

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 # S425B200038

Grants.gov Tracking#: GRANT13154989

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200038

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

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

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

State Use Only:

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

8. APPLICANT INFORMATION:

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

d. Address:

* Street1:	<input type="text" value="Four Capitol Mall"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Little Rock"/>
County/Parish:	<input type="text" value="Pulaski"/>
* State:	<input type="text" value="AR: Arkansas"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="72201-1013"/>

e. Organizational Unit:

Department Name: <input type="text"/>	Division Name: <input type="text" value="Learning Services"/>
------------------------------------------	------------------------------------------------------------------

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Kiffany"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Pride"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Assistant Commissioner"/>

Organizational Affiliation: <input type="text" value="Division of Learning Services"/>

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

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

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

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

13. Competition Identification Number:

84-425B2020-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

Arkansas Rethink K-12 Education

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

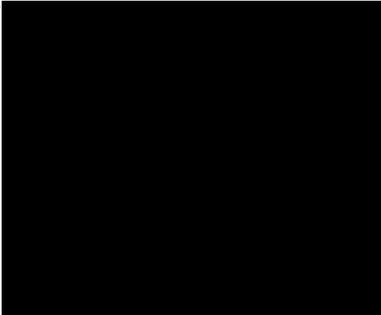
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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



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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

Arkansas 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	3,500.00	3,500.00	2,000.00			9,000.00
4. Equipment	9,300.00	5,100.00	2,200.00			16,600.00
5. Supplies	3,800.00	2,000.00	2,200.00			8,000.00
6. Contractual	7,589,744.00	7,010,004.00	2,528,176.00			17,127,924.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	1,317,200.00	152,900.00	47,500.00			1,517,600.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	185,300.00	210,000.00	90,800.00			486,100.00
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed)**

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2019 To: 06/30/2022 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

PR/Award # S425B200038

Name of Institution/Organization Arkansas 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.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

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

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

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Arkansas Department of Education

* Street 1: Four Capitol Mall Street 2: _____

* City: Little Rock State: AR: Arkansas Zip: 72201-1013

Congressional District, if known: AR-002

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

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

Prefix _____ * First Name NA Middle Name _____

* Last Name NA Suffix _____

* Street 1 NA Street 2 _____

* City NA State _____ Zip _____

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

* Signature: _____

* Name: Prefix _____ * First Name Johnny Middle Name _____
* Last Name Key Suffix _____

Title: Commissioner of Education Telephone No.: _____ Date: 06/29/2020

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

	Add Attachment	Delete Attachment	View Attachment
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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 Arkansas Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="Johnny"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Key"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Commissioner of Education"/>	
* SIGNATURE: <input type="text" value="Lisa Haley"/>	* DATE: <input type="text" value="06/29/2020"/>

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

1. Project Director:

Prefix: Dr.	First Name: Kiffany	Middle Name:	Last Name: Pride	Suffix:
----------------	------------------------	--------------	---------------------	---------

Address:

Street1:	Four Capitol Mall
Street2:	
City:	Little Rock
County:	
State:	AR: Arkansas
Zip Code:	
Country:	USA: UNITED STATES

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

Email Address:

--

2. Novice Applicant:

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

- Yes No Not applicable to this program

3. Human Subjects Research:

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

- Yes No

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

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

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ABSTRACT

Arkansas Rethink K-12 Education

The Arkansas Division of Elementary and Secondary Education (DESE) proposes to address Absolute Priority Area 3 in the Rethink K-12 Education Models (REM) Discretionary Grant Program by establishing a differentiated approach to create, develop, implement, and take to scale an educational model for blended and remote learning to mitigate the adverse impact to teachers, students, and families in the State resulting from the coronavirus health crisis. Through the AR REM grant, DESE will provide digital learning modules and supports for K-8 English language arts, high school Critical Reading, K-8 mathematics, Algebra I, and Geometry. Content will be designed around the most critical and essential standards within units of study (DuFour et al., 2016) based on the principles of Universal Design for Learning (CAST, 2018) with interventions and scaffolds for English learners, students with disabilities, and other learners in need of additional support. These units will be housed in a state procured Learning Management System through which content, assignments, and resources can be accessed statewide online or offline. Guidance and support for families and communities, students, and teachers will be embedded throughout the modules to support blended and remote learning.

Through this grant, DESE strives to increase the number of and access to high-quality remote learning options for teachers, students, and families; increase user satisfaction with remote learning options made available; and better equip teachers and families to support student learning through high-quality curriculum and resources for blended and remote delivery. The State projects that 50% of Arkansas students will be served by this project.

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](#)

Arkansas Rethink K-12 Education Grant Proposal

Arkansas Department of Education

Division of Elementary and Secondary Education

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Arkansas Rethink K-12 Education Grant Proposal

The Arkansas Department of Education (ADE), Division of Elementary and Secondary Education (DESE) is applying for the Education Stabilization Fund - Rethink K-12 Education Models (REM) Discretionary Grant Program under Absolute Priority 3. During the 2019-2020 school year, there were 479,432 students in the 1,054 K-12 public schools, consisting of 238 regular school districts and 25 open enrollment charter schools. Of those students, 60.15% qualified for free and reduced lunches due to family income levels.

In Arkansas (AR) there is a lack of high-quality academic content available for remote learning. This, coupled with significant barriers to access for many students and families, presents a compelling need to expand access to a guaranteed and viable curriculum to schools, students, and families through a digital promise of quality remote learning options for all.

Through the AR REM grant, DESE will provide digital learning modules for K-8 English language arts, high school Critical Reading, K-8 mathematics, Algebra I, and Geometry. Content will be designed around the most critical and essential standards within units of study (DuFour et al., 2016) based on the principles of Universal Design for Learning (UDL) (CAST, 2018) with interventions and scaffolds for English learners (ELs), students with disabilities (SWD), and other learners in need of additional support. These units will be housed in a state procured Learning Management System (LMS) through which content, assignments, and resources can be accessed statewide online or offline. Guidance and support for families and communities, students, and teachers will be embedded throughout the modules to support blended and remote learning.

The State has a number of prospective partners eager to support the implementation of the AR REM grant. Arkansas PBS, the State's free public broadcast system, and DESE currently

work together to provide educational content and professional development. Virtual Arkansas, a state-supported virtual school provides access to high school courses and content (Virtual Arkansas, 2020). The State has 15 established education service cooperatives (ESCs) that offer regional assistance directly to school districts. Additionally, the Office of Coordinated State Support and six Educational Renewal Zones directly support struggling districts, including those that have shown the greatest need during COVID-19 school closures. Other partnerships include the University of Arkansas's Office of Innovation in Education, the Arkansas State Library, the Martin Luther King Commission, the Division of Career and Technical Education, the Arkansas Art's Association, and other prominent education associations within the state. Letters of Support can be found in Appendix 6.

Coronavirus Burden

State Burden

Arkansas has a 0.61% share of confirmed COVID-19 cases per capita and falls in the 81st to 100th percentile based on four coronavirus burden factors weighted equally in the OESE Coronavirus Burden Table.

Significance of Impact of COVID-19 on Students, Parents (Application Requirement 3 & 4)

The State recently reported its largest one-day spike in new coronavirus cases, which totaled over 730; cases are likely to increase over the next few months. As of June 23, 2020, Arkansas is one of 29 states with upward trending data and currently has one of the fastest ascending trend lines in the country. According to the Johns Hopkins Coronavirus Resource Center, around the end of May, Arkansas reported approximately 180-300 new cases daily. (Johns Hopkins University, 2020). Currently, there are between 600-700 new cases being reported daily as indicated by the Arkansas Department of Health (ADH) (ADH, 2020).

Understanding the potential ramifications of the pandemic coupled with issues of a digital divide due to inequities, the State is dedicated to mitigating any barriers to student learning.

While the new cases reported are widespread across the state, COVID-19 cases are disproportionately affecting families from historically underserved communities. The Hispanic population only accounts for 7% of Arkansas's total population, but 21% of cases are within the Hispanic community. In regards to cases by race, 29% of cases are within the African American community even though only 15.4% of Arkansas residents identify as African American. Nearly 237 Arkansans have died from complications due to COVID-19 with 31% of those being African American. The 25-64 age group has been hit the hardest accounting for 67% of COVID-19 cases, which means that the bulk of patients are likely guardians of current PK-12 students.

In Arkansas, there are multiple factors surrounding social determinants of health which must be considered. According to *Healthy People 2020* (U.S. Department of Health and Human Services, 2020), "Social determinants of health are conditions in the environments in which people are born, live, learn, work, play, worship, and age that affect a wide range of health, functioning, and quality-of-life outcomes and risks." Income levels, access to healthy foods, education levels, support systems, and community engagement may pose obstacles for many Arkansans, especially in rural and poverty-stricken areas. Arkansas is considered the sixth most poverty-stricken state in the United States (Kaiser Family Foundation, 2017). Rural Arkansas has a poverty rate of 19.5% compared to the urban areas of the state of 12.2% (Rural Health Innovation Hub, 2020). According to the AR Food Bank, Arkansas ranks 2nd in the overall food insecurity rate at 17.2% (515,000 people) and ranks 3rd in overall child food insecurity at 23.2% (164,000 children) (Johnston, 2018). Parental education levels contribute to the challenges in social determinants with Arkansas ranking 43rd in adults 25 and older having a high school

degree (U.S. Census Bureau, 2017). Due to low educational attainment in Arkansas, the ADH indicates 37% of the population has low health literacy which creates additional struggles during a health crisis (ADH, 2013, p. 60-61). The ADH reported in 2013 that about one third of individuals needing public transportation were unable to get it. They estimated that 8.4 million trips went unmet in Arkansas with 7 million of those in rural areas. Inadequate medical resources continue to create immense disadvantages for Arkansans with only 40 of Arkansas's 75 counties having one local community hospital and 22 counties having no local hospital. According to the Health Resources and Services Administration (HRSA), all 75 counties have medically underserved areas that face inadequate medical resources (HRSA, 2017).

The State faces a \$353 million budget shortfall as a result of the economic fallout from the coronavirus outbreak. According to the Arkansas Division of Workforce Services, the seasonally adjusted unemployment rate doubled from the month of March to April. Employment dropped in all 11 of the state's major industry sectors with education and health services losing over 20,000 jobs. During the month of May, one in 10 Arkansans was unemployed as the coronavirus pandemic continued to impact the state's economy (Miller, 2020).

There are also adverse inequities in access to broadband internet outside of classroom settings for many students in rural communities. Arkansas currently has 19.2% of the population without broadband internet access and a national ranking of 51/52. Students served in rural local education agencies (LEAs) account for 30.44% of all students. Access to sufficient bandwidth, scalable broadband infrastructure, and robust Wi-Fi are required for students and families to experience the benefits of digital learning. An additional challenge is that 21.55% of students ages 5-17 live in poverty, and there are undoubtedly many students that live in homes without electronic devices. These access and equity issues have been exacerbated by the current

pandemic.

In preparation for assisting schools and ESCs for the coming school year, districts across the state were invited to participate in a Blended Learning Needs Assessment (See Appendix 7). The survey consisted of 22 questions pertaining to LMS, content (synchronous and asynchronous - online and offline), student/teacher devices, connectivity (school, home, teacher, and student), professional development, and connections to digital opportunities. Results from 225 of approximately 260 districts revealed:

- Almost all districts are able to provide every student in their district with an electronic device capable of blended and/or remote learning.
- 85% of districts indicated the intention to use the state provided digital content for the 2020-2021 school year.
- Only 2% of the districts are prepared to provide connectivity to all students and approximately one in five reported having a majority of students with no connectivity.

The results from the recent needs assessment will be used by Arkansas's Division of Information Systems (DIS) and the ESC technology coordinators to support districts that are not prepared to provide their students with internet connectivity.

During the pandemic, schools in Arkansas remained open utilizing the State's Alternate Methods of Instruction (AMI) legislation, which allows schools to submit alternate plans for providing instruction to students during a school closure for inclement weather or an emergency. The majority of Arkansas districts had approved plans for ten days of prepared instruction when schools were closed due to health risks associated with COVID-19. The State provided several guidance documents including Arkansas AMI Guidance, Special Education Guidance, and video support for digital considerations (DESE, 2020).

During the extended on-site closure, instruction over the last 9 weeks of school shifted to core subjects out of necessity and highlighted the need for high-quality interdisciplinary units for literacy aligned to science, social studies, fine arts, and career education. The state-supported virtual school, along with other digital providers, made high school content available to districts for free or low cost for the remainder of the school year; however, high-quality, openly accessible digital content for grades K-8 was lacking.

In partnership with Arkansas PBS, DESE selected educational programming for grades K-8 to create Arkansas AMI. These shows were utilized to support district AMI plans to strengthen and reinforce content while supporting student learning outside of the classroom (DESE, n.d.-a). Age appropriate learning guides were written in association with daily programming content to reinforce home-based instruction in literacy, mathematics, and science. The learning guides were provided in English and Spanish, as well as in a format for districts to personalize for students. Teachers were encouraged to consider the needs of students with disabilities (SWD) and English learners (ELs) and differentiate the learning guides as needed. Additional supports were made available for SWD, including those with the most significant cognitive disabilities, and Els (DESE, 2020). Arkansas Teachers of the Year, past and present, hosted the daily Arkansas PBS shows for students statewide. Due to the placement of existing antennas and stations, the southwestern corner of the state was unable to pick up the public broadcast signal from Arkansas PBS towers and other remote areas of the state. In an attempt to address the lack of access, programs were also available on streaming apps.

In order to support families during this time, two hotlines were established and staffed during business hours for families with questions or concerns. The ADH in partnership with DESE also staffed a hotline designated for school personnel to report concerns related to

COVID-19. This hotline is still active to provide continued guidance specific to schools in response to COVID-19 and return to school protocols for the fall semester.

Another area of State focus during school closures was meeting the nutritional needs of students. The U.S. Department of Agriculture approved a waiver on March 14, 2020, allowing the flexibility for approved districts to provide meals to be taken and consumed off-site to promote social distancing. Over 90% of Arkansas districts continued to provide meal service after on-site school closures were announced.

Modifications were made to support schools and mental health providers enabling them to continue working collaboratively and effectively in the provision of student services through alternative methods while mitigating the spread of disease. The Division of Medical Services (DMS) released a policy update memorandum on March 23, 2020, regarding the use of telehealth for Occupational, Physical, and Speech Therapy during the COVID-19 outbreak (DMS, 2020a). The memorandum allowed therapy to be provided in the home of a student via telehealth and widened the technology options which may be used for this purpose. On March 30, 2020, the DMS added an addendum expanding allowable telemedicine services to include services provided by licensed therapy assistants (DMS, 2020b). Many therapists offer and continue to provide telehealth services so that students may receive care from home. In collaboration with the ADH, schools established “safe zones” where students could access the school’s Wi-Fi to participate in online therapy without entering the facility.

In April, a coalition of administrators participating in a statewide pilot on the implementation of the Professional Learning Community (PLC) process came together in coordination with a group of practicing classroom educators to create Arkansas's Back-to-School Playbook (DESE, n.d.-b). The playbook is made up of a series of grade-level model lesson plans

to support student learning and address learning gaps when students return to school in the fall. Units developed through the playbook will serve as a guide for developing digital learning modules in literacy and math through this grant.

The State has identified three key factors necessary for Arkansas to be “Ready for Learning” when school resumes: blended learning, guaranteed and viable curriculum, and student-focused approach (DESE, n.d.-c). Re-entry guidance, including the most current information and links to resources, is provided in the State’s Planning for Re-engagement document. Utilizing Coronavirus Aid, Relief, and Economic Security (CARES) Act funding, DESE is providing K-12 content for all students statewide through a digital provider with an established LMS for one year. The State has also offered every district the opportunity to expand their current K-2 diagnostic assessments system through grades 3-8 for two years. While these are stop gap measures for the 2020-2021 school year, they do not build the State’s capacity beyond the coming year to provide access to high-quality content through blended and remote learning options for all students and families as outlined in this proposal.

In summary, a large number of students in Arkansas do not have access to high quality curriculum, broadband, or remote learning options, despite best efforts of the State and LEAs. DESE will build on existing supports to develop high-quality curricular options for blended and remote learning while expanding access to students and families.

Quality of Project Services and Project Plan

Approach to Absolute Priority 3 (Application Requirement 1)

The AR REM grant proposes to address Absolute Priority Area 3 by establishing a differentiated approach to create, develop, implement, and take to scale an educational model for blended and remote learning. This model will improve student outcomes and meet the identified

needs of families. The State has developed five novel strategies to provide the foundation for an innovative plan to ensure blended and remote learning options, greater student and family access, and increased family satisfaction.

Project Plan.

Arkansas has outlined five major strategies for the AR REM grant proposal within a well-developed Logic Model (See Appendix 8). DESE will oversee the goals of the grant, maintain timelines, and monitor quality of access, digital content, and resources. Essential partnerships with a public television network, as well as a statewide virtual school will be critical in the “take to scale” implementation of the grant. The State will tackle an ambitious timeline providing access and content to the most critical areas by the end of the first year. Where possible, DESE will leverage existing high-quality, evidenced-based instructional materials utilizing state procurement procedures as well as open educational resources (OER) vetted by EdReports, an independent nonprofit (EdReports.org, n.d.). When high-quality content is not available, DESE will work in partnership with Institutions of Higher Education, school districts, ESCs, and Arkansas educators to create needed materials.

Strategy 1: Provide teachers, students, and families statewide access to a LMS with high-quality, reading curriculum to support word recognition as indicated in Scarborough’s Reading Rope (Scarborough, 2001), through a supplemental curriculum created by Arkansas that promotes mastery-based learning using the principles of UDL (CAST, 2018).

Arkansas has been an early leader in literacy professional development through the launching of the State’s Reading Initiative for Student Excellence (R.I.S.E.) in 2017 (DESE, n.d.-d). The Right to Read Act, amended by the Arkansas Legislature in 2019, requires “curriculum programs that are supported by the Science of Reading and based on instruction that

is explicit, systematic, cumulative, and diagnostic.” Through this legislation, DESE was charged with identifying and creating a list of approved materials, resources, and curriculum programs for public school districts and open-enrollment public charter schools. The State released the Approved Science of Reading Curriculum Program List for K-2 in March 2020 and amended the list to include grades 3-6 in June 2020 (DESE, n.d.-e). Programs on the approved list will be considered for curriculum content and alignment within the LMS.

During the pandemic, phonemic awareness and phonics were not reflected in the majority of district AMI plans. Schools and families were most likely not comfortable teaching the skills from the bottom (word recognition skills) of Scarborough’s Rope with remote lessons due to the lack of materials and support for instruction in the foundational skills of phonemic awareness and phonics (Scarborough, 2001). Without explicit instruction, content can be confusing and leave students and families frustrated. Beyond the review of AMI plans, requests for help and resources on the Arkansas AMI for Teachers Facebook group provided anecdotal evidence of the lack of curriculum and support for foundational reading. The newly released Approved Science of Reading Curriculum Program List has received much attention, also likely related to the need for high-quality and evidence-based instructional materials and resources.

Through Strategy 1, DESE will expand on current literacy initiatives by creating supplemental high-quality options for foundational literacy that will be accessible to all students through a state-supported LMS. These options will include instructional strategies and resources for Tier 1 core instruction for primary grades, intervention for grades 2-12, foundational reading resources for families, and model lessons for educators. Materials will be designed following Quality Matters guidelines. The National Standards of Quality (NSQ) for Online Courses have target areas specifically directed toward content being accessible, culturally diverse, and bias free

(Quality Matters and Virtual Learning Leadership Alliance, 2019). The supplemental mastery-based curriculum for foundational literacy will focus on phonics skills, phonemic awareness, and the progression of oral language and vocabulary (Kilpatrick, 2015). High-quality, professionally produced videos of explicit instruction paired with digital content, resources and embedded professional learning will be accessible statewide through a state-supported LMS. Animation, graphics, and differentiated supplemental assignments will address the age appropriateness and skill level of students within the mastery-based course (Patrick et al., 2013).

DESE will identify essential skills and outline the scope and sequence for foundational skills, by comparing the scope and sequence of approved core reading programs for supplemental alignment. Within the digital content, anchor videos and lessons will be aligned to approved programs to support the user and educator in planning and delivering instruction.

Strategy 2: Provide teachers, students, and families statewide access to high-quality digital curriculum inclusive of model lessons and essential content guidance to support a guaranteed and viable interdisciplinary curriculum for literacy utilizing DESE-approved materials and OER through a state-supported LMS.

Arkansas educators and content experts will identify essential ELA standards and develop a corresponding scope and sequence for each grade level (K-8) which aligns with the Science of Reading; it will address grade level appropriate reading components for phonological awareness, phonics, fluency, vocabulary, and comprehension (National Reading Panel, 2000; Kilpatrick, 2015). The scope and sequence will provide a roadmap for utilizing OER, state procurement procedures, and DESE-approved curriculum programs in the development of high-quality, interdisciplinary curriculum for all students.

Providing a guaranteed and viable curriculum so students have an opportunity to learn the

same content is essential to being a highly reliable school (Marzano et al., 2018). Equally as impactful is the provision for teachers to have adequate time and resources to teach what is guaranteed. To that end, six to eight units will be designed for each grade level following Quality Matters guidelines as referenced in Strategy 1 (Quality Matters and Virtual Learning Leadership Alliance, 2019). Curriculum units will consist of professionally produced anchor videos focused on essential skills and learning targets, tiered support for SWD and ELs, common formative assessments, and resources for teachers and families. Embedded professional learning for educators and parents will be built into the LMS. The defining goal of a learning-focused school is to ensure that all students have acquired essential skills, knowledge, and behaviors appropriate for each grade level (Buffum, Mattos and Malone, 2018). The provision of accessible digital curriculum and resources to all teachers, students, and families in Arkansas will help maximize the potential for student learning.

Strategy 3: Provide teachers, students, and families statewide access to high-quality digital curriculum inclusive of model lessons and essential content guidance to support a guaranteed and viable curriculum for K-8 math, Algebra, and Geometry utilizing OER on a state-supported LMS.

Similar to strategy 2, limited access is available to high-quality digital content for mathematics grades K-12. DESE launched AR Math Quest (ARMQ) in 2019, statewide professional learning focused on pedagogical content knowledge and equitable, effective teaching practices. A primary objective for ARMQ is to develop numerate students who reason, problem solve, and use mathematics to model real-world scenarios, all critical skills for the 21st Century. This requires a focused, coherent, and rigorous curriculum with rich mathematical tasks that engage students in the mathematical practices. While providing job-embedded support to

classroom teachers in ARMQ, regional math specialists identified the need for high-quality curriculum and further educator training for implementation with fidelity.

Effective mathematics curriculum and instruction must consider the components of mathematical proficiency (National Academies of Sciences, Engineering, and Medicine, 2018), teacher pedagogical content knowledge needs, (Depaepe, Verschaffel, & Kelchtermans, 2013), learning progressions (Fonger et al., 2018), disciplinary language development (Zwiers, 2017), and UDL guidelines (CAST, 2018). Teacher materials should include scope and sequence outlines as well as guides for explicit instructional routines and explanations of the content. Additional needed resources are formative assessments, summative assessments, and supports to meet the needs of diverse student populations such as ELs and SWD. Family curricular materials are also needed to encourage engagement and foster a growth mindset at home.

The AR REM grant proposes utilizing an existing, high-quality, OER mathematics curriculum within a state-supported LMS. An existing OER curriculum with the aforementioned components will provide a strong curricular base and allow DESE to focus on additional resources and professional support for implementation. Elements such as exemplar teaching videos, essential standards guidance documents, supports to build background knowledge, and LMS functionality for blended learning will be added to promote a guaranteed and viable curriculum. Quality Matters guidelines will be followed in course design to ensure accessible, culturally diverse, and bias free materials (Quality Matters and Virtual Learning Leadership Alliance, 2019).

Strategy 4: Provide high-quality educational programming and supplemental videos within a state-supported LMS to build background knowledge designed to support ELs, SWD, and students with limited background knowledge, inclusive of vocabulary.

In a current study of the State's reading initiative, data was addressed regarding the significant gap in literacy acquisition of ELs and African American children entering kindergarten. African American male students as a whole experience one of the greatest achievement gaps and are more likely to drop out due to lack of access to culturally responsive curriculum and highly qualified teachers (Koppie, 2017). One way to address these deficits is to build background knowledge prior to instruction (Marzano, 2004); this will in turn support ELs and students with limited background knowledge (Goldenberg, 2013).

Each English language arts (ELA) Unit within the LMS will be designed with a theme that connects content from science, a social studies, and fine arts. Each unit will have one or more corresponding supplemental videos to build background knowledge throughout the unit. Supplemental background videos will be produced, purchased, or identified from an open resource and aligned to content knowledge expectations and unit vocabulary. The importance of this connection for new learning is essential to ELs and students who lack readiness for content. All content will be available through the LMS and a public portal for educators and families.

Leveraging statewide access to public television, the grant will partner with a public broadcaster to identify existing programming to support academic content in all areas. Programs will be vetted for alignment with Arkansas Academic Standards and aired statewide as part of standard programming. One-page instructional documents will be created to support educators and families connecting the programming to content and standards. The content will also be available for on-demand streaming allowing students and families a variety of access points to engage with the content.

Strategy 5: Provide families with increased access and choice for blended and remote learning options.

Due to a widespread lack of home access and connectivity throughout Arkansas, many students experience barriers to educational opportunity and advancement while working at home. Even where a household may have an internet connection, that connection may not support several family members online at the same time. Furthermore, some areas of Arkansas do not have the connectivity to support mobile hotspots or cellular solutions. Access to content for all students, especially those in rural areas of the state, is one of the first priorities this grant will address.

Arkansas will utilize a customized learning platform that presents a solution to barriers of access at home such as the delivery of schoolwork to the teacher. This project seeks to engage vendors through state procurement, who can develop fully interactive capabilities with data exchange for timely feedback between student and teacher in an offline format. Through the AR REM grant, the State will provide an integrated interoperable system that connects teachers, students, and families to the school by implementing a system for delivery, assessment, and management of student assignments and school work offline, and integrates results of offline student school work with a State-supported LMS. This includes a cloud-based LMS linked with a student laptop application and can also be supported with a “Concierge” System (Server + LAN Router and/or Hot Spot) easily transportable in a car or school bus (SmartBus) in order to better serve the many Arkansas students who do not have access at home to complete their school work.

All content addressed in previous strategies will be available to all Arkansans and placed on a public webpage, state-supported LMS, or available through public broadcasting and streaming options. Funds will be used to support the variety of access points. Family resources will be created to support each strategy for full implementation.

Implementation Plan.

In Year 1, using state procurement procedures, DESE will procure a statewide LMS to build design content that is accessible through an open commons portal. DESE will also engage vendors who can develop fully interactive capabilities with data exchange for timely feedback between student and teacher in an offline format to develop a customized learning platform that presents a solution to barriers of access at home such as delivery of schoolwork to the teacher. This integrated interoperable system will connect teachers, students, and families to the school through a system for delivery, assessment, and management of student assignments and school work offline and integrate results of offline student school work with a LMS. The includes a cloud-based LMS that is linked with a student laptop application and can be additionally supported with a “Concierge” System (Server + LAN Router and/or Hot Spot) easily transportable in a car or school bus (SmartBus).

Key DESE and ESC math and literacy content experts throughout the state will design the scope and sequence for each grade level. Essential skills will be highlighted to pair with anchor videos to support instruction of identified skills. Within the first year, project teams for literacy grades K-5 that include a culturally diverse group of classroom teachers, producers, digital design content experts, and content specialists will design content, model lessons and produce the anchor videos. Utilizing a culturally diverse group of Arkansas’s exemplar educators to support, implement, and provide coaching will ensure buy-in and high-quality work (Alsubaie, 2016). Interdisciplinary units will be planned based on essential content knowledge linked across the subjects of literacy, social studies, science, and fine arts. Supplemental videos will be produced to build background knowledge and promote readiness for learning. Although grant developed literacy content will not be available to districts until Year 2, Arkansas schools will

have immediate access to the statewide K-12 supplemental digital content provided by a contracted digital provider through the CARES Act funding for one year described in the AR Ready for Learning plan.

Additional teams for math grades 6-8, Algebra I, and Geometry will utilize OER focused on evidence-based mathematics learning progressions and instructional routines. Math teams will also include a culturally diverse group of classroom teachers, producers, digital design content experts, and math specialists. Content will be available during the 2021-2022 school year for grades 6-8, Algebra I, and Geometry. The aforementioned one year of K-12 digital content through CARES Act funding will include mathematics.

Also in Year 1, educators will need training and resources to build capacity for implementation of quality digital instruction. This project provides immediate, vetted training materials made available to educators. Professional development options will include face-to-face, digitally delivered, and the approval of a stackable blended learning micro-credential. Training resources for families will also be developed in Year 1, including support for navigating the digital content as well as engaging students in the learning.

In Year 2, grades K-5 math content, 6-8 literacy, and high school Critical Reading courses will be developed following the same team protocols from Year 1 to ensure diversity and high quality content and design. The objective will be to have the majority of content built for schools to begin utilizing in all grades for the 2022-2023 school year for K-8 math and literacy as well as identified high school courses. Creating and identifying supplemental background knowledge videos will continue in Year 2.

Building educator capacity is a long term process. The creation and delivery of a high-quality digital curriculum tailored to the needs of Arkansas students by integrating core subjects

provides a tangible model for educators to follow. The ability to also embed professional learning within the LMS will build the capacity of Arkansas educators and families utilizing the content.

In Year 3, DESE will continue to enhance digital content for the LMS and complete the supplemental background knowledge videos for ELA units and program selection for anytime access, addressing feedback and making changes as needed. Family resources will be accessible and available in multiple formats.

Strategies for Ensuring Equal Access and Treatment

Much attention has been given to the term “digital divide” over the past decade. It describes a lack of access due to both physical availability of and background experience with technology. As educators have pushed to close the gap in physical availability, even if a student has a device that connects in some manner to digital learning experiences, the quality of that content and the student’s ability to culturally and mentally connect with it can still affect the divide (Fox, 2016). This initiative focuses on bringing equitable digital learning access that is holistic. Not only can underrepresentation occur based on socioeconomic status, it can have a strong correlation with groups that are underrepresented based on race, color, national origin, gender, age, or disability. It is essential for students and instructors to relate to one another through content discussions. Building rapport is essential to the success of students when learning (Frisby & Martin, 2010). Each component of the content creation and delivery process will include quality control measures that require sufficient equitable access for underrepresented groups.

The content creation and delivery process is identified in a series of phases. Phase one includes the selection of subject matter experts, designers, specialists, and other staff who will

contribute to the project. In addition to the necessary skills needed for that role, this group of individuals should also adequately represent the diversity of Arkansas K-12 students and be trained in best practices for creating richly diverse content.

Phase two involves the planning and determining the scope and sequence of content. Focus on UDL principles begins in this phase, as the foundational alignment structures must take into account the needs of diverse learners (Houston, 2018). This phase also involves the gathering and vetting of resources to be curated or created for the content. These resources will need to coincide with research-based approaches identified by DESE as effective for diverse Arkansas K-12 learners.

Phases 3-6 involve the creation, delivery, and continuous improvement of the course content. These processes will be largely guided by the NSQ for Online Courses which have target areas specifically directed toward content being accessible, culturally diverse, and bias free (Quality Matters and Virtual Learning Leadership Alliance, 2019). The NSQ for Online Courses will inform all phases of the process where applicable. The delivery process will ensure content is offered in a variety of formats and available to all Arkansas students. The entire content creation and delivery process is driven by the Analyze, Design, Develop, Implement, and Evaluate (ADDIE) design model (Bates, 2019). The final content will be available to any Arkansas student regardless of public, private, charter, or homeschool designation.

Needs to be Addressed by Project (Application Requirements 2 & 4)

As described prior in the narrative, some progress has been made in the state in regard to infrastructure and access to remote digital learning; however, access in rural areas of the state is still an issue as well as cost associated with sufficient access throughout the state. The proposal addresses the lack of access and cost by utilizing a customized learning platform as a solution to

these barriers. This project seeks to engage vendors who can develop fully interactive capabilities with data exchange for timely feedback between student and teacher in an offline format and allows for the development of such technology immediately.

Arkansas has been providing technical and instructional support on a small scale for districts and educators for many years through the funding of Team Digital and 15 regional technology coordinators located at ESCs across the state. However, due to COVID-19, the demand to build capacity in educators for the use of blended, hybrid, and remote instruction and to provide equitable access to learners outside of the physical school building is needed. This grant will allow the State to expand current professional learning and technical support around blended learning.

Expanding Access to Remote Learning and Improving Student Outcomes

At the onset of COVID-19 in March 2020, DESE piloted AMI resources, expanded access to Virtual Arkansas courses, and partnered with a statewide broadcasting system that could reach remote areas of the state (DESE, n.d.-a). Arkansas PBS publicly broadcasted AMI content, pre-selected educational shows for PK-8. Prior to COVID-19, 76% of Arkansans received free over-the-air broadcasting; as a result of the AMI pilot, the remaining 24% of families were afforded access to the broadcast resources. Data reflected a significant increase in viewers during the AMI Arkansas segments. The expansion of offerings of courses through Virtual Arkansas also proved to be successful with over 40,000 students in 60% of school districts utilizing the online digital content.

The AR REM grant will provide the innovative opportunity to obtain rights to additional selected educational programming to reach the most remote areas of the state and support building student readiness through digital content and programming made available through

various media platforms including public television, streaming options, and web-based. The proposal to expand remote access also allows the State to accelerate mastery-based foundational literacy promoted by the state reading initiative, R.I.S.E Arkansas.

Quality of the Management Plan and Adequacy of Resources

Management Plan (Application Requirement 1)

Project Leadership Team.

The AR REM grant leadership team will include an exceptional, experienced team to oversee the management and day-to-day operations of grant activities (See Appendix 2). The team will meet quarterly with key stakeholders and review goals and outcomes. Survey and student assessment data will be collected quarterly on each performance measure and reviewed by the leadership team. If the project misses a milestone, remedial action will be taken by the Project Director within 2 weeks.

Dr. Kiffany Pride, Assistant Commissioner of DESE's Division of Learning Services, will oversee the AR REM grant and provide fiscal management of grant funds. Dr. Pride will facilitate grant leadership meetings to develop a system of communication that includes a feedback loop for evaluating ongoing progress of the grant and making adjustments as needed.

A grant coordinator (project manager) will be hired to provide leadership and oversight of all grant activities and facilitate production and community engagement. The coordinator must have leadership experience and strong organizational skills, be knowledgeable about digital and blended learning, and have expertise in curriculum development.

Sandy Shepard, Director of DESE's Reading Initiative for Student Excellence, will support the development and production of the English language arts K-5 content.

Vicki King, State Dyslexia Director, will support the development and production of the

foundational literacy course aligned to the Science of Reading.

Amy Counts, Director of DESE's Comprehensive Literacy Support Development Grant, will support the development and production of grades 6-8 and high school literacy courses.

Dr. Tina More, Program Manager of DESE's Math Unit, will support the development and production of K-8 and high school math curriculum.

Dr. Denise Tobin-Airola, Director of the University of Arkansas at Fayetteville's Office of Innovation, will support the evaluation process for the AR REM grant.

Lisa Tyler, Director of DESE's Student Support Services Units, will support the development and production of resources and interventions for SWD, ELs, and other students with learning gaps.

Gantt Chart.

The Gantt Chart will provide additional details on grant management (See Appendix 9).

Proposed Use of Funds

See the Budget Narrative for additional details of proposed use of funds.

Significance of Expected Outcomes (Application Requirement 5)

Strategies, Objectives, and Performance Measures.

Arkansas will evaluate this project through the required performance measures in addition to project specific performance measures. The State has outlined ambitious strategies, objectives, and performance measures for the AR REM grant. Baselines are provided where existing data are available. Baselines will be established for measures for which existing data are not available as indicated in the Performance Measures Chart (See Appendix 10). The measures chosen are deemed to be valid and reliable indicators. As stated in the Evaluation Assurance, the State will cooperate with any evaluation that the Secretary may carry out (See Appendix 4).

Anticipated Results and Benefits (Application Requirement 1 & 6)**Organizational Sustainability.**

The AR REM project is an essential part of DESE's larger vision for Excellence in Education to transform Arkansas to lead the nation in student-focused education. As the State gears up to be "Ready for Learning" this fall DESE has outlined strategies districts must implement that focus on three key indicators for student success: blended learning, guaranteed and viable curriculum, and a student-focused approach; all three indicators are key focus areas in the AR REM grant proposal (DESE, n.d.-c).

DESE states in its Ready for Learning model that districts will need to support schools and their teachers, families, and students to innovate and adapt to new learning opportunity. The AR REM grant affords an opportunity to expand the State's capacity to provide access to high-quality digital content and programming for blended and remote learning that is culturally responsive, directly aligned to Arkansas Academic Standards, and includes supports for teachers, students, and families well beyond the scope of what the State can provide on a short term basis.

DESE will provide districts guidance and resources to support schools and their teachers, students, and parents to innovate and adapt to new learning opportunities. In order to foster a strong academic setting that ensures student learning no matter the method of delivery, districts must provide a guaranteed and viable curriculum that consists of blended learning and diagnostic assessments. This grant affords the opportunity to create a suite of evidence-based curricula available through a state-supported LMS for blended and remote learning that includes supports for teachers, students, and families.

Financial Sustainability.

DESE has provided financial support to a statewide virtual school since 2013 ranging

from 3.8 million to over 6 million each year. The State is committed to restructuring the virtual school to ensure that content developed within the AR REM grant will be accessible for free statewide through the procured LMS with on-going support. Legislation outlines the cooperation and collaboration of DESE to support distance learning A.C.A. § 6-47-404. DESE has an allotted over \$10,000,000 to support distance learning and an allotted \$1,125,000 to support regional technology coordinators through A.C.A. 6-47-502. These are established line items within the Department's public school funds, and the State continues to support the education budget fully. Remote learning systems established through this project provide a platform for additional content and resources to be developed that are accessible to all students and families in the state.

Community and Political Sustainability.

Serving the community-at-large with digital resources to support high-quality, educational programming for remote and blended learning is the overarching goal of the AR REM Grant. Based on the recent Blended Learning Needs Assessment, DESE projects that the majority of AR districts will access this content as a large number of families do not have access to online learning options at home. The State will engage families and communities through an ongoing feedback loop to build community support and inform grant activities. DESE will develop a communication system within a state supported LMS between the grant leadership team and key stakeholders (public, private, charter, or homeschool representatives) to inform development of supports.

Governor's Letter (Application Requirement 6).

Governor Hutchinson as indicated in his letter of support is committed to a robust digital curriculum delivered through a statewide virtual school for all students in the state (See Appendix 1).

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STATE OF ARKANSAS

ASA HUTCHINSON
GOVERNOR

June 11, 2020

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

Dear Secretary DeVos:

I am writing to express my support for the Arkansas Department of Education, Division of Elementary and Secondary Education (DESE) Rethink K-12 Education Grant application. I understand the purpose of this grant is to support State educational agencies (SEAs) in states with the highest coronavirus burden to address specific educational needs of students, their parents, and teachers in public and non-public elementary and secondary schools.

Arkansas has been ranked among the most highly burdened states relative to the COVID-19 impact by the U.S. Department of Education. In analyzing the impact of the disruption to learning for schools, students, and families, including the consideration of possible future disruptions, DESE has determined the following priority areas for grant activities.

- High quality academic content in reading and mathematics is not readily available to PK- grade 8 students through remote learning options.
- High quality interventions in reading and mathematics are not readily available for students in grades 9-12 through remote learning options.

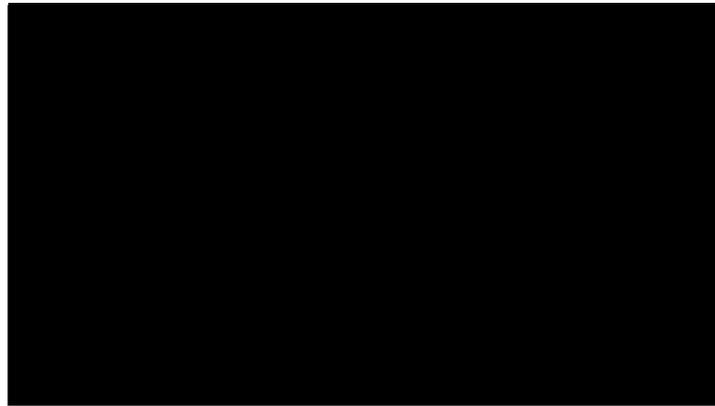
The lack of high-quality academic content available for remote learning, coupled with the lack of access for many students and families, has made clear the need to build out a guaranteed and viable curriculum with support for all learners that is readily available to all Arkansans.

I understand that through this grant, DESE will develop accessible digital content for grades PK-8 in the areas of reading and mathematics based on grade-level standards with supporting resources, strategies, and mastery-based assessments, as well as interventions and scaffolds for English learners, students with disabilities, and other

learners in need of additional support. Intervention modules will be developed for grades 9-12. Units and lessons will be created within a learning management system, which will include professional videos of Arkansas teachers providing the instruction as well as animated productions.

The opportunity to provide high quality digital curriculum and instruction through state funded public broadcasting and K-12 virtual school is an important step in moving the state forward from the current COVID-19 pandemic.

Thank you for your consideration.



AMY ELIZABETH COUNTS

Education

M.S.E. Building Level Leadership
Summa Cum Laude

B.A. English Literature
Magna Cum Laude

Graduate Courses:
Educational Specialist, Curriculum &
Instruction, 24 hours

Human Computer Interaction Design &
Data Visualization, 14 hours

Henderson State University
Arkadelphia, AR

University of Central Arkansas
Conway, AR

Henderson State University
Arkadelphia, AR

University of Maryland
Maryland Institute of Art
College Park and Baltimore, MD

Employment

Program Advisor / CLSD Grant Coordinator August, 2019 to Present
Arkansas Division of Elementary and Secondary Education Little Rock, AR

- Secondary Literacy Support Specialist
- K-6 Literacy Curriculum Program Review
- CLSD Grant

English Language Arts Instructor August, 2016 to July, 2019
Lakeside Middle School Hot Springs, AR

Gifted and Talented and Informatics Instructor August, 2014 to June, 2016
Fountain Lake School District Hot Springs, AR

Signature Program Facilitator August, 2013 to June, 2014
Old Mill High School, International Baccalaureate World School Millersville, MD

English Language Arts Instructor August, 2010 to June, 2013
Annapolis High School, International Baccalaureate World School Annapolis, MD

English Language Arts Instructor August, 2008 to June, 2010
Nacogdoches High School Nacogdoches, TX

English Language Arts Instructor August, 2006 to May, 2008
Aubrey High School Aubrey, TX

English Language Arts Instructor August, 2003 to June, 2006
Chicopee Comprehensive High School Chicopee, MA

Expertise and Achievements

Publications

Counts, A., & Sutherlin, M. (2010). Acting Out: The Text that Launched a Thousand Comments. *Trends in Art Education*.

Counts, A., & Sutherlin, M. (2010). 'image'/'i'/'nation': A Cultural Mash-up. *Journal of Social Theory in Art Education*, 30.

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PR/Award # S425B200038

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Presentations & Professional Development

- Hot Springs Technology Institute (HSTI)** June, 2020
Hot Springs, AR
- Google Suite Breakout Sessions (Forms, Documents, Drive, Sites, Sheets, etc.)
 - *MacBooks in the Classroom*, Intensive 2 day training on Apple Computers and educational tools
- Schools Without Walls**
- Gaming in the Classroom: Classcraft and Break Out Rooms
- American Middle Level Educators Association Conference** November, 2018
Hot Springs, AR
- Teacher as GameMaster: Game-Based Learning through Interdisciplinary Role-Playing Games
- Henderson State University STEM Center** October, 2018
Orlando, FL
- Scratch Coding 101
- Saline Summit** July, 2018
Arkadelphia, AR
- Going on Quests, Classcraft, & Game-Based Learning
- Hot Springs Technology Institute (HSTI)** June, 2018
Benton, AR
- *MacBooks in the Classroom*, Intensive 2 day training on Apple Computers and educational tools
- Schools Without Walls** June, 2018
Hot Springs, AR
- Gamify Your Classroom: Warriors, Mages, & Healers
- Comics Arts Conference** November, 2017
Hot Springs, AR
- *STEAM Narratives*
- Hot Springs Technology Institute (HSTI)** July, 2017
San Diego, CA
- *MacBooks in the Classroom*, Intensive 2 day training on Apple Computers and educational tools
- Association of Business Information Systems (IBIS)** June, 2017
Hot Springs, AR
- *The "KEY" To Success: Innovation for Everyone*
 - *The Importance of Social Presence in an Online Class: "Cause One is the Loneliest Number You Will Every Do"*
- Schools Without Walls (SWOW)** March, 2017
Little Rock, AR
- *Minecraft in the Classroom*
- Hot Springs Technology Institute (HSTI)** November, 2016
Hot Springs, AR
- *MacBooks in the Classroom*, Intensive 2 day training on Apple Computers and educational tools
- Schools Without Walls (SWOW)** November, 2015
Hot Springs, AR
- *Which to use? Edmodo or Schoology?*
 - *Let's Play! (and secretly learn)*
 - *From Data to Visualization*
- National Art Educators Association (NAEA)** March, 2015
New Orleans, LA
- *Make(ing Possibilities in Education: Implications for Art and Design*
 - *MindCraft: Using MineCraft as a Creative Teaching and Learning Tool*
- Professional Development: Henderson State University** October, 2014
Arkadelphia, AR
- Design Thinking and Maker Spaces
- Professional Development: Old Mill High School** April, 2014
Millersville, MD
- Signature: International Economics and Finance
- Progressive Education Summit: City Neighbors Charter Public Schools** February, 2014
Baltimore, MD
- Invited Presenter: *DIY Education: 3D Printing and Design Thinking*
- Professional Development: Old Mill High School** August, 2013
Millersville, MD
- Signature: International Economics and Finance, Goals and Structure
- Common Core Conference** May, 2013
Millersville, MD
- *Literacy Strategies through Mathematics*
- National Art Educators Association (NAEA)** April, 2013
Fort Worth, TX
- *Information Visualization: A New Approach to Data Analysis and Collection*
 - *Formally Speaking: Graphic Novel in the Secondary English Classroom*
- Annapolis High School** August, 2012
Annapolis, MD
- Professional Development: *Prezi as an Instructional Design Tool*

KIFFANY R. PRIDE



SUMMARY OF EXPERIENCE

Dedicated, enthusiastic professional with 25 years of experience in education with a steadfast commitment to positive, achievement outcomes for all students

EDUCATION

Edd	Harding University, Educational Leadership	May 2017
EdS	Harding University, Educational Leadership	May 2015
MS	Walden University, Reading and Literacy	May 2011
MS	University of Arkansas at Little Rock, Middle Childhood Education	May 2001
BS	Hendrix College, Elementary Education	May 1996

PROFESSIONAL LICENSURE: ARKANSAS DEPARTMENT OF EDUCATION

277	District Administrator	P-12
302	Building Level Administrator	5-12
312	Building Level Administrator	PK-8
239	Curriculum Prog Admin	PK-12
056	Middle School English	5-8
271	Coaching	K-12
087	Coaching	7-12
184	Elementary	1-6

PROFESSIONAL EXPERIENCE

Arkansas Department of Education

August 2019 to Present

Director of Curriculum and Assessment, Department of Learning Services

- Provide leadership and vision in developing and improving statewide curriculum and assessment resources to support schools districts; work in collaboration with cross-unit and cross-functional teams to align supports for teaching and learning in various content areas; research and evaluate best practices for promising use by educators; evaluate the effectiveness of instructional practices and curriculum resources; oversee course approval and management; oversee on-going projects related to academic programming and assessment.

Arkansas Department of Education

February 2019 to August 2019

RISE Assessor, Department of Learning Services

- Provide high level training in the knowledge and skills of the Science of Reading; provide technical assistance to educators in multiple settings (small group, large group, one-on-one) on the implementation of the Science of Reading; provide training for licensed administrators in the Science of Reading.

Arkansas Department of Education August 2018 to February 2019
RTI Coordinator for Literacy, ADE State Personnel Development Grant

- Participated on the State RTI Implementation Team and directly supported the development of SPDG RTI Literacy professional development; provided development (PD) and technical assistance (TA) to educators in multiple settings (small group, large group, one-on-one) on RTI and literacy related assessments, interventions, curriculum, and instruction; Supported a tiered system of literacy services and supports at the district level; Coached educators to deepen knowledge and develop capacity to implement RTI.

Pulaski County Special School District July 2012 to June 2018
Program Administrator, Department of Learning Services

- Worked alongside administrators and teachers to collect and analyze data, interpret to guide instructional decisions. Train and support literacy coaches in best practices for supporting literacy learning through instructional coaching. Supervise, train and provide support for 10 dyslexia interventionists to implement Orton-Gillingham based interventions. Lead curriculum teams to develop curriculum documents.

Little Rock School District, August 2011 to May 2012
English Teacher, Dunbar Middle School

- Developed and fostered appropriate skills and social readiness to enable optimum development of children, according to age, readiness and aptitude. Assessed and recorded progress and prepared students for new situations relating to academic examinations. Linked student understandings to earlier learning to develop proactive ways to support further learnings in the future, while challenging and inspiring students to deepen their desire to learn more.

Little Rock School District, October 2009 to May 2011
Lead Teacher, Department of Elementary Education

- Worked collaboratively to provide site-based literacy coaches with training related to the five essential areas of reading instruction, as well as writing and spelling development, strategies for coaching classroom teachers, using student-performance data as a tool to affect change in teaching, analyzing curriculum by research-based criteria, selecting valid, reliable assessments.

Little Rock School District, August 2006 to June 2009
Reading First Literacy Coach, Martin Luther King Jr. Elementary School

- Demonstrated exemplary classroom literacy practice and possess a deep understanding of literacy theory (20 percent) Extended literacy competencies through professional development opportunities and networking with other literacy coaches in

Arkansas Schools. Helped improve instruction by engaging teachers in intensive professional development and promote a school-based professional community (60 percent)

Little Rock School District, August 2000 to May 2006
English Teacher, Henderson Middle School

- Taught 8th grade students reading and writing using the READ 180 Instructional Model: an intensive reading intervention program that helps educators confront the problem of adolescent illiteracy and special needs reading on multiple fronts, using technology, print, and professional development.

Little Rock School District, August 2000 to May 2012
Athletic Coach, Parkview High School

- Instructed and developed athletes to prepare them for competition in high school and beyond.

Little Rock School District, August 1996 to May 2000
Elementary Teacher, Martin Luther King Jr. Elementary School

- Taught 5th and 6th grade students using the Reading and Writing Workshop Models.

TRAINING

Teacher Excellence and Support System (TESS) Trained
Instructional Facilitator Institute, Arkansas Leadership Academy
Facilitator of Adult Learning, Arkansas Leadership Academy
Team Institute, Arkansas Leadership Academy
K-2 RISE Trainer, ADE
3-6 RISE Trainer, ADE
Experience on External Review Team, AdvancED

Technology Skills:

- Microsoft Office, Internet
- Apple Applications
- G Suite Applications

PRESENTATIONS

Paper Presentation, “Effects of Previous Role and Experience on Principals’ Self-Reported Behaviors,” MSERA, 2017.

PROFESSIONAL AFFILIATIONS

Mid-South Educational Research Association, 2017-Present

Arkansas Reading Association, 2017- Present
Arkansas Association of Educational Administrators (AAEA) 2019 - Present

REFERENCES

Stacy Smith, Assistant Commissioner of Learning Services
Arkansas Department of Education

[REDACTED]

Tiah Frazier, Director State Personnel Development Grant
Special Education Unit
Arkansas Department of Education

[REDACTED]
105

Dr. Janice Warren, Assistant Superintendent of Equity
Pulaski County Special School District

[REDACTED]

Dr. Laura Bednar, Former Deputy Superintendent at PCSSD
Currently Arkansas Baptist Prep, Head of School

[REDACTED]

Shawn Burgess, Assistant Superintendent of Human Resources
Pulaski Special School District

[REDACTED]

LISA TYLER

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

SUMMARY

As the Director of Student Support Services for the Arkansas Department of Education (ADE), Division of Elementary and Secondary Education (DESE), I am committed to ensuring that each child in Arkansas receives the services and supports he or she needs to access grade level content, achieve at high levels academically, and develop socially and emotionally in a student-focused environment. My 31 years of experience in education ranges from classroom teaching to state level program coordination, and I am a dedicated child, family, and teacher advocate.

EXPERIENCE

Arkansas Department of Education, Division of Learning Services, Little Rock, AR
Director, Student Support Services, June 2018 – present

- Coordinate and oversee ADE’s Special Education Unit, Office of Gifted & Talented and Advanced Placement, Alternative Learning Unit, Guidance and School Counseling Unit, Office for Educational Options, School Health Services, and Arkansas Better Chance
- Work collaboratively with other ADE units, as well as across agencies to ensure ADE vision and mission is carried out as outlined in State’s strategic plan
- Engage in ongoing review and revision of state curriculum and instruction supports to ensure Arkansas educators have needed tools to support learning for all students in inclusive environments
- Provide professional development and targeted technical assistance at state, regional, and district level to support strategic plan objectives
- Regularly engage a variety of stakeholder groups to inform state program goals, supports, and technical assistance efforts
- Coordinate statewide implementation of Student Success Plans for all Arkansas students, beginning in grade 8
- Act as project lead for Arkansas’s Advancing Inclusive Principal Leadership in Special Education initiative
- Assist in oversight and implementation of special grants, including State Personnel Development Grant (SPDG)
- Serve as project lead on development of comprehensive system for ADE monitoring efforts
- Manage discretionary grants for Student Support Services Units
- Assist in collection, review, analysis, and reporting of required LEA and state data

- Coordinate state efforts to offer student focused diploma designations
- Maintain effective internal controls for program and fiscal requirements
- Work cooperatively with national technical assistance centers
- Core Team Member of PLC Inclusive Practices Model Project

Arkansas Department of Education, Special Education Unit, Little Rock, AR

Associate Director, Special Education, July 2014 – May 2018

Supervision and coordination of ADE Special Education Unit; responsible for more than 30 staff members including section managers, coordinators, program advisors, and administrative assistants

- Engage a variety of stakeholder groups to inform program goals, supports, and technical assistance
- Work collaboratively with other ADE units, as well as across agencies to provide professional development and targeted technical assistance at state, regional, and district level
- Provide oversight of discretionary grants to LEAs that support building capacity to provide evidence-based services in areas such as secondary transition, co-teaching, visual and hearing impairments, behavior, and autism
- Work within agency and with Institutions of Higher Education to ensure special educators are adequately prepared and supported
- Assist in collection, review, analysis, and reporting of required LEA and state data
- Maintain effective system for dispute resolution
- Work with ADE Assessment Unit in implementation of regular and alternate assessments for students with disabilities
- Oversee implementation of special grants including State Personnel Development Grant (SPDG) and PROMISE Grant
- Maintain effective internal controls for program and fiscal requirements
- Work cooperatively with US. Department of Education's Office of Special Education Programs (OSEP) and national technical assistance centers
- Secretary to State Advisory Council for the Education of Children with Disabilities
- Member of Charter Authorizing Panel
- Member of Arkansas State Rehabilitation Council
- Member of Legislative Task Force on Best Practices for Special Education in Arkansas
- Member of Arkansas Legislative Task Force on Autism
- Member of Every Student Succeeds Act (ESSA) Planning Team
- Core team member for Arkansas Transition Services Intense Technical Assistance Project
- Member of ADE Cross Unit Team focused on developing comprehensive system of state level supports
- Member of Arkansas Comprehensive School Improvement Advisory Team

Arkansas Department of Education, Special Education Unit, Little Rock, AR
Administrator, Monitoring/Program Effectiveness, January 2012 – June 2014

- Assist Associate Director with supervision and coordination of special education unit
- Coordinate compliance monitoring and technical assistance for LEAs, Educational Service Cooperatives, and nontraditional special education programs
- Assist with Special Education Unit finance operations and review of fiscal procedures
- Partner with grant consultant teams to improve outcomes for students with disabilities and ensure program compliance
- Responsible for staff recruitment, selection, and supervision
- Project lead for AR Technical Assistance Manual for Specific Learning Disabilities
- Member of special education review team for Teacher Excellence and Support System (TESS)
- Member of review team for special education teacher licensure
- Member of State Systematic Improvement Plan (SSIP) Leadership Team
- Member of Juvenile Justice Oversight Committee
- Member of review team for Dyslexia Resource Guide

Great Rivers Educational Service Cooperative/Cabot School District
State Personnel Development Grant (SPDG) Literacy Coordinator, 2004 – 2012

- Provide professional development in Response to Intervention (RTI), Literacy Interventions, Strategic Instruction Model, and Leadership
- Supervise Arkansas SPDG staff
- Manage literacy/math budget for Arkansas State Personnel Development Grant
- Member of Special Education Unit Annual Performance Report Core Team
- Team member for Office of Special Education Programs (OSEP) State verification visit
- Member of Standards-based IEP Pilot Project Committee
- Member of Arkansas Adolescent Literacy Intervention Project Leadership Team
- Member of Arkansas' Closing the Achievement Gap (RTI) Core Team
- Member of Arkansas' Differentiated Accountability Task Force

Willard R-II Schools

Special Education Director, 1995 – 2004

- Director of Special Education Program, Early Childhood through Grade 12
- Director of Community/Staff Preschool
- Director of Alternative Programs

Smithton R-VI Schools

Special Education Director, 1994 – 1995

- Director of K-12 Special Education Program
- Administrator for Title One Program

EDUCATION

- Southwest Missouri State University – August 1996
Major: M.S., Special Education Administration
- Southwest Missouri State University – December 1987
Major: B.S., Social Studies

CERTIFICATION

Arkansas Certificate

P-12 Curriculum/Program Administrator, Special Education

P-04 Special Education Instructional Specialist

04-12 Special Education Instructional Specialist

SIGNIFICANT ADMINISTRATIVE ACCOMPLISHMENTS

Arkansas Department of Education, Student Support Services

- Currently facilitating state-level project for advancing inclusive principal leadership
- Currently leading state-level project to develop student focused diploma designations
- Coordinated statewide training efforts around implementation of Student Success Plans for all Arkansas students, beginning in grade 8 – 2019
- Led Division efforts to develop and implement comprehensive state-wide monitoring system – 2020
- Facilitated development of High Leverage Practices training guides to supplement ADE content professional development efforts – 2019
- Led Division efforts to revise system for administering Catastrophic Occurrence funding – 2019
- Member of writing team for successful Comprehensive Literacy State Development Grant – 2019

Arkansas Department of Education, Special Education Unit

- Facilitated two committees engaged in reviewing State supports for justice involved youth with disabilities and diploma options for students with significant cognitive disabilities – 2018
- Member of cross agency team dedicated to increasing number of youth with disabilities participating in post-school employment and accessing, attending, and participating in postsecondary education and training – 2017
- Facilitated Task Force charged with eliminating unnecessary special education paperwork to support recruitment and retention of special education teachers – 2016
- Partnered with ADE School Improvement Unit to design a cross-unit system of support for Priority Schools with intense special education needs – 2016
- Worked with ADE Division of Educator Effectiveness to expand licensure options for special educators – 2015
- Facilitated review and revision of special education policies and procedures for fiscal monitoring consistent with IDEA and Uniform Guidance – 2015

- Participated in successful writing and submission of State Personnel Development Grant (SPDG) to support States' RTI initiative – 2015
- Facilitated development of a tiered system for monitoring and technical assistance for special education programs – 2014
- Co-developed Standards-based IEP training module for Arkansas IDEAS – 2013
- Facilitated revision of due process forms to improve parent participation in IEP process – 2013
- Led monitoring section in streamlining procedures to include an electronic system for reviewing programs – 2012

Arkansas Department of Education, State Personnel Development Grant

- Facilitated a committee charged with developing literacy interventions to address Common Core State Standards (CCSS) essential knowledge, skills and understandings – 2011
- Facilitated development of a research-based online math intervention tool linked to CCSS – 2011
- Assisted in development of Arkansas RtI Questions and Answers Guide – 2011
- Assisted in development of state leadership training focused on Closing the Achievement Gap – 2010
- Acted as project manager in development of a research-based online literacy intervention tool through a partnership with SOPRIS West – 2007
- Facilitated development of a research-based online literacy intervention tool linked to Arkansas Curriculum Framework – 2006
- Worked collaboratively with Arkansas Department of Education, K-12 Literacy Unit, University of Central Arkansas and University of Kansas Center for Research on Learning to launch Arkansas Adolescent Literacy Intervention Project – 2006
- Worked collaboratively with Arkansas Reading First to organize summer camps to provide professional development in literacy for general educators and special educators – 2006
- Coordinated local school district participation in a statewide initiative to support special education teachers serving as literacy consultants to address needs of students with disabilities – 2005
- Established a parent training network for home-based literacy interventions for students with disabilities – 2005

Willard R-II Schools

- Created positive relationships with parents, students, staff and community
- Worked with teachers, principals, and curriculum director to increase achievement levels of students with disabilities
- Wrote Middle School Alternative Grant and launched Middle School Alternative School – 2002
- Began English as a Second Language Program – 2002
- Initiated low vision classroom – 2002
- Appointed by superintendent to assist in negotiating contract matters with noncertified staff – 2000

- Worked with librarians on flexible scheduling and restructured budget formula – 1999
- Wrote grant for Missouri Preschool Project and opened preschool for staff and community – 1999
- Worked with elementary principals on new system of performance-based teacher evaluation – 1998
- Established inclusion programs at elementary buildings – 1998
- Established school to work programs for high school students with disabilities, including a school-based enterprise – 1998
- Expanded Gifted Program to middle and high school – 1996
- Created life skills centers for students with significant cognitive abilities – 1996

Smithton Schools

- Created positive relationships with parents, students, staff and community
- Facilitated Special Olympics Program – 1995
- Implemented co-teaching in Title One Program and encouraged collaboration of general and special educators – 1995
- Established job-shadowing program for students with disabilities in school setting – 1995

STACY Y. SMITH
Four Capitol Mall

EMPLOYMENT HISTORY

Arkansas Department of Education
Little Rock • Arkansas
Assistant Commissioner
Division of Learning Services
March 2016 - Current

The Division of Learning Services is comprised of fourteen units aimed at providing support and service to public schools in the state impacting instruction and student services.

Responsibilities:

- Responsible for Arkansas State Standards & Courses
- Responsible for the State Assessment System (ACT, ACT Aspire, NWEA, i-Station, Renaissance, CCR tools)
- Legislative testimony related to curriculum and student services
- Student Support Units (Special Education, ESOL, GT, Guidance & Counseling)
- Health Services (Medicaid in the Schools, School Based Health Clinics, Joint Use Agreements, Arkansas AWARE)
- RISE Arkansas (Reading Initiative for Student Excellence & Science of Reading)
- STEM Professional development and support (Math Quest)
- Federal Programs (Special Education, Migrant Education)
- Alternative Learning Environments, Homeschool, School of Innovation, ERZ
- Arkansas Better Chance (State funded pre-k)
- Manages multi-million dollar budget, including procurements, and grants
- Partnership with Educational Service Cooperatives to provide direct support to schools
- Arkansas Department of Education leadership team
- Member of CCSSO Innovative Lab Network
- Member of CCSSO Inclusive Principal Collaboration

Major Accomplishments

- RISE Arkansas – State Reading Initiative
- Arkansas AMI-DESE & PBS Partnership
- Guide for Life – State Personal Competency Standards
- Arkansas Every Student Succeeds Act Contributing Author
- SREB Trail Blazer Award
- Competency Based health & fine arts standards
- Vision for Teaching and Learning at ADE
- Statewide Reading Conference (1700 participants)
- Contributor to various pieces of legislation: Act 930, reading legislation, school of innovation, professional learning, counseling bill, etc.
- Reduction in Special Education paperwork

**Arkansas Department of Education
Little Rock • Arkansas
Director of Curriculum and Instruction
July 2014 - March 2016**

Curriculum and Instruction unit is responsible for Arkansas Academic Standards and courses.

Responsibilities

- Direct Supervisor of the Curriculum and Instruction Unit
- Direct Supervisor for Professional Development
- Arkansas Academic Standards
- Course Approvals
- Smart Core and graduation requirements

Major Accomplishments

- Implemented the Dyslexia legislation of from 2013
- Facilitated a public revision of the Common Core State Standards for Math and Literacy
- RTI Arkansas
- Common Core Task Force panelist
- Revision of Math and Literacy Standards based on Task Force recommendations
- Arkansas Fine Arts Standards Revised
- Arkansas Social Studies Standards Revised

**Hill Farm Elementary
Bryant • Arkansas
Principal
July 2012 - July 2014**

Principal for a K-5 elementary school in Bryant with a school population of 625 students.

Accomplishments

- Opened New LEAD certified school campus in Bryant, Arkansas
- Established an effective PLC process
- Supervised a staff of 55+
- Successfully established a positive culture and school climate

**Fountain Lake Elementary
Fountain Lake • Arkansas
Principal
July 2010 - July 2012**

Principal for a PK-5 elementary school in Fountain Lake community with a school population of 550 students.

Accomplishments

- Worked with community and district leadership to restructure and expand the current preschool to provide affordable services to all students.
- Doubled preschool enrollment within one year.
- 21 Century Grant recipient
- Established a success PLC process

Angie Grant Elementary
Assistant Principal/Curriculum Cabinet Member
Benton • Arkansas
July 2003 - July 2012

Major Accomplishments

- Curriculum Coordinator responsible for TLI tests and NWEA reports. Works with individual teachers providing model lessons and support
- 504 Designee responsible for organizing, writing, and maintaining 504 plans throughout the building
- Community and parent liaison, forged relationships with numerous churches, businesses, and civic organizations in support of the school
- ADE Community Service Learning Grantee

Benton School District
Classroom Teacher

Benton Middle School
Angie Grant Elementary
Benton • Arkansas
January 1994 – July 2003

Benton Middle School

6th Grade Language Arts Teacher
7th Grade Social Studies Teacher

Angie Grant Elementary
5th Grade Teacher Self Contained and Departmentalized
4th Grade Teacher
3rd Grade After-School Tutoring, Math
1st Grade Summer School and Student Teaching
Kindergarten After-School Tutoring

EDUCATION

Arkansas Tech University
Educational Specialist in Educational Leadership
May 2019

University of Arkansas at Little Rock
Masters in Educational Leadership
May 2003

University of Arkansas at Little Rock
Bachelors of Science in Elementary Education
December 1992

Vicki King, M. Ed.

(501)

Education

- 2002 -2005 Centers for Youth & Families: Dyslexia Training Center
Little Rock, Arkansas
Qualified Instructor (QI)
- 1997-1999 Harding University
Searcy, Arkansas
Master of Education, Reading Specialist P-12
- 1997-2000 Centers for Youth & Families: Dyslexia Training Center
Little Rock, Arkansas
Certified Academic Language Therapist (CALT)
- 1990-1992 Harding University
Searcy, Arkansas
**Bachelor of Arts in Special Education P-12,
Elementary Education 1-6 and Social Studies 5-8**
- 1988-1990 Westark Community College
Fort Smith, Arkansas
Associate of Arts

Professional Experience

- 2014-Present Dyslexia Specialist / Program Advisor
Arkansas Department of Education
- 2010-2014 Reading Therapy Training Course Instructor
- 2010-2014 Academic Language Therapy-Private Practice
- 2008-2014 Pre K Ella Trainer
Arkansas State University
- 2009-2010 Literacy Coach/Instructional Facilitator
Badger Elementary, Beebe, AR
- 2004-2009 Early Intervention Reading Therapist K-2
Beebe Primary Elementary School
- 2002-2004 Special Education Resource Teacher K-3
Beebe Primary/Elementary School
- 1993-2002 Special Education Resource Teacher 4-12
Beebe Junior High

Professional Presentations

- **From the Capitol to the Classroom**
2018 Academic Language therapy Association Conference
Richardson, Texas
- **State Level Dyslexia Legislation: Panel Discussion**
International Dyslexia Conference, Orlando FL,
October 2016
- **Dyslexia Law and IDEA**
CEC, June 2017
SEAS Conference July 2017
- **Dyslexia: What Every Educator Needs to Know**
Area 2 Delta Kappa Gamma Meeting, March 2016
Arkansas Middle Level Educators Conference, April
2016
AASCD, June 2016
ARA, November 2016
ACC, November 2016
- **Morphology Matters**
ANSAA June 2016
- **Dyslexia the Social/Emotional Connection: A
Student's Perspective**
ARSCA July 1016
- **Mission Possible: Teaching Decoding of Multi-
syllable Words**
Arkansas Middle Level Educators Conference, April
2016
- **School Based Identification of Dyslexia: The Very
Basics**
- **Meeting the Needs of**
- **Reading Therapy Course EDFD 6883-51**
Arkansas Tech University, 2005-2009
- **Dyslexia: Myths & Realities**
Wilbur D. Mills Coop, June 8, 2012
Dyslexia Project, September 15, 2012
- **Dyslexia Basics**
Batesville Public Schools, 2011
Rose Bud High School, 2011
- **Using Microsoft Word Grammar Check & Readability Statistics to
Improve Student Writing**
Badger Elementary 3rd & 4th Grade PLC Meeting, 2010
- **Word Attack Strategies for Students Receiving Academic Language
Therapy**
Beebe Primary/ Elementary School, Fall 2007
- **Fluency Instruction**
Beebe Elementary K -4 Professional Development, 2006
- **Multisensory Spelling Curriculum Project**
Beebe Elementary 2nd & 3rd Grade Faculty, 2006
- **Early Intervention Reading**

- Student Learning Outcomes Summit
Arkansas Department of Education: Special Education Unit, 2005
- **Parent Seminar: Phonological Awareness Activities**
 - **Parent Seminar: Teaching ABC's: Multisensory Games & Activities**
Parent Center, Beebe Public Schools, 2004
 - **Analyzing Spelling Errors**
 - **Spelling Instruction: A Scientific Approach**
Beebe Public Schools K-12 Professional Development, 2004
 - **Multisensory Approach to Phonological Processing**
Booneville Elementary School, 2011
Lakeside Intermediate School, 2007
Academic Language Therapy Association of Arkansas 2007
Cabot Area Home Educators Group, 2005
Beebe Primary School, 2004
Beebe Special Education Department, 2002
 - **Words Fail Me- Dyslexia Overview**
North Central Arkansas Education Service Center, 1998

Professional Organization Membership

International Dyslexia Association (IDA)

Academic Language Therapy Association (ALTA)

Board Member (2015-2017)

Academic Language Therapy Association of Arkansas (ALTA-AR)

Founding President, Current Vice President

Arkansas Reading Association (ARA)

Studies and Research Committee Chair

Three Rivers Reading Council (TRRC)

Vice President

Delta Kappa Gamma Society

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EDUCATION

Ph.D. Education Statistics and Research Methods

University of Arkansas, Fayetteville, AR
May 2011

M.S. Education Research and Policy Studies

University of Arkansas, Fayetteville, AR
May 2007

Post Baccalaureate Graduate Education Program Science Education emphasis

University of California, Irvine, CA
Multiple Subject Clear Teaching Credential Pre-K-12
May 1985

B.S. Environmental Biology, cum laude

Syracuse University/State University of New York, College of Environmental Science & Forestry,
Environmental Biology
December 1982

CREDENTIALS/LICENSES

Arkansas Teacher's License Early Childhood Education & Elementary Education Grades P-6, General Science, Life Science, and Earth Science Grades 7-12. Awarded in 1994 through the present.

PROFESSIONAL EXPERIENCE

Office of Innovation for Education

January 2013 – Present

University of Arkansas, Fayetteville, AR
Director

- Direct the Office of Innovation for Education created within the College of Education and Health Professions in partnership with the Arkansas Department of Education.
- Provide thought leadership and supervision for staff in enabling, guiding, and supporting transformation in schools. Lead teams of educators on learning journeys to support their visioning, planning, and implementation for transformation.
- Research educational innovations to include promising strategies, interventions and programs with high likelihood to improve outcomes for students.
- Lead research agenda for Arkansas Department of Education in student-focused learning systems. Specifically, identify, research, and support innovative approaches in educational design, transformation, problem solving, and policy.
- Provide research and analytical support function to P-20 education system in Arkansas to inform leaders and teachers and develop statewide capacity for educational innovation, assessment, and accountability.
- Consult with state education leaders to provide empirical and qualitative evidence for policy questions and decisions. Serve as liaison for research and evaluation for Arkansas Department of Education with the Technical Advisory Committee for Assessment and Accountability.
- Collaborate with researchers to provide white papers and qualitative research to address research questions.
- Create, plan, and execute extended learning journey and educator development to incubate innovation in Northwest Arkansas on behalf of the Walton Family Foundation.

Arkansas Leadership Academy

November 2010 – December 2012

University of Arkansas, Fayetteville, AR

Research Specialist

- Conduct research and program evaluation to inform best practices in leadership and learning design for statewide professional development and school improvement practices. Develop cognitive and noncognitive measures for teachers, leaders and students to inform transformation process and program evaluation.

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- Support capacity-building efforts in struggling schools through consultation on assessment and learning design practices. Use local data to uncover areas of strength and areas needing attention. Model use of protocols for best practices in using data for inquiry for improvement.
- Liaison with state, district, and school officials on accountability methods and determinations, federal programs, education data, assessment, professional development, evaluation and accountability needs and services.

Consulting

Fayetteville, AR

January 2007 – June 2019

- Consulted as member of Arkansas Technical Advisory Committee for Public School Accountability.
- Conducted program evaluation and developed cognitive and noncognitive measures for teachers and leaders as needed for evaluation. Proficient in SAS Programming for data analytics and quantitative analyses.
- Developed and validated the Data-Driven Decision-Making Efficacy and Anxiety Inventory in collaboration with Karee Dunn, Ph.D., Mickey Garrison, Ph.D., and Wen-juo Lo, Ph.D.
- Served as peer reviewer for United States Department of Education assessment peer review process for six committees as prescribed by the Elementary and Secondary Education Act.
- Designed and implemented statewide professional development for teachers and administrators in assessment literacy.
- Provided professional consulting for state departments of education and local education agencies for data-informed initiatives, data analytics, and decision support system development.
- Provided professional development and consulting in the development, selection and use of formative and summative assessments.
- Projects included the Oregon Direct Access to Achievement (DATA) Project for the Oregon Department of Education and professional development for data literacy for the Wisconsin Department of Public Instruction.

National Office for Research on Measurement & Evaluation Systems

University of Arkansas, Fayetteville, AR

August 2003-November 2010

Assistant Director

- Liaison with state, district, and school officials on federal programs, education data, assessment, professional development, evaluation and accountability needs and services. Collaborations included Arkansas and Michigan.
- Designed and implemented statewide professional development programs to include curriculum and materials.
- Designed and implemented interactive online educational assessment course for K-12 educators.
- Principal investigator for evaluation of Arkansas Reading First.
- Directed and managed longitudinal assessment database and reporting systems development.
- Proficient in SAS Programming for data analytics and quantitative analyses.
- Developed web-based multi-media support materials for leaders and teachers.
- Co-authored research and development grants.
- Presented at state, regional, and national conferences.

Fayetteville Public Schools

Fayetteville, AR

August 1995 – August 2003

Director of Instructional Programs

May 2002-August 2003

- Led and managed curriculum development, instruction and assessment alignment and support for public school district with 8,000 students.
- Developed, implemented and managed teacher and administrator professional development for the district.
- Administered federal Title II & Title V programs and budgets in excess of \$1,000,000 annually.
- Managed district curriculum and instruction budget.
- Supervised certified and classified staff.
- Wrote and administered grants to include co-PI of NSF funded middle-level GK-12 grant in collaboration with the University of Arkansas, Microelectronics and Photonics Program (\$2.75 million over 6 years)

University

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- Designed and conducted training for principals and school leadership teams in a) comprehensive school improvement processes, b) data-driven decision-making, c) school organizational change, d) technology integration, e) NCLB and policy implementation, f) curriculum mapping and alignment, and g) research-based best-practices in instruction.

Math and Science Curriculum Facilitator

September 1997-May 2002

- Provided leadership and subject matter expertise in development, achievement, and sustainability of the educational programs and student achievement in mathematics and science.
- Administered federal programs to include the Eisenhower Professional Development Program, Title VI, and Class-Size Reduction Program
- Managed math and science curriculum budget; developed and supervised instructional materials adoptions processes to include inquiry-based science and conceptual mathematics curriculum materials.
- Facilitated district math and science curriculum teams for continuity and articulation of curriculum & instruction programs
- Reviewed research and reported on the effectiveness of courses and instructional materials for mathematics and science instructional programs.
- Evaluated systemic needs for mathematics and science programs and developed five year improvement plan to include resource allocation.
- Wrote and administered federal and state grants.
- Conducted teacher professional development and mentoring in standards-based instruction, inquiry science, & standards-based mathematics and science, and new teacher training.

Classroom Teacher

Arkansas, California, Virginia, Smithsonian Institute/National Zoo

August 1999-June 2000

August 1995-June 1997

September 1985-June 1987

Summer 1984

- Implemented integrated, investigative approach to math and science education.
- Lead teacher for Model Kit-based Science School.
- Instrumental in securing \$19,000 grant for new playground as student council advisor.
- Designed early childhood program and school age childcare program for school.
- Co-wrote grants to secure \$325,000 in funds for childcare programs and school social worker.
- Coordinated district-wide collaboration with Washington County Head Start and 3 Fayetteville early childhood programs to provide seamless service to families in need.
- Co-authored and co-taught a short course on animal adaptations, structures and functions.

Director and Teacher Preschool and After School Childcare

August 1990 – July 1993

- Directed preschool, day care and after school care program for 100 children from infants to grade 6.
- Supervised preschool teachers, day care staff, as well as maintenance and kitchen staff.
- Developed and supervised curriculum for all programs.
- Provided certified Red Cross childcare training, CPR and first aid training for staff.
- Provided crisis child care for children of families in crisis.
- Completed all requirements to receive reimbursement from the USDA Food and Nutrition Program.
- Maintained all licensure, accounting and insurance requirements as per the Department of Health and Human Services.

Curriculum Vitae
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Peer Reviewed/Invited Publications

- Dunn, K., **Airola, D. T.**, & Hayakawa, T. (2020). Pre-Service Teacher's Efficacy, Anxiety, and Concerns about Data and the New Idea of Anchored Judgment. *Current Issues in Education*, 21(1). Retrieved from <https://cie.asu.edu/ojs/index.php/cieatasu/article/view/1856>
- Airola, D. T.**, Bengtson, E., Davis, D., & Peer, D. (2014). Principals' Sense of Efficacy: Influence of the Arkansas Leadership Academy. *Journal of Educational Administration*, 52(6).
- Dunn, K. E., **Airola, D. T.**, & Garrison, M. (2013). Concerns, knowledge, and efficacy: An application of the teacher change model to data driven decision-making professional development. *Creative Education*, 10, 673-682.
- Dunn, K. E., **Airola, D. T.**, Lo, W., & Garrison, M. (2013, January). What teachers think about what they can do with data: Development and validation of the data driven decision-making efficacy and anxiety inventory. *Contemporary Educational Psychology*, 38(1), 87-98.
- Dunn, K. E., **Airola, D. T.**, Lo, W., & Garrison, M. (2013). Becoming Data-Driven: The Influence of Teachers' Sense of Efficacy on Concerns Related to Data Driven Decision-Making. *Journal of Experimental Education*, 81(2), 222-241.
- Bengtson, E., **Airola, D. T.**, Peer, D., & Davis, D. (2012). Using Peer Learning Support Networks and Reflective Practice: The Arkansas Leadership Academy Master Principal Program. *International Journal of Educational Leadership Preparation*, 7(3), 2-17.
- Jones, M. & **Airola, D. T.** (2002, Winter). Invited Paper: Closing the Achievement Gap in Math and Science. *Arkansas Educational Research & Policy Studies Journal*, 2(1), 85-93.

Technical Reports

- Beshears, C., **Airola, D. T.**, Dunn, K. E., & Bowman, S. (2019). *Schools of Innovation in Arkansas: A case study of implementation challenges and early impacts*. Report submitted to Arkansas Department of Education, Little Rock, AR.
- Airola, D. T.**, Dean, J. R., Dunn, K. E., & Micheletto, J. (2014). *Building a Blueprint for Innovative Change*. Final report for Grant # 9-1323 submitted to the Arkansas Department of Education and Winthrop Rockefeller Foundation, Little Rock, AR.
- Airola, D. T.** (2013). *Strategic Planning Context, Needs, Challenges, and Opportunities for the Arkansas Department of Education*. Final report submitted to the Arkansas Department of Education and Winthrop Rockefeller Foundation, Little Rock, AR.
- Next Level Evaluation, Inc. (2011, July). *Oregon DATA Project Final Evaluation Report*. Submitted to the Oregon Department of Education, Salem, OR.
- Airola, D. T.**, Xia, Y., & Behrends, B. (2009, November). *Arkansas Reading First Program Evaluation 2008-2009*. Submitted to the Arkansas Department of Education and the United States Department of Education.
- Airola, D. T.**, Xia, Y., & Behrends, B. (2009, February). *Arkansas Reading First Program Evaluation 2007-2008*. Submitted to the Arkansas Department of Education and the United States Department of Education.

Curriculum Vitae
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Airola, D. T., & Featherston, L. (2007, November). *Arkansas Reading First Program Evaluation 2006-2007*. Submitted to the Arkansas Department of Education and the United States Department of Education.

Airola, D. T., & Featherston, L. (2006, November). *Arkansas Reading First Program Evaluation 2005- 2006*. Submitted to the Arkansas Department of Education and the United States Department of Education.

Peer Reviewed Presentations/Papers

Dunn, K. E., **Airola, D. T.**, Bowman, S. G. & Beshears, C. (2020, Apr 17 - 21) *Family Matters: The Role of Relatedness in the School Change Process* [Poster Session]. AERA Annual Meeting San Francisco, CA <http://tinyurl.com/r9o8pst> (Conference Canceled)

Dunn, K. E., Lo, W., & **Airola, D. T.**, (2017). *Initial Validation of the Preservice Data-Driven Decision-Making Efficacy and Anxiety Inventory*. Paper presented at the annual meeting of the American Educational Research Association, San Antonio, TX.

Jiang, F., & **Airola, D. T.**, (2017). *The Relationship of Teacher Certification Preparation and Student Science Achievement Analysis with NAEP 2011 Data*. Paper presented at the annual international conference of the National Association for Research in Science Teaching, San Antonio, TX.

Airola, D. T., & Pfeffer, I. (2016). *Navigating the Confluence of Research, Policy, and Practice: Lessons Learned Refining Growth Measures for Evaluation*. Paper presented at the Annual Convention of the University Council of Educational Administration, Detroit, MI.

Dean, J., & **Airola, D. T.** (2015). *Assigning Letter Grades to Schools: A Collaborative Process for Model Selection*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Airola, D. T., Dunn, K. E., Dean, J., & Bengtson, E. (2015). *School Improvement From Students' Perspectives: Opportunities and Challenges*. Paper presented at the annual meeting of the American Educational Research Association, Chicago, IL.

Airola, D. T., Dunn, K. E., Dean, J., & Bengtson, E. (2014). *Opportunities and Barriers to Innovative Change Among Priority Schools in a Southern State*. Paper presented at the Annual Convention of the University Council for Educational Administration, Washington D. C.

Airola, D. T., & Medeiros, J. (2013). *The Arkansas Leadership Academy External Support Model*. In I. H. Yoon (chair), *Models of External Support for School Improvement to Ignite Transformation and Build Capacity for Equity*. Symposium conducted at the Annual Convention of the University Council for Educational Administration, Indianapolis, IN.

Airola, D.T., Bengtson, E., & Davis, D. (2012, November). *Principals' Sense of Efficacy: The Influence of the Arkansas Leadership Academy*. Paper presented at the Annual Convention of the University Council for Educational Administration, Pittsburgh, PA.

Curriculum Vitae

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- Airola, D.T.**, & Davis, D. (2012, November). *A View From the Inside: School Turnaround Enabling Factors and Persistent Obstacles*. Paper presented at the Annual Convention of the University Council for Educational Administration, Pittsburgh, PA.
- Bengtson, E., **Airola, D. T.**, Peer, D., & Davis, D. (2011, November). *The Arkansas Leadership Academy Master Principal Program: Using Peer Learning Support Networks and Reflective Practice to Promote and Nurture Positive Change in Personal and Organizational Performance*. Paper presented at the Annual Convention of the University Council for Educational Administration, Pittsburgh, PA.
- Airola, D. T.**, & Dunn, K. E., Garrison, M. (2011, August). *The Validation of the Data-Driven Decision Making Efficacy Survey*. Poster presented at the Annual Convention of the American Psychological Association, Washington, D.C.
- Dunn, K. E., **Airola, D. T.**, Lo, W., & Garrison, M. (2011, August). *Becoming Data-Driven: The Influence of Teachers' Efficacy on Concerns Related to Data Driven Decision-Making*. Paper presented at the Annual Convention of the American Psychological Association, Washington, D.C.
- Airola, D. T.**, Garrison, M., & Dunn, K. E. (2011, July). *Are Data-Based Decisions Promoted Through SLDS Happening at the Teacher Level?* Paper presented at the STATS-DC 2011 Data Conference, Washington, D.C.
- Airola, D. T.**, Akin, B., & Davis, D. (2011, June). *Change Leadership: A Systemic Approach to School Improvement*. A symposium conducted at the Forum for Innovative Leadership, Memphis, TN.
- Airola, D. T.** (2011, May). *The Impact of Linking Distinct Achievement Test Scores on the Interpretation of Student Growth in Achievement*. (Doctoral dissertation, University of Arkansas). Retrieved from <http://proquest.umi.com/pqdwweb?did=2364283771&sid=1&Fmt=2&clientId=13929&RQT=309&VName=PQD>
- Airola, D. T.**, & Mulvenon, S. (2011, April). *The Impact of Two Models for Linking Scores From Distinct Tests on Interpretation of Growth*. Poster presented at the Annual Meeting of the American Educational Researchers Association, New Orleans, LA.
- Airola, D. T.**, Mulvenon, S., Dunn, K., & Garrison, M. (2010, July). *The Road Less Traveled: Using Data-Driven Decision Making in Your SLDS Project*, paper presented at the STATS-DC 2010 National Center for Education Statistics Data Conference, Washington, DC.
- Garrison, M., **Airola, D. T.**, Blair, P. & Garrison, S. (2010, July). *Statewide Framework for Professional Development: Oregon or Bust*. Paper presented at the National Staff Development Council 2010 Summer Conference, Seattle, WA.
- Airola, D. T.**, & Mulvenon, S. (2010, March). *Aspiring Teachers and Leaders--Linchpins in a Comprehensive Approach to Education Reform for P-20*. Paper presented at the 23rd Annual MIS Conference, Phoenix, AZ.
- Mulvenon, S. & **Airola, D. T.** (2010, March). *Is this Analysis Correct?* Paper presented at the 23rd Annual MIS Conference, Phoenix, AZ.
- Airola, D. T.**, & Mulvenon, S. W. (2009, July). *Good Data Gone Bad! Common Mistakes in the Development and Use of Longitudinal Data*. Paper presented at the Annual Summer Data Conference of the National Center for Education Statistics, Washington, DC.
- Mulvenon, S. W., & **Airola, D. T.** (2009, July). *Data Driven Decision Making with Good Data! What Constitutes Good Data*. Paper presented at the Annual Summer Data Conference of the National Center for Education Statistics, Washington, DC.

Curriculum Vitae

DENISE TOBIN AIROLA

Airola, D. T., Choate, C., Featherston, L., Beshears, C., Xia, Y., & Nickens, B. (2009, April). *Impact of Arkansas Reading First on Closing the Achievement Gap*. Paper presented at the Annual Conference of the American Educational Research Association, San Diego, CA.

Mulvenon, S.W., & **Airola, D. T.** (2009, February). *Beyond Descriptives: Effective Use of Data Systems to Improve Achievement*, paper presented at the 22nd Annual MIS Conference, Seattle, WA.

Airola, D. T., Mulvenon, S.W. & Garrison, M. (2009, February). *Making Molehills Out of Mountains of Data: Professional Development to Survive the Data Deluge*. Paper presented at the 22nd Annual MIS Conference, Seattle, WA.

Airola, D. T. (2008, April). *The College Readiness Index: Translating a Complex Measure into a Practical Metric*. Paper presented at the Annual Conference of the American Educational Research Association, New York, NY.

Mulvenon, S. W., & **Airola, D. T.** (2008, February). *Understanding Longitudinal Data: Data Quality, Growth and Reports in the age of NCLB*. Paper presented at the 21st Annual MIS Conference, San Francisco, CA.

Mulvenon, S. W., & **Airola, D. T.** (2007, July). *Educational Intelligence Quotient (EIQ), What is it and How Can Having a High EIQ Make a Difference in Student Performance?* Paper presented at the NCES Data Summit, Washington DC.

Airola, D. T. (2007, May). *Validity of the Grade Inflation Index and the College Readiness Index as School-level and Student-level Measures of College Preparation*. (Master's Thesis, University of Arkansas). Retrieved from <http://proquest.umi.com/pqdwweb?did=1313909331&sid=2&Fmt=2&clientId=13929&RQT=309&VName=PQD>

Airola, D. T., Mulvenon, S. W., & Stegman, C. (2007, April). *A Statewide Analysis of the Impact of Reading First on Economically Disadvantaged Students Using an Early Learning Indicator*. Paper presented at the Annual Meeting of the American Educational Research Association, Chicago, IL.

Airola, D. T. & Stegman, C. (2006, April). *From Placement to Proficiency: Finding a Balance in Appropriate Assessment and Accountability for English Language Learners*. Paper presented at the Annual Meeting of the American Educational Research Association, San Francisco, California.

Airola, D. T., & Stegman, C. (2005, April). *Finding a Balance: Assessment and Accountability of English Language Learners*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Airola, D. T. (2004, November). *Enterprise Guide, Get a Handle on School Improvement Data and Student Academic Improvement Plans*, Paper presented at the Annual Fall Meeting of the Arkansas Association of Secondary School Principals, Little Rock, AR.

Airola, D. T., & Anderson, T. (2004, October). *EGuide for Educators: Simplifying Data Driven Decision Making*, Symposium presented at the T + L²: Leading Learning to a Higher Level Conference of the National School Boards Association, Denver, CO.

Mulvenon, S. W., Denny, G., Stegman, C., **Airola, D. T.**, & McKenzie, S. (2004). *Improving College Success: A Comprehensive Examination of Student Preparation*. Paper presented at the Annual Meeting of the American Educational Research Association, Montreal, Canada.

Review of Scholarly and Research-Based Manuscripts

Reviewer for National Association of Secondary School Principals (NASSP) Bulletin, 2013 through present

Reviewer for American Educational Research Association, 2011 through present

Curriculum Vitae DENISE TOBIN AIROLA

Reviewer for University Council for Educational Administration, 2012 through present
Reviewer for Journal of Education Policy and Statistics, 2007 through 2009

PROFESSIONAL ORGANIZATIONS

American Educational Research Association
American Psychological Association
Arkansas Association for Supervision and Curriculum Development
Association for Supervision and Curriculum Development

AWARDS/GRANTS/COLLABORATIONS

Innovation Lab Network of States Point of Contact for Arkansas 2015 to 2019
Top 15 in 2015 Research-Funded Faculty, University of Arkansas, 2015
Outstanding Doctoral Student for Education Statistics & Research Methods Program, University of Arkansas 2010
Outstanding Master's Student for Educational Foundations Program, University of Arkansas 2005 & 2007
Fayetteville Public Schools Impact Awards, 2002 & 2003
Elizabeth Roskins Memorial Award for Scholarship, State University of New York CESF, 1982 - 1983
President, Forestry Honor Society, State University of New York, CESF, 1982-1983
Athletic Scholarship, Swimming, Syracuse University, 1979-1981

Organization: Arkansas Department of Education
Title: Office of Innovation for Education
Project Director: Denise T. Airola
Timeline: January 2013 through present
Amount: \$1,300,000 annually

Organization: Walton Family Foundation
Title: Learning Journey: Global Perspectives to Ignite Innovation in Education
Project Director: Denise T. Airola
Timeline: May 2017 – November 2019
Amount: \$350,000

Organization: Winthrop Rockefeller Foundation
Title: Crosswalk of ForwARd Arkansas Recommendations and the Every Student Succeeds Act
Project Director: Denise T. Airola
Timeline: September 2016 – December 2016
Amount: \$28,318

Organization: Winthrop Rockefeller Foundation
Title: Building a Blueprint for Innovative Change
Project Director: Denise T. Airola
Timeline: July 2013 – December 2013
Amount: \$75,000

Organization: Oregon Department of Education
Awarded to Responsive Education Services, Inc.
Title: Advanced DATA Project Professional Development and Continued Knowledge Measure Item Development
Project Director: Denise T. Airola
Timeline: July 2013 – July 2014
Amount: \$10,000

Organization: Oregon Department of Education
Awarded to Responsive Education Services, Inc.
Title: Item Development for Version 2 DDDM Knowledge Measure
Project Director: Denise T. Airola
Timeline: March 2013 – July 2013
Amount: \$4,900

Organization: Winthrop Rockefeller Foundation

Curriculum Vitae
DENISE TOBIN AIROLA

Title: Arkansas Department of Education Strategic Planning Amount: \$35,000
 Project Director: Denise T. Airola
 Timeline: January 2013 – April 2013

Organization: Oregon Department of Education Amount: \$4,555
 Awarded to Responsive Education Services, Inc.
 Title: Advanced DATA Training Year 2, Oregon DATA Project
 Project Director: Denise T. Airola
 Timeline: May 2012 – February 2013

Organization: Oregon Department of Education Amount: \$4,850
 Awarded to Responsive Education Services, Inc.
 Title: Advanced DATA Training, Oregon DATA Project
 Project Director: Denise T. Airola
 Timeline: April 2011 – May 2012

Organization: Oregon Department of Education Amount: \$195,275
 Awarded to Next Level Evaluation, Inc.
 Title: Statewide Evaluation of the Oregon DATA Project
 Principal Investigators: Denise T. Airola and Sean W. Mulvenon
 Timeline: April 2010 - June 2011

Organization: Oregon Department of Education Amount: \$200,000
 Awarded to Next Level Evaluation, Inc.
 Title: A Framework for K-12 Educational Assessment Literacy
 Professional Development for Oregon Growth Model
 Principal Investigators: Sean W. Mulvenon and Denise T. Airola
 Timeline: September 2008 – present

Organization: Wisconsin Department of Public Instruction Amount: \$85,000
 Awarded to: Next Level Evaluation, Inc.
 Title: Longitudinal Data Systems Analytics and Professional Development Consulting
 Principal Investigators: Sean W. Mulvenon and Denise T. Airola
 Timeline: January 2007 – August 2008

Organization: Calhoun Intermediate School District Amount: \$275,000
 Awarded to: NORMES
 Title: Data for Student Success Dynamic Inquiry Tool
 Principal Investigator: Denise T. Airola
 Co-PI: Charles Stegman
 Timeline: January 2007 – May 2008

Organization: Michigan Department of Education, Office of Educational Assessment and Accountability Amount: \$184,000 annually
 Awarded to: NORMES
 Title: Michigan Education Performance Reports
 Principal Investigator: Denise T. Airola
 Co-PI: Charles Stegman
 Timeline: June 2006 - present

Organization: Arkansas Department of Education Amount: \$79,000 annually
 Awarded to: NORMES
 Title: Arkansas Reading First Evaluation
 Principal Investigator: Denise T. Airola
 Timeline: June 2006 - present

University [REDACTED]
 [REDACTED]
 [REDACTED] ag [REDACTED]

Curriculum Vitae DENISE TOBIN AIROLA

Organization: Arkansas Department of Education Amount: \$950,000 annually
 Awarded to: NORMES
 Title: Integrated School Improvement Model
 Principal Investigator: Sean W. Mulvenon
 Co-PI: Denise Airola, Charles Stegman
 Timeline: 7/2004-6/2008

Organization: Walton Family Foundation Amount: \$1,000,000
 Awarded to: Fayetteville Public Schools
 Title: Models to Accelerate Performance of Students (MAPS)
 Principal Investigator: Judy Rana
 Evaluators: NORMES
 Timeline: 1/2004-1/2007

Organization: National Science Foundation Amount: \$1,499,995
 Awarded to: University of Arkansas, Microelectronics and Photonics Program & Physics *(\$1,250,000 UA match)*
 Title: GK12: Teaching the Science in Everyday Life
 Principal Investigator: Art Hobson, Physics Department
 Co-Principal Investigators: Denise Airola, FPS; Gay Stewart, Physics Education;
 Greg Salamo, Physics; Ronna C. Turner, Educational Statistics; Lynne Hehr, Education
 Timeline: 6/1/02 - 5/31/05

Organization: U.S. Environmental Protection Agency Amount: \$16,000
 Awarded to: Fayetteville Public Schools
 Title: Streams as Living Laboratories
 Project Director: Rex Dufour, AFTRA
 Timeline: 8/1/99 – 7/31/00

Organization: National Council for Teachers of Mathematics & Toyota, Inc. Amount: \$10,000
 Awarded to: Jefferson Elementary, Fayetteville Public Schools
 Title: Integrating Mathematics in Environmental Education
 Project Director: Mary Nordon, Elementary Education
 Timeline: 9/98-6/00

Organization: Arkansas Department of Education Amount: \$104,000
 Title: T²K—Teachers Teaching with Technology Grant
 Awarded to: Fayetteville Public Schools
 Project Co-Directors—Gail Quillen, FPS Technology; Denise Airola, FPS Curriculum
 Timeline: 9/99-6/01

Organization: Arkansas Statewide Systemic Initiative Amount: \$18,900
 Title: Curriculum Implementation Grant
 Project Director: Denise Airola
 Timeline: 9/98-6/99

Organization: Arkansas Statewide Systemic Initiative Amount: \$45,766
 Title: *GOALS 2000*—Professional Development Grant for Math & Science Systemic Reform
 Project Director: Denise Airola
 Timeline: 9/98-12/99

Organization: Arkansas Department of Education Amount: \$15,000
 Title: Act 453 Grant (Awarded 3 times, \$5,000 per award)
 Project Director: Denise Airola

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201-1019

Date: June 5, 2019

Agreement No: [REDACTED]

Filing Reference: This replaces previous Agreement No. [REDACTED] Dated: July 21, 2016

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>
Pre-determined	[REDACTED]	[REDACTED]	[REDACTED]	MTDC	APwR
Pre-determined	[REDACTED]	[REDACTED]	[REDACTED]	DC	APwR

Distribution Base:
MTDC

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

Applicable To:
APwR

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

Treatment of Fringe Benefits:

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

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

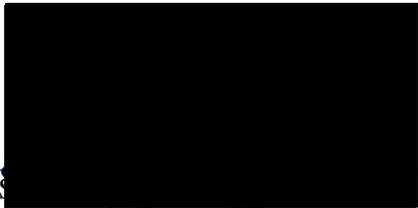
Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

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:

Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201-1019



Greg Rogers
Name

Assistant Commissioner, Fiscal + Admin
Title

6-6-19
Date

For the Federal Government:

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

Frances Outland Digitally signed by
Frances Outland
Date: 2019.06.05
17:11:33 -04'00'

Signature

Frances Outland
Name

Director, Indirect Cost Division
Title

June 5, 2019
Date

Negotiator: Negotiator: Phillip Luster
Telephone Number: 202-245-8069

Grants Certifications Report

Certification for: EDUCATION, ARKANSAS DEPARTMENT OF

DUNS: [REDACTED]

Certification Validity From: Mon Aug 26 07:26:54 EDT 2019

To : Tue Aug 25 07:26:54 EDT 2020

Financial Assistance General Certifications and Representations

As the duly authorized representative of the EDUCATION, ARKANSAS DEPARTMENT OF, I certify that EDUCATION, ARKANSAS DEPARTMENT OF:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost when applicable) to ensure proper planning, management and completion of any financial assistance project covered by this Certifications and Representations document (See 2 CFR 200.113 Mandatory disclosures, 2 CFR 200.213 Suspension and debarment, OMB Guidance A-129, "Policies for Federal Credit Programs and Non-Tax Receivables").

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives (See 2 CFR 200.302 Financial Management and 2 CFR 200.303 Internal controls).

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain (see 2 CFR 200.112 Conflict of interest).

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency and provide financial and performance information consistent with program requirements (See 2 CFR 200.301 Performance measurement). Note: This does not apply to awards that support research that use the Research Performance Progress Report.

5. Will comply with Post-Federal Award Requirements related to payments (See 2 CFR 200.305 Payment).

6. Will comply with required financial and compliance audit requirements as applicable (See 2 CFR 200 Subpart F-Audit Requirements).

7. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing financial assistance awards and any financial assistance project covered by this certification document.

8. Will comply with U.S. statutory and public policy requirements, as applicable, including but not limited to:

a. National Defense Authorization Act for Fiscal Year 2014, PL 113-66, Division A, Title VIII, subtitle D, section 831.;

b. Trafficking Victims Protection Act (TVPA) of 2000, as amended, 22 U.S.C. 7104(g).

c. Drug Free Workplace, 41 U.S.C. 8103.

d. Protection from Reprisal of Disclosure of Certain Information, 41 U.S.C. 4712.

e. National Environmental Policy Act of 1969, 42 U.S.C. 4321 et seq

f. 2 CFR Part 25 - Universal Identifier and System for Award Management

g. 2 CFR Part 170 Reporting Subaward and Executive Compensation

h. 2 CFR Part 180 OMB Guidelines to Agencies on Governmentwide Debarment and Suspension

(Nonprocurement)

i. Civil False Claims Act, 31 U.S.C. 3730

j. Criminal False Claims Act, 31 U.S.C. 3729, 18 U.S.C. 287 and 1001

k. Program Fraud and Civil Remedies and False Claims Act, 31 U.S.C. 3801 et seq.

l. Lobbying Disclosure Act of 1995, 2 U.S.C. 1601 et seq.

m. Section 543 of PL 112-55 and limitations imposed by annual appropriation acts Certification of Tax compliance

n. Section 543 of PL 112-55 and limitations imposed by annual appropriation acts Representation regarding corporate felony convictions

o. Section 544 of PL 112-55 and limitations imposed by annual appropriation acts Representation regarding unpaid corporate tax liabilities

p. Public Health Service Act of 1912 (523 and 527) (42 U.S.C. 290 dd-3 and 290 ee-3), as amended

9. Will comply with U.S. statutory and public policy requirements which prohibit discrimination including but not limited to:

- a. Title VI of the Civil Rights Act of 1964; 42 U.S.C. 2000d et seq.
- b. Title VIII of the Civil Rights Act of 1968, 42 U.S.C. 3601 et seq.
- c. Title IX of the Education Amendments of 1972, as amended; 20 U.S.C. 1681 et seq.
- d. Section 504 of the Rehabilitation Act of 1973, as amended; 29 U.S.C. 794
- e. Age Discrimination Act of 1975, as amended 42 U. S.C. 6101 et seq.
- f. Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255)
- g. Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended

[X] I have read each of the certifications and representations presented on this page. By submitting this certification, I, Greg Rogers, am attesting to the accuracy of the certifications and representations contained herein. I understand that I may be subject to criminal prosecution under Section 1001, Title 18 of the United States Code or civil liability under the False Claims Act if I misrepresent EDUCATION, ARKANSAS DEPARTMENT OF by providing false, fictitious, or fraudulent information to the U.S. Government.

BRUCE WESTERMAN
4TH DISTRICT, ARKANSAS

130 CANNON HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
(202) 225-3772

COMMITTEE ON
NATURAL RESOURCES

101 RESERVE STREET, SUITE 200
HOT SPRINGS, AR 71901
(501) 609-9796

COMMITTEE ON TRANSPORTATION
AND INFRASTRUCTURE

Congress of the United States
House of Representatives
Washington, DC 20515-0404

<http://westerman.house.gov>

COMMITTEE ON THE BUDGET

June 12, 2020

Secretary Betsy DeVos
United States Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos,

I write to express my support for the Arkansas Department of Education's application for funding through the Rethink K-12 Education Models Discretionary Grant program. If awarded this funding, the State's Division of Elementary and Secondary Education (DESE) can develop high-quality, digital academic content for Arkansas students during COVID-19.

The United States Department of Education has ranked Arkansas among the most burdened by the effects of COVID-19 on remote learning. With this in mind, the DESE will use these funds to create multidisciplinary content for blended learning environments with digital options and downloadable lessons, giving students the ability to work independently or with a teacher.

Furthermore, the projects proposed by DESE would allow for greater student and family choice and extend services to non-public school students. Not only would it give greater resource to Arkansas families, but it would also provide instructional support to Arkansas public schools for both on-site and remote learning options.

Given the burden placed on many rural students due to COVID-19, I hope you will agree that funding the Arkansas Department of Education's project is essential to ensuring the further success of Arkansas students' remote learning during such trying times.

Thank you for your full and fair consideration of the Arkansas Department of Education's application. Please contact me at (501) 609-9796 or westerman@house.gov if you have any questions. My Hot Springs office is located at 101 Reserve Street, Suite 200, Hot Springs, AR 71901.

Sincerely,


Bruce Westerman
United States Congressman
Arkansas' Fourth District

100 EAST 8TH AVENUE, ROOM 2521
PINE BLUFF, AR 71601
(870) 536-8178

101 NORTH WASHINGTON AVENUE, SUITE 406
EL DORADO, AR 71730
(870) 864-8946

211 WEST COMMERCIAL STREET
OZARK, AR 72949
(479) 667-0075

PRINTED ON RECYCLED PAPER

PR/Award # S425B200038

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FRENCH HILL
2ND DISTRICT, ARKANSAS

COMMITTEE ON FINANCIAL SERVICES
SUBCOMMITTEE ON INVESTOR PROTECTION,
ENTREPRENEURSHIP, AND CAPITAL
MARKETS
SUBCOMMITTEE ON NATIONAL SECURITY,
INTERNATIONAL DEVELOPMENT, AND
MONETARY POLICY



Congress of the United States
House of Representatives
Washington, DC 20515

WASHINGTON, DC OFFICE
1533 LONGWORTH HOUSE OFFICE BUILDING
WASHINGTON, DC 20515
PHONE: (202) 225-2506
FAX: (202) 225-5803

CONWAY DISTRICT OFFICE
105 DEER STREET, SUITE 12
CONWAY, AR 72032
PHONE: (501) 358-3481
FAX: (501) 358-3494

LITTLE ROCK DISTRICT OFFICE
1501 NORTH UNIVERSITY AVENUE, SUITE 633
LITTLE ROCK, AR 72207
PHONE: (501) 324-5941
FAX: (501) 324-6029

June 26, 2020

The Honorable Betsy DeVos
Secretary of Education
U. S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202-5900

Dear Secretary DeVos:

I write to you today to express support for the Arkansas Department of Education, Division of Elementary and Secondary Education (DESE)'s application for the Education Stabilization Fund – Rethink K-12 Education Models Discretionary Grant Program. If awarded, this grant will support State educational agencies (SEAs) in states with the highest coronavirus burden to address specific educational needs of students, their parents, and teachers in public and non-public elementary and secondary schools.

Arkansas has been ranked among the most highly burdened states relative to the COVID-19 impact by the U.S. Department of Education. DESE will develop high interest accessible digital content for grades PK-8 in the areas of reading and mathematics based on grade-level standards with supporting resources, strategies, and mastery-based assessments as well as interventions and scaffolds for English learners, students with disabilities, and other learners in need of additional support.

Arkansas is well positioned to implement this grant based on the abundance of tools and resources developed to support Arkansas AMI (Alternative Methods of Instruction) during school closures in addition to the State's work on digital access for all students. I ask that you give their application full and fair consideration as it moves through the process. Please keep Anna Reckling, Grants Coordinator, in my Little Rock office apprised of its progress. Anna can be reached by phone at (501) 324-5941 or by email at anna.reckling@mail.house.gov.

Sincerely,



French Hill
Member of Congress



June 15, 2020

Secretary Johnny Key
Four Capitol Mall
Little Rock, AR 72202

Dear Secretary Key,

Arkansas PBS, the statewide public broadcasting network, is delighted to offer support to the Rethink K-12 Education Models Discretionary Grant Program, a proposal by The Arkansas Department of Education, Division of Elementary and Secondary Education (DESE) for the Education Stabilization Fund. The grant would offer Arkansas a much-needed opportunity to use our resources and creativity to proactively reshape the future of our students and our state.

Utilizing wide-ranging media tools, Arkansas PBS is uniquely positioned to offer universal resources to students through the power of broadcast television and a variety of digital platforms that serve students and families via live-streaming, on-demand streaming platforms, and cable and satellite providers.

Arkansas has been ranked by the U.S. Department of Education as having one of the highest coronavirus burdens in the nation. In these challenging times, with 42% of families living in rural communities and many lacking internet access, the state has a critical mandate to address specific educational needs of students, parents and teachers in public and non-public elementary and secondary schools.

The deficit in high-quality academic content for remote learning and lack of remote access in Arkansas dictates the dire need for a guaranteed, viable and readily available curriculum for all learners. As an experienced producer of high quality educational content for PK-12 learners and Arkansas educators, Arkansas PBS is a natural partner for DESE in the development of an innovative statewide vision for PK-12 remote learning, a vision based on input from schools, families, community partners and other key stakeholders and encompassing in-person, distant and hybrid learning options.

The Public Broadcasting Service (PBS) is the #1 most trusted brand in children's media. Arkansas PBS is well-qualified to create innovative content for Pre-K children as an extension of the state's new Pre-K RISE initiative. The multi-platform Pre-K programming will be designed for over-the-air broadcast statewide on Arkansas PBS to all Pre-K children and their families, including English learners, students with disabilities and other learners in need of additional support.

Arkansas PBS, a future-facing media organization, was established more than 50 years ago as an essential educational resource for Arkansans. The network remains committed to making a positive impact on the lives of children while providing daily essential services to Arkansas students, teachers and families. Recently, Arkansas PBS pivoted to partner with the Arkansas Department of Education's Division of Elementary and Secondary Education (DESE) in creating Arkansas AMI (Alternative Methods of Instruction), daily five-hour curriculum-based content to keep PK-8 students learning from home



myarkansaspbs.org

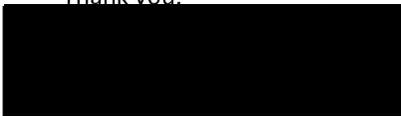
350 S. Donaghey Ave., Conway, AR 72034



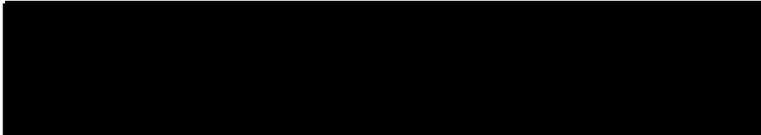
during COVID-related school closures. Arkansas AMI was made available on all platforms where students learn.

Arkansas PBS fully supports DESE's remarkable proposal for the Education Stabilization Fund – Rethink K-12 Education Models Discretionary Grant Program. We are prepared and looking forward to advancing this proposal to a most effective and successful initiative.

Thank you.



Courtney Pledger
Director
Arkansas PBS





Division of Higher Education

Johnny Key
Secretary

Maria Markham, Ph.D.
Director

June 11, 2020

Secretary Betsy DeVos
US DOE
400 Maryland Avenue, SW.
Washington, DC 20202

Ref: Rethink K-12 Education Models Discretionary Grant

Dear Secretary DeVos,

I am writing this letter in support of the Education Stabilization Fund – Rethink K-12 Education Models Discretionary Grant proposal being submitted by the Arkansas Department of Education, Division of Elementary and Secondary Education (DESE).

The Coronavirus (COVID-19) continues to impact Arkansas communities, thrusting school systems into unknown territory. It has exposed Arkansas's lack of high-quality academic content available for remote learning and lack of access for many students and families. With disruptions to learning for schools, students, and families, Arkansas has been ranked among the most highly burdened states relative to the COVID-19 impact by the U.S. Department of Education.

This grant will permit DESE to build out a guaranteed and viable curriculum with supports for all learners that is readily available remotely. I believe they are well positioned to implement this grant based on the abundance of tools and resources developed to support Arkansas AMI (Alternative Methods of Instruction) during school closures in addition to the State's work on digital access for all students. It is for these and numerous other reasons that the Arkansas Division of Higher Education wholeheartedly endorses this request.

Sincerely,

[REDACTED]
Maria Markham, Ph.D.
Director



June 11, 2020

Secretary Johnny Key
Four Capitol Mall
Little Rock, AR 72202

Re: Rethink K-12 Education Models Discretionary Grant

Dear Secretary Key,

While Arkansas has historically always been one of the most burdened states in terms of educational need, lack of resources, and the pervasiveness of a tremendous digital gap, the unprecedented impact of the COVID-19 has only exasperated those challenges.

During the course of my support services and site visits as the Director of the Southern Arkansas University Education Renewal Zone, I see first-hand the need for high quality interventions in both reading and mathematics among our regional K-12 school partners. Furthermore, adequate much less high quality remote learning options are nowhere near the level of critical mass needed to make a systemic pivot toward academic excellence that is necessary to transform communities to a better quality of live.

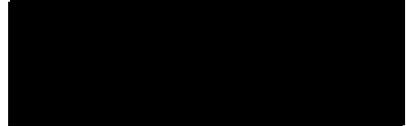
There is zero doubt that the proposed Rethink K-12 Education Models Discretionary Grant can be a key solution in providing accessible digital content statewide complete with a guaranteed viable curriculum with supporting resources, strategies, and aligned assessments if funded by the federal government.

Please let me know if there is anything I can do to help secure this vital grant beyond this letter of support. Now more than ever, we must work together to provide resources to our K-12 partners, particularly during this pandemic, and DESE's three-year plan is an excellent place to start.

Best regards,



Dr. Roger C. Guevara
ERZ Director / Assistant Professor of Educational Leadership
Southern Arkansas University
MSC 9408
100 E. University
Magnolia, AR 71753





VIRTUAL ARKANSAS

Equip. Engage. Empower.

June 12, 2020

Secretary Johnny Key
Four Capitol Mall
Little Rock, AR 72202

Dear Secretary Key:

I am pleased to provide my full support for the Arkansas *Rethink K-12 Education Models Discretionary Grant* proposal. The plans outlined in the proposal would be transformative to education in Arkansas.

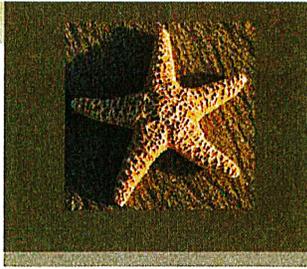
The Division of Elementary and Secondary Education (DESE) has been close partners with Virtual Arkansas since 2014, and close partners with its predecessor since 1999. We have worked together to enhance online and blended course and curriculum options for all Arkansas students, which has helped provide equity in educational opportunities throughout Arkansas. Most recently, DESE and Virtual Arkansas engaged in a partnership with two local universities to design and develop high quality Cybersecurity courses for Arkansas students in support of Governor Asa Hutchinson's long standing computer science initiative.

As the only institution in Arkansas who is fully trained on the National Standards of Quality (NSQ) for online learning with fully trained and certified course reviewers, we are well-aligned with the goals of this proposal. Virtual Arkansas has designed and developed well over 150 courses over the last six years and we are eager to lend our knowledge, skills, and expertise to this project.

I appreciate our partnership to enhance education in Arkansas and look forward to collaborating with you and your team on this important project.

Sincerely,

John Ashworth
Executive Director, Virtual Arkansas



Guy Fenter
Education Service Cooperative

June 10, 2020

Secretary Johnny Key
Four Capitol Mall
Little Rock, AR 72202

Dear Secretary Key:

I write this letter to enthusiastically support your proposal grant entitled "Rethink K-12 Education Models" which will support and strengthen the state's ability to provide high quality academic content for all students in grades K-12. The impact of the Covid-19 has burdened Arkansas education this past school year and I feel that future K-12 education will be highly dependent on the quality and diversification of the delivery system, which will require schools and their students to have access to quality remote learning.

Collaboration and formation of partnerships spanning educational sectors, governmental and non-governmental organizations and community engagement and outreach is a viable strategy to promote inclusive and culturally relevant broad participation across all races, socio-economic backgrounds, genders, and people with disabilities. This grant project that is led by the Arkansas Department of Education aims to address the challenges of providing high quality professional digital academic content and make it available for remote learning for all students in the state of Arkansas. I believe this initiative will broaden participation by many of our home school students and reduce the dropout rate among students in high school who will finally have an option to enroll in a more flexible school education model.

We are excited to collaborate with the Arkansas Department of Education and numerous other educational institutions to promote this alternative method of instruction digital learning model. Specifically, we will also use our facilities, infrastructures, platforms and resources as leverage to sustain this collaboration and assist in any way we can to ensure its success. We will work with you to create awareness and to disseminate crucial information about the process and goal of this project through the use meetings, workshops, symposiums, and dialogues with our 22 school districts which make up the Guy Fenter Education Service Cooperative. In addition, will encourage our school districts to participate in supporting and assisting with data or other needed information to support the development and attainment of this grant.

We look forward to working with Arkansas Department of Education as a solid alliance in every aspect of this inclusive and exciting grant initiative.

Northwest Arkansas Education Service Cooperative



June 11, 2020

Secretary Johnny Key
Arkansas Department of Education
Four Capitol Mall
Little Rock, AR 72201

Dear Secretary Key,

This letter is in support of the Arkansas Department of Education, Division of Elementary and Secondary Education (DESE) application for the Education Stabilization Fund–Rethink K-12 Education Models Discretionary Grant Program. The grant will support specific educational needs of students, their parents, and teachers in public and non-public elementary and secondary schools that have been created by COVID-19.

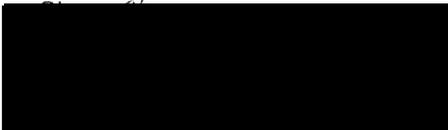
Arkansas has been ranked among the most highly burdened states relative to the COVID-19 impact by the U.S. Department of Education. In analyzing the impact of the disruption to learning for schools, students, and families, including the consideration of possible future disruptions, The following priority areas need to be addressed in order to support schools.

- High quality academic content in reading and mathematics is not readily available to PK-grade 8 students through remote learning options.
- High quality interventions in reading and mathematics are not readily available for students in grades 9-12 through remote learning options.

Here in Northwest Arkansas, the lack of high-quality academic content available for remote learning coupled with the lack of access for many students and families, has made clear the need to build out a guaranteed and viable curriculum with supports for all learners that is readily available remotely. Without this support, school districts will not be able to provide adequate support for the 92,000 students in this three county region.

Over the last several months during the interruption of face-to-face instruction, students have suffered due to the lack of high interest digital content in reading and math for grades PK-12 and the lack of appropriate assessments required to provide appropriate interventions for English learners and students with disabilities. In addition, this grant will provide a greatly needed learning management system (LMS) that is aligned with grade level science, social studies, fine arts, as well as career and technical courses that will be designed for a blended learning environment with digital options and downloadable lessons.

These lessons along with professional videos are necessary in order to provide curricular and instructional support for Arkansas students that school districts cannot provide on their own. Therefore, without this grant students in our state will continue to fall behind. That cost will be paid by students, our state and our country for decades to come. This is the time to provide grant funding so that students are provided the opportunities they are currently missing due to no fault of their own. I strongly support this grant as critical for the students of Arkansas!



Dr. Charles J. Cudney, Director
Northwest Arkansas Education Service Cooperative

June 15, 2020

Secretary Johnny Key
Four Capitol Mall
Little Rock, AR 72202

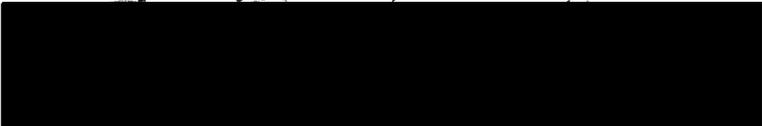
Re: Rethink K-12 Education Models Discretionary Grant

Dear Secretary Key,

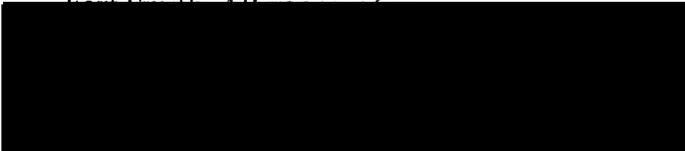
According to the US Department of Education, Arkansas has been extraordinarily burdened by the educational impact of COVID-19. I am writing to show my support of DESE's three-year plan for the Rethink K-12 Education Models Discretionary Grant.

The need for having remote learning and supports readily available for students and families across Arkansas has become clear because of the disruption to learning in schools. While Arkansas is fully capable to implement this grant with the tools and resources developed during school closures, neither high quality academic content nor interventions in reading and mathematics is readily available to PK-8 students or students in grades 9-12 respectively through remote learning options. The plan to develop even more high-interest, accessible digital content will help Arkansas continue to build on and sustain the work that has already begun.

Respectfully submitted,



Director, Education Renewal Zone
University of Arkansas – Fort Smith
Office of P-20 Collaboration
College of Science, Technology, Engineering, & Mathematics
Echols 109
5210 Grand Avenue, PO Box 3649
Fort Smith, AR



June 18, 2020

Secretary Betsy DeVos
US DOE
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary DeVos,

I write to support the Arkansas Department of Education, Division of Elementary and Secondary Education (DESE) in their application for the Education Stabilization Fund-Rethink K-12 Education Models Discretionary Grant Program. They have been a leader in the United States in building professional development in teachers to ensure that ALL students have access to high-quality academic content, which focuses on the science of reading. At present, these efforts are being duplicated in other states due to the resounding success of their program.

Arkansas has been ranked among the most highly burdened states relative to the COVID-19 pandemic. As they build momentum in ensuring that all teachers are instructing in alignment with the science of reading, the pandemic has made another gap evident. That gap is the ability to offer high-quality academic content and interventions through remote learning options.

As a well-respected national educational consultant, I have worked with Arkansas DOE from the beginning of this state effort including offering the keynote to this state literacy initiative, training teachers in the science of reading, utilizing the public TV station to participate in training for teachers via video, and serving on committees to align curriculum and programming to science. These same types of critical efforts are ready to grow and progress to include a blended learning environment with digital options and downloadable lessons so ALL students have access to this quality instruction.

The passion and diligence of the leadership in Arkansas is commendable. The model used for statewide implementation of change has been life-changing for teachers and students. Finally, this change is coming to fruition but can only go so far without financial support. This grant will allow for more alignment and opportunity for the children of Arkansas.

I offer my full support in hopes that this proposal will garner your full consideration. If you have any questions, I would be honored to answer them.

Wendy S. Farone, PhD
National Educational Consultant
Pittsburgh, Pennsylvania



STATE OF ARKANSAS
ASA HUTCHINSON
GOVERNOR

June 11, 2020

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

Dear Secretary DeVos:

I am writing to express my support for the Arkansas Department of Education, Division of Elementary and Secondary Education (DESE) Rethink K-12 Education Grant application. I understand the purpose of this grant is to support State educational agencies (SEAs) in states with the highest coronavirus burden to address specific educational needs of students, their parents, and teachers in public and non-public elementary and secondary schools.

Arkansas has been ranked among the most highly burdened states relative to the COVID-19 impact by the U.S. Department of Education. In analyzing the impact of the disruption to learning for schools, students, and families, including the consideration of possible future disruptions, DESE has determined the following priority areas for grant activities.

- High quality academic content in reading and mathematics is not readily available to PK- grade 8 students through remote learning options.
- High quality interventions in reading and mathematics are not readily available for students in grades 9-12 through remote learning options.

The lack of high-quality academic content available for remote learning, coupled with the lack of access for many students and families, has made clear the need to build out a guaranteed and viable curriculum with support for all learners that is readily available to all Arkansans.

I understand that through this grant, DESE will develop accessible digital content for grades PK-8 in the areas of reading and mathematics based on grade-level standards with supporting resources, strategies, and mastery-based assessments, as well as interventions and scaffolds for English learners, students with disabilities, and other

learners in need of additional support. Intervention modules will be developed for grades 9-12. Units and lessons will be created within a learning management system, which will include professional videos of Arkansas teachers providing the instruction as well as animated productions.

The opportunity to provide high quality digital curriculum and instruction through state funded public broadcasting and K-12 virtual school is an important step in moving the state forward from the current COVID-19 pandemic.

Thank you for your consideration.



Asa Hutchinson



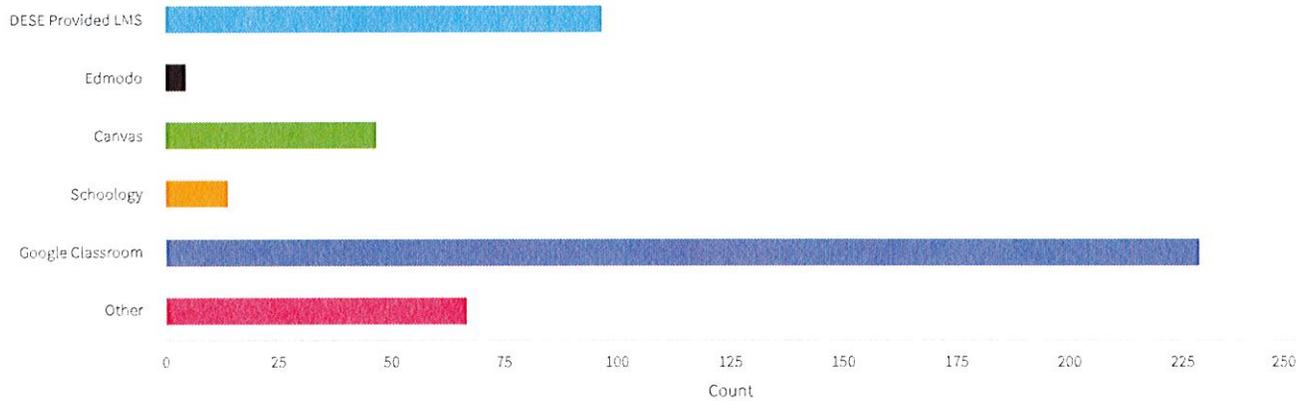
Blended Learning Needs Assessment

State of Arkansas (AR)

District

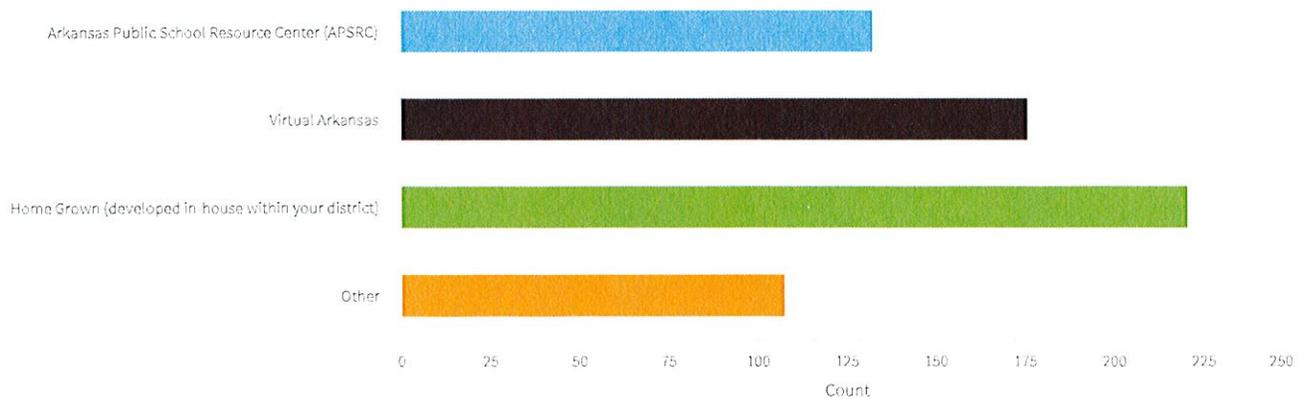
Please provide information on the Learning Management System(s) (LMS) you plan to use during the 2020-21 school year. An LMS is a tool that allows users to create and manage virtual classrooms, courses, and components for instruction. If you are using different tools for different grade levels or schools in your district please provide that information.

Learning Management Systems



What digital content provider(s) will you be using to create content for blended learning for your students? You may be using multiple providers, please check all that you use or plan to use.

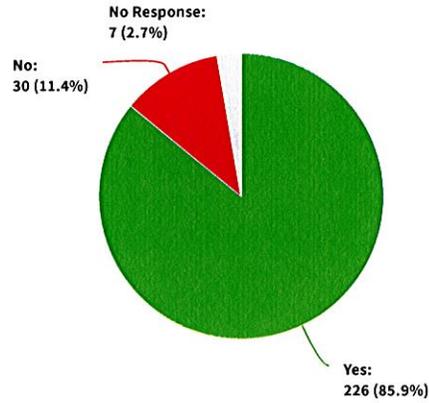
Digital Content Providers





If the DESE provided statewide digital content for all K-12 would your district be interested in participating?

Use DESE provided statewide digital content?

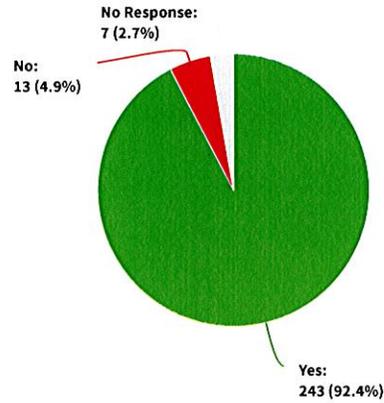




Student

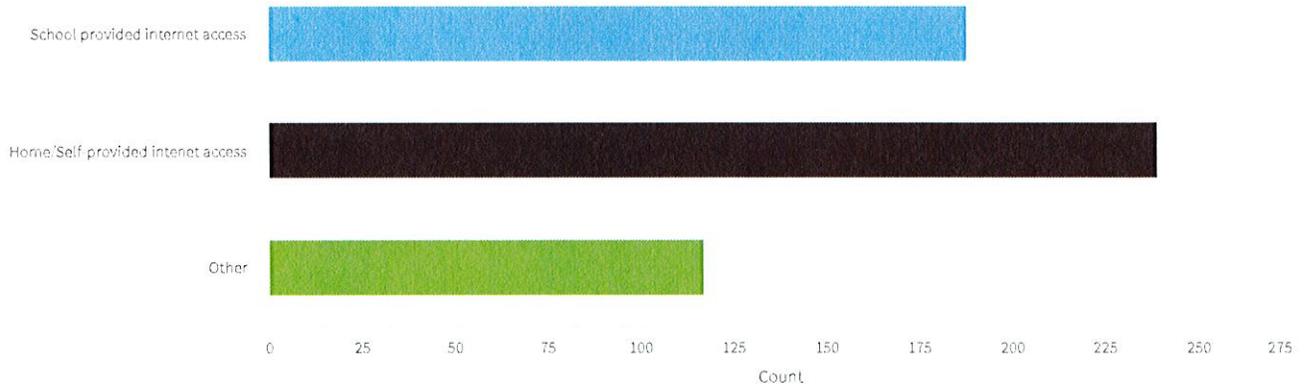
Will *all students* have access to devices, such as tablets, Chromebooks, laptops, etc., capable of continuing instruction during blended/remote learning days?

Will all students have access to devices?



What type(s) of internet access will be provided to students during blending/remote learning opportunities?

Student Internet Access Types

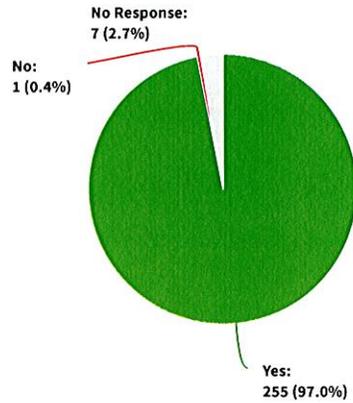




Staff

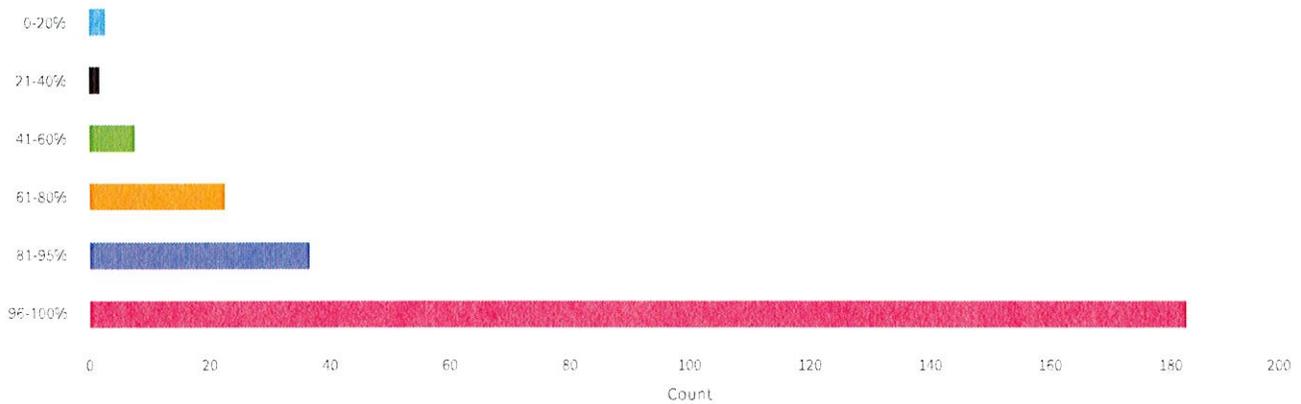
Will *all* educators have access to devices such as tablets, Chromebooks, laptops, etc. for the continuation of teaching during blended/remote learning days?

Will all educators have access to devices?



Select the percentage (to the best of your knowledge) of educators in your district that have *devices* capable of delivering education remotely.

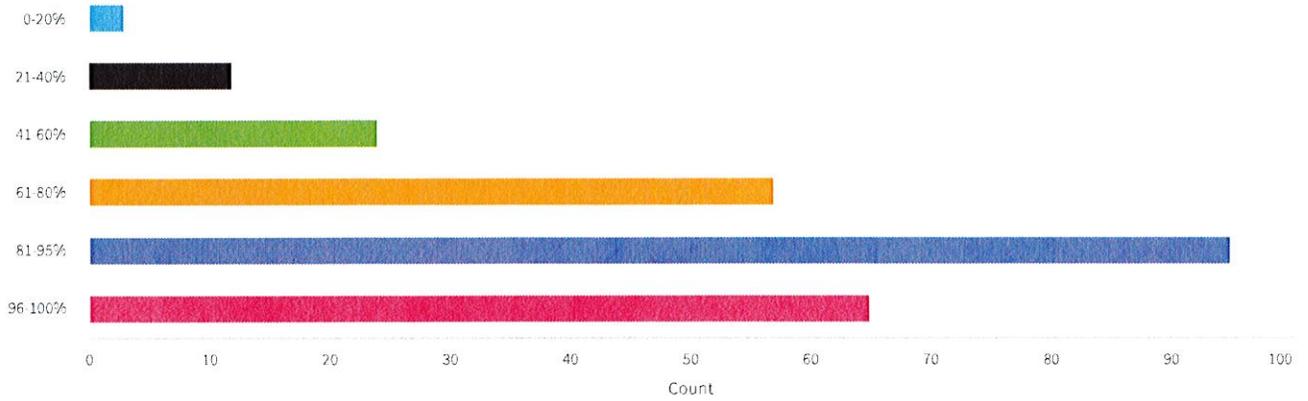
Percentage of Educators with Capable Devices



Select the percentage (to the best of your knowledge) of educators in your district that have *broadband connectivity* capable of delivering education remotely.

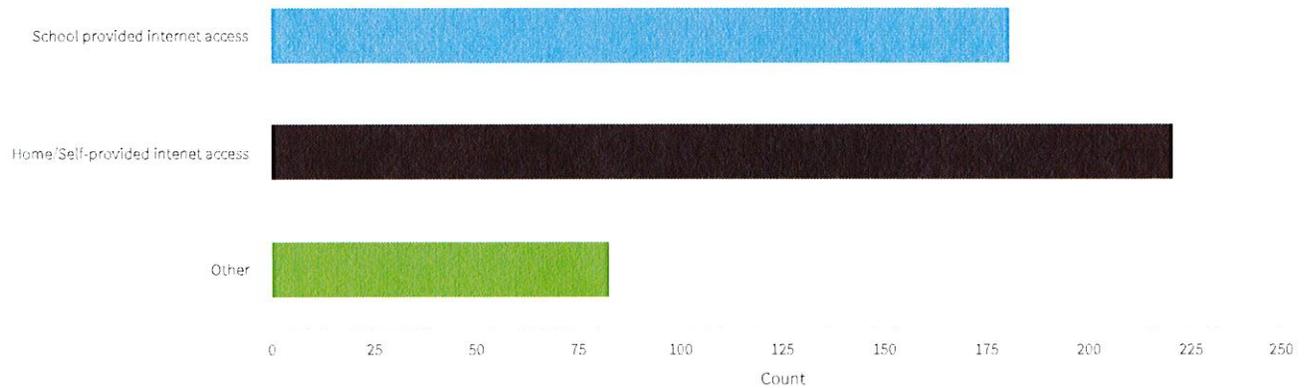


Percentage of Educators with Broadband Connectivity



What type(s) of internet access will be provided by the district to educators during blending/remote learning opportunities?

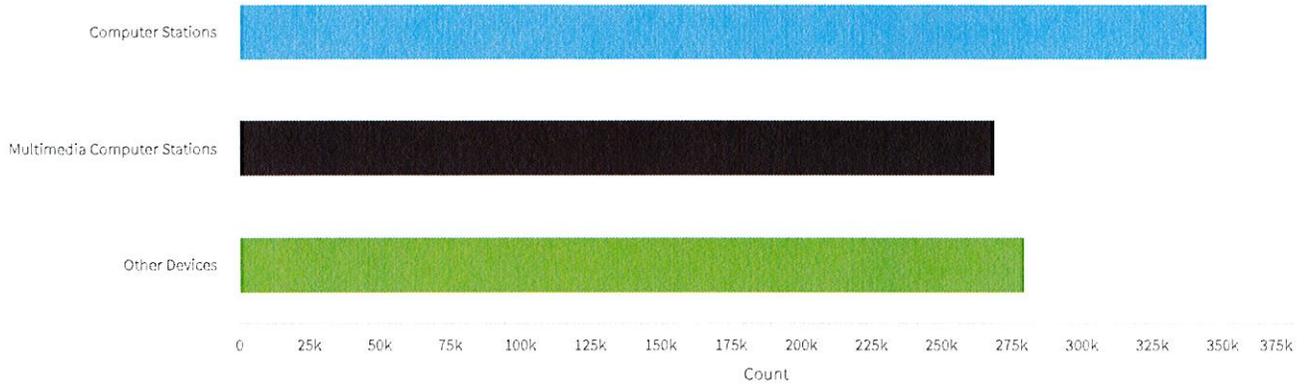
Internet Access Types





Devices

Device Building Summary



Source: SIS LEA Profile | Facility Building Table

Computer Stations

The total number of instructional computer stations. The unduplicated number of computer stations available to students for instruction (classrooms, media center, media cart computers moved from one class to another).

Multimedia Computer Stations

Enter the number of instructional computer stations located within the building that have multimedia computers, i.e. computers that have sound cards, speakers, and CD-ROMS.

Other Devices

The total number of equipment such as smart phones, portable media players, and other Internet mobile devices; interactive tablets; netbooks; e-book tools; and all other devices that can connect to the Internet for instructional purposes.



Specific Considerations: Technology

SPECIFIC CONSIDERATIONS TECHNOLOGY FOR BLENDED & REMOTE LEARNING

District Considerations

BEFORE SCHOOL BEGINS

Utilize the leadership team or guiding coalition in developing a plan for blended/digital and remote learning that meets the needs of ALL students and teachers. This team should consist of members from the district, schools, and community that are instrumental in ensuring that learning occurs for ALL students. It is essential to consider that teachers, students, and parents may need additional support and resources for blended learning environments.

Review the state-supported plan for blended learning and determine the district's need for support.

Survey families to collect information about the numbers, types, and condition of devices used in their homes to support remote learning. Consider asking various questions about access to technology for students so that your district can understand the issues that will be encountered when making arrangements for remote learning.

- Here is a link to possible survey questions that can be used to gather information to assist with planning for remote learning: [Remote Learning Survey Questions](#)

Create consistency with digital communication: Use your school/district website, social media, and other digital feeds to communicate with families. It is important for students and families to have places where they can trust that information is updated and accurate. Keep in mind that digital communications should extend to students, parents, staff, and the community so that all messaging is consistent for your district. During events requiring remote learning, the messaging may change hourly or daily.

Reach out to Educational Service Cooperatives for assistance: Your local educational service cooperatives have technology coordinators that can assist your school in obtaining information, resources, and training. Use this link for contacts at your local educational service cooperative. [Educational Service Cooperatives](#)

Assign technology process leaders to key efforts and publish their contact information on the district intranet and/or internet. Some examples of these lead roles may include the following:

- Family device return/distribution leader
- Staff device return/distribution leader
- Device vendor management leader
- Internet/Intranet communication leader
- Technology infrastructure evaluation leader
- Infrastructure vendor management leader

Develop district-wide procedures for return and inventory of district-owned devices as part of a return to school technology plan. The procedures should include:

- Drop-off locations for district owned devices.
- Safely bagging devices collected at schools.
- Transporting them to a central location.
- Sanitizing the devices prior to a repair or replacement evaluation.
- Conducting prepared maintenance routines to remove malware and fix standard issues including, screen, keyboard, or battery replacement.

Select an issue tracking tool. Technical processes are dependent on good documentation. If your district does not have an issue tracking tool, there are many free options and Google sheets can also work. Without issue tracking, management of device and technology infrastructure issues will be difficult. Often parents/guardians/students do not know where to go for assistance with devices and connectivity when accessing school resources for remote learning. This tool can help by assisting your district's help-desk team with unified problem/resolution messaging.



BEFORE SCHOOL BEGINS (Continued)

Appoint family technology liaisons to support communication regarding the use of technology (the existing parent organization may be able to fulfill this role). This may extend beyond technology staff and can include media specialists, student technology support teams, and other members of the community.

Identify an asset tracking tool for device processing. Although it may seem less important now, it is critical to be consistent with asset tracking before school has restarted. Because devices will have been purchased with local, state, federal, or grant money, eventually an inventory will be needed for various purposes and, in some cases, may be required.

Identify and engage in a district-wide, Unified end-point management tool for devices. An Unified end-point management tool/platform will help manage and secure districts' end-points from a central location. This kind of tool automates patch management, gives the ability to deploy software in a few clicks, troubleshoot systems remotely and securely, manage and monitor mobile devices, image and deploy operating systems and automate end-point security and control.

Identify a vendor to assist with processing returning devices, if needed. In some situations, schools may not have the staffing to handle a large number of devices coming back to campus at one time. It may be wise to ask for local vendors and community partners to assist with processing and handling of devices in a safe and secure way to prevent issues with receiving equipment.

Develop on-site triage of staff and student devices and training to minimize the time that users may be without a device. Be mindful that staff members may have limited access to technology devices and connectivity from home. It may be very helpful to create a survey for all users to gather information about technology access at home. Teaching in a blended environment is not the same as face-to-face learning in a normal school day. Teachers and students may need additional training and support to be successful during remote learning situations.

Stage device processing areas as needed to run procedures. Supplies, instructions, and equipment should be moved to areas where work will take place to make school opening as smooth as possible. The device return lead should oversee this work. This location should be set up as a safe place in accordance with Arkansas Department of Health guidelines for social distancing. Proper measures should be in place to minimize contact.

Place orders for replacement devices. Utilize industry published device failure rates to estimate the number of devices that will need to be replaced. Plan ahead. During situations of major closures, it is important to consider extended gaps in services and delivery of services, devices, and maintenance of devices. Vendor partners may have delays in receiving technology devices that may exceed your district's timelines, which should be anticipated.

Share return-to-school technology plan including device processing with school leaders and key stakeholders. Collect feedback and revise the plan to reflect the feedback. The district technology plan should be a living document that serves as guidance for continuity of operations and continuity of learning with emphasis on remote learning.

Prepare the Infrastructure Evaluation process. WiFi access points and wired network devices should be tested. Evaluate what type of device the student may need to have successful connectivity from the home or remote location. School-provided student internet connectivity should be [CIPA compliant](#) in an effort to minimize access to dangerous content on the internet.

- To learn more about the providers and types of internet connectivity in your area, please use this link: [Broadband Internet in Arkansas](#) This link will provide a considerable amount of information about what is available in your area.
- If students will need to access the internet at remote locations around your city or town, there is a crowdsourced map that will list hotspots that have been vetted in your area. If you have bus hotspots, local businesses, churches, etc. that are providing internet access, please have them added to the map. Here is the link to the [Arkansas WiFi Map](#).
- Reach out to your local internet/Telco service provider to learn about the best solutions for your area.

Consider developing policies for students that are being educated remotely. Policies should be in alignment with Appropriate Use Policies (AUP), academic policies, etc.



BEFORE SCHOOL BEGINS

Designate a single point of contact in your building to plan and communicate with district technology teams.

- **Align school website with district website** to avoid confusion. Social media communication should be in alignment with the district plans for remote learning.

Develop a return-to-school technology plan for your school aligned to the district plan. If possible, include training and support for teachers to adapt remote learning skills for the classroom.

- **Review the district family technology survey results** and present results to your staff. Family needs and information should be taken into consideration when planning for remote learning.

Identify a device and or general technology support team for your building. You may already have tech-savvy staff members who informally support your team. Consider elevating those positions to a more formal role and providing additional support, potentially with parent volunteers.

- **Identify a safe space in your building for device return** and modify traffic flow to improve safety in adherence with Arkansas Department of Health guidelines.

LINKS FOR TECHNOLOGY ASSISTANCE

Digital Resources for Continuity of Learning: At the beginning of the COVID-19 pandemic, the Technology Initiatives and Resources unit began compiling a list of resources that schools could use to assist with the continuation of learning and teaching for students and teachers. [COVID-19 Digital Resources](#)

Student and Financial Management Systems: During remote learning and school closures it is important that district and school eSchool and eFinance admins remain in contact with field specialists and internal help desk support teams. Please contact the [APSCN unit](#) for assistance.

Digital Learning and Planning: [TEAMDIGITAL](#) is in place to assist schools with all aspects for providing a well-rounded digital learning experience for students and teachers. For training, best practices, and solutions, districts/schools should contact them for improving remote learning strategies. During remote learning situations, it is important to consider how the school day looks from an on-site and off-site blended learning environment which may be taking place simultaneously.

Schools and districts may have blended learning experts. Blended learning experienced educators will be able to assist others when converting instruction to be personalized, blended, or completely digital.

Virtual Learning Providers: When planning for remote learning, schools/districts may need to offer quality online learning solutions from trusted providers. In partnership with the DESE, [Virtual Arkansas](#) and [APSRC](#) have solutions that will fit a wide variety of student and educator needs.

The Arkansas Department of Education also offers additional technology assistance through the [Division of Research and Technology](#), [Technology Initiatives and Resources](#), the [Office of Information Technology](#), and the [Department of Information Systems](#).

DESE Technology Initiatives and Resources has created a document containing various links and resources that may be helpful for events requiring remote learning and school closures. [Digital Learning Resources](#)

- [Arkansas WiFi Map](#)
- [Broadband Internet in Arkansas](#)
- [CIPA Compliance](#)



Blended Learning Needs Assessment

District Information

Submit only 1 response per district.

* 1. Select your district.

* 2. Select your Education Service Cooperative (ESC).

* 3. Contact Information for Person Completing Form

Name

Email Address

Phone Number

* 4. District Contact Person for Blended/Remote Learning

Name

Email Address

Phone Number

* 5. Please provide information on the Learning Management System(s) (LMS) you plan to use during the 2020-21 school year. An LMS is a tool that allows users to create and manage virtual classrooms, courses, and components for instruction. If you are using different tools for different grade levels or schools in your district please provide that information.

DESE Provided LMS

Schoology

Edmodo

Google Classroom

Canvas

Other (explain below)

Please specify any system(s) used that are not listed and/or provide additional details if more than 1 box is checked.

* 6. What digital content provider(s) will you be using to create content for blended learning for your students?
You may be using multiple providers, please check all that you use or plan to use.

Arkansas Public School Resource Center (APSRC)

Virtual Arkansas

Home Grown (developed in-house within your district)

Other (please specify any digital content provider(s) used that are not listed and/or any additional insight)

* 7. If the DESE provided statewide digital content for all K-12 would your district be interested in participating?

Yes

No

Please provide any additional comments relevant to adopting statewide digital content in your district.



Blended Learning Needs Assessment

Student Information

* 8. Will **all students** have access to devices, such as tablets, Chromebooks, laptops, etc., capable of continuing instruction during blended/remote learning days?

Yes

No

Please provide any additional comments relevant to providing access to blended/remote instruction.

* 9. Please list the **type(s) of devices** (iPads, Chromebooks, laptops, etc.) your *students* will have access to use during blended/remote learning opportunities at various grade spans.

Elementary

Middle Level

High School

10. Please provide the **percentage** of broadband internet access for each category that depicts students' actual internet speeds at home.

No Access

2-10 Mbps

11-25 Mbps

26-50 Mbps

50+ Mbps

* 11. What type(s) of internet access will be provided to *students* during blending/remote learning opportunities?

- School provided internet access
- Home/Self-provided internet access
- Other (please specify)



Blended Learning Needs Assessment

Staff Information

* 12. Will **all educators** have access to devices such as tablets, Chromebooks, laptops, etc. for the continuation of teaching during blended/remote learning days?

Yes

No

Please provide any additional comments relevant to providing teachers' access to devices.

* 13. Select the percentage (to the best of your knowledge) of *educators* in your district that have **devices** capable of delivering education remotely.

0-20%

61-80%

21-40%

81-95%

41-60%

96-100%

* 14. Please list the **type(s) of devices** (iPads, Chromebooks, laptops, etc.) your *educators* will have access to use during blended/remote learning opportunities.

* 15. Select the percentage (to the best of your knowledge) of *educators* in your district that have **broadband connectivity** capable of delivering education remotely.

0-20%

61-80%

21-40%

81-95%

41-60%

96-100%

* 16. What type(s) of internet access will be provided by the district to *educators* during blending/remote learning opportunities?

- School provided internet access
- Home/Self-provided internet access
- Other (please specify)

* 17. Give a brief description of your blended/remote learning plan and/or include a link to your plan.



Blended Learning Needs Assessment

Open-Ended Questions

18. What are your district's professional development needs for conducting blended/remote instruction?

19. How can the DESE assist with providing resources and training for your district for continuity of teaching and learning for all with blended/remote opportunities?

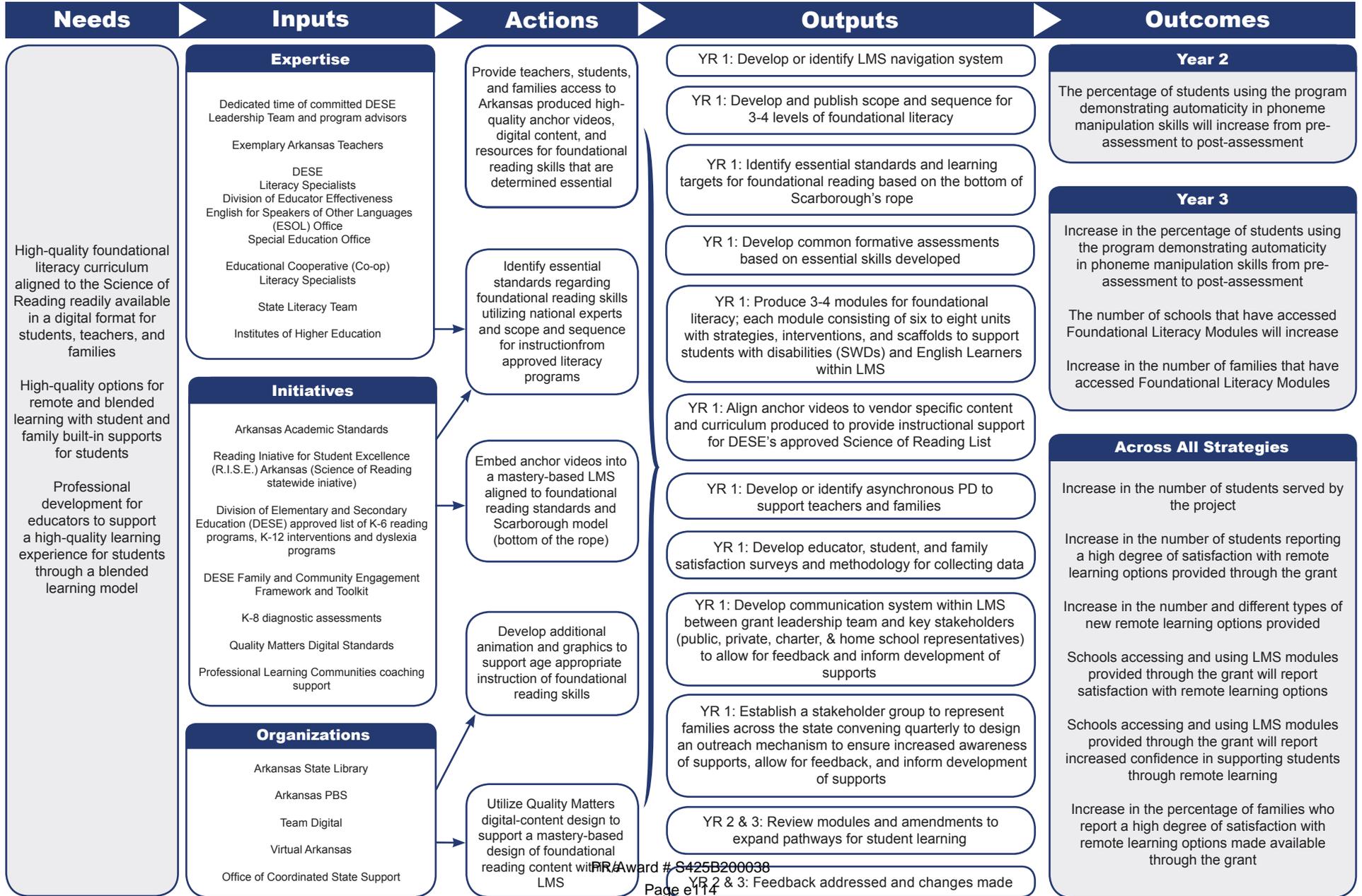
20. How will student and staff participation in remote instruction be monitored and tracked?

21. How will parents and families be notified of where to find and access blended/remote instruction resources provided by the school/district?

22. What are other ways that the DESE and Team Digital can help your district with blended/remote teaching and learning opportunities?

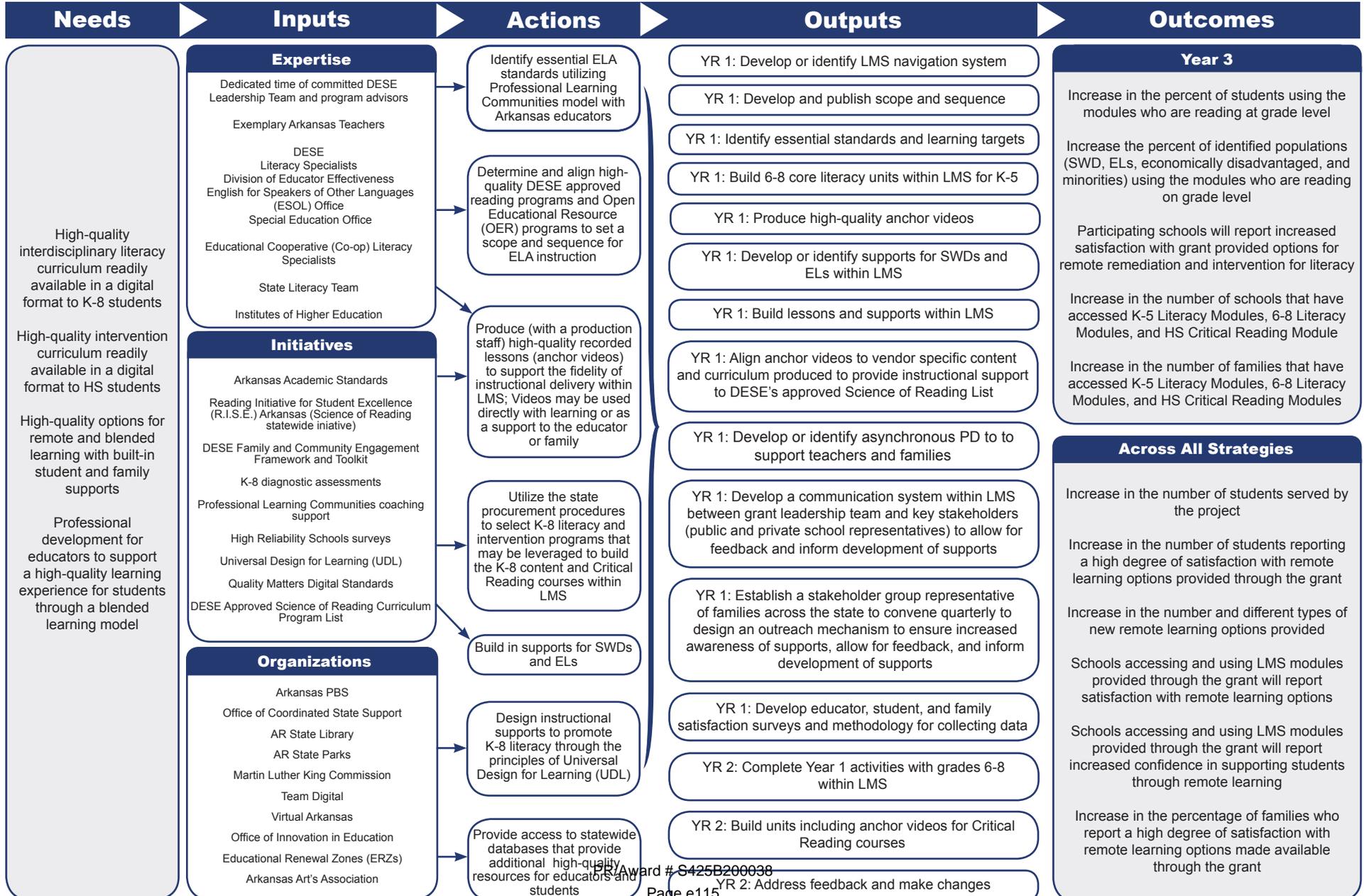


Provide teachers, students, and families statewide access to a LMS with high-quality, reading curriculum to support word recognition as indicated in Scarborough's Reading Rope (2001), through a supplemental curriculum created by Arkansas that promotes mastery-based learning using the principles of Universal Design for Learning (UDL).



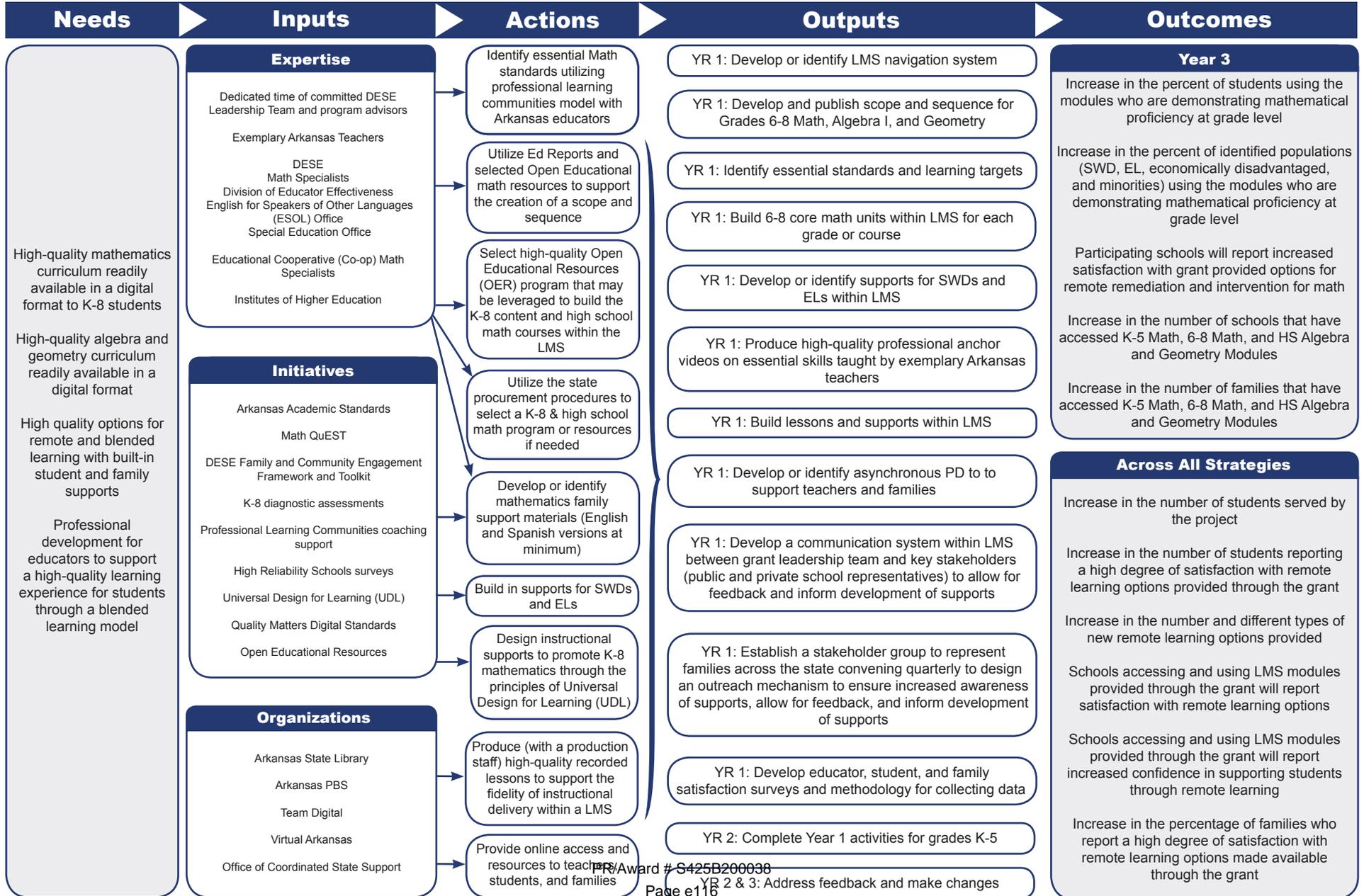


Provide teachers, students, and families statewide access to high-quality digital curriculum inclusive of model lessons and essential content guidance to support a guaranteed and viable interdisciplinary curriculum for literacy utilizing DESE approved materials and open educational resources through a state-supported LMS.



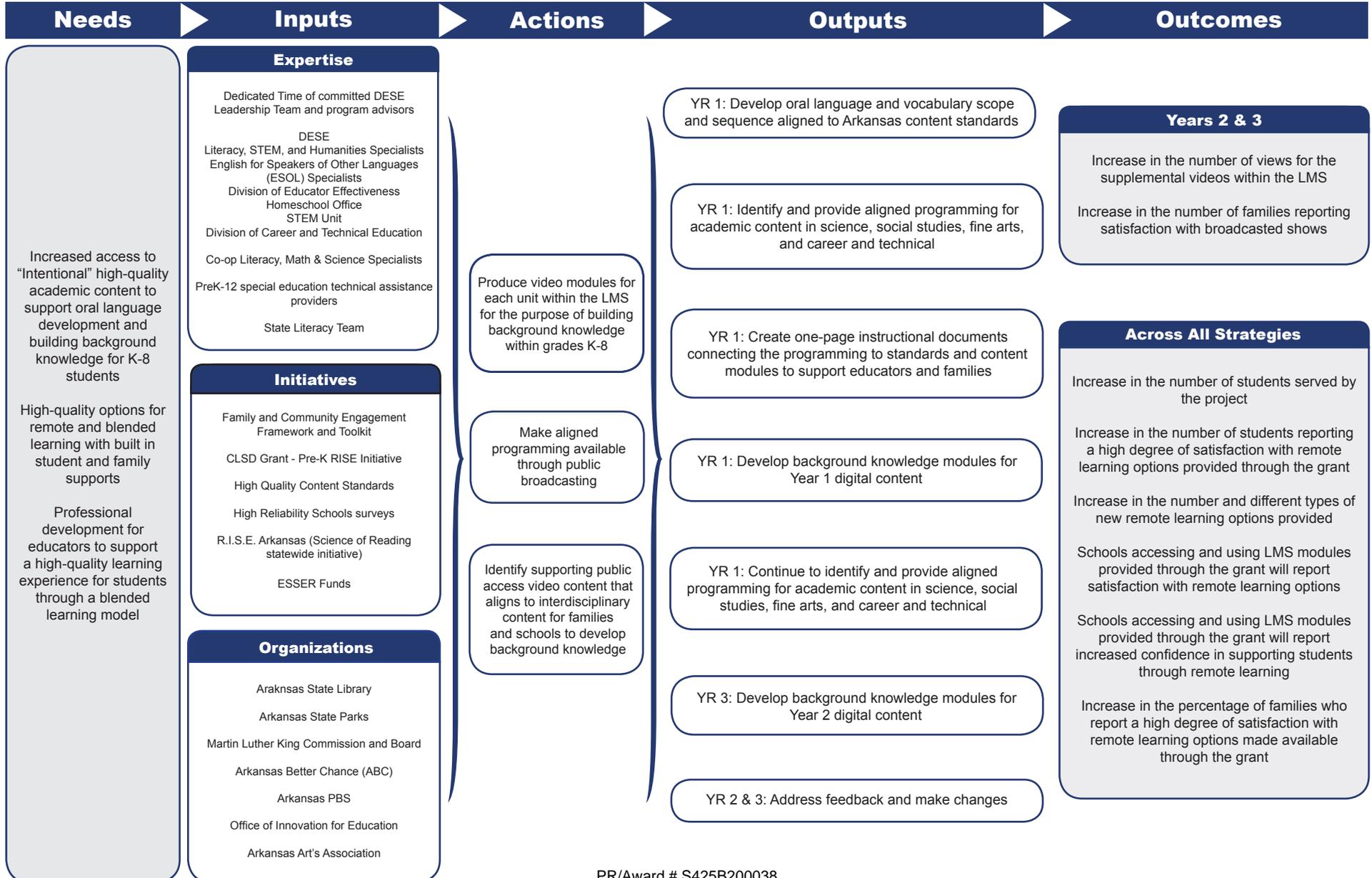


Provide teachers, students, and families statewide access to high-quality digital curriculum inclusive of model lessons and essential content guidance to support a guaranteed and viable curriculum for K-8 math, Algebra, and Geometry utilizing open educational resources on a state-supported LMS.



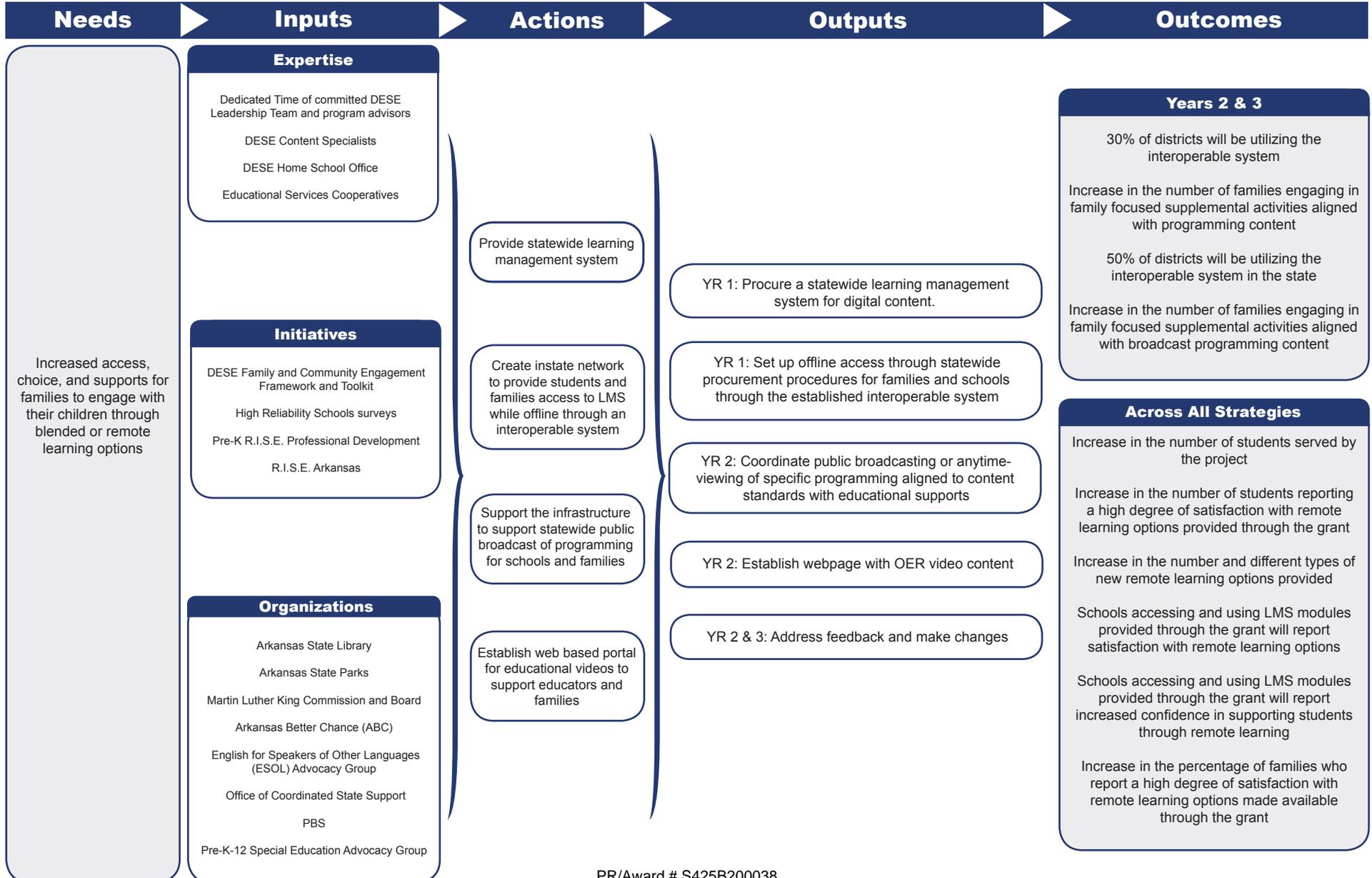


Provide high-quality educational programming and supplemental videos within a state supported LMS to build background knowledge designed to support English Learners, students with disabilities, and students with low levels of language acquisition, inclusive of vocabulary.





Provide families with increased access and choice for remote and blended learning options.



Responsible Party	Milestones and Project Tasks	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Strategy 1: Provide teachers, students, and families statewide access to a LMS with high-quality, reading curriculum to support word recognition as indicated in Scarborough's Reading Rope (2001), through supplemental curriculum created by Arkansas that promotes mastery-based learning using the principles of Universal Design for Learning (UDL).													
DESE Leadership, State Literacy Team, and Educational Cooperative Literacy Specialists	M1.1 Provide teachers, students, and families access to Arkansas-produced high-quality anchor videos, digital content, and resources for essential foundational reading skills												
	PT1.1.1 Develop Scope and Sequence for foundational levels of literacy												
	PT1.1.2 Design learning modules with embedded units which target essential reading skills												
	PT1.1.3 Evaluate and embed resources into learning modules												
	PT1.1.4 Import learning modules containing instructional activities, anchor videos, and assessments into a Learning Management System (LMS)												
DESE Leadership, State Literacy Team, and DESE Literacy Specialists	M1.2 Identify essential standards regarding foundational reading skills by utilizing national experts and scope and sequence for instruction from approved literacy programs												
	PT1.2.1 Identify essential standards for foundational levels												
	PT1.2.2 Consult with national experts												
	PT1.2.3 Align with approved literacy programs' scope and sequence for instruction												
Team Digital, Virtual Arkansas, DESE Literacy Specialists, Educational Cooperative Literacy Specialists, Exemplary Arkansas Teachers, Institutes of Higher Education	M1.3 Develop K, 1, and 2 foundational literacy courses with 6-8 learning modules that contain instructional support, instructional activities, mastery-based assessments, and supplemental learning opportunities.												
	PT1.3.1 Review identified essential standards and scope and sequence for foundational literacy for K, 1, and 2												
	PT1.3.2 Research evidence-based instructional practices for a digital and blended instructional platform												
	PT1.3.3 Draft 6-8 learning modules for each level (K, 1, and 2) with mastery-based assessments												
	PT1.3.4 Import designed modules into LMS												
	PT1.3.5 Review and revise as needed												
	PT1.3.6 Develop surveys designed to collect feedback and monitor level of satisfaction from families and public, private, charter, and home school educational organizations												
Team Digital, Virtual Arkansas, DESE Literacy Specialists, Educational Cooperative Literacy Specialists, Arkansas Exemplary Teachers, Institutes of Higher Education	M1.4 Develop learning modules that address foundational reading skills for middle and secondary level students.												
	PT1.4.1 Research evidence-based instructional practices for a digital and blended instructional platform												
	PT1.4.2 Draft learning modules that are age-appropriate for target audience with mastery-based assessments												
	PT1.4.3 Import designed modules into LMS												
PT1.4.4 Review and revise as needed													

Responsible Party	Milestones and Project Tasks	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
Arkansas PBS, Team Digital, Virtual Arkansas, DESE Literacy Specialists, Educational Cooperative Literacy Specialists, Exemplary Arkansas Teachers	M1.5 Embed anchor videos into a mastery-based LMS aligned to foundational reading standards and Scarborough model (bottom of the rope)												
	PT1.5.1 Identify skills in need of reinforcement and support using anchor videos												
	PT1.5.2 Storyboard and script anchor videos												
	PT1.5.3 Embed anchor videos into learning modules												
Arkansas PBS, Team Digital, Virtual Arkansas, DESE Literacy Specialists, Educational Cooperative Literacy Specialists	M1.6 Develop additional animation and graphics to support age-appropriate instruction of foundational reading skills												
	PT1.6.1 Identify skills in need of reinforcement and support												
	PT1.6.2 Storyboard and draft animation and graphics												
	PT1.6.3 Production of animation and graphics												
	PT1.6.4 Post-production of animation and graphics												
	PT1.6.5 Embedding animation and graphics into learning modules												
DESE Literacy Specialists, DESE Office of Special Education, DESE English for Speakers of Other Languages (ESOL) Office, Educational Cooperative Literacy Specialists	M1.7 Utilize Quality Matters digital-content design to support a mastery-based design of foundational reading content within a LMS												
	PT1.7.1 Crosswalk criteria to standards in modules for foundational literacy to ensure quality of the digital course												
	PT1.7.2 Develop mastery-based assessments												
Strategy 2: Provide teachers, students, and families statewide access to high-quality digital curriculum inclusive of model lessons and essential content guidance to support a guaranteed and viable interdisciplinary curriculum for literacy utilizing DESE approved materials and open educational resources through a state-supported LMS.													
DESE Leadership, State Literacy Team, and Educational Cooperative Literacy Specialists	M2.1 Identify essential ELA standards utilizing Professional Learning Communities model with Arkansas educators												
	PT2.1.1 DESE Leadership, State Literacy Team, and Literacy Specialists collaboratively identify essential standards, K-5												
	PT2.1.2 Solicit feedback from stakeholders regarding essential standards, K-5												
	PT2.1.3 Align with approved literacy programs' scope and sequence for instruction												
	PT2.1.4 DESE Leadership, State Literacy Team, and Literacy Specialists collaboratively identify essential standards for 6-8, Secondary Literacy Courses												
	PT2.1.5 Solicit feedback from stakeholders regarding essential standards for 6-8 & Secondary Literacy Courses												
	PT2.1.6 Review and revise as needed												
DESE Leadership, State Literacy Team, and Educational Cooperative (Co-op) Literacy Specialists	M2.2 Determine and align high-quality DESE approved reading programs and Open Educational Resource (OER) programs to set a scope and sequence for ELA instruction												
	PT2.2.1 Review of scope and sequences from DESE approved reading programs and OER programs												
	PT2.2.2 Alignment of scope and sequences from DESE approved reading programs and OER programs												

Responsible Party	Milestones and Project Tasks	Year 1				Year 2				Year 3				
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
Team Digital, Virtual Arkansas, DESE Literacy Specialists, Educational Cooperative Literacy Specialists, Exemplary Arkansas Teachers, Institutes of Higher Education	M2.3 Develop learning modules that support essential standards for K-5 and 6-8													
	PT2.3.1 Review of identified essential standards for K-5	█	█	█										
	PT2.3.2 Review of identified essential standards 6-8				█	█	█							
	PT2.3.3 Research evidence-based instructional practices for a digital and blended instructional platform		█	█										
	PT2.3.4 Draft learning modules that support essential standards and are age-appropriate for target audience, K-5	█	█	█	█									
	PT2.3.5 Draft learning modules that support essential standards and are age-appropriate for target audience, 6-8			█	█	█	█							
	PT2.3.6 Import learning modules into LMS, K-5 and 6-8		█	█	█	█	█							
	PT2.3.7 Review and revise as needed			█	█	█	█	█	█					
	PT2.3.8 Develop surveys designed to collect feedback and monitor level of satisfaction from families and public, private, charter, and home school educational organizations		█	█	█									
PT2.3.9 Publish surveys designed to collect feedback and monitor level of satisfaction from families and public, private, charter, and home school educational organizations						█	█	█	█	█	█	█	█	
DESE Literacy Specialists, Educational Cooperative Literacy Specialists, DESE Office of Special Education, DESE English for Speakers of Other Languages (ESOL) Office	M2.4 Produce (with a production staff) high-quality recorded lessons (anchor videos) to support the fidelity of instructional delivery within a LMS; videos may be used directly with learning or as a support to the educator or family													
	PT2.4.1 Identify skills in need of reinforcement and support using anchor videos		█	█	█	█	█	█						
	PT2.4.2 Storyboard and script anchor videos to address identified skills in need of reinforcement and support		█	█	█	█	█	█						
	PT2.4.3 Embed anchor videos into learning modules			█	█	█	█	█	█					
DESE Leadership, DESE Literacy Specialists, Educational Cooperative Literacy Specialists	M2.5 Utilize the state procurement procedures to select K-8 literacy and intervention programs that may be leveraged to build the K-8 content and Critical Reading courses within LMS													
	PT2.5.1 Select programs by region most commonly purchased from the K-6 and K-12 intervention Approved Reading Lists to send and RFQ		█	█	█	█	█	█						
	PT2.5.2 Identify content, resources, and training to be made available through the RFQ Process		█	█	█	█	█	█						
DESE Literacy Specialists, DESE English for Speakers of Other Languages (ESOL) Office, DESE Office of Special Education	M2.6 Build in supports for SWDs and ELs													
	PT2.6.1 Work with support personnel to determine supports for SWDs and ELs		█	█	█	█	█	█						
	PT2.6.2 Develop and embed instructional supports into learning modules		█	█	█	█	█	█						
	PT2.6.3 Review and revise as needed								█	█	█	█	█	█

Responsible Party	Milestones and Project Tasks	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
DESE Literacy Specialists, DESE English for Speakers of Other Languages (ESOL) Office, DESE Office of Special Education	M2.7 Design instructional supports to promote K-8 literacy through the principles of Universal Design for Learning (UDL)												
	PT2.7.1 Work with support personnel to determine necessary instructional supports which align with UDL												
	PT2.7.2 Develop and embed instructional supports into learning modules												
	PT2.7.3 Review and revise as needed												
Office of Coordinated State Support, Team Digital, Virtual Arkansas, Office of Innovation in Education	M2.8 Provide access to statewide databases that provide additional high-quality resources for educators and students												
	PT2.8.1 Develop professional development training educators in charter, private, and public schools and home school families												
	PT2.8.2 Develop high-quality PD training for families, community organizations, and home school families												
	PT2.8.3 Launch access guidance												
	PT2.8.4 Work with stakeholders to determine necessary high-quality resources												
	PT2.8.5 Embed high-quality resources into learning modules												
Strategy 3: Provide teachers, students, and families statewide access to high-quality digital curriculum inclusive of model lessons and essential content guidance to support a guaranteed and viable curriculum for K-8 math, Algebra, and Geometry utilizing open educational resources on a state-supported LMS.													
DESE Leadership, State Math Unit, and Educational Cooperative Math Specialists	M3.1 Identify essential Math standards utilizing professional learning communities model with Arkansas educators												
	PT3.1.1 Identify essential standards for grades 6-8 math, Algebra I, and Geometry												
	PT3.1.2 Solicit feedback from stakeholders for grades 6-8 math, Algebra I, and Geometry												
	PT3.1.3 Review and revise as needed for grades 6-8 math, Algebra I, and Geometry												
	PT3.1.4 Identify essential standards for K-5 math												
	PT3.1.5 Solicit feedback from stakeholders for K-5 math												
	PT3.1.6 Review and revise as needed for K-5 math												
DESE Leadership, State Math Unit, and Educational Cooperative Math Specialists	M3.2 Utilize Ed Reports and selected Open Educational math resources to support the creation of a scope and sequence												
	PT3.2.1 Develop a scope and sequence supporting the identified essential standards based on learning progressions for grades 6-8 math, Algebra I, and Geometry												
	PT3.2.2 Develop a scope and sequence supporting the identified essential standards based on learning progressions for K-5 math												

Responsible Party	Milestones and Project Tasks	Year 1				Year 2				Year 3				
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
DESE Leadership, State Math Unit, and DESE Math Specialists	M3.3 Select high-quality Open Educational Resources (OER) program that may be leveraged to build the K-8 content and high school math courses within the LMS	[Green bar]												
	PT3.3.1 Review existing OER based on EdReports criteria and alignment to state math initiative for grades 6-8 math, Algebra I, and Geometry	[Green]	[Green]											
	PT3.3.2 Review existing OER based on EdReports criteria and alignment to state math initiative for grades K-5 math									[Blue]	[Light Blue]			
DESE Leadership, State Math Unit, and DESE Math Specialists	M3.4 Develop learning modules that support essential standards for K-8 math	[Green bar]												
	PT3.4.1 Review of identified essential standards for 6-8 math, Algebra I, and Geometry		[Green]	[Green]										
	PT3.4.2 Review of identified essential standards K-5 math									[Light Blue]	[Blue]			
	PT3.4.3 Research evidence-based instructional practices for a digital and blended instructional platform		[Green]	[Green]										
	PT3.4.4 Draft learning modules that support essential standards and are age-appropriate for target audience, 6-8 math, Algebra I, and Geometry		[Green]	[Green]	[Green]					[Light Blue]				
	PT3.4.5 Draft learning modules that support essential standards and are age-appropriate for target audience, K-5 math									[Light Blue]	[Blue]	[Purple]		
	PT3.4.6 Import designed modules into LMS for 6-8 math, Algebra I, and Geometry			[Green]	[Green]					[Light Blue]				
	PT3.4.7 Review and revise as needed for 6-8 math, Algebra I, and Geometry			[Green]						[Light Blue]	[Light Blue]	[Purple]	[Purple]	
	PT3.4.8 Import designed modules into LMS for K-5 math									[Light Blue]	[Blue]	[Purple]	[Purple]	
	PT3.4.9 Review and revise as needed for K-5 math									[Light Blue]	[Light Blue]	[Purple]	[Purple]	
	PT3.4.10 Develop surveys to collect feedback and monitor level of satisfaction from families and public, private, charter, and home school educational organizations		[Green]	[Green]										
PT3.4.11 Publish surveys to collect feedback and monitor level of satisfaction from families and public, private, charter, and home school educational organizations									[Light Blue]	[Blue]	[Light Blue]	[Purple]	[Purple]	
DESE Leadership, State Math Unit, and DESE Math Specialists	M3.5 Utilize the state procurement procedures to select a K-8 and high school math program or resources if needed	[Green bar]												
	PT3.5.1 Determine needs beyond resources available as OER for grades 6-8 math, Algebra I, and Geometry		[Green]	[Green]										
	PT3.5.2 Research/review vendor products as needed for grades 6-8 math, Algebra I, and Geometry		[Green]	[Green]										
	PT3.5.3 Coordinate w/ DESE finance to secure needed resources from vendors for grades 6-8 math, Algebra I, and Geometry			[Green]	[Green]									
	PT3.5.4 Determine needs beyond resources available as OER for K-5 math									[Blue]	[Light Blue]			
	PT3.5.5 Research/review vendor products as needed for K-5 math									[Blue]	[Light Blue]			
	PT3.5.6 Coordinate w/ DESE finance to secure needed resources from vendors for K-5 math									[Blue]	[Light Blue]			

Responsible Party	Milestones and Project Tasks	Year 1				Year 2				Year 3				
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
DESE Leadership, State Math Unit, and Math Specialists, DESE ESOL Office, DESE Family & Community Engagement	M3.6 Develop or identify mathematics family support materials (English and Spanish versions at minimum)													
	PT3.6.1 Analyze existing OER curriculum family support materials and curate exemplars for grades 6-8 math, Algebra I, and Geometry	█	█											
	PT3.6.2 Determine needs beyond resources available as OER for grades 6-8 math, Algebra I, and Geometry	█	█											
	PT3.6.3 Create supplemental materials as needed for grades 6-8 math, Algebra I, and Geometry			█	█									
	PT3.6.4 Have family support materials translated into Spanish at minimum for grades 6-8 math, Algebra I, and Geometry			█	█									
	PT3.6.5 Analyze existing OER curriculum family support materials and curate exemplars for K-5 math								█	█				
	PT3.6.6 Determine needs beyond resources available as OER for K-5 math								█	█				
	PT3.6.7 Create supplemental materials as needed for K-5 math										█	█		
	PT3.6.8 Have family support materials translated into Spanish at minimum for K-5 math										█	█		
DESE Leadership, State Math Unit, ESC Math Specialists, DESE ESOL Office, DESE Office of Special Education	M3.7 Build in supports for SWDs and ELs													
	PT3.7.1 Analyze existing OER curriculum supports for SWD and ELs for grades 6-8 math, Algebra I, and Geometry	█	█											
	PT3.7.2 Determine needs beyond resources available as OER for grades 6-8 math, Algebra I, and Geometry	█	█											
	PT3.7.3 Create supplemental supports as needed for grades 6-8 math, Algebra I, and Geometry			█	█									
	PT3.7.4 Analyze existing OER curriculum supports for SWD and ELs for K-5 math								█	█				
	PT3.7.5 Determine needs beyond resources available as OER for K-5 math								█	█				
	PT3.7.6 Create supplemental supports as needed for K-5 math										█	█		
DESE Leadership, State Math Unit, ESC Math Specialists, DESE ESOL Office, DESE Office of Special Education	M3.8 Design instructional supports to promote K-8 mathematics through the principles of Universal Design for Learning (UDL)													
	PT3.8.1 Analyze existing OER curriculum design for UDL principles for grades 6-8 math, Algebra I, and Geometry	█	█											
	PT3.8.2 Determine needed edits of OER to support UDL principles for grades 6-8 math, Algebra I, and Geometry	█	█											
	PT3.8.3 DESE Leadership and State Math Unit collaboratively edit curriculum as needed for grades 6-8 math, Algebra I, and Geometry			█	█									
	PT3.8.4 Analyze existing OER curriculum design for UDL principles for K-5 math								█	█				
	PT3.8.5 Determine needed edits of OER to support UDL principles for K-5 math								█	█				
	PT3.8.6 DESE Leadership and State Math Unit collaboratively edit curriculum as needed for K-5 math										█	█		

Responsible Party	Milestones and Project Tasks	Year 1				Year 2				Year 3				
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	
DESE Leadership, State Math Unit, ESC Math Specialists, Arkansas PBS, Team Digital, Virtual Arkansas, Exemplary Arkansas Teachers	M3.9 Produce (with a production staff) high-quality recorded lessons to support the fidelity of instructional delivery within a LMS	[Green bar]												
	PT3.9.1 Identify most critical content from essential standards and scope and sequence for grades 6-8 math, Algebra I, and Geometry for recorded lessons	[Green]	[Green]											
	PT3.9.2 Design lesson script aligned to curriculum demonstrating research-informed math teaching practices for grades 6-8 math, Algebra I, and Geometry	[Green]	[Green]											
	PT3.9.3 Select culturally diverse group of classroom teachers to support video production for grades 6-8 math, Algebra I, and Geometry	[Green]	[Green]											
	PT3.9.4 Partner with production staff to record videos for grades 6-8 math, Algebra I, and Geometry			[Green]	[Green]									
	PT3.9.5 Identify most critical content from essential standards and scope and sequence for K-5 math for recorded lessons						[Blue]	[Blue]						
	PT3.9.6 Design lesson script aligned to curriculum demonstrating research-informed math teaching practices for K-5 math						[Blue]	[Blue]						
	PT3.9.7 Select culturally diverse group of classroom teachers to support video production for K-5 math						[Blue]	[Blue]						
	PT3.9.8 Partner with production staff to record videos for K-5 math								[Blue]	[Blue]	[Purple]			
Office of Coordinated State Support, Team Digital, Virtual Arkansas, Office of Innovation in Education, DESE Leadership, State Math Specialists	M3.10 Provide online access and resources to teachers, students, and families	[Green bar]												
	PT3.10.1 Ensure readiness of LMS modules and needed technology	[Green]	[Green]	[Green]										
	PT3.10.2 Create PD for teachers on implementing a high-quality curriculum through blended and virtual learning environments for 6-8 math, Algebra I, & Geometry	[Green]	[Green]	[Green]										
	PT3.10.3 Create PD for teachers on implementing a high-quality curriculum through blended and virtual learning environments for K-5 math						[Blue]	[Blue]	[Blue]	[Blue]	[Purple]	[Purple]		
	PT3.10.4 Communicate availability of math resources to all stakeholders for 6-8 math, Algebra I, and Geometry				[Green]	[Green]	[Blue]							
	PT3.10.5 Communicate availability of math resources to all stakeholders for K-5 math								[Blue]	[Blue]	[Purple]			
Strategy 4: Provide high-quality educational programming and supplemental videos within a state-supported LMS to build background knowledge designed to support English Learners, students with disabilities, and students with low levels of language acquisition, inclusive of vocabulary.		[Purple bar]												
DESE Leadership, Literacy Specialists, ESC Literacy & STEM Specialists, DESE STEM & Humanities Specialists, Arkansas PBS, Team Digital, Virtual Arkansas	M4.1 Produce video modules for each unit within the LMS for the purpose of building background knowledge within grades K-8	[Purple bar]												
	M4.1.1 Determine student needs with regards to background knowledge and vocabulary	[Green]	[Green]	[Green]										
	M4.1.2 Develop interdisciplinary ELA units linked across social studies, science, and fine arts	[Green]	[Green]	[Green]										
	M4.1.3 Design video modules alongside stakeholders			[Green]	[Green]		[Blue]	[Blue]	[Blue]	[Blue]	[Purple]	[Purple]		
	M4.1.4 Develop resources to support interdisciplinary units within the LMS				[Green]	[Green]	[Blue]							
	M4.1.5 Develop surveys to collect feedback and monitor level of satisfaction from families and public, private, charter, and home school educational organizations			[Green]	[Green]									
	M4.1.6 Publish surveys to collect feedback and monitor level of satisfaction from families and public, private, charter, and home school educational organizations								[Blue]	[Blue]	[Blue]	[Purple]	[Purple]	

Responsible Party	Milestones and Project Tasks	Year 1				Year 2				Year 3			
		Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
DESE Leadership, Literacy Specialists, ESC Literacy & STEM Specialists, DESE STEM & Humanities Specialists, Arkansas PBS, Team Digital, Virtual Arkansas	M4.2 Provide aligned programming through public broadcasting and web portal	[Gantt bar spanning all quarters]											
	M4.2.1 Review and identify OER resources aligned to content standards	[Green]				[Grey]							
	M4.2.2 Establish web portal with video content for educators and families	[Green]				[Light Blue]				[Grey]			
	M4.2.3 Develop supplemental resources to support identified educational videos	[Green]				[Light Blue]				[Grey]			
Strategy 5: Provide families with increased access and choice for remote and blended learning options.													
DESE Leadership, Educational Service Cooperatives, Virtual Arkansas, Arkansas PBS	M5.1 Build infrastructure to support statewide learning management system for schools and families	[Gantt bar spanning all quarters]											
	M5.1.1 Procurement for statewide LMS	[Green]				[Grey]							
	M5.1.2 Procurement for statewide interoperable system for online and offline access	[Green]				[Grey]							
	M5.1.3 Collaborate with school districts to implement statewide interoperable system for online and offline access	[Green]				[Grey]							
	M5.1.4 State collaboration and support for expansion of public broadcasting	[Green]				[Light Blue]				[Grey]			
	M5.1.5 Develop surveys to collect feedback and monitor level of satisfaction from families and public, private, charter, and home school educational organizations	[Green]				[Grey]							
	M5.1.6 Publish surveys to collect feedback and monitor level of satisfaction from families and public, private, charter, and home school educational organizations	[Grey]				[Light Blue]				[Purple]			

Strategies				
Strategy 1: Provide teachers, students, and families statewide access to a Learning Management System (LMS) with high-quality, reading curriculum to support word recognition as indicated in Scarborough's Reading Rope, through a supplemental curriculum created by Arkansas that promotes mastery-based learning using the principles of Universal Design for Learning (UDL)				
Strategy 2: Provide teachers, students, and families statewide access to high-quality digital curriculum inclusive of model lessons and essential content guidance to support a guaranteed and viable interdisciplinary curriculum for literacy utilizing DESE approved materials and open educational resources through a state-supported LMS				
Strategy 3: Provide teachers, students, and families statewide access to high-quality digital curriculum inclusive of model lessons and essential content guidance to support a guaranteed and viable curriculum for K-8 math, Algebra, and Geometry utilizing open educational resources on a state-supported LMS				
Strategy 4: Provide high-quality educational programming through public broadcasting and supplemental videos within the LMS to build background knowledge designed to support English Learners, students with disabilities, and students with low levels of language acquisition, inclusive of vocabulary				
Strategy 5: Provide families with increased access and choice for remote and blended learning options				
Overarching Performance Measures				
Overall Objectives	Performance Measures	Data Sources	Instruments Methodology	Completion Dates
1a. The number of students served by the project will increase	Y1: 0 Y2: 180,000 students Y3: 250,000 students	School Survey and Family Survey and LMS Access Log	School Survey and Family Survey and LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
1b. The number and different types of new remote learning options provided will increase	Y1: 4 types of existing options reported on state blended/remote learning survey Y2: 2 new options Y3: 2 new options	LEA Insights Data Dashboard	LEA Insights Data Dashboard	Y1: Sept Y2: Sept Y3: Sept
1c. The number of students reporting a high degree of satisfaction with remote learning options provided through the grant will increase	Y1: 0 Y2 Baseline (B) Y3 B + 10%	School Survey	School Survey	Y1: Sept Y2: Sept Y3: Sept
1d. Schools accessing and using LMS modules provided through the grant will report satisfaction with remote learning options	Y1: 0 Y2: Baseline (B) Y3: B + 20%	School Survey	School Survey	Y1: Sept Y2: Sept Y3: Sept
1e. Schools accessing and using LMS modules provided through the grant will report increased confidence in supporting students through remote learning	Y1: 0 Y2: Baseline (B) Y3: B + 20%	School Survey	School Survey	Y1: Sept Y2: Sept Y3: Sept
1f. The percentage of parents who reported satisfaction with the remote learning options made available through the grant will increase	Y1: 0 Y2: 75% Y3: 90%	Family Survey	Family Survey	Y1: Sept Y2: Sept Y3: Sept
Strategy 1: Provide teachers, students, and families with access to a high-quality, foundational reading based on the bottom portion of Scarborough's Rope through an Arkansas created supplemental curriculum that promotes mastery-based learning using the principles of Universal Design for Learning (UDL) through blended learning.				
1a. The percentage of students using the modules who are demonstrating automaticity in phoneme manipulation skills will increase from pre-assessment to post assessment	Y1: 0 Y2: +70% Y3: +70%	Phonological Awareness Skills Test (PAST)	Phonological Awareness Skills Test (PAST)	Y1: Sept Y2: Sept Y3: Sept
1b. The number of schools that have accessed Foundational Literacy Modules will increase	Y1: 0 Y2: Baseline (B) Y3: B + 50%	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
1c. The number of families who have accessed LMS Foundational Literacy Modules will increase	Y1: 0 Y2: Baseline (B) Y3: B + 50%	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept

Strategy 2: Provide teachers, students, and families statewide access to high-quality digital curriculum inclusive of model lessons and essential content guidance to support a guaranteed and viable interdisciplinary curriculum for literacy utilizing DESE approved materials and open educational resources through a state-supported LMS				
2a. The percent of students using the modules who are reading at grade level will increase	Y1: 0 Y2: Baseline (B) Y3: B + 10%	Diagnostic formative and summative assessments within LMS	Diagnostic formative and summative assessments within LMS	Y1: Sept Y2: Sept Y3: Sept
2b. The percent of identified populations (SWD, EL, economically disadvantaged, and African American) using the modules who are reading on grade level will increase	Y1: 0 Y2: Baseline (B) Y3: B + 10%	Diagnostic formative and summative assessments within LMS	Diagnostic formative and summative assessments within LMS	Y1: Sept Y2: Sept Y3: Sept
2c. Participating schools will report increased satisfaction with grant provided options for remote remediation and intervention for literacy	Y1: 0 Y2: Baseline (B) Y3: B + 10%	School Survey	School Survey	Y1: Sept Y2: Sept Y3: Sept
2d. The number of schools that have accessed K-5 Literacy Modules will increase	Y1: 0 Y2: Baseline (B) Y3: B + 50%	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
2e. The number of schools that have accessed 6-8 Literacy Modules will increase	Y1: 0 Y2: 0 Y3: Meet 6-8 Math Baseline (3e)	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
2f. The number of schools that have accessed HS Critical Reading Modules will increase	Y1: 0 Y2: 0 Y3: Meet HS ALG/GEO Baseline (Established Yr 2 in 3f)	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
2g. The number of families that have accessed K-5 Literacy Modules will increase	Y1: 0 Y2: Baseline (B) Y3: B + 50%	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
2h. The number of families that have accessed 6-8 Literacy Modules will increase	Y1: 0 Y2: 0 Y3: Meet 6-8 Math Baseline (Established Yr 2 in 3h)	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
2i. The number of families that have accessed HS Critical Reading Modules will increase	Y1: 0 Y2: 0 Y3: Meet HS ALG/GEO Baseline (Established Yr 2 in 3i)	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
Strategy 3: Provide teachers, students, and families statewide access to high-quality digital curriculum inclusive of model lessons and essential content guidance to support a guaranteed and viable curriculum for K-8 math, Algebra, and Geometry utilizing open educational resources on a state-supported LMS				
3a. The percent of students using the modules who are demonstrating mathematical proficiency at grade level will increase	Y1: 0 Y2: Baseline (B) Y3: B + 10%	Diagnostic formative and summative assessments within LMS	Diagnostic formative and summative assessments within LMS	Y1: Sept Y2: Sept Y3: Sept
3b. The percent of identified populations (SWD, EL, economically disadvantaged, and African American) using the modules who are demonstrating mathematical proficiency at grade level will increase	Y1: NA Y2: Baseline (B) Y3: B + 10%	Diagnostic formative and summative assessments within LMS	Diagnostic formative and summative assessments within LMS	Y1: Sept Y2: Sept Y3: Sept

3c. Participating schools will report increased satisfaction with grant provided options for remote remediation and intervention for math	Y1: 0 Y2: Baseline (B) Y3: B + 10%	School Survey	School Survey	Y1: Sept Y2: Sept Y3: Sept
3d. The number of schools that have accessed K-5 Math Modules will increase	Y1: 0 Y2: 0 Y3: Meet K-5 Literacy Baseline (Established Yr 2 in 2d)	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
3e. The number of schools that have accessed 6-8 Math Modules will increase	Y1: 0 Y2: Baseline (B) Y3: B + 50%	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
3f. The number of schools that have accessed HS Algebra and Geometry Modules will increase	Y1: 0 Y2: Baseline (B) Y3: B + 50%	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
3g. The number of families that have accessed K-5 Math Modules will increase	Y1: 0 Y2: 0 Y3: Meet K-5 Literacy Baseline (Established Yr 2 in 2g)	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
3h. The number of families that have accessed 6-8 Math Modules will increase	Y1: NA Y2: Baseline (B) Y3: B + 50%	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
3i. The number of families that have accessed HS Algebra and Geometry Modules will increase	Y1: 0 Y2: Baseline (B) Y3: B + 50%	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
Strategy 4: Provide high-quality educational programming and supplemental videos within a state supported LMS to build background knowledge designed to support English Learners, students with disabilities, and students with low levels of language acquisition, inclusive of vocabulary				
4a. Increase the number of views for the supplemental videos within the LMS will increase	Y1: 0 Y2: Baseline (B) Y3: B + 50%	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
4b. The number of families reporting satisfaction with broadcasted shows will increase	Y1: 0 Y2: Baseline (B) + 10% Y3: B + 20%	Family Survey	Family Survey	Y1: Sept Y2: Sept Y3: Sept
Strategy 5: Provide families with increased access and choice for remote and blended learning options				
5a. The number of districts utilizing the interoperable system in the state will increase	Y1: NA Y2: Baseline (B) Y3: B + 50%	LMS Access Log	LMS Access Log	Y1: Sept Y2: Sept Y3: Sept
5b. The number of families engaging in family focused supplemental activities aligned with broadcast programming content will increase	Y1: 0 Y2: Baseline (B) Y3: B + 20%	Public broadcasting data and website data	Public broadcasting data and website data	Y1: Sept Y2: Sept Y3: Sept

Appendix 4, Assurance to Participate in an Evaluation

The Arkansas Department of Education, Division of Elementary and Secondary Education (DESE) agrees to submit information to the U.S. Department of Education, as requested, for evaluations the Secretary may carry out. DESE ensures that it has in place the necessary processes and systems to comply with the reporting requirements, including quarterly reports on the use of funds and annual performance reports, as evidenced in a host of other federal grants DESE has received including the current Comprehensive Literacy State Development Program and State Personnel Development Grant.

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

AR Rethink K-12 Education Budget Narrative

Funds expended as part of the Education Stabilization Fund - Rethink K-12 Educational Models Discretionary Grant program will support implementation of high quality academic content available for remote learning and to improve access for all families and students in Arkansas. To ensure compliance with state and federal guidelines pertaining to this grant, a Grant coordinator will be hired to oversee the formation, coordination, and organization of the grant including expenditures, contracts, staff, and targets. Under the supervision of the coordinator, additional staff will be hired; two digital content specialists; and one administrative assistant responsible for coordination with other ADE Staff, creating and maintaining databases, fiscal and procurement and processes. These expenses are reflected in the Budget Categories for: Personnel, Fringe Benefits, Travel, Equipment, and Supplies; and make up approximately 4% (\$748,600) of the total budget amount.

In support of Strategy 1(created supplemental curriculum), funds will be used to develop Arkansas created content for statewide distribution to all schools, students, and families. Supports may include research and development materials including but not limited to; curriculum models, resources, support materials, and video based instructional tools; contracts with highly qualified educators selected to lead development of instructionally aligned assets; nationally recognized experts to guide curriculum creation, and additional resources as needed. These expenses are reflected in the Budget Categories for: Contracts, Training Stipends, and Other; and make up approximately 23% (\$4,584,200) of the total budget.

Strategies 2 and 3 (high-quality digital curriculum) will be provided through one of two means, either Arkansas created or Vendor purchased. Custom created curriculum will be developed by content specialists, highly qualified educators, and nationally recognized experts

serving and advisors to the process. Existing curriculum materials from reputable distributors with the ability to support a statewide contract may be purchased for use as part of the digital curriculum once vetted by content specialists and found to be of high quality and aligned to Arkansas academic standards. These expenses are reflected in the Budget Categories for: Contracts, Training Stipends, and Other; and make up approximately 21% (\$4,244,400) of the total budget.

Strategy 4: (supplemental building background videos and programming) funds will be used to develop and create supplemental videos, programming, and digital assets for use alongside the high quality digital curriculum. These assets may include: video footage modeling expert instruction, interactive digital modules, augmented or virtual reality simulations, over air broadcast programming, and other techniques found to foster student engagement. These expenses are reflected in the Budget Categories for: Contracts, Training Stipends, and Other; and make up approximately 20% (\$3,905,200) of the total budget.

Strategy 5 (access to learning options) is the foundational approach to ensure all schools, students, and parents have access to the instructional components created as part of this project. Attention has been given to the availability of resources in a variety of formats including a statewide learning management system with both online and offline capabilities, over air broadcasting using public access television, and web based deliverables for on demand access. These expenses are reflected in the Budget Categories for: Contracts, and Other; and make up approximately 32% (\$6,397,824.00) of the total budget.