

**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 # S425B200041**

**Grants.gov Tracking#: GRANT13155053**

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200041

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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="Alaska Department of Education &amp; Early Development"/>	
* 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="801 West 10th Street, Suite 200"/>
Street2:	<input type="text" value="PO Box 110500"/>
* City:	<input type="text" value="Juneau"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="AK: Alaska"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="99811-0500"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Tamara"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Van Wyhe"/>	
Suffix: <input type="text"/>	

Title: <input type="text"/>
-----------------------------

Organizational Affiliation: <input type="text"/>
---

* 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:**

Education Stabilization Fund-Rethink k-12 Education Models (ESF\_REM) Discretionary Grant Program

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

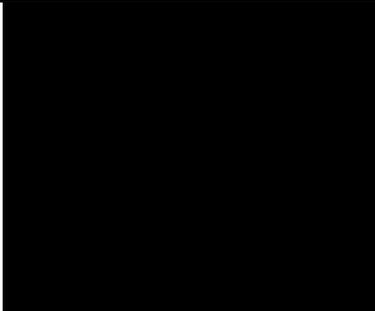
**17. Proposed Project:**

\* 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

Alaska Department of Education & Early Development

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	10,000.00	10,000.00	10,000.00			30,000.00
4. Equipment						
5. Supplies	2,500.00	2,500.00	2,500.00			7,500.00
6. Contractual	2,345,000.00	3,472,000.00	3,422,000.00			9,239,000.00
7. Construction						
8. Other	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

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

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

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No
- (2) If yes, please provide the following information:  
 Period Covered by the Indirect Cost Rate Agreement: From:  To:  (mm/dd/yyyy)  
 Approving Federal agency:  ED  Other (please specify):   
 The Indirect Cost Rate is  %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
 Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:  
 Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is  %.  
PR/Award # S425B200041

Name of Institution/Organization Alaska Department of Education & Early Development	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

<b>1. * Type of Federal Action:</b> <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	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

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

Prime     SubAwardee

\* Name:

\* Street 1:     Street 2:

\* City:     State:     Zip:

Congressional District, if known:

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

<b>6. * Federal Department/Agency:</b> <input type="text" value="n/a"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Education Stabilization Fund"/> CFDA Number, if applicable: <input type="text" value="84.425"/>
--	---

<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>
--	--

**10. a. Name and Address of Lobbying Registrant:**

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  State  Zip

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

Prefix  \* First Name  Middle Name

\* Last Name  Suffix

\* Street 1  Street 2

\* City  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  Middle Name   
\* Last Name  Suffix

Title:  Telephone No.:  Date:

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

## NOTICE TO ALL APPLICANTS

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

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

### To Whom Does This Provision Apply?

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

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

### What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

### Estimated Burden Statement for GEPA Requirements

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

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

1234-AK GEPA Requirements 2.pdf

Add Attachment

Delete Attachment

View Attachment

Alaska Department of Education & Early Development (DEED) GEPA Requirements/Ensuring Equitable Access

DEED will ensure equitable access to, and participation in, this federally assisted program. Alaska Education Laws (Sec. 14.18.010) and Regulations (4AAC 06.500) specifically prohibit discrimination based on race and gender in public education, provide for equity-related staff development for all certificated staff, including school counselors, and provide for grievances and penalties for non-compliance.

The Alaska Department of Education & Early Development specifically prohibits any discrimination in public education delivery and hiring on the basis of gender, race, national origin, color or age.

Alaska's diverse population and geographical extremes has always posed unique challenges in education. Strategies for overcoming the barriers listed below influenced the strategies of the EED in creating this proposal. The state's accomplished history in overcoming these barriers must be taken into account when designing or implementing any plan that expects to improve educational opportunities for all students.

Gender

Alaska has a solid history of support for gender equity. Gender equity training and workshops have been conducted in school districts throughout the state and the Department sponsors an annual statewide conference, the Bilingual Multicultural Educational Equity Conference. EED has created gender equity publications and nontraditional occupations emphasis in a number of its programs. A gender equity focus person is available on-site at every school district in the state.

## Race, National Origin and Color

Alaska is a multicultural community. Its large Alaskan Native community and growing population, many of whom are immigrants, ensure that Alaska's multicultural nature will continue.

To overcome barriers caused by ethnic differences, a class in both Alaska history and multicultural education is required of all certified teachers in the state. Many local districts have programs to actively seek out Alaska Native and other minority staff. The University of Alaska has a rural outreach program to train Native and minority teachers in their villages. Finally, the EED each year sponsors the Bilingual Multicultural Educational Equity Conference, which is a multicultural gathering, emphasizing commonalty, cooperation, and educational excellence for all Alaskans, regardless of cultural background. All Alaska schools must comply with the Americans with Disabilities Act (ADA). Maintaining facilities compliant with ADA is a challenge in Alaska, with hundreds of tiny school sites spread over thousands of square miles. But, Alaska's schools are compliant and accredited; likewise, charter schools will comply with ADA and will not discriminate in enrollment or admission.

## Language

Alaska's bilingual programs feature over 85 languages. The top ten languages in rank order are: Central Yup'ik 42%, Inupiaq 20%, Spanish 6%, Korean 5%, Filipino 4%, and Koyukon Athabascan 2%, Gwichin Athabascan 1.7%, and Russian 1.6%. The other 14% of the bilingual enrollment represents small numbers of speakers of 75 other languages. Enrollment in bilingual programs has increased at a rate of 5-8% annually for the past five years. This increase is the result of a higher level of immigration primarily in urban districts, and a higher birthrate among Alaska Natives. Almost 70% of bilingual students consist of elementary students.

The Project is conducted within these rigorous standards for equitable access to and participation in all state and federally assisted programs for students, educators, and any participants with special needs.



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

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
	Tamara		Van Wyhe	

Address:

Street1:	550 W. 7th Ave, Suite 810
Street2:	
City:	Anchorage
County:	
State:	AK: Alaska
Zip Code:	99501-3579
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:

The Alaska Department of Education and Early Development (DEED) will use the Education Stabilization Fund-Rethink K-12 Education Models Discretionary Grant to expand the Alaska Statewide Virtual System (AKSVS) under Absolute Priority Number Two into a hub of rich and robust virtual resources for students, educators, and families. AKSVS is an existing statewide K-12 virtual system designed to support teaching and learning and was developed in partnership with Florida Virtual School in rapid response to the COVID-19 pandemic.

Through this grant project, DEED will expand AKSVS by developing and managing a statewide Learning Management System (LMS) to deliver high quality remote access to equitable and culturally-relevant programming; online teaching; online courses; and family, parent, and student engagement. The statewide LMS will provide the ability to cache content for offline learning for both students and educators. Furthermore, the AKSVS Hub will serve as a clearinghouse for additional student-centered resources, as well as parent and caregiver supports focused on maximizing opportunities for at-home learning.

Through a partnership with Alaska Tribal organization(s), DEED will develop a virtual cultural warehouse with its home in the AKSVS Hub. Online learning modules will be created to align with state academic standards to advance long-term strategies of increasing access to relevant content for 21st century learners along with building capacity for digital badging and micro-credentialing in Alaska's education continuum. Through this project, Alaska will be positioned to be a model for other states regarding the integration of Indigenous content and methods as a way of improving educational outcomes for all students.

State activities include establishment of partnerships, LMS project set up, building the LMS, data collection and reporting, and training and professional development.

## Project Narrative File(s)

---

\* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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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](#)

## **Analysis of Need and State's Coronavirus Burden**

### *The 'State' of the Last Frontier: Existing Inequity in Access*

#### Geography

Educating students in Alaska is a bit different from the rest of the country for a couple of reasons - one of which is geography. Alaska's vast and varied geography extends 2,400 miles east to west and 1,420 miles from north to south, providing a stunning visual landscape to call home. At 586,412 square miles, Alaska has both the easternmost and westernmost spots in the entire country and is one-fifth the size of the lower 48 states.

Eighty-two percent of Alaska communities are inaccessible by road. Alaska presents tremendous challenges, such as mountainous terrain and permafrost in many areas, harsh winter weather, and limited daylight hours in the winter months, just to name a few.

Of Alaska's approximately 132,000 students, half are in the Anchorage and Matanuska-Susitna metropolitan areas and the other half are spread out over the rest of the state. Alaska's school districts must overcome significant geographical barriers to deliver education to students.

A few examples:

- The Kenai Peninsula Borough School District serves 21 communities and 9,000 students over an area equal to Vermont and New Hampshire combined.
- The Matanuska-Susitna Borough School District serves 16,000 students in 40 schools across an area the size of West Virginia.
- The Northwest Arctic Borough School District serves 2,100 students in 11 villages sprawled across 38,000 square miles – an area equal to the state of Indiana.
- The Copper River School District serves three rural communities and provides a homeschool option covering an area the size of Ohio.

The vast distances that separate Alaska communities, and the lack of a road system in parts of the state to physically connect villages with the metropolitan areas, offer ever-present challenges, particularly for the delivery of healthcare and education services. “Therefore, telemedicine and distance learning are perhaps more critical in Alaska than anywhere else in the United States.”<sup>1</sup> The key to providing a more equitable education is using technology to extend the benefit of great teachers: <https://www.youtube.com/watch?v=T90vBiopf40>.<sup>2</sup>

### Teacher Retention and Recruitment

Schools and districts across the country are struggling to recruit and retain teachers. Alaska's efforts are complicated by the state's unique characteristics, including its geography.

A 2019 study by Regional Educational Laboratory (REL) Northwest found that “36 percent of teachers and 38 percent of principals working in a rural-remote school did not return to their school the following year, compared to 19 percent for both teachers and principals working in an urban school. Moreover, teachers and principals who were prepared outside Alaska had higher turnover rates than educators who were prepared in Alaska, and those rates were even higher in remote and rural schools.”<sup>6</sup> Alaska’s rural schools and students are hardest hit by teacher and principal turnover than urban or urban-fringe schools, with 64 percent of rural-remote teachers who turnover leaving the state or the profession.

The statewide struggle to recruit and retain teachers and administrators has become exacerbated by the Coronavirus (COVID-19) pandemic. Some teachers left Alaska and reunited with family in the Lower 48 and are unsure of whether to return, while others were out of state when the pandemic hit Alaska and have struggled to return to their local communities. When discussing restart and reentry for the 2020-2021 school year, there are many unknowns. What is known is that Alaska *will not* have enough teachers to support our students.

## Alaska's Pandemic History and Impacts

The memory of the past influenza pandemic weighs heavily on the minds of residents and plays a role in decision making today regarding COVID-19, particularly in rural Alaska. The Alaska Division of Public Health reports nearly 3,000 deaths between 1918 and 1919 in the then-territory from the pandemic influenza, also referred to as the Spanish flu. Per capita, more people died in Alaska of the Spanish flu than anywhere else in the world other than Samoa. The vast majority, nearly 82 percent, of deaths were Alaska Native people. At the time, Alaska Native people accounted for 48 percent of Alaska's population. It is estimated that 8 percent of the Alaska Native population died from the Spanish flu.<sup>7</sup>

In Alaska, more than just lives succumbed: entire communities and cultures vanished in its wake. Turning to today, as Alaska reopens from COVID-19, decisions are being turned over to local governments. Many communities in rural Alaska, where much of the population is Alaska Native, are maintaining stricter health protocols than state or CDC guidance, largely due to the lack of critical healthcare infrastructure and past pandemic influenza impacts.

## Broadband in Alaska

While breathtaking, Alaska's geography has led to significant inequity in access to broadband. This inequity became impossible to ignore when COVID-19 entered Alaska and schools were forced to close their doors to students.

In Alaska, where vast distances separate communities, reliable and affordable connectivity is even more vital. In remote villages that lie outside the state's road system, internet connectivity serves as the primary link in support of a community's economic and social vitality, just as physical roads do elsewhere. If that link is too costly, too unreliable, too slow, or nonexistent, entire communities will suffer the consequences.<sup>1</sup>

While much progress has been made over the last decade to improve access in Alaska, many challenges still remain. “In fact, one could argue that the “digital divide”—that is, the gap between areas that have access versus those that do not—is actually widening, as robust fiber and 5G gigabit wireless access are deployed in urban areas, while rural and remote areas of the country struggle to keep up with even basic levels of access.”<sup>1</sup>

In Alaska’s urban areas, approximately 97 percent of the population have access to 25 megabits per second (mbps) downstream/3 mbps upstream (25/3) of fixed broadband service. In stark comparison, only 59 percent of the population in rural areas of the state have access to the same broadband service. Furthermore, in rural Alaska, while 77 percent of the population have access to wireless broadband, those services are often quite limited in capacity.<sup>3</sup>

A major Alaska internet provider created a [map of broadband speeds](#) in Alaska.<sup>4</sup> These visuals help to further illustrate the current inequities in access.

### Alaska vs. Nation

Nationally, approximately 98 percent of the urban population has access to 25/3 mbps of fixed broadband service, so Alaska is not that different. *However, in rural areas Alaska is significantly behind.* Nationally in rural areas, approximately 77 percent have access to fixed broadband service (vs. 59 percent in Alaska) and 99 percent have access to wireless broadband (vs. 77 percent in Alaska).<sup>3</sup>

Compared to other rural states, where there is a lack of fixed broadband access there is a much higher rate of wireless broadband access.<sup>5</sup> This further highlights Alaska’s broadband equity gaps. For example:

- Rural Arizona has only 46 percent access to 25/3 fixed broadband, but 97 percent access to wireless broadband.

- Rural Nevada has 49 percent access to 25/3 fixed broadband, but 98 percent access to wireless broadband.
- Rural New Mexico has 50 percent access to 25/3 fixed broadband, but 98 percent access to wireless broadband.

### Student Learning Needs

Before COVID-19, Alaska’s 2019 National Assessment of Educational Progress (NAEP) results confirmed what we had already learned from our 2019 statewide summative assessment – a large achievement gap continues to exist and the work to improve outcomes for all students must continue. For the second time in a row, Alaska ranked last out of all 50 states in grade 4 reading, where only 25 percent of students in Alaska performed at or above the Proficient level. In grade 4 mathematics, 33 percent of students in Alaska performed at or above the Proficient level. In grade 8 reading, 23 percent of students in Alaska performed at or above the Proficient level. In grade 8 mathematics, 29 percent of students in Alaska performed at or above the Proficient level. COVID-19 exacerbated Alaska’s student learning crisis and has undoubtedly widened our already unacceptable achievement gap.

In March 2020, when school buildings across Alaska closed to students and, in many cases, to teachers, as well, statewide access to high-quality coursework and a common Learning Management System (LMS) to support remote learning was hit-or-miss, depending on the ZIP code of each school and the infrastructure in each school district. Regardless of whether a student attended school in one of the state’s largest urban high schools or in a tiny K-12 school with a single teacher serving all grades, access to rigorous, grade-level coursework was compromised.

In most situations, Alaska’s classrooms are rooted in tradition, with educators relying on daily opportunities to meet face-to-face with students in a common physical space. The sudden

shift to remote learning meant teachers were attempting to recreate traditional classrooms in an online environment, often without the background or training in best practices to support effective remote teaching and learning.<sup>10</sup>

In other cases, where teachers were already using a content or learning management system to support blended learning, both students and families struggled with “platform sprawl” as teachers utilized a variety of platforms across each school and district, requiring learners and adults at home to manage multiple passwords and navigate a number of different online interfaces. A May 2020 survey of 184 educators from 28 of Alaska’s 54 districts revealed that 12 different commonly-used LMS platforms had been deployed in the various districts. In many cases, multiple platforms were being used in the same district and even the same schools. In addition, nearly nine percent of the respondents indicated they had no LMS experience, limiting their ability to effectively support remote learning using integrated digital tools.

Perhaps most troubling of all was the fact that the guaranteed and viable curriculum available to support teaching and learning in a traditional setting evaporated in many cases and became, in large part, inaccessible when the school building doors closed. Teachers were left to develop stand-alone activities and assignments that focused on review and enrichment, rather than moving students forward in their learning and mastery of grade-level standards.

### Looking Ahead

As we look ahead to a future where remote learning is part of the fabric of education; especially in a state like Alaska, where access to reliable internet, highly effective teachers, and high-quality content can vary as widely as the geography and the weather; DEED’s proposal to strengthen partnerships to expand the Alaska Statewide Virtual System (AKSVS) outlined in the Project Services section is essential to ensuring “*teaching and learning remain the constant for*

*our students, at a time when everything else is a variable”* said Dr. Michael Johnson, Alaska’s Education Commissioner.

## **Analysis of State’s Assets and Collaborative Efforts**

### Stakeholder Collaborations

Under the leadership of Alaska Education Commissioner Dr. Michael Johnson, DEED employs an intensive, collaborative approach to the work of transforming education in Alaska. We believe only true collaboration can break down the silos, promote diversity, and build trust. The Alaska’s Education Challenge outlined in the Project Goals section is an example of DEED’s collaborative approach. DEED and our stakeholders recognize that it is up to us to use today’s difficult circumstances to take the next step forward in the reimagination of our educational system and to prepare for education in Alaska after COVID-19.

Our approach maintains that no one organization or small group of people can meet the complex challenge of innovating an education system that is both ‘pandemic proof’ and ‘future focused.’ With this in mind, DEED partnered with Alaska organizations who shared a commitment to driving change forward immediately when COVID-19 reached Alaska. It was crucial that we form our first circle of partnerships to work rapidly to set up a system of support to all Alaskan educators and the students they serve. It is our intent to continue to grow ever-broadening circles of stakeholders over the life of this grant project.

These initial partners include: (1) Alaska Department of Health and Social Services and the Alaska Office of the Governor to provide stakeholders with a shared vision, information, and guidance for how Alaska would proceed collectively in a crisis across all boundaries – economic, political, and educational; (2) the Alaska Council of School Administrators (ACSA) to establish almost daily online video meetings that offered a space to connect as leaders and learn together;

(3) Florida Virtual School (FLVS) and the Alaska Telecom Association (ATA) to aid families and schools with additional online learning opportunities and support access as they transitioned to a new method of learning; and (4) the Region 16 Comprehensive Center (Comprehensive Center) to develop a ‘go to’ clearinghouse website ([www.aklearns.org](http://www.aklearns.org)) for resources and information and establish a webinar series for school districts and community leaders to support scenario planning for the upcoming school year.

### **Project Goals**

The Alaska Department of Education and Early Development’s (DEED) mission is to ensure an excellent education for every student, every day. Over the last three years, parents, students, educators, policymakers, tribal leaders, partner organizations, and local school boards have stepped forward to answer Alaska’s call to action to create a shared vision for improving our public education system – the result is [Alaska’s Education Challenge](#).<sup>8</sup>

Under the State Board of Education and Early Development’s leadership, DEED has been collaborating with partner organizations to create and implement a strategic plan focused on five specific, measurable goals that are most likely to improve student outcomes from the dialogue and recommendations brought forward through the Alaska’s Education Challenge:

1. Support all students to read at grade level by the end of third grade;
2. Increase career, technical, and culturally relevant education to meet student and workforce needs;
3. Close the achievement gap by ensuring equitable educational rigor and resources;
4. Prepare, attract, and retain effective education professionals; and
5. Improve the safety and well-being of students through school partnerships with families, communities, and tribes.

These five goals serve as DEED’s overarching goals for this grant project. Through the expansion of AKSVS outlined in the Project Services section, including a statewide LMS populated with standards-aligned courses, on-demand professional learning opportunities, and parental support resources, DEED is confident we can work to close the equity gap and increase career, technical, and culturally relevant education opportunities, support early literacy efforts, improve teacher retention and recruitment, and expand partnerships with stakeholders.

To build upon the strategic plan of the Alaska State Board of Education, four specific project goals based on research and national best-practices for developing high-quality remote learning will drive this grant project.<sup>12</sup>

1. High Quality Remote Access to Equitable and Culturally-Relevant Programming
2. High Quality Online Teaching
3. High Quality Online Courses
4. High Quality Family, Parent, and Student Engagement

### **Project Services and Project Plan: Absolute Priority Number Two**

#### *The Necessity of a Rich and Robust “Alaska Statewide Virtual System (AKSVS) Hub”*

Even in states like Alaska where education is rooted in independence and local control, support to ensure an excellent education for all students is essential. When a crisis arises, this support at the SEA-level becomes even more critical. As noted by the Aurora Institute, “states have a leadership role to play in Continuity of Learning for preparedness in times of an emergency, such as a pandemic or other disasters, during which schools must close.”<sup>9</sup>

#### High Quality Content and Coursework for All

According to The New Teacher Project 2018 publication [\*The Opportunity Myth\*](#), students need four key resources in their daily school experiences: (1) Consistent opportunities to work on

grade-appropriate assignments; (2) strong instruction, where students do most of the thinking in a lesson; (3) deep engagement in what they are learning; and (4) teachers who hold high expectations for students and believe they can meet grade-level standards.<sup>11</sup>

AKSVS and its statewide LMS will allow DEED to support these four key resources, as well as advance the project goals and overarching goals set forth in Alaska’s Education Challenge and address our mission of ensuring an excellent education for every student, every day. Low student achievement is a challenge in classrooms across Alaska. For example, on the 2019 statewide summative assessment, only 39.2 percent of Alaska students scored at or above a proficient level in English language arts, 35.7 percent of students scored at or above a proficient level in mathematics, and 44.6 percent of students scored at or above a proficient level in science.

When new teachers enter Alaska’s classrooms for the first time, or when experienced teachers begin the school year with a new group of students, they often adjust their entire curriculum to meet the needs of students “at the middle.” When the majority of students in a classroom are performing below grade level, it can be difficult for a teacher to move the entire class to grade level, as the curriculum has been leveled down and continues to progress through the school year at a traditional rate, never allowing students to reach grade-level mastery. “Consistent opportunities to work on grade-appropriate assignments,” even when they are challenging, are essential to closing the achievement gap. “When students are consistently forced to do work below their grade level, they’re missing opportunities to learn and practice the skills they’ll need to make their life goals achievable. But they’re also being denied a chance to prove—to themselves as much as anyone else—what they are capable of.”<sup>11</sup> Especially in rural Alaska, classroom activities that are below grade level are too often the norm, and access to

high-quality, rigorous content via curriculum that is both horizontally and vertically aligned, *and* that can be easily differentiated for various learners, is but a dream.

A statewide LMS, populated with standards-aligned, grade-level coursework ready for educators to customize and utilize in settings across Alaska, would remove the barrier many students experience in accessing grade-level content. In addition, easy access to horizontally and vertically aligned curriculum eases a significant burden on teachers expected to serve a variety of grade levels, abilities, and content areas - both in a traditional face-to-face classroom and in remote learning environments. The ability to cache content for offline learning is essential to students in Alaska's most remote communities, as well as those in urban areas who lack internet access at home. This equity issue is prioritized as a goal in meeting Alaska's Education Challenge. A statewide LMS, coupled with high-quality coursework and content, would allow Alaska to address the significant equity issues that currently exist in our state.

### Cultural Considerations

One of DEED's commitments to the students in Alaska is to support responsible and reflective learning. Through the AKSVS project, preserving and strengthening the traditions, languages, and art of Alaska's Native People through statewide collaboration, celebration, and education will be possible. DEED will work with community partners at the local and state level to ensure the vision of thriving Alaska Native People and cultures are respected and valued through the development of a virtual cultural warehouse with online learning modules aligned with state academic standards, to advance long-term strategies of increasing access to relevant content for 21<sup>st</sup> century learners along with building capacity for digital badging and micro-credentialing in Alaska's education continuum.

While DEED has been making gains in culturally-responsive and inclusive education, the execution of initiatives toward this end is hampered by resources, including having Indigenous educators leading the way in content creation and delivery. Adding modules for educators and students to equally emphasize the information with how to be more responsive for Alaska Native students improves student success and teacher retention. Alaska is positioned to be a model for other states regarding the integration of Indigenous content and methods as a way of improving educational outcomes for all students.

The spring 2020 statewide closure of K-12 school buildings due to COVID-19 has highlighted the need to bring new instructional models that function independent of formal teacher-led classrooms to Alaska students. This innovative approach to education will be supported by the AKSVS common platform and shared vision for excellence in education. Students were suddenly transitioned into online systems to complete their course work, immersed in a way of learning that will persist long after the pandemic wanes.

DEED understands the need for educational innovation and stands ready to prepare Alaska's students for this abrupt paradigm shift with digital badging opportunities. These opportunities are appropriate to both highly motivated students seeking additional challenges and underachieving students who need extra scaffolding to engage and succeed academically.

### Digital Badging

Digital badging is recognized across the world as a way to demonstrate accomplished skills, comprehension and expertise through quick, deep-dive online tutorials and the ability to articulate the application of the topic(s). For students seeking greater academic challenges and career skill development opportunities, digital badging rewards their exploration of fields beyond the standard curriculum. For those students who struggle with the presentation of material,

digital badging provides a way to encounter information and practice skill acquisition in small, achievable units, with meaningful recognition for incremental growth.

Through a partnership with Alaska Tribal organization(s), DEED seeks to recruit project contractors to work alongside existing DEED employees to begin expansion of a digital badging demonstration project by developing digital content aligned with State of Alaska Math and Science standards, introducing K-12 students to skills and technology that are currently not equally accessible, preparing K-12 students for career opportunities as they complete standard curricula, and establishing digital badging and micro-credentialing as an alternative post-secondary education pathway. The demonstration project's priorities will focus on developing new online and in-person learning modules, providing instructional support for design-thinking, and evaluation of the digital badge and micro-credentialing competency assessment outcomes.

Simultaneously, DEED will begin work on development of a cultural warehouse, with its home in the AKSVS Hub. This work will include existing staff and new contractors working with state and local partners for module planning and design, overseeing the development of Indigenous content, and working to create a delivery model. This proposal includes both curriculum for students as well as professional development for educators.

#### Expanding Opportunities Across Alaska

The AKSVS Hub will provide statewide access not only to a statewide LMS, but to fully-developed K-12 content ready for Alaska's teachers to customize to meet the individual and local needs of their students.

In April 2020, DEED entered into a partnership with Florida Virtual School (FLVS) via a state-to-state agreement aimed at providing students and schools in Alaska with access to high-quality K-12 content and opportunities to learn during the early months of the pandemic. The

result of this contract is AKSVS - a statewide K-12 virtual system designed to support remote teaching and learning. FLVS' 22 years of experience in online education and curriculum development has led to the school's digital curriculum being used in 48 states, 65 countries, and 3 U.S. territories. According to FLVS, 74 percent of the statewide virtual programs in the country utilize FLVS content. Currently, FLVS offers more than 190+ digital courses, which are designed and developed by the FLVS Curriculum Development team.

Unlike many privately-held digital curriculum providers offering content for middle and high school grades, FLVS content is available to support K-12 learners. Alaska invested in training for more than 190 educators from across Alaska in June 2020, allowing them to become familiar with FLVS content and prepare them to use the content to support face-to-face, hybrid, and fully online learning in the fall of 2020.

FLVS content will be imported into the AKSVS Hub, easing the burden on Alaskan educators and students to learn a variety of new systems. In addition, a common LMS can provide access to FLVS' customizable K-12 courses and educators across Alaska can build their own courses in a statewide LMS and use teacher-created or open education resources alongside fully-built digital curriculum available through FLVS.

While student learning is the top priority, we know that student success hinges on educator preparedness and effectiveness. The statewide LMS will allow Alaska to provide comprehensive, consistent training and support to educators in best practices in online instruction, tools training, and LMS management. In addition, the AKSVS Hub will serve as a clearinghouse for additional student-centered help videos and tutorials, as well as parent and caregiver supports focused on maximizing opportunities for at-home learning.

COVID-19 has been a traumatic experience for people all over the world, physically separating us and preventing us from engaging in our normal activities. Innovation often comes from adversity, and COVID-19 is no exception. It took very little time for institutions to develop responses that provided support and a way to continue on with life, and that includes education. As shared previously, Alaska Native culture has survived multiple traumas over thousands of years and will continue to be a source of strength for years to come. This project is an opportunity to take Alaska Native culture to where students and teachers are, physically and emotionally, and build a stronger state through innovation and tradition.

#### Parent Involvement & Feedback Process

Distance education and virtual learning has become a new aspect of teaching and learning in Alaska. Parents have taken a new role in their children's education. The capacity to provide online distance delivery has varied from district to district. To help parents support relevant and engaging resources for their children, the LMS will have resources to assist parents as they navigate any remote learning challenges they may face. There are two main goals for parents: (1) provide information regarding the resources available to them and their students and (2) provide a mechanism to provide input regarding the types of resources available.

For parents to be aware of and fully utilize the resources available, a campaign utilizing social media and video tutorials, district newsletters, and print materials (brochures, handouts, etc.) will be made available outlining the resources available. Partnerships with parent-teacher organizations, district staff, as well as community organizations will be instrumental in informing parents and community members about available resources, classes, partnerships, and opportunities the learning management system will provide.

The creation of a parent and educator stakeholder advisory committee whose duties include collaborating with DEED staff regarding policy and implementation priorities will be formed. The committee will be composed of regional liaisons from around the state. Urban and rural representation will be critical to provide a wide range of opportunities.

### **Performance Measures**

Performance measures for this grant project will be conducted in three phases. Data will be collected to measure effectiveness, evaluate progress, and adjust implementation practices.

Phase 1: Increase the number of users participating in LMS activities and increase the amount of time users engage in LMS activities.

Phase 2: Increase student enrollment in and completion of courses utilizing digital curriculum and content, delivered using the LMS via blended, hybrid, and/or fully-online models.

Phase 3: Compare achievement of students participating in courses delivered in whole or in part via an LMS (blended/hybrid model or fully online) to those participating in traditional face-to-face courses.

The first phase of data will be based on the number of users – students, teachers, and parents. DEED will track the number of users that utilize the LMS. The first phase will also evaluate the amount of time users spend using the LMS. During the second phase, DEED will also collect student enrollment information for courses that utilize the LMS in whole or in part, via various learning models. The last phase will match student achievement data from the statewide summative assessment to courses completed using the LMS and completed in a traditional face-to-face classroom setting.

### Baseline Data

Baseline data will be collected in October 2020, including data collection from districts that currently do not use an LMS and those currently using the LMS selected by DEED.

While the state offers online learning, DEED does not currently have a statewide LMS that supports course creation and deployment to districts across Alaska. To inform development of this system, DEED will conduct a district-level needs assessment to determine what LMS components will be critical to expanding remote learning in Alaska. Additionally, this needs assessment could provide baseline data on the number of remote learning options available in each district, including what LMS options are currently being utilized, and the number of students being served by remote learning options in each district.

### **Performance Targets**

After the second year of implementation, the data collected during the needs assessment will be compared to the number of remote learning options available and the number of students, teachers, and parents served by the statewide LMS system. Performance targets in Phases 2 and 3, relative to Year 1, include:

1. The number of users served by the project:
  - increase or maintain the number of times students and teachers accessed the LMS
  - increase or maintain length of time students and teachers stay logged into the LMS
  - increase or maintain the number of unique days students logged into the LMS
  - increase or maintain the number of courses used by teachers in the LMS
  - increase or maintain the number of courses built by teachers in the LMS
  - increase or maintain the number of professional development opportunities attended by teachers in the system

2. The number of parents served and the percentage who reported satisfaction with the remote learning options available:
  - Increase or maintain the number of parents served and the level of satisfaction as measured by a satisfaction survey distributed by districts
3. The number of districts served by the project:
  - Increase number of districts using the LMS and number of students served

### **Data Collection and Reporting**

As with the performance measures, data collection will be conducted in three phases.

Phase 1: In Phase 1, DEED will be largely concerned with data collection on the number of students, teachers, courses, and content in the LMS. The primary question here is whether and how the system is being adopted: Are teachers adding course content to the system? Are students accessing the course content? Is the content of high enough quality that students are engaged to the extent that they are enrolling and completing the courses? Phase 1 steps:

1. Conduct a statewide needs assessment.
2. Enroll users in LMS activities.
3. Measure the number of times, the length of time, and number of unique days students and teachers access the LMS.
4. Measure the number of courses created and teaching materials posted.
5. Measure the number of course enrollments and the course completion rate.

Phase 2: In Phase 2, performance targets will be evaluated relative to Phase 1 (when many baseline measurements will be established). Phase 2 steps:

1. Evaluate whether the instance of students accessing LMS stayed the same or increased
2. Evaluate whether the time students were logged in stayed the same or increased

3. Evaluate whether the number of unique days that students have logged into the LMS stayed the same or increased
4. Evaluate whether the course completion rate in the LMS stayed the same or increased
5. Evaluate whether course enrollments in the LMS stayed the same or increased
6. Begin collecting qualitative data to guide continuous improvement of the system

Phase 3: In Phase 3, DEED will repeat the evaluation of performance targets from Phase 2 and will begin monitoring achievement of students participating in virtual courses. The last phase will match student achievement data from the statewide summative assessment to courses completed using the LMS and completed in a traditional face-to-face classroom setting. Alaska is currently developing a through-year assessment and student achievement data from the assessment, if available, will be incorporated into this project. The intent here is to monitor student achievement over time so that systems can be improved if student achievement is lacking or is beginning to decline for students taking core courses in the LMS. Phase 3 steps:

1. Repeat each of the evaluations from Phase 2
2. Monitor achievement of students participating in virtual courses in the LMS

#### Data Resources

DEED administers multiple data collections every year to satisfy both state and federal reporting requirements. DEED also routinely collects and analyzes survey data. In addition, DEED will utilize other federal resources including the Comprehensive Center and support from the REL. The combination of both quantitative (user analysis) and qualitative (survey) data collection will provide DEED with opportunities to examine each performance target and analyze the system more broadly to provide recommendations in the service of continuous improvement.

To enable examination of these performance targets and to provide deeper analyses, DEED will consider the ability to collect the following data components in its selection of vendors. For students, quantitative data collection should include information on the number of times students access the system, the length of time that students stay logged into the system, the number of unique days students have logged into the system, the number of courses that students enroll in, and the course completion rate. For teachers and district staff, quantitative data collection should include the number of courses created, the number of materials posted, the number of times teachers log in, and the amount of time teachers spend in the system. For parents, quantitative data collection should include information on the number of parents who access the system and the amount of time parents spend in the system. Qualitative data collection will allow the measurement of whether parents are satisfied with the system. Qualitative data collection may also include surveys and focus groups of teachers and district staff users to determine what components of the system are working effectively, what components of the system are missing, and what components of the system could be improved. These surveys could also include questions about whether teachers think the system is clear, accessible, and useful for both students and staff.

### **Management Plan**

This project will be a collaboration of several entities. The program at DEED will coordinate and facilitate all aspects of the project. There are four sections that will need to be coordinated: LMS project set up, building the LMS, data collection, and training/professional development. DEED received CARES Act money in order to procure a LMS for one year. This grant project will provide the funds to develop and manage this system. DEED will procure the LMS in the summer/fall of 2020.

Partnerships with local education agencies (LEAs), the Comprehensive Center, the REL, and Tribal organization(s) will compliment work that will be provided by the LMS vendor and contractors providing professional development.

*Project Set Up.* The LMS vendor will provide the platform for digital content. The contract will also provide for Tier One Support that will be available to DEED and users. This support includes user seats, video capability, 24/7 technical and web support as well as on-demand professional development. In addition, DEED will utilize the content available through FLVS that will provide the foundation of the courses available to students in AKSVS. The LMS vendor will assist districts with setting up users and begin the process of training educators how to create and manage content within the system. DEED will utilize four contractors to create a statewide needs assessment, create professional development for effective online instruction, support Alaska's lowest performing schools (Comprehensive and Targeted Support Schools), provide content specific support to all schools, and create resources that can be used by all educators in Alaska. In order to create a new vision regarding virtual education in Alaska, contracts will be awarded to create video and print materials for district leaders, educators, parents, and the community.

*Building the LMS.* The program manager will coordinate with the vendors to create a system for building courses. This system will include a template/framework that provides guidelines for robust standards-based courses at all grade levels. Although the content from the AKSVS will be incorporated into the LMS, Alaskan educators will be able to create content that will be available statewide. With coordination by the program manager, contractors will be utilized to help with training educators about virtual/remote instruction and the integration/creation of effective content that can be housed on the LMS. The Alaska Tribal

organization(s) will coordinate with the program manager and the vendors to create the digital badging system to provide innovative academic solutions. The program manager will also create a vetting system that will include educators from across the state. A grant will be provided to LEAs to create a system and help coordinate the efforts on this portion of the project. Stipends will be provided to educators to create courses that will be made available statewide. Stipends will also be provided to create a cadre of AKSVS instructional design and virtual support mentors to support classroom-level implementation and best practices.

*Data Collection and Reporting.* Data collection and reporting will be done by the DEED data and internet technology teams with support from the REL. The data collected will provide the program manager with information regarding on how the LMS is being utilized, satisfaction by parents and students, achievement data for students participating in the program, as well as educator information regarding the courses created and utilized. Reports will be created annually for the public, the legislature, as well as submitting the required reports for US ED and the grant managers of this program. The program manager will utilize available data to make program decisions. Additional data will be collected as necessary to support program success.

*Training and Professional Development.* Training on how to utilize the AKSVS platform and content will be provided by the vendors. Contractors will be used to create professional development that can be administered in real time, as well as cached on the LMS for asynchronous use. The professional development will provide intensive training on digital instruction strategies (K-12, content specific, special education, etc.) and assessment strategies for educators in a virtual model (formative, interim, screening, etc.). Contractors will provide statewide, district, and small group ongoing professional development. Services will include webinars, professional development modules that can be used by districts, presenting at

statewide conferences, and providing specialized, in-depth professional development for Alaska’s lowest performing schools (Comprehensive and Targeted Support Schools). The program manager will direct the contractors in the creation of standards-based, content specific professional development. Grants will be provided to districts for teacher stipends for course development and mentorship.

**Implementation Timeline and Major Milestones**

<b>Project Tasks</b>	<b>Lead</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
<b>LMS Project Set Up</b>				
Conduct statewide needs assessment	Project Mgr. Contractor	Fall 2020		
Procure LMS *	Procurement	Fall 2020		
Procure contractors for PD, TA/Support -process begins	Procurement	10/1/2020	As needed	As needed
Contractor/stakeholder Kick-Off	Project Mgr.	11/5/2020		
Enroll users in LMS activities	Districts	Begins 8/10/2020	Ongoing	Ongoing
Logistics- grading, credit accrual, documenting completion	Vendor Contractor	Begins 8/10/2020	Ongoing	Ongoing
<b>Building the LMS</b>				
Incorporating AKVS courses into LMS platform	Project Mgr.	8/1/2020	Ongoing	Ongoing

<b>Project Tasks</b>	<b>Lead</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>
Course Vetting Committee Formed- monthly meetings scheduled	Project Mgr.	9/1/2020	Ongoing	Ongoing
Course development District/teacher developers	Districts	9/1/2020	Ongoing	Ongoing
Digital Badging component Integration into LMS	AK Tribal Org.	9/1/2020	Ongoing	Ongoing
<b>Data Collection and Reporting</b>				
<i>Phase 1</i>	DEED Data, IT Teams, REL	Begins 9/1/2020		
<i>Phase 2</i>	DEED Data, IT Teams, REL		9/1/2021	
<i>Phase 3</i>	DEED Data, IT Teams, REL			9/1/2022
<i>Satisfaction Surveys- parents and students</i>	DEED Data, IT Teams, REL	May-July 2021	May- July 2022	May- July 2023
<i>Reporting</i>  1. To US ED  2. To Legislature  3. To Public	DEED Data  Team	Spring	Spring	Spring



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3. Federal Communications Commission. (2020, April 24). *2020 Broadband Deployment Report*. Federal Communications Commission. <https://docs.fcc.gov/public/attachments/FCC-20-50A1.pdf>
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6. Vazquez Cano, Manuel, Bel Hadj Amor, Hella, Pierson, Ashley. (2019, September). *Educator Retention and Turnover under the Midnight Sun: Examining Trends and Relationships in Teacher, Principal, and Superintendent Movement in Alaska*. Regional Educational Laboratory Northwest. <https://files.eric.ed.gov/fulltext/ED598351.pdf>
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8. Alaska Department of Education and Early Development. (n.d.). *Meeting Alaska's Education Challenge Together*. Alaska Department of Education and Early Development. <https://education.alaska.gov/akedchallenge/alaska-strategic-priorities.pdf>
9. Aurora Institute. (2020). *Future Focused State Policy Actions to Transform K-12 Education*. Aurora Institute. <https://aurora-institute.org/wp-content/uploads/future-focused-state-policy-actions-to-transform-k12-education-2020-web.pdf>
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11. The New Teacher Project. (2018). *The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down – and How to Fix It*. TNTP.org. [https://tntp.org/assets/documents/TNTP\\_The-Opportunity-Myth\\_Web.pdf](https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf)
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Governor Michael J. Dunleavy  
STATE OF ALASKA

June 29, 2020

The Honorable Betsy DeVos  
Secretary  
U.S. Department of Education  
400 Maryland Avenue, SW  
Washington, D.C. 20202-6244

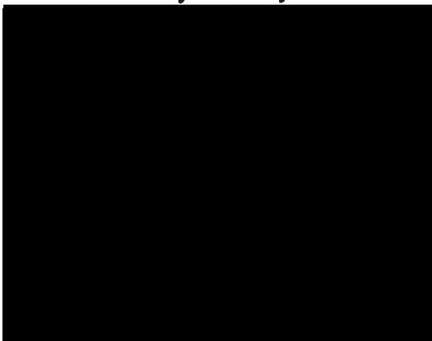
Dear Secretary DeVos:

I am pleased to provide a letter of support for the Alaska Department of Education and Early Development's (DEED) application for the Education Stabilization Fund – Rethink K-12 Education Models discretionary grant.

The unprecedented disruption caused by COVID-19 has forever changed the options and opportunities for student learning, particularly here in Alaska. Alaska ranks last out of all 50 states in Grade 4 reading on the 2019 National Assessment of Educational Progress. While many of our students receive an excellent education, a large achievement gap exists. The work to improve outcomes for all students must continue. COVID-19 has exacerbated Alaska's student learning crisis and undoubtedly widened our already unacceptable achievement gap. There has never been a better time in Alaska to rethink and reinvent our education models.

As we look ahead to a future where remote learning is part of the fabric of education; where access to reliable internet, highly-effective teachers, and high-quality content can vary as widely as the geography and the weather; DEED's proposal to establish a common, statewide learning management system will greatly aide in ensuring equitable access and increased achievement for all Alaskan students. By using technology, we can extend the benefit of great teachers, establish multiple options for educational opportunity, and build the capacity in Alaska to ensure teaching and learning remain a constant for our students, even during a pandemic.

Thank you for your consideration of DEED's proposal to rethink K-12 education in the Last



## Bibliography

1. The Denali Commission, Connected Nation. (2019, December 11). *A Blueprint for Alaska's Broadband Future*. Connected Nation. [https://connectednation.org/wp-content/uploads/2020/03/CN\\_ALASKA\\_BB\\_PLAN\\_12-2019\\_07\\_FINAL-1.pdf](https://connectednation.org/wp-content/uploads/2020/03/CN_ALASKA_BB_PLAN_12-2019_07_FINAL-1.pdf)
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11. The New Teacher Project. (2018). *The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down – and How to Fix It*. TNTP.org. [https://tntp.org/assets/documents/TNTP\\_The-Opportunity-Myth\\_Web.pdf](https://tntp.org/assets/documents/TNTP_The-Opportunity-Myth_Web.pdf)
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# Deborah Riddle

1

## KEY QUALIFICATIONS

- Expert knowledge of the Alaska Mathematics and English Language Arts Standards
- Experienced in working with Large Scale Assessment topics such as Achievement Level Descriptors, Summative Assessment Framework, item reviews and standard setting
- Program/Grant management experience- Title I and School Improvement Program, 21<sup>st</sup> CCLC Afterschool Program, Title II-A Higher Education Grants, School Improvement Grants 1003(g) and 1003(a), Title III-A Acquisition of English Language Program and Grant
- One and a half years experience as an Education Administrator for Assessments, ESEA and CTE
- Four years supervisory experience in the field: personnel (teachers, paraprofessionals, volunteers), scheduling and programming for the 21<sup>st</sup> CCLC Afterschool and Summer Programs
- Coordinated and act as State coordinator for the Enhanced Learning Maps Project with the University of Kansas to provide innovative standards mapping for Alaskan teachers
- Experienced in conducting face-to-face as well as virtual meetings, trainings and webinars

## EDUCATION

- M.Ed. Educational Leadership, Montana State University, Bozeman, MT 2011
- B. S. Elementary Education, Oregon State University, Corvallis, OR 1985
- Certifications
  - State of Alaska, ATI 10956, Type B-Administrator Certificate K-12, expires 2023

## INSTRUCTIONAL LEADERSHIP

### Professional Development

- Created and delivered professional learning opportunities for Alaska teachers regarding Alaska English Language Arts and Mathematics Standards
- Organized and implemented statewide conferences that support the implementation of the Alaska ELA and Mathematics Standards
- Traveled to conferences and districts to provide professional learning and technical assistance: Alaska ELA and Mathematics Standards, Title I consolidated applications, Alaska STEPP, School Improvement and CTE
- Provided technology workshops for elementary and high school staff (Montana)

### Leadership Activities

- Alaska Department of Education and Early Development
  - Division Operations Manager
    - Oversee day-to-day operations of the Division of Innovation and Education Excellence (IEE)
      - Supervise Education Administrators for IEE
      - Provide support for administrators in managing programmatic and personnel issues
      - Facilitate project management to support a variety of department initiatives

- Report to State Board of education on a variety of topics related to the IEE Division
- Assist the Director on division- and department-wide initiatives and projects
- Responsible for tracking federal and state funds associated with the IEE Division and assisting director and program managers with budget planning

Education Administrator I:

- Federal Programs
  - Provide guidance and support to Program Managers (Higher Education Grant Managers, CTE, Title III-A and 21<sup>st</sup> CCLC).
  - Coordinate with other teams and provide support for Program Managers that I don't supervise in order to effectively run federal programs (Title I-C, Title I-D, and Title II-A).
  - Oversee the Consolidated Application and approval process in the Grants Management System (GMS).
  - Coordinate and oversee Federal Monitoring of Title programs, follow up procedures and finalizing the monitoring process.
  - Participate on the ESSA Team to create the Alaska State Application.
  - Coordinate with program managers to write, edit and update sections of the Alaska State Application.
  - Understand and interpret statutes, regulations and guidance regarding the Elementary and Secondary Education Act as amended by NCLB and ESSA.
  - Provide guidance and resources to districts to help implement current federal requirements.
  - Responsible for the oversight of budgets for federal programs, Title allocations, and competitive grants.
  - Assist program managers and districts in the planning, organization and coordination of federal funds.
  - Ensure that districts comply with federal guidelines outlined in their consolidated applications.
  - Collaborate with multiple programs to create training opportunities for districts at the annual ESEA April Workshop.
  - Coordinate the ESEA Federal Programs weekly newsletter.
- CTE
  - Maintain a close working relationship with community and state agencies to establish effective working relationships.
  - Maintain current knowledge of all rules and regulations affecting career and technical education.
  - Collaborate with CTE team to create technical assistance to districts and schools regarding the Carl D. Perkins Program.
  - Responsible for the oversight of CTE data collection and program reviews.
  - Manage CTE budgets.
  - Provide effective management of competitive and non-competitive federal state leadership grants.
  - Collaborate with Career and Technical Student Organizations (CTSOs).
- School Improvement

- Understand and interpret current and changing federal and state statutes, regulations and guidance regarding school and district improvement.
- Oversee the review of school improvement plans for 1- and 2-star, priority and focus schools.
- Support schools required to submit school improvement plans using Alaska STEPP.
- Remain current on best practices in school improvement in order to provide guidance to schools and districts.
- Collaborate with State System of Support (SSOS) coaches in the field to provide support to the highest needs schools.
- Assessments
  - Provided supervision to 3 personnel on the assessment team.
  - Provided guidance and support for test coordinators: ACCESS for ELLS 2.0 and Alternate Assessments (DLM).
  - Oversaw state processes and procedures for the efficient administration of the assessments.
  - Worked with the team to troubleshoot situations in order to ensure the districts were able to test students effectively and efficiently.

#### Math/Science Content Specialist:

- Provided instruction and support regarding research based best instructional practices for ELA and mathematics standards.
- Created professional learning modules on a variety of standards implementation topics.
- Conducted informational webinars on a variety of topics related to the Alaska Mathematics Standards.
- Stayed current on national trends in education and current research regarding education, standards implementation and leadership.
- Collaborated with other teams within the department to ensure a common message regarding all department initiatives.
- Participated in national mathematics and science organizations for state leaders to ensure quality standards implementation.
- Partnered with state mathematics and science organizations (ACTM, ASTA)
- Networked with key staff in the Alaska university system.
- Collaborated with universities to provide quality pre-service training about standards implementation.
- Collaborated with the Instructional Support Team to organize DEED sponsored conferences and events..
- Assist with activities related to legislative requests, proposed regulations, and implementation of new laws.

#### ESEA Title I/School Improvement Program Manager

- Provided guidance to district leaders regarding standards implementation.
- Reviewed and approved Title I consolidated applications and budgets as well as school improvement plans.
- Provided recommendations to districts regarding Title I applications and the adherence to guidelines.
- Worked with districts and school to create and maintain their Alaska STEPP plans.

- Sun River Valley School District, Simms, MT
  - Scheduling: Schedule of classes for middle school, high school scheduling committee, responsible for MAP testing
  - Lead teacher, 2006
    - Assumed principal responsibilities in the absence of administrator.
  - Created policy regarding middle school for student handbook.
  - Collected and organize data for analysis, social data, MAP and CRT scores, teacher/parent surveys.
  - Curriculum development and alignment
  - Leadership Team for PBIS (Montana Behavioral Initiative)
  - Grant Writing Team Leader for MSRP (Montana Striving Readers Program)- literacy grant
- Sun River Valley After School Program
  - Supervision of all personnel matters: hiring, training, mentoring, supervision and evaluations
  - Responsible for all personnel: 2-6 teachers, 1-5 paraprofessionals, 1-5 volunteers.
  - Supervisor for Jobs for Montana Graduates Foundations (AmeriCorps)
  - Designed and implemented an after school and summer program for students in grades K-12
  - Arranged funding through fund raisers, grant writing and partnerships with community organizations
  - Created and maintained a yearly budget
  - Organized professional development opportunities and oversee program activities including STEM
  - Complied with the terms of 21<sup>st</sup> CCLC grant, reporting to Office of Public Instruction.
  - Maintained student and financial records
  - Organized community volunteers
  - Site Director for the Summer USDA Food Program
  - Grant renewal using e-Grants grant management system
  - Oversaw student discipline and modifications

## **WORK EXPERIENCE**

- Alaska Department of Education and Early Development, Juneau, AK December 2012 to present
  - Division Operations Manager
    - August 2018 to present
  - Education Administrator I
    - Student Learning, May 2016 to August 2018
    - Assessments January 2016- May 2016
  - Math/Science Content Specialist, June 2013 to January 2016
  - Title I/School Improvement Program Manager, December 2012-June 2013
- Sun River Valley School District, Simms, MT, 2000 to 2012
  - Math and science teacher, September 2006 to December 2012
  - Family Consumer Sciences Teacher, September 2002 to December 2012
  - Computer Science Teacher, September 2009 to December 2012

Deborah Riddle

- Language Arts Teacher, September 2002 to May 2006
- Cascade Colony School- multi-grade classroom, August 2000 to May 2002
- BLAST Sun River Valley After School Director, August 2007 to December 2012

**AWARDS**

- 2017 Governor's Denali Peak Performance Award for Leadership

Deborah Riddle

**REFERENCES**

Karen Melin, Deputy Commissioner

[REDACTED]

[REDACTED]

Tamara Van Wyhe, Division Director  
Alaska Department of Education & Early Development

[REDACTED]

[REDACTED]

Sondra Meredith, Administrator, Teaching Education & Certification  
Alaska Department of Education & Early Development

[REDACTED]

[REDACTED]

## Karen Melin



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Experience:

### **Deputy Commissioner for the Alaska Department of Education & Early Development** *Alaska Department of Education & Early Development (12/18 to present)*

- Work across the Departments Divisions and with partner agencies to move Alaska's Educational Priorities forward.
- Oversee 208 employees and an agency operating budget of \$293 million.
- The department includes divisions that support K-12 public schools, Mt. Edgecumbe High School a residential high school in Sitka, Alaska, the Alaska State Council on the Arts, the Alaska State Archives, the Alaska State Museums, the Alaska State Library, and the Professional Teaching Practices Commission.

### **Project Coordinator-**

*Alaska Department of Education & Early Development (7/18 to 12/18)*

- Worked with a team to implement the Alaska Every Student Succeeds Act (ESSA) Plan, Alaska Education Challenge,
- Act as liaison between the division of Student Learning and the division of Educator and School Excellence,
- Work on implementation of legislation around curriculum and instruction
- Conducting Department staff development sessions
- Supporting districts, schools, principals, and teachers to accomplish their goals
- Conduct Webinars for teachers in reading instruction to promote on grade level reading proficiency
- Present at educational conferences concerning the expectations and opportunities in the Alaska ESSA Plan

### **District Multi-Tiered System of Support (MTSS), Intervention, and Assessment Coordinator**

*Fairbanks North Star Borough School District, Fairbanks, Alaska (8/16 to 7/18)*

- Lead and support the RTI/MTSS process district wide.
- Training and administration of a number of assessments (AIMSweb Plus, MAP, and PEAKS)
- Purchase, training and support for district Math and ELA interventions.
- Supporting Principals in implementing an effective MTSS process in their buildings
- Supporting K-12 teachers in understanding and implementing an effective instructional practice in their classroom

## **Karen Melin**

- Training on how to effectively use a balanced assessment system at the classroom, school, and district level to support all students
- Training and Supporting the administration of assessments
- Training and supporting reading reports
- Working collaboratively with Federal Programs and Special Education to intentionally create and connect systems that are cohesive across the district
- Working with other departments in the district in navigating complex change

### **Teacher Mentor – Student Learning Data**

*Fairbanks North Star Borough School District, Fairbanks, Alaska (8/15 – 8/16)*

- Work with teachers to gather and interpret data for the purpose of setting goals and adjusting instruction to best serve all of the students in their class.
- Examine class, building, district, and state data to inform instructional grouping and interventions needed.
- Help teachers create and use a comprehensive classroom assessment system to follow students learning and adjust instruction.
- Mentor early career teachers to improve their instructional practice and hone their skills as an educator, plan and conduct professional development activities at the building and district level and serve as a member of the district Teacher Working Group.
- Worked closely with the Danielson Framework for Teachers and see how it could be effectively implemented to help teachers and other educators continuously examine and improve their practice.

### **Administrator of Instructional Support**

*Alaska Department of Education & Early Development, Juneau, Alaska (7/13 –7/15)*

- Lead a team of content specialists that offered assistance to school district superintendents, school leaders, and teachers concerning best practices in education and strategies to improve classroom instruction aligned to the Alaska ELA and Math Standards.
- Present at conferences across the state as well as work with teachers and community groups on approaches that help students be successful in their academic endeavors.
- Supervision of professional educators
- Planning and implementing professional development events locally and at the state level

## Karen Melin

- Working through the awareness and implementation of the Alaska ELA and Mathematics Standards
- Work with district superintendents and district level staff to support teachers in classroom instruction aligned to the Alaska ELA and Math Standards
- Collaborating with other state agencies around educator evaluation systems and assessments
- Collaborating with state assessments and teacher certification in creating and implementing statewide assessments and educator effectiveness models

### **State Literacy Specialist**

*Alaska Department of Education & Early Development, Juneau, Alaska (7/2011 – 7/13)*

- Support educator's pre-K – 12 in the improvement of literacy instruction.
- Facilitate the development the Alaska Literacy Blueprint.
- Planning the annual statewide literacy institute sponsored by DEED. At the conference I presented content, as well as organized schedules, speakers and presenters and session content.
- Develop and gather tools and resources for literacy instruction

### **Reading Specialist**

*USD 501 Topeka Public Schools, Topeka, Kansas (2/08 – 7/11)*

- Help K-5 students improve as readers
- Assess using a variety of assessment (DIEBLES, AIMSweb,) to identify students reading deficits
- Provide appropriate intervention support in small groups
- Part time building leader

### **TEACHER**

*Wichita USD 259 Wichita, Kansas (11/97 - 3/98)*

- Taught 4th grade most subjects and first grade reading at an Edison Project School.
- This program was a pilot program in which the private sector and public school worked together to improve education in impoverished communities. Some of the components of this school included longer school days (8:00 – 5:00), explicit behavioral expectations, and alternate curriculum. The program is no longer in operation.

## **Karen Melin**

### **DIRECTOR OF EDUCATION**

*Wasilla Assembly of God Wasilla, Alaska (9/96 - 10/97)*

- Oversight and administration of all education programs in the church
- Training teachers
- Course curriculum facilitation
- Organizing and supervising approximately 25 adult volunteers

### **TEACHER**

*Juneau Christian School, Juneau, Alaska (1/92 - 6/92 AND 1/95 - 6/97)*

- Teach 2nd and 3rd grade.
- Create a positive learning environment as well as planning and implementing all instruction.

### **TEACHER**

Joyland Learning Center and Kindergarten Springfield, Missouri (8/79 - 6/80 AND 8/85 - 6/86)

This is a private Pre School and Kindergarten. I began working with the 3 yr. old class then with the Pre-K class. I later taught full day Kindergarten for two separate school terms.

### **TEACHER/PROGRAM COORDINATOR**

Bethel Life School WICHITA, Kansas (6/79 - 8/79 AND 9/80 - 6/81)

- Designing and implementing the summer program for approximately 30 students K-6 grade
- Supervision of paid and volunteer staff members
- Taught a first grade class

## Karen Melin



### **Certifications/licenses:**

Alaska State Teaching License K-8

### **Related Professional Experience**

NAYC CONFERENCE 1994  
Presentation Topic: Math in Literature

PRESENTER AT 1994 SOUTHEAST ALASKA READING CONFERENCE  
Presentation Topic: Integration of Math and Literature

PRESENTER AT 2012, 2013, AND 2014 ALASKA PRINCIPALS CONFERENCE  
Presentation Topic: Instructional Content and Strategies

PRESENTER AT 2014 ALASKA NEA LEADING THE PROFESSION CONFERENCE  
Presentation Topic: Math and ELA Standards and Instructional Practice

PRESENTER AT 2013 and 2014 ALASKA BILINGUAL MULTICULTURAL EDUCATION  
CONFERENCE  
Presentation Topic: Academic Standards, Community, and Culture

PRESENTER AT 2012 AND 2013 STATEWIDE LITERACY CONFERENCE  
Presentation Topic: Literacy and the Alaska State Standards



# TAMARA L. C. VAN WYHE

## CERTIFICATION AND ENDORSEMENTS

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Alaska Type B Administrative Certification. K-12 Principal Endorsement.

National Board Certification from National Board for Professional Teaching Standards. English Language Arts (Adolescence and Young Adulthood).

Alaska Type A Teaching Certification. Endorsements: Secondary English (7-12); Secondary Speech (7-12); Secondary Journalism (7-12); Middle School Language Arts (5-8).

## PROFESSIONAL PREPARATION

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*In Progress:* Doctor of Education: Personalized & Competency-Based Instruction – Capella University  
Alaska Superintendent Endorsement Program – University of Alaska Southeast  
Graduate Certificate in Educational Leadership – University of Alaska Anchorage; August 2007  
Continuing Graduate Education – University of Alaska Southeast; Fall 1999-present  
Continuing Graduate Education – Alaska Pacific University/ASDN; Spring 2001-present  
Continuing Graduate Education – Bread Loaf School of English; Summers 1999, 2001  
Master of Arts Degree in Teaching (Secondary Education) – Augustana College; May 1995  
Bachelor of Arts Degree in English – Augustana College; December 1994  
Bachelor of Arts Degree in Speech Communication – Augustana College; May 1988  
Bachelor of Arts Degree in Journalism – Augustana College; May 1988  
Minor in Special Education – Augustana College; December 1994  
*Graduate G.P.A. 3.98 / 4.0    Undergraduate G.P.A. 3.65 / 4.0*

## PROFESSIONAL EDUCATION EXPERIENCE

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Director of Teaching & Learning Support and Student Learning– January 2019 to present. Alaska Department of Education & Early Development, Juneau, Alaska. Responsible for division leadership and coordination of multiple teams within the state agency.

Superintendent – July 2016 to December 2018. Copper River School District, Glennallen, Alaska. Responsible for leadership and management of school district, including communication and interactions with Board of Education, supervision of principals and district-level directors/coordinators, public relations and interactions with stakeholders and personnel, and maintaining stability of district vision and strategic plan.

Director of Teaching & Learning Support – July 2010 to present. Copper River School District, Glennallen, Alaska. Responsible for oversight and leadership of district-wide curriculum, instruction, assessment, staff development, educator evaluation program, grant management, and grant writing.

Principal, Glennallen School – 2008-2010. Responsible for leading K-12 school with total enrollment of 280 students. Additional district-wide responsibilities as curriculum and staff development coordinator.

Assistant Principal, Glennallen School – 2006-2008. Responsible for leading junior high and high school program within K-12 building and assisting with staff supervision in elementary grades. Additional district-wide responsibilities as curriculum coordinator and staff development coordinator.

Curriculum-Instruction & Assessment Support Specialist – August 2005-August 2006. Copper River School District; Glennallen, Alaska. Newly-created, district-wide position involved mentoring, literacy coaching, classroom support, curriculum review and committee supervision, staff development responsibilities, development and maintenance of teacher-support website and professional library, and assistance with district test coordinator responsibilities.

English Language Arts Teacher – August 1997 to May 2005. Kenny Lake High School; Kenny Lake, Alaska. Grades 7-12. Responsible for all English Language Arts courses for students in grades 7-12; also taught Fine Arts, Speech Communication, Drama, Journalism, Computer Applications, World History, Vocal Music.

English Composition and Literature Teacher – August 1996 to May 1997. Robert Service High School; Anchorage, Alaska. Grades 9, 11, 12. Responsible for multiple sections of composition and literature.

Special Education/Resource Teacher – January to May 1996. Colony Middle School; Palmer, Alaska. Grade 7. Long-term substitute position; responsible for providing resource support services to students, meeting IEP goals, and completing necessary SpEd documentation.

Special Education/Resource Room Teaching Assistant – October to December 1995. Colony Middle School; Palmer, Alaska. Grades 7 & 8. Provided tutorial assistance to students in resource room setting in the areas of written language and reading.

Middle School Student Teaching – April to May 1995. Whittier Middle School; Sioux Falls, South Dakota.

Secondary Student Teaching – February to March 1995. Hills-Beaver Creek High School, Minnesota.

Special Education Practicum – Fall 1994. Summit Oaks Alternative Education Program; Sioux Falls, South Dakota. Grades 7-12.

## **SUMMARY OF RELEVANT CONTENT AREA-RELATED EXPERIENCES & LEADERSHIP**

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Prince William Sound College Advisory Council member: 2016-present. Serve on council as representative of Copper River School District (seat held by Superintendent).

Wrangell Institute for Science and the Environment (WISE) Advisory Board member: 2016-present. Serve on board as representative of Copper River School District (seat held by Superintendent).

Alaska Teacher Placement (ATP) Advisory Board: 2014-present. Appointed to statewide board providing guidance related to statewide recruiting, hiring, and retention of high-quality educators.

Alaska Arts Education Consortium (AAEC) Board of Trustees: 2013-present. Elected as Interior Representative on 12-member board providing support of and programming for arts education in Alaskan schools.

Future Educators of Alaska (FEA) Advisory Council member: 2011-present. Appointed to statewide council providing guidance for career development of future educators in Alaska's middle and high schools; named to statewide team for participation in Educators Rising national conference, Summer 2016.

Alaska Association of School Boards Conference Presentations: "DTI Districts: Building A Systemic Personalized Learning System in Alaska," November 2016; "What Are Districts Offering for Choice?," November 2016; "Mining the Arts" New Visions Arts Grant Sectional, November 2012.

Alaska Career & Technical Education (ACTE) Professional Development Conference Presentation: "Thinking Inside the Box: A CTE Model for Rural Schools," October 2016.

Alaska Society for Technology in Education (ASTE) Member, Conference Presenter, and Regional Board of Directors Representative – 2008-present. Served as Southcentral Representative on ASTE Board from 2012-2015. Presented multiple sectionals at ASTE state conference from 2010 to present, with four presentations slated for 2017 conference.

Presenter: iNACOL Blended and Online Learning Symposium, Palm Springs, CA; November 2014. Session co-presented with three other districts from across the U.S. highlighting student learning gains and academic growth resulting from the use of blended learning in traditional classroom settings.

Alaska State Standards Review and Content Designation Committees – 2010-present. Assisted with review of state standards in preparation for new assessments and district support materials development. Served on multiple committees responsible for crafting new standards prior to submission to state Board of Education for adoption in 2012.

Language Arts Consultant/Teacher Educator – 1999 to present. Yukon-Koyukuk School District (Fall 2005); Anchorage School District (Summer 2004); Alaska Gateway School District (2003-2004); Yakutat School District (1999-2003); Yukon Flats School District (Fall 2001); Copper River School District (1998-present). Training presentations on Six-Trait analytical writing assessment, writing instruction strategies, standards-based literacy across the curriculum, and models of best practice instruction in the English Language Arts classroom.

Alaska State Writing Consortium Teacher-Leader – 2000 to 2010. Summer 2005 Invitational Institute, “Leading Writers,” UAS/Juneau, AK; Winter 2005 Virtual Open Institute, “The Write Time,” distance-delivered via Alaska Teacher Leadership Network; Spring 2004 Invitational Writing Retreat, “Write at the Heart,” Anchorage, AK; Summer 2003 Invitational Institute, “Leading Writers,” UAA/Anchorage, AK; Summer 2001 Basic Institute, “Connecting Writers,” UAS/Juneau, AK. Responsible for planning, leading, and follow-up for ASWC annual institutes involving nearly 100 educators from across Alaska.

Alaska Department of Education / Data Recognition Corporation Committee Work – January 2004 to 2010. Participated in Grade Level Expectation Committee work (Writing, grades 7-10) in January, March, & October 2004; SBA Item Writing Workshop, April 2004; Performance Descriptors Committee, July 2004; Field-Test Item Review Committee, December 2004; SBA Standards Validation Committee (Writing Test), May 2005; various content review and “bookmarking” committees related to Standards Based Assessments in Reading and Writing, 2006-2010.

Alaska’s Measuring Student Progress Committee – 2004 to 2008. Copper River School District teacher representative on select committee convened by AK Commissioner of Education Roger Sampson. Responsible for research and writing of formative assessments specific to Alaska’s Grade Level Expectations for Reading in grades 7-10.

Adjunct Faculty, University of Alaska Southeast – Spring 2002-Summer 2004. Served as instructor for distance-delivered Alaska Studies for Educators.

Rural Practicum Mentor: University of Alaska Southeast, 2001-2004. Member of mentoring pilot program sponsored by UAS and Bread Loaf Rural Teacher Network. Program involved participation in face-to-face mentor meetings, online coursework, and hosting practicum experience for pre-service teacher.

Presenter: National Council of Teachers of English Annual Convention, Baltimore, MD; November 2001. Session co-presented with Idalia, CO, colleague on classroom research related to online poetry exchange. Focus on strategies for successfully implementing literature and writing-based online exchanges and action research component of project.

Presenter: Alaska State Literacy Conference, Anchorage, AK; October 2001. “Shadow Writing: Pleasant Practice for the Reluctant Writer.” Session presented philosophy of writing instruction supporting scaffolded

practice for junior high and high school writers. Content drawn from three years of classroom experience with effective model for successfully developing abilities of young writers.

Presenter: Bread Loaf Teachers Network Spring Conference, Sante Fe, NM; May 2001. Presented extensive documentation from two years of online communication between students at Kenny Lake High School and Idalia (CO) High School. Online transcripts used to illustrate growth and development of students as analytic and creative thinkers and writers.

Bread Loaf Writers Conference Invitational: February 2001. Members of Bread Loaf Rural Teacher Network gathered to author articles on successful classroom practices. Authored chapter entitled “Shadow Writing: Pleasant Practice for the Reluctant Writer.”

Presenter: Alaska State Literacy Conference, Juneau, AK; October 2000. Session co-presented with Kenny Lake colleague: “Inquiry Circles and the Brain: Methods, Materials, and Motivations for Learning.” Session included classroom simulation of Inquiry Circle approach to literature.

Presenter: National Bread Loaf Rural Teachers Network Summit, Middlebury, VT; June 2000. Invited as representative of state of Alaska to share successful online exchange conducted via BreadNet communications network.

Presenter: Northwest Regional Council of Teachers of English Conference, Big Sky, MT; April 2000. Session presentation focused on successful online exchange/conference with classroom in Colorado entitled “Pass the Poetry: Redefining Place in the High School Classroom.”

Bread Loaf Writers Conference Invitational: Anchorage, AK; February 2000. Members of Bread Loaf Rural Teachers Network gathered to author articles on “best practices” in standards-based classrooms for publication and distribution throughout the state of Alaska.

Freelance Writing – 1999 to present. Submission of professional articles to various organizations and publications related to education at local, state, and national level.

Free-lance Communication Specialist – 1986 to 2010. Utilize creative communication skills and abilities to design and author promotional materials and offer guidance in creative and professional writing, layout, and design.

Creative Specialist – The Austad Company (Sioux Falls, SD); 1986 to 1988. Designed, wrote, and edited customer newsletters, product copy, and press releases. Created effective, innovative brochures and advertisements for direct marketing campaigns.

## **PUBLICATION, RECOGNITION, GRANTS, AND AWARDS**

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Designed, authored, and currently manage CRSD’s Digital Teaching Initiative (DTI) Grant. Three-year project (2014-2017) funded at \$652,053 focuses on development of new models for quality instruction in Alaska’s rural schools, distance delivery of instruction, and blended/online learning opportunities.

*Copper River Record* weekly contributor of CRSD education-related column, “The Current.” August 2016-present. Guest contributor 2014-2016.

Alaska Society for Technology in Education (ASTE) Technology Leadership Award: Alaska’s Outstanding Technology Administrator, 2015

Authored Copper River School District Residential and Virtual School Program Planning Grant, funded at \$275,000, FY 2015. Funds used to research feasibility of variable-term residential program and supported implementation of online learning options for CRSD high school students.

American School Superintendents Association (AASA) /Farmers Insurance Women in School Leadership Award Nominee, 2013. One of 25 women nominated for national award recognition.

Coordinated and authored Alaska Department of Education Career & Technical Education (CTE) Implementation Grants focusing on career education and Personalized Learning & Career Plan (PLCP) programming and CTE-focused professional development for CRSD staff. “CTE K-12: It’s Everybody’s Business” funded at \$29,000 during FY 12; “CTE K-12: Your Life, Our Responsibility” funded at \$32,000 during FY 13.

Coordinated Future Educators of Alaska (FEA) Grant Awards totaling more than \$60,000 since 2011, supporting FEA programs at Kenny Lake and Glennallen Schools. Established FEA chapters. Supported youth leadership development, with eight students selected as FEA state officers/leaders since 2011.

Developed programming, authored grant applications, and managed “New Visions” Arts Grant and Artists in the Schools (AIS) projects, sponsored by Alaska Department of Education & Early Development (DEED) and Alaska State Council on the Arts (ASCA). Projects totaling more than \$50,000 ongoing since 2009.

Glennallen Elementary School, Alaska, recognized as 2009 United States Department of Education NCLB-Blue Ribbon School. Represented Glennallen School as Principal at awards ceremony in Washington, D.C., in November 2009.

Kenny Lake School Language Arts “Pass the Poetry” project focus of Georgia Southern University doctoral study by Julie Henderson Rucker, Ph.D., 2008: “Effects of Online, Collaborative Discourse on Secondary Student Writing: A Case Study of the History and Ecology of an Electronic Exchange.”

Kenny Lake School, Alaska, recognized as 2005 United States Department of Education NCLB-Blue Ribbon School. Served as sole English Language Arts teacher at KLS from 1997-2005 for students in grades 7-12; authored Kenny Lake School’s Blue Ribbon School application (Fall 2004); served as teacher representative at NCLB-Blue Ribbon Schools Awards Ceremony in Washington, D.C., November 2005.

Kenny Lake School Language Arts classroom and writing instruction featured in Northwest Regional Education Labs publication chapter entitled *Tapestry of Tales*, highlighting effective writing program in rural school. Chapter authored by Debbie Ellis, NWREL, 2005.

Kenny Lake School Language Arts classroom instruction and poetry writing activities featured in Northwest Regional Education Lab training material for *Classroom to Community & Back* Instructional Program. NWREL, 2005.

National Board of Professional Teaching Standards Certification: English Language Arts / Adolescents & Young Adults; November 2004. One of only 180 NBCTs in Alaska; sole NBCT in the CRSD.

Coordinated, compiled, and edited fourth volume of student-authored poetry and prose, *Amongst the Dreams of Heroes*, 149 pages; featuring creative writing by students in grades 4-12 at Kenny Lake School. April 2004.

Article entitled “When the Impossible Happens: Site-Based Professional Development in Rural Alaska.” Publication in *The Bread Loaf Teacher Network Magazine*, Spring 2004.

Article entitled “Remembering Stephanie: A Eulogy.” Composed for very personal reasons in response to the death of a student, this piece was shared at a school assembly and later at a memorial service. Published in an issue of *Village Voices*, a RurAL CAP publication, Winter 2003.

Coordinated and authored winning Technology Advancement Grant application for the C.A.B.L.E. Project at Kenny Lake School, funded at \$151,000. Coordinated grant project focusing on brain-based research,

technology integration in the classroom, and school-wide action research. Project involved ten certified staff members (entire staff) at KLS. May 2001-September 2002.

Coordinated, compiled, and edited third volume of student-authored poetry and prose, *Shadows of Ourselves: Poetry from Our Point of View III*. 172 pages; featuring creative writing by students in grades 2-12 at Kenny Lake School. April 2002.

Chapter entitled "Shadow Writing: Pleasant Practice for the Reluctant Writer." Publication in *Standard Implications II: Classroom Truths and Consequences*. Ed. Annie Calkins; University of Alaska Southeast, 2001.

Winner of The Kate and Paul Farmer Award from National Council of Teachers of English for "Developing a Passion for Poetry: Breaking Rules and Boundaries with Online Relationships in the High School Classroom." Selected as "most outstanding" *English Journal* article published in 2000 written by a high school teacher. Awarded November 2001.

Guest Editorials in *The Juneau Empire* and *The Anchorage Daily News*. "Testing Tonia: A Teacher's Call to Action." Focus on the implications of high-stakes test on "real" students. Summer 2001.

Alaska Department of Education Bread Loaf Fellowship. Fellowship involved study at Bread Loaf School of English (Juneau, AK, campus) during summer of 2001 and subsequent research related to online writing and its classroom implications. Coursework: Summer 2001; Research 2001-02 SY.

Coordinated, compiled, and edited second volume of student-authored poetry, *If Our Words Had Wings: Poetry from Our Point of View II*. 172 pages; featuring creative writing by students in grades 8-12 at Kenny Lake School. April 2001.

National Ethnography in Education Forum 2001; Philadelphia, PA. Attended as member of Bread Loaf Teacher Network panel that met to examine online transcripts from technology-based exchanges. Work resulted in "framework" for examining students' online writing. March 2001.

National Council of Teachers of English Leadership Development Award winner. Recognized for contributions to the profession as an early-career English language arts professional educator at NCTE Annual Convention, November 2000.

Publication in *English Journal*, NCTE secondary journal: "Developing a Passion for Poetry: Breaking Rules and Boundaries with Online Relationships in the High School Classroom." November 2000.

Interview/section related to Kenny Lake School and Language Arts publishing activities in article authored by Sam Swope. *Voices from the Middle*, middle-level journal of NCTE.; publication September 2000.

Chapter entitled "The Arts Meet the Ice: Poetry Readings in Rural Alaska." Chapter accepted for publication in *Celebrating Students' Writing*, edited by Chris Weber; Portland, Oregon.

Jordan Fundamentals Grant: "Writing Our Lives: The History of Kenny Lake." Grant project involved students in grades 7-12 researching and writing the history of Kenny Lake, Alaska, culminating in the publication of a professionally published anthology of stories and historic anecdotes. Funded March 2000; project implemented 2000-2001 SY.

Coordinated, compiled, and edited 98-page volume of student-authored poetry, *The World We Know: Poetry from Our Point of View*. Featured creative writing by students in grades 7-12 at Kenny Lake School. February 2000.

Copper River School District Teacher Representative at Alaska Education Summit 2000, Girdwood, AK. Appointed by superintendent and CRSD Board of Education, September 2000.

Chapter entitled “The Power of Poetry: Changing Lives with Words.” Publication in *Standard Implications*. Eds. Annie Calkins & Scott Christian; University of Alaska Southeast, 2000.

Alaska K-12 Balanced Reading Program Grant. Implementation of Grant involved working with primary and intermediate teachers at Kenny Lake to develop a balanced reading program for Kenny Lake School K-12 site. January 2000-January 2002.

DeWitt Wallace-Reader’s Digest Fellowship. Fellowship involved study at Bread Loaf School of English (Middlebury, VT) during summer of 1999 and subsequent membership and extensive involvement in Bread Loaf Rural Teacher Network. Coursework: June-August 1999; Network affiliation: June 1999-present.

## **AREAS OF PROFESSIONAL INTEREST AND RESEARCH IN EDUCATION**

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Blended, Personalized, and Competency-Based Learning (doctoral program specialization)

Standards-Focused Teaching and Learning in the Rural Alaskan Classrooms (focus for development of a variety of student, staff, and parent tools and resources)

Six-Trait Analytical Writing Assessment and Implementation of Teaching Models: State of Alaska Writing Assessment Training and State Scoring Participation; District-level Writing Assessment Coordinator; Multi-district Professional Development Facilitator

Technology as a Preferred Tool for Writing (graduate research focus)

Online-Writing and the Influence of a Distant Audience

Research-based Technology Integration in K-12 School Settings

Power of Poetry in the Junior High and High School Classrooms

Collaboration & School-wide Action Research as an Avenue for Change in the K-12 School

## **TECHNOLOGY-RELATED COMPETENCIES**

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Design and development of district-wide digital learning programs in the Copper River School District, including blended learning in traditional classroom settings utilizing multiple digital resources and learning tools, distance education via video-conferencing (VTC), and fully online virtual program involving five different content providers.

Founding member of and regular contributor to Alaska Ed Chat (#AKedchat) on Twitter, weekly education-related online chat for Alaskan educators, established December 2015.

Design, development, and maintenance of Copper River School District web presence, including public-facing website and password-protected Employee Portal. Management of and regular posting to district website, CRSD social media sites, and employee-specific resources.

Investigation, review, vetting, and training related to digital content tools used in Copper River School District and recommended for use in blended learning classrooms across Alaska as part of Digital Teaching Initiative (DTI) Grant activities, including development of relationships with vendors, contract negotiations, and platform set-up and maintenance.

Design and use of web-based/Internet classroom sites (i.e. Blackboard, Schoology, Google Classroom, Eluminate, Alaska Teacher Leadership Network (ATLN), and Bread Loaf Teacher

Network (BreadNet)) to support students and facilitate technology-based communication between and among classrooms.

Design and implementation of online exchange conferences linking students in remote areas via BreadNet (communication network of the Bread Loaf Teacher Network) for the purposes of discussing literature, writing, research, and cultural similarities and differences.

Understanding of structure and participation in distance-delivered, web-based coursework for adult learners (utilizing UAS Caucus system, BreadNet, ATLN, Moodle, web logs, etc.).

Development of online career and English Language Arts portfolios for students in grades 9-12 at Kenny Lake School.

Creation of extensive web pages documenting Pass the Poetry online literature conference. Pages posted as part of UAS Best Practices in Reading and Writing website; Spring 2000.

Integration of technology as a teaching tool in classroom environment; regular integration of technology and multi-media work as required modes for presenting evidence of learning.

### **CO-CURRICULAR INSTRUCTIONAL /ADVISORY ACTIVITIES**

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Copper River School District Language Arts Committee member: 1997 to 2010; Chair 2004-2008

Copper River School District Writing Assessment Coordinator: 1998 to 2010

Kenny Lake School Site Coordinator for District Writing Assessment: 1997 to 2005

Copper River School District Goals 2000 Steering Committee, faculty representative

Copper River School District School-to-Work Committee member: 1997 to 1999

Copper River School District Curriculum Steering Committee member: 1997 to 1999

Kenny Lake School National Honor Society, National Junior Honor Society, and Tri-M Music Honor Society Advisor: 2000-2005 (initiated charters for NJHS & Tri-M chapters, 2002)

Kenny Lake School Arts Night Coordinator and Drama Director: 1998-2005

Kenny Lake School Choral Director: 1999-2005 (KLS choir honored as featured entertainment at closing banquet for Alaska State School Boards Annual Meeting, November 2004; selected for command performance as "Best Small Choir" at Region II Music Festival, April 2005)

Kenny Lake School Learning Evidence Achievement Plan Program Coordinator: 1998-2005 (initiated first "LEAP Night" in Spring 1998, an event now in its 20<sup>th</sup> year at Kenny Lake School)

Kenny Lake School Close Up Washington D.C. Club Advisor: 1997 to 2000

### **PROFESSIONAL MEMBERSHIPS (PRESENT & PAST)**

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Alaska Superintendents Association (ASA)

The School Superintendents Association (AASA)

Alaska Arts Education Consortium (AAEC): Elected Interior Region Representative 2013-present

iNACOL (International Association for K-12 Online Learning)

Phi Delta Kappa (PDK International)

Alaska Society for Technology in Education (ASTE): Elected Southcentral Region Rep, 2012-2015

National Council of Teachers of English (NCTE): National Secondary Section Steering Committee member, elected two terms spanning 2003-2008

Bread Loaf Teachers Network

Chi Epsilon Women's Honor Society

Learning Forward (National Staff Development Council)

Association for Supervision and Curriculum Development (ASCD)

International Reading Association

Alaska Council of Teachers of English: President, 2001-20015; Co-President, 2000-2001

Alaska State Literacy Association

Kappa Delta Pi Education Honor Society

## REFERENCES

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Dr. Michael Johnson  
Alaska Commissioner of Education and Early Development

[REDACTED]

Mr. Jerry Covey  
JSC Consulting, LLC / Former Alaska Commissioner of Education

[REDACTED]

Dr. Lisa Skiles-Parady  
Executive Director, Alaska Council of School Administrators (ACSA)

[REDACTED]  
Juneau, AK 99801  
[REDACTED]

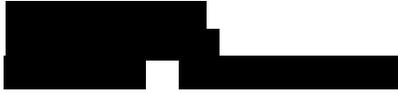
Mr. Sean Dusek  
Superintendent, Kenai Peninsula Borough School District

[REDACTED]  
[REDACTED] [ak.us](#)

Mr. Reed H. Carlson  
Principal, Red Lake Schools / Former Principal, Kenny Lake School

[REDACTED]

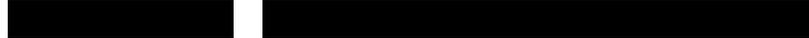
Mrs. Judy Norton-Eledge  
Education Consultant / Former CRSD Administrator



Additional references and work samples available upon request.



Alaska Association of Elementary School Principals  
7259 Tyre Drive Anchorage, AK 99502



June 26, 2020

To the US Department of Education,

I am writing this letter to let you know that the Alaska Association of Elementary School Principals (AAESP) supports DEED's efforts to receive the Education Stabilization Fund Grant for the State of Alaska.

Our state needs a high-quality virtual learning system to provide equitable online access for all students. During the recent COVID crisis, many schools had to independently find their own virtual programs to help deliver remote learning. Alaska is unique in its varied and diverse school environments. Districts can cover areas the sizes of small states with all of their schools being off of the road system. This is why a robust statewide learning system is needed. It is difficult and expensive for individual districts to develop learning platforms for their schools. With travel restrictions and schools not allowing teachers and students to go into the school buildings, we will continue to be dependent on remote learning. With the current trend of the number of COVID-19 cases in Alaska rising, many districts have opted for a hybrid approach for learning for fall of the 2020-21 school year. This creates a huge learning curve for both teachers and students. Additional support will help ensure a successful school year. This will mean that vigorous professional development and training will be needed for every Alaskan educator. Securing this grant will assist every teacher to obtain the proper professional learning they need to be successful with remote learning. Ultimately, it will be the students who will benefit as they receive a relevant and rigorous education.

Please let me know if you have questions and/or need further information.

Sincerely,



Jennifer Schmitz, AAESP Executive Director on behalf of the  
**AAESP Board of Directors**



June, 22, 2020

Association of Alaska School Boards  
1111 West 9<sup>th</sup> Street  
Juneau, Alaska 99801

To: U.S. Department of Education  
Office of Elementary & Secondary Education

This letter is written in support of the Alaska Department of Education & Early Development (DEED) grant application for the Education Stabilization Fund – Rethink K-12 Education Models.

Alaska is a vast state with multiple individual school districts that encompass areas larger than most other entire states. The school districts contain villages connected only by air and river systems. Resupply and logistics are dependent on weather and are often sporadic. Alaska embraces technology, but the challenge is inadequate broadband capacity.

While Alaska is a state with significant difficulties in the delivery of education, we adhere to our mission – "*An excellent education for every student every day.*" The department, school boards, educators, parents, and communities want our students to receive a world-class education.

While the COVID-19 pandemic turned our world upside down, within days of school closures lessons were being delivered, on-line instruction was implemented, teachers were connecting with students, and meals were being provided. We learned "on the fly" how to operate within this "new normal."

We have come to realize that, along with the challenges we've faced during the pandemic, there are also opportunities to be taken advantage of as we move forward, specifically the ability to "reinvent" Alaska's education system in ways that better serve the needs of students. From our experiences during the pandemic, we believe that we can personalize

education in ways that individualize learning for every student no matter their abilities and truly embed "*An excellent education for every student every day*" into our system.

Seed money from the Rethink K-12 Education grant will allow DEED to work with school districts that are developing new education delivery systems, and create models for other districts to implement. This grant opportunity has the potential for positively affecting every student in the state.

We encourage you to give serious consideration to Alaska's proposal. The Association of Alaska School Boards is a supporter of this grant proposal and request that you support it as well.

Sincerely,



Michael Swain  
President

Norman D. Wooten  
Executive Director



Alaska Association of Secondary School Principals

U.S. Department of Education:

On behalf of the Alaska Association of Secondary School Principals (AASSP), I am writing this letter in strong support of the Alaska Department of Education and Early Development (DEED) in their pursuit of the *Rethink K-12 Education Grant*. AASSP is a statewide affiliate of the National Association of Secondary School Principals (NASSP) with a mission to promote excellence in school leadership while providing quality professional development to our members.

At the school level, we know that teachers and principals are the top two most important factors associated with student achievement and that principals affect student learning through their influence over schools, support of staff, and work to maintain a positive culture and climate. A recent report from the Pew Research Center, conducted in 2018 and put out by the NASSP also identified principals as the most trusted leaders in our country's most prominent institutions. Public trust is an asset as it provides principals with a platform of credibility that inclines stakeholders to listen when you say what your school needs to succeed—or even what success looks like. This public trust puts principals in a better position to advocate for all students, and when COVID-19 hit Alaska forcing schools to close their doors and provide an alternative education, principals were thrust into positions to lead and advocate for their schools and communities at unprecedented levels with limited resources.

With the expansive landscape of Alaska having schools spread out across the state, each with unique and varying needs, it became difficult to keep up with DEED's mission and challenge to provide an *excellent education to every student every day*. We believe that education stabilization funding through the CARES Act will provide the department the means to establish a common, statewide learning management system that will give educators and students the critical access to high-quality digital course content and robust professional development that is desperately needed to persevere through these difficult times.

One of the greatest challenges we face as a state is providing equitable access to the full transformative power of technology and online resources to all students regardless of where they live, as outlined in the Alaska Council of School Administrators' (ACSA) Joint Position Statement on *Increasing Bandwidth to Outlying Areas*. If awarded this grant, DEED plans to deploy strategies to reduce bandwidth consumption by using a statewide learning management system that essentially acts as a local digital library that can be accessed by anyone connected to a local network. Web caching will also be utilized to copy data in easily accessible drives so less bandwidth will be expended in the process. These strategies will help us in our statewide efforts to close the equity and opportunity gaps our students and schools continue to face.

Although we still find ourselves navigating uncharted waters in public education as a result of the pandemic, I have been encouraged throughout by the incredible collaboration among leaders and steadfast focus to always do what is best for our students. AASSP believes the *Rethink K-12 Education Grant* will allow us to not only continue this collaboration and focus but enhance it in an extraordinary way for the benefit of the students, staff, and communities we serve.

Sincerely,



Robin Jones  
President  
Principal, Chief Ivan Blunka School, Southwest Region School District

*The Alaska Association of School Principals promotes excellence in school leadership while providing quality professional development to our members.*



June 23<sup>rd</sup>, 2020

TO: Erin Hardin, Special Assistant to the Commissioner & Legislative Liaison  
FROM: Megan Akaran, President of the Alaska Council of Teachers of Mathematics  
RE: Letter of Support for *Rethink K-12 Education Models* Grant Application

Dear Ms. Hardin,

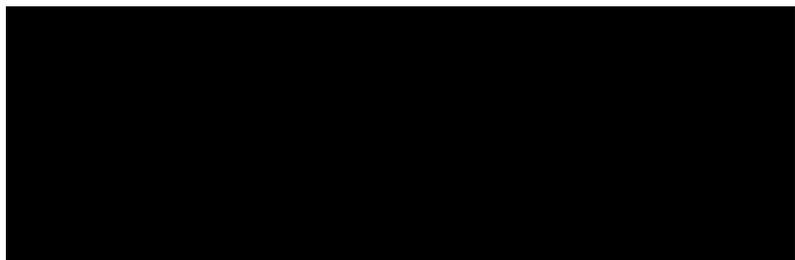
The Alaska Council of Teachers of Mathematics is writing this letter of support for the Alaska Department of Education's application for the *Rethink K-12 Education Models* Grant. Alaska's diversity of location and educational experience make the need for a common, high quality learning management system critical for the students of Alaska. The inclusion of professional development opportunities for all of Alaska's educators makes this an even more important opportunity for our state.

The Alaska Council of Teachers of Mathematics (ACTM) believes in high quality math instruction for all learners across Alaska. A state-wide system such as the one you are proposing has the potential to make this vision of equity a reality in Alaska. ACTM supports its development and would readily provide input for mathematics resources and professional development opportunities that could be included.

When COVID-19 closed our schools, most children across the state lost three months of mathematics learning opportunities. While school districts did everything they could to provide learning opportunities, as a state we were not prepared to provide adequate learning opportunities in mathematics for all our students. The development of the proposed learning management system would allow for high-quality mathematics instruction to continue for all students in Alaska, regardless of their school's ability to provide appropriate distance-learning opportunities on their own. This kind of system is critical in Alaska, a state with an incredibly diverse student body where opportunities to learn currently vary greatly from school to school and between villages and cities.

Please feel free to contact me, as a representative of ACTM, with any questions.

Sincerely,



# Alaska Superintendents Association



[REDACTED]  
[REDACTED] • (Fax) [REDACTED]

June 25, 2020

Dr. Michael Johnson  
Commissioner  
Department of Education & Early Development  
PO Box 110500  
Juneau, AK 99811-0500

Dear Commissioner Johnson:

We are aware that with your leadership the Department of Education and Early Development (DEED) is applying for the U.S. Department of Education's Rethink K-12 Education Grant. We are excited for the possibility of earning this competitive grant through the CARES Act - Education Stabilization Fund, because we are so keenly aware of the devastating consequences COVID-19 has had on public education across Alaska.

The pandemic has had a uniquely disproportionate impact on schools in our state. Already burdened with scale and logistics that are unimaginable today in the Lower 48, we now are directly facing the digital inequity and true limitations of online education here. Beyond the fundamental lack of broadband capacity, we have constant turnover in teachers coupled with the complexity of distance delivery in remote, rural areas and the lack of a high-quality course-access program or statewide virtual system.

These past three months have demonstrated public educators' zeal to deliver as we adjusted to online education 'on the fly' so to speak. Now is the time to catch our breath and map the pathway to the fall reopening of our schools with sufficient digital resources to function in this new era.

As the Alaska Superintendents Association, we fully support your efforts in applying for the grant to encourage the development and expansion of online learning. By focusing the application on the establishment of a common, statewide learning management system (LMS), we can deliver equitable access to high-quality digital course content for Alaska's students across the state, supported by robust professional development and training for Alaska educators.

We are all in this together, and we support this effort!

Sincerely yours,

[REDACTED]  
Shawn Arnold, Superintendent  
Valdez City School District  
ASA President



# Anchorage School District

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## Education Center

5530 E. Northern Lights Blvd. • Anchorage, AK 99504 • 907-742-4000 • www.asdk12.org

June 25, 2020

U.S. Department of Education  
ESF-REM Grants Competition Committee

To whom it may concern,

As superintendent of the Anchorage School District (ASD), I am writing to express my support of the Alaska Department of Education & Early Development (DEED) application for an award for Absolute Priority Two funding of the *Rethink K-12 Education Grant*.

Like all districts across our nation, ASD was forced to pivot when our schools were abruptly closed as a result of the COVID-19 pandemic. Most of our teachers were experienced as online course students although inexperienced as online teachers, and e-learning was a new concept for most of our students and families.

As the largest school district in Alaska and one of the nation's 100 largest districts, schools in ASD are as many as 62 miles apart, with vast differences in their school communities. When we determined that an almost immediate roll-out of distance learning would be necessary to finish the year, we recognized the enormous need for online curriculum as well as devices and connectivity for our students of underserved populations.

More specifically, for students and staff to jump from face-to-face learning to digital instruction required a huge deployment of technological devices and mobile hotspots, as many families lacked one or both. Teams throughout the district worked nonstop deploying devices from our schools to students, beginning with seniors and then working their way down by grade level. Seniors were prioritized to enable them to complete coursework needed for graduation.

The demographics of our district are some of the most diverse in the nation and many of our urban schools reflect a high degree of poverty. Many of those experiencing the highest need have minimal technology or lack technology altogether. Students of larger families experienced difficulty getting online to do their work with only one device per home. To address the issue, ASD is working to provide a device to every student in grades 3-12 which will enable them to be prepared to receive instruction and learn from anywhere on any day.

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*Educating All Students for Success in Life*

Anchorage School Board    Elisa Vakalis, President  
Margo Bellamy, Vice President    Starr Marsett, Treasurer  
Andy Holleman, Clerk    Dave Donley

PR/Award # 3425B200041  
Alisha Hilde  
Deena Mitchell  
Page e76

Superintendent    Dr. Deena Bishop

A common thread in our educational program is the necessity for equity in all aspects. As we reflect on the results of the pandemic, we have learned a great deal. Some parents are ready for their children to reenter school in August, but **many** are looking for us to provide an option for a robust learning experience through high-quality online course content. All children have a right to succeed, and all means all in ASD. Many of Alaska's students live off the road system. Many are impoverished and lack the resources to engage with learning beyond their local schools.

Only a few months before COVID-19 we experienced a 7.1 magnitude earthquake. That, combined with COVID, has forced Alaska's educational leaders to take a hard look at the resources and options we offer students and their families. In both circumstances, the ability for teachers to lead their classrooms virtually is of great value to students. I believe the time is right and fully support DEED's request for funding to develop a statewide virtual learning platform where learning takes place for every student, every day.



Deena M. Bishop, Ed.D.  
Superintendent



## Alaska Staff Development Network

*Alaska Council of School Administrators*



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Erin Hardin  
Special Assistant to the Commissioner & Legislative Liaison  
Alaska Department of Education and Early Development  
801 W 10th St, Ste 200, Juneau, AK 99801

June 24, 2020

As the Administrator of the Alaska Staff Development Network (ASDN), I am pleased to express my support for the Alaska Department of Education and Early Development's (DEED) application for the U.S. Department of Education's Rethink K-12 Education Grant program.

ASDN supports DEED's goal to establish a statewide learning management system (LMS) to help provide equitable access to high-quality digital course content under absolute priority number two of the Rethink K-12 Education Grant program. We believe that this initiative, if supported by robust professional development and training for Alaska educators, could have a substantive impact on student achievement, especially during the continuing impact of COVID-19.

If this application is granted, ASDN welcomes the opportunity to leverage our 30+ years of experience and expertise to support the professional learning needs of our state's educators to best leverage a statewide LMS.

I encourage and support DEED's efforts to secure funding for this endeavor and look forward to a productive partnership.

Sincerely,



Kathy Blanc, Administrator  
**Alaska Staff Development Network**



June, 25, 2020  
Alaska Science Teachers Association  
c/o Patty Brown  
PO Box 984  
Haines, AK 99827

To: U.S. Department of Education, Office of Elementary & Secondary Education

I am submitting this letter to support the Alaska Department of Education & Early Development (DEED) grant application for the ***Education Stabilization Fund – Rethink K-12 Education Models***.

ASTA is a network of educators and partners committed to advocating for rigorous and relevant science content, incorporating the most effective strategies, and developing appropriate learning progressions. Our membership is in agreement that equity in opportunity is critical and must include all Alaskan students in our diverse settings who have a wide range of lifestyles. Further, we believe that promoting and providing professional development opportunities is paramount and we look forward to partnering with the state to do that through this grant.

The pandemic has presented a range of new challenges across our state, including insuring medical care access, buffering economic impacts, and keeping community and travel spread at bay. The operation of many of our industries puts workers at risk: mining and oil extraction, seafood harvesting and processing, and tourist travel, to name three of the main ones. Some businesses can adapt, while some just had to shut down.

The fact that elders are at a particular risk of complications from this virus targets our very identity. Elders are more than aunts and grandparents in their communities. They are the culture keepers. Keeping COVID out of our villages is essential to preserving the heritage of indigenous people who have lived here at least 12,000 years.

Additionally, there are social ills that plague our small population. Urban homelessness, substance abuse, and domestic violence are harsh realities in our state. Students who live among these problems struggle to access education as it is and the pandemic creates further anxiety and health risks. In order to overcome these disadvantages, some innovation to assure delivery of virtual learning in a safe setting will be essential.

Alaska has always been a wonderful place to apply both the spirit of community and self-reliance. We are proud of both our ability to independently succeed in new things and to come together for a common cause. Our students need that combination in their education—freedom and self-discipline as well as collaboration.

The possibilities for adapting effectively to Alaska’s realities are exciting. Through a “made-in-Alaska” statewide virtual school and learning system, parents can be provided with supports for assisting their children in home-based learning. As a byproduct, adult educational needs can also be met. In a state with so many remote villages accessible only by water or air, with no large public library or community college nearby, educational outreach is critical. Through the virtual learning platform parents and others supporting learning at home will refresh their own math skills, update their science knowledge and practices, and have reading and writing opportunities alongside their children. And through teamwork in our communities, integrating and extending essential life skills and innovation will happen.

Sincerely|

[Redacted signature area]



Ph: [REDACTED]

DATE: 06/26/20

RE: Letter of Support

TO WHOM IT MAY CONCERN:

The Alaska Society for Technology in Education supports the Alaska Department of Education and Early Development's effort to expand access to high-quality digital course content and the establishment of a statement Learning Management System to further their efforts to provide equitable access across the state of Alaska.

The state of Alaska already faces significant challenges regarding equity in delivery of and access to digital content, but in the wake of COVID-19, those challenges have increased significantly. Some of the specific challenges are:

- Teacher shortages
- High attrition rates
- Lack of professional development opportunities
- Geographic isolation
- Transient student populations

A statewide learning management system or LMS would greatly benefit Alaskan teachers and students through shared resources and course content, organic development of a statewide collegial support network due to those shared resources and system use and continuity for learning for the students regardless of location.

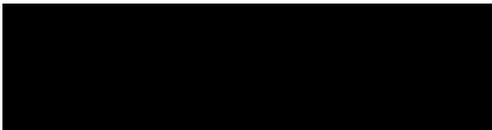
The professional development opportunities included in this would directly diminish the isolation of teachers and students. For teachers, they would have access to ongoing training developing their skills in

Alaska Society for Technology in Education Conference  
PO Box 142144, Anchorage, AK 99514

delivering high-quality online learning opportunities. For students, they are the direct recipients of this increased skillful pedagogy. Additionally, this would offer natural opportunities for collaboration for teachers and students alike across the state without the hinderance of geographical considerations.

The access to course content statewide would advance the ability for isolated teachers to be thoroughly supported with relevant content resources. This support would reduce stress on teachers and assist with the attrition rates, especially in this time of non-traditional school attendance such as during the COVID-19 pandemic.

Sincerely,



Amanda Adams  
ASTE President 2020-2021

*The mission of the Alaska Society for Technology in Education is to promote access to technology, connectivity to information resources, and technology integration for all Alaskan learners. We are the largest K-12 conference provider of educational technology in the state of Alaska. We actively partner with the Alaska Department of Education and Early Development in this work.*

Alaska Society for Technology in Education Conference  
PO Box 142144, Anchorage, AK 99514



June 22, 2020

Michael Johnson, Commissioner  
Alaska Department of Education and Early Development  
801 West 10<sup>th</sup> Street, Suite 200  
Juneau, AK 99811-0500

Re: Rethink K-12 Education Letter of Support

Dear Dr. Johnson,

Cook Inlet Tribal Council (CITC) strongly supports the Alaska Department of Education and Early Development's (DEED) Rethink K-12 Education grant proposal to the U.S. Department of Education.

Since its founding as a tribal non-profit in 1983, CITC has worked steadfastly to realize Our Vision: *"a future in which all Our People—especially Our youth, the stewards of our future—have access to vast opportunities, and have the ability, confidence, and courage to advance and achieve their goals, infused with an unshakeable belief in Our endless potential."* CITC has pursued this Vision through the development of extensive culturally informed behavioral health, child welfare, workforce development, and education programming based in Anchorage, Alaska's largest urban center. In support of Our Youth, CITC has established an array of programming that include Partners for Success (a 20 year strong in-school collaboration with the Anchorage School District), the installation of Anchorage's first Fabrication Laboratory (in partnership with MIT), and leadership of the Anchorage Realizing Indigenous Student Excellence (ARISE) collective impact initiative (with more than 20 local stakeholder organizations). These endeavors attest to CITC's deep investment in our youths' educational success.

The COVID-19 pandemic, which continues to unfold throughout Alaska's urban and uniquely rural communities, presents both an acute crisis to Alaska's educational system and an opportunity for DEED to lead in the development of a statewide digital education system to ensure equitable access to high quality educational material for urban and rural students and the educators who work so diligently to support them. CITC supports DEED's Rethink K-12 Education proposal wholeheartedly and without reservation and looks forward to continuing our work with DEED to ensure Our Youth are prepared to advance and achieve their goals.



6/25/2020

United States Department of Education, OESE  
Education Stabilization Fund  
400 Maryland Ave., SW  
Washington D.C. 20202-6244

To whom it may concern,

On behalf of SERRC, Alaska's Educational Resource Center, I offer support for the Alaska Department of Education and Early Development (DEED) in its application for funding from the Education Stabilization Fund to address priority two, to develop and/or expand high-quality course-access programs or statewide virtual school.

Taking the health and safety of students, staff and families seriously, DEED moved quickly to adjust how education was delivered. Distance delivery of education in Alaska is uniquely challenging, with many remote communities with limited infrastructure – including limited internet access – spread across the vast state.

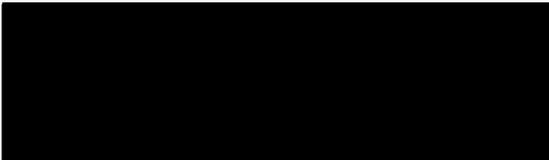
DEED's goal to increase equity of access to high-quality courses for students across the state by establishing a statewide learning management system is critical to its mission of "An excellent education for every student every day." Paired with professional development and training for Alaska educators, this plan is promising.

SERRC has long worked closely with DEED. In our role running the Region 16 Comprehensive Center we have collaborated with and supported DEED in the statewide COVID response, working to equip educators with resources and tools that carried us through the end of the 2019-20 school year. We've continued to work diligently to better prepare educators for the upcoming 2020-21 school year, knowing the limitations we face in equity of access to online learning.

Our state's educators have shown passion and ingenuity, with teachers in Kotzebue recording themselves reading stories for students or a music teacher in Anchorage creating online music lessons, but there is more that can be done to support and equip educators.

My support for this application is dictated in part by my confidence that DEED will competently execute the proposed plan, but also by my certainty that Alaska needs this. It is imperative that we improve equity of access to educational content for the sake of our students.

Sincerely,



Sheryl Weinberg  
Executive Director  
SERRC - Alaska's Educational Resource Center  
210 Ferry Way, Juneau, AK 99801  
[www.serrc.org](http://www.serrc.org)

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

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[Delete Optional Budget Narrative](#)

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## Budget Narrative

### Year 1



Travel: \$10,000

- Travel for DEED staff to attend statewide conferences/meetings.
- Estimated 5 trips for two staff members- \$1,000/person per trip. COVID-19 mandates may impact this budget line.

Supplies: \$2,500

- Supplies will cover presentation and conference supplies- chart paper, folders/binders, markers/pens, paper, and miscellaneous office supplies.

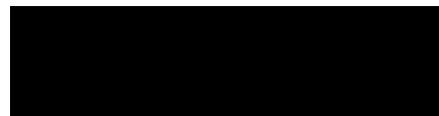
Contractual: \$2,345,000

- Contractors: \$400,000
  - 5 independent contractors to support digital learning implementation with districts at \$80,000 each
- Collaboration with Alaska Educators and Other Partners: \$1,000,000
  - Contract(s) for courses, platform, and integration into the Learning Management System
  - Contract with LEAs and Alaska stakeholders for course content development and advisory council
    - Stipends for educator Instructional Design and Virtual Support Mentors
    - Stipends for Advisory Committee
- Printing Services: \$20,000
  - Costs associated with print campaign, catalogs, informational flyers, parent/community information, brochures.
- Videography Services: \$50,000
  - Create online informational video content, video support for LMS training, video and editing services to create a product that can be utilized on social media as well as part of training materials.
- Contract with Alaska Tribal Organization(s): \$800,000
  - Digital Badging program-
    - Costs include staff to establish and develop a digital badging program to recruit and manage focus group(s), supplies for media equipment and other items needed to create and record digital badge material, and coordination with Tribal Organizations statewide.
- External Evaluator: \$75,000
  - Support staff to create and maintain a program evaluation to ensure the effectiveness of the project.

### Year 2

Personnel: 1 FTE- Project Manager

Alaska Department of Education and Early Development



Travel: \$10,000

- Travel for DEED staff to attend statewide conferences/meetings.
- Estimated 5 trips for two staff members- \$1,000/person per trip. COVID-19 mandates may impact this budget line.

Supplies: \$2,500

- Supplies will cover presentation and conference supplies- chart paper, folders/binders, markers/pens, paper, and miscellaneous office supplies.

Contractual: \$3,472,000

- Learning Management System: \$1,302,000
  - \$4 per user x 130,000 users: \$540,000
  - \$195,000 for 2 LMS implementation specialists: \$390,000
  - Tier One Support: \$279,000 (30% of the total of users and implementation specialist costs)
  - On-Demand PD: \$93,000 (10% of the total of users and implementation specialist costs)
  - Vendor PD: \$10,000
- Contractors: \$400,000
  - 5 independent contractors to support digital learning implementation with districts at \$80,000 each
- Collaboration with Alaska Educators and Other Partners: \$1,000,000
  - Contract(s) for courses, platform, and integration into the Learning Management System
  - Contract with LEAs and Alaska stakeholders for course content development and advisory council
    - Stipends for educator Instructional Design and Virtual Support Mentors
    - Stipends for Advisory Committee
- Printing Services: \$20,000
  - Costs associated with print campaign, catalogs, informational flyers, parent/community information, brochures.
- Videography Services: \$25,000
  - Create online informational video content, video support for LMS training, video and editing services to create a product that can be utilized on social media as well as part of training materials.
- Contract with Alaska Tribal Organization(s): \$650,000
  - Digital Badging program-
    - Costs include staff to establish and develop a digital badging program to recruit and manage focus group(s), supplies for media equipment and other items needed to create and record digital badge material, and coordination with Tribal Organizations statewide.
- External Evaluator: \$75,000

- Support staff to create and maintain a program evaluation to ensure the effectiveness of the project.

Year 3

Personnel: 1 FTE- Project Manager



Travel: \$10,000

- Travel for DEED staff to attend statewide conferences/meetings.
- Estimated 5 trips for two staff members- \$1,000/person per trip. COVID-19 mandates may impact this budget line.

Supplies: \$2,500

- Supplies will cover presentation and conference supplies- chart paper, folders/binders, markers/pens, paper, and miscellaneous office supplies.

Contractual: \$3,422,000

- Learning Management System: \$1,302,000
  - \$4 per user x 130,000 users: \$540,000
  - \$195,000 for 2 LMS implementation specialists: \$390,000
  - Tier One Support: \$279,000 (30% of the total of users and implementation specialist costs)
  - On-Demand PD: \$93,000 (10% of the total of users and implementation specialist costs)
  - Vendor PD: \$10,000
- Contractors: \$400,000
  - 5 independent contractors to support digital learning implementation with districts at \$80,000 each
- Collaboration with Alaska Educators and Other Partners: \$1,000,000
  - Contract(s) for courses, platform, and integration into the Learning Management System
  - Contract with LEAs and Alaska stakeholders for course content development and advisory council
    - Stipends for educator Instructional Design and Virtual Support Mentors
    - Stipends for Advisory Committee
- Printing Services: \$20,000
  - Costs associated with print campaign, catalogs, informational flyers, parent/community information, brochures.
- Videography Services: \$25,000
  - Create online informational video content, video support for LMS training, video and editing services to create a product that can be utilized on social media as well as part of training materials.
- Contract with Alaska Tribal Organization(s): \$600,000
  - Digital Badging program-

- Costs include staff to establish and develop a digital badging program to recruit and manage focus group(s), supplies for media equipment and other items needed to create and record digital badge material, and coordination with Tribal Organizations statewide.
- External Evaluator: \$75,000
  - Support staff to create and maintain a program evaluation to ensure the effectiveness of the project.