

Technology Implementation Plan
Douglas Koch, Susan Van Alstyne
New Jersey City University

Background

Mastery of the English Learning Arts (ELA) is essential for all students now and in the future as adults in any career. Pedagogical tools and practices must keep the graduate of 2032 in mind while addressing the current needs of the students. With the emphasis on STEM fields, it is imperative to keep ELA in the forefront and integrate ELA into the curriculum. In response to the poor ELA test scores, it is the goal of the 'North Belle Fictional School District' (NBSD) to implement a plan to improve English test scores by incorporating existing and new technology.

The "North Belle Fictional School District" in Anytown, NJ has an overall performance record that consistently needs improvement in all areas, especially English. Following years of low performance, the district has an opportunity to create and implement a plan incorporating free and fee-based technology to align with the student learning objectives for English learning. According to the 2016-17 district performance report, 86% of the 10,000 students in the district classify as disadvantaged. Fifteen percent of the student population have medically defined physical or cognitive disabilities. Also, 25% of the students, English is not their first language. Finally, the student to teacher ratio is 13:1 which meets the district goal.

The district has decided to address the issue through the implementation of technology at all levels of instruction within the district. This decision is in line with the New Jersey Student Learning Standards for English Language Arts (ELA) which integrates the skills students need to succeed (New Jersey Student Learning Standards, 2016). The National Council of Teachers of English also recently modified their position statement about the importance of integrative technology into the English Arts Classroom (NCTE, 2018). The two organizations emphasize the importance of integrating technology into the ELA curricula. In addition to technological interventions, district leadership will introduce curricular changes.

Released PARCC Scores for the NBSD schools continue to demonstrate a trend in which students are still struggling to meet or exceed expectations in Language Arts Literacy. Within a three-year timeframe, there has been minimal improvement district-wide in grades three through five.

Vision

The NBSD vision is to improve English standardized test scores over the next five years through (a) the implementation of educational technologies, (b) the application of new teaching methodologies, and (c) development of teachers and staff. The district leadership approved the acquisition of technologies to achieve the vision.

Recognizing the complexity of improving test scores, the vision of the NBSD is to implement a multi-pronged approach which comprises initiatives including a needs assessment. The needs assessment will focus on technology infrastructure, educational technologies, staffing, training, and professional development, and facilities. Specifically, the School Technology Needs Assessment (STNA) (Corn, 2007) will identify areas of strengths and opportunities for improvement while the application of the Hexagon Tool (Blase, Kiser, & Van Dyke, 2013) will apply to manage system changes during the process.

Plan

The STNA is a freely available assessment instrument to gauge the planning, evaluation and pedagogical applications of various technologies. The STNA is comprised of a five-point Likert scale with questions categorized under three main constructs: conditions for technology use, professional development, and classroom practice. Each construct or category contains more granular questions within that category. For example, under the technology use heading, the questions are in subcategories that address vision and leadership; technology planning,

budgeting, and evaluation; risk; technology; educational resources; and connections to the community. The second construct of professional development with questions to evaluate professional development opportunities and participation. The next category is classroom practices that contain questions about instructional strategies, planning, and student activities. The final category is the impact of technology with questions under two categories evaluating teaching practices and student learning outcomes (Corn, 2007).

The Hexagon Tool is an exploratory tool used to assist organizations to assess the implementation of new programs. The Tool is comprised of two broad indicators—program indicators and site indicators. The program indicators assess the programs in the domains of evidence, support, and usability. Implementing site indicators address issues related to the site regarding need, fit, and capacity. The design of the Tool is conducive to assigning categories to members of a team to determine the appropriateness of an intervention within a system (Blase, Kiser, & Van Dyke, 2013).

The tool is typically initiated by identifying a program to be evaluated. In the case of the NBSD, an implementation team will be assembled to address the changes relevant to the improving English achievement scores. The team will consist of NBSD stakeholders including teachers, school building administrators, a school board member, the principal, media specialists, and technology staff. The team will rate each proposed program or practice against the six domains (see Appendix A). Examples for each domain are as follows:

Domains

Evidence: Is there existing research to support the proposed practice or program? If so, how strong is the evidence and is the evidence transferable to the conditions found within the NBSD. Does the proposed practice or program support a diverse set of learners, including ELL?

Supports: What types of system support exist for the proposed program or practice, such as consultants, academic institutions, in-house resources, community members? What costs are associated with the support systems? Costs include both immediate and sustaining monies, which may require approval by the Board. What is the scope of training needed for implementation? Will there be a need for additional human resources--either new hires or redefinition of current job positions? What are the requirements in both knowledge, skills, and salary requirements if there are any new hires or creation of a position to assist in program implementation?

Usability: This dimension address usability of the program and looks to collect information on the programs' defined purpose, its ability to implement all features, are there measurements of success available, is it appropriate for a diverse set of learners, are outcomes clearly identified, and are there resources such as other users available to assist as needed.

Need: This dimension addresses determining each fundamental need and how the new program or technology will meet the needs of the community. The constituency includes students, teachers, staff, administration, and the community at large. Some of the needs include training, technologies, staffing, support, infrastructure including building and information technology.

Fit: Does the intervention match with the priorities of the NBSD district? Fit may involve issues related to the culture of the community or school district, the diverse and unique needs of the learners, extant practices, programs, infrastructure, and vision of the district.

Capacity: This indicator discusses the ability to implement the program or process regarding cost, human resources, infrastructure, training, leadership, and the needs of the learners. Also, there may need to be changed to existing policies and procedures to implement the change (Blase, Kiser, & Van Dyke, 2013).

Additional Considerations

Assistive Technology

The NBSD is responsible for purchasing the assistive technology for student use as detailed in the student Individualized Education Plan (IEP). All technology will comply with accessibility standards for computer access. The district is developing an accessibility checklist and, in the interim, will use the University of Washington checklist (see Appendix C) as an example of the considerations to take when introducing a technology. The checklist covers recommendations to ensure accessibility and instruction in a variety of modalities for all learners with different needs ranging from audio, visual or tactile content (University of Washington, 2003).

Implementation

Following the vision of addressing low test scores through the implementation of educational technologies, new teaching methodologies, and professional development, the following details the roll-out of the proposed plan.

Enterprise Educational Technologies

Using the Hexagon Tool to identify educational technologies that will fit the needs of the district and be able to be appropriately scaled to the needs of a district, several system-level initiatives have been identified. A software evaluation rubric (Frrazier & Herrington, 2017) would be utilized to evaluate potential software packages appropriate for the district (see Appendix B).

Achieve3000 is an enterprise cloud-based product that provides differentiated instruction to learners. The patented differentiated instructional process is available in seven languages, offers customizable lessons across K-12, and provides targeted practice for PARCC. The

product would fit the needs of the district, is cost effective due to its being cloud-based and hosted by the parent company resulting in lower start-up expenditures for the district. The offset is potential higher annual contract fee, but it is expected to balance out in the end. The product has been adopted by many other schools, so there is a growing community of users to rely on for training and professional development. The product is cloud-based and available to be used on multiple devices when it is convenient for the learner who meets the needs of traditional learners as well as those that may need instruction at special times or languages that are not English (Achieve3000, 2017).

Google Classroom is recommended as an enterprise learning platform for the district as it is a product that works across multiple platforms, will allow teachers and administrators to seamlessly manage assignments and grades, will allow students to work collaboratively, and will allow for the easy management of courses and enrollment by administrators (Google Classroom, 2018). Working collaboratively is in keeping with the spirit of the vision to improve test scores. A social constructivist model of learning is a strategy that would lead to the development of 21st-century skills which include communication, the sharing of knowledge, and the development of critical thinking skills (Shunk, 2012).

Assistive technologies will be provided to learners as defined by the outcomes of the evaluation process. These may include readers, alternative keyboards, and speech recognition software. Implementation will be provided on a case by case basis to provide the best possible outcome for the individual learner.

Other technologies that may be recommended include the use of SMART boards and 1:1 iPad or Chromebook initiatives. Both allow the students to be more actively engaged in a collaborative and social learning process. An initial outlay of money for the introduction of the

technologies into the classroom would need Board approval and require a rollout including updates to the information technology and facilities infrastructure as well as training of teachers and staff.

Methodologies

The flipped classroom model popularized by Jon Bergman and Aaron Sams (2007) takes an approach where the students watch pre-recorded videos of lectures and do other preparation work while at home and then use class time to work collaboratively on problems related to the content being taught. The flipped classroom model is a collaborative learning technique that is in line with the social constructivist learning model and can use the various technologies to enhance learning. These include technologies such as Google Classroom, 1:1 initiative, and SMART boards. Implementing these techniques would require professional development for teachers in the areas of pedagogy and video casting.

Professional Development

Significant professional development will need to be provided to all levels. Teachers will need to be provided training in the new technologies and pedagogies. The district will need to work with the school leadership to provide appropriate resources regarding time and money. Training will also need to be provided to the staff, including the technology director and coordinators so that they may provide appropriate ongoing support. For the first two years, a special contact will be provided to an additional staff member to install and implement the technologies as well as train others. This position will last through the development of training materials for new employees entering the district. Specific training for ELL and special need learners in the areas of technology and learning will also be given. If appropriate, new staff will be hired to meet the needs of all learners.

Budget

The budget will forecast over a 1-year and 3-year implementation schedule to implement the combination of technologies including the Achieve3000 for all schools in the district. The budget will also include capital improvements to reflect the creation of collaborative classrooms and appropriate accommodations. The NBSD will incur the highest costs during the first year of implementation to account for staffing, training and initial purchasing contracts. With approximately 10,000 students and 780 teachers in the district, the implementation team will allocate amounts based on FTE or the number of students at each school in the district. The Budget line items include the following:

- Achieve3000 contract and vendor support/ training
- Software for all platforms
- Internet and Wi-Fi improved/ stronger and faster connectivity
- Equipment Replacement Schedule for iPads (lifespan of three to five years)
- Equipment Storage and maintenance
- Contracts for equipment
- Training / Staff time
- Printers
- Staff
 - Temporary technology coordinator to fulfill a 12-month contract for implementation
- Assessment tools
- Capital Improvements: Facility infrastructure invest in active learning classrooms with moveable seating and electrical outlets and charging stations
- Additional instructional/ supplemental material

Timeline for Implementation Plan

Date	Action Item	Responsible Party
Phase I	Achieve 3000 system contracts, installation on existing devices including iPads; vendor-supplied training	Implementation Team
	Continue to offer training in both online and schedule after school sessions; create handouts for teachers as well as grade-specific lesson plans	Implementation Team; Curriculum and Instructional Services team; ELA instructors
	Roll out instruction in the lower grades	ELA Instructors; Principals; Implementation Team
Phase II	Assess the need for more iPads with the goal for 1:1; submit budget requests for FY2020-21	ELA Instructors; Principals; Implementation Team
	Roll out instruction in middle school	ELA Instructors; Principals; Implementation Team

Professional Development

To evaluate professional development and other training issues relevant to the charge of increasing English scores in the district, the Kirkpatrick model of evaluation will be utilized. The Kirkpatrick model evaluates training at four distinct phases or levels which include (a) reaction, (b) learning, (c) behavior, and (d) results (Kirkpatrick Partners, n.d.).

Evaluation for the reaction level addresses issues of engagement, relevance, and customer satisfaction. It focuses on the experience of the learner, is usually assessed at the time of the training, and provides immediate feedback on the training process. This level of evaluation is important as learners that come out of training not feeling satisfied in these areas are not as likely to internalize the knowledge, skills, and attitudes provided at the training. Immediate feedback

at this level is important as it allows for quick modifications to the delivery method if necessary. Finally, reaction level feedback is important in driving the next levels. If a trainee does not respond well to the training, it is unlikely the following levels will have positive results. The learning level addresses the development of knowledge, skills, attitudes, and confidence in the area being addressed and is primarily used to address formative development. The evaluation of this level typically takes place at the end or shortly after the completion of the training and typically consists of short open-ended questions or shortly after and may consist of open-ended questions or a more formal assessment to determine the level of learning that took place as a result of the training. This level is used to evaluate the learning that took place in the training session and to assess the success of the training against the goals and objectives of the program.

On the job behaviors are measured over a period of time. This level determines whether or not the training intervention changed the practice of the trainees. On the job behaviors can be assessed through the use of surveys or through observations. This is an important step as it can determine roadblocks to change. Training is not considered effective if there are systems in place that prevent trainees from exhibiting their newfound skills, knowledge, or attitudes. Finally, results are measured at an organizational level and usually in terms of outcomes. Data at this level may be immediate or take years to assess properly.

For professional development offered to teachers and staff, the first three levels of evaluation can be addressed proximal to the training events while results level data can vary. As an example, changes to standardized test scores for the students in question may take several years to be realized while supporting results such as technology use, class averages, and PARCC scores may be more immediately available (Kirkpatrick Partners, n.d.).

Conclusion

The North Belle School District has decided to address the issue of low English standardized test scores through a systematic approach to reform of technology, curriculum, and training through the use of several evidence-based approaches. The approach is aligned with the vision of the district and is expected to show measurable and actionable results in the following years. As system reform is an iterative process, regular review of the progress will be made with adjustment to the process being made as needed.

References

Achieve3000. (2017). *Differentiated Instruction Solutions*. Retrieved from

<http://www.achieve3000.com/>

Bergmann, J., & Sams, A. (2007). *Flip your classroom: reach every student in every class every day*. Retrieved from <https://ebookcentral.proquest.com>

Blase, K., Kiser, L. and Van Dyke, M. (2013). *The hexagon tool: Exploring context*. Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

Corn, J. (2007). Investigating the validity and reliability of the school technology needs assessment (STNA). *American Evaluation Association, Baltimore, MD*.

"Google Classroom". App Store. Retrieved November 18, 2018, from

<https://itunes.apple.com/app/google-classroom/id924620788>

Kirkpatrick Partners (n.d). *The New World Kirkpatrick Model*. (n.d.). Retrieved November 10, 2018, from <https://www.kirkpatrickpartners.com/Our-Philosophy/The-New-World-Kirkpatrick-Model>

NCTE. (2018, October 25). "Beliefs for Integrating Technology into the English Language Arts Classroom." Retrieved from <http://www2.ncte.org/>

New Jersey School Performance Report, New Brunswick City. (2017). Retrieved November 10, 2018, from <https://rc.doe.state.nj.us/>

New Jersey Student Learning Standards: English Language Arts. (2016). Retrieved from <https://www.state.nj.us/education/aps/cccs/lal/>

School Technology Needs Assessment (STNA). Friday Institute Evaluation Team. (n.d.). Retrieved from <https://eval.fi.ncsu.edu/school-technology-needs-assessment-stna/>

Schunk, D. H. (2012). *Learning theories an educational perspective sixth edition*. Pearson.

University of Washington. (2003). *Information Technology in Education Accessibility checklist*.

Retrieved from <https://www.washington.edu/accessit/it-checklist/AccessChecklist.pdf>

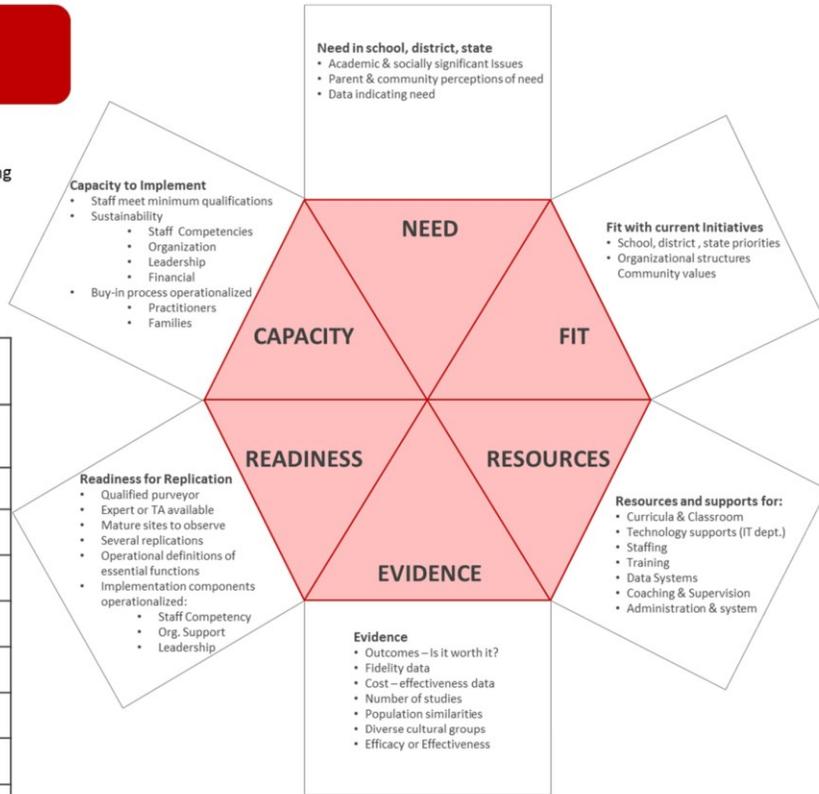
Appendix A

The Hexagon Tool
Exploring Context

The Hexagon Tool can be used as a planning tool to evaluate evidence-based programs and practices during the Exploration Stage of Implementation.

See the Active Implementation Hub Resource Library <http://implementation.fpg.unc.edu>

EBP:			
5 Point Rating Scale: High = 5; Medium = 3; Low = 1. Midpoints can be used and scored as a 2 or 4.			
	High	Med	Low
Need			
Fit			
Resource Availability			
Evidence			
Readiness for Replication			
Capacity to Implement			
Total Score			



©2013 Laurel Kiser, Karen Blase, and Dean Fixsen
Adapted from work by Laurel J. Kiser, Michelle Zabel, Albert A. Zachik, and Joan Smith (2007)



Appendix B

SOFTWARE EVALUATION RUBRIC							
Committee-Selected and Specific Criteria for Purchase <i>0=missing, 1=poor, 2=acceptable, 3=outstanding</i>							
	3	2	1	0	Weight	Score	Comments
The Software							
Includes free online and telephone support							
Includes free, downloadable updates					×3		
Includes adequate training materials (e.g., video tutorials, user guide, cheat sheets)							
Teacher/administrative setup is easy					×2		
Easy to use for students							
Aligns with the _____ curriculum							
Provides progress and diagnostic reports on each student/user					×3		
Students like using this software							
After a 60-day trial, students improved at least xx% on standards 1.4 through 2.9					×2		
Is compatible with the devices we currently will use to run this software					×3		
Cost per installation and per student					×2		
Total Score:							
Ranked ___ Out of ___							
Decision:	Buy:		Don't Buy:				

(Frazier, 2017)

Appendix C



Information Technology in Education Accessibility Checklist

The Information Technology in Education Accessibility checklist can assist you in making your educational environment more accessible to students and employees with disabilities. It was developed to inform and assist educational entities regarding information technology (IT) accessibility and it is not intended to replace federal and state guidelines and standards that more formally define IT accessibility.

Instructions

To make the most effective use of the checklist:

1. Complete the checklist by selecting "Not started," "Complete," or any of the three levels of "In progress" for each item. If an item is not applicable to your environment, leave it blank.
2. For further information on any item, consult the accompanying Guide to the Information Technology in Education Accessibility Checklist (<http://www.washington.edu/accessit/it-checklist/guide.pdf>), which explains each item in detail.
3. If you have additional questions or would like technical assistance, contact the ADA & IT Accessibility Center in your region by voice or TTY (1-800-949-4232).
4. For an interactive checklist, use the **online version** at <http://www.washington.edu/accessit/it-checklist>. The online version allows you to save your responses and track your school's progress over time in making its information technology more accessible.

Is your physical environment accessible?

Physical Access

1. Computer labs and technology-equipped classrooms are physically accessible to wheelchair users.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

2. Computer labs and technology-equipped classrooms are physically accessible to users with visual impairments.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

3. There are quiet work and/or meeting areas where noise and other distractions are minimized, or facility rules are in place (e.g., no cell phone use) to minimize noise.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

Is your information technology environment accessible?

Computer Hardware and Software

4. When purchasing computer hardware, steps are taken to assure it is accessible.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

5. When purchasing computer software, steps are taken to assure it is accessible.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

6. Operating systems' built-in accessibility features are available by default.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

7. Users can customize their desktop settings in our public computing environment.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

Websites

8. Our official (centrally supported) websites are accessible (i.e., compliant with established web accessibility guidelines or standards).

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

9. We have a system in place for monitoring and improving the accessibility of our web content.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

Multimedia

10. When purchasing multimedia products, steps are taken to ensure they include captions and audio descriptions.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

11. When creating multimedia products internally, a system is in place for captioning them.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

12. When creating multimedia products internally, a system is in place for adding audio description.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

13. Our televisions are capable of displaying closed captions.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

14. Our video projectors are capable of transmitting closed captions.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

15. Our instructors and staff are trained on how to turn captions on, or clear instructions accompany the multimedia viewing equipment.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

Telecommunications Products

16. If one or more public telephones are available, at least one is mounted at an accessible height.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

17. TTYs are available for people who are deaf.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

18. Faculty and staff are trained in the use of TTY and the national relay service.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

Self-Contained, Closed Products

19. People using wheelchairs can reach the controls on our printers, scanners, copiers, and other similar devices.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

20. Our information kiosks are compliant with accessibility standards.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

21. Whenever we purchase standalone IT products, our purchasing policies or procedures require that we consider the accessibility of available products.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

Information Resources

22. In our publications, we include a statement about our commitment to access and procedures for requesting disability-related accommodations.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

23. All printed publications are available (immediately or in a timely manner) in alternate formats such as Braille, large print, and electronic text.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

24. Our publicly available printed materials are within easy reach from a variety of heights and without furniture blocking access.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

Policies and Procedures

25. We have a state law or policy that requires that our websites be accessible.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

26. We have a state law or policy that requires that we consider accessibility when procuring information technology.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

27. We have a K-12 district or higher education system policy that requires that our websites be accessible.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

28. We have a K-12 district or higher education system policy that requires that we consider accessibility when procuring information technology.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

29. We have an institutional policy that prohibits discrimination against students with disabilities.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

30. We have an institutional policy that requires that our websites be accessible.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

31. We have an institutional policy that requires that we consider accessibility when procuring information technology.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

Support and Training

32. Training is available to web designers on how to create accessible web content.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

33. Accessibility issues are incorporated into mainstream technology trainings for instructors and staff.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

Do you have the accommodations your students need to access your information technology environment?

Assistive Technology and Individual Accommodations

34. A variety of hardware- and software-based assistive technologies are readily available for students with disabilities.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

35. We have a procedure to assure a quick response to requests for disability-related accommodations.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

36. We have a designated staff member and/or committee who assures that services are accessible to students with disabilities and responds to requests for accommodations.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

37. Computer support and help desk staff are trained in the maintenance and use of assistive technology.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:

38. Instructors and staff receive training on how to respond to requests for disability-related accommodations.

0	1	2	3	4	N/A
Not started	Started	Half complete	Mostly complete	Complete	

Comments:



Copyright © 2005 by University of Washington. Permission is granted to copy these materials for educational, noncommercial purposes provided the source is acknowledged. This product was funded by the National Institute on Disability and Rehabilitation Research of the U.S. Department of Education (grant #H133D010306). However, the contents do not necessarily represent the policy of the Department of Education, and you should not assume their endorsement.