

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 # S425B200036

Grants.gov Tracking#: GRANT13154902

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200036

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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:

- ☐ Preapplication
☒ Application
☐ Changed/Corrected Application

* 2. Type of Application:

- ☒ New
☐ Continuation
☐ Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

06/29/2020

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Iowa Department of Education

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

* c. Organizational DUNS:

d. Address:

* Street1:

400 East 14th Street

Street2:

* City:

Des Moines

County/Parish:

* State:

IA: Iowa

Province:

* Country:

USA: UNITED STATES

* Zip / Postal Code:

50319-0146

e. Organizational Unit:

Department Name:

Department of Education

Division Name:

Division of Learning & Results

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

Prefix:

* First Name:

Stefanie

Middle Name:

* Last Name:

Wager

Suffix:

Title:

Education Program Consultant

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:

PR/Award # S425B200036

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:

Iowa e-Learning Central. A state-supported virtual learning environment to support student accelerated and sustained learning by expanding rigorous instructional opportunities.

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

IA

* b. Program/Project

All

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

08/10/2020

* b. End Date:

09/30/2023

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

06/24/2020

☐ 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:

James

Middle Name:

* Last Name:

Pennington

Suffix:

* Title:

Bureau Chief

* Telephone Number:

Fax Number:

* Email:

* Signature of Authorized Representative:

* Date Signed:

06/29/2020

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

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

Name of Institution/Organization

Iowa 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	0.00	10,512.00	10,512.00			21,024.00
4. Equipment						
5. Supplies						
6. Contractual	3,754,920.00	5,479,920.00	5,479,920.00			14,714,760.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2020 To: 06/30/2021 (mm/dd/yyyy)

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

The Indirect Cost Rate is %.

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

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

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

☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 12.30 %.

PR/Award # S425B200036

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	863,069.00	880,330.00	897,937.00			2,641,336.00
2. Fringe Benefits	233,029.00	237,689.00	242,443.00			713,161.00
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	1,096,098.00	1,118,019.00	1,140,380.00			3,354,497.00
10. Indirect Costs	134,820.00	137,517.00	140,267.00			412,604.00
11. Training Stipends						
12. Total Costs (lines 9-11)	1,230,918.00	1,255,536.00	1,280,647.00			3,767,101.00

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

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input checked="" type="checkbox"/> a. bid/offer/application <input type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name <input type="text" value="Iowa Department of Education"/> * Street 1 <input type="text" value="400 East 14th Street"/> Street 2 <input type="text"/> * City <input type="text" value="Des Moines"/> State <input type="text"/> Zip <input type="text" value="50319-0146"/> Congressional District, if known: <input type="text"/>		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime: 		
6. * Federal Department/Agency: <input type="text" value="US Department of Education"/>	7. * Federal Program Name/Description: <input type="text" value="Education Stabilization Fund"/> CFDA Number, if applicable: <input type="text" value="84.425"/>	
8. Federal Action Number, if known: <input type="text"/>	9. Award Amount, if known: \$ <input type="text"/>	
10. a. Name and Address of Lobbying Registrant: Prefix <input type="text"/> * First Name <input type="text" value="Stefanie"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Wager"/> Suffix <input type="text"/> * Street 1 <input type="text" value="400 East 14th Street"/> Street 2 <input type="text"/> * City <input type="text" value="Des Moines"/> State <input type="text" value="IA: Iowa"/> Zip <input type="text" value="50319-0146"/>		
b. Individual Performing Services (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="Stefanie"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Wager"/> Suffix <input type="text"/> * Street 1 <input type="text" value="400 East 14th Street"/> Street 2 <input type="text"/> * City <input type="text" value="Des Moines"/> State <input type="text" value="IA: Iowa"/> Zip <input type="text" value="50319-0146"/>		
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: <input type="text" value="[Redacted Signature]"/> * Name: Prefix <input type="text"/> * First Name <input type="text" value="James"/> Middle Name <input type="text"/> * Last Name <input type="text" value="Pennington"/> Suffix <input type="text"/> Title: <input type="text" value="Bureau Chief"/> Telephone No.: <input type="text" value="[Redacted Phone]"/> Date: <input type="text" value="06/29/2020"/>		
Federal Use Only:		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

PR/Award # S425B200036

Page e8

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.

1241-GEPA Section 427.pdf

Add Attachment

Delete Attachment

View Attachment

The Department of Education's General Education Provision Act (GEPA, Section 427)

The following steps are also detailed within the grant narrative.

The Iowa Department of Education (DE), in collaboration with the Office of Chief Information Officer (OCIO) and the governor's office, released a household technology access survey on June 3, 2020 to determine exactly where technology needs exist in Iowa. To address inequity, survey results will be used to prioritize the Governor's Emergency Education Relief (GEER) funds, which Iowa will use to provide and expand broadband and internet access, and improve access to technology.

In addition, the IDE will (1) ensure the appropriate content is available in the appropriate languages, (2) reach out to ensure families know how to access and use Iowa e-Learning Central, (3) work with agencies who work with underrepresented populations to both promote and obtain input regarding ILC (e.g., Division of Asian & Pacific Islanders, Iowa Division of Latino Affairs, Iowa Commission on the Status of African Americans, Iowa Civil Rights Commission, Iowa Division of Community Action Agencies, IDE Special Education Advisory Panel), (4) create community conversations and leverage *Family Central* within ILC to obtain input and recommendations across stakeholders with specific focus on those traditionally underrepresented, and (5) abide by the National Standards for Quality Online Courses' Standard E (Accessibility and Usability) so that all learners can access all content and activities and easily navigate and interact with all course components.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION

Iowa Department of Education

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

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

* SIGNATURE:



* DATE:

06/29/2020

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

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
<input type="text"/>	Stefanie	<input type="text"/>	Wager	<input type="text"/>

Address:

Street1:	400 East 14th Street
Street2:	<input type="text"/>
City:	Des Moines
County:	<input type="text"/>
State:	IA: Iowa
Zip Code:	50319-0146
Country:	USA: UNITED STATES

Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

Email Address:

2. Novice Applicant:

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

☐ Yes ☒ No ☐ Not applicable to this program

3. Human Subjects Research:

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

☐ Yes ☒ No

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

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

☐ No Provide Assurance #, if available:

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

<input type="text"/>	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

[Add Attachment](#)

[Delete Attachment](#)

[View Attachment](#)

ABSTRACT - Iowa e-Learning Central (ILC)

The Iowa Department of Education (IDE)

Iowa's children experienced months of learning loss and a significant decrease in access to quality instructional content as our schools closed due to COVID-19. Though our educational leaders, teachers, and parents focused on ensuring Iowa's children remained engaged in learning, the twelve-week school closures followed by the summer break undoubtedly impacted student learning. A major contributing factor to this great loss in education for our students is the lack of a state-supported virtual learning environment with access to high-quality course content. To address this critical need, we will establish **Iowa e-Learning Central** in order to not only sustain student progress, but to accelerate student learning by expanding rigorous instructional opportunities for students regardless of crisis events. ILC will partner with educators across the state to attain this primary goal by instituting the following objectives supported by grant funds: (1) establish an ILC Leadership team to lead the work (\$329,586 Y1); (2) support a statewide virtual learning environment with equitable access to high-quality course programs (\$3,154,236); (3) develop foundational content, and empower Iowa educators to develop, access, and use high-quality course programs (\$600,000 Y1; 2,325,000 Y2/3); (4) create a central area for families to access resources, their child's educational programming, and provide input and recommendations (\$10,512 travel Y2/3); and (5) evaluate project progress and performance measures/targets using a statewide continuous improvement process to measure, monitor, and adjust. ILC proposes to address the *Absolute Priority 2— Statewide Virtual Learning and Course Access Programs*.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Iowa eLearning

Central

Iowa Department of Education Grant Submission

Educational Stabilization Fund – Rethink K-12 Education Modules (ESF-REM)

CDFA: 84.425B

IOWA e-LEARNING CENTRAL

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<i>(1) The extent to which the applicant, based on the factors listed in the application package, when weighted equally, is in a specific percentile category</i>	<i>1</i>
<i>(2) The extent to which the applicant has a high coronavirus burden based on indicators and information factors identified by the applicant</i>	<i>1</i>
B. Quality of Project Services and Project Plan	3
<i>The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability</i>	<i>3</i>
<i>(1) The extent to which the proposed project is an exceptional approach to the absolute priority being addressed and includes a detailed project plan for addressing the absolute priority</i>	<i>4</i>
<i>(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project to respond to the needs of students</i>	<i>9</i>
<i>(3) The likelihood that the services to be provided by the proposed project will expand access to remote learning options and lead to improvements in student outcomes</i>	<i>11</i>
<i>(4) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice</i>	<i>12</i>

C. Quality of the Management Plan and Adequacy of Resources	14
<i>(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks</i>	<i>14</i>
<i>(2) The extent to which the proposed use of funds will adequately support the proposed project</i>	<i>14</i>
<i>(3) Costs are reasonable in relation to the objectives, design, and potential significance of the proposed project</i>	<i>14</i>
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APPENDICES

Appendix 1: Letter of Support from Governor of State, Pursuant to Application

Requirement 6

Appendix 2: Individual Resumes for Project Director and Key Personnel

Appendix 3: Current Indirect Cost Rate Agreement

Appendix 4: ILC Reference List. ~~List of Proprietary Information found in the application~~

There are is no proprietary information in this application, therefore the ILC references are provided in this appendix instead.

Appendix 5: Assurance That Applicant Will Participate in an Evaluation, Pursuant to
Application Requirement 5

Appendix 6: Department of Education Supplemental Information Form SF 424

Appendix 7: Department of Education Budget Summary Form (ED 524) Sections A & B

Appendix 8: Disclosure of Lobbying Activities (SF-LLL)

Appendix 9: GEPA Requirements - Section 427

Appendix 10: Grants.gov Lobbying Form (formerly ED 80-0013).

PROJECT NARRATIVE

A. Highest Coronavirus Burden (up to 40 pts).

(1) The extent to which the applicant, based on the factors listed in the application package, when weighted equally, is in a specific percentile category (up to 20 pts).

As per the calculations in the posted ESF-REM Application Package, VII Appendix: Coronavirus Burden Factors (pp. 25-28), Iowa is at the 61st to 80th percentile of coronavirus burden, based on equal weighting of: percent of population without broadband access (11.9%), percent of students 5-17 in poverty (12.18%), state percent share of confirmed COVID-19 cases per capita (.95%), and percent of students in rural local educational agencies (32.34%).

(2) The extent to which the applicant has a high coronavirus burden based on indicators and information factors identified by the applicant (20 pts).

Health care burden. As of June 22, Iowa has tested 259,002 individuals, of which 26,051 were positive (10%). Of these cases, a total of 686 people have died and a total of 16,240 recovered (for more information, see Iowa Department of Public Health at <https://coronavirus.iowa.gov/#CurrentStatus>). The New York Times (2020) ranked Ames, Iowa sixth regarding where outbreaks might occur next at a rate that doubles every 6.7 days (daily growth rate of 11%). Sioux City, Iowa is third regarding cities that have been hit hardest (30.91 cumulative confirmed cases per 1,000; New York Times, 2020). With approximately 17% of our population over the age of 65, and 40% of our population living in households of two or more people ([U.S. Census Bureau](#)), Iowa's risk of coronavirus impact continues to be a concern.

Economic burden. In March, Iowa's Governor Kim Reynolds began to restrict businesses in response to the coronavirus pandemic. Business restrictions and closures increased throughout March and April, with exceptions only for those businesses providing essential services. In

response, Iowa's unemployment rate has skyrocketed from 2.5% in April 2019 to 10.7% in April 2020. In one year, unemployment has more than quadrupled, and out-stripped the rate at the height of the 2008-09 recession of 7% in June of 2009 ([Iowa Workforce Development](#)). Such economic stress puts added strain on families and children, further exacerbating educational needs in our state.

Educational burden. On March 15, 2020, Governor Reynolds recommended a four-week school closure, directly impacting all of Iowa's 327 districts, 37,567 teachers, and 518,740 children and their families across public (485,853) and nonpublic (32,887) schools in the state (IDE, Fall 2019 District and School Enrollments). One month later, on April 17, the governor announced schools would remain closed through the end of the school year. Every public district and 174 nonpublic schools closed their doors for approximately 10-12 weeks as the situation unfolded across the state. As a short-term support, the IDE, in collaboration with Governor Reynolds, announced all schools would have the authority to provide Required Continuous Learning via remote learning with the local authority to decide whether student participation would be voluntary or required (for more information, see:

<https://educateiowa.gov/documents/pk-12/2020/04/template-continuous-learning>). Only five districts (1.5%) and 43 accredited nonpublic schools (25.0%) chose to require that all students participate in continuous learning for the remainder of the school year. Regardless, Iowa's students suffered from extended time without access to educational opportunities stretching from March 16, 2020 through the summer months and up to the start of the 2020-21 year. Research is fairly clear that students typically experience a loss of learning from the previous school year during the summer months that equals approximately one month of grade-level learning (e.g., Quinn & Polikoff, 2017). This has been compounded by an extra 12 weeks of voluntary remote

learning. For example, a recent NWEA study indicates, as a result of school closures due to COVID-19, some students may return to school in the fall with up 50% lower learning gains than if schools had not closed (Kuhfeld & Tarasawa, 2020). While the IDE was, and continues to be, at the center of supporting Iowa's teachers, students, and their families, the state lacks a critical resource: *A state-supported virtual learning environment with equitable access to high-quality course programs.*

B. Quality of Project Services and Project Plan (35 pts).

The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability (up 5 pts).

Circumstances in Iowa have highlighted a critical inequity in our state: *Access to the technology needed to adequately participate in remote learning.* According to the U.S. Census Bureau, nearly 25% of Iowa's families do not have access to broadband, and approximately 12% do not have access to computers (U.S. Census Bureau at <https://www.census.gov/quickfacts/IA>).

The IDE, in collaboration with the Office of the Chief Information Officer (OCIO) and the governor's office, released a household technology access survey on June 3, 2020 to determine exactly where these needs exist in Iowa. To address this inequity, survey results will be used to prioritize the Governor's Emergency Education Relief (GEER) funds, which Iowa will be using to provide and expand broadband internet access and improve access to technology.

Further, the IDE will (1) ensure the appropriate content is available in the appropriate languages, (2) reach out to ensure families know how to access and use Iowa e-Learning Central, (3) work with agencies who work with underrepresented populations to both promote and obtain input regarding ILC (e.g., Iowa Civil Rights Commission, Iowa Division of Community Action

Agencies, IDE Special Education Advisory Panel), (4) create community conversations and leverage *Family Central* within ILC to obtain input and recommendations across stakeholders with specific focus on traditionally underrepresented groups, and (5) implement ongoing analysis of ILC access and use to determine if additional outreach is needed.

(1) The extent to which the proposed project is an exceptional approach to the absolute priority being addressed and includes a detailed project plan for addressing the absolute priority (up to 10 pts).

The primary goal of ILC is to not only sustain student progress but to accelerate student learning by expanding rigorous instructional opportunities for students. The ultimate goal is to positively affect the following performance measures: (1) the number of students served by the project, (2) the percentage of parents who report satisfaction with remote learning options available (*as defined as the number and type of course-access options available in the platform*), and (3) the number and different types of new remote learning options provided. For state-selected performance measures/targets, see Table 2 on pages 22-24. Critical to ILC is a virtual learning environment to support remote learning for students during school closures due to inclement weather, epidemic, or any unanticipated crisis event. A unique aspect of ILC is the empowering of all partners in education to support our state's children:

- Teachers not only have access to high-quality content from which to teach and a hub for collaboration, they are empowered, trained, and paid as experts to develop content beyond Iowa's required core curriculum to broaden and deepen course access to content not taught in the traditional or assigned setting in the *Content Central* area of ILC;
- Families not only have access to their child's educational programming, they are empowered as the experts on their child to provide input and recommendations on

existing or new courses, as well as enabled to access family-oriented resources and support in the *Family Central* area of ILC; and

- Students not only have access to high-quality educational programming, they are empowered to select from course choices statewide, regardless of geographic location.

In addition, communities at large will be empowered to provide continuous input and recommendations through ongoing community conversations each year of the grant as the project unfolds and sustains. To achieve this, Iowa will engage in the following five objectives as outlined in Table 1 on pages 19-22 and briefly described below.

1. Establish an ILC Leadership Team to lead the work. ILC will work as an extension of Iowa’s established statewide collaborative network: Collaborating for Iowa’s Kids¹ (C4K; see <https://tinyurl.com/C4K95029>). C4K is a collaborative infrastructure with the IDE, area education agencies (AEAs; Iowa’s intermediate education agencies), local education agencies (LEAs), public and nonpublic schools, and related educational organizations. C4K is focused on the development, delivery, and support of evidence-based content and effective practices. The ILC Project Co-Directors will be part of C4K to ensure effective team functioning, collaboration, and alignment of statewide resources. The ILC Leadership Team membership will include the Project Co-Directors, evaluators, and leads of the *Platform*, *Content*, and *Family Central* teams. The primary work of this team is to lead and manage all aspects of the grant, and establish a comprehensive communication plan that includes widely disseminating information regarding the availability of stand-alone modules and course offerings.

2. Support a statewide virtual learning environment with equitable access to high-quality

¹ It is important to note that C4K was paused due to COVID-19 through summer 2020.

course programs: *The Platform*. One of the primary outcomes of this grant is to secure a state-supported Learning Management Platform so that every district in the state has a free virtual learning option from which to choose. In Year One of the grant, the state will follow required procurement procedures to acquire a state-supported Learning Management Platform that must adhere to the following parameters:

- Use common schema and linked data standards compatible with interoperable learning records as defined in the American Workforce Policy Advisory Board (2019), “White Paper on Interoperable Learning Records.”
- Integrate with Iowa’s School Interoperability Framework (SIF) system for sharing of education-related data across platforms in a single, standardized way.
- Adapt to Iowa’s statewide needs, including but not limited to areas that allow teachers to develop stand-alone modules and full courses based on the Iowa Academic Standards and Social-Emotional Learning Competencies, and a family portal to resources that allows ways to provide input.
- Ensure educators, families, and students, will have access to courses and educational programming.

The *Platform* funds requested are to provide continued support throughout the grant as Iowa builds toward sustainability by seeking legislative funds around Senate File (SF) 2310 regarding a statewide online learning platform (SF 2310 was passed June 2020; the contents of this bill are provided here: <https://www.legis.iowa.gov/legislation/BillBook?ba=SF2310&ga=88>). To support the lift required to adapt, manage, coordinate content, and maintain support for this platform, ILC will establish a *Platform Team*.

3. Develop foundational content, and empower Iowa educators to develop, access and use

high-quality course programs: *Content Central*. The funds requested are to empower educational experts to create high-quality stand-alone modules or full courses. There will be three stages in this work:

Stage 1: Application and Screening. ILC will (a) post areas of content development needed at elementary, middle, and high school levels; (b) request educator applications; and (c) screen applicants. Applications will include, at a minimum, questions about teaching and instructional design experience/expertise, a description/outline of the content proposed, and a brief action plan.

Stage 2: Development and Support. ILC will provide direct support to educators such as the training necessary to access, develop, and use content within the *Platform*, and how to meet the Quality Content Rubric (QCR) criteria for high-quality.

Stage 3: Review, Revision, and Compensation. ILC will (a) support educators to use results of the QCR to revise content as needed, and (b) compensate educators for modules or courses. Stand-alone modules are defined as any content within a subject that spans one month of instructional time (approximately 15 to 20 hours). Educators may braid stand-alone modules into full courses to fit individual student needs. Full courses are defined as content within a subject that spans a full trimester or semester.

The Quality Content Rubric (QCR) is composed of criteria from two sources: The National Standards for Quality Online Courses (2019; <https://www.nsqol.org/the-standards/quality-online-courses/>), and The Toolkit for Evaluating Alignment of Instructional Materials and Assessment Materials to the Common Core State Standards (2016; <https://www.achieve.org/publications/toolkit-evaluating-alignment-instructional-and-assessment-materials-common-core-state>). These will be reviewed, refined, and used to determine the extent

of content quality. To ensure all stand-alone and course content is developed, and is of high-quality, ILC will establish a *Content Central Team* to lead this work.

4. Create a central area for families to access resources, their child’s educational programming, and provide input and recommendations: *Family Central*. ILC will establish a *Family Central Team* to ensure there are supports for families to: (a) access resources; (b) access and have direct involvement in their child’s educational programming; and (c) provide input and recommendations regarding resources and suggested new courses. In the event that the number of requests from parents exceeds available capacity, this team will develop a fair and documented process to choose students to be served based on transparent criteria that may include (but not be limited to) disability status or family income. This team will also review and consider family and student input and recommendations on a monthly basis, and incorporate feedback into usable revisions to the platform, and module and course requests so ILC not only provides what teachers need to teach, but what families need to support their child’s education. In addition, this team will ensure community conversations are conducted each year of the project to obtain input and recommendations across stakeholders with specific focus on traditionally underrepresented groups.

5. Evaluate project progress and performance measures/targets using a statewide Continuous Improvement Process to measure, monitor, and adjust: *Evaluators*. Iowa will use an iterative continuous improvement process (CIP) to evaluate project progress and performance measures/targets (for more information on Iowa’s CIP, <https://tinyurl.com/CIP95029>). This ongoing iterative five-step process includes: (1) Determine Current State (Baseline), (2) Identify Strengths and Barriers, (3) Create a Plan, (4) Implement the Actions, and (5) Assess Impact (Outcomes). The ILC Leadership Team will ensure the CIP is

used to measure, monitor, and adjust as needed; ILC *Evaluators* will evaluate project progress and performance measures/targets. Table 2 on pages 22-24 provides performance measures, performance targets, and methods by each of the five ILC objectives.

(2) The extent to which specific gaps or weaknesses in services, infrastructure, or opportunities have been identified and will be addressed by the proposed project to respond to the needs of students. (up to 10 pts)

As described in Section A.2. on pages 1-3, Iowa has been hit hard by COVID-19. Not only has the health care sector experienced a steady rate of positive cases and related deaths, two of Iowa's towns are in the top ten cities that either have been hit hard-or are predicted to be hit hard-by the coronavirus. The health care burden has been exacerbated by a resulting economic and educational strain as schools and businesses closed. Unemployment is at the highest it has been for over 20 years. Over half-million of our children will have experienced 10-12 weeks of variable education, followed by another 10-12 weeks of minimal-to-no education over summer break. While the IDE was, and continues to be, at the center of supporting Iowa's teachers, students, and their families, the state lacks a critical resource: *A state-supported virtual learning environment with equitable access to high-quality course programs.*

While having a central virtual learning environment can provide equity of access, it does not ensure high-quality content and learning. Although there are quality courses in schools across the state, *Iowa lacks a central state-supported hub for teachers, families and students to access high-quality content (i.e., either stand-alone modules, or full courses).* Parent/family partnership with their child's school is both critical and challenging in a virtual environment. *Iowa lacks a common and consistent way for parents/families to: (1) be actively involved in a state-supported online learning environment, (2) access common resources, and (3) provide input and*

recommendations to help customize educational opportunities statewide. In addition, there is no statewide vehicle for students to access state-supported content regardless of geography, and to provide input and recommendations to such an effort.

The IDE has actively addressed issues raised by COVID-19:

- The IDE, in collaboration with Governor Reynolds, announced all schools would have the authority to provide Required Continuous Learning via remote learning options with the local authority to decide whether student participation would be voluntary or required. This allowed schools to reopen via remote learning; however, *it did not provide support to any school for a virtual learning environment, or access to high-quality content, to help with the immediate transition to remote learning* (required (for more information, see: <https://educateiowa.gov/documents/pk-12/2020/04/template-continuous-learning>)).
- The IDE, in collaboration with the governor, announced the requirement that all districts must submit *Return-to-Learn* plans by July 1, 2020. This requirement is focused on supporting districts as they begin to plan for the complexities of 2020-2021. The IDE developed *Return-to-Learn* guidance that outlines required actions (for more information, see: <https://educateiowa.gov/documents/pk-12/2020/05/return-learn-guidance>), and a companion [Return-to-Learn Support document](#) that is an optional tool districts and nonpublic schools may access as they develop, implement, and monitor plans.
- The IDE, in collaboration with the AEAs, developed a [Return-to-Learn support site](#), as well as developed and disseminated materials related to the *Return-to-Learn Support* document to further support districts and nonpublic schools as they develop, implement and monitor plans.
- The IDE, in collaboration with the OCIO and the governor, developed and released a

statewide household technology access survey for schools to administer to determine broadband access and other technology needs of families. Results will be used to prioritize the Governor's Emergency Education Relief (GEER) funds, which Iowa will be using to provide and expand broadband internet access and improve access to technology.

- Legislators passed SF 2310, focused on a state-supported online platform. This bill establishes the foundation and structure for the state's online learning platform, and requires all districts and accredited nonpublic schools to report all online coursework offered to students (the contents of this bill are provided here:

<https://www.legis.iowa.gov/legislation/BillBook?ba=SF2310&ga=88>). Although SF 2310 addresses the need for an online platform with parameters that support this critical direction, *funds to sustain a statewide online learning platform were not included in the bill.*

Despite these efforts, Iowa continues to lack means to sustain a virtual learning environment, high-quality content accessible to all, common and consistent family support and involvement within a virtual learning environment, and student access to high-quality content regardless of geographic location or unexpected school closures. The IDE intends to address these gaps in access and services through Iowa e-Learning Central as described throughout this application.

(3) The likelihood that the services to be provided by the proposed project will expand access to remote learning options and lead to improvements in student outcomes (up to 5 pts)

Currently, 165 districts (50.5%) offer 1,957 unique online courses across grades K-12. These offerings are mostly school-bound, meaning only offered within that school or district, and a large majority of the courses are high school only. Of the 1,957 courses, only 280 are considered core courses in the subject areas of English/Language Arts, Mathematics, Science, or Social Studies. All subjects must be taught by Iowa licensed teachers; however, the quality of online

courses is unknown at this time.

Only three districts (6.5% of the student population) have approved online schools. The remaining 324 districts were approved to provide whatever online learning experiences they could through an expedited application to the IDE (Required Continuous Learning), without the benefit of time, thought, or resources. This means that the vast majority of students (over half million) engaged in online learning that, in these the COVID-19 worst of times, reflects access to some type of remote learning supported by content that may, or may not, be of high-quality.

The ILC Theory of Action is that **if** Iowa establishes: (1) an ILC Leadership Team with the charge to focus statewide efforts in this work; (2) a statewide virtual learning environment with equitable access to high-quality course content; (3) foundational content while empowering educators to develop, access and use high-quality course content; (4) a central family area that supports access to resources, their child's educational programming and support to provide input and recommendations; and (5) an evaluation of project performance and targets to measure, monitor and adjust using a CIP, **THEN teachers** will have the knowledge and skills they need to ensure the success of all students, **families** will have what they need to support their children, and all **students** will be successful in not only sustaining progress, but in accelerating their learning.

(4) The extent to which the services to be provided by the proposed project reflect up-to-date knowledge from research and effective practice (up to 5 pts).

(a) Current meta-analyses suggest online learning may be more effective than traditional instruction (face-to-face), though overall effects may be attributed to more of a hybrid or blended model of instructional delivery and curricular materials used (both online and face-to-face), as well as when students were engaged in either instructor-led or collaborative learning (as opposed

to strictly independent learning (U.S. Department of Education, 2010). Online learning shows, “promise... as an effective alternative for improving student performance across diverse groups of students,” (Patrick & Powell, 2009, p. 9).

(b) Research suggests the loss of learning over the summer months equals approximately one month of grade-level learning (Quinn & Polikoff, 2017). A recent study by NWEA indicates that, as a result of school closures due to COVID-19, some students may return to school in the fall with up 50% lower learning gains than they would have had if schools had not closed due to COVID-19 (Kuhfeld & Tarasawa, 2020).

(c) In addition to the physical and mental health concern Iowa teachers face as a result of the COVID-19 pandemic, they are also being asked to accelerate student learning. The situation is one that has a high probability of having a negative impact on teachers' individual and collective efficacy, a factor that has direct implications for the student achievement they are trying to accelerate. ILC is designed to not only increase access to high-quality content, but also increase individual and collective teacher efficacy and teacher quality significantly, which research indicates has a significant and meaningful impact on student outcomes (e.g., Hattie, 2018; Hanushek & Rivkin, 2010; Chetty, Friedman, & Rockoff, 2014).

(d) Parent involvement in a child’s education is positively related to student outcomes, depending on type of involvement. For example, parental involvement that supports a partnership with the school (e.g., shared understanding of the goal/purpose of their child’s education and access to effective strategies to help their child) has a significant and meaningful impact on student achievement (Jeynes, 2012). ILC will ensure *Family Central* supports families to (a) access resources, (b) access and have direct involvement in their child’s educational programming, and (c) provide input and recommendations to be incorporated into ILC.

(e) Equity in opportunity to learn rigorous content has a significant and meaningful impact on student learning, even when controlling for instructional practices and student demographic characteristics (Gamoran, Porter, Smithson, & White, 1997). The focus on standards alignment of courses by the *Content Central Team*, in addition to the quality criteria for online courses, increases the likelihood Iowa can increase equitable access to the rigorous learning experiences for all students.

(f) Student voice and choice underlies ILC, as research indicates such self-advocating leads to students being significantly more academically motivated and engaged in school (Quaglia Institute for School Voice and Aspirations, 2016). Providing students access to high-quality content no matter where they live, what school they attend, or what educational level they expect to attain certainly provides the virtual choice; directly seeking input and recommendations provides the virtual voice.

C. Quality of the Management Plan and Adequacy of Resources (25 pts).

1-4 (1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks. (5 pts) (2) The extent to which the proposed use of funds will adequately support the proposed project (5 pts); (3) Costs are reasonable in relation to the objectives, design, and potential significance of the proposed project (5 pts); and (4) Costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits (10 pts).

To manage a statewide lift of this magnitude, it is imperative that qualified personnel lead each aspect of ILC. Briefly, personnel include \$1,096,098 in-kind contributions as expert content, family/student voice, special education, and evaluation personnel come together within an ILC

Leadership Team to lead this work. The grant funds requested in this area include the Project Co-Directors, and 2 Platform Support Specialists for a total of \$329,586 in Year 1. Each team will be co-led by a Project Co-Director as described in this section. Qualifications of known personnel, as well as examples of bureau expertise, are provided in Appendix 2. Responsibilities of all personnel are further detailed in the Budget Narrative with hiring contingent on the applicant possessing expertise to perform stated responsibilities.

Project Co-Director: Stefanie Rosenberg Wager (.5 FTE, *grant-funded*). Ms. Wager will serve as co-lead on the ILC Leadership Team, and work with Ms. Nagel to oversee all aspects of the grant (**Objectives 1-5**) with primary leadership in Objectives 3 and 4, and shared responsibilities for Objectives 1 and 5 as shown in Table 1. Ms. Wager has 15 years of experience as a teacher with expertise in developing instructional content in the area of social studies. Additionally, Ms. Wager has 7 years of experience leading statewide efforts, providing guidance, facilitation and technical assistance to education agencies and local districts, including professional development and training.

Project Co-Director: Gwen Nagel (.5 FTE, *grant-funded*). Ms. Nagel will serve as co-lead on the ILC Leadership Team, and work with Ms. Wager to oversee all aspects of the grant (**Objectives 1-5**) with primary leadership in Objective 2, and shared responsibilities for Objectives 1 and 5 as shown in Table 1. Ms. Nagel has over 30 years of experience working across systems at the state level. Ms. Nagel has deep experience working in the area of distance education and developing/supporting virtual and digital learning and educational technology, working and leading in this area over 20 years.

Platform Support Technicians. (2 positions at 1.0 FTE, *to-be-hired; grant-funded*). Support technicians will serve on the *Platform Team*, and have expertise in learning management

systems, statewide data systems, and large-scale supports (e.g., addressing technology-related questions and concerns regarding the *Platform's* performance). Platform Support Technicians will work directly with the Platform Lead to complete all activities related to Objective 2.

The below describes the expertise of ILC's *in-kind contributions* to establish and sustain *Content Central*, *Family Central*, and *Platform* teams, and evaluation and communications.

Content Central Team (3.0 FTE, \$386,003). To ensure all stand-alone and course content is developed, and is of high-quality, ILC will rely on the expertise of our Bureau of Leading, Teaching, and Learning (LTLS). The role of LTLS within the Division of Learning and Results (DLR) at the IDE is to support statewide curriculum including Iowa's Academic Standards², and evidence-based instructional design and delivery; personnel employed are expert in specific content areas, instructional design and delivery, and Iowa's Academic Standards. The Bureau Chief of LTLS, Dr. Erika Cook, and her bureau staff of twenty personnel will be charged to lead *Content Central* as described in this grant (**Objective 3**). Example vitae are provided in Appendix 2 that highlight the expertise of this bureau to do the work: Dr. Erika Cook, April Pforts, Dr. Lawrence Bice, Leigh Belleville, and Dr. Maryam Szabo.

Family Central Team (3.0 FTE, \$386,003). To ensure family, students, and community members have input on all aspects of the project, ILC will tap the expertise of the Bureau of Learner Strategies and Supports (LSS). The role of LSS within DLR at the IDE is to ensure equity, access and free appropriate public education for all students, with a focus on special

² The Iowa Academic Standards include: Iowa Core Standards, Iowa Early Learning Standards, Iowa Core Essential Elements for Students with Significant Cognitive Disabilities that participate in alternate assessment, and Iowa's English Language Proficiency Standards.

education, social-emotional-behavioral health and family/student voice and choice. Personnel employed are expert across each of these areas, with a particular strength in Multi-Tiered System of Supports. The Bureau Chief of LSS, Dr. Brad Niebling, and his bureau staff of 25 personnel will be charged to lead *Family Central* as described in this grant (**Objective 4**). Example vitae are provided in Appendix 2 that highlight the expertise of this bureau to do the work: Dr. Brad Niebling, Dr. Greg Feldmann, Dr. Kay Augustine, and McLissa Lawson.

Platform Team & Evaluation (2.0 FTE, \$262,183). ILC will leverage the expertise of our Bureau of Information and Analysis (IAS) to lift and sustain the *Platform Team* as well as the evaluation component of ILC. The role of IAS within DLR at the IDE is to support all pre-K-12 educational data collection, analysis and reporting systems for the Division; personnel employed are expert at developing and supporting statewide systems as well as data collection, analysis and reporting. The Bureau Chief of IAS, Jay Pennington, and his bureau staff will be charged to lead the *Platform Team* and evaluation work described in this grant (**Objectives 2 & 5**). Example vitae are provided in Appendix 2 that highlight the expertise of this bureau to do the work: Jay Pennington and Betsy Lundy.

Communication on the ILC Leadership Team (.5 FTE, \$61,910) The IDE will support a half-time position focused on the communication needs of this project. Example vitae is provided in Appendix 2: Heather Doe that highlights the IDE communications expertise.

Table 1 provides a detailed project plan to address the Absolute Priority 2, that includes clear milestones (objectives), tasks, and timelines across the three years of ILC. Table 2 provides performance measures, targets, and methods. The primary performance measure across all Objectives is maintaining or accelerating the performance of students served in ILC in reading and mathematics. The performance target is achievement on reading and mathematics remains at

– or accelerates beyond – pre-pandemic performance for students served. The method includes scores on statewide tests and/or statewide accessible universal screening data. Baseline for both reading and mathematics is approximately 55-60% of all students in grades 3 through 11 are proficient in mathematics and reading, respectively. Approximately 9-15% are advanced in mathematics, and 6-18% are advanced in reading (IDE, 2019). The methods outlined here and in Table 2 are reliable, valid, and result in meaningful performance data. We anticipate we will meet our projected targets at the end of each grant reporting cycle. Performance targets listed are ambitious at between 80/90-100% and achievable across respective objectives as (1) the C4K structure supports effective team functioning, (2) our personnel are expert at data systems, (3) no content will be posted on the platform unless it meets QCR criteria and teachers are compensated, (4) continued input and ongoing conversations across stakeholders will inform each step of ILC, and (5) our personnel are expert at developing surveys/community conversations, and collecting, analyzing and reporting data. Methods are accurate as each are direct measures of the evaluation question and listed target. **Baseline for all targets: 0%.**

Table 1. Milestones (Objectives), Tasks, Subtasks, Timeline, and Team Responsible

	Year 1												Year 2				Year 3			
1. Milestones (Outcomes); 1.1.Tasks; 1.1.1. Subtasks	A	S	O	N	D	J	F	M	A	M	J	J	1	2	3	4	1	2	3	4
1. Establish an ILC Statewide Leadership team to lead the work: <i>ILC Leadership Team</i>																				
1.1. Establish an ILC Team to lead and manage all aspects of the grant	E																			
1.2. Use a Continuous Improvement Process to monitor/adjust the work																				
1.3. Establish teams and ensure deliverables are on time/within budget	E																			
1.4. Develop-implement-sustain a comprehensive communication plan	D	D																		
2. Support a statewide virtual learning environment with equitable access to high quality course programs: <i>Platform Team</i>																				
2.1. Manage acquisition-adaptation-refinement of a platform																				
2.1.1. Establish contract	E	E																		
2.1.2. Use survey/community conversation results enhance user experience																				

[illegible]

[illegible]

including all grant management activities.	deliverables, including reports, are on time and within budget, and if not, there is a plan of action to resolve the action.	Annual reports submitted; Written communication plan.
Objective 2: The Platform. The <i>Platform</i> is supported by the state and available to Iowa's teachers, families and students; The number of students served by the project (<i>Grant Performance Measure</i>).	(1) 100% of available content is accessible to teachers, families and student; (2) 80-100% of the projected number of Iowa's teachers and families/students have access to ILC by YEAR 3 of the project.	(1) <i>Platform</i> is purchased and all districts have access; (2) # of users by stakeholder group – teachers at 37,386, families at 242,610, students at 242,610).
Objective 3: Content Central. The number and different types of new remote learning options provided defined as the number and type of course-access options available in the state-support virtual learning	(1) 80-100% of projected modules/courses are developed; (2) 100% of the content on ILC is of high-quality; (3) 100% of teachers who developed high-quality content are compensated.	(1) 150 modules Y1; 750 modules Y2/Y3; 30 courses Y1; 60 courses Y2/3); (2) #/ % of modules/courses that meet QCR criteria; (3) #/% of teachers receiving compensation for completed modules.

environment (<i>Grant Performance Measure; ILC definition</i>).		
Objective 4. Family Central. The percentage of parents who report satisfaction with remote learning options available (<i>Grant Performance Measure</i>).	80-100% of satisfaction surveys indicate an above average to high satisfaction (e.g., 3 out of 4 on a 4-point Likert Scale; 80-100% satisfaction rate).	# of families/students who access <i>Family Central</i> ; Results of community conversations; Results of satisfaction surveys.
Objective 5: Evaluation. The number and percent of quarterly and annual reports that are on time, and complete with performance measures and targets, and updates on deliverables.	(1) 100% of performance measures and targets are collected, analyzed and reported; (2) 100% of surveys and community conversations are developed and implemented; (3) 80-100% of ILC Leadership meetings include a review of data and action plans.	(1) Quarterly and annual reports; (2) Surveys/community conversations implemented/data analyzed; (3) ILC Leadership agendas.

In-kind and grant funds will be used to support each of the five objectives in Table 1. See section B1 for design and significance, and the Budget Narrative for breakdown of costs.

1. The Learning Management Platform: \$3,154,236. The major fiscal share of grant funds is focused on supporting a platform any teacher, parent or student may access so learning remains constant regardless of school closure. ILC anticipates the following number of persons to be served at 242,610 students + 242,610 households + 37,386 educators + 3000 AEA staff + 100 DE staff or 525,706 users at [REDACTED] year.

2. High Quality Content: \$600,000 Year 1. 2,325,000 in Years 2 and 3. ILC intends to compensate educators \$2500 for any month-long stand-alone module, or \$7500 for any full course, that meet criteria for high quality. ILC anticipates the number of developed stand-alone modules and full courses in **Year 1** as 150 Stand-alone and 30 full courses and in **Years 2 and 3** 750 Stand-alone and 60 full courses. We anticipate the first year will be dedicated to core content and the development of course structures as we ramp up communications around Iowa e-Learning Central, provide training to educators on high quality and module/course development in preparation for accelerated efforts during Years 2 and 3.

3. Personnel: [REDACTED] See pages 15-18 or the Budget Narrative.

Other Costs, \$10,512. Travel costs (in Years 2 and 3) are included in the grant at \$10,512/year.

Other Attachment File(s)

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Kim Reynolds
GOVERNOR

OFFICE OF THE GOVERNOR

Adam Gregg
LT. GOVERNOR

June 25, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue, SW
Washington, D.C. 20202

Dear Secretary DeVos,

I wholeheartedly endorse the Iowa Department of Education's grant application to establish Iowa e-Learning Central, a state-supported virtual learning environment that will provide students, educators and families access to high-quality course content and support, no matter where they live.

As schools across Iowa closed due to COVID-19, children lost months of learning and access to high-quality instruction. While education leaders, teachers and parents worked diligently to ensure children remained engaged, the extended school building closures undoubtedly widened educational gaps, particularly for low-income students and students with individualized education plans.

A significant factor contributing to this learning loss is the absence of a state-supported virtual learning environment that offers access to high-quality course content. To address this critical need, Iowa seeks to create Iowa e-Learning Central to not only sustain student progress but to accelerate learning by expanding rigorous instructional opportunities regardless of crisis events.

Iowa e-Learning Central will empower educational partners by:

- Allowing teachers to access and develop high-quality instructional content, and collaborate;
- Providing families access to family-oriented resources and support;
- Expanding student access to high-quality courses statewide, regardless of location or the status of school closure; and
- Offering communities opportunities to make recommendations each year of the grant.

I appreciate your consideration of our proposal to establish Iowa e-Learning Central, which will enhance Iowa's capacity and infrastructure to close educational gaps and learning loss, and accelerate learning.

Sincerely,



Kim Reynolds
Governor of Iowa

GWEN WALLACE NAGEL



EDUCATIONAL BACKGROUND:

MPA	Drake University Des Moines, Iowa	Public Administration, Educational Administration Concentration
BS	Iowa State University Ames, Iowa	K-12 Education Biology, General Science, Physical Education, Coaching Folder Number: 156824

CURRENT POSITION:

2020 - Present	<p>Administrative Consultant – Digital Learning and State Ed Tech, Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319</p> <ul style="list-style-type: none">• Provide internal and external leadership regarding policy and practice in the fields of digital learning and educational technology.• In cooperation with the Leading, Teaching and Learning Bureau Chief, provide leadership for the Department’s E-Learning Central initiative.• Co-administer and evaluate Online Program Approvals for Private Providers and School, District and Consortiums.• Assist Department of Education executive staff regarding online education-related policy decisions, issues, and endeavors; authoring legislative bills relating to online learning and appearing before legislative committees, as requested• Represent the Iowa Department of Education on Iowa’s Area Education Agency Media Directors Council• Represent the Iowa Department of Education at State Educational Technology Association (SETDA) meetings and provide state data reports as required and/or requested• Serve on SETDA’s State Engagement committee and as Iowa’s Broadband contact for SETDA
2008 - 2020	<p>Director, Iowa Learning Online (ILO), Iowa Department of Education, Grimes State Office Building, Des Moines, Iowa 50319</p> <ul style="list-style-type: none">• Manage and lead Iowa Learning Online, an Iowa Department of Education virtual high school initiative, including oversight of course development/selection and alignment with the Iowa Core;

- teacher selection, training and professional development; online course platforms; website; and activities of ILO team members
- Assist Department of Education executive staff regarding online education-related policy decisions, issues, and endeavors; authoring legislative bills relating to online learning and appearing before legislative committees, as requested
- Represent the Iowa Department of Education at State Educational Technology Association (SETDA) meetings and provide state data reports as required and/or requested
- Serve on SETDA's State Engagement committee and as Iowa's Broadband contact for SETDA

PROFESSIONAL EXPERIENCE:

- 1997 - 2008 Assistant Division Director, Education Division, Iowa Public Television (IPTV), 6450 Corporate Drive, Johnston, Iowa 50131
- Hired, managed and led the division's instructional television utilization staff, distance learning staff, and Web team
 - Jointly managed and marketed Iowa Learning Online (ILO), an Iowa Department of Education virtual high school initiative
 - Provided assistance to IPTV executive staff regarding education-related policy decisions, issues, and endeavors
 - Managed and led IPTV's expanding Ready To Learn child care provider and family education efforts
 - Provided budget oversight, grant monitoring and subsequent reporting
 - Acted as IPTV advocate and liaison to education constituents (Iowa Department of Education and other state agencies, Area Education Agencies, higher education institutions, local school districts, North Central Regional Education Laboratory, US Department of Education, and Public Broadcasting System)
 - Provided leadership, secured partnerships, produced, and marketed IPTV's educational content
- 1993 - 1997 Assistant Director, Iowa Star Schools Project, Iowa Public Television (IPTV).
- Jointly wrote and managed multi-million dollar U.S. Department of Education Star Schools distance learning grants
 - Created and managed a clearinghouse for research, information and activities related to distance learning and Iowa's first state agency Web site (the Iowa Distance Learning Database), serving educators throughout the state of Iowa
 - Designed and delivered outreach, training, and materials for potential users of distance learning via Iowa's fiber-optic system, the Iowa Communications Network (ICN)

- Created IPTV’s “virtual fieldtrip” concept, which later became K-12 Connections; provided production, budget and content oversight for large and small productions
 - Provided presentations concerning the Iowa Star Schools Project, the ICN, and distance learning to state, national, and international audiences

- 1992 - 1993 Acting State Facilitator, National Diffusion Network, Iowa Department of Education, Des Moines, Iowa
 - Coordinated outreach and liaison activities and monitored federal grant monies, activities, and resulting sub-contracts

- 1989 - 1992 Research Associate, Bureau of Planning, Research & Evaluation, Iowa Department of Education, Des Moines, Iowa
 - Coordinated information retrieval and dissemination services provided to the Department of Education staff and to Iowa educators through the existing network of Area Education Agencies
 - Monitored statistical information gathering related to the U. S. Office of Education and the National Center for Educational Statistics (NCES)
 - Served as communication and dissemination link between the Department of Education and the North Central Regional Educational Laboratory (NCREL) in Chicago, Illinois
 - Responded to top-priority or legislative agenda topics by synthesizing the topical literature and writing literature reviews for use by the governor’s office, legislators and department senior staff
 - Developed curriculum and provided workshops related to information retrieval and dissemination of educational research

- 1982 - 1983 Science Teacher/Junior High Girls Basketball Coach – Urbandale Community School District

APPOINTMENTS, PUBLICATIONS AND EXPERIENCES:

- 2019 Contributing Author - "National Standards for Quality Online Programs," - Second Edition, Virtual Learning Leadership Alliance and Quality Matters, 2019.

- 2011 Iowa Distance Learning Association (IDLA) Distance Learning Distinguished Service Award

- 2008 - 2016 Represented/Chaired the Iowa Department of Education on Iowa’s Education Telecommunications Council (ETC)

2011	Contributing Author - “National Standards for Quality Online Teaching - Version II, iNACOL International Association for K-12 Online Learning, October 2011
2009 - 2011	iNACOL Learning Continuity Task Force (pandemic/disaster planning)
2008 - 2011	Represented the Iowa Department of Education in the areas of online/digital learning and educational technology on CCSSO’s (Council of Chief State School Officers) committee revising the InTASC (Interstate Teacher Assessment and Support Consortium) Model Core Teaching Standards.
2008 - Present	iNACOL International Association for K-12 Online Learning Advocacy and Issues Committee
2001 - 2005 2001	Iowa Database Advisory Council, Chair Co-Author - “High School Regional Academies: Use of Telecommunications and Technology to Expand Learning Opportunities,” www3.iptv.org/iowa_database/regacad.cfm
2000	Telly Award – “Follow the North Star” (IPTV Educational production award presented by national video and television industry colleagues)
1999	Penn State University Distance Education Symposium (Presentation & Publication) “Educational Opportunities via the Iowa Communications Network,” <i>American Center for the Study of Distance Education Online Symposium</i> , 9 (5). www.ed.psu.edu/acsde/deos./deosnews/deosarchives.asp
1999	Grant Reader/Award Team – U.S. Department of Education/ National Library of Education, ERIC Facility Grant Competition (one of three invited readers)
1995	University of Northern Iowa Institute for Educational Leadership (Presentation & Publication) “Providing Statewide Access to the Information Highway: Roadblocks May Appear on the Horizon,” <i>Critical Issues Concerning K-12 Internet Use: Monograph Series</i> , Institute for Educational Leadership, University of Northern Iowa, Graphics Resources Inc, Cedar Rapids, Iowa, 5 (3), pages 118-120
1991 - 1993	Methods of Administration State/Federal Compliance Team (Equity), Iowa Department of Education – Local school district visits, assessments, and consultations
1991	National Education Goals Panel and National Education Forum – Governor’s Planning Committee/Logistics Coordinator

1990 - 1993	North Central Regional Educational Laboratory (NCREL) – State Advisory Committee
1989 - 1992	St. Pius X School Board of Education, Urbandale, Iowa – Chairperson

PROFESSIONAL AFFILIATIONS:

iNACOL International Association for K-12 Online Learning

State Education Technology Directors' Association (SETDA)

U.S. Distance Learning Association (USDLA)

Iowa Distance Learning Association (IDLA)

STEFANIE ROSENBERG WAGER

EDUCATION

2008-2010 Drake University Des Moines, Iowa

Master's in Educational Leadership, PK-12 Principal/Special Education Supervisor

- Evaluator Approval I Certification

2001-2005 Drake University Des Moines, Iowa

Bachelors in Secondary Education

- Endorsement in All Social Studies
- Concentration in Latin American Studies

PROFESSIONAL EXPERIENCE

2013-present Iowa Department of Education Des Moines, IA

Social Studies, Financial/Civic Literacy and World Languages Consultant

- Provide leadership, guidance, and technical assistance to education agencies and local districts
- Plan and facilitate professional development in social studies and financial literacy for statewide delivery
- Facilitate the Statewide Social Studies Leadership Team, Financial Literacy Network, and Iowa History Advisory Council
- Serve on, and provide guidance to, various committees and boards such as:
 - Iowa Geographic Alliance
 - NEH Chronicling America Advisory Board, Iowa State Historical Society
 - Living History Farms Education Advisory Board
 - Iowa Holocaust Education Council
- Co-coordinator, Teaching with Primary Sources grant from the Library of Congress
- Member of CS4 (Council of Social Studies State Specialists) and CCSSO Social Studies Collaborative
- Promote and lead bureau and division initiatives.

2013-2016 Grand View University Des Moines, IA

Adjunct Instructor, Social Studies Methods, and Student Teaching Supervisor

- Taught secondary social studies methods course.
- Supervised student teachers.

2012-2013 Dallas Center-Grimes Schools Grimes, Iowa

Teacher, Dallas Center-Grimes High School

- Taught 10th-12th grade social studies
- Served on the TICL (Technology Integration Community of Learning) Committee
- Served on the BLT (Building Leadership Team)

2012-2013 Buena Vista University Newton, Iowa

Adjunct Professor

- Taught Elementary Social Studies Methods at the undergraduate level

2009-2012 Des Moines Public Schools Des Moines, Iowa

Curriculum Coordinator/

Director and Coordinator, Teaching American History Grant & Pre-AP Programs

- Managed a \$1.4 million dollar federal grant dedicated to high quality pedagogy and content professional development in the area of American history.
- Coordinated various professional development activities through local, state, and national organizations related to social studies education for K-12 teachers
- Established and maintained Pre-AP (Advanced Placement) programs within grades 6-10.

- Provided professional development in the areas of teaching best practices, technology integration, diversity, and poverty's impact on learning, etc.
- Served on numerous district committees such as:
 - Des Moines Public Schools Technology Committee (2009-2012)
 - Des Moines Public Schools Professional Development Committee (2007-2012)
 - Poverty Action Research Committee, Chair (2010-2012)

2005-2009

Des Moines Public Schools

Des Moines, Iowa

Teacher, Roosevelt High School

- Taught 9th-12th grade social studies
- Served in various leadership capacities:
 - Social Studies department co-chair (2007-2009)
 - Smaller Learning Communities (SLC) team leader (2007-2009)
 - Coordinator, Des Moines- Mexico Exchange Program (2007-2009)
- Served on various committees such as the Instructional Leadership Team and Cultural Competency Committee

2000-2001

Instituto Thomas Jefferson

Naucalpan, Mexico

Teacher

- Taught in a 1st- 6th grade classroom
- Organized and implemented new reading programs
- Helped English teachers plan and implement curriculum

PROFESSIONAL HONORS & ACTIVITIES

- President-Elect, National Council for the Social Studies (2019-2020)
- Board Member, National Council for the Social Studies (2015-2018)
- President, Iowa Council for the Social Studies (2014-2018)
- Board Member, Hispanic Education Resources (2016-2018)
- iCivics Teacher's Council (2014-2015)
- 2011 ASCD Emerging Leader in Education
- Co-coordinator, James Madison Legacy Project (2015-2018)
- Iowa ASCD Executive Board Ad-Hoc Member (2011-2014)
- Manuscript Reviewer, ASCD
- Featured in *Converge* Magazine for work on aligning Common Core Standards with 21st Century Skills and technology integration (2011)
- Presidential Academy Honoree (Summer 2008)
- Governor's Volunteer Leadership Award (2007)
- Presidential Volunteer Service Award (2000)

PROFESSIONAL MEMBERSHIPS

- National Council for the Social Studies (NCSS)
- Association for Supervision and Curriculum Development (ASCD)
- ACTFL
- International Society for Technology in Education (ISTE)
- Iowa Council for the Social Studies (ICSS)
- State Historical Society of Iowa

LANGUAGES

- Basic fluency of Spanish

REFERENCES

Erika Cook

Iowa Department of Education

Bureau Chief, Standards and Curriculum

th

Email: [REDACTED]

Dr. Chad Timm
Professor, Simpson College

[REDACTED]

Lou Howell

[REDACTED]

Dr. Sally Beisser

[REDACTED]

Joanne Tubbs

[REDACTED]ts

ERIKA COOK, Ph.D.

PROFESSIONAL EXPERIENCE

West Des Moines Community School District, West Des Moines, Iowa: July 2011-Present

Associate Principal, *Leads Academics and a Small Learning Community at Valley High School (Alumna)*

- Leads an AP Council expanding equity (over 50%) and excellence impacting achievement
- Represented Iowa as the principal delegate to the Council of Chief State School Officers
- Created and directs a registration committee working with the school board and union resulting in improvements
- Serves as the administrator for over 600 students including discipline, academics and special education
- Directs staffing, master scheduling, program of studies, grading, conferences and graduation
- Supervises the Science, World Languages, Counseling, FCS and Technology Departments
- Works with community leaders fundraising for and developing Tiger Pride Supplies and Booster Pak
- Runs dual-enrollment, NCAA, Central Campus, PSEO programming and outside relationships
- Spearheads Character Counts: Tiger Pause Awards, suicide prevention awareness, anti-bullying campaign
- Produces all building data requests and completed state BEDS, EASIER and supplemental weighting reports
- Works on committees for Teacher Quality, DINA Transition and Professional Development

Hinsdale Township School District 86, Hinsdale, Illinois: August 1998-July 2011

Curriculum Director, *Led the Social Studies Department at Hinsdale Central High School*

- Presided over personnel, curriculum, instruction, assessment, programming and operations
- Hired, supervised, evaluated, remediated and terminated faculty members
- Facilitated the creation and implementation of measurable skill, content and citizenship curricula
- Spearheaded articulation and a professional development vision with feeder school districts
- Created and oversaw professional learning communities using standard assessments to analyze data
- Obtained grants working with several districts and non-profits resulting in opportunities for students and faculty
- Implemented practice on a Technology Leadership Team and District Technology Advisory Council
- Created many activities in support of the distinction, "National School of Character"
- Created and allocated capital, supply and professional development budgets

The College Board Sabbatical, *Managed in the K-12 National Service Team, July 2003-July 2004*

- Consulted to large school district and state accounts in the Midwest working with professionals and boards
- Recognized for outstanding work in Lansing, Chicago, Milwaukee and Shawnee Mission
- Served on the national professional development team contributing to a vision by assessing need
- Supervised all professional development in the Midwest region (11 states)
- Led Fall Counselor Workshops, New SAT trainings and PSAT Score Report Plus sessions for regional districts
- Analyzed state testing adoptions to measure relevant standards as a part of a regional team
- Developed and oversaw a \$200,000 budget

Gifted and Talented Educator, *Taught Geopolitics at Northwestern University's Center for Talent Development*

- Recruited to write new curriculum and teach students from a worldwide selection process during summers

Social Studies Educator, *Taught AP Government and integrated World Cultures at Hinsdale Central High School*

- Led the World Cultures professional learning community
- Interned in Human Resources under the Assistant Superintendent and served on the Leadership Committee
- Orchestrated several school visits such as a National Geographic Explorer and First Lady Michelle Obama

West Des Moines Community School District, West Des Moines, Iowa: August 1996-August 1998

Social Studies Educator, *Taught Global Issues and Geography at Valley High School (Alumna)*

- Selected for the faculty to open a ninth grade interdisciplinary school, Valley Southwoods
- Served as a representative on the West Des Moines Advisory Council and School Improvement Team
- Created a guest speaking seminar, *International Ambassadors*, with Drake University

Blue Valley School District, Overland Park, Kansas: August 1995-August 1996

World Language Educator, *Taught Spanish at Harmony Middle School*

- Emphasized language and culture interconnectedness by utilizing authentic materials from Spain

ERIKA COOK, Ph.D.

EDUCATION

Ph.D. in Leadership and Policy, December 2006

Loyola University: **GPA:** 4.0/4.0

M.A. in Social Studies, May 1995

University of Iowa: **GPA:** 3.9/4.0

B. A. in Political Science, May 1992

University of Kansas: **GPA:** 3.4/4.0

FELLOWSHIPS

Aramco Fellow: Fall 2005, Saudi Arabia

Fulbright Scholar: Summer 2002, New Zealand

Freeman Fellow: Summer 2001, China

Keizai Koho Fellow: Summer 2000, Japan

Fulbright Scholar: Summer 1998, South Africa

PUBLICATIONS

Author. "Travel to Learn." *Social Education*. NCSS. May/June, 2013.

Author. "A Rigorous Curriculum Really Matters." *Principal Leadership*. NASSP. April, 2013.

Author. "Principals' Perceptions of Advanced Placement Equity in Illinois." Loyola University 2006.

Author. "Maoris and MMP to Mt. Cook." *Fulbright New Zealand*. 2002. <<http://www.fulbright.org.nz/events>>.

Author. "A Day in the Life of a Japanese Family." *Keizai Koho Center*. 2000. <<http://kkcfellowships.ncss.org>>.

PRESENTATIONS

Presenter. "The Assistant Principal as Instructional Leader." School Administrators of Iowa. West Des Moines. 2013.

Presenter. "AP Equity and Excellence at Hinsdale Central." AP Teaching and Learning Conference. Elmhurst. 2011.

Presenter. "Teaching Contemporary Japan: Keizai Koho Fellowships." NCSS. San Antonio. 2000.

Presenter. "Environmental Children's Books." ICSS. Waterloo. 1997.

APPOINTMENTS

Fulbright Association: *National Selection, Chicago and Iowa Treasurer*

Chamber of Commerce: *Leadership Academy*

Dirksen Center Federal Court Education Advisory Board: *Former Chair*

Northwestern University Kellogg School of Management Education Advisory Board: *Former Member*

Northwestern University Center for Talent Development Advisory Council: *Former Member*

Sister Cities Commission: *Board Member*

National Geographic: *Consultant*

The College Board: *Advanced Placement US Government Consultant and Reader*

ADMINISTRATIVE PROFESSIONAL DEVELOPMENT

Northwestern University Kellogg School of Management

Association for Supervision and Curriculum Development

Iowa Mediation Service

National Council for the Social Studies

ETS Assessment Training Institute

Wrightslaw: Special Education Law

Illinois Computing Educators

National Association for Secondary School Principals

Hinsdale District 86 In-service

Leading Successful Schools I and II

Annual Conference

Mediation Training

Annual Conference

Annual Conference for Sound Grading Practices

IEPs, NCLB and IDEA of 2004

ICE Technology in Education Conference

Annual Convention and Exposition

TREGO Analytical Decision Making Models

Understanding by Design by Jay McTighe

Danielson Supervision Model

SERVICE

Rotary International

Junior League

Daughters of the American Revolution

Employment

- Iowa Department of Education – Mathematics Consultant - 2016 - present
 - Provides statewide leadership for mathematics across regional and school educational agencies for standards, instruction, assessment and professional development.
 - Represents Iowa national by providing leadership across various mathematics professional organizations and affiliates.

Education

- BS of Mathematics – Iowa Wesleyan – 2005
- Masters in Educational Leadership - University of Iowa – 2011
- Additional (27 s.h.) Graduate Coursework - Converse University – 2014

(Emphasis on Mathematical content and Pedagogy: Algebra 1, Geometry, Algebra 2, Precalculus, Calculus 1, Calculus 2, Statistics, Middle School CCSS, High School CCSS)

District Committees/Roles and Leadership

- Google Training (5 different levels) 202-2014
- Iowa Core Review Team IDOE - 2014
- ACT Prep Classes 2014
- District Strategic Planning Committee 2013-2014
- Superintendent Advisory Committee 2013 -2014
- Mentoring 2013-2014
- District Curriculum Design Team 2013
- Iowa Department of Education Standard Setting of Iowa Assessments Math 2013
- AEA Certified Trainer 2012-2014
- Silver Cord Coordinator 2012-2014
- HS Math Team Coach 2012-2014
- HS Technology Committee – 2011-2014
- District Technology Committee - 2011-2012
- Governor Branstad's round –table teacher discussion participant 2011
- Iowa Core Mathematics Team – 2009-2012

- Iowa Core Curriculum District Team – 2009-2011
- Measure of Academic Progress (MAP) Pilot project – 2008-2009

References

- Chief, Bureau Leading Teaching Learning, Dr. Erika Cook- [REDACTED] - Iowa Department of Education
- Administer of Technology & Programs, Dr. Sally Lindgren - [REDACTED] – Great Prairie AEA
- Director of Elementary Education, Dr. Lonna Anderson - [REDACTED] ext. 66108 - Ottumwa Community Schools

Specific Skills

Curriculum

- Doing What Works Math Team – Ed West – Vetted instructional resources and videos that aligned to the CCSS. (2011)
- Iowa Core Mathematics Team – MPCSD – As a member of this team, we aligned the math curriculum with the CCSS and developed pacing guides for 6th – 8th and 9th–12th. (2009-2012)

Instruction

- Every Student Counts HS – AEA – This training focused on teaching lessons for deep understanding of mathematical concepts. (2007 – 2009)
- Important Mathematics and Powerful Pedagogy (IMAPP) Lesson Study – University of Iowa. In this training, mathematical content studied for deep understanding and we worked collaboratively with other teachers to design lessons to deepen student understanding of mathematics. (2008 – 2011)

Assessment

- Smarter Balanced Assessment Item Writing Training – Pilot and Content Specific –These two trainings focused on writing assessment items to assess the CCSS, with a focus on Sensitivity, Accessibility, Bias, and Universal Design. (2012, 2013)
- Smarter Balanced Assessment Item Writing Training – Phase 1 and 2 – These two trainings focused on writing assessment items to address assess the Mathematical Process Standards. (2013,2014)
- Smarter Balanced Formative Assessment Training for Digital Library – Formative Assessment Resources – This training focused on writing and designing classroom resources that are ready to use without formal professional development to inform

instructional decisions. (2013 – 2014)

Data Experience

- MAP data used in conjunction with Compass Learning (online) – While students would work on individual skill level, small groups of students would receive targeted direct instruction on identified area using alternate strategies. (2010 - 2011)
- MAP data with MS Honors class – 6th, 7th, and 8th grade curriculum compacted into a 1.5-year course. The data used to design content curriculum and pacing guide. (2009 - 2011)
- MAP data to differentiate instruction within the HS classroom – In addition to students accessing the general education curriculum, students provided materials and resources to bridge gaps and enrich instruction. (2011 - 2013)
- MAP data in conjunction with IXL (online) – Individual student data used to target IXL instruction to meet growth targets. (2013 - 2014)
- MAP data used to design a summer loss prevention program (online) for K-8 students. (Summer 2011)

Curriculum Vitae/Resume

Lawrence R. Bice Ed.D.

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Education

August 2005, Ed.D., C & I, Science Education Emphasis, Montana State University
August 2001, Master of Science in Science Education, Microbiology, Montana State University
May 1998, BA in Biology, Secondary Education, Ottawa University, magna cum laude
May 1987, Associate of Arts, Liberal Arts, Kansas City Kansas Community College, cum laude

Licenses and Certificates

Master Teacher Certification License, 5-12 Biological Science, 5-12 Chemistry, 5-12 Earth Science, 5-12 General Science, 5-12 Physical Science, 5-8 All Science, Iowa Board of Educational Examiners (expired)
Certified Secondary Science Teacher, Biology and General Science, Kansas Dept. of Education (expired)
Certified Secondary Science Teacher, Biology and General Science, Arizona Department of Public Instruction (expired)

Experience/Teaching

August 2012 to Present: Administrative Consultant, Practitioner Preparation, Iowa Department of Education

Lead consultant for practitioner preparation in Iowa
Department Director's designee to membership on Iowa Board of Educational Examiners (August 2018 to present)
Serve as advisor to Iowa Association of Colleges for Teacher Education in work of implementing Model Code of Educator Ethics
Served on advisory board for Iowa Association for Education of Young Children
Work closely with Iowa Board of Education for practitioner preparation oversight
Inform the Board of Educational Examiners for practitioner preparation concerns
Responsible for US DE teacher shortage reporting
Responsible for USDE Title II (HEA) reporting
Responsible for approval of out of state programs operating in Iowa
Represent the Iowa Department of Education with national and regional organizations
Provide input and reaction to legislation that will impact practitioner preparation
Manage all aspects of scheduled on-site evaluation of practitioner preparation programs including the organization, coordination, and direction
Prepare recommendations for practitioner preparation program approval for the Director and State Board

Liason for practitioner preparation programs, assessment providers and the public for teacher candidate testing concerns
Managed Year Long Student Teacher pilot (\$1 million), prepared legislative report

April 2012 to August 2012: Associate Professor and Department Chair, Education Department, Clarke University, Dubuque, Iowa
Successful promotion and tenure

May 2006 to August 2012: Department Chair, Education Department, Clarke University
Administrator for department of up to 200 students
Supervise faculty (12) and staff (2)
Develop and manage analysis of programmatic assessments
Responsible for program accreditation
Represented department for university-wide committees and concerns
Served on presidentially appointed Strategic Planning Development and Implementation oversight team

July 2005 to April 2012: Assistant Professor, Education Department, Clarke University,
Develop and teach courses, including assessing, guiding and informing student learning. Advise students in coursework and program requirements. Taught graduate courses in curriculum and instruction and all research courses. Taught undergraduate courses in educator preparation, including Professional Development School courses. Co-taught Biology content courses with Biology department faculty. Taught secondary science methods courses for students at Clarke and for two other colleges/universities in Dubuque.

2003-2005 Graduate Research Assistant, Facilitator for electronic Mentoring for Student Success (eMSS) Program at Montana State University, New Teacher Center at University of California - Santa Cruz; National Science Teachers Association to plan, coordinate, manage and implement distance mentoring program for science and math teachers in Montana and California

Fall 2004 Graduate Teaching Assistant:
Montana State University - Elementary Science Methods; undergraduate
Portland State University - Diversity and Equity; graduate, online

Fall 2002 though Fall 2003 Graduate Teaching Assistant:
Montana State University, Bozeman, Montana, Course - Field Ecology for Teachers

2001-2003 Science Teacher:
Sedona Red Rock High School, Sedona, Arizona
Courses - General Biology, Advanced Placement Biology, Earth Science, Anatomy and Physiology

1999-2001 Science Teacher:
Lawrence Free State High School, Lawrence, Kansas
Courses - General Biology, AP Biology, Principles of Technology, Directed Studies

1998-1999 Science Teacher:
Leavenworth High School, Leavenworth, Kansas
Courses - General Biology, Science Support

1985-1997 Administrative Management Positions, increasing levels of responsibility, Munson Army Community Hospital, Ft Leavenworth, KS

Professional Development

Professional Organization Affiliations:

Current:

Council for Accreditation of Educational Preparation
Association for Advancing Quality in Educator Preparation
National Association of State Directors of Teacher Education and Certification
Council of Chief State School Officers
National Science Teachers Association
American Association of Colleges of Teacher Education
Iowa Association of Colleges for Teacher Education

Recent:

Association for Supervision and Curriculum Development
National Association for Professional Development Schools
Served on awards Committee, four years
Association for Middle Level Education, formerly the National Middle School Association
National Association for Research in Science Teaching
American Educational Research Association

Conferences Attended:

National Association of State Directors of Teacher Education and Certification
2013, 2014, 2015, 2017, 2018, 2019
UnboundEd Standard Institute, 2020
Iowa Leadership Academy, 2019
Iowa Instructional Frameworks, summer through fall 2019
Council for Accreditation of Educator Preparation Clinic,
2013, 2014, 2015, 2016, 2017
Council of Chief State School Officers SCEE Summit,
2013, 2014, 2015
National Association of State Directors of Teacher Education and Certification
2013, 2014, 2015, 2017, 2018, 2019
American Association for Colleges of Teacher Education Annual Conference,
2009, 2012, 2013, 2014, 2015
Higher Learning Commission Annual Conference, Chicago, IL, Mar - Apr 2012
IACTE Fall and Spring Meeting – Various locations, twice each year

State of Iowa additional duties

Member of Department COVID-19 Response Team
Member of statewide Literacy Blueprint advisory board
Member Statewide Assessment System Advisory Board
Member of Statewide School Improvement Team
Grant submission to CCSSO for teacher preparation work \$200,000
Led in updating Iowa practitioner preparation standards and accreditation program
Led in developing, managing, and monitoring work of year-long student teaching pilot (\$1,000,000)
Member of division leadership team
Co-chair of Division Research and Evaluation Team
Provided year-long work sessions professional development for Iowa State Board
DE Representative to Iowa Board of Educational Examiners Professional Staff

Publications

Patterns of Engagement and Professional Growth in an Online Mentoring and Induction Program for Beginning Science and Math Teachers. Virtual Poster presented to MSPnet: The Math and Science Partnership Network, Jan-Mar 2009, co-author.

Online Paired Mentoring of Rural Science and Mathematics Teachers. Paper presented to the Ed-Media World Conference, Jun 2007, co-author (paper published in proceedings.)

Frameworks and Tools for Studying New Teacher Growth in an Online Mentoring and Induction Program. Paper presented to the National Association for Research in Science Teaching, Apr 2006, San Francisco, CA.

Online Discussion as a Mechanism of Conceptual Change Among Mathematics and Science Teachers. Published in the Journal of Distance Education, 20 (2), Fall, 2005, coauthor

Conference Presentations

Teacher Shortages in Iowa, Iowa Association of School Boards Annual Conference, November 2019.

Teacher Shortages in Iowa, Governors Teacher Cabinet, 16 February 2020.

Teacher Preparation Assessment in Iowa, Iowa edTPA Conference, Iowa City IA, 13 September 2019

National Educational Leader Preparation Standards boot camp, summer through fall, 2019

Trends in Preparing Educators in Iowa. Keynote address for the Iowa Rural Education Summit. Apr 2014. Grinnell College, Grinnell, Iowa.

Collaboration in an Authentic Learning Environment Partnership: Improving Teaching. The Higher Learning Commission of the North Central Association Quality in Higher Education 117th Annual Conference Mar-Apr 2012, Hyatt Regency Chicago.

From Our Walls to the Heart of Our PDS: A Conceptual Framework in Action. Accepted presentation to the National Association for Professional Development Schools Annual Conference, Las Vegas, NV, Mar 2012.

Building an Accreditation Self Study with a PDS Model. Presentation to the National Association for Professional Development Schools Annual Conference, Las Vegas, NV, Mar 2012.

Using I-Pads in Clinical Teaching Settings. Clarke University, Feb 2012.

The Future's So Bright We Gotta Wear Shades: A Middle School PDS Shines. Presented at the National Association for Professional Development Schools Annual Conference, New Orleans, LA, Mar 2011.

Full Steam Ahead: Growing PDS Partnerships In Financially Troubled Times. Presented at the National Association for Professional Development Schools Annual Conference, New Orleans, LA, Mar 2011.

Was it helpful? Beginning Teachers' Perception of the Value of Working in a PDS. Presented at the National Association for Professional Development Schools Annual Conference, Orlando, FL, Mar 2010.

How big is just right? What is the optimum size for a pre-student teaching PDS? Presented at the Nat'l Association for Professional Development Schools Annual Conf, Orlando, FL, Mar 2010.

Differentiation of Instruction: This is How We Do It PDS Style. Presented at the National Association for Professional Development Schools Annual Conference, Orlando, Apr 2008.

Development of BIOL 101 courses. Presentation at Books Bites and Brilliance, Clarke College, Mar 2008.

Professional Development School Environments. Presentation to the Holy Family Schools Board, Feb 2008.

Differentiating Instruction in Secondary Science. Professional Development provided to the Holy Family Schools faculty, Oct 2007.

Online Mentoring and Induction for Teachers of Diverse Students. Poster presented to the National Association for Research in Science Teaching, Apr 2006, San Francisco, CA.

Construction of Knowledge about Teaching Practice and Educating Students from Diverse Cultures in an Online Induction Program. Non Published Dissertation, Montana State University, Jul 2005.

Understanding Diversity and Equity Issues in Curriculum and Assessment: An Analysis of Conceptual Change in Two Online Graduate Level Courses. National Association for Research in Science Teaching, Vancouver, BC, Canada, Apr 2004

Using the Electronic Record Embedded in a Distance Delivery Program for Beginning Teachers to Evaluate Learning and Performance. American Educational Research Association, San Diego, CA, Apr 2004.

Distance Mentoring for Beginning Teachers: Will Mentoring be Effective in a Structured Online Delivery Model? Poster Presented at the National Science Foundation Center for Learning and Teaching Principal Investigators Conference, Washington, DC., Feb 2004.

An Analysis of Knowledge Construction as Part of the Conceptual Change Process in Online Graduate Science and Mathematics Courses. Center for Learning and Teaching in the West Research Forum, Missoula, MT, Apr 2004.



PROFESSIONAL LICENSE/CERTIFICATION

State of Iowa Board of Educational Examiners Master Educator License, authorized to serve in the following areas:

5-12 English/Language Arts
K-12 English as a Second Language
Folder Number 363519
Expiration Date 5/31/2022

Certificate in Online Teaching Pedagogy
Drake University
2018

PROFESSIONAL EXPERIENCE

2019-Present Iowa Department of Education, Literacy Consultant
Supervisor: Erika Cook, Bureau Chief

Responsibilities:

- Serve as an Education Program Consultant for Leading, Teaching, Learning Services by leading student achievement of the Iowa Literacy Standards: the development of evidence-based professional learning, the identification and dissemination of evidence-based resources, and the development and administration of aligned assessments
- Coordinate the larger literacy learning community in the State of Iowa: C4K, ESSA work teams, and the Iowa Reading Research Center
- Facilitate the Statewide Literacy Leadership Team by developing and maintaining professional working relationships with area education agencies, school district personnel, faculty from college and university teacher preparation programs, non-profits, and relevant state and national organizations
- Manage the K-3 At-Risk Innovative Grant Programs

Professional Development:

State Collaborative on Assessment and Student Standards (SCASS): English Language Arts Collaborative, Virtual Conference, June 18-22, 2020
State Collaborative on Assessment and Student Standards (SCASS): English Language Arts Collaborative, New Orleans, Louisiana, February 18-20, 2020
Standards Institute: ELA II for Grades 6-8 Workshop, UnboundEd, Orlando, Florida, February 10-14, 2020
The Leading Equity Virtual Summit, Leading Equity Center, January 02, 2020 - January 22, 2020
Iowa ASCD Fall Academy: Creating Trauma Responsive Schools, Ankeny, Iowa, November 13, 2019
State Collaborative on Assessment and Student Standards (SCASS): English Language Arts Collaborative, Minneapolis, Minnesota, October 29-30, 2019

Professional Service:

Iowa Academic Standards Team, Des Moines, Iowa, 2019-Present
Iowa Teacher Librarian Leadership Team, Des Moines, Iowa, 2019-Present
Statewide Assessment System Advisory, Des Moines, Iowa, 2019-Present
State Collaborative on Assessment and Student Standards (SCASS): English Language Arts Collaborative Member, 2019-Present
Statewide School Improvement Team Member, Des Moines, Iowa, 2019-Present
Division of Learning and Results Social Committee, Des Moines, Iowa, 2019-Present

**2015-Present EdReports.org, ELA Team Lead Facilitator/Technical Assistant/Trainer/Reviewer
Supervisor: Liisa Potts, Director of English Language Arts Review**

Provide the following deliverables to Rockefeller Philanthropy Advisors:

- Support teams during the review process
- Provide high-level coaching and feedback
- Provide training support for Content Review Team members and the EdReports network
- Report writing assistance
- Review team support
- Review with a team at least three grade levels of one series of ELA curriculum
- Participate in virtual training held via webinar and one in-person training which will require travel
- Review instructional series for an average 3-5 hours a week, depending on the number of materials to review and timeline for review
- Attend publishers' orientation virtually for all series to be reviewed
- Participate in weekly cluster PLC calls with CRT lead and team virtually during the materials review process
- Submit written evidence electronically as directed by CRT lead
- Share feedback with Anchor Educator Working Group members and EdReports.org staff to make recommendations for revisions to the evaluation tool, methodology, or communications

Professional Development:

July 2018 Writer, Lead, and Review Team Training, Minneapolis, Minnesota, July 13-16, 2018
Summer 2017 Review Team Training, Rosemont, Illinois, June 28-30, 2017
High School ELA Inaugural Training 2017, Chicago, Illinois, March 25-26, 2017
ELA Review Team Training, Dallas, Texas, December 6-7, 2015

Professional Service:

Presenter, Iowa Core Advocates ELA/Literacy Webinar, Present materials to build knowledge relating to EdReports.org for our Iowa Core advocates (adapted slides shared by Lauren Weisskirk), 2018
Presenter, Iowa Statewide Literacy Leadership Team, Co-lead with Carolyn Glicklich, present resources by Student Achievement Partners and content to build knowledge relating to EdReports.org (adapted slides shared by Liisa Potts and Lauren Weisskirk), April 11, 2017
Secondary ELA Content Reviewer Trainer, Summer 2016 Review Team Training, Create Professional Development Materials and Facilitate Training Session, St. Louis, MO, July 2016

**2015-2019 Indianola Community Schools, Instructional Coach
Supervisor: Cindy Slauson, Curriculum Director**

Responsibilities:

- Model instructional practices and co-teach lessons when needed
- Collect data for teachers using instructional practices at their request and provide feedback
- Collaboratively problem-solve or plan for instruction to implement new routines, procedures, or technology
- Support teachers in enhancing their use of assessments, planning, instructional routines, and technology
- Create professional development plans and lead training sessions for administrators and educators
- Plan and facilitate building leadership team meetings when needed

Professional Development:

Standards Institute: ELA I for Grades 6-8 Workshop, UnboundEd, Los Angeles, California, February 11-15, 2019
Iowa Core Science Standards Module 4, Grades 6-12, Instructor: Peggy Christensen, Heartland AEA, Indianola, Iowa, 2018
Teaching Learning Coaching Conference 2018, Instructional Coaching Group, Henderson, Nevada, October 9-12, 2018
Intensive Instructional Coaching Institute, ICGI Lawrence, Kansas, July 23-27, 2018

Future Ready Learning Conference, Iowa Department of Education, Ankeny, Iowa, June 13, 2018
 2018 National Core Convening: *Learn, Lead, Impact*, Student Achievement Partners, Denver, Colorado, May 19-20, 2018
 Iowa Core Science Standards Module 3, Grades 6-12, Instructor: Peggy Christensen, Heartland AEA, Johnston, Iowa 2017-2018
 Teaching Learning Coaching Conference 2017, Indianapolis, Indiana, September 27-28, 2018
 Cognitive Coaching, Levels I and II, Instructor: Sue Schirmer, Heartland AEA, Johnston, Iowa 2016-2017
 Navigating the Coaching Curriculum with Technology, Instructor: Tyler Youngers, Heartland AEA, Johnston, Iowa 2015-2016
 Smarter Balanced Assessments Consortium, Summative Test ELA Item Reviewer and Writer Training, Measurement, Inc., Durham, North Carolina, January 12-14, 2016.
 Building Literacy in Social Studies, Train the Trainer, Instructor: Stefanie Wager, Iowa Department of Education, Des Moines, Iowa, December 1-2, 2015
 Iowa Culture and Language Conference 2015, Advocacy for culturally and/or linguistically diverse students and their families, Coralville, Iowa, November 8-11, 2015
 AIW Focus on Instruction: Higher Order Thinking and Substantive Conversation, Instructors: Wahlert, Johnston AEA Office, Johnston, Iowa, September 29, 2015-February 19, 2016
 Coaching, Learning, and Leading Literacy for All, Literacy and Focused Instruction, Emily Calhoun, Indianola Community Schools, Norwalk, and Winterset, Iowa, August 2015-May 2016
 Introduction to Coaching for Student Learning, Instructor: Schlomer, Indianola Community Schools, Iowa, August 27, 2015-November 5, 2015
 Instructional Coaching Level I - Instructional Coaching, Instructor: Robinson, DMACC/FFA Enrichment Center, Ankeny, Iowa, July 28-29, 2015
 2nd Annual Leveraging Teacher Leadership: An Institute for Teacher Leaders and Administrators, Communication and Teacher Leadership, Instructors: Jennifer Abrams, Steve Barkley, et al., Veteran's Memorial, Des Moines, Iowa, July 16, 2015
 Our Kids Summer Institute 2015, Strategies for working with EL students, Instructors: Robinson, Jones-Vo, Lawrence, Waukee Sr. School, Waukee, Iowa, June 16-17, 2016
 Instructional Leadership Symposium, Instructional Coaching, Waukee, Iowa, June 9, 2015
 Jacobson Visiting Scholar Symposium - Dr. Doug Fisher, Access points for reading complex texts and the purposeful classroom, State of Iowa Historical Building, 600 East Locust, Des Moines, IA, April 11, 2015

Professional Service:

Keynote Speaker, Secondary Literacy Symposium, "Equity in Today's Classrooms" and "Shifting from Theory to Practice" Northwest AEA, 1520 Morningside Ave, Sioux City, Iowa, June 21, 2018
 English Language Arts/Literacy Standards Professional Learning Modules Content Developer and Education Consultant, Iowa Department of Education and AEA Learning Online, 2017-2019
 ELA/Literacy Co-lead and Steering Committee for Iowa Core Advocates and the Iowa Department of Education, Create and Facilitate Professional Development for K-12 ELA/Literacy Iowa Core Advocates and assist math consultant as needed, 2017-2019
 Iowa ELA/Literacy Standards Trainer and Materials Alignment/Adoption Coordinator, Create and Facilitate Professional Development for 6-8 English Language Arts and Coordinate Materials Alignment/Adoption, Indianola Community School District, 2017-2019
 Iowa Science Standards Trainer, Create and Facilitate Professional Development for 6-8 Science, Indianola Community School District, 2017-2019
 Statewide Literacy Leadership Team, Standards Group Lead and Planning Committee, Iowa Department of Education, 2016-2019
 Iowa Department of Education Statewide Assessment Advisory, Des Moines, Iowa, 2016-2019
 Iowa Association of School Boards (IASB) Presenter, Iowa, 2016
 Iowa Culture and Language Conference (ICLC) Presenter, Iowa, 2016
 SBAC, Summative Test ELA Item Writer, Measurement, Inc., January 2016
 Iowa Building Literacy in Social Studies Trainer and Materials Alignment/Adoption Coordinator, Create and Facilitate Professional Development for 6-8 Social Studies and Coordinate Materials Alignment/Adoption, Indianola Community School District, Iowa, 2015-2019
 District Leadership Team, Indianola Community School District, Iowa, 2015-2019
 Reconsideration Committee, Indianola Community School District, Iowa, 2015-2019
 Writing Team, Indianola Middle School, Iowa, 2015-2019

Volunteer Work:

Guest Speaker, Grand View University, Present to graduate class regarding creating equitable opportunities for all students, and share SAP resources, April 25, 2018

The Art Educators of Iowa Emerging Excellence Event, Volunteer at Community Event, Processing and Technical Support, Indianola, Iowa, April 22, 2017

Urban Dreams, Volunteer at an event for underprivileged youth, Des Moines, IA, September 5, 2015

Ingersoll Live, Volunteer at an event to raise funds for Devine Dancers National Competition, Des Moines, IA, August 29, 2015

Awards:

Spotlight July 2018 Core Advocate, Student Achievement Partners, New York, NY, Recognition of Instructional Advocacy Actions to Align Instructional Practice, Materials, and Assessment

2018 National Core Convening: *Learn, Lead, Impact*, Award Recipient to Attend National Convening, Student Achievement Partners, New York, NY, March 15, 2018

Spotlight December 2017 Core Advocate, Student Achievement Partners, New York, NY, Recognition of Instructional Advocacy Actions to Align Instructional Practice, Materials, and Assessment

2005-2015

Indianola Community Schools, English Language Arts Teacher

Supervisor: Annette Jauron, Principal

Responsibilities:

- Grade 8 Language Arts teacher (five classes)
- Grade 8 Guided Study teacher (one class)
- Grade 8 Advanced READ & Quadrant 1 teacher (one class)
- Team planning daily
- Other supervisory duties as required

Professional Development:

Professional Learning Communities in Action: Year 1-3, Indianola Schools, Indianola Iowa, August 2012-2015

Smarter Balanced: Iowa State Network of Educators. Common Assessment and Digital Library Consortium, Attributes of Formative Assessment/Creating and Reviewing Instructional Resources and Professional Development Resources for Educators Nationwide, Iowa Department of Education and Amplify Insight, Des Moines, Iowa, 2013-2014

Authentic Intellectual Work (AIW) Kick-off Institute, Indianola, Iowa, August 13-14, 2014

Our Kids Summer Institute, Strategies for working with EL students, Waukee Sr. High School, Waukee, Iowa, June 24-25, 2014

Celebrating Diversity: Latino Culture, Johnston AEA Office, Iowa, July 29-August 2, 2013

Our Kids Summer Institute, Strategies for working with EL students, Waukee Sr. High School, Waukee, Iowa, June 18-19, 2013

Instructional Practice Inventory (IPI) Workshop, Jerry Valentine, Ph.D., Professor, Emeritus, Indianola Middle School, September 2012

Connect the Dots: Respect, Motivation, Leadership, Johnston AEA Office, Iowa, June 2012

Professional Learning Communities at Work Institute, Minneapolis, MN, July 7-9, 2011

Our Kids Summer Institute, Strategies for working with EL students, Summit Middle School, Johnston, Iowa, June 23-24, 2011 and June 28-June 29, 2010

Introduction to Sheltered Instruction for Teachers of ELs, Johnston AEA Office, Iowa, January 29 and February 19, 2011

21st Century Technology for the Classroom, Indianola Schools, August 24, 2010-May 24, 2011

Vocabulary Instruction and Assessment Workshop, Indianola, July 27-July 28, 2010

Instructional Decision Making for Advanced Proficiency Students, Knoxville, Iowa, July 2010

Instructional Decision Making Cohort, Heartland AEA 11, Iowa, 2008-2010

Professional Service:

Beginning Teacher Mentor, Indianola Schools, Iowa, 2014-2015

Reconsideration Committee, Indianola Schools

Success Center Supervisor, Indianola Middle School, Iowa, 2010-2015
 Literacy Team (IDM/RTI), Indianola Middle School, Iowa, 2008-2015
 Live Action Filming Instructional and Professional Learning Resource Content Modules for Educators, 8th grade ELA exemplar lesson including the attributes of the formative assessment process; extensive collaboration with the Iowa Department of Education, Amplify Insight, and Teaching Channel, June-Dec. 2014; Four content modules posted with distinction to Smarter Balanced Assessment Consortium Digital Library through this collaboration, Dec. 2014
 Smarter Balanced Network of Educators Summer Workshop, Special invitation from Colleen Anderson of the Iowa Department of Education and Amplify Insight to attend the national workshop as a master reviewer; Topic: Reviewing 1000 Resources in the Digital Library, Hard Rock Hotel, Las Vegas, Nevada, July 14-July 17, 2014
 Smarter Balanced: Iowa State Network of Educators. Common Assessment and Digital Library Consortium, State Network Educator (SNE) reviewer and contributor to the Smarter Balanced Assessment Consortium Digital Library, Iowa DE, Des Moines, Iowa, 2013-2014
 District Leadership Team, Indianola Schools, Iowa, 2009-2014
 Building Leadership Team, Indianola Middle School, Iowa, 2009-2014
 Student Teacher Mentor, Indianola Middle School, Iowa, 2010-2011

Volunteer Work:

Book/Film Club Sponsor, Created standards-driven ongoing collaboration with new business sponsor Renea Burg of Fridley Theatres: *The Hobbit* (2012), *Ender's Game* (2013), and *Divergent* (2014)
 Post-show Discussion Panelist, *To Kill a Mockingbird*, Invited by the Des Moines Community Playhouse to serve as a discussion panelist for a Q&A session with audience members regarding the literature and play adaptation, Des Moines, Iowa, Jan. 29, 2012
 KaBoom Playground Build, Wright Elementary School, Des Moines, IA, June 9, 2011
 Scholastic Book Warehouse Sale, West Des Moines, IA, 2010-2011

Awards:

Posted with Distinction, Live Action Filming Instructional and Professional Learning Resource Content Modules for Educators, 8th grade ELA exemplar lesson, including all attributes of the formative assessment process, a collaboration with the Iowa Department of Education, Amplify Insight, and Teaching Channel, Dec. 11, 2014, and Dec. 23, 2014
 Phyllis Yager Memorial Diversity Teaching Award, University of Iowa, Iowa, City, Iowa, 2013-2014
 Spotlight Literacy Award, *To Kill a Mockingbird*, Des Moines Playhouse, Des Moines, Iowa, 2012

Memberships:

Professional Educators of Iowa, 2005-2019

2005

**Long-term Substitute Teacher, Des Moines Public Schools, McCombs Middle School (one semester)
 Supervisor: Barbara Mullahey, Principal**

Responsibilities:

- Grade 6 Science teacher (three blocks)
- Grade 6 Language Arts teacher (one class)
- Grade 6 Social Studies (one class)
- Team planning daily: interdisciplinary units
- Other supervisory duties as required

2002-2004

**Reader/Tutor, Academic Success Center, Grand View University
 Supervisor: Carolyn Wassenaar, Director of Academic Success**

Responsibilities:

- Read textbooks or tests directly to students, or tape record readings for English Language Learners (ESL/ELL), learning disabled, low vision, or visually impaired students
- Tutor students in various subjects upon request

PR/Award # S425B200036

EDUCATION

2005-2018	<u>Drake University</u>	Des Moines, Iowa ESL/ELL K-12 Endorsement Online Teaching Pedagogy Total Credits: 56.00	08/2018 GPA: 4.00/4.00
2008-2011	<u>Skidmore College</u>	Saratoga Springs, New York Master of Arts in Liberal Studies 08/2011 Focus: Teaching Pedagogy and Literacy Final Project: <i>Viewing Shakespeare Through a Kaleidoscope: Creating Meaningful Connections for 21st Century Students</i> Total Credits: 30.00	GPA: 3.75/4.00

Honors:

Master of Arts in Liberal Studies Scholar Award: Skidmore College, Saratoga Springs, New York, 2008-2009, 2009-2010, and 2010-2011

2002-2004	<u>Grand View University</u>	Des Moines, Iowa Bachelor of Arts Secondary Education/English Total Credits: 146.00	12/2004 GPA: 3.93/4.00
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Honors:

Summa Cum Laude, 12/2004
Grand View College President's List, Fall 2002-Fall 2004
Appreciation Award, Contribution to Grand View College Academic Success, Carolyn Wassenaar, Director of Academic Success, April 04, 2003
All-American Scholar, Conferment of the honor of All-American Scholar, and certificate in Recognition, Dr. George Stevens, Executive Director, The United States Achievement Academy, Fall 2002
The National Dean's List 2001-2002, Honoring America's Outstanding College Students, Parke H. Davis, Publisher, Educational Communications Incorporated

Academic Activities:

Grand View College Education Club, Secretary: Organize senior banquets, Scholastic Book Fairs, LSS and Toys for Tots, Fall 2002-Spring 2004
Iowa State Education Association 2003 Summer Leadership Conference, Professional Development, Buena Vista University, Storm Lake, Iowa
Iowa State Education Association Executive Board Conference, Fall 2002 and Spring 2003

Volunteer Work:

Spanish Club: Work involved teaching Spanish independently to 4-6th grade students at Altoona Elementary for six weeks; Supervisor: Coralie Turner, Dean of the foreign language Department, Grand View University, Fall 2003.
Junior Achievement, Work involved preparing and teaching a five-day unit, Ourselves®, to Katey Sharpe's class at Wright Elementary in Des Moines, Iowa, April-May 2003

Memberships:

National Education Association and Iowa State Education Association
Alpha Chi: National College Honor Scholarship Society
Alpha Sigma Lambda's Lambda Eta Chapter: A National Honor Society for Adult Learners

2000-2002

Our Lady of Holy Cross

New Orleans, Louisiana

No Degree Received (Transfer)

Total Credits: 63.00

GPA: 3.83/4.00

Honors:

Drama Award, Honors Convocation, Spring 2002

Certificate of Excellence, Helping One Student To Succeed (HOSTS), McDonough Elementary, 2001

First Place in Oratory, Speech Contest, Spring 2001

President's List, Fall 2000-Fall 2001

Academic Activities:

Speech and Drama Club, Secretary, Spring 2001-Summer 2002

Speech Contest Judge, Fall 2001 and Spring 2002

Speech Contest Participant, Spring 2001

Volunteer Work:

HOSTS Mentor, McDonough Elementary, Fall 2000

SKILLS:

Creating and leading professional development, integrating pedagogical and andragogical approaches, public speaking, coaching, curriculum design, experienced with Apple and Microsoft, Google Apps and Extensions, Screencastify, Blendspace by TES, Swivl, MovieMaker, Mentimeter, Moodle, EdPuzzle, Zoom, GoToMeeting, Doodle and Doodle 1:1, Cisco WebEx, PowerSchool, Schoology, Outlook, STI, Infinite Campus, Adobe Acrobat, Focus, Naps, Internet research, ten key, office equipment (switchboard, fax, photocopier, scanner...), supervisory and training skills, decision-making, et al.

REFERENCES:

1. Erika Cook, Bureau Chief, Bureau of Leading, Teaching, Learning, Iowa Department of Education, Grimes Building, 400 E 14th St, Des Moines, IA 50319, [REDACTED], (515) [REDACTED]
2. Liisa Potts, Director of English Language Arts Review, EdReports.org, 10710 SE 290th, Auburn, WA 98092, [REDACTED] (253) [REDACTED]
3. Annette Jaaron, Ed.S., Director of Teaching and Learning, 403 South 15th St., Indianola, IA 50125, [REDACTED]ia.us, (515) [REDACTED] Ext. 1508
4. Kevin Schlomer, Ed.D., Assessment Consultant, Heartland Area Education Agency, 6500 Corporate Drive, Johnston, IA 50131, [REDACTED], (515) [REDACTED]
5. Lisa Msuya, Teacher Librarian, Crossroads Park Elementary School, 20112 McKinley St., Milo, Iowa 50166, [REDACTED], (515) [REDACTED]

Dr. Maryam Rod Szabo

Education Program Consultant



Education

University of Northern Iowa- Cedar Falls, IA (2013 – 2018)

Ed.D. Curriculum and Instruction.

Focus on Instructional Design and Faculty Development

Dissertation Research Topic: Teachers' pedagogical practices, shift, and professional growth in online courses

University of Northern Iowa- Cedar Falls, IA (2011 – 2013)

MA, Instructional Design.

Thesis Research Topic: Are students experiencing the intended outcomes of Quality Matters standards?

Azad University- Iran (2004-2008)

Teaching English as a Foreign Language

Experience

Iowa Department of Education- Education Program Consultant (June 2020- Present)

- Serving in Education Program Quality team
- Para Professional Programs

Wartburg College – Assistant Professor of Education (2017–2020)

Taught education core curriculum classes

- ED 100 Foundation of American Education
- ED 212 Human Relations
- ED 181 Field Experience Education

Taught fully online endorsement classes in English as a Second Language (ESL)

- ED 273 Sociolinguistic and Bilingual Education
- ED 333 Assessment Practices in PreK-12 ESL Classrooms
- ED 473 Methods and Pedagogy in PreK-12 ESL
- ED 173 Field Experience in ESL

Taught general education classes

- IS 101- Asking Questions, Making Choices – Digital Citizenship, Trends, and Issues in Education
- IS 201- Living in a Diverse World - Religion, Race, Gender & Identity
- SCH 202 01 - Living in a Diverse World (Honors): The Global Neighborhood

Supervised Student Teaching/ Capstone

- Elementary Student Teaching & Capstone
- Middle School Student Teaching
- ESL Student Teaching K-12

Advised Students

- IS 101-First-year students
- ESL endorsement students
- Elementary Education Students

Served On-Campus Committees

- Faculty Development and support to offer online/remote instructions during COVID19 pandemic.
- Instructional Design (Online Programs)
- Quality Matters Coordinator
- Online Modality Leading Committee
- IS 101 Developing and Planning Essential Education Courses
- Advisory Committee for the Interdisciplinary Center
- Higher Learning Commission (HLC) approval for online programs
- State application for the online ESL program
- Praxis support
- Hiring committees for faculty librarian, and registrar staff
- Supported student-recruitment activities, programs, and events
- Supported STEAM conference for 3rd grade students on campus

Quality Matters (QM) Program Roles

Applying Quality Matters Rubric (APPQMR) Online Facilitator (2020-Present)

- Facilitating online QM workshops leading to APPQMR certification within the QM system.

Master Reviewer (2020- Present)

- Leading the team of peer-reviewers, coaching the feedback provided to the course designs during the official QM reviews.

Peer-Reviewer (2017- Present)

- Peer review and provide feedback on the course design on the official course reviews

Kirkwood Community College, Center for Excellence in Learning and Teaching

Instructional Designer (2015-2017)

- Redesigned and implemented a three-year-long personalized professional development for new full-time faculty in collaboration with other Instructional Designer, Faculty Development Specialist, and Professional Development Fellows
- Designed personalize and individualized professional development for faculty
- Co-designed and offered learning institutes and communication plans
- Created blog posts and multimedia, reflecting faculty stories of success, design team process of personalized onboarding and professional development plans
- Supported faculty in designing and developing their courses, integrating technology and using the Kirkwood LMS

University of Northern Iowa, Curriculum & Instruction

Adjunct Instructor (2014-2019)

- Taught Educational Technology & Design- Undergraduate level (different sections of ISTTECH 1031)
- Designed and taught Developing and Designing Online Instruction- Graduate level (INSTTECH 4110/5110)
- Created/Curated Instructional videos and Open Educational Resources (OER)
- Implemented Flipped learning and conducted teacher-researcher studies

Academic Coordinator, Meskwaki Summer Camp (2014 & 2015)

- Designed/arranged STEM activities using UNI and other community resources
- Conducted workshops for camp counselors
- Applied and received internal STEM grant to support variety of activities and resources

Research Assistant & Co-Teacher (2013-2014)

- Integrated technology with Advanced Literacy Practices (LITED 3147)
- Studied appropriate applications and online tools that benefit reading and comprehension activities
- Facilitated college students' learning, presentation and research collaborations via online tools and integration of technology to their teaching practices

Teaching Assistant for Educational Technology & Design (2012-2013)

- Co-taught and graded undergraduate classes of Educational Technology and Design section 1,2,3,8,9
- Assisted professors and students in the classroom
- Assisted professors in updating materials, videos and outline

Graduate Assistant and Supervisor (2011-2012)

- Supervised students' tutoring at Price Lab, and Lincoln Elementary School
- Advised the Reading Clinic students in their practical teaching planning and practices

University of Northern Iowa, Center for Educational Transformation

Graduate Assistant (2014-2015)

- Created and managed social media channels
- Redesigned website and updated the research fellows' achievements and information

University of Northern Iowa, IT-Client Services

Student Assistant (Summer 2015)

- Assisted the information technology specialists, and supported/updated faculty and staff devices
- Removed, reinstalled/updated operating system on Mac and Windows computers

University of Northern Iowa, International Admissions

Student Assistant (Summer 2013)

- Upgraded International Admissions' website, based on department upgrades and changes.
- Communicated with prospective students and guided them through the application requirements

Shokooh English Institute - English Teacher (2009-2011)

- Taught English as a Second Language for different levels, including beginners, higher intermediate, and lower advanced levels
- Assisted with the preparation of videos and technology integration

Arastoo Art and Cultural Institute - English Teacher (2008-2010)

- Taught English as a Second Language (in kindergarten and primary school)
- Taught English through songs and interactive games

Presentation and Scholarship

- Rod Szabo, M., Ralston-Berg, P., Andreo, E., Johnson, J., Crawford, S. (Accepted 2020, October) Navigating a crisis through community. QM ConnectLX, 12th Annual Quality Matters Conference on Quality Assurance in Online Learning.
- Rod Szabo, M., TeKippe, S. (Accepted 2020, October) Building Templates to Improve Faculty and Students Experience, Collaboration, and Engagement. QM ConnectLX, 12th Annual Quality Matters Conference on Quality Assurance in Online Learning.
- Rod Szabo, M. (2020, January 06) Making Our Classes Engaging and Accessible, *18th Annual Hawaii International Conference on Education Conference*, HICE Conference, Honolulu, HI.
- TeKippe, S., Rod Szabo, M. (2020, January 4) Teaching Mathematics for Conceptual Understanding: Breaking Through Barriers for “Ambitious Teaching”, *18th Annual Hawaii International Conference on Education Conference*, HICE Conference, Honolulu, HI.
- Rod Szabo, M., TeKippe, S. (2019, October) Improving students’ accountability by using collaborative tools and communication techniques, Quality Matters 11th Annual Conference, QM Connect, Grapevine, TX.
- Rod Szabo, M. (2018, November) Lived Experience: Pedagogical Practice, Shift, and Professional Growth in Online Courses. *Quality Matters 10th Annual Conference*, QM Connect, St. Louis, MO.
- Rod Szabo, Maryam, "Teachers' pedagogical practices, shift, and professional growth in online courses" (2018). *Dissertations and Theses @ UNI*. 475. <https://scholarworks.uni.edu/etd/475><https://scholarworks.uni.edu/etd/475>
- Teske, J., Clausen, C., K, Gray, P., Smith, L. L., Al Subia, S., Rod Szabo, M., Kuhn, M., Gordon, M., Rule, A., C. (2017). Creativity of third graders' leadership cartoons: Comparison of mood enhanced to neutral conditions. *Thinking skills and creativity*. 23. 217 - 226. DOI 10.1016/j.tsc.2017.02.003
- Rod Szabo, M., Mourlam, D., Meacham, S. (2016, April) Defining and Refining Our Concerns Through the Self-Study of Educational Technology and Design, *American Educational Research Association (AERA)*, AERA Conference, Washington, DC.
- Teske, J. K., Gray, P., Kuhn, M. A., Clausen, C. K., Smith, L. L., Alsubia, S. A., Ghayoorrad, M., Rule, A. C., & Schneider, J. S. (2014). Teacher-made tactile science materials with critical and creative thinking activities for learners including those with visual impairments. ERIC Document Information System No. ED547679.
- Ghayoorrad, M. (2015, April) Collaborative Learning and Teaching in Google Communities, *2015 Statewide Teaching & Learning Conference*, Hawkeye Community College Statewide Teaching & Learning Conference. Waterloo, IA.
- Ghayoorrad, M. (2014, October) Are students experiencing the intended outcomes of Quality Matters standards?, *Quality Matters 6th Annual Conference*, QM Connect Baltimore, MD.
- Ghayoorrad, M. (2014, March) Student’s experience of QM in online courses, *UNI Graduate Symposium*. University of Northern Iowa, Cedar Falls, IA.
- Ghayoorrad, M. (2013, April) Using Google+ to Enhance Online Interaction and Collaboration, *IACON Conference*, Iowa.
- Rod Szabo, M. [Unpublished manuscript]. Teachers' pedagogical practices, shift, and professional growth in online courses. Department of Curriculum & Instruction, University of Northern Iowa.
- Rod Szabo, M., Mourlam, D., & Meacham, S. [Unpublished manuscript]. *A self-study using the TPACK framework in an educational technology and design course*. Department of Curriculum & Instruction, University of Northern Iowa.
- Rod Szabo, M., Vander Zanden, S. [Unpublished manuscript]. *A study of integrating technology & new literacies using SAMR, and TPACK framework*. Department of Curriculum & Instruction, University of Northern Iowa.

Service, Volunteer Experience

Wartburg 2017- 2020

- Instructional Design (Online Programs)
- Strategic Planning Task-force (Adaptive Innovation)
- Faculty development
- Mission Effectiveness
- Online Modality Leading Committee
- Co-wrote program change application for the ESL program changes, development that led to successful state and HLC approval.
- Advisory Committee for the Interdisciplinary Center
- Provided feedback on revisions of program learning outcomes.

- Supported program director in development of the job description for study away coordinator position.
- Higher Learning Commission (HLC) approval for online programs
- Praxis support
- Search committee for faculty librarian, and registrar staff
- Supported STEAM conference for 3rd grade students on campus
- Co-facilitated pre-service student led STEAM conference for the 3rd grade students from New Hampton.
- Supported field-trip learning experiences with Shell Rock Elementary teachers
- Offered Professional Webinar Marketing and Recruiting for Online Programs
- Quality Matters Coordinator
- School and Community Partnership

State and Nation-Wide volunteer experiences

- Quality Matters (QM) Program - QM Research Colleague (2015-2016), (2020-Present)
- Iowa Department of Education Iowa State Site Visit (2020)
- Served as peer-reviewer for American Educational Research Association (AERA) Conference 2018-2019
- Peer-review for American Journal of Distance Education (2019)

Professional Development and Certificate

- APPQMR Online Facilitator Certification (AOFC)- Spring 2020
- Master Reviewer Certificate Workshop- Spring 2020
- Quality Matters Coordinator- Spring 2020
- Implementing QM and Working Toward Program Certification- Fall 2018
- QM Peer-Reviewer Workshop (PRC)- Spring 2017
- Designing Your Online Course (DYOC) - Fall 2016
- Applying the QM Rubric (APPQMR): (Statewide Systems) - Summer 2016
- Teacher Training Course of English for Children Certificate- 2009-Iran

Awards and Recognitions

- Wartburg Ambassadors Shining Armor Award (2020)
- University of Northern Iowa Grant to support STEM related academic activities for Meskwaki Summer Camp 2014 & 2015
- Graduate Tuition scholarship and Teaching/Research Assistantship, University of Northern Iowa (2011-2016)
- Grossman Scholarship from University of Northern Iowa, College of Education, Curriculum and Instruction (Fall 2012 and Spring 2013)

Bradley C Niebling, Ph.D.



Contact Information

Mailing Address and Telephone

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Email: [REDACTED]
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[REDACTED]

Education

- 1999 – 2004 University of Wisconsin – Madison (Madison, WI; *APA-accredited*)
Doctoral Program – Educational Psychology (GPA: 3.98)
- Master's completed in 2002, Ph.D. in 2004
 - Emphasis in School Psychology
 - Specialization in *Assessment and Intervention Research and Practices to Facilitate Standards-Based Reforms*
- 1995 – 1999 Truman State University (Kirksville, MO)
B.S.-Psychology (GPA: 3.90), *Summa Cum Laude*

Licensure/Certification

State of Iowa Board of Educational Examiners Educational License
Endorsement: School Psychology, Expires May 2023

Professional Positions/Experiences

2017 – Present	<p>Bureau Chief, Bureau of Learner Strategies and Supports, <i>Iowa Department of Education</i> <u>Responsibilities</u>: provide oversight, supervision, and leadership for multi-tiered systems of supports for both academics and social-emotional-behavioral health, and special education funding and practices 0-21; provide leadership and support for Iowa's system of Differentiated Accountability, including integration of the Every Student Succeeds Act (ESSA) and IDEA; and engage in cross-department collaboration around identified agency priorities.</p>
2016 – 2017	<p>Education Program Consultant, Bureau of School Improvement, <i>Iowa Department of Education</i> <u>Responsibilities</u>: provide leadership, project management, training, and technical support for projects related to Differentiated Accountability, multi-tiered systems of supports, research and evaluation, integration of special education issues and practices into Differentiated Accountability, and Title I applications and services.</p>
2012 – 2016	<p>Education Program Consultant, Bureau of Standards and Curriculum, <i>Iowa Department of Education</i> <u>Responsibilities</u>: provide leadership, project management, training, and technical support for projects related to the Iowa Core Standards (i.e., Common Core State Standards) within multi-tiered systems of supports, curriculum alignment with the Iowa Core Standards, integration of these things into Differentiated Accountability, and supporting students with diverse academic/social-emotional-behavioral needs within these efforts.</p>
2011 – 2012	<p>Educational Consultant and Instructional Data Coach, <i>Midwest Instructional Leadership Council</i> <u>Responsibilities</u>: develop and provide face-to-face and virtual training for schools, districts, intermediate service agencies, and state departments of education in the areas of response to intervention (Rtl), curriculum alignment, and supporting students with diverse academic/social-emotional-behavioral needs within a multi-tiered system of support.</p>
2005 – 2011	<p>Alignment Specialist, <i>Heartland Area Education Agency 11</i> <u>Responsibilities</u>: provide information, training, and support to Heartland and district staff on curriculum alignment and Rtl, design and develop a web-based alignment database and related tools and processes for Heartland and districts to use, and provide technical assistance for program evaluation of Rtl implementation.</p>
2006 – 2007	<p>Regional Staff Support Specialist, <i>Heartland AEA 11</i> <u>Responsibilities</u>: provide region-based training and technical support to special education staff (e.g., Rtl, IEP development, due process procedures, case consultation, troubleshooting)</p>
2003 – 2006	<p>School Psychologist, <i>Heartland Area Education Agency 11</i></p>

Responsibilities: conduct functional assessment with students referred for academic and behavioral difficulties in school; use assessment results for planning, implementing, and evaluating interventions; write comprehensive and short reports; working as part of collaborative and inclusive teams to use the special education system and processes to meet the needs of students with disabilities, lead and participate in building and district teams; and conduct teacher in-service sessions.

2002 – 2003

Ropes Course Facilitator, *University of Wisconsin-Madison Adventure Learning Programs*

2002 – 2003

Program Assistant, *University of Wisconsin-Madison School Psychology Practicum Program*

Responsibilities: support graduate students with casework, and develop and teach practicum courses, focused on research-based practices for all students and especially supports for students with diverse academic/social-emotional-behavioral needs.

1999 – 2004

Research Assistant, *Wisconsin Center for Education Research Projects:*

- Testing Accommodations Research Grants, Wisconsin Center for Education Research (Stephen N. Elliott & Thomas R. Kratochwill, U.S. Dept. of Education) (1999-2004; Senior Research Assistant from 2000-2004)
- Selective Mutism Interventions Grant, Wisconsin Center for Education Research (Angela Eke & Thomas R. Kratochwill, 2000-2001; U.S. Dept. of Education)
- Validity Standards Group (Department of Educational Psychology, UW-Madison) (2000-2002)
- The Evidence-Based Work Group (Thomas R. Kratochwill, 2003-2005)

Leadership & Professional Activities

MTSS

2017 – Present

Co-Lead, *Development Work Group*, Collaborating for Iowa's Kids

- **Lead and Oversee**, task teams developing tools and professional learning resources in the areas of Assessment and Data-Based Decision Making, Universal Instruction, Interventions System, and Leadership to support implementation of MTSS preschool through grade 12 in the areas of Literacy, Mathematics, and Social-Emotional-Behavioral Health.

	<ul style="list-style-type: none"> • Lead and Oversee, the integration of the developed resources into Iowa's Differentiated Accountability system as part of the Design Team. • Lead and Support, task teams developing measures of consensus, infrastructure, capacity, and sustainability to support implementation of MTSS at the school, district, intermediate service agency, and state levels.
2013, 2016 – 2017	<p>Co-Lead, <i>Response to Intervention/Multi-Tiered System of Support Work Group</i>, Collaborating for Iowa's Kids</p> <ul style="list-style-type: none"> • Lead and Oversee, Roll-out of Universal Screening and Progress Monitoring Assessments – Early Literacy (FAST & IGDIs) • Lead and Oversee, Task Team to develop & select Universal Screening and Progress Monitoring Assessments – PreK-Grade 6 Mathematics • Lead and Oversee, Task Team to develop guidance and supports for Early Warning Systems for Grades 7-12 – Literacy and Mathematics • Lead and Oversee, Task Team to develop coaching framework connected to Specially Designed Instruction Framework • Lead and Ongoing Support, Intervention System Protocol & Facilitation Guide • Lead and Ongoing Support, Assessment and Data-Based Decision Making Protocol & Facilitation Guide • Lead and Oversee, <i>Task Teams to repackage protocols, tools, and resources for C4K Training Cadre</i> • Lead and Oversee, <i>Task Teams to develop definitions and guidance for instruction, classwide, supplemental, and intensive interventions</i>
2014 – 2017	<p>Member, Evaluation Design Team, Iowa Department of Education</p> <ul style="list-style-type: none"> • C4K-TLC Evaluation with American Institutes of Research • Development of Self-Assessment of MTSS Implementation
2013 – 2015	<p>Member, Early Literacy Intervention Review Task Team</p>
2013 – Present	<p>Lead & Co-Lead, Universal Tier Tools Task Teams</p> <ul style="list-style-type: none"> • Lead & Facilitate, Development, deployment, and refinement of D2/Universal Instruction Facilitation Guide and associated professional learning and coaching supports • Lead & Facilitate, integration of D2/Universal Instruction Facilitation Guide into Differentiated Accountability
2007 – 2011	<p>Program Evaluator, <i>Heartland AEAs's project</i>, Iowa Department of Education Instructional Decision Making (IDM) initiative</p>

2006 – 2011	Member , <i>Heartland AEA's internal team</i> , Iowa Department of Education Instructional Decision Making (IDM) initiative
2006	Member , <i>West Des Moines Community School District Instructional Decision Making building leadership team</i> , Western Hills Elementary School
<u>Special Education</u>	
2017 - Present	Supervisor and Administrator , oversight of Part B and Part C spending for the state of Iowa, supervisor of Director of Special Education for the state of Iowa, oversight of special education compliance and programming for the state of Iowa
2016 – 2017	Member , <i>General Supervision Team</i> , Iowa Department of Education <ul style="list-style-type: none"> • Task Team: Differentiated Accountability – IDEA Integration
2012 – 2013	Member , <i>Standards-Based IEP Work Team</i> , Iowa Department of Education
2004 – 2009	Field Supervisor/Mentor , <i>Heartland AEA's internship support structure</i> , for four school psychologists completing their graduate internships
2006 – 2007	Regional Staff Support Specialist , <i>Heartland AEA 11</i>

Other Activities

2020	Co-Lead , Iowa Department of Education COVID-19 Return to Learn Teams: Coordination Team, Iowa Academic Standards Work Team, Social-Emotional-Behavioral Health Work Team
	Member , Iowa Department of Education COVID-19 Return to Learn Team: Leadership and Infrastructure Work Team
2020	Member , Response to International Pandemic (COVID-19) Team, Iowa Department of Education
2017 – Present	Member , ESSA Implementation Team, Iowa Department of Education
2016 – 2017	Interim Co-Lead , ESSA School Improvement Team, Iowa Department of Education
2016 – 2017	Member , ESSA Accountability Team, Iowa Department of Education
2014 – 2017	Member , Evaluation Design Team, Iowa Department of Education

2014 – 2015	Co-Lead , <i>Standards and Curriculum/Educator Quality Work Group</i> , Collaborating for Iowa's Kids <ul style="list-style-type: none"> • Universal Tier – Strategies Task Team • Universal Tier – Inventory Task Team • Universal Tier – D2 for English Language Learners Task Team (shared with MTSS Work Group) • Collaborative Inquiry Manual Task Team • Leadership Network Task Team
2014 – 2016	Member , <i>School Improvement Work Group</i> , Collaborating for Iowa's Kids <ul style="list-style-type: none"> • Co-Lead, Continuous Improvement Task Team • Member, Differentiated Accountability Task Team • Member, Healthy Indicators Task Team • Member, Tiered Accreditation Task Team • Member, Attendance Center Rankings Task Team
2014 – 2017	Training and Technical Support , Viewpath project management software, Iowa Department of Education
2014 – Present	Training and Technical Support , Visdom collaborative data collection and development online application, Iowa Department of Education
2013 – 2016	Member , <i>Standards and Curriculum Work Group</i> , Collaborating for Iowa's Kids
2014 – 2015	Lead Consultant , Science Standards Review Project, Iowa Department of Education
2014 – 2015	Member , Budget Proposal Review Process, Iowa Department of Education
2013 – 2014	Project Manager , <i>Iowa Core Resources Project</i> , Iowa Department of Education
2012 – 2013	Member , <i>Research & Evaluation Work Team</i> , Iowa Department of Education
2013	Interim Social Studies Consultant , Iowa Department of Education
2008 – 2014	Member , <i>Statewide Iowa Core Lead Team</i> , Iowa Department of Education and Iowa AEAs
2008 – 2011, 2012 – 2014	Co-Chair , <i>Iowa Core Curriculum work teams</i> , Iowa Department of Education
2008 – 2011, 2012 – 2013	Member , <i>Board of Directors</i> , Midwest Instructional Leadership Council

2008 – 2011	Member , <i>Heartland AEA's internal team</i> , Iowa Department of Education Iowa Core Curriculum initiative
2009	Member , <i>Site visit team</i> , Iowa Department of Education accreditation review for Southeast Polk Community School District
2006 – 2010	Member , <i>Heartland AEA's internal team</i> , Iowa Department of Education State Support Team for Schools and Districts in Need of Assistance (NCLB) initiative
2006 – 2009	Member , <i>Heartland AEA's goal committee focused on school improvement</i>
2006	Member , <i>West Des Moines Community School District principal hiring committee</i> , Western Hills Elementary School
2005 – 2006	Trainer , <i>Heartland AEA's internal staff support system for continuous improvement services</i> , Needs Assessment Training

Alignment Activities

2007 – 2017	Visionary, Designer, Builder, Trainer, Facilitator, and Technical Supporter , Iowa Curriculum Alignment Toolkit (I-CAT) and all associated processes and materials
2008 – 2017	Designer, Trainer, and Facilitator , professional support and training on alignment-related issues for state-wide Iowa Core Network
2008 – 2016	Chair/Co-Chair , Iowa Core state-wide alignment work teams
2010 – 2011	Designer & Facilitator , Iowa Core-Common Core alignment study using the Achieve Common Core Comparison Tool
2009, 2012	Designer & Facilitator , Iowa Core cognitive complexity coding projects using Bloom's Revised Cognitive Taxonomy and Webb's Depth of Knowledge Framework
2008 – 2010	Designer , alignment study for Central Iowa Works initiative
2007 – 2011	Designer & Facilitator , Breakdown projects of Iowa Core Essential Concepts/Skills Sets & Details, Standards
2007	Designer & Facilitator , Iowa Alternative Assessment alignment study using Webb's Alignment Tool
2006 – 2011	Consultant , to Heartland AEA, their districts, and the Iowa Department of Education on general curriculum alignment matters.

- 2004 **Doctoral Dissertation:** Achievement Test Score Gains of Students with Varying Academic Abilities: The Influence of Instruction and Test Alignment
- 2002 **Master's Thesis:** Teach to the Standards or Teach to the Test: Using Alignment Indices to Determine the Model Used in Language Arts Instruction

Teaching, Training, and Professional Learning Experience

Professional Trainings and Courses Taught

- 2015 – Present **Statewide School Improvement Team**, providing ongoing training, troubleshooting, and support to the team, as well as to districts and schools around implementation of MTSS within Differentiated Accountability (*face-to-face*)
- 2013 – 2017 **Collaborating for Iowa's Kids Coaches Network**, providing ongoing training, troubleshooting, and support to MTSS coaches from AEAs and LEAs (*Hybrid, online and face-to-face*)
- 2008 – 2011 **Iowa Core Curriculum Alignment Capacity-building Training**, Iowa Department of Education, to help Iowa Department of Education, AEAs, and Urban Education Network districts build skills necessary to implement the Iowa Core (*Hybrid, online and face-to-face*)
- 2008 – 2011 **Iowa Core Leadership Modules**, Heartland AEA 11, for CEUs and to help districts meet regulatory requirements (*face-to-face*)
- 2009 – 2011 **Alignment Foundations**, Heartland AEA 11, for Drake Graduate Credits, CEUs, and Teacher Quality requirement fulfillment (*Hybrid, online and face-to-face*)
- 2006 **Individuals with Learning Exceptionalities and Related Needs**, Heartland AEA 11, for Drake Graduate Credits (*face-to-face*)
- 2005 – 2006 **Needs Assessment**, Heartland AEA 11, for Drake Graduate Credits

University Experience

- 2007 **Adjunct Instructor**, Drake University: Assessment, Diagnosis, & Evaluation – Special Education (SPED 151/251)
- 2006 **Guest Lecturer**, Drake University: Supervision of Instruction – Special Education (SPED 221)

Professional Writing & Presentations

Peer-Reviewed Publications

Roach, A. T., **Niebling, B. C.**, & Kurz, A. (2008). Evaluating the alignment among curriculum, instruction, and assessments: Implications and applications for research and practice. *Psychology in the Schools*, 45, 158-176.

Niebling, B. C., & Elliott, S. N. (2006). Testing accommodations and inclusive assessment practices. *Assessment for Effective Intervention*, 31(1), 1-6.

Kettler, R. J., **Niebling, B. C.**, Mroch, A. A., Feldman, E. S., Newell, M. L., Elliott, S. N., Kratochwill, T. R., & Bolt, D. (2006). Effects of testing accommodations on math and reading scores of students with and without disabilities. *Assessment for Effective Intervention*. 31(1), 37-48.

The Evidence-Based Work Group (2005). Theories of change and adoption of innovations: The evolving evidence-base intervention movement in school psychology. *Psychology in the Schools*. 42(5), 475-494.

Ross, S. E., **Niebling, B. C.**, & Heckert, T. M. (1999). Sources of stress among college students. *College Student Journal*, 33, 312-317.

Books

Gibbons, K., Brown, S. E., & **Niebling, B. C.** (2019). *Effective universal instruction: An action-oriented approach to improving Tier 1*. Guilford Press, New York.

Book Chapters

Niebling, B. C., & Kurz, A. (2014). Best practices in curriculum alignment. In A. Thomas & P. Harrison, (Eds.), *Best practices in school psychology VI*. Washington D.C.: National Association of School Psychologists.

Braden, J. P., & **Niebling, B. C.** (2012). Using the joint test standards to evaluate the validity evidence for intelligence tests. In Flanagan, D. P., & Harrison, P. L. (Eds.). *Contemporary intellectual assessment: Theories, tests and issues (3rd edition)*. New York: Guilford.

Tilly, W. D., **Niebling, B. C.**, & Rahn-Blakeslee, A. (2010). Making problem-solving school psychology work in schools. In Gimpel, Peacock, Ervin, Daly, and Merrell (Eds.), *The practical handbook of school psychology: Effective practices for the 21st century*. New York: Guilford Publications, Inc.

Niebling, B. C., Roach, A. T., & Rahn-Blakeslee, A. (2008). Best practices in curriculum, instruction, and assessment alignment. In A. Thomas & J. Grimes, (Eds.), *Best practices in school psychology V*. Washington D.C.: National Association of School Psychologists.

Ikeda, M. J., Rahn-Blakeslee, A., **Niebling, B. C.**, Gustafson, J. K., Allison, R., & Stumme, J. (2008). The Heartland Area Education Agency 11 problem solving approach: An overview and lessons learned. In S. R. Jimerson, M. K. Burns, and A. M. VanDerHeyden, (Eds.), *The Handbook of response to intervention: The science and practice of assessment and intervention*. New York: Springer Inc.

Braden, J. P., & **Niebling, B. C.** (2005). Evaluating the validity evidence for intelligence tests using the joint test standards. In Flanagan, D. P., & Harrison, P. L. (Eds.). *Contemporary intellectual assessment: Theories, tests and issues (2nd edition)*. New York: Guilford.

Technical Reports, Monographs, and Other Publications

Niebling, B. C. (2012). *Determining the cognitive complexity of the Iowa Core in literacy and mathematics: Implications and applications for curriculum alignment*. Midwest Instructional Leadership Council, Sun Prairie, WI.

Niebling, B. C. (2012). *Using Webb's alignment model to measure intended-enacted curriculum alignment: A brief treatment*. Midwest Instructional Leadership Council, Sun Prairie, WI.

Niebling, B. C. (2012). Cognitive complexity coding project manual. Iowa Department of Education, Des Moines, IA.

Rahn-Blakeslee, A., & **Niebling, B. C.** (2010). Universal screening. In A. S. Canter, L. Z. Paige, & S. Shaw (Eds), *Helping Children at Home and School III: Handouts for Families and Educators*. Bethesda, MD: National Association of School Psychologists.

Iowa Department of Education. (2010). *Examining the alignment of the Iowa Core to the Common Core: English Language Arts and Mathematics - summary report for the Iowa State Board of Education*. Des Moines, IA.

Ikeda, M. J., Rahn-Blakeslee, A., **Niebling, B. C.**, & Allison, R. (2006). Evaluating evidence-based practice in response-to-intervention systems. *Communique*, 34(8).

Niebling, B. C. (2001). *Testing accommodations parent manual*. Retrieved July 8, 2011, from the University of Wisconsin-Madison, Wisconsin Center for Education Research Web site: http://testacc.wceruw.org/files/Testing_Accommodations_Inservice_Manual.doc

Niebling, B. C., Ross, S. E., & Heckert, T. M. (1999). *Evaluating a stress management workshop for college students*. Unpublished manuscript.

Presentations at National Conferences

Niebling, B. C., Ohlund, B., & Williamson, A. J. (2019, October). *Leveraging MTSS with ESSA*. Presentation at the annual MTSS Innovations Conference, Salt Lake City, UT.

Bertsch, K., Brown, R., Feldmann, G., & **Niebling, B. C.** (2019, October). *Supporting Students with Disabilities within an MTSS*. Presentation at the annual MTSS Innovations Conference, Salt Lake City, UT.

Niebling, B. C. & St. Martin, K. (2017, October). *Don't be fooled: Assessing the quality of evidence*. Presentation at the annual RtI Innovations Conference, Milwaukee, WI.

Niebling, B. C. (2015, February). *Iowa's approach to next generation accountability systems: Differentiated Accountability*. State education agency panel at the Council of State Governments Policy Academy on Next Generation Education Systems, Orlando, FL.

Niebling, B. C. (2014, February). *Using problem solving to facilitate curriculum alignment*. Mini-skills presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

Niebling, B. C., & Brown, S. E. (2014, February). *Using problem solving to improve tier 1 in RtI systems*. Mini-skills presented at the annual meeting of the National Association of School Psychologists, Washington, DC.

O'Connor, E., & **Niebling, B. C.** (2012, February). *Using problem solving to address RtI implementation issues*. Mini-skills presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Niebling, B. C. (2012, February). *The role of the Common Core Standards in RtI systems*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Niebling, B. C. (2012, February). *Graphic organizer: The role of the Common Core Standards in RtI systems*. Paper presented at the annual meeting of the National Association of School Psychologists, Philadelphia, PA.

Niebling, B. C., & Rahn-Blakeslee, A. (2010, March). *A framework to design and apply RTI evaluation methods*. Mini-skills presented at the annual meeting of the National Association of School Psychologists, Chicago, IL.

Niebling, B. C., & Roach, A. T. (March, 2007). *Alignment among curriculum, instruction, and assessments: New tools for psychologists*. Paper presented at the annual meeting of the National Association of School Psychologists, New York, NY.

Roach, A. T., **Niebling, B. C.,** Kurz, A., & Wixson, C. S. (2007, August). *Aligning curriculum, instruction, and assessments: New tools for psychologist*. Presentation at the annual meeting of the American Psychological Association, San Francisco, CA.

Scholten, L. W., Bogdonas, K., Brown, S. E., McGraw, K., **Niebling, B. C.**, Wells, N. J., Malecki, C. K. (March, 2007). *Innovations in response to intervention: Heartland's schoolwide framework*. Symposium conducted at the annual meeting of the National Association of School Psychologists, New York, NY.

Braden, J. P., & **Niebling, B. C.** (March, 2004). *Evaluating the strengths and limitations of intelligence tests within the framework of the Joint Test Standards*. Symposium conducted at the annual meeting of the National Association of School Psychologists, Dallas, TX.

Niebling, B. C., Gibson, D., Glover, T., Haeberli, F., Kettler, R. J., Mroch, A. A., Lang, S. C., Kumke, P., Cowell, E. L., & Sheridan, S. (2003, April). *Examining the effects and consequences of testing accommodations on students' achievement test scores*. Symposium conducted at the annual meeting of the National Association of School Psychologists, Toronto, Canada.

Braden, J. P., **Niebling, B. C.**, Bruno, L., Green, L. Y., Kettler, R. J., Aleman, P., & Steele-Shernoff, E. (2001, August) *New validity standards for educational and psychological tests: An overview and application*. Symposium conducted at the annual meeting of the National Association of School Psychologists, Washington, DC.

Braden, J. P., **Niebling, B. C.**, Bruno, L., Green, L. Y., Kettler, R. J., Aleman, P., Shernoff, E. S., Weiss, L., Kamphaus, R., DiPerna, J., Elliott, S. N., Mather, N. (2001, April). *New validity standards for educational and psychological tests: An overview and application*. Symposium conducted at the annual meeting of the National Association of School Psychologists, Washington, DC.

Presentations at Regional Conferences

Niebling, B. C., & O'Connor, E. P. (2012, November). *Improving system results through alignment*. Paper presented at the Curriculum Leaders Conference , Brainard, MN.

Niebling, B. C., (2012, November). *The role of the Common Core standards in MTSS*. Paper presented at Midwest Instructional Leadership Council Annual Secondary Institute, Wisconsin Dells, Wisconsin.

Niebling, B. C., (2011, November). *New perspectives on curriculum alignment in Tier 1 instruction*. Paper presented at the secondary institute for response to intervention of the Midwest Instructional Leadership Council, LaCrosse, WI.

Niebling, B. C. (June, 2009). *Demystifying alignment*. Paper presented at the annual meeting of the Iowa Association for Supervision and Curriculum Development, Okoboji, IA.

Niebling, B. C., & Rahn-Blakeslee, A. (2007, November). *Evaluating the implementation and outcomes of Instructional Decision Making*. Poster presented at the annual meeting of the Iowa Educational Research and Evaluation Association, Iowa City, IA.

Niebling, B. C. (March, 2006). *The Survey of Enacted Curriculum: A key to unlocking the black box of educational practices*. Presentation to Think Link Learning, Nashville, TN.

Niebling, B. C., Aleman, P., Steele-Shernoff, E., Kettler, R.J. Green, L. Y., Bruno, L. (2001). Evaluating the Woodcock-Johnson III Using the 1999 Validity Standards for Educational and Psychological Testing. (Workshop in Madison, WI, February 12, 2001).

Niebling, B. C., Ross, S. E., & Heckert, T. M. (1998, April). *Evaluating a stress management workshop for college students*. Paper presented at The Missouri Academy of Sciences, St. Joseph, Missouri.

Baack, D. W., Shapiro, M., & **Niebling, B. C.** (1998, April). *A content analysis of male and female undergraduate essays*. Paper presented at The Missouri Academy of Sciences, St. Joseph, Missouri.

Hatala, M. N., **Niebling, B. C.**, Waldschmidt, E., Mialkowski, J., & Baack, D. W. (1998, April). *A content analysis of ads placed by lesbians of color in personal columns*. Paper presented at The Missouri Academy of Sciences, St. Joseph, Missouri.

Editorial Experience

2012 – 2014	Blind Reviewer , Best practices in school psychology – VI (Thomas & Harrison, 2014)
	Blind Reviewer , Solution Tree Press
2006 – 2007	Blind Reviewer , Best practices in school psychology – V (Thomas & Grimes, 2008)
2007	Editorial Team , Response to Intervention Blueprints: School Building Level Edition (National Association of State Directors of Special Education, 2008)
2007	Editorial Team , North Star Phase I Report, Heartland Area Education Agency 11, Johnston, IA
2003 – 2004	Invited Guest Co-Editor , Assessment for Effective Intervention; Mini-series topic: Testing Accommodations: Research to Guide Practice
2002 – 2003	Ad Hoc Article Reviewer , School Psychology Review

Experience with Managing External Funds, Contracts, and Budgets

Federal and State Appropriations

2017 – Present	Iowa Department of Education. Working across federal and state agencies, managing over \$120 million annually of appropriations and
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grants, including 6 federal grants and flowing through dollars to LEAs and intermediate service agencies.

2013 – 2014

Iowa Department of Education. *Iowa Core Resources Project*.
Leadership Responsibilities: Working with DE personnel across multiple Bureaus and Divisions and the Director's office, the Governor's Office (IGOV), the Office of the Chief Information Officer (OCIO) 100+ educators, content experts (locally and nationally), education organizations (locally and nationally), and other stakeholder groups to secure and make available standards-aligned instructional materials via <http://iowacore.gov/> (website also developed as part of this project).
Project Management Responsibilities: Establishing and executing multiple contracts and licensing agreements; work with multiple vendors; status reports to the Governor's and Director's Offices; collecting, organizing, analyzing, and displaying data from a wide range of sources and types; using review results with DE personnel to select instructional materials and complete website; and ensuring project finished on time and on budget. – Appropriation Amount: \$1,000,000.

Grant Management

Elliott, S. N., & Kratochwill, T. R. (1998-2002). Experimental analysis of the effects of testing accommodations on scores of students with disabilities. U.S. Department of Education, \$552,000.

Fellowships

2003 – 2004

Bradley C. Niebling. Measuring Alignment in Reading/Language Arts: A Comparison of Two Methods. *Arvil S. Barr Doctoral Fellowship*, School of Education, University of Wisconsin – Madison. – Funded (\$15,000)

Competitive Bid Contracts

2012

Bradley C. Niebling & John Faust, Midwest Instructional Leadership Council. Iowa Core Alignment Tool – Extension and Support. *Contract, Iowa Department of Education Bid Proposal: ED-RM334-01*. – Funded (\$35,000)

Awards Received

Professional Recognition

2016

Recipient, Partner in Education, Council Bluffs Community School District (*as member of Bureau of School Improvement, Statewide School Improvement Team, and Collaborating for Iowa's Kids (C4K)*)

2009 **Nominee, Des Moines 40 Under 40**

Academic Awards

1999 **Recipient, Who's Who Among Students at American Colleges and Universities** – Truman State University

1999 **Recipient, Outstanding Student In Psychology** – Truman State University

1999 **Graduate, Summa Cum Laude** – Truman State University

1999 **Nominee, Phi Kappa Phi Graduate Fellowship** – Truman State University

1999 **Member, Phi Beta Kappa Recruitment Committee** – Truman State University

1995 – 1999 **Member, Dean's List** – Truman State University (Eight Consecutive Semesters)

Scholarships

1995-1999 **Recipient, Northeast Missouri State University Presidential Combined Ability Scholarship**

1995-1999 **Recipient, Lutheran Brotherhood Member Scholarship**

1995-1996 **Recipient, Rev. John E. Nance and Regina S. Nance Memorial Scholarship**

1995 **Recipient, Johnny Londoff Chevrolet Scholarship**

Fraternal Awards

1999 **Recipient, Distinguished Service Key, Alpha Phi Omega (Epsilon Chapter)**

1997 **Recipient, Gold Sash Award, Alpha Phi Omega (Epsilon Chapter)**

Involvement with Civic Organizations/Other Volunteerism

2005 – 2014 **Volunteer, One Body Special Needs Ministry, Lutheran Church of Hope, West Des Moines, IA**

2008 – 2009 **Member, Board of Directors, Hope Village, Des Moines, IA**

1999 – Present **Life Member, Alpha Phi Omega, National Service Fraternity**

Professional Affiliations

National Association of School Psychologists

References

Dr. Cindy Yelick
Deputy Chief Administrator, Heartland Area Education Agency 11
Johnston Administration Center

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Dr. Corey Vorthmann
Assistant Superintendent of Curriculum and Instruction, Council Bluffs Community Schools

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Dr. Angela Holcomb
Assistant Principal, Perry Creek Elementary/Clark Early Childhood Center

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Dr. Angelisa Braaksma Fynaardt
Associate Administrator, Great Prairie AEA

[REDACTED]
[REDACTED]

Dr. Martha Bruckner
Superintendent of Schools, Council Bluffs Community Schools

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Dr. Kim Gibbons
Associate Director of Innovation and Outreach
Center for Applied Research and Educational Improvement, University of Minnesota

[REDACTED]
[REDACTED]
[REDACTED]

Email: [REDACTED]

Dawn Miller Ed.S, NCSP
MTSS/Special Education Coordinator, West Fargo Public Schools

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

GREG FELDMANN
Iowa Department of Education
Grimes State Office Building



ACADEMIC BACKGROUND

- Ph.D.** School Psychology, The University of Iowa, Iowa City, May 2012
Dissertation: *Technical Adequacy Study of Early Numeracy Measures with a Kindergarten and First-Grade Sample*
Advisors: Kristen Missall, Ph.D., Stewart Ehly, Ph.D.
Honors: Graduate Student Recognition, 2008, 2009
- Graduate Certificate in College Teaching
Graduate College, The University of Iowa, May 2010
- Ed.S.** School Psychology, Western Illinois University, Macomb, Illinois, May 1999
Thesis: *An Interpretative Analysis of Five Commonly Used Processing Speed Measures*
Advisor: Ruth Kelly, Ph.D.
- B.A.** Majors: Psychology and Philosophy, May 1996
Simpson College, Indianola, Iowa
Honors: Dean's List, Phi Sigma Tau-Honorary Philosophy Club, Omicron Delta Kappa
- Iowa Department of Education licensed school psychologist, Expired (Folder # 965890)

DEPARTMENT-BASED EXPERIENCE

Education Program Consultant, Iowa Department of Education, Division of Learning and Results, Des Moines, Iowa, 2014-present.

- Build Statewide School Improvement Team (SSIT) understanding of DA support guides (i.e., ADBDM and Intervention System) for regional agency and school-based work
- Participate on C4K Design Team to help identify development and training needs across the state, attending to barriers, scaling and sustaining needs
- Co-Lead C4K task teams during the initial development and updating of existing protocols and guides to build Differentiated Accountability work across domains and grades
- Participate on the IDEA Support Team working to expand statewide Continuous Improvement efforts and infrastructure to include students with disabilities
- Collaborate with DE and AEA colleagues to develop ESSA supports, including the Iowa School Performance Profile (ISPP) guide and online modules
- Lead Early Literacy assessment Request for Proposals (RFP) and Request for Information (RFI) work, adhering to administrative guidelines and procedures

FIELD and SCHOOL-BASED EXPERIENCES

School Psychologist, Grant Wood Area Education Agency, Cedar Rapids, Iowa, 2005-2013.

- Worked with AEA and LEA colleagues in Phase One of C4K initiative
- Participated on child study teams to problem solve and develop academic and behavioral interventions
- Supported special education teachers in goal writing, monitoring and implementation to maximize outcomes for learners with disabilities
- Identified appropriate tools to monitor student progress and effectiveness of intervention plans
- Provided professional development through region leadership development team
- Provided field supervision for first-year interns and doctoral-level school psychology graduate students

School Psychologist, Special School District of St. Louis County, St. Louis, Missouri, 1999-2005.

- Participated on building level child study teams to develop intervention plans
- Provided behavioral management support for parents and teachers
- Provided staff with professional development addressing assessment use and function
- Completed comprehensive initial and triennial psychoeducational assessments for PK-12 students

TEACHING EXPERIENCES

Adjunct Faculty, Course: Characteristics of Disabilities. Department of Teaching and Learning, College of Education, The University of Iowa, Iowa City, Iowa, Fall 2013 and Spring 2014.

- Prepared and delivered curriculum as aligned with department guidelines
- Developed simulations, demonstrations, and activities to enhance student learning of core concepts
- Met with and guided student groups during small group work related to self-selected topics

College Teaching Practicum, Courses: Methods of Teaching Elementary Science. Department of Teaching and Learning; Educational Psychology and Measurement. Department of Psychological and Quantitative Foundations, College of Education, The University of Iowa, Iowa City, Iowa, 2008-2009.

- Observed instructional and learning process of experienced university instructor's classroom
- Discussed classroom management, instruction methods, and approaches to student evaluation
- Delivered original lesson plan focused on methods of assessment and constructivist learning
- Led classroom discussions using demonstrations, anecdotes, and examples

Graduate Teaching Assistant, Courses: Intellectual Assessment; Personality and Behavior Assessment, Psychology Department, Western Illinois University Macomb, Illinois, 1997-1998.

- Trained graduate students on cognitive, behavioral, and personality assessment instruments
- Monitored student administration, scoring, interpretation, and reporting of standardized assessments
- Observed and critiqued graduate student administration, scoring, interpretation, and report writing
- Lectured select portions of graduate-level personality and behavior assessment course

ADDITIONAL EXPERIENCES

Pre-Doctoral Intern, Assessment and Counseling Clinic, Belin-Blank Center for Gifted Education and Talent Development, University of Iowa, 2007-2009.

- Completed comprehensive cognitive, academic, socio-emotional clinic assessments
- Wrote evaluation summary reports for home, school, and referring agency use
- Designed, organized, and facilitated career exploration days for local middle school students
- Meet with parents and caregivers to process assessment findings and intervention strategies

Graduate Assistant, Assessment and Counseling Clinic, Belin-Blank Center for Gifted Education and Talent Development, The University of Iowa, 2005-2007.

- Completed comprehensive evaluations for a range of clients, including the gifted and talented
- Composed evaluation summary reports for home, school, and outside agency use
- Participated in ongoing research
- Provided professional development for clinic staff

School Psychology Doctoral Practicum, Pediatric Psychology at The University of Iowa Hospitals and Clinics, Iowa City, Iowa, 2007.

- Met with parents and caregivers to complete background and behavioral interviews
- Completed brief functional behavioral assessments to identify maintaining functions
- Composed written reports to provide behavioral recommendations
- Consulted with public school district staff concerning challenging student behaviors

PUBLICATION

Feldmann, G., Kelly, R. M., & Diehl, V. A. (2004). An interpretative analysis of five commonly used processing speed measures. *Journal of Psychoeducational Assessment*, 22, 151-163. (Ed.S. thesis-based publication)

PRESENTATIONS

Knight, C., & **Feldmann, G.** (2010, November). Gauging Student Math Growth Through Monitoring Problem-Solving Strategies: A year-Long study of a First Through Fourth-Grade Sample. Poster presented at the annual Iowa Educational Research Evaluation Association convention, Cedar Falls, IA.

Feldmann, G. (2010, March). Early Numeracy Screening and Progress Monitoring Tools. Poster presented at the annual National Association of School Psychologists Convention, Chicago, IL.

Fan, C., Novak, C., Clark, S. & **Feldmann, G.** (2009, February). The Investigation of Reliability, SEM, and CI of DIBELS ORF. Poster presented at the annual National Association of School Psychologists Convention, Boston, MA.

Clark, S., Fan, C., & **Feldmann, G.** (2008, March). *Effects of Decoding and Repeated Readings Interventions for First Graders*. Poster presented at the annual National Association of School Psychologists Convention, New Orleans, LA.

Feldmann, G. (2007, September). *Math's Turn? A Review of Early Numeracy Screening and Progress Monitoring Measures*. Poster session presented at the annual Iowa School Psychologist Association conference, Ames, IA.

Feldmann, G. (2005, April). *CBM: an overview*. Professional training provided at the Missouri Association of School Psychologists, Gateway Region, St. Louis, MO.

Kay A. Augustine, Ed.D.

Overview

Educational Program Professional with a track record of successfully empowering professionals, practitioners, community partners and youth **to positively impact** youth, leaders, businesses, non-profits, families, educational systems, culture/climate, social-emotional learning, supports, and interventions through evidence-based practices and systems on both the strategic and tactical levels.

Professional Summary

- Passionate, Vision-directed Educator & Strategist who thrives on working to build strong community/school partnerships to strengthen, enhance and sustain education and development opportunities that address the diverse needs of youth and adults.
- Collaborative Leader able to create meaningful, long-term, professional, and personal relationships.
- Effective Communicator which fosters consensus and generates measurable mission-critical results that are aligned with project/program goals
- Experienced Instructional Designer, National Presenter, Consultant, Trainer, and Coach serving the Educational, Non-profit, and Business Communities
- In-depth knowledge of Educational Systems and Practices including: implementation science, multi-tiered systems of supports, evidence-based frameworks and practices for social-emotional learning, behavior, securing and managing aid from Federal, State, and Local Government in the form of Grants and other services.
- Dedicated, action-oriented trailblazer for embedding student engagement and voice within decision-making processes that impact youth
- Highly organized, motivated, and efficient in all aspects of daily program and project operations including: Research & Analysis, Program Design & Development, Formal Documentation, Grant Administration & other Finances

Education

Certificate-School Leadership in Social-Emotional Learning, *College of St. Elizabeth*, Morristown, NJ
Doctorate of Education, Education Leadership, *Drake University*, Des Moines, IA
Community Education Director License, *University of St. Thomas*, Minneapolis, MN (work complete)
Specialist in Education Leadership, Adult Training/Development *Drake University*, Des Moines, IA
Masters of Science in Education, Special Education, *Drake University*, Des Moines, IA
Bachelor of Music Education, *Drake University*, Des Moines, IA

Research

Augustine, K., (2014). *Teacher mentors: Lived experiences mentoring at-risk middle school students*. (Doctoral dissertation). Escholarshare/drake.edu.(dd2014KAA.pdf).

Bruhn, A. L., McDaniel, S. C., & Augustine, K. (in review). Checking the connections between effective interventions for students with EBD. In K. Sutherland & M. Conroy (Eds). *Handbook of Research on Emotional and Behavioral Disabilities: Interdisciplinary Developmental Perspectives on Children and Youth*.

Experience

IOWA DEPARTMENT OF EDUCATION (DE), Des Moines, IA

2015-Present

Education Program Consultant for PBIS & Social-Emotional Learning

- Lead coordination for Iowa's Social-Emotional Learning (SEL) efforts aligned with Collaboration for Iowa's Kids (C4K) including: DE contact for CASEL Collaborative of the States; facilitating internal cross-agency team, contracted services focused on alignment with DE initiatives including ESSA and School Improvement systems; maintain current knowledge of research and resources; and coordinate with national advisors from American Institutes for Research (AIR), CASEL, and colleagues across state education agencies
- Participate with C4K task teams on alignment of Social-Emotional-Behavioral Health within the state's focus on Multi-tiered System of Supports
- State Coordinator for Check & Connect
- Lead emerging focus on student engagement and voice across Learning Supports

Project Director, School Climate Transformation Grant

2015-2019

- Administration of federal School Climate Transformation Grant: reporting, contracts, strategic planning, professional development, external evaluator, presentations, and communication with US DE and grant sites
- Coordinated of services to grant sites to initiate/enhance Multi-tiered Systems of Supports for behavior, mental health, and social-emotional learning
- Lead coordination for Iowa's Social-Emotional Learning (SEL) efforts including: DE contact for CASEL Collaborative of the States; facilitating internal cross-agency team, multiple stakeholder groups, contracted services and State SEL Advisory; alignment with DE initiatives including ESSA and School Improvement systems; maintain current knowledge of research and resources; and coordinate with national advisors from American Institutes for Research (AIR), CASEL, and colleagues across state education agencies
- Collaborated with Department Grant Core Team—School Climate, Project AWARE, PBIS
- Collaborate with the regional Area Education Agencies across the state for training/coaching at sites
- Co-led the state Learning Supports Advisory Team (LSAT)
- Coordinated and presented on the Pathways to Tomorrow (P2T) national award for student engagement and voice in a Multi-tiered System of Supports
- State coordinator for Check & Connect (on-going) and served as interim state level co-coordinator for PBIS (2017-18)

EASTERN CARVER COUNTY SCHOOLS, Chaska, MN

2012-2015

Manager of Youth & Adult Engagement

Manager of Check & Connect, Targeted Services, and Credit Recovery 2012-13

- Strategic planning and supervision of youth and adult specialists, and provided oversight of vision, policy, budgets, processes and continuous improvement cycles for youth and adult enrichment programming
- Created and coordinated structure, processes, training, coaching and data monitoring for implementation of evidence-based Check & Connect Student Engagement Intervention in 3 middle schools, 2 traditional high schools, and the alternative high school; provided facilitative leadership for the District Check & Connect Coordinator Team and integration with local PBIS
- Initiated and implemented district's first involvement with GradMN, coordinated with youth District 3 Youth Summit focused on Achievement Gap which subsequently evolved into the implementation of a District Youth Council focused on youth voice, leadership, empowerment and service-learning based on youth identified issues and strategies
- Initiated, wrote and administered grants, coordinated hiring, training, and on-going supervision of Promise Fellow AmeriCorps members to supplement the above programming and increased capacity for meeting the needs of students at high risk of dropping out or not completing school

KA CONSULTING & TRAINING Johnston, Iowa**2007 to present**

Provider of professional project management, consultation, instructional design, training, facilitation, & educational services to schools, non-profits, & businesses across the United States and internationally. Specialize in bridging research to practice. Coordinate customer service, marketing & promotion, strategic collaborations & partnerships.

Examples of Clients & Projects as International Contract Consultant and Trainer

Generational Diversity in the Workplace

Maximizing the Majority—Authentic Student Engagement & Voice

Foundations for Life Principles Johnson City, TN

National Faculty Member, Content Editor for Guides

Josephson Institute of Ethics –CHARACTER COUNTS!sm

National Faculty Member & Project Consultant, Across U.S., Puerto Rico and Bermuda

Institute for Excellence and Ethics (IEE) Fayetteville, NY

National Faculty Member

TRANSITION GROUP, INSTITUTE ON COMMUNITY INTEGRATION, UNIVERSITY OF MN**2010 to 2012**

National Project Coordinator/Team Leader, Check & Connect Dissemination and Outreach team

- Check & Connect—Research-based Student Engagement (Dropout Prevention) Intervention Framework—Project Coordinator & primary trainer; Responsible for development, design, implementation & evaluation of National Dissemination of research-based “Check & Connect” student engagement/dropout prevention initiative; consulted & trained local (public, private, charter) as well as regional & state-wide systems to install and implement in diverse settings; designed & conducted professional adult mentor & coaching training; facilitated community/school collaborations; developed and coordinated pool of national faculty; initiated & coordinated national community of practice; coordinated strategic marketing including state, regional and national conference presentations
- Grant Project Manager—“Connecting through Service”, Learn and Serve Federal Grant with Fond du Lac Ojibwe School—weaving Check & Connect, service-learning, entrepreneurial education & youth engagement in leadership for 9-12 students on Reservation

Select Achievements

- Increased fee-based training income by estimated 500% through diversification of available training options based on evidence-based model and strategic state, regional and local partnerships and collaborations resulting in the increase of supports for students struggling to be successful in their educational systems throughout the United States

INSTITUTE FOR CHARACTER DEVELOPMENT at Drake University Des Moines, IA**1997-2007**

Associate Director

- Responsible for developing and ensuring the strength of this non-profit's programmatic vision, functions, and partnerships were at the highest levels of effectiveness, based in current research, and aligned with the strategic plan and mission of the Institute.
- Led the design, development, implementation, and evaluation of training programs for adults including serving as primary trainer as well as establishing a trainer pool, designing the train-the-trainer curriculum, and the evaluation process on a statewide basis.
- Collaborated with regional Area Education Agencies, non-profit organizations, schools, corporate and foundation funders & governmental agencies in order to attain mutually rewarding results
- Provided federal grant administration including on-going evaluation of organizational performance in meeting program objectives and accountability for training content and effectiveness; coordinated long range program objectives and evaluation
- Managed Program Staff including: Director of Education, Youth Involvement Coordinator, Arts consultant, Athletic/Program Consultant, Foundations for Life Consultant, Camp TRRFCC Coordinator, and Drake student interns

Select Achievements

- Successfully designed and initiated statewide Iowa's Youth Training Core for Character, (youth-to-youth training), a nationally unique youth development initiative linking youth empowerment, youth leadership, youth character development and service-learning
- Successfully presented and marketed culture/climate research and programmatic training sequence resulting in rapid growth of character development/social-emotional learning in schools and communities across the state of Iowa
- Successfully initiated and maintained strong and enduring partnerships & collaborations to create awareness, credibility, income stream and expansion of organization and programs

Additional Teaching & Professional Experiences

IOWA SESQUICENTENNIAL COMMISSION *Des Moines, IA*
Field Representative for 34 counties

IOWA ARTS COUNCIL, STATE OF IOWA *Des Moines, IA*
Director of Arts Education

WAUKEE COMMUNITY SCHOOLS *Waukee, IA*
Community and Adult Education Director-part-time

CRESTON COMMUNITY CHILDREN'S CHOIR *Creston, IA*
Director

VERY SPECIAL ARTS IOWA (VSA of IA) *Des Moines, IA*
Board President, Program Director

DRAKE UNIVERSITY GRADUATE SCHOOL OF EDUCATION, Des Moines, IA
Adjunct Instructor of Special Education

PRIVATE PIANO AND VOICE INSTRUCTOR

ORIENT-MACKSBURG SCHOOLS, Orient, Iowa
K-6 Vocal Music Teacher

SOUTHWESTERN COMMUNITY COLLEGE, Creston, Iowa
Choral Music Instructor

CRESTON CATHOLIC COMMUNITY SCHOOL, Creston, Iowa
Vocal Music Teacher grades 1-8

GREEN VALLEY AREA EDUCATION AGENCY (AEA 14), Creston, Iowa
Special Education Music Specialist-Provided classroom & small group music education for students served by special education

Kay A. Augustine, Ed.D.

Resume Addendum

Certifications

- Youth Mental Health First Aid certified trainer
- iSWIS certified facilitator
- Check & Connect certified trainer
- Youth Program Quality Assessment-Certification as Evaluator
- Bridgeworks Generational Diversity Certified Trainer
- Prudential Youth Leadership Trainer, Points of Light Foundation
- Character Development Specialist, Josephson Institute of Ethics
- IA Teaching Certificate Folder # 196775; Endorsements for 7-12; K-12 music; #20, Special Education

Professional Memberships & Service Positions

- 2020-member SEL Resources Statewide Task Group
- 2019-member Universal Tier Tools Statewide Task Group
- 2019-- Early Warning System Statewide Task Group
- 2018-present National Practitioner Advisory Group for Measuring Social-Emotional Learning
- 2006-2014, 2018-present-Member, Association for Supervision and Curriculum Development
- 2014-Planning Committee, Statewide Youth Summit, MN Alliance with Youth
- 2014-2015-GradMN
- 2013-2015-Adult Partner, Minnesota Youth Council, Minnesota Alliance with Youth
- 2010-2014-Advisory Council, District 112 Community Education (Chair, 2012-2014)
- 2010-2015-Minnesota Service-learning network

Honors and Awards

- 2018 Co-winner of top award in Pathways to Tomorrow Education Innovation Competition
- 2010-2013 Advisory Board for "The Prevention Researcher"
- 2009 National Site Visitor for National Schools of Character Awards
- 2004 Above & Beyond State Award, Governor Thomas Vilsack
- 1999 Distinguished Alumni Award, College of Education, Drake University

Up-coming and Most recent presentations

- 2020 Coordinator, International Summit on Student Voice, Minneapolis
- 2020 Presenter, CASEL National Collaboration of the States, Student Voice in SEL
- 2019 Presenter, CASEL SEL Exchange, October
- 2019 Presenter, 7th Annual Midwest School Mental Health Conference, October
- 2019 Trainer, ESSA Comprehensive High School Institute, Youth Mental Health First Aid, June
- 2018 Panelist "The Role of States in Supporting Social and Emotional Learning: Opportunities and Challenges", Washington, D.C., September 28

MeLissa Lawson
Iowa Department of Education
Grimes State Office Building

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[REDACTED]
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PROFESSIONAL LICENSURE/CERTIFICATION

- American Speech-Language Hearing Association, Certificate of Clinical Competence
- Iowa Department of Education, Speech-Language Pathology licensure
- Iowa Department of Public Health, Speech-Language Pathology licensure

PROFESSIONAL EXPERIENCE

Education Program Consultant, Iowa Department of Education

September 2019 – Current

- Provide leadership in the areas of instructional accommodations and modifications for students with disabilities
- Coordinate efforts within statewide collaborative implementation and scaling structures to develop evidence-based resources and materials
- Build capacity to engage in practices of Universal Design for Learning within a multi-tiered system of support
- Provide leadership for the implementation of assistive technology and accessible educational materials
- Ensure compliance with federal accessibility requirements through collaboration with federal and local stakeholders
- Participation in federal and state work groups related to assistive technology and accessible educational materials

Assistive Technology Specialist & Team Lead, Des Moines Public Schools

August 2002-June 2019

- Develop guidance for processes which support learners who require assistive technology and accessible educational materials
- Develop framework and supports for service providers to acquire knowledge necessary to implement assistive technology and accessible educational materials
- Adapt assessments/curriculum
- Identify needs/supports for students who require assistive technology and accessible educational materials and the staff who support them then develop systems to address the identified needs
- Consult with building teams, private service providers, support teachers and families to develop a plan that guides instruction related to devices, instructional strategies and software/hardware
- Develop and deliver professional development and coaching to teachers, support staff and families
- Collect, analyze and present team data in written formats

Instructor, Morningside College

June 2008-2010

- Develop and deliver content for graduate level course with a focus on assistive technology in education
- Create demonstrations and activities to enhance student learning of key concepts
- Develop & implement tools to assess student learning

Speech-Language Pathologist, Des Moines Public Schools

October 1996-June 2002

- Collect & analyze data to evaluate speech and receptive/expressive language skills to determine communicative competencies
- Develop and implement intervention strategies and services related to speech and language development, as well as disorders of language, voice, articulation and fluency that adversely affect a student's educational performance
- Collaborate with professionals and families to observe, plan, implement, monitor and facilitate generalization of communication skills

ACADEMIC BACKGROUND

M.S. Communication Disorders, June 1995
Minnesota State University, Mankato

B.S. Communication Disorders, June 1993
Minnesota State University, Mankato
Cum Laude

PROFESSIONAL PRESENTATIONS

Universal Protocol for Accommodations of Reading: A Look at the Numbers

Leveling the Playing Field for ALL Learners Conference
Central Rivers Area Education Agency, 2018

**Reading Their Way
Kickstarting the Writer Inside
The Wonder of Words**

TechCon Technology Conference
Des Moines Public Schools, 2016-2018

VOLUNTEER SERVICE

Roosevelt High School Parent/Teacher Association Board Member, Des Moines, IA, 2017-2020

Senior Party Steering Committee, Roosevelt High School, 2017-2020

Softball Parent Committee, Roosevelt High School, Des Moines, IA 2018-2020

Track & Field Parent Committee, Roosevelt High School, Des Moines, IA, 2019

Vacation Bible School Planning Team & Teacher, Grace Lutheran Church, Des Moines, Iowa, 2005-2018

Callanan Middle School Parent/Teacher Association Board Member, Des Moines, IA, 2013-2016

Book Buddies Coach, Greenwood Elementary School, Des Moines, IA, 2010-2012

Boy Scout Leader, Boy Scouts of America, Des Moines, IA 2009-2011

Sunday School Teacher, Grace Lutheran Church, Des Moines, IA, 1996-2014

Girl Scout Leader, Greenwood Elementary School, Des Moines, IA 2009-2013

Mentor, Big Brothers & Big Sisters, Des Moines, IA, 1996-1999

REFERENCES

Brad Niebling
Chief, Bureau of Learner Strategies and Supports
Iowa Department of Education

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Cynthia Weisz
Principal, Ruby Van Meter School
Des Moines Public Schools

[REDACTED]
[REDACTED]
[REDACTED]
[REDACTED]

Experience

State of Iowa, Department of Education, Des Moines, IA

2007-Current Bureau Chief, Bureau of Information and Analysis Services

- Responsible for management of all Bureau activities and staff of twenty professionals.
- Oversee multiple work units: State Longitudinal Data Systems, Research and Analysis and Data Collection and Reporting.
- Responsibilities include strategic planning, project design, project management, human resource management, and budgeting.
- Outputs include design, analysis, and writing of multiple publications including the *Annual Condition of Education Report* and the *Closing the Achievement Gap Report*.
- Responsible for oversight of statewide accountability determinations for the Every Student Succeeds Act.
- Project director for over \$15.8 million in federal funding from the State Longitudinal Data Systems (SLDS) program from the US Department of Education.
- Serve on multiple committees including Department of Education Management Council and Chair of the Technology Committee for the National Forum on Education Statistics 2013-2014.
- Bureau handles the bulk of Department requests for Education information including legislative requests and other Freedom of Information Acts Requests.

University of Chicago, Harris School of Public Policy Studies, Chicago, IL

2003-2007 Director, Information Technology

- Direct all aspects of information technology systems for the Harris School of Public Policy Studies to support its diverse research, education, and service activities. Responsibilities include strategic planning, project design, project management, human resource management, budgeting, and purchasing for all information technology initiatives.
- Initially directed the dissolution of existing computing infrastructure as well as hiring, budgeting, and the creation of new work unit.
- Purchased, engineered and implemented a new network and client-server environment. Designed and implemented new active directory structure. Migrated existing workstation to new environment while replacing majority of workstations.
- Act as a liaison between the School and University-wide administrative computing units.

University of Illinois at Chicago/University of Illinois Medical Center, 1993–2003, Chicago IL

1998-2003 Director, Information Systems

- Directed all aspects of information systems for the Department of Psychiatry. Psychiatry is one of the largest units at the University of Illinois at Chicago with 500+ faculty and staff and \$33 million in annual budgets. Served as IS Director in the support of the nearly tenfold

growth of the Department since being employed. Psychiatry was ranked at the top of the University in direct cost expenditures on sponsored research programs. Psychiatry had four major research areas (i.e. neuroscience, child prevention/ intervention, mental health services, and clinical/pharmaceutical) with over 100 funded projects, five graduate training programs (i.e. residency, child fellowship, adult psychology, child psychology, and social work), and seven clinical divisions (i.e. addictions, child, general, neuropsychiatry, neuropsychology, therapy, and women's services).

- Designed, implement and supported a billing system and clinical operation that includes approximately 70,000 clinical procedures and 3,000 new patients per year. Gross charges over \$7.4 million and collections over \$2.75 million in fee for service revenue in Fiscal Year 2002.
- Developed extensive administrative and financial web based reporting application including accounting, personnel, clinical, and research reports.
- Created and implemented at supplemental Hospital Based billing system that generated approximately \$1.2 million in additional revenue during Fiscal Year 2003.
- Designed, wrote and implemented Electronic Claim processing application which processed over 60% of billing transactions electronically.
- Developed Telepsychiatry project which provides clinical consultations to Department of Human Service clients at rural sites across the State of Illinois.
- Operated and maintained Exchange mail system.
- Designed and installed a 16 node beowulf cluster used for fMRI brain image analyses.

1996–1997 Research Interventionist

- Worked on a research project examining the impact of a multi-level intervention on children at-risk for severe aggression/delinquency and antisocial behavior
- Responsible for the collection of research measures and facilitating family and groups sessions.
- Responsible for engaging families and delivering a 22 week Structural-Strategic intervention. The goal of the project was to deliver an intervention and evaluate its impact on changing the familial structure and patterns of interaction. Specifically, the intervention was meant to facilitate the emergence of more adaptive generational boundaries and alliances between family members and to assist family members in developing a more adaptive relationship to other systems, such as their child's school.

1993–1995 Research Data Analyst

- Provided technical support for a Novell Local Area Network and various database management systems.
- Responsible for system and data management on funded suicide prevention project
- Duties included: system maintenance, database creation and management, data analyses
- Responsible for computer graphical presentation design and production
- Assisted in writing numerous academic publications
- Assisted in the creation and writing of *Team Up to Save Lives: What Your School Should*

Know About Preventing Youth Suicide. This CD-Rom was distributed nationally to 35,000 High schools and Junior High schools.

- Responsible for coordination and management of human resources for project personnel.

Education

1995-1997 University of Illinois at Chicago, Chicago IL

- Master of Social Work
- Concentration: Child and Family

1989-1993 University of Illinois at Chicago, Chicago IL

- Bachelor of Psychology

Publications – Peer Reviewed

Grossman, J., Dontes, A., Kruesi, M., Pennington, J., & Fendrich, M. (2003). *Emergency Nurses' Responses to a Survey About Means Restriction: An Adolescent Suicide Prevention Strategy*. Journal of the American Psychiatric Nurses Association, 9(3), 77-85.

McKay, M., Pennington, J., Lynn, C., McCadam, K. (2001). *Understanding Urban Child Mental Health Service Use: Two Studies of Child, Family, and Environmental Correlates*. Journal of Behavioral Health Services and Research, 28(4), 475-482.

Kruesi, M., Grossman, J., Pennington, J., Woodward, P., Duda, D., & Hirsch, J. (1999). *Suicide and Violence Prevention: Parent Education in the Emergency Department*. Journal of the American Academy of Child and Adolescent Psychiatry, 38(3), 250-255.

Grossman, J., Clark, D., Gross, D., Halstead, L., & Pennington, J. (1995). *Child bereavement post paternal suicide*. Journal of Child and Adolescent Psychiatric Nursing, 8(2), 5-17.

Publications Public Facing - Working Group Member/Contributor

Pennington, J, et al. (2013). *Overcoming the Achievement Divide: Key Challenges and Solutions for Iowa Schools*. Retrieved from

http://educateiowa.gov/index.php?option=com_docman&task=doc_download&gid=14521&Itemid=5111.

National Center for Education Statistics (2012). *Forum Guide to Taking Action with Education Data*. Retrieved from <http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2013801>. Working Group Member.

National Center for Education Statistics (2012). *Forum Guide to Supporting Data Access for Researchers: A State Agency Perspective*. In press. Working Group Member.

Pennington, J. & Chadwick, D. (2011). *Rising to Greatness: An Imperative for Improving Iowa's Schools*. Retrieved from

http://educateiowa.gov/index.php?option=com_docman&task=doc_download&gid=11869&Itemid=4271.

Presentations

Numerous presentations at national conferences on multiple topics from research findings to state longitudinal data systems. A complete list is available upon request.

Elizabeth E. Lundy

(cell)

EDUCATION

Brigham Young University, Provo, Utah

September 2000-June 2004

M.S., Statistics

- Courses of Study: Multivariate Analysis, General and Applied Linear Models, Sampling, Statistical Theory
- Master's Project: The Effect of Various Sample Design, Sample Size, and Estimating Procedures on the Accuracy of Exit Poll Results

Brigham Young University, Provo, Utah

August 1997-August 2000

B.S., Statistics

- Minor: Business Management
- Statistics Department Scholarship
- University Scholarship
- Mu Sigma Rho, Statistics Honor Society

EXPERIENCE

Iowa Department of Education, Des Moines, Iowa

September 2002-present

Education Program Consultant

- Fulfill data requests for education stakeholders including DE staff, AEA and district personnel as well as public data requests
- Work to fulfill State and Federal reporting mandates including the Condition of Education reports, EdFacts reports and federal data submissions
- Work on editing and disseminating data collected through Student Reporting in Iowa (SRI) and the Basic Educational Data Survey (BEDS)

Brigham Young University, Provo, Utah

September 2001-April 2002

Teaching Assistant

- Taught weekly laboratories for 20 students in introductory Statistics courses
- Graded homework and quizzes
- Provided individual student assistance

3M (Minnesota Mining and Manufacturing)

May 2001-August 2001

Intern

- Determined ability of current test method to accurately measure amount of dirt/debris on Scotchint Brand films
- Trained engineers in use of statistical methods and Quality Control

Brigham Young University, Provo, Utah
Research Assistant

January 2001-May 2001

- Performed research regarding voter turnout estimates in exit polls

Brigham Young University, Provo, Utah
Teaching Assistant/Exit Poll Coordinator

September 2000-December 2000

- Organized 40 students to carry out the Utah Colleges Exit Poll for the 2000 presidential election
- Collaborated with Political Science Department to survey Utah voters and predict results of the election

SOFTWARE SKILLS

- SAS, Microsoft Office

Professional Profile

I have been employed by the Department of Education since 2008.

Professional Experience

Education Program Consultant (Federal Programs Data and Finance) Iowa Department of Education
2019-Present

Responsibilities:

Work with Local Education Areas to obtain their Title I financial information for multiple federal reporting. Provided data support for state reporting for the Statewide Voluntary Preschool Program for Four-Year-Old Children. Manage data for Individual with Disabilities Education Act Part C in Iowa.

Research Analyst 2 Iowa Department of Education
2008-2019

Responsibilities:

Extract, organize and report IDEA Part C data to the Office of Special Education Programs (OSEP). I have been involved with the Part C work team to submit federal data that are accurate and timely for 10 years.

Provided data support for state reporting for the Statewide Voluntary Preschool Program for Four-Year-Old Children.

Supply Technician Mary Greeley Medical Center
2000-2004

Responsibilities:

Maintained an accurate and organized inventory of hospital supplies. Processed incoming inventory and maintained inventory control. Facilitated distribution of hospital supplies by working with internal customers for quantity and delivery methods. Supervised the redesign of a storage file system.

Supervisor Materials Management/Supply Technician Iowa Health Systems
1989-2000

Responsibilities:

Responsible for hiring and training of department employees. Provided coaching and mentoring to employees along with conducting performance evaluations. Worked with cross functional teams on the coordination and delivery of materials and supplies. Developed a Case Cart system which expedited patient care by having the materials delivered in a prompt manner.

Education

Iowa State University 2007

Bachelors of Arts Degree in Political Science with emphasis on Statistics

Heather S. Doe

Core Competencies	Public Relations • Content Marketing • Media Relations • Writing and Editing Social Media Management • Project/Event Coordination • Publication Design
Technical Skills	Adobe Creative Suite • Gov Delivery Platform • Microsoft Office • Google Proficient in social media: Facebook, Twitter, LinkedIn, Flickr, Hootsuite
Career-Related Experience	<p>Iowa Department of Education, Division of Community Colleges and Workforce Preparation, Des Moines Iowa Education Consultant, Communications, March 2016 – Present</p> <ul style="list-style-type: none">• Provide leadership on the development of public relations strategies, editorial calendars and content marketing plans focused on original content to build awareness of key initiatives.• Write, edit and manage the development of content for a wide range of division communications, including the Condition of Community Colleges and other reports, fact sheets, stories, press releases, talking points, scripts and newsletter articles.• Establish brand standards for the division and ensure department brand and message are maintained across all division communications.• Transitioned the division’s newsletter from a paper-based, quarterly publication to a monthly, digital format to shorten lead times and provide timely information to the field.• Prepare media statements and interview responses for the division in collaboration with the department’s communications director.• Maintain knowledge of policy issues impacting community colleges.• Represent the agency on statewide communication initiatives including the development of the Future Ready Iowa Metrics that Matter report and the launch of the Iowa Work-Based Learning Clearinghouse.• Build division awareness through the development and execution of social media marketing campaigns in collaboration with the department’s communication team.• Serve as the voice of the division on the department’s communications team and work collaboratively to direct the development of department-level identity and messaging. <p>Iowa College Student Aid Commission, Des Moines Iowa Associate Director of Marketing and Communications, March 2008 – March 2016</p> <ul style="list-style-type: none">• Worked with senior management and provided leadership on communication strategies for new and emerging initiatives.• Managed a \$350k communications budget and oversaw agency marketing and printing contracts.• Led the agency’s successful rebranding strategy, launched redesigned website and executed successful launch of <i>Course to College</i>, the agency’s key initiative to build a strong college-going culture in Iowa.• Led, supervised, evaluated and assigned tasks to the agency’s creative team.• Developed public relations strategies, marketing goals, editorial calendars, content development and distribution planning to build agency awareness.• Served as the spokesperson and media contact with experience representing the agency through live and recorded radio and television interviews, print media and online chats.• Wrote, designed and edited internal and external agency communications including, but not limited to, press releases, promotional materials, agency reports, presentations, speeches, talking points, blog posts, web content and social media messages.

- Implemented and managed entire social media marketing campaign including the launch of the agency's Facebook, Twitter, YouTube and LinkedIn profiles and the agency's blog.

Iowa College Student Aid Commission, Des Moines Iowa
Communications Specialist, February 2006 – March 2008

- Designed and produced marketing materials including advertisements, booth graphics, promotional pieces and other forms of marketing collateral.
- Researched and wrote content for internal and external publications including: newsletters, senior management messages, press releases, brochures, presentations and web content.
- Organized and represented the company at various trade shows and sponsorship booths.
- Supported implementation of new logo and guidelines and enforced proper use.

Iowa Student Loan, Des Moines, Iowa
School Marketing Officer, July 1999 – February 2006

- Developed manuals and user guides for online products lines.
- Created content and updated brochures and marketing materials.
- Created presentations and materials for most effective impact.
- Presented to small and large groups.
- Tripled loan volume in Nebraska and South Dakota marketing territory.
- Served as the newsletter editor for the Iowa Association of Financial Aid Administrators.

Younkers, Des Moines, Iowa
Assistant Buyer, June 1998-June 1999

Target, West Des Moines, Iowa, June 1994 - September 1995
Guest Service Manager/Marketing Manager, June 1994 - September 1995

Education

Iowa State University, Ames, Iowa
 Master of Science in Textiles and Clothing, emphasis in marketing and merchandising,
 GPA: 3.88/4.00
 Bachelor of Business Administration in Marketing, GPA: 3.64/4.00
 Bachelor of Science in Fashion Merchandising, GPA: 3.64/4.00

Walt Disney World Company, Lake Buena Vista, Florida
Merchandising/Guest Services Intern

- Nationally selected from over 200 colleges and universities.
- Assisted guests, provided information and maintained knowledge of products, parks and resort area.
- Attended 10 Disney management seminars.

Department of Textiles and Clothing, Iowa State University
Teaching Assistantship, TC 375 Merchandising

- Planned lectures and scheduled guest speakers based on course content.
- Corrected student papers and assignments and provided feedback.
- Taught the computer lab merchandise assortment simulation program.

Administrative Assistantship, Iowa State University

- Compiled and organized department data in preparation for the department program review to maintain accreditation.
- Designed and edited the Textiles and Clothing Department newsletter.

**INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY**

Organization:

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319-0146

Date: February 18, 2020

Agreement No: [REDACTED]

Filing Reference: This replaces previous
Agreement No. 2019-055
Dated: 3/21/2019

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	[REDACTED]				Unrestricted
Fixed					Restricted
Fixed					Unrestricted
Fixed					Restricted

Distribution Base:

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

Applicable To:

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

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

Treatment of Fringe Benefits:

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

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

Section II – Particulars

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

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

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

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

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

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

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

Section III - Special Remarks

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

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

Section IV - Approvals

For the State Education Agency:

Iowa Department of Education
Grimes State Office Building
400 E 14th Street
Des Moines, IA 50319-0146



Matthew Coulter

Name

Chief Financial Officer

Title

2/18/2020

Date

For the Federal Government:

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



Name

Director, Office of Grants Administration

Title

February 18, 2020

Date

Negotiator: Christian Muniz
Telephone Number: (202) 245-7624

Appendix 4: Reference List. List of Proprietary Information found in the application.

This is not applicable to this application. Therefore, we included the ILC Reference List instead.

Achieve, Council of Chief State School Officers, & Student Achievement Partners. (2016, October 6). Toolkit for evaluating the alignment of instructional and assessment materials to the common core state standards. Retrieved from <https://www.achieve.org/publications/toolkit-evaluating-alignment-instructional-and-assessment-materials-common-core-state>

American Workforce Policy Advisory Board, Data Transparency Working Group. (2019). White paper on interoperable learning records. Retrieved from https://www.commerce.gov/sites/default/files/2019-09/ILR_White_Paper_FINAL_EBOOK.pdf

Barber, M., Chijioke, C., & Mourshed, M. (2010). *How the world's most improved school systems keep getting better*. Retrieved from McKinsey and Company website: <https://www.mckinsey.com/industries/social-sector/our-insights/how-the-worlds-most-improved-school-systems-keep-getting-better>

Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review*, 104(9), 2633-79.

Fixen, D. L., Naoom, S. F., Blase, K. A., Friedman, R. M., & Wallace, F. (2005). Implementation research: A synthesis of the literature. Tampa, FL: University of South Florida, Louis de la Parte Florida Mental Health Institute, The National Implementation Research Network (FMHI Publication #231). Retrieved from

http://cfs.cbcs.usf.edu/_docs/publications/NIRN_Monograph_Full.pdf

- Gamoran, A., Porter, A. C., Smithson, J., & White, P. A. (1997). Upgrading high school mathematics instruction: Improving learning opportunities for low-achieving, low-income youth. *Educational Evaluation and Policy Analysis*, 19(4), 325–338.
- Hanushek, E. A., & Rivkin, S. G. (2010). Generalizations about using value-added measures of teacher quality. *American Economic Review*, 100(2), 267-71.
- Hattie, J. (2018). Hattie ranking: 252 influences and effect sizes related to student achievement. Retrieved from <https://visible-learning.org/hattie-ranking-influences-effect-sizes-learning-achievement/>
- Iowa Department of Public Health. (n.d.). COVID-19 in Iowa: Summary statistics. Retrieved from <https://coronavirus.iowa.gov/#CurrentStatus>
- Iowa Department of Education. (2019). The annual condition of education report. Retrieved from <https://educateiowa.gov/documents/condition-education-report-pk-12/2020/01/annual-condition-education-report-2019>
- Iowa Workforce Development (n.d.). Local area unemployment statistics. Retrieved from <https://www.iowaworkforcedevelopment.gov/local-area-unemployment-statistics>
- Jeynes, W. (2012). A meta-analysis of the efficacy of different types of parental involvement programs for urban students. *Urban Education*, 47(4), 706-742.
- Kuhfeld, M., & Tarasawa, B. (2020). The COVID-19 slide: What summer learning loss can tell us about the potential impact of school closures on student academic achievement [NWEA white paper]. Retrieved from the NWEA website: <https://www.nwea.org/research/publication/the-covid-19-slide-what-summer-learning-loss-can-tell-us-about-the-potential-impact-of-school-closures-on-student-academic->

achievement/

National Standards for Quality Online Courses. (2019). Quality Online Courses. Retrieved from <https://www.nsqol.org/the-standards/quality-online-courses/>.

New York Times. (2020). Monitoring the coronavirus outbreak in metro areas across the U.S. Retrieved from <https://www.nytimes.com/interactive/2020/04/23/upshot/five-ways-to-monitor-coronavirus-outbreak-us.html>

Patrick, S., & Powell, A. (2009). *A summary of research on the effectiveness of K-12 online learning*. Retrieved from the International Association for K-12 Online Learning website: https://www.k12.com/sites/default/files/pdf/school-docs/NACOL_ResearchEffectiveness-hr.pdf

Quaglia Institute for School Voice and Aspirations. (2016). School voice report: 2016. Retrieved from http://quagliainstitute.org/dmsView/School_Voice_Report_2016

Quinn, D., & Polikoff, M. (2017). Summer learning loss: What is it, and what can we do about it. Retrieved from the Brookings Institution website: <https://www.brookings.edu/research/summer-learning-loss-what-is-it-and-what-can-we-do-about-it/>

U.S. Census Bureau. (n.d.). QuickFacts: Iowa. Retrieved from <https://www.census.gov/quickfacts/IA>

U.S. Department of Education, Office of Planning, Evaluation, and Policy Development. (2010). Evaluation of evidence-based practices in online learning: A meta-analysis and review of online learning studies. Retrieved from <https://www2.ed.gov/rschstat/eval/tech/evidence-based-practices/finalreport.pdf>

**Appendix 5: Assurance That Applicant Will Participate in an Evaluation, Pursuant to
Application Requirement 5**

The IDE assures that it will submit information to the U.S. Department of Education secretary, as requested, for evaluations that may be carried out.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

Add Mandatory Budget Narrative

Delete Mandatory Budget Narrative

View Mandatory Budget Narrative

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

Add Optional Budget Narrative

Delete Optional Budget Narrative

View Optional Budget Narrative

BUDGET NARRATIVE

The following objectives have been identified for the Iowa e-Learning Central project and are linked to specific project costs as shown in the Budget Narrative that appears below.

Objective 1 - Establish an ILC Leadership team to lead the work: *ILC Leadership Team*.

Objective 2 - Support a statewide virtual learning environment with equitable access to high-quality course programs: *The Platform*.

Objective 3 - Develop foundational content, and empower Iowa educators to develop, access and use high-quality course programs: *Content Central*.

Objective 4 - Create a central area for families to access resources, their child's educational programming, and provide input and recommendations: *Family Central*.

Objective 5 – Evaluate project progress and performance measures/targets using a statewide continuous improvement process to measure, monitor, adjust: *Evaluators*.

Personnel

Table 3. Salaries: GRANT-FUNDED PERSONNEL

Salary	Year 1	Year 2	Year 3	Total
Project Co-Director, Stefanie Wager (.5 FTE)				
Project Co-Director, Gwen Nagel (.5 FTE)				
Platform Support Specialists (1.0 FTE)				
Platform Support Specialists (1.0 FTE)				
TOTAL				

Project Co-Director: Stephanie Wager (.5 FTE, Primary Grant Contact, *grant-funded*, all

project years). As a Project Co-Director with Ms. Nagel, Ms. Wager is responsible for overseeing all aspects of the grant including coordinating activities with and managing work across teams, implementation of grant activities, fiscal and programmatic reporting, evaluation, and attendance at any required grantee meetings. Ms. Wager will **co-lead** on the ILC Leadership Team with Ms. Nagel, **co-lead** on the *Content Central Team* with the LTLS (Bureau Chief, Dr. Erika Cook), and co-lead the *Family Central Team* with the Bureau of Learner Strategies and Supports (Bureau Chief, Dr. Brad Niebling). **Objectives 1-5 with primary leadership in Objectives 3 and 4, and shared responsibility of 1 and 5.**

Project Co-Director: Gwen Nagel (.5 FTE, grant-funded, all project years). As a Project Co-Director with Ms. Wager, Ms. Nagel is responsible for overseeing all aspects of the grant including coordinating activities with and managing work across teams, implementation of grant activities, fiscal and programmatic reporting, evaluation, and attendance at any required grantee meetings. Ms. Nagel will **co-lead** the ILC Leadership Team with Ms. Wager, as well as **co-lead** the *Platform Team* with the Bureau of Information and Analysis (Bureau Chief Jay Pennington). **Objectives 1-5 with primary leadership in Objective 2, and shared responsibility of 1 and 5.**

Platform Support Technicians (2 positions at 1.0 FTE, grant-funded, all project years). Responsible for adapting the acquired platform to fit state needs, ensuring statewide access, uploading content, and providing support for all users (e.g., addressing technology-related questions and concerns regarding platform performance). Platform Support Technicians are on the *Platform Team*. **Objective 2.**

In-Kind Contributions. The below describes the in-kind contributions across the *Content Central*, *Family Central*, and *Platform* teams, as well as Communications and Evaluation.

Table 4. Salaries: IN-KIND FUNDED PERSONNEL.

Salary	Year 1	Year 2	Year 3	Total
Platform Lead (1.0 FTE)				
Content Lead (1.0 FTE)				
Content Specialists 1 (1.0 FTE)				
Content Specialists 2 (1.0 FTE)				
Family/Student Voice and Choice Lead 1 (1.0 FTE)				
Family/Student Specialist 1 (1.0 FTE)				
Family/Student Specialist: Special Ed (1.0 FTE)				
Communication Specialist (0.5 FTE)				
Evaluation Consultant 1 (0.5 FTE)				
Evaluation Consultant 2 (0.5 FTE)				
TOTAL				

Platform Team and Evaluation (2.0 FTE; 1.0 FTE Platform Lead; 1.0 Evaluation). ILC will leverage the expertise of our Bureau of Information and Analysis (IAS) to lift and sustain the *Platform Team* as well as the evaluation component of ILC.

- **Platform Lead (1.0 FTE, all project years)** will be designated upon award of grant funds, and work with Platform Specialists as lead of the *Platform Team*. The Platform Lead is responsible for overseeing all aspects of the state-supported Learning Management Platform,

including acquisition, development, statewide access and support and ensuring the platform and all content meets industry standards in regards to both interoperability and accessibility.

The Platform Lead is a member of the ILC Leadership Team and **leads** the *Platform Team*.

Objectives 1 and 2 (see example vitae: Jay Pennington).

- **Evaluation Consultants (2 at 0.5/each, all project years)** will be designated upon award of grant funds. Responsible to manage the evaluation through Iowa's CIP, develop, implement and analyze all ILC surveys (e.g., parent, teacher and student satisfaction and input surveys), develop the community conversation structure, and analyze results, collect, analyze and report on all performance measures/targets, and create and present quarterly and annual ILC reports. Evaluation consultants will be part of the ILC Leadership Team (see example vitae: Betsy Lundy and Tim Glenn).

Content Central Team (3.0 FTE). To ensure all stand-alone and course content is developed, and is of high-quality, ILC will rely on the expertise of our Bureau of Leading, Teaching, and Learning (LTLS).

- **Content Lead (1.0 FTE, all project years)** will be designated upon award of grant funds. Responsible to manage all the content on *Content Central*, ensure all core content for K-12 required within a virtual learning environment is posted and is of high-quality, ensure all stand-alone and full course content is of high-quality, ensure educators have the appropriate resources to create content, and ensure educators – and students – have appropriate access to the platform. The Content Lead works directly with the Project Director and **leads** the *Content Central Team* and is a member of the ILC Leadership Team. **Objective 3** (see example vitae: Dr. Erika Cook and Dr. Lawrence Bice).
- **Content Specialists (2.0 FTE)** will be designated upon award of grant funds. Content

Specialists work directly with the Content Lead and are on the *Content Central Team*. They are responsible for completing all tasks delineated in **Objective 3** (see example vitae: Dr. Maryam Szabo, April Pforts, and Leigh Bellville).

Family Central Team (3.0 FTE). To ensure family, students, and community members have input on all aspects of the project, ILC will tap the expertise of the Bureau of Learner Strategies and Supports (LSS).

- **Family/Student Voice and Choice Lead (1.0 FTE)** will be designated upon award of grant funds. Responsible to enhance family, student and community engagement based on survey and community conversation results, conduct periodic and ongoing community conversations to obtain and consider input on courses, functionality and user experience with a targeted focus on traditionally underrepresented groups, and ensure content is accessible to all students, specifically special education students. The Family/Student Voice and Choice Lead works directly with the Project Director and is **lead** on the *Family Central Team*, and a member of the *Content Central* and ILC Leadership Teams. **Objective 3** (see example vitae: Dr. Brad Niebling and Dr. Greg Feldmann).
- **Family/Student Voice and Choice Specialists (2.0 FTE)** will be designated upon award of grant funds. Family/Student Voice and Choice Specialists work directly with the Family/Student Voice and Choice Lead and are on the *Family Central Team*. Responsible for completing all tasks delineated in **Objective 4** (see example vitae: Dr. Kay Augustine and MeLissa Lawson).

Communication on the ILC Leadership Team (.5 FTE). In addition, the IDE will support a half-time position focused on the communication needs of this project. The position responsibilities will include the development and implementation of a comprehensive

communication plan, with particular emphasis on widely disseminating information regarding the availability of stand-alone modules and course offerings that would then be considered and used monthly within the *Family Central Team* (see example vitae: Heather Doe).

Fringe Benefits

Grant-Funded Personnel

Fringe benefits are calculated at 27% of the salary and include FICA, Iowa Public Employees Retirement Program, workers compensation, disability and life insurance, and health insurance.

Table 5. Fringe Benefits: GRANT-FUNDED PERSONNEL.

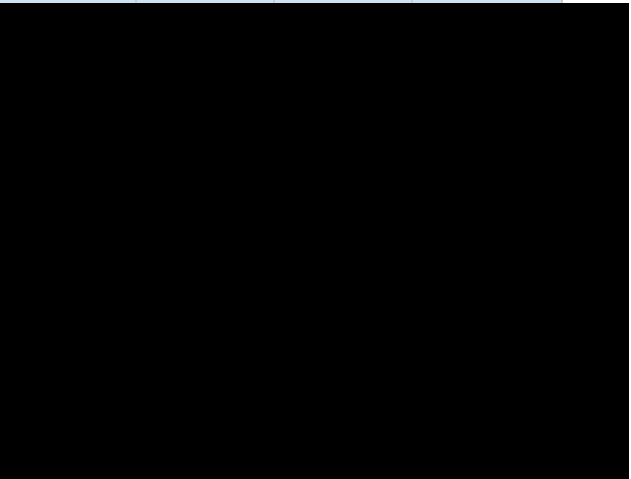
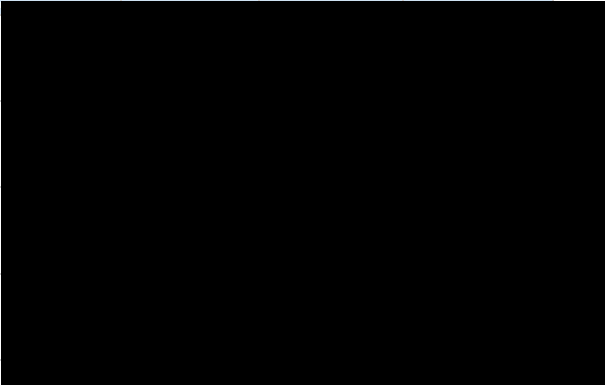
Fringe	Year 1	Year 2	Year 3	Total
Project Co-Director (.5 FTE)				
Project Co-Director (.5 FTE)				
Platform Support Specialists (1.0 FTE)				
Platform Support Specialists (1.0 FTE)				
TOTAL				

Table 6. Fringe Benefits: IN-KIND FUNDED PERSONNEL.

Fringe	Year 1	Year 2	Year 3	Total
Platform Lead (1.0 FTE)				
Content Lead (1.0 FTE)				
Content Specialists 1 (1.0 FTE)				
Content Specialists 2 (1.0 FTE)				

Family/Student Voice and Choice Lead 1 (1.0 FTE)	
Family/Student Specialist 1 (1.0 FTE)	
Family/Student Specialist: Special Ed (1.0 FTE)	
Communication Specialist (0.5 FTE)	
Evaluation Consultant 1 (0.5 FTE)	
Evaluation Consultant 2 (0.5 FTE)	
TOTAL	

Equipment

There are no expenses identified for this category.

Travel

Given the current COVID-19 crisis, there are no expenses anticipated in this category for out-of-state travel. We anticipate in Year 2 and Year 3, the community conversations will be held regionally across the state. Travel reimbursement is specific to 8 meetings in Years 2 and 3 as one of the 9 total meetings will be held centrally.

Table 7. Travel

Travel	Year 1	Year 2	Year 3	Total
In-State Travel	0	\$10,512	\$10,512	\$21,024
Out-of-State Travel	0	0	0	0
Total	0	\$10,512	\$10,512	\$21,024

In-State Travel

Nine community conversations hosted at each Area Education Agency in the state in Years 2 and 3 attended by Project Co-Directors (2), Platform Lead, Content Lead, Family/Student Voice and Choice Lead, one Evaluation Consultant. Note that one community conversation will be local and therefore no reimbursement is necessary. Also note that community conversations in Year 1 will be held virtually.

Mileage at 300 miles round trip x 8 AEA locations x .39 x 6 people = \$5,616

Lodging at 1 night (\$65) x 6 people x 8 trips = \$3,120

Meals at 1 evening meal prior to the event (\$19), 1 breakfast the day of the event (\$8), 1

lunch the day of the event (\$10) x 6 people x 8 trips = \$1,776

Out-of-State Travel. There are no projected out-of-state travel costs.

Supplies

There are no expenses identified for this category.

Contractual

Table 8. Contractual

CONTRACTUAL	Year 1	Year 2	Year 3	Total
Learning Management Platform	\$3,154,236	\$3,154,236	\$3,154,236	\$9,462,708
LEA compensation for Stand-Alone Modules	\$375,000	\$1,875,000	\$1,875,000	\$4,125,000
LEA compensation for Full Courses	\$225,000	\$450,000	\$450,000	\$1,125,000
TOTAL	\$3,754,236	\$5,479,236	\$5,479,236	\$14,712,708

Learning Management Platform: \$3,154,236. There are 518,740 students enrolled in Iowa's public and non-public schools, and 37,386 teachers. Three of Iowa's districts have approved

online virtual learning schools equaling approximately 33,521 students, leaving 485,219 students with local remote learning options across 327 districts. The IDE anticipates at least half of the 327 districts (164 districts) - and therefore half of these students - will opt to use the state-supported system; it is also anticipated that all Iowa's teachers will access the platform at some point to either use existing content, or create new content for statewide use. Therefore, the state will support access to all 37,386 teachers, approximately 242,610 students *including* one family member per household, and direct support staff across the AEA and IDE. The AEAs have approximately 3000 direct support staff; the IDE has approximately 100 direct support staff. Based on an environmental scan of average platform costs, it is anticipated costs will be \$6/access point. This translates to:

242,610 students + 242,610 households + 37,386 educators + 3000 AEA support staff + 100 DE support staff = 525,706 x \$6, or \$██████████ on an annual basis.

LEA Compensation for Stand-Alone Modules (\$4,125,000): ILC intends to compensate educators \$2,500 for any month-long stand-alone module. ILC anticipates the number of developed stand-alone modules in **Year 1** at 150 Stand-alone x \$2500 or a total of **\$375,000** and in Years 2 and 3 at 750 x \$2,500 or a total of **\$1,875,000**. Total across all three years for stand-alone modules: **\$4,125,000**.

LEA Compensation for Full Courses (\$1,125,000): LC intends to compensate educators \$7,500 for any full course. ILC anticipates the number of developed full courses in **Year 1** at 30 courses x \$7,500 or a total of **\$225,000** and in Years 2 and 3 at 60 x \$7,500 or a total of **\$450,000**. Total across all three years for stand-alone modules: **\$1,125,000**.

Construction and Other

There are no expenses identified for these categories.