

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

**4. Name and Address of Reporting Entity:**

Prime     SubAwardee

\* Name: Oklahoma State Department of Education

\* Street 1: 2500 N. Lincoln Blvd.    Street 2: \_\_\_\_\_

\* City: Oklahoma City    State: OK: Oklahoma    Zip: 731050000

Congressional District, if known: OK-005

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

|   |   |
|---|---|
| <b>6. * Federal Department/Agency:</b><br>U. S. Department of Education | <b>7. * Federal Program Name/Description:</b><br>Education Stabilization Fund |
|   | CFDA Number, if applicable: 84.425  |

|   |   |
|---|---|
| <b>8. Federal Action Number, if known:</b><br>_____ | <b>9. Award Amount, if known:</b><br>\$ 15,369,642.00 |
|---|---|

**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 N/A

\* City N/A State \_\_\_\_\_ Zip N/A

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

Prefix \_\_\_\_\_ \* First Name N/A Middle Name \_\_\_\_\_

\* Last Name N/A Suffix \_\_\_\_\_

\* Street 1 N/A Street 2 \_\_\_\_\_

\* City N/A State \_\_\_\_\_ Zip N/A

**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: \_\_\_\_\_

\* First Name Joy Middle Name \_\_\_\_\_

\* Last Name Hofmeister Suffix \_\_\_\_\_

Title: State Superintendent for Public Instruction 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 [REDACTED] and reference the OMB Control Number 1894-0005.

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

1234-OK to LEARN GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

### **Compliance with General Education Provisions Act §427**

Concerning its compliance as an applicant for a new award with the General Education Provisions Act (GEPA) §427, the Oklahoma State Department of Education assures the United States Department of Education that it will take appropriate steps to ensure equitable access to and participation for students, parents, and other beneficiaries with special needs in its proposed OK to LEARN grant program. The Oklahoma State Department of Education will serve all children in grades K-12 in any school district in the state that wishes to participate. The Oklahoma State Department of Education's program will have diverse students with disabilities. It will have low incidence populations of students with auditory disabilities according to state student records.

The OK to LEARN program will use several internal and external sources of assistance for communicating with students with hearing impairments. It also will have low incidence populations of students with visual impairments. This program will use or create and/or purchase large print and/or audiotape materials to accommodate these students, as appropriate, and will make adjustments to ensure participation of all students. The OK to LEARN program will have students with orthopedic disabilities or other mobility impairments. The Oklahoma Department of Education will ensure that students with any physical disability or mobility impairment will be accommodated for travel to and from the campus and ensure handicap accessible facilities are available to accommodate students during campus visits. The Oklahoma State Department of Education will provide accessible facilities to accommodate project-related meetings and will work with parents and community service providers to ensure that wheelchairs and similar assistive technologies will be available for program participants when needed. Similar accommodations for special needs will be made for adult participants (e.g., parents and staff members) in project-funded activities.

In addition, all program activities will be advertised in appropriate facilities in an effort to inform all community/state members of this project. It is the policy and practice of the Oklahoma State Department of Education not to discriminate in providing services on the basis of gender, race, national origin, sexual orientation, color, disability, or age.

## 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.

|   |  |
|---|--|
| <b>* APPLICANT'S ORGANIZATION</b><br>Oklahoma State Department of Education       |  |
| <b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>                      |  |
| Prefix: <input type="text"/>  | * First Name: <input type="text" value="Joy"/> Middle Name: <input type="text"/> |
| * Last Name: <input type="text" value="Hofmeister"/>                              | Suffix: <input type="text"/>   |
| * Title: <input type="text" value="State Superintendent for Public Instruction"/> |  |
| * SIGNATURE: <input type="text" value="Robyn D Miller"/>                          | * DATE: <input type="text" value="06/29/2020"/>                                  |

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

**1. Project Director:**

|                |                      |              |                      |         |
|----------------|----------------------|--------------|----------------------|---------|
| Prefix:<br>Dr. | First Name:<br>Robyn | Middle Name: | Last Name:<br>Miller | Suffix: |
|----------------|----------------------|--------------|----------------------|---------|

Address:

|           |                       |
|-----------|-----------------------|
| Street1:  | 2500 N. Lincoln Blvd. |
| Street2:  |                       |
| City:     | Oklahoma City         |
| County:   | Oklahoma              |
| State:    | OK: Oklahoma          |
| Zip Code: | 731050000             |
| Country:  | USA: UNITED STATES    |

|   |                             |
|---|-----------------------------|
| Phone Number (give area code)   | Fax Number (give area code) |
|  [Redacted] | [Redacted]                  |

Email Address:  
 [Redacted]

**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.

## 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:

**Oklahoma State Department of Education**  
**OK to LEARN Abstract**

According to the criteria from the U.S. Department of Education, Oklahoma ranks in the 61<sup>st</sup> to 80<sup>th</sup> percentile category based on the four factors equally weighted to determine program eligibility. The Oklahoma State Department of Education (OSDE) is applying for funds to implement the **OK to Learn** project addressing Absolute Priority 3 – Field-based projects for educational models for remote learning to improve student outcomes. The COVID-19 pandemic has shuttered schools in Oklahoma, upending traditional approaches to education. The health threats posed by the Coronavirus, a sudden shift to remote teaching and added caretaking responsibilities at home have created a uniquely stressful and demanding context for teachers' work. Major concerns were expressed by Oklahoma teachers in a recent survey (*April 2020*), concerning their wellbeing during the pandemic and their ability to successfully deliver remote instruction. Teachers have also expressed apprehension about their willingness to return to the classroom when schools are able to reopen. Even more troubling are projections of substantial student learning loss and the likelihood that differential access to technology and learning supports at home are exacerbating longstanding achievement gaps along racial and socio-economic lines. To combat these fears and to arm Oklahoma teachers with the tools they need to be successful in these unprecedented times, the **OK to Learn** project will seek to achieve the following objectives: providing distance learning professional development for teachers, including a focus on performance-based assessments; providing student academic and social emotional support through blended learning opportunities; and creating a Parent-Pro program to build the skills of parents to become para-professionals in the schools leading to an increased Oklahoma teacher workforce.

## Project Narrative File(s)

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Oklahoma State Department of Education  
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## Oklahoma State Department of Education

### Project Narrative

The COVID-19 pandemic has shuttered schools in Oklahoma, upending traditional approaches to education. The health threats posed by the Coronavirus, a sudden shift to remote teaching and added caretaking responsibilities at home have created a uniquely stressful and demanding context for teachers' work. Major concerns were expressed by Oklahoma teachers in a recent survey (*April 2020*), concerning their wellbeing during the pandemic and their ability to successfully deliver remote instruction. Teachers have also expressed apprehension about their willingness to return to the classroom when schools are able to reopen. Even more troubling are projections of substantial student learning loss and the likelihood that differential access to technology and learning supports at home are exacerbating longstanding achievement gaps along racial and socio-economic lines. To combat these fears and to arm Oklahoma teachers with the tools they need to be successful in these unprecedented times, the Oklahoma State Department of Education (OSDE) is seeking funds to implement the **OK to Learn** project addressing Absolute Priority 3 – Field-based projects for educational models for remote learning to improve student outcomes. This project will provide distance learning professional development for teachers, including a focus on performance-based assessments, will provide student academic and social emotional support through blended learning opportunities and will create a Parent-Pro program to build the skills of parents to become para-professionals in the schools leading to an increased Oklahoma teacher workforce.

#### **A. Highest Coronavirus Burden (40 Points)**

**1. Extent to Which the Applicant is in the Percentile Range (20 Points)** – According to the criteria from the U.S. Department of Education, Oklahoma ranks in the 61<sup>st</sup> to 80<sup>th</sup> percentile

category based on the four factors equally weighted to determine program eligibility. Oklahoma data include a percentage of the population without broadband access at 14.4%, a student poverty rate of 19.41%, a statewide .68% share of COVID-19 cases per capita, and 28.40% of students who are enrolled in rural local education agencies.

**2. Applicant has a High Coronavirus Burden Based on Indicators and Information Factors Identified by the Applicant (20 Points)** – On March 25, 2020, the State Board of Education directed all accredited public schools to suspend all in-person and extracurricular activities and close all school buildings for the remainder of the 2019-20 school year through at least May 8<sup>th</sup>, 2020. Exceptions to this directive included staff providing nutrition services, facilitating or supporting required delivery of distance learning and essential core services, such as governance, human resources, billing, maintenance and continuity core services. As a result, Oklahoma received a waiver from the U.S. Department of Education to forego federally required state tests in grades 3-8 and high school for the 2019-20 school year. Additionally, the Oklahoma School Report Cards – which included data calculations from federally required assessments and other indicators – were suspended for the 2019-20 school year.

According to the U.S. Census House Pulse Survey conducted on May 7-12, 2020 in Oklahoma, COVID-19 is having a devastating impact on the finances of Oklahoma households, with 36.2% of online survey participants reporting they missed either last month's rent or mortgage payment or they had little confidence in their ability to make next month's payment. Nearly half of Oklahomans surveyed – 47.6% reported someone in their household had experienced a loss of income since March 13, and 8.7% of household adults reported that either sometimes or often they had not had enough food to eat within the last seven days.

**State of Coronavirus in Oklahoma Today:** As the state has phased in to a return to “business as usual,” according to John Hopkins University, cases of the novel coronavirus in Oklahoma continues to climb in the month of June. The state reported a record 478 new infections on June 21, 2020, the highest daily case count since the outbreak began. A record single-day rise of 143 cases was also reported for Sunday, June 21, 2020 in Tulsa County, according to the latest data from the Tulsa Health Department. In Oklahoma City, the largest city in the state, new cases of the virus have spiked in the past two weeks, and now are averaging 80 new cases per day. The first peak at the beginning of April, Oklahoma City only averaged 50 cases per day. This spike has happened in an environment where total tests administered have declined (due to diminishing demand) and where the percentage of people testing positive has increased. As of June 25, 2020, there are 11,948 cases of COVID-19 in Oklahoma and 375 deaths from the virus.

**National Research on Impact of COVID-19 on Student Learning:** A May 2020 research study conducted at Brown University determined the academic impact of the COVID-19 virus on K-12 students in the United States where the majority of students missed an entire nine weeks of face-to-face instruction due to COVID-19. The questions that are on every educator’s mind is when the pandemic subsides, will students return to school with lower achievement and will the achievement gap between high- and low-achieving students become wider? The research used prior test scores and leveraged research on summer learning patterns to make informed projections of what learning loss due to the pandemic might look like. Current school closures have added to the time that most students already spend at home during the summer months without explicit face-to-face instruction from teachers. Meanwhile, teachers scrambled in the last nine weeks of school to adapt content for an online platform or paper copies of worksheets, while parents juggled work responsibilities (if not joblessness) with caring for and educating their own children. Students themselves were faced

with isolation, anxiety about a deadly virus and uncertainty about the future. In so many ways, the current situation is unprecedented for most people alive today. The research relies heavily on past precedent when trying to understand how COVID-19 might impact achievement in the short and medium term. The researchers used a national sample of over 5 million students in grades 3-8 who took Measures of Academic Progress (MAP) Growth assessments in 2017-2018. These assessments enabled such estimates because MAP Growth was administered multiple times per year, which means test scores are available in fall, winter and spring such that changes in achievement during the year can be understood and anticipated. Researchers compared typical growth for students who completed a standard-length school year to projections under multiple scenarios. These scenarios were directly informed by out-of-school-time research. The results are deeply concerning and indicate that

- **Students may be substantially behind, especially in mathematics.** Thus, teachers of different grade levels may wish to coordinate in order to determine where to begin instruction. Educators will also need to find strategies to assess students early, either formally or informally, to understand exactly where students are academically.
- **Students are likely to enter school with more variability in their academic skills than under normal circumstances.** Therefore, educators may need to consider ways to further differentiate instruction or provide opportunities for individualized learning.
- **Students who lose the most during the summer tend to gain the most when back in school, but this may not hold true for COVID-19.** Regardless, the ground that students have to make up during the 2020-21 academic year will probably be greater due to COVID-19. Therefore, educators may want to work with students to determine growth rates needed to catch up and set learning goals for the year that are ambitious but obtainable.

**Impact of COVID-19 on Oklahoma Teacher Practices and Challenges:** The Oklahoma Education Association (OEA) conducted a teacher survey the week of May 15, 2020 to support districts in better understanding and responding to teachers' experience in working remotely from home. A total of 2,879 teachers responded to the survey. Findings suggest the sudden move to remote teaching has created substantial challenges for teachers' work and limited the degree to which students can engage in learning. It was noted that mid-career teachers – those most likely to have children at home – have particularly struggled to balance their work responsibilities with their home lives during the pandemic. Veteran teachers were over three times more likely than early-career teachers to report being uncomfortable using the technological tools required for teaching at home. Importantly, schools with more supportive working conditions have been far more successful at helping their teachers maintain a sense of success during the pandemic. Oklahoma teachers estimate that, on average, only 60% of students were engaged in remote learning on a regular basis, with wide gaps in perceived engagement along racial and socio-economic lines. Teachers working in high-poverty schools report their students are facing dramatically more challenging experiences engaging in schools. Their students are less likely to have the technology they need to access online resources, and consequently, are less likely to engage in remote learning activities on a regular basis. Even with district support, teachers report that teaching remotely during the pandemic has been a major challenge. Teachers' sense of success dropped substantially after the transition to remote teaching.

- Overall, the percentage of teachers who feel successful dropped from 96% to 73% when comparing teaching face-to-face to remote teaching.

- The number of early-career teachers (less than five years) that feel successful dropped by 20 points, compared to a 25% drop for mid-career teachers (5-15 years) and a 10% drop for veteran teachers (more than 15 years of experience).

Teachers, particularly mid-career teachers, struggled to balance their work with the demands of their personal lives during the pandemic.

- Overall, 16% of teachers' report they have struggled to balance their work with other responsibilities.
- Overall, 41% of teachers report that caretaking responsibilities for children or dependent adults have made it difficult to do their job.
- These overall averages mask substantial variation where mid-career teachers report substantially greater challenges than their early- and late-career peers. For example, 51% of mid-career teachers report that caretaking responsibilities make their job difficult, while 39% of early-career teachers and 30% of veteran teachers report these same concerns. These patterns reflect the greater likelihood that mid-career teachers have children at home with them.

Late-career teachers also reported being less comfortable teaching online.

- Overall, 9% of teachers felt uncomfortable using the technological tools required for remote teaching.
- However, 13% of teachers with 20-29 years of experience and 22% of teachers with 30 years of experience or more were not comfortable using online teaching tools, compared to only 6% of teachers with less than 10 years of experience and 7% of teachers with 10-19 years of experience.

## **B. Quality of Project Services and Project Plan (35 Points)**

## **1. Project is an Exceptional Approach to the Absolute Priority Being Addressed (10 Points)**

– The Oklahoma State Department of Education is applying for funding under **Absolute Priority**

**3** – Field-initiated projects for educational models for remote learning to improve student outcomes

and will implement **OK to Learn**, a comprehensive project. Oklahoma teachers state that planning for fall feels more like opening new schools than reopening existing ones. COVID-19 has made teachers rethink schools as not a place, but what is taking place. Learning beyond the walls of the school means a whole new model for the “classroom.” Today’s teachers were not trained to teach in a distance learning environment, use distance learning content, support student learning remotely or engage parents in learning. In addition, 1 in 5 Oklahoma teachers are emergency certified without any of the traditional teacher training. The typical classroom support structures, such as paraprofessionals, are no longer available with a much greater reliance on parents to support learning at home. Therefore, the OSDE will reimagine teaching and learning in a distance learning environment to ensure students obtain the knowledge, skills and habits of mind to be successful in the 21<sup>st</sup> Century.

This grant seeks to

1. Build capacity of performance-based assessments as a strategy to bridge content and learning for in-person and distance learning.
2. Create the extended classroom to engage parents in student learning necessitating both teacher professional development and parent classes to support learning.
3. Train highly engaged parents in formal teacher techniques and create a pathway through higher education to a paraprofessional certificate.
4. Increase employment of Parent-Teachers by guaranteeing trained parents a job as a paraprofessional.

*Goal 1: To improve teaching and learning in a distance learning instruction format.*

**Objective 1.1:** A maximum of 400 teachers per year will make a 50% gain in performance based assessment strategies on a pre/post assessment each year of the project.

**Objective 1.2:** Student academic scores in reading and math for all tested subjects and grades in elementary and middle school will increase 5% per year as measured by Oklahoma State Assessments. Baseline data for reading and math from 2019 will be used for comparison purposes.

**Objective 1.3:** Junior ACT scores will improve by one composite score point per year for each year of the project as measured by the annual ACT Profile Summary Report data beginning in Year Two. Baseline data from 2019 will be used for comparison purposes.

*Goal 2: To increase the Oklahoma teacher workforce.*

**Objective 2.1:** A maximum of 300 Oklahoma parents will complete 65 hours of college coursework in the field of education or general studies over the course of the three year project.

**Objective 2.2:** A minimum of 300 Oklahoma parents will take the Oklahoma General Education Test (OGET) during the course of the three year project.

**Professional Development in Performance Based Assessments:** Assessment includes the formal and informal methods teachers and students use test-taking strategies as an integral process to determine what students know, identify gaps in understanding, modify instruction or instructional support, provide effective feedback and actively engage students in their learning. It is the bridge to increasing teacher effectiveness by closing the loop in curricular resources (e.g., online content), instruction and instructional support and authentic, deeper learning.

**Outcomes** of the project will include

- Providing teachers with a sound approach to implement learning standards with the redefined, extended classroom.
- Enhancing instructional leadership skills of teachers to lead instruction and engage a personalized network of learner supports that includes parents-as-paraprofessionals (Parent-Pros).
- Focusing on practices that promote equity and access for all learners to reach every student regardless of prior knowledge or ability.
- Understanding and implementing balanced assessment systems, including diagnostic tools that may be used to measure student growth.
- Acquire knowledge and skills essential to aligning the rigor and cognitive complexity of standards, instruction and performance assessment.
- Create assessment planning blueprints, high-quality selected response, constructed response and performance measures as well as rubrics and scoring guides for lessons.

Outcome measures will include: (1) Student learning records and artifacts of learning for longitudinal student portfolios; (2) Measures of student growth from incoming ability to the final attainment of deeper learning knowledge, skills and abilities; (3) Classroom performance index calculations for all students on a teacher’s roster and all participating teachers; (4) Utilization of the shareable and searchable performance assessment library for participating districts; and (5) Student performance analytics by performance assessment (aggregate/cross-district/longitudinal).

**Cohort Learning:**

1. Two, one-year professional development program cohorts will be established to begin in June 2021 for up to 400 teachers per cohort to ensure a supply of highly effective teachers are prepared to raise student achievement and improve school performance in-person and

online. Upon completion of training, teachers will receive a micro-credential on their teaching certificate to demonstrate their effectiveness in teaching in a distance learning environment. Teachers will receive a stipend for any training provided during non-contract hours.

2. **Professional Learning Networks** will consist of four network improvement communities (NICs) - teachers and Parent-Pros that leverage a shared online platform for collaboration and learning. Teachers and Parent-Pros, separately, will participate in three (Micro-Credential 1-3) learning experiences (Guided Practice), utilizing electronic portfolios, video of practice, student exhibition of learnings and evidence of teacher/parent engagement in the Application Practice. At the end of each learning experience, teachers and Parent-Pros will provide each other feedback alongside experts for deepening development, partnership and commitment. Micro-Credential 4 will be a learning experience for teachers only.
  - a. **Micro-Credential 1: Depth of Knowledge:** Guided Practice (Depth of Knowledge Review and Writing questions at various DOK Levels), Application Practice (Online + In-person), Feedback and Development – 1 month, 2 hours/week instruction, coaching as needed.
  - b. **Micro-Credential 2: Assessment Blueprints:** Guided Practice (Interpreting Assessment Blueprints, Using a blueprint to review an assessment, Creating an assessment blueprint), Application Practice (Online + In-person), Feedback and Development – 1 month, 2 hours/week, coaching as needed.
  - c. **Micro-Credential 3: Performance Assessment:** Guided Practice (Evaluating performance assessments, Evaluating a rubric, Using high-quality rubrics),

Application Practice (Online + In-person), Feedback and Development – 2 months, 2 hours/week, coaching as needed.

- d. **Micro-Credential 4: Cornerstone/Capstone:** Guided practice (Transdisciplinary inquiry, Voice and Choice, Personal relevancy, Self-Directedness, Sharing and Reflection), Application Practice (Online + In-person), Feedback and Development – 3 months, 2 hours/week, coaching as needed.
3. **Online Teacher and Student Performance Management** – as teachers create performance assessments for each class, they will leverage software to manage and track student growth. This software will allow teachers to establish class rosters, design and record the class-assigned performance assessment, record student results and track growth targets. These growth targets will be used to calculate performance levels of various classes and track teacher and student performance over-time. The system will also contain an index of state-approved assessments, district-approved assessments, appraiser-approved assessments, teacher-developed assessments and student-designed assessments that can be used by other teachers to measure and grow student learning. In addition, the system will provide teachers, parents and school systems with an easy to understand view of data related to the students’ progress regarding the attainment of academic content and deeper learning competencies.
  4. Virtual-distance coaching will connect teachers with feedback and development for their own learning, but also model strategies that incorporate high-quality pedagogy with effective performance-based assessments of their practice.

**Parent-Pro Program:** In an effort to build the education workforce in Oklahoma, the OSDE is proposing to implement a program titled Parent-Pro, similar to a paraprofessional program, that

will focus on the recruitment of parents, with the support from school districts, in completing the education and testing to become a certified parent-professional in the school. According to research, adults who have been a paraprofessional in a school for a minimum of three years go on to complete their education and become a certified classroom teacher (*Stout, et.al, 2014*). To participate in the parent-pro program, a parent must first seek to gain sponsorship from a district superintendent who will agree to hire the parent as a parent-pro upon completion of their coursework and passing the paraprofessional certification exam for at least two years. **OK to Learn** will support these parents in completing their college coursework for an Associate's Degree (a maximum of 65 hours) and/or paying the testing fee (\$150) to a parent-pro certification exam. The tuition, fees and books provided through the project will be the last resort financial aid offered to parents and will pay the remainder of the costs of attendance at an Oklahoma community or junior college after all federal financial aid and scholarships have been applied toward the cost of college coursework. To become a certified parent-pro, parents either must have two years of college coursework or have completed an Associate's Degree or pass the Oklahoma General Education Test (OGET). Parents will be recruited for the parent-pro program at any one of these three levels of completion, and the grant will pay to complete whatever level the parent is upon entry in the program. It is estimated that 100 parents per year (300 total) will receive their parent-pro certification and will secure a school paraprofessional position in a Title I school, a special education classroom, or an early childhood (PK-2) classroom. Parents will be required to sign a Letter of Intent to complete the project and to maintain a "C" average in their coursework. Parents who fail to complete their obligation to the **OK to Learn** project will be required to reimburse the program for any costs paid out prior to dropping out of the program. Reimbursement will be made to parents upon the completion of each college course that has a grade of C or better. Book

vouchers will also be available to assist parents with the purchase of books. The Oklahoma Office of Educational Quality and Accountability (OEQA), who administers the parent (para) exam, will directly bill the OSDE for assessment costs of participants.

To support parents in their completion of college coursework, **OK to Learn** will hire two College Specialists who will assist parents in completing their financial aid paperwork, their admission requirements and paperwork, securing on-campus or off-site student support services and provide ongoing support for the social service needs of parents as they work to complete the required coursework. **OK to Learn** will invest in a comprehensive communication plan to recruit parents for the parent-pro program through videos posted on the project website, presentations made at parent events held at the schools and a comprehensive social media campaign.

**Student Academic Support** – To assist teachers with performance assessments and to provide additional support for students who may be completing their schooling via distance learning, the **OK to Learn** project will contract with a vendor to provide academic project-based activities for students to complete via a digital platform available on a phone application or on the Internet. Oklahoma students will have access to this comprehensive set of family engagement online learning activities aligned to the Oklahoma Academic Standards in the content areas of math, science and language arts for grades K-12. Upon completion of each activity, the student and a family member will have the opportunity to provide input into the lesson delivery and the knowledge gained by the student in the process. These activities will be assigned to students by their teachers upon completion of a unit of study to engage students in the learning process by utilizing the *protégé effect* to further enhance student learning through performance-based activities. The *protégé effect* is a psychological phenomenon where teaching, pretending to teach, or preparing to teach information to others helps a person learn that information. The *protégé effect*

improves the learning process by increasing a student's metacognitive processing, increasing their use of effective learning strategies, increasing their motivation to learn the material and increasing their feelings of competence and autonomy.

The *protégé effect* will help a student learn information better as a result of several psychological mechanisms, all of which revolve around the differences between how one learns information when they are learning for themselves, compared to how a student learns it when they are expected to teach others, as well as when they teach them in practice. Specifically,

- Expecting to teach and teaching can lead to increased metacognitive processing, which makes people more actively aware of their learning process.
- Expecting to teach and teaching can lead to increased use of effective learning strategies, such as organizing the material and seeking out key pieces of information.
- Expecting to teach and teaching can lead to increased motivation to learn, since people will often make a greater effort to learn for those that they will teach, than they do for themselves.
- Expecting to teach and teaching can lead to increased feelings of competence and autonomy, by encouraging people to view themselves as playing the role of a teacher, rather than that of the student.

**Social-Emotional Learning** – The key to reducing the need for mental health services in schools is to reduce the number of children with mental health issues. To tackle such a reduction, schools must provide social-emotional learning opportunities to assist students in gaining valuable resiliency skills. Today's schools are increasingly multicultural with students from diverse social and economic backgrounds. Educators and community agencies serve students with different levels of motivation for engaging in learning, responding to stress in healthy ways and performing

academically which is exacerbated with distance learning. Social-emotional learning (SEL) provides a foundation for safe and positive learning and enhances students' ability to succeed in school, careers and life. Research shows that SEL not only improves achievement by an average of 11 percentile points, but it also increases prosocial behaviors (such as kindness, sharing and empathy), improves student attitudes toward school and reduces depression and stress among students (Durlak et al., 2011). Effective social and emotional learning programming involves coordinated classrooms, school-wide, family and community practices that help students develop self-awareness, self-management, social awareness, relationship skills and responsible decision-making skills.

Through this project, a vendor, with input from the OSDE counseling staff, will develop a Social-Emotional Learning (SEL) digital platform. The platform will provide multi-media rich lessons for children in grades K-12 that will lead into rich discussions between students, teachers, mental health professionals and families and will engage students in relevant SEL topics that matter the most to them. These SEL lessons will focus on priorities such as responsible decision-making, developing life and work-force skills, building social skills and healthy relationships and digital citizenship. Students will have access to the digital platform through a phone application or via the Internet and will include opportunities for questions and call-to-action assignments to encourage interaction with adults and peers and will be aligned to their district mental health plan. This digital platform will be mobile friendly, multi-lingual and will include features that will enable personalized SEL skill building and will ensure effective learning outcomes at school, home and during pandemic-related shelter-in-place orders and distance learning.

**2. Specific Gaps or Weaknesses in Services Will Be Addressed to Respond to the Needs of Students (10 Points) – Oklahoma Student Academic Achievement - Oklahoma students are**

academically behind when ranked at the national level, and COVID 19 restrictions has the potential of widening that gap. Oklahoma students in both reading and math are failing to score proficient on state assessments (Table 1) and a widening opportunity gap vis-à-vis for rural, isolated students. Research has proven the achievement gap between previously designated low, average and high performing students narrows or disappears with sufficient art programs (Scripp et al., 2014). Living in a small, rural community with a district population of fewer than 750 students (nearly ¾ of Oklahoma school districts), students’ viewpoint stands as “arts disadvantaged.” In the traditional school day, low-income students’ options for arts engagement are extremely limited or nonexistent.

| <b>Table 1: Percent of 2019 Students Scoring Below Proficient on State Assessments</b> |                |             |
|--|----------------|-------------|
| <b>2019 Spring State Assessments</b>   | <b>Reading</b> | <b>Math</b> |
| 3 <sup>rd</sup> Grade State Average  | 65%            | 68%         |
| 4 <sup>th</sup> Grade State Average  | 86%            | 65%         |
| 5 <sup>th</sup> Grade State Average  | 97%            | 70%         |
| 6 <sup>th</sup> Grade State Average  | 92%            | 72%         |
| 7 <sup>th</sup> Grade State Average  | 91%            | 60%         |
| 8 <sup>th</sup> Grade State Average  | 80%            | 52%         |

Table 2 shows a majority of Oklahoma students are not on track to be college ready as a result of low student academic achievement. All Oklahoma juniors take the ACT every year. This year’s junior ACT composite score was 19.0 compared to the national average of 21.0. In addition, ACT established College Readiness Benchmarks that have been statistically validated as the minimum score required for students to have a high probability of success in credit-bearing college courses are well below the national average.

**Table 2: 2019 Oklahoma ACT Benchmark Averages**

|                  | <b>English</b> | <b>Math</b> | <b>Social Sciences</b> | <b>Science</b> | <b>All 4 Benchmarks</b> |
|------------------|----------------|-------------|------------------------|----------------|-------------------------|
| State Average    | 63%            | 22%         | 36%                    | 24%            | 13%                     |
| National Average | 78%            | 36%         | 46%                    | 37%            | 24%                     |

*\*Source: ACT 2019*

**Lack of Certified Teachers in the State** – Oklahoma has struggled to find and retain certified teachers in the state for the past five years. In the past five years, Oklahoma school requests for emergency certifications has increased 100% where 3,286 emergency teaching certificates were issued in the 2019-20 school year. With distance learning playing a role in teaching and learning for the foreseeable future, Oklahoma superintendents are voicing their concerns to find certified teachers, now more than ever before. No longer is the certification issue specific to hard-to-teach grades and/or subjects. According to the Cooperative Council for Oklahoma School Administration (CCOSA), rural school administrators are finding it difficult to find elementary teachers, stating they have early grade teacher openings, have advertised these positions for three months and have not received a single applicant.

**Oklahoma Student Mental Health Status**

Oklahoma children are at a higher risk for mental health disparities than any state in the nation. According to the Oklahoma Department of Health, in 2018, more Oklahoma children witnessed domestic violence than any other state in the nation. The ODHS reports that Oklahoma currently ranks #1 in the number of children who score four or higher on the Adverse Childhood Experiences (ACE) score. ACEs are stressful or traumatic events, including abuse and neglect, that children may suffer. Events may also include household dysfunction such as witnessing domestic violence

or growing up with family members who have substance use disorders. ACEs are strongly related to the development and prevalence of a wide range of health problems throughout a person's lifespan, including those associated with substance misuse. According to federal research, students who are exposed to three or more ACEs have an increased tendency toward substance use disorders and behavioral problems. The eleven ACE exposure elements include: physical abuse, emotional abuse, mother treated violently, physical neglect, intimate partners violence, parental separation or divorce, sexual abuse, substance misuse within household, household mental illness, emotional neglect and incarcerated household member. When children are exposed to chronic stressful events, their neurodevelopment can be disrupted. As a result, the child's cognitive functioning or ability to cope with negative or disruptive emotions may be impaired. Over time, and often during adolescence, the child may adopt negative coping mechanisms, such as substance use or self-harm. Eventually, these unhealthy coping mechanisms can contribute to disease, disability and social problems, as well as premature mortality. Behavioral problems due to high ACE exposures include a higher possibility of suicide attempts and lifetime depressive episodes. Research indicates that exposure to any ACE element increases the risk of attempted suicide by 2- to 5 - fold throughout a person's lifespan, according to a 2001 study by the CDC. According to a recent Hamilton Project Study (2017), individuals who reported six or more ACEs had 24.36 times increased odds of attempting suicide and having depressive disorders well into adulthood - sometimes decades after the ACE element occurrence.

Health Trends, a national mental health agency, conducted a recent research to determine the top states complaining about depression and anxiety during COVID-19, with Oklahoma making it into the top five states. This statistic, coupled with the high ACE scores of Oklahoma students, warrants

a need for social emotional learning tools that can be taught in a face-to-face, blended learning or distance learning platform.

**3. Likelihood that the Services Will Expand Access to Remote Learning Options** – Governor Stitt and the OSDE have invested millions of stimulus dollars to expand access to technology, to provide internet access in remote areas in the state and to provide free access to an online learning platform for grades K-12 through stimulus funding (*See Attached Governor Letter of Support*). Couple the expanded access and services with the academic support requested in the **OK to Learn** project, and the result will be a more quality learning environment for students whether it is in the classroom or a distance learning setting.

As an educational research center, the University of Oklahoma’s Center for Educational Development and Research (CEDaR) will serve as the external evaluator for the project and brings years of practical program evaluation and devotion to deeper systematic investigation to identify factors impacting student academic learning. The CEDaR evaluation team and OSDE staff have constructed this evaluation plan and identified necessary researchers to conduct a thorough, realistic investigation of project activities’ impact on student readiness. If findings warrant a change in project services or evaluation/research methodology, CEDaR has access to researchers of diverse backgrounds in conducting research. **Data collection** will include both qualitative and quantitative measures of success including the number of students served, the number of parents who report satisfaction with remote learning options available, the number and different types of new remote learning options provided, the total number of teachers participating in the project, teacher satisfaction surveys, parent course completion, parent satisfaction surveys, parent college retention and completion and the number of student performance assessments created and completed.

CEDaR will engage systems for collecting, tracking, analyzing, retrieving, archiving, reporting and disseminating program participation, demographic, non-cognitive/behavioral and academic outcomes data to support continuous program improvement and gauge progress toward achieving the grant activity objectives. These systems are designed to monitor ongoing progress and to determine the efficacy of services and the extent to which leadership is operating the project in fidelity with the Project Management Plan. The evaluation plan will enable management to be responsive to reporting requirements and communicate results and practices to the U.S. Department of Education and others. The plan will include an experimental design for analyses with a retrospective comparison group.

The evaluation plan's goal of achieving a quality annual assessment will ensure that program objectives are effectively met. Data will be collected daily, monthly, quarterly and annually depending on the implementation strategy. The plan will employ both formative and summative methods to accomplish these tasks. Formative evaluation methods for assessing needs and evaluating program services will allow for the examination of project implementation and improvement in needed areas. Formative evaluation processes conducted with open-ended discussions will seek solutions to ongoing needs and improve program plans. Summative evaluation methods will examine and report the degree to which the objectives were met through analysis and application of the data.

#### **4. Services to be Provided Reflect Up-To-Date Knowledge From Research –**

- The differential patterns of perceived student engagement in remote learning by race and socio-economic status are likely to reflect systemic disparities across communities in education, economic and health conditions. For example, both low-income and Black communities have been disproportionately affected by the coronavirus, face great job

losses due to the pandemic and are more likely to lack resources for remote learning. Research has also shown that schools serving these communities have systematically less supportive working environments for teachers (Johnson et al. 2012).

- In a wider world beyond the school, most issues and problems do not present themselves neatly within subject area “silos.” While performance tasks can certainly be content-specific, they also provide a vehicle for integrating two or more subjects and/or weaving in 21<sup>st</sup> Century skills and Habits of Mind (Jay McTighe, 2014).
- Current research on the factors influencing student outcomes and contributing to academic richness supports the concept that learning is optimized when students are involved in activities that require complex thinking and the application of knowledge” (Hess, 2019).
- Expert teachers provide all students with challenging tasks and demanding goals and structured learning so that students can reach high goals and know how to enhance both surface and deep learning of content (Hattie, 2002).
- Effective practice for paraprofessionals are critical to achieving outcomes for students. Paraprofessionals contribute in many ways to the social, emotional, functional and academic growth of children in schools (U.S. Dept. of Education, 2012).
- To mitigate concerns around technological limitations and potential cheating in a remote environment, schools should consider replacing end-of-unit assessments with performance tasks. Performance tasks reflect the foundational standards from the unit. These tasks require students to demonstrate their thought process as they solve problems or respond to prompts. Performance tasks ensure that students do not cheat, and they also provide an opportunity for teachers to offer feedback on students’ thought processes, not just their

answers. This approach allows teachers to guide students toward mastery of essential course concepts (Michelle Berger, 2020).

- Research shows that SEL not only improves academic achievement by an average of 11 percentile points, it also increases prosocial behaviors (such as kindness, sharing, and empathy), improves student attitudes toward school and reduces depression and stress among students (Durlak et al., 2011).
- One of the most prevalent SEL approaches involves training teachers to deliver explicit lessons that teach social and emotional skills, then finding opportunities for students to reinforce their use throughout the day. Another curricular approach embeds SEL instruction into content areas such as English language arts, social studies, or math (Jones & Bouffard, 2012; Merrell & Gueldner, 2010; Yoder, 2013; Zins et al., 2004).

### **C. Quality of the Management Plan and Adequacy of Resources (25 Points)**

#### **1. Adequacy of the Management Plan to Achieve Objectives On Time –**

The **OK to Learn** grant will be led by a full-time Project Manager. **Qualifications:** Master’s Degree in Curriculum and Instruction or Educational Leadership, a current Oklahoma teaching certificate and a minimum of five years of educational leadership experience. **Responsibilities** will include 1) selecting an online platform for academic and SEL projects; 2) coordinating with institutions of higher education for parent enrollment in education courses; 3) securing a vendor to deliver professional development in authentic assessments to students in a virtual learning platform while considering social-emotional needs and engaging pedagogical techniques; and 4) promoting and communicating with districts concerning program components (*See Attached Job Descriptions*).

In addition to the Project Manager, the OSDE will hire a full-time Project Coordinator.

**Qualifications:** Bachelor's Degree or equivalent years of work experience; experience and knowledge of competitive grants management expanded learning opportunities or federal grant programs. **Responsibilities** will include: 1) filing staff travel claims; 2) completing purchase orders, bids, and contracts; 3) setting up annual advisory board meetings; and 4) providing email correspondence to partnering agencies.

Two full-time (1 F.T.E each) distance learning specialists will be hired to assist the project manager by providing coaching and modeling at the school level for teachers who complete the vendor-led training. **Qualifications** for these positions will include: a minimum of a Master's Degree in educational technology, curriculum and instruction, or educational leadership; at least three of teaching experience; and experience in providing professional development in distance learning. **Responsibilities** will include: 1) creating regional NICs and meet with teachers and schools once per semester to discuss the project and to learn from each other; 2) assisting with ongoing professional development through coaching and modeling; and 3) making site visits to the schools to determine project progress.

In addition, two full-time college specialists will be hired to assist parents in completing their college coursework. **Qualifications:** A Bachelor's Degree (Master's preferred) in social work, education, or higher education leadership. **Responsibilities** will include: 1) assisting parents in enrolling in college courses to include college visits, meeting with an advisor and taking any pre-requisite assessments; 2) completing the FAFSA and other scholarship applications; 3) connecting parents to campus resources to allow them the opportunity to maintain a grade of C or higher; and 4) assisting in providing college counseling to parents.

**Table 3: Project Activities and Timeline**

| <b>Activities</b>   | <b>Person Responsible</b>   | <b>Dates</b>  | <b>Milestones</b>   |
|---|---|---|---|
| Hire staff and provide grant management training  | Deputy Superintendent; Grant Office                                       | Oct. – Dec. 2020 for hiring; Feb. 2020 for training   | Staff hired by Jan. 1, 2021<br>Sign in sheets; agenda for training              |
| Complete bids for vendors   | Deputy Superintendent; Grant Office; Purchasing                           | Oct. – Dec. 2020  | Bids awarded  |
| Training scheduled and teachers recruited to participate; Distance learning professional development held and completed             | Project Manager; Distance Learning Specialists                            | Mar. 2021 for schedule; June 2021 ongoing for training  | Sign in sheets; agenda; number of participants                                  |
| Evaluation team to complete evaluation instruments and hold quarterly meetings with staff; Data collection; Annual report completed | Evaluation Team; Project Staff  | Mar. 2021 for instrument completion; quarterly meetings begin Mar. 2021 and quarterly thereafter; Data collection monthly | Sign in sheets; agenda of meetings; instruments completed                       |
| Student academic app and SEL app completed  | Vendors; Project Staff  | Aug. 2022 ongoing   | App completed, student usage data   |
| Communication plan implemented for parent-pro program   | OSDE Communication Office   | Mar. 2021   | Communication plan available and disseminated                                   |
| Parents enroll in college courses and/or take the OGET exam; complete coursework; receive ongoing support while in college          | Project Staff; College Admissions staff; College Student Support Services | June 2021 – ongoing   | Enrollment data; OGET testing data; social service support data; retention data |

**2. Proposed Use of Funds Will Support the Proposed Project** – The attached Budget Narrative provides details on the request for funds to support this project including funds to hire a consultant to provide distance learning professional development to teachers, student access to online academic and social emotional support, and funds to expand the teacher workforce.

**3. Costs are Reasonable in Relation to the Objectives, Design, and Potential Significance of the Project** – The costs are reasonable when considering the significance of the project which includes performance based assessment training for a total of 1,200 teachers, access to additional academic and social emotional supports for every student in the state, and an increase in the teacher workforce with addition of 300 parent-pros over the course of the three years.

**4. Extent to Which the Costs are reasonable in Relation to the Number of Persons to be Served and to Anticipated Results and Benefits** – The proposed costs at approximately \$5 million per year are reasonable in relation to the total number of people to be served to include 400 teachers, 100 parents and 703,650 Oklahoma students for a total of 704,150 persons who will receive the benefits of this project. This is an annual cost of \$7.10 per person. It is important to note that the proposed activities are sustainable and will benefit students, parents and teachers indefinitely upon completion of grant funds since the student applications will continue to be updated by content specialists in the Office of Curriculum and Instruction and the Office of School Support on an annual basis, parents who complete their parent-pro coursework and gain employment in the districts will, most likely, become certified classroom teachers within five years of the completion of this project, and while the professional development learned by a few, will be expanded and supported by the teachers for years to come.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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# **Governor**

# **Letter of Support**



**J. Kevin Stitt**  
Office of the Governor  
State of Oklahoma

June 23, 2020

Joy Hofmeister  
State Superintendent for Public Instruction  
Oklahoma State Department of Education  
2500 N. Lincoln Blvd.  
Oklahoma City, OK 73105

Dear Superintendent Hofmeister,

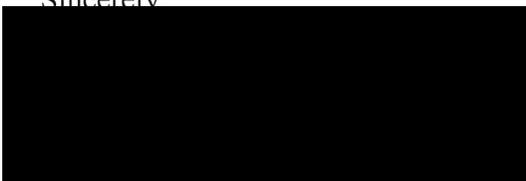
In a recent letter from the National Governor's Association to Congress, my fellow Governor's and I underscored the importance of education for students and the workforce. The nation and our state found itself exposed by the COVID-19 pandemic through lack of tools available to students and the workforce. In a state already experiencing an extreme teacher shortage with over 3,000 emergency certified teachers, it is imperative we make no further sacrifices in student learning or accountability.

Our state has invested in an online distance learning curriculum available for free to all schools and students. However, online content alone cannot overcome our challenges. High quality authentic assessment can bridge online content and student learning.

In addition, we must build the capacity of educators in the state to expand their learning teams to engage parents in support of student learning. Today's students need to possess the knowledge, skills and habits of mind that powers the future workforce of the State of Oklahoma. Equally important is the need to upskill the unemployed and create pathways to teaching. This grant, through its unique partnerships with teachers, parents and higher education will create a pathway into teaching for volunteer parents participating in student learning and collaborating with licensed teachers through our alternative certification program.

Oklahoma recommends and respectfully requests these outcomes as put forth in the OK to Learn grant project be funded to create innovative opportunities for students, parents and teachers and accelerate their contributions to the future of our fine state.

Sincerely,



Governor of Oklahoma

# JOB DESCRIPTIONS

## Human Resources Section

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OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

## OK to Learn: PROJECT MANAGER

**Date: June 2020**

**Job Classification Code: 1951**

**FLSA Classification: Exempt**

**Job Levels/Salary Grade: [REDACTED]**

**Job Type: Full-Time**

**Work Hours: 8:00 am – 4:30 pm**

**Reports to: Deputy Superintendent for Accountability**

**Supervisory Position: Yes**

### **GENERAL DESCRIPTION:**

Manage the day-to-day management of the OK to Learn grant project to include the: planning, organizing, staffing, directing, coordinating, reporting, and budgeting of the grant. The project director will work collaboratively with participating local education agencies, institutions of higher education, tribal education agencies, and contractual partners; and ensure grant compliance and activities meet all applicable state and federal laws, statutes, and policies.

### **MINIMUM QUALIFICATION:**

- Graduation from an accredited college or university with a master's degree in Education, Social Services, Public Administration, Counseling or related field. **[official transcript(s) required];**
- AND three (3) years plus of experience in education; and
- Leadership experience at a state or district education management level.

### **KNOWLEDGE/SKILLS/ABILITIES:**

- Able to perform necessary job-related travel;
- Knowledge of federal, tribal, and state educational laws and regulations as they pertain to distance learning and authentic assessments.
- Considerable knowledge of modern methods, materials, and practices of current literature, trends, and sources of information in the field of adult education programs and adult learning.
- Ability to establish and maintain satisfactory and effective working relationships; to conduct in-services with fellow employees, public school officials, school administrators, and the general public; to express facts and opinions clearly and concisely.
- Commitment to provide courteous, consistent, efficient services and sound judgement through the performance of the prescribed job duties;
- Work in highly collaborative, interdependent, and data-driven team environments;
- Manage relationships with a variety of constituents to include: tribal leaders, tribal administrators, school leaders, school administrators, researchers, teachers, etc.

### **EXAMPLES OF WORK PERFORMED:**

- Planning for improved authentic assessment opportunities for students through distance learning.
- Organizing and providing technical assistance and professional development to local education agencies (LEAs), and grant partners in collaboration with the OSDE Grants Office.

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- Staffing and supervising project-grant staff in the development and completion of long-term plans, goals and objectives of the grant;
- Directing that staff, sub-recipients and contractors meet all grant deliverables, obligations, objectives in a timely and meaningful manner; and reporting progress to the OSDE Grants Office on a bi-monthly basis.
- Reporting and evaluating project status including any other related data evaluations for the OSDE Grants Office
- Budgeting management and assistance in the completion of the fiscal obligations of the OK to Learn performance period per the Grant Award Notification (GAN);

**SUPERVISORY RESPONSIBILITIES:**

- Manage the completion of the OK to Learn grant implementation, monitoring, technical assistance, and reporting;
- Manage the fiscal reporting of grant encumbrances, satisfactions, and payments in arrears to contractors and vendors who are expending grant funds.
- Supervise office and field staff members and provide mentoring and meaningful guidance as needed;

**WORK ENVIRONMENT:**

- Consists of a regular office environment on a daily basis, and limited field exposure when out training grant staff or providing technical assistance to districts;
- Consists of collaborative interpersonal engagement with other agency directors or program managers related to the improvement of statewide college and career readiness;

**ESSENTIAL FUNCTIONS:**

N (Not Applicable) - Activity is not applicable to this position  
 O (Occasionally) - Position requires this activity up to 33% of the time (0 – 2.5+ hrs/day)  
 F (Frequently) - Position requires this activity from 33%-66% of the time (2.5 – 5.5 hrs/day)  
 C (Constantly) - Position requires this activity more than 66% of the time (5.5+ hrs/day)

| Physical Demands    |   |
|---------------------|---|
| Stand               | F |
| Walk                | F |
| Sit                 | F |
| Listen              | F |
| Grasp               | O |
| Reach Outward       | O |
| Reach Over Shoulder | O |
| Speak               | F |
| Climb               | O |
| Crawl               | O |
| Squat or Kneel      | O |
| Bend                | O |

|                |   |
|----------------|---|
| 10 lbs or less | F |
| 11-20 lbs      | F |
| 21-50 lbs      | O |
| 51-100 lbs     | N |
| Over 100 lbs   | N |

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OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
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**TRAVEL:**

15% Travel required with occasional overnight stays

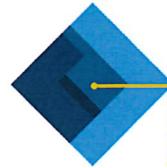
**EEO Statement**

The Oklahoma Department of Education provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, OSDE complies with applicable state and local laws governing nondiscrimination in employment. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.

*This job description has been reviewed and approved by the Hiring Manager. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee. Other duties, responsibilities and activities may change or be assigned at any time with or without notice.*

**Hiring Manager:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_



## OK TO LEARN COORDINATOR II

**Date:** June 2020  
**Job Classification Code:** 4959  
**FLSA Classification:** Exempt  
**Job Levels/Salary Grade:** [REDACTED]  
**Job type:** Full Time  
**Work hours:** 8:00 am – 4:30 pm M-F  
**Reports to:** OK to Learn Project Manager

### GENERAL DESCRIPTION

Under the direct supervision of the OK to Learn Project Manager Coordinator will provide support to the budget, claims audit and fiscal reporting requirements for grantees. Additionally, as time allows support office functions such as developing budget materials and updating website materials.

### MINIMUM QUALIFICATION

- Graduate from an accredited college or university with a bachelor's degree *[official transcripts required]*;
- Experience and knowledge of competitive grants management, expanded learning opportunities or federal grant programs preferred.

### KNOWLEDGE/SKILLS/ABILITIES

- Knowledge of federal grant requirements and fiscal reporting procedures;
- Ability to use technology to examine budgets and financial claims according to the policies and procedures of the federal guidance and the Oklahoma Cost Accounting System;
- Ability to multi-task and be well organized; to serve as a productive member of a team maintaining effective working relationships with other employees, school officials, the general public and the United States Department of Education; and to collaborate and communicate in an effective manner;
- To express clearly and concisely the policies and practices of the Oklahoma State Department of Education;
- Knowledge of technology and software (Virtual Meetings, Microsoft Office, Social Media) and ability to use them to maximize efficiency and services;
- Excellent organizational and communication skills, including both written and speaking skills with a knowledge of procedures and techniques of business communications, office organizational skills, methods and procedures of business math and business English;
- Ability to effectively organize one's own time and complex collaborative projects;
- Ability to exercise good judgment in analyzing situations and making decisions; to organize and present facts and opinions clearly and concisely to follow instructions; to deal effectively with matters not requiring higher level attention in accordance with agency policy; to establish effective working relations with other employees, to exercise tact, courtesy and initiative;
- Conscientious commitment and willingness to provide courteous, consistent, efficient service through the performance of the prescribed job duties;
- Applicants must be willing and able to occasional job-related travel, in state and out of state.

### EXAMPLES OF WORK PERFORMED

- Supports grantees through the application, budget and claims process;
- Approves budgets and revisions and conducts claims audits according to the policies and procedures of the Oklahoma Cost Accounting System and in accordance with federal program requirements;
- Supports the Project Manager with the management of the grant application process, program evaluation and technical assistance activities;
- Coordinates general office management needs;
- Participates as an active team member in providing technical assistance and training to grantees on grant specific management issues;
- Performs related work as required and assigned.

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**SUPERVISORY RESPONSIBILITIES**

N/A

**WORK ENVIRONMENT**

General office setting.

**ESSENTIAL FUNCTIONS**

- N (Not Applicable) - Activity is not applicable to this position
- O (Occasionally) - Position requires this activity up to 33% of the time (0 – 2.5+ hrs/day)
- F (Frequently) - Position requires this activity from 33%-66% of the time (2.5 – 5.5 hrs/day)
- C (Constantly) - Position requires this activity more than 66% of the time (5.5+ hrs/day)

| Physical Demands    |   |
|---------------------|---|
| Stand               | F |
| Walk                | F |
| Sit                 | F |
| Listening           | F |
| Grasp               | O |
| Reach Outward       | O |
| Reach Over Shoulder | O |
| Speak               | F |
| Climb               | O |
| Crawl               | O |
| Squat or Kneel      | O |
| Bend                | O |

| Lift/Carry     |   |
|----------------|---|
| 10 lbs or less | F |
| 11-20 lbs      | F |
| 21-50 lbs      | O |
| 51-100 lbs     | N |
| Over 100 lbs   | N |

**TRAVEL**

10% Travel required.

**EEO Statement**

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*This job description has been reviewed and approved by the Hiring Manager. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee. Other duties, responsibilities and activities may change or be assigned at any time with or without notice.*

**Hiring Manager:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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## OK to Learn: COLLEGE SPECIALIST

**Date:** June 2020

**Job Classification Code:** 1951

**FLSA Classification:** Exempt

**Job Levels/Salary Grade:** [REDACTED]

**Job Type:** Full-Time

**Work Hours:** 8:00 am – 4:30 pm – Field Based Position

**Reports to:** OK to LEARN Project Manager

**Supervisory Position:** Yes

### GENERAL DESCRIPTION:

Provide college counseling services to parents who enroll in the Parent-Pro program through OK to Learn. The primary role will be to assist parents with the preparation of necessary college entrance documentation and ensure that parents meet the requirements to enter college.

### MINIMUM QUALIFICATION:

- Graduation from an accredited college or university with a Bachelor's Degree in Education, Social Services, Public Administration, Counseling or related field. *[official transcript(s) required]*;
- AND three (3) years plus of experience in education with a preference for higher education; and

### KNOWLEDGE/SKILLS/ABILITIES:

- Able to perform necessary job-related travel;
- Knowledge of how to guide a college student through the entire college admissions process, from satisfying college entrance requirements to completing a college admissions application.
- Ability to establish and maintain satisfactory and effective working relationships; to conduct in-services with fellow employees, public school officials, school administrators, and the general public; to express facts and opinions clearly and concisely.
- Knowledge of financial aid opportunities and how to assist a college student with FAFSA, scholarships, and writing college essays.
- Ability to make college visits within the state to keep abreast of college entrance requirements for specific colleges and universities.
- Knowledge of student support services on college campuses to serve as a liaison for students who need additional support to complete their coursework/
- Commitment to provide courteous, consistent, efficient services and sound judgement through the performance of the prescribed job duties;
- Work in highly collaborative, interdependent, and data-driven team environments;
- Manage relationships with a variety of constituents to include: school leaders, school administrators, researchers, teachers, etc.

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**EXAMPLES OF WORK PERFORMED:**

- Planning for the Parent-Pro program including communication instruments needed, a strong recruitment plan, and how information will be shared with superintendents.
- Assisting parents in enrolling in college courses including helping them with admissions paperwork, taking required assessments, and meeting with college advisors.
- Assist parents as they go through the program to provide social service resources to help them stay on track and persist.
- Collect data on how parents are doing in their coursework, including monthly grade checks, and securing tutoring or other needs supports to be successful.
- Assist in providing OGET test preparation for parents.
- Visit area college campuses and familiarize them with the program and get familiar with the campus, layout, financial aid office, admissions policies, etc.

**SUPERVISORY RESPONSIBILITIES:**

N/A

**WORK ENVIRONMENT:**

- Consists of a regular office environment on a daily basis, and limited field exposure when out training grant staff or providing technical assistance to districts;
- Consists of collaborative interpersonal engagement with other agency directors or program managers related to the improvement of statewide college and career readiness;

**ESSENTIAL FUNCTIONS:**

N (Not Applicable) - Activity is not applicable to this position

O (Occasionally) - Position requires this activity up to 33% of the time (0 – 2.5+ hrs/day)

F (Frequently) - Position requires this activity from 33%-66% of the time (2.5 – 5.5 hrs/day)

C (Constantly) - Position requires this activity more than 66% of the time (5.5+ hrs/day)

| <b>Physical Demands</b> |   |
|-------------------------|---|
| Stand                   | F |
| Walk                    | F |
| Sit                     | F |
| Listen                  | F |
| Grasp                   | O |
| Reach Outward           | O |
| Reach Over Shoulder     | O |
| Speak                   | F |
| Climb                   | O |
| Crawl                   | O |
| Squat or Kneel          | O |
| Bend                    | O |

|                |   |
|----------------|---|
| 10 lbs or less | F |
| 11-20 lbs      | F |
| 21-50 lbs      | O |
| 51-100 lbs     | N |
| Over 100 lbs   | N |

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OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

**TRAVEL:**

40% Travel required with occasional overnight stays

**EEO Statement**

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*This job description has been reviewed and approved by the Hiring Manager. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee. Other duties, responsibilities and activities may change or be assigned at any time with or without notice.*

**Hiring Manager:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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## OK to Learn: DISTANCE LEARNING SPECIALIST

**Date:** June 2020  
**Job Classification Code:** 1951  
**FLSA Classification:** Exempt  
**Job Levels/Salary Grade:** ██████████  
**Job Type:** Full-Time  
**Work Hours:** 8:00 am – 4:30 pm – Field Based Position  
**Reports to:** OK to LEARN Project Manager  
**Supervisory Position:** Yes

### GENERAL DESCRIPTION:

The position is responsible for working with the Distance Learning vendors and consults to provide coaching and modeling of distance learning activities for teachers upon their completion of professional development.

### MINIMUM QUALIFICATION:

- A bachelor's degree [*official transcript(s) required*]; a master's degree preferred in computer science, management information systems, business, or a related field;  
AND
- Four or more years of experience working in information technology or distance learning.

### KNOWLEDGE/SKILLS/ABILITIES:

- Able to perform necessary job-related travel;
- Knowledge of technology and distance learning trends in public education;
- Strong organizational and project development skills;
- Proficient in the use of distance learning labs and videoconferencing equipment;
- Commitment to provide courteous, consistent, efficient services and sound judgement through the performance of the prescribed job duties;
- Work in highly collaborative, interdependent, and data-driven team environments;
- Manage relationships with a variety of constituents to include: school leaders, school administrators, researchers, teachers, etc.

### EXAMPLES OF WORK PERFORMED:

- Planning for improved authentic assessment opportunities for students through distance learning.
- Organizing and providing technical assistance and professional development to local education agencies (LEAs), and grant partners in collaboration with the OSDE Grants Office.
- Design and conduct professional development in both distance learning and online learning programs.
- Assist in the scheduling and delivery of online professional development.
- Assist with technical support for teachers during online learning.
- Assist in the development of professional development through a blended learning approach.
- Provide video conferencing resources to classroom teachers and administrators.
- Provide training in the use of online learning systems.

**Human Resources Section**

2500 North Lincoln Boulevard, Room 111  
Oklahoma City, OK 73105-4599  
Phone: 405.521.3977 | Fax: 405.522.1671  
[jobs@sde.ok.gov](mailto:jobs@sde.ok.gov) | <http://ok.gov/sde/jobs>



**SUPERVISORY RESPONSIBILITIES:**

N/A

**WORK ENVIRONMENT:**

- Consists of a regular office environment on a daily basis, and limited field exposure when out training grant staff or providing technical assistance to districts;
- Consists of collaborative interpersonal engagement with other agency directors or program managers related to the improvement of statewide college and career readiness;

**ESSENTIAL FUNCTIONS:**

N (Not Applicable) - Activity is not applicable to this position  
 O (Occasionally) - Position requires this activity up to 33% of the time (0 – 2.5+ hrs/day)  
 F (Frequently) - Position requires this activity from 33%-66% of the time (2.5 – 5.5 hrs/day)  
 C (Constantly) - Position requires this activity more than 66% of the time (5.5+ hrs/day)

| Physical Demands    |   |                |   |
|---------------------|---|----------------|---|
| Stand               | F | 10 lbs or less | F |
| Walk                | F | 11-20 lbs      | F |
| Sit                 | F | 21-50 lbs      | O |
| Listen              | F | 51-100 lbs     | N |
| Grasp               | O | Over 100 lbs   | N |
| Reach Outward       | O |                |   |
| Reach Over Shoulder | O |                |   |
| Speak               | F |                |   |
| Climb               | O |                |   |
| Crawl               | O |                |   |
| Squat or Kneel      | O |                |   |
| Bend                | O |                |   |

**TRAVEL:**

40% Travel required with occasional overnight stays

**EEO Statement**

The Oklahoma Department of Education provides equal employment opportunities (EEO) to all employees and applicants for employment without regard to race, color, religion, sex, national origin, age, disability or genetics. In addition to federal law requirements, OSDE complies with applicable state and local laws governing nondiscrimination in employment. This policy applies to all terms and conditions of employment, including recruiting, hiring, placement, promotion, termination, layoff, recall, transfer, leaves of absence, compensation and training.

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OKLAHOMA STATE DEPARTMENT OF  
**EDUCATION**  
— CHAMPION EXCELLENCE —

*This job description has been reviewed and approved by the Hiring Manager. It is not designed to cover or contain a comprehensive listing of activities, duties or responsibilities that are required of the employee. Other duties, responsibilities and activities may change or be assigned at any time with or without notice.*

**Hiring Manager:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Employee Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

# **In-Direct Cost Verification**

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization:**

Oklahoma State Department of Education  
2500 North Lincoln Boulevard, Suite 415  
Oklahoma City, OK 73105-4599

**Date:** April 2, 2020

**Agreement No:** [REDACTED]

**Filing Reference:** This replaces previous Agreement No. [REDACTED]

Dated: 9/18/2019

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

**Section I - Rates and Bases**

| <u>Type</u> | <u>From</u> | <u>To</u> | <u>Rate</u> | <u>Base</u> | <u>Applicable To</u> |
|-------------|-------------|-----------|-------------|-------------|----------------------|
| Fixed       | 7/1/2020    | 6/30/2021 | [REDACTED]  | MTDC        | APwR                 |

**Distribution Base:**

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

**Applicable To:**

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

**Treatment of Fringe Benefits:**

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

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

## Section II – Particulars

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

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

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

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

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

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

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

**Section III - Special Remarks**

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

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

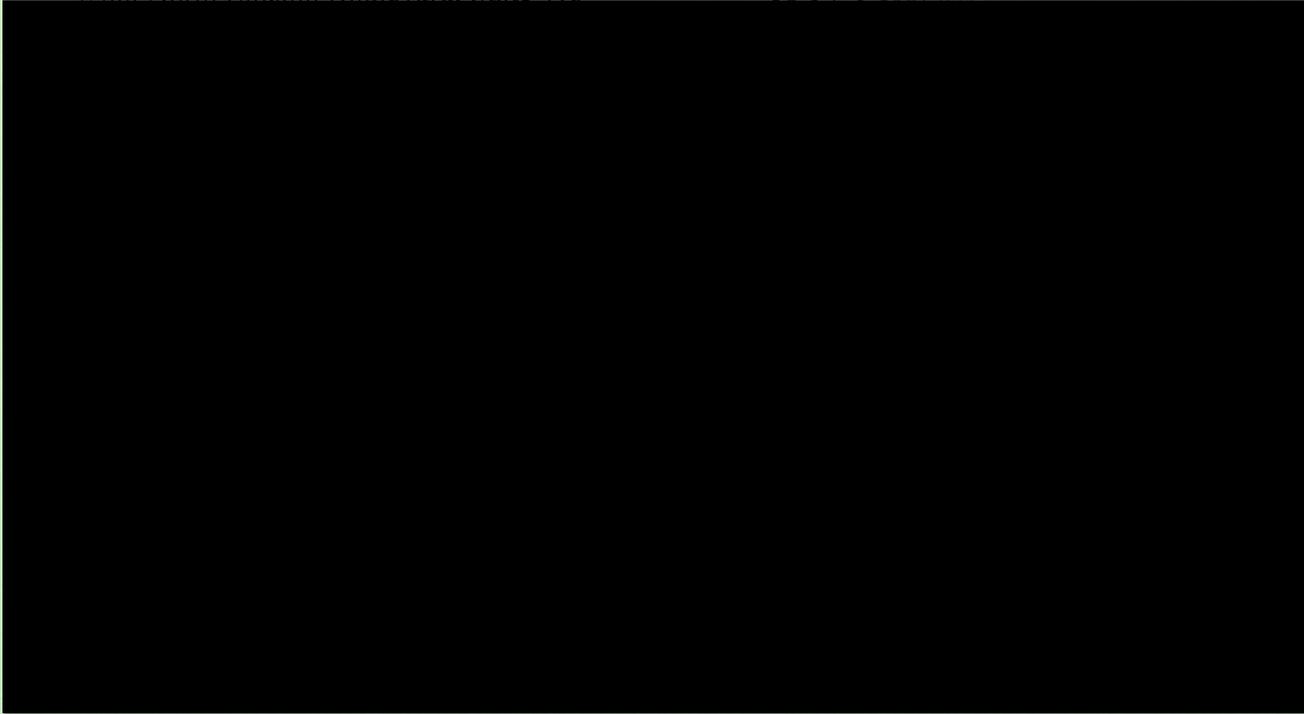
**Section IV – Approvals**

For the State Education Agency:

Oklahoma State Department of Education  
2500 North Lincoln Boulevard, Suite 415

For the Federal Government:

U.S. Department of Education  
OFO / OGA / ICD



# Evaluation Assurance



JOY HOFMEISTER  
STATE SUPERINTENDENT *of* PUBLIC INSTRUCTION  
OKLAHOMA STATE DEPARTMENT *of* EDUCATION

The Oklahoma State Department of Education provides this assurance that we will participate in an evaluation pursuant to Application Requirement 5 as stated in the Notice of Availability of Funds. The agency will submit the appropriate data upon request from the U.S. Department of Education and will work with the University of Oklahoma to gather and evaluate the data and the program in addition to participating in the national evaluation.



Joy Hofmeister

State Superintendent of Public Instruction

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

| <b>OK to Learn</b>                    |  |                    |                    |   |
|---------------------------------------|--|--------------------|--------------------|---|
| <b>Budget Narrative</b>               |  |                    |                    |   |
| <b>Personnel</b>                      |  |                    |                    |   |
| <b>Position Title</b>                 | <b>Justification</b>   |                    |                    |   |
| Project Manager                       | 1 F.T.E. Project Manager responsible for the day-to-day operation of the project including data collection, recruitment of parents and schools for participation, initiating contracts with districts, completing vendor bids @ an annual salary of \$█████ per year.                                      |                    |                    |   |
| Project Coordinator                   | 1 F.T.E. Project Coordinator responsible for purchasing, mileage reimbursement, execution of contracts @ an annual salary of \$█████ per year.   |                    |                    |   |
| College Specialists                   | College specialists to assist parents in completing their college coursework to include assisting in securing tutors, assisting with social service needs, helping get enrolled, assisting with financial aid filing, etc. 2 full-time positions @ \$█████ ea.   |                    |                    |   |
| Distance Learning Specialists         | Distance learning specialists to assist schools with establishing distance learning policies, procedures, and protocols, assisting teachers with the implementation of performance based assessments, and providing assistance in tracking student progress. 2 full time positions @ \$█████ ea. per year. |                    |                    |   |
| Teacher training stipends             | Teacher training stipends - 400 teachers X 5 days X \$█████/day for off duty training in performance based assessment strategies.  |                    |                    |   |
| <b>TOTAL PERSONNEL</b>                |  |                    |                    |   |
| <b>Fringe Benefits</b>                |  |                    |                    |   |
| 60% of total personnel costs          | Fringe benefits for all personnel costs estimated at 60% of total personnel costs to include insurance @ 25%; teacher retirement @ 17%; Workers Comp @ 3%; and FICA @ 5%.  |                    |                    |   |
| <b>TOTAL FRINGE BENEFITS</b>          |  |                    |                    |   |
| <b>Travel</b>                         |  |                    |                    |   |
| National conference for 6             | \$18,750.00  | \$18,750.00        | \$18,750.00        | 6 staff to attend national conference for distance learning or college access to include airfare @ \$500 ea. X 6 = \$3,000; conference registration @ \$800 ea. X 6 = \$4,800; Hotel @ \$250/night X 5 nights X 6 people = \$7,500; Per Diem @ \$75/day X 5 days X 6 people = \$2,250; Misc. travel for taxi, parking, etc. @ \$200/person X 6 = \$1,200. |
| In-State travel                       | \$27,360.00  | \$27,360.00        | \$27,360.00        | Local travel for staff to make site visits to schools to assist with professional development and to help parents enroll in college, etc. 4,000 per month @ \$.57/mile.   |
| <b>TOTAL TRAVEL COSTS</b>             | <b>\$46,110.00</b>   | <b>\$46,110.00</b> | <b>\$46,110.00</b> |   |
| <b>Supplies</b>                       |  |                    |                    |   |
| Office supplies                       | \$6,000.00   | \$6,000.00         | \$6,000.00         | Basis office supplies estimated \$500 per month X 12  |
| Computers for new staff               | \$12,000.00  | \$0.00             | \$0.00             | 6 staff Apple Mac Book Pro laptops @ \$2,000 ea.  |
| Printers for new staff                | \$2,000.00   | \$0.00             | \$0.00             | 4 Dell printers @ \$500 ea.   |
| Cell phones for staff                 | \$5,400.00   | \$3,600.00         | \$3,600.00         | 6 phones @ \$300 ea. and monthly charge @ \$50 X 12 mo. X 6 staff   |
| <b>TOTAL SUPPLIES COSTS</b>           | <b>\$25,400.00</b>   | <b>\$9,600.00</b>  | <b>\$9,600.00</b>  |   |
| <b>Contractual</b>                    |  |                    |                    |   |
| Contract for professional development | \$1,000,000.00   | \$1,500,000.00     | \$1,500,000.00     | Contractor selected by formal bid to provide performance based assessment training to 400 teachers per year.  |

|  |                |                |                |  |
|--|----------------|----------------|----------------|--|
| Contract to create Online student learning app | \$1,000,000.00 | \$75,000.00    | \$75,000.00    | Contractor selected by formal bid to create online student learning application for grades K-12 in Math, science, and English.   |
| Contract for SEL Student App                   | \$1,000,000.00 | \$75,000.00    | \$75,000.00    | Contractor selected by formal bid to create online SEL activitiy application to help build student resliency during distance learning and pandemic.  |
| External Evaluator                             |                |                |                |  |
|  |                |                |                |  |
|  |                |                |                |  |
| <b>Other Costs</b>                             |                |                |                |  |
| Office space rental                            | \$10,000.00    | \$10,000.00    | \$10,000.00    | Office space for 4 employees at \$2,500/year. The college specialists will be field based  |
| Communication Plan                             | \$14,000.00    | \$0.00         | \$0.00         | The project will enlist the help of the agency's communication department to create brochures, posters, videos and other communiton tools for the project.   |
| Parent College Coursework                      | \$750,000.00   | \$2,150,000.00 | \$2,150,000.00 | Parent coursework to obtain college credit for paren-tpro work. Year One is for one semester only. Year Two and Three: 33 hours of college coursework @ \$300/hr. = \$9,900 X 2 semesters = 19,800; Books @ \$800/semester; OGET test @ \$150 = \$21,550/parent/year X 100 parents per year. |
|  |                |                |                |  |
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|  |                |                |                |  |