

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 # S425B200013

Grants.gov Tracking#: GRANT13153362

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200013

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Standard Budget Sheet (ED 524)	e6
3. Disclosure Of Lobbying Activities (SF-LLL)	e8
4. ED GEPA427 Form	e9
<i>Attachment - 1 (1244-WV REM GEPA)</i>	e10
5. Grants.gov Lobbying Form	e12
6. Dept of Education Supplemental Information for SF-424	e13
7. ED Abstract Narrative Form	e14
<i>Attachment - 1 (1243-WV REM Abstract)</i>	e15
8. Project Narrative Form	e16
<i>Attachment - 1 (1234-WV REM Project Narrative)</i>	e17
9. Other Narrative Form	e46
<i>Attachment - 1 (1235-Governor Justice Letter of Support)</i>	e47
<i>Attachment - 2 (1236-WV Support Team)</i>	e49
<i>Attachment - 3 (1237-WV Superintendent Letter of Support)</i>	e55
<i>Attachment - 4 (1238-WVU MU Letter of Support)</i>	e56
<i>Attachment - 5 (1239-County Letters of Support)</i>	e57
<i>Attachment - 6 (1240-WV REM Management Team)</i>	e114
10. Budget Narrative Form	e136
<i>Attachment - 1 (1241-WV REM Budget Final)</i>	e137
<i>Attachment - 2 (1242-Indirect Cost Rate Agreement July 1 2019)</i>	e140

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.).

There were problems converting one or more of the attachments. These are: [1238-WVU MU Letter of Support.pdf](#)

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="06/26/2020"/>	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:

* 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="1900 Kanawha Boulevard, East"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Charleston"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="WV: West Virginia"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="25305-0330"/>

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" value="Mrs."/>	* First Name: <input type="text" value="Donna"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Landin"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

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

* Email:

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

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

13. Competition Identification Number:

84-425B2020-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

WV Rethink K-12 Education Models Project

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

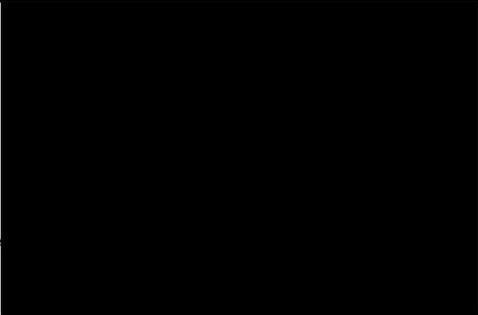
17. Proposed Project:

* 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 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

West Virginia Department of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
2. Fringe Benefits	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00			0.00
4. Equipment	2,550,000.00	2,550,000.00	2,550,000.00			7,650,000.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	3,481,000.00	3,479,000.00	3,479,000.00			10,439,000.00
7. Construction	0.00	0.00	0.00			0.00
8. Other						
10. Indirect Costs*	621,193.00	620,987.00	620,987.00			1,863,167.00
11. Training Stipends	0.00	0.00	0.00			0.00

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S425B200013

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

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

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

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

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* 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:

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix * 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 ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.

Optional - You may attach 1 file to this page.

1244-WV REM GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

West Virginia Rethink K-12 Education Models Project

General Education Provisions Act (GEPA) Section 427

West Virginia is committed to providing **all children** with high-quality remote learning opportunities and supports founded in the Universal Design for Learning (UDL) framework. To see this commitment realized statewide, WVDE must ensure that all students, parents, and teachers **have access and opportunity** to receive the supports they need to effectively fulfill their roles within a remote learning environment.

1. West Virginia schools serve a large of population of students and parents from low socioeconomic backgrounds, with over 50% qualifying for the Free/Reduced Lunch Program. This often places a barrier on students' and families' ability to access and/or provide high-quality learning opportunities and supports. Public and nonpublic students who participate in supplemental programs and all other students in the state will have equal access to the online homework helpline, parent modules, and student elective coursework created as part of the WV REM project.
2. While the majority of students come from homes where English is the primary language spoken, an increasing number of West Virginia school districts serve students for whom English is not the primary language spoken at home. This often places a barrier on students' and parents' ability to support or direct school activities or remote learning at home. The WVDE is committed to ensuring that current resources/materials are available in the diverse spoken languages represented in West Virginia as well as in Braille and, in the case of recordings/videos, in American Sign Language (ASL). As additional resources/materials are created for grant project services, the WVDE will continue to endeavor to provide them in a diverse languages to ensure that all families receive the support and information.

West Virginia Rethink K-12 Education Models Project

3. Currently, 17 percent of West Virginia's student population receives special education services. The WVDE plans to use REM grant funds to ensure public and nonpublic students with disabilities have access to the coursework, online homework helpline, and other resources available to support students through remote learning opportunities. Eligibility for an educational program does not supplant the student's ability to access supports provided through the tiered system.
4. The WVDE's proposed REM project serves 55 county-based local education agencies as well as an additional district, the WV School for Deaf and Blind (WVSDB). This county-based arrangement creates a sense of professional isolation in West Virginia's mostly rural, often small settings and places a range of barriers to professional growth and high-quality resources. The WVDE plans to use REM grant funds to ensure that multiple grant project services can be provided for all public and nonpublic educators through digital access. Providing multiple project services digitally will assist in overcoming traditional barriers to accessing support such as travel distance, costs of overnight accommodations, lack of substitute teachers to cover classes, and availability of childcare.
5. West Virginia public and nonpublic schools serve many students who do not have reliable internet access and/or do not have adequate access to laptops or other devices. To ensure that students and parents without access to reliable internet or technology are able to engage successfully in remote learning models, the WVDE plans to use REM grant funds to increase students' at-home connectivity and access to tablets/laptops.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION West Virginia Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Andrea Middle Name:
* Last Name: Lemon	Suffix:
* Title: Lead Coordinator	
* SIGNATURE: [REDACTED]	* DATE: 06/26/2020

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

1. Project Director:

Prefix: Mrs .	First Name: Donna	Middle Name:	Last Name: Landin	Suffix:
------------------	----------------------	--------------	----------------------	---------

Address:

Street1:	1900 Kanawha Boulevard, East
Street2:	
City:	Charleston
County:	
State:	WV: West Virginia
Zip Code:	25305-0330
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
--	----------------	-------------------	-----------------

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

West Virginia Department of Education (WVDE) is submitting a *Rethink K-12 Education Models* grant with the intent to address Absolute Priority 3 – Field Initiated Projects for Education Models for Remote Learning to Improve Student Outcomes. The goal of the state’s proposed project is to develop the three unique remote learning models: digital learning, non-digital learning, and hybrid/blended learning that will be based on the results of the proposed district level needs assessment. The goals of the West Virginia grant project include (1) building teacher capacity to improve their delivery of remote learning, (2) support parents and other care providers of K-12 students engaged in remote learning, and 3) provide appropriate coursework to students to improve their remote learning skills for elective credit.

WVDE will partner with the 55 West Virginia school districts, School for Deaf and Blind, Marshall University, and West Virginia University to determine/develop the activities. Overall, this grant will 1) build capacity of teachers to learn and utilize best practices with remote learning; 2) provide a digital teaching credential to educators who demonstrate proficiency through the successful completion of 18 hours of graduate level coursework; (3) imbed remote learning instruction and practice into pre-service teacher education coursework, teacher induction requirements, and alternate pathways to licensure programs; (4) provide resources for parents to support K-12 students as they engage in remote learning; (5) deliver remote learning opportunities to students for course credit; and 6) provide appropriate technology tools to schools to implement newly acquired learning.

Upon completion of the models, the WVDE/partners will replicate the models via statewide preparation/implementation through our state university system of teacher preparatory programs down through the K-12 educational system for a seamless training around improving remote learning skills sets and knowledge which can also be used in brick and mortar settings.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Introduction

The West Virginia Department of Education (WVDE) is applying for a *Rethink K-12 Education Models* grant with the intent to address Absolute Priority 3 - Field Initiated Projects for Education Models for Remote Learning to Improve Student Outcomes. The outbreak of COVID-19 and the subsequent national and state emergencies have served as a wake-up call regarding equity and access to remote learning, educational technology, and intervention resources. The WVDE, along with the rest of the state and the nation, witnessed inequity and disparity first-hand and the impact it has had on the delivery of remote learning. The state's proposed project provides three unique remote learning models to be developed in collaboration with 56 school districts composed of 55 county school systems and the West Virginia Schools for the Deaf and the Blind (WVSDB), West Virginia University (WVU), and Marshall University (MU). The goals of West Virginia's *Rethink K-12 Education Models* (REM) project include (1) building the capacity of teachers who hold certification or are in process of earning certification to deliver remote learning based upon individual district needs assessments, (2) supporting parents of students engaged in remote learning, and 3) providing support for all K-12 students, including nonpublic school students, to increase student readiness for and success during remote learning. The proposed project services and activities have been designed to ensure that educators and students can transfer the proposed learning models across a variety of instructional settings.

Coronavirus Burden

In March 2020, West Virginia Governor Jim Justice and state health officials proactively established stay-at-home requirements, including business closures, which created a need for remote learning requirements for schools. Because West Virginia has the highest at-risk

population of adults per capita in the nation, top officials believed an urgency existed to make decisions to ensure residents' health and safety (Allen, 2020; Davis, 2020).

As of mid-June 2020, the pro-active decision making and leadership from Governor Justice and top West Virginia health officials have resulted in higher testing rates than national and regional averages, significantly lower than the national average percentage of the population testing positive, and a lower case fatality rate per capita among residents compared to other states (West Virginia Department of Health and Human Resources [WVDHHR], 2020). *The New York Times* (2020, June 23) notes that West Virginia has experienced 144 cases of COVID-19 per 100,000 residents, and 5 deaths per 100,000 residents. On June 22, 2020, the West Virginia Department of Health and Human Resources (DHHR) reported 151,113 COVID-19 laboratory results, with 2,552 positive cases and 89 deaths (WVDHHR, 2020a). Diane Gross, regional epidemiologist with the Monongalia County Health Department, suggested the reason West Virginia was the last U.S. state to identify a positive coronavirus case could have been due to lower travel activity, less access to healthcare, and low levels of testing (Starr, 2020).

Despite lower case numbers to date than neighboring states, West Virginia's residents still have been adversely affected by the COVID-19 pandemic. While social distancing, closures, and stay-at-home orders have all helped to protect lives in West Virginia, they have also led to 100% of our students learning remotely (nearly 25% of whom do not have usable devices and nearly 30% of whom have inadequate internet or no connectivity) as well as record job losses and increasing hardships.

With pre-pandemic poverty and unemployment rates higher than national averages, the vulnerable health conditions of so many of West Virginia's residents, and the debilitating scourge of the opioid epidemic, COVID-19 has exacerbated our existing economic, social, and

educational issues. Pre-pandemic data indicates that 26% of children in WV live in poverty with 37% having parents lacking secure employment, both rates higher than national averages and continually rising (Allen, 2019). On April 13, 2020, West Virginia's Revenue Secretary Dave Hardy estimated that the state could face a \$500 million budget gap in this fiscal year ending June 30, 2020 (McElhinney, 2020). Scott Adkins, acting commissioner of WorkForce West Virginia, during a June 4, 2020, coronavirus briefing, stated that his agency received 250,000 unemployment claims over the last 10 weeks, an average of 40,000 claims per month and five times more claims than processed in 2019 (Adams, 2020). West Virginia's seasonally adjusted unemployment rate jumped from 6.1% in March to 15.2% while the national unemployment rate was 14.7%; by April 2020, WV's unemployment rate jumped to 15.8% (Adams, 2020).

On April 27, Governor Justice announced his six-week plan for reopening various aspects of the state and its economy, West Virginia Strong – The Comeback Plan. With this plan, individuals who exhausted their unemployment benefits could apply for pandemic emergency unemployment compensation, giving them a 13-week extension of unemployment benefits (Office of the Governor, 2020). On June 1, Gov. Justice announced general revenue collections of \$296.8 million for the month of May were \$37.7 million below original revenue estimates associated with the COVID-19 pandemic (Office of the Governor, 2020).

Effects on West Virginia's Education System

Before the COVID-19 pandemic, extenuating factors such as generational poverty, the opioid epidemic, and major inequities in broadband access and availability of resources were just some of the factors that challenged successful remote learning in West Virginia's K-12 education system (Bowden, et al., 2019). Pre-pandemic state summative achievement data demonstrates achievement gaps for many students. For example, in 2019 only 51% of third graders were

proficient in mathematics as determined by the West Virginia General Summative Assessment (WVGSA), yet this statistic fell to 37% proficient for eighth graders and 24% proficient for eleventh graders during the same year (WVDE, 2020e). Third grade reading proficiency scores as measured by the WVGSA that year were 44%, the lowest rate since 2014 (WVDE, 2020e). An examination of cohort data demonstrates a lack of consistent progress in English language arts; for example, 6th graders in 2019 demonstrated 45% proficiency, but the same students as 5th graders demonstrated 44% proficiency and as 4th graders demonstrated 47% proficiency (WVDE, 2020e), indicating that student cohort performance is remaining rather flat over time.

The effects of low levels of achievement resonate throughout the lifespan, often resulting in decrease graduation rates, higher incarceration rates, physical and mental health issues, and an increased likelihood of reliance on public assistance as adults. Factors such as opioid addiction and death, generational poverty, and trauma, widespread throughout our impoverished, highly rural state, further affect students' chances for success in school and in life (Hartman, Johnson, Klein, and Showalter, 2019). West Virginia's pre-existing education crisis has now been exacerbated because of the COVID-19 pandemic, with effects that are likely to last years into the future for the state's 261,000 - plus K-12 students. Results of a WVDE survey conducted in June 2020 demonstrate more than 175,000 students in 56 WV school districts show the range for usable devices is 37.7% to 100% and the range for a stable internet connection is 10% to 92.4%. Also, 30 of 55 districts reported use of 1:1 devices in one or more grade levels and only 23 of 55 districts reported use of an LMS for one or more grade levels. These ranges define the inequity in education opportunity in the state.

The COVID-19 school closures magnified disparities in pre-pandemic access to and use of instructional technology as part of regular classroom practice. Teachers using a learning

management system (LMS) before school closures found that their transition to remote learning was easier because students already knew how to access coursework and were aware of platform functionality. Additionally, many parents were accustomed to monitoring their student's work online. Moving to remote learning was a much heavier lift for teachers who had been under-utilizing the LMS or did not have one provided to them at the district level and for students and parents unaccustomed to using online platforms.

Similar to WV students, WV teachers were susceptible to connectivity issues. According to a statewide survey conducted in June by the WVDE Office of Data Management and Information Systems, 6,254 of WV's approximately 20,000 teachers reported an issue with their ability to provide remote instruction – 1,364 did not have appropriate devices at home; 926 had no internet; 3,141 reported poor internet at home; and 823 had no internet or cellular connectivity at all. In addition, teachers faced the emotional impact of being separated from their students, an increased workload in the transition to remote learning, and personal concerns related to their own health (Kurtz, 2020). The National Center for Education Statistics reports that 29% of public school teachers are age 50 or above, increasing their risk of falling into a high-risk category (NCES, 2020). Out of concern for their own health, this older population of educators may choose to retire instead of returning for the 2020-2021 school year and putting themselves at risk, magnifying an already existing concern, namely the recruitment and retention of qualified teachers (Claxton, et al., 2020; Griffith, 2020).

Analysis of State Assets and Collaborative Efforts

At the onset of physical school closure, the WVDE launched an initiative to rapidly create a bank of resources to support educators and parents in engaging students during the time of remote learning. State and local leadership swiftly identified and addressed two immediate needs

affecting students: nutrition and instruction. Since March, more than 11 million meals were prepared, packaged, and delivered, helping to deflect hunger issues worsened by school closure. The WVDE created two digital resource hubs, an Administrator Hub and an Educator Hub (WVDE, 2020a,c). Educators and administrators were encouraged to submit activities, ideas, lessons, strategies, and solutions for remote learning to be shared on the Hub sites. The WVDE staff leveraged connections from national and state organizations to create lists of resources for remote learning (WVDE, 2020d). Sets of digital and non-digital resources were created for educators, students, and parents to address a variety of topics including, but not limited to, Academic Content, Free Appropriate Public Education for Distance Learning, Professional Learning for Teaching Remotely, School Counseling, Special Education & Student Support, and Support for Military Families. Lastly, WVDE coordinators curated grade-level and content-specific resources for professional learning for educators. The WVDE has chronicled events and actions specific to 2020 COVID-19 in response to West Virginia's Board of Education Strategic Plan and priorities (WVDE, 2020b).

The physical school closure also elevated the need to reach students with little access to the Internet. This need developed into the creation of Education Station, a 30-minute television program for children and parents made possible through a partnership with West Virginia Public Broadcasting (WVPB) and the collaboration of WV educators. This program scaled the impact of WV educators allowing them to reach students beyond their traditional classroom. To date, this program has had more than 1,000 viewers per episode (E. Isom, WVPB, personal communication, June 17, 2020).

Lastly, the physical school closure due to the Covid-19 pandemic increased the number of students serviced by the West Virginia Virtual School (WVVS). The WVVS was created by the

West Virginia Legislature July 1, 2000, with the mission of ensuring consistent, high-quality education for students statewide through courses delivered via technology while promoting efficacy and equity in course offerings and providing options for implementation across the public school system. The Virtual School initiative helps bridge the barriers of time, distance, and inequities for all West Virginia students by providing access to resources. While learning was changed dramatically March 13 when school buildings in West Virginia were closed, learning through WVVS continued seamlessly. Furthermore, enrollment in the summer school sessions has grown 29% compared to last year.

Although school likely will look very different beginning in August 2020, the state's focus remains steadily on three core areas that are critical to the success of all learners: social-emotional well-being; equity and access to technology and broadband internet coverage; and overall academic achievement. Maintaining this focus, the WVDE has convened the Outbreak to Recovery Advisory Council, consisting of individuals representing more than 40 state and national collaborative partners and organizations. Working within nine focus areas (instruction; child nutrition; finance; extracurricular activities; special education; physical, social-emotional and mental health wellness; career technical education [CTE]; safe schools and transportation; and technology requirements for all students and/or staff), the Council is informing guidance that will assist counties as they develop their re-entry and recovery plans and strategies for fall 2020 and beyond. The Council was created to vet, review, and inform recovery and re-entry efforts that will provide a framework for counties making local-level decisions. The work of the council, with consideration of guidance and best practices from public health officials, is housed on the WVDE's website. Several agencies have joined forces including the West Virginia Department of Education, West Virginia Office of Technology, and West Virginia Broadband Enhancement

Council as well as local boards of education. CARES funding will play a major role in working toward a solution; however, it is evident that additional resources will be necessary to achieve success because of the scope of the problems faced in the state.

Barriers to Meeting Needs

The state faced multiple barriers transitioning 261,633 students to remote learning. These barriers are summarized in the table below.

Table 1: West Virginia Remote Learning Barriers and Descriptions	
Geography	Many rural areas lack cell service and have limited broadband internet coverage because of the mountainous terrain.
Devices	30/55 counties are 1:1 with digital devices in one or more grade levels. Some districts were able to loan out devices for the end of the 2019-20 school year.
Learning Management Systems (LMS)	Districts with an LMS (e.g., Blackboard, Canvas, Schoology) before COVID-19 were naturally able to migrate to remote learning more smoothly than those without who had to quickly develop a digital delivery system to reach students. 23/55 counties provide an LMS to one or more grade levels.
Instructional Materials	While all WV counties have adopted instructional materials with digital components, most classrooms still rely heavily on hard-copy textbooks. Some have opted to only purchase class sets of hard copies, leaving some students without access to a hard-copy or digital text at home.
Instruction	Teachers traditionally are not trained in remote teaching. The rapid shift to remote learning forced teachers to adjust non-digital approaches to remote learning approaches and those who were new to digital instruction to redefine their teaching so that it aligned their skills with creating an appropriate remote learning environment for students. Parents struggled to receive learning activities and lacked the skills to direct young students' learning and/or support older students. Students were not well-versed in the procedures for receiving, completing, and returning assignments remotely.
Communication	Each district was tasked with creating a COVID-19 response plan with its local health department which resulted in different plans across the state. Even after schools were ordered to be closed statewide, communication efforts varied across districts.
Social and Emotional Well-Being	More than 50% of WV children have experienced at least one adverse childhood experience which is higher than the national average (Beck, 2018). During school closure, school staff struggled to assess the well-being of children working through or experiencing trauma because they weren't seeing or communicating with them daily.

Quality of Project Services and Project Plan

Goals and Activities

The shift to remote learning in March 2020 was abrupt and left many teachers, parents, and students throughout the nation feeling unprepared and uncertain of how to proceed with learning in an at-home environment (Forbes, March 26, 2020). Many students and parents in West Virginia felt the additional strain of shifting to remote learning without the aid of internet and/or devices. As noted previously, a statewide survey revealed that nearly 25% of WV students do not have usable devices and nearly 30% have inadequate internet or no connectivity that would allow them to work successfully in a remote digital environment while school buildings are closed. Disparity exists from one county to the next with one county reporting 34.2% of students having no connectivity at home while another county reports that only 0.6% of its students are without connectivity at home.

Through the *Rethink K-12 Education Models* project, the WVDE plans to increase access and equity in high-quality remote learning for all children with an emphasis on supporting the state's most disadvantaged and underserved populations. In response to Priority 3 - Field Initiated Projects for Education Models for Remote Learning to Improve Student Outcomes, West Virginia's proposed project sets the following three goals:

- 1. Build teacher capacity to deliver remote learning based upon individual district needs assessments**
- 2. Support parents of K-12 students engaged in remote learning**
- 3. Provide support for students to increase student readiness for and success during remote learning**

To ensure that all children have access to high-quality remote learning, West Virginia must first

ensure that all educators are prepared to provide high-quality remote learning opportunities. The proposed project seeks to rethink K-12 education models by supporting current and future WV educators in the design, implementation, and continuous improvement of remote learning. An overview of project activities directly supporting public and nonpublic educators are:

Table 2: Proposed Project Activities for Teachers
Build capacity within the 56 WV school districts and the state’s institutions of higher education to better equip current and future K-12 teachers to deliver remote learning to all students whether digital, non-digital, or hybrid/blended through a series of online professional learning opportunities via a statewide professional learning management system (LMS).
Provide digital learning certification to teachers who demonstrate proficiency through the successful completion of 18 hours of graduate-level, module-based coursework which will be developed by WV teachers and university staff.
Embed remote learning instruction and practice into proposed pre-service teacher education coursework, teacher induction requirements, and alternate pathways to licensure programs.

Continuous improvement of remote learning will take place as contracted teachers design and develop remote learning modules and teacher participants implement modules and provide feedback. West Virginia’s proposed project will develop supports for parents and students to ensure a more successful remote learning experience for all. As noted throughout, disparity exists regarding students’ access to learning devices and to reliable internet connectivity. Additionally, many students, even those with access to devices and/or connectivity, have had little or no prior digital learning experiences. This lack of experience has created learning barriers for students that many parents may not have the expertise to overcome. To meet the needs of public and nonpublic parents and students, the WVDE *Rethink K-12 Education Models* project proposes the activities for parents and students outlined in Table 3 below.

Table 3: Proposed Project Activities for Parents and Students
Provide resources for parents to support K-12 students as they engage in remote learning, including an online hotline for remote learning assistance.
Provide districts with learning devices and at-home internet access (i.e., cellular hotspots, satellite access) for students as the WVDE steadfastly works with state government to improve connectivity across the state.
Provide student support through coursework focusing on digital literacy, cyber-security, and best practice for successful remote learning that can result in elective credits as well as an online homework hotline.

Project Design

Recognizing that each teacher, parent, and student has specific needs and faces unique challenges, the six primary activities presented in Tables 2 and 3 will be accomplished through intentional application of the Universal Design for Learning (UDL) framework. UDL considers the unique ways individuals learn through the application of three principles: (1) multiple means of representation to give learners various ways of acquiring information and knowledge, (2) multiple means of expression to provide learners alternatives for demonstrating their knowledge, and (3) multiple means of engagement to motivate and challenge learners (CAST, 2020).

As teachers continue to immerse themselves in the newness of delivering instruction, engaging students, and assessing learning in remote learning environments, the application of UDL is more critical than ever. Implementing the three principles of UDL, the WVDE proposes addressing the unique needs and challenges of the 56 school districts through the collaborative development of three remote learning models featured in Table 4 below.

Table 4: WV Remote Learning Models - Participants, Process, and Products		
Model 1 Digital Remote  Online Immersion Model  Devices + Connectivity	Model 2 Non-Digital Remote  Performance Task Model  Devices may/may not be available Connectivity is not available	Model 3 Hybrid/Blended Remote  Kieschnick’s (2017) Bold School Model: Old School Wisdom + New School Technologies  Brick and Mortar + Digital Online or Non-Digital
Participants		
West Virginia’s proposed project supports teachers, parents, students, higher education faculty, and pre-service teacher candidates.		
Process		
The WVDE, school districts, and institutions of higher education will use baseline and annual technology survey data to develop professional learning and support to inform the design of three remote learning models.		
Products		
Grades K-12		
<p>Teacher products include development of professional learning module-based coursework specific to remote learning pedagogy, online instruction, and appropriate technology tool usage to the three remote learning models which will lead to a WV Remote Learning Credential (9 modules → 18 graduate-level credit hours), to include graduate-level course tuition at no cost, certificate renewal hours, salary reclassification hours, and digital learning certification.</p>		
Specific to Grades K-5		
<p>Products for parents of students in Grades K-5 include development of support modules designed to help them <i>direct</i> their child’s remote learning and a support hotline specific to use of technology tools, instruction, and communication as grade-appropriate.</p>		
Specific to Grades 6-12		
<p>Products for parents of students in Grades 6-12 designed to help them <i>assist</i> with their child’s remote learning include development of support modules and hotline specific to use of technology tools, instruction, and communication as appropriate.</p>		
<p>Students in Grades 8-12 will be provided digital learning career guidance through <i>Career Finder</i> (College Board) coursework which may be used for elective credits.</p>		
<p>Students in Grades 9-12 will be provided with newly developed digital learning support coursework for elective credit through four courses addressing: study/organizational skills, technology tool usage (e.g., Office 365), online communication, and authenticity of work.</p>		

To successfully **create** these models and positively affect student achievement, timely, job-embedded professional learning for teachers and research-based supports for parents and

students are necessary. All modules and courses developed through this project will be provided at no cost to K-12 teachers, parents, and students. West Virginia’s proposed project will develop nine professional learning module-based courses for K-12 teachers, three support modules for parents, and four elective coursework modules for students described in Table 5 below. Teachers from 56 West Virginia school districts, with leadership from the WVDE and higher education, will create, develop, implement, replicate, and take to scale the teacher professional learning modules. K-12 teachers may apply for certificate renewal and/or advance salary re-classification upon completing the remote learning modules. Each teacher module will be valued at two hours of graduate-level credit at \$66.00 per two credit hours and will be paid with project funding.

Table 5: Products Designed to Address Project Goals	
K-12 Teacher Modules (versions created for K-5 and 6-12)	
Module 1: Remote Learning Moving Forward	Teachers are introduced to the three WV REM remote learning models: digital, non-digital, and hybrid/blended. Module topics will include differentiation, pedagogy, thinking skills, engagement, and meeting the needs of all students. <i>Developed Year 1; Available Years 1, 2, 3</i>
Module 2: Remote Learning: Meeting the Needs of All Students by Reducing Barriers	Teachers are introduced to the principles of Universal Design for Learning and how they can be leveraged to reduce barriers to learning. <i>Developed Year 1; Available Years 1, 2, 3</i>
Module 3: Remote Learning: Addressing WV College- and Career-Readiness Standards	Teachers examine the demands of WVCCRS by subject/grade and explore best practice for addressing them through remote learning while identifying barriers to access, engagement, and learning and how to overcome them. <i>Developed Year 1; Available Years 1, 2, 3</i>
Module 4: Remote Learning: Creating a Warm and Engaging Classroom	Teachers learn to build a positive remote learning environment emphasizing helping students thrive academically, emotionally, and socially. Teachers will collaborate with students to set high expectations and develop routines that amplify the learning community by embracing challenges and maximizing student engagement. <i>Developed Year 2; Available Years 2 and 3</i>

<p>Module 5: Remote Learning: Implementing Universal Design for Learning</p> <p>Teachers explore how to deliver instruction in a remote environment that is universally designed to be accessible to every child. Teachers learn how to accommodate different learning styles by building alternatives for demonstrating learning into the curriculum instead of developing alternatives after students falter. <i>Developed Year 2; Available Years 2 and 3</i></p>
<p>Module 6: Remote Learning: Developmentally Appropriate Use of Technology Tools</p> <p>Teachers develop proficiency with diverse instructional technology tools to elevate student engagement and learning. Research-based practice will be emphasized regarding appropriateness of technology tools based on age/development, managing guidelines for children, effectively using tools when parental involvement is necessary, and privacy issues related to technology use. <i>Developed Year 2; Available Years 2 and 3</i></p>
<p>Module 7: Remote Learning: Strengthening Professional Practice through Virtual PLCs</p> <p>Teachers research a variety of formats for engaging in professional learning communities virtually and identify the dispositions and habits of mind that lead to positive and effective professional growth and networking in a virtual environment. Teachers identify topics of interest and find the professional learning network that can help them to achieve their goals. <i>Developed Year 2; Available Years 2 and 3</i></p>
<p>Module 8: Remote Learning: Transforming Learning Through Curricular Integration</p> <p>Teachers will explore the idea that the most transformative innovations take place when disciplines converge. With an emphasis on addressing content standards and social-emotional wellness, educators design multi-disciplinary learning experiences, like project-based learning (PBL), to provide an effective system of support. <i>Developed Year 2; Available Years 2 and 3</i></p>
<p>Module 9: Remote Learning: Capstone for Digital Learning Certification</p> <p>Teachers will gather evidence based upon criteria from each module via an established rubric to develop a digital presentation to demonstrate they have met the requirements for digital learning certification. Presentations will be vetted by remote learning module facilitators and one or more WVDE REM team members. <i>Developed Year 2; Available Years 2 and 3</i></p>
<p>Parent Support Modules:</p>
<p>Module 1: The Move to Remote Learning – Communication</p> <p>This module provides helpful tips and tools to support students as they transition from a face-</p>

<p>to-face learning environment to a remote learning environment. Topics include maintaining clear communication and seeking assistance. <i>Developed Year 1; Available Years 1, 2, 3</i></p>
<p>Module 2: The Move to Remote Learning – Effective Routines</p> <p>This module provides helpful tips and tools to support students as they continue to work in a remote learning environment. Topics address helping children create effective routines for learning remotely. <i>Developed Year 2; Available Years 2 and 3</i></p>
<p>Module 3: The Move to Remote Learning – High Expectations</p> <p>This module provides helpful tips and tools to support students as they continue to work in a remote learning environment. Topics address setting high expectations for student success. <i>Developed Year 2; Available Years 2 and 3</i></p>
<p>Student Support Elective Coursework:</p>
<p>Course 1: Career Finder</p> <p>This elective course, furnished by the WVDE through a contract with College Board, will be provided to all Grade 8-12 students. Career Finder is a career exploration tool that helps students make informed academic and career decisions. <i>Available Years 1, 2, 3</i></p>
<p>Course 2: Remote Learning: Clear and Proactive Communication</p> <p>This elective course provides high school students with helpful tips and tools to support their transition from traditional face-to-face learning environments to a remote learning environment. Topics addressed in this course include use of Office365 tools, communicating needs safely, clearly, effectively, and proactively. <i>Developed Year 1; Available Years 1, 2, 3</i></p>
<p>Course 3: Remote Learning: Reducing Distractions</p> <p>This elective course provides high school students with helpful tips and tools to support their transition from traditional face-to-face learning environments to a remote learning environment. Topics addressed in this course include digital literacy practices and reducing distractions in a remote learning environment. <i>Developed Year 2; Available Years 2 and 3</i></p>
<p>Course 4: Remote Learning: Effective Routines</p> <p>This elective course provides high school students with helpful tips and tools to support their transition from a traditional face-to-face learning environment to a remote learning environment. Topics addressed in this course include creating effective routines for learning. <i>Developed Year 2; Available Years 2 and 3</i></p>

The WVDE remote learning design framework, Quality Remote Learning Model (QRLM), will guide the **development** of the K-12 teacher module-based courses, parent support modules, and student support courses (see Table 6 below). The modules/courses will inform the three WVDE remote learning models – digital, non-digital, and hybrid/blended – through the following: content specific to pedagogy and technology tools with a laser focus upon access, equity, engaging instruction, thinking skills, differentiated instruction, online classroom environment, job embedded activities, research, and reflection (Coggshall, et al., April 2020). In addition, WV K-12 teacher module development will include submission of videos for inclusion in the teacher, parent, and student modules. The K-12 teacher, parent, and student modules support multiple forms of content, online chats/discussions, teacher feedback, gradebooks, portfolios, rubrics, surveys, quizzes, and assignments. Module/course instructors will complete pre-requisite training, attend weekly online professional learning meetings when teaching modules/courses, and submit final module/course reports at the end of a session. The WVDE has 120-plus experienced instructors selected, trained, and ready to engage in this work. Modules/courses to be developed and housed on a statewide professional development LMS will be provided at no cost to public/nonpublic K-12 teachers, parents, students, and teacher education programs.

Table 6: Quality Remote Learning Model (QRLM) for Modules and Courses	
Goals/Objectives	Measurable, outcome-based, aligned with all module components, describe what participants can expect to learn
Assessments	Project-based, rubrics, peer reviewed, surveys, quizzes; expectation for successfully completing the course, earning course credit, and grade schema are clearly defined.
Design	Logical navigation, consistent and intuitive, accessible, logical session flow, consistent schema, continuous feedback model

Content	Consistent format for projects/rubrics/peer reviews, supports remote learning environment, teacher/parent/student-centered; syllabus, orientation session, module details provided
Resources	Research-based, multiple formats (video, text, interactive), current, support content/goals, free of inappropriate content
Tech. Tools	Support goals, facilitate engagement, current, available to all
Pedagogy	Instructional strategies support differentiation (Cash, 2017), critical thinking, reasoning, reflection, collaboration, self-assessment
Activities	Engaging, classroom-based, authentic, clearly explained, exemplars provided, address each model: digital, non-digital, hybrid/blended
Communication Collaboration	Chats, discussions, online meetings, etiquette expectations defined Teams and teamwork supported

Initiation, Replication, Scale

Note that **initiation** project activities will begin as soon as the project is awarded (e.g., module/course development, module/course teacher selection, digital learning certification policy creation/revision, district needs assessments, professional learning platform installation). All WV school districts and WV’s two flagship universities have submitted letters of support and will be working with the WVDE in the development of the three remote learning models as well as in the development of products for districts, parents, and students.

Replication of project modules/courses will be seamless because of a common design schema for both the K-12 and higher education teacher preparation programs, the WVDE QRLM framework being utilized, and the functionality of the professional learning platform to replicate and create multiple sections of modules and courses as needed. Module/course replication also will be aided by information gleaned from final module/course participant surveys and final teacher module/course reports. Additional professional learning platform reports can be accessed

to determine number of participants enrolled, number of completers, components accessed/not accessed, and components completed.

Course modules/courses for teachers, parents, and students will be developed with plans to **take to scale** at the beginning of Year 3. The formulation of project sustainability plans will begin during Year 2 and finalized during Year 3. Performance measures specific to the numbers of students served and the percentage of parents and students who report satisfaction with the number and type of available support options will be collected upon completion of each module or course via a final participant survey. Completion of the professional learning module-based courses, along with evidence of proficiency of the delivery of the remote learning module, will result in the West Virginia Board of Education (WVBE) approved teacher certification for digital learning. All professional learning modules will be vetted against a WVDE Quality Remote Learning Model (QRLM) design and delivery process, to be designed as a project deliverable revisited annually for continuous improvement. Throughout the process, all products will be available to all WV school districts, colleges, and universities.

Although the current focus on remote learning is driven by a need to address learning during the COVID-19 pandemic, the design of project services and activities ensures that educators and students can transfer learning across a variety of instructional settings: face-to-face, digital, non-digital, and hybrid/blended. This transferability will provide a strong foundation for continuous learning and will close equity gaps and reduce future disruptions to student learning. Having the ability to smoothly transition to and from remote learning means that circumstances that have disrupted learning in the past such as inclement weather, flu season, heating/cooling system failures, and even individual student expulsion, will no longer interrupt student learning.

Desired Outcomes and Measurability

The WVDE’s proposed project is designed to provide equity and access to high-quality learning opportunities for all WV students. With an intentional application of UDL and a strong emphasis on local-level decision making, the WVDE has high expectations for systemic growth and student achievement because of the project. The WVDE will evaluate the effectiveness of the proposed activities in meeting the project goals by examining data for teachers, parents, and students. Project outcomes described in Table 7 are specific to remote learning opportunities for teachers, students, and parents. Baseline data will be established during Year 1.

Table 7: Outcomes and Measurability	
Project Activity 1: Build capacity within the 56 West Virginia school districts and the state’s institutions of higher education to better equip current and future K-12 teachers to deliver remote learning to all students whether digital, non-digital, or hybrid/blended through an ongoing series of online professional learning opportunities via a statewide professional learning LMS.	
Outcomes: WV teachers will complete four or more K-12 professional learning modules specific to a minimum of three digital learning modules: digital, non-digital, and hybrid/blended. Annual Module Completion: Year 1: 10% Year 2: 40% Year 3: 60%	
Tools/Measures: Teacher module coursework will begin October 2020 and continue through August 2023. Teacher enrollment and completion data will be documented for reports, quarterly and annually. Performance-based assessments will be collected for each participant for each module. Pre- and post-course surveys will be completed by all teacher participants. All documentation will be gathered via reports from the professional LMS.	
Project Activity 2: Provide digital learning certification to teachers who demonstrate proficiency through the successful completion of 18 hours of graduate-level coursework.	
Outcomes: By 2023, at least 5,000 WV teachers will complete coursework and demonstrate proficiency through earning a digital learning certification.	
Tools/Measures: The number of digital learning certificates awarded will be documented quarterly and annually by the WVDE Office of Educator Development and Support (OEDS).	
Project Activity 3: Embed remote learning instruction and practice into pre-service teacher education, teacher induction requirements, and alternate pathways to licensure programs.	

<p>Outcomes: A minimum of two universities (at least one in Year 1) will embed remote learning instruction and practice into pre-service teacher education coursework. Beginning January 1, 2021, teacher induction requirements and alternate pathways to licensure programs will require completion of a minimum of 3 remote learning modules coursework with all programs requiring completion by the end of Year 3.</p>
<p>Tools/Measures: Teacher education programs will submit course reports to the WVDE verifying number of students enrolled in courses, documentation of remote learning assignments embedded into courses, and the number of students meeting course digital learning requirements along with pre/post student digital learning surveys. Annual reports will be provided by the WVDE OEDS with the number of teachers meeting remote learning requirements for teacher induction programs and alternative certification licensure.</p>
<p>Project Activity 4: Provide resources for parents to support K-12 students as they engage in remote learning.</p>
<p>Outcomes: At least 6,000 parents will complete two or more parent support modules by 2023. At least 6,000 parents will access parent/student support homework help by 2023.</p>
<p>Tools/Measures: Parent support modules will begin October 2020 and continue through August 2023. Parent enrollment, including parent to student ratio, and completion data will be documented for reports, quarterly and annually. Parent satisfaction surveys will follow each support module completion.</p>
<p>Project Activity 5: Provide districts with learning devices and at-home internet access (i.e., cellular hotspots, satellite access) for students as WVDE steadfastly works with state government to improve connectivity across the state.</p>
<p>Outcomes: By 2023, counties reporting the greatest number of students with no device at home and no ability to access the Internet at home will receive devices and cellular hotspots to meet student needs. Counties with the greatest need, following the disbursement of CARES Act monies, county funds and other state funds, will receive devices and hotspots for students in Year 1. Devices will be distributed in Years 2 and 3, again based upon greatest need.</p>
<p>Tools/Measures: Counties and schools will submit reports of student device need that cannot be met by any other funding source. Device and hotspot distribution will be monitored and documented quarterly. County needs assessments will be completed yearly to assess areas of highest need, and to determine areas where an influx of devices and hotspots can have the</p>

greatest impact.
Project Activity 6: Deliver remote learning opportunities to students for course credit.
Outcomes: At least 6,000 students in Grades 8-12 will complete remote learning modules for elective course credit by the end of 2023.
Tools/Measures: Student support coursework will begin October 2020 and continue through August 2023. Enrollment and completion data will be documented for reports, quarterly and annually. Student satisfaction surveys will follow each support module completion. Artifacts of student coursework will be provided in course portfolios.

Impact of Project Services

The primary role of the WVDE is to support districts, teachers within districts, and WVU and MU teacher preparation programs, with high-quality, research-based professional learning, guidance, and resources. The project design and activities in the WVDE’s proposal represent a passionate commitment to ensuring that all students receive the benefits of high-quality learning opportunities in whatever learning model or combination of models each school district may implement. Through an intentional three-year roll-out, the WVDE plans to build local-level capacity to deliver remote learning by professionally developing a minimum of 12,000 of West Virginia’s 20,000 educators as well as higher education faculty by 2023. By directly affecting 12,000-plus teachers, estimating that the average elementary teacher reaches 25 students per year and the average middle/high school teacher reaches upwards of 100 students per year, and factoring in the supports for parents as well as for students, the WVDE estimates that over the course of three years, all West Virginia students will receive the benefits of the proposed *Rethink K-12 Education Models* project.

Quality of Management Plan and Adequacy of Resources

West Virginia’s *Rethink K-12 Education Models* project is led by a management team of WVDE administration in partnership with West Virginia Public Education Collaborative

(WVPEC) administration. Donna Landin, assistant director in the Office of Educator Development and Support, will serve as the program manager/administrator. The management team also consists of: Dr. Jan Barth, Susan Beck, Michelle Blatt, Clinton Burch, Tim Conzett, Monica DellaMea, Donna Peduto, Dr. Vaughn Rhudy, Dr. Carla Warren, and Robert J. Wiseman. Seven management team members meet regularly, and six members of the management team meet daily to discuss project deliverables, services, and activities.

Donna Landin, Assistant Director, Office of Educator Development and Support: Ms. Landin will oversee WV's Rethink K-12 Education Models project. In addition to general oversight, she will lead project services related to remote learning models, the professional learning platform and management system, and overall educator quality and effectiveness.

Dr. Jan Barth, Assistant Superintendent, Division of Teaching and Learning: Dr. Barth will work with the Management Team to ensure local school district educators and university staff define the needs of the West Virginia educational field to assist the state in the development of the three proposed models of remote learning, review proposed deliverables, and ensure funds are being properly expended within the scope of the grant proposal.

Susan Beck, Executive Director, Office of Special Education: Ms. Beck will lead project services associated with the Universal Design for Learning framework K-12 module design as well as special education considerations for the three remote learning model designs.

Michelle Blatt, Deputy Superintendent, Office of the Superintendent: Ms. Blatt will work with the management team to ensure local school district educators and universities' staff define the needs of the West Virginia educational field to assist the state in the development of the three proposed models of remote learning, review proposed deliverables, and ensure funds are being properly expended within the scope of the grant proposal.

Clinton Burch, Executive Director, Division of Technical and Adult Education: Mr. Burch will serve as the management team liaison with Career and Technical Education (CTE).

Tim Conzett, Senior Administrator, Office of Data Management and Information Systems: Mr. Conzett will lead project services that support data collection, survey creation, and validity verification to support needs assessments and the measurement of project outcomes.

Monica DellaMea, Executive Director, Office of Early and Elementary Learning: Ms. DellaMea will lead the development of elementary professional learning module development for Grades K-5 teachers.

Donna Peduto, Executive Director, West Virginia Public Education Collaborative: Ms. Peduto's experience in drafting educational policy and code as well as leading educational research and technology-based programs add to the depth of the management team.

Dr. Vaughn Rhudy, Executive Director, Office of Assessment: Dr. Rhudy will lead project services associated with the identification of gaps in student learning addressed with the development of the professional learning K-12 modules.

Dr. Carla Warren, Executive Director, Office of Educator Development and Support: Dr. Warren will serve as the liaison for teacher preparation in higher education and will lead the development of policy to create a remote learning credential and integrate the three remote learning model designs and professional learning modules into requirements for alternative certification and teacher induction.

Robert J. Wiseman, Executive Director, Office and Middle and Secondary Learning: Mr. Wiseman will lead the development of the middle and secondary professional learning modules for educators in Grades 6 through 12.

In addition to the management team above, the proposed project services are supported by the following WVDE offices and staff: Early and Elementary Learning, Sara Hutchinson, Maggie Luma, Janet Bock-Hager; Infrastructure and Network Operations, Lori Whitt; Middle and Secondary Learning, Erika Klose, Dustin Lambert, Dr. Andrea Lemon; Special Education, Dawn Embry-King; Assessment, Timothy Butcher.

Project Timeline

Table 8 below outlines primary project activities and corresponding timeline.

Table 8 WV REM Primary Project Activities Timeline	
Annual Management Activities and Completion Dates (Repeat Years 1 -3)	
Provide guidance and support district needs assessment	June-July
Implement MOUs with districts and flagship universities	August
Identify number of students to be served in districts and at universities	August
Conduct mid-year survey of districts and universities	Nov.-Jan.
Complete and submit USED quarterly and annual reports	May-June
Repeat statewide student survey - access/quality of devices/internet connectivity	Jan., June
Monitor progress and provide technical assistance	Ongoing
Major Project Tasks Occurring Annually and Completion Dates	
Develop, vet, and implement professional learning modules	June - May
Develop, vet, and release parent resources	June - Aug.
Develop, vet, and release student support coursework	June – Aug.
Secure graduate credit for coursework	Aug., Dec.
Select and train professional learning facilitators	Aug. - Dec.
Update professional learning modules, parent resources, student courses	May – Aug.
Supporting Tasks Introduced in Year 1 (2020-2021) and Completion Dates	
Host district webinar series: planning for implementation of remote learning	Aug.-Nov.
Facilitate district-to-district remote learning leadership collaborative	Ongoing
Collaborate with districts and universities to determine needs and process MOUs	September
Develop WVDE Quality Remote Learning Model criteria and rubric	August
Develop/vet WV Remote Learning Modules for teachers (3 modules)	Aug. –Nov.
Develop/vet WV Remote Learning Modules for parents (1 module)	
Develop/vet WV Remote Learning support courses for students (1 module)	
Provide WV Remote Learning Module for Educators: Module 1 – Introduction to Remote Learning for Teachers	October-July

Facilitate remote learning modules Provide Learning Video Series for parents Provide WV Remote Learning support courses for students	Jan.-Aug.
Place remote learning professional learning requirements into policy for alternative teacher certification and new teacher induction requirements	Aug.-Nov.
Facilitate University Teacher Preparation Remote Learning Collaborative. Provide modules to higher ed partners for use in teacher preparation courses	Ongoing December
Purchase devices/equipment/at-home internet access based on districts' needs	Sept-May
Supporting Tasks Introduced in Year 2 (2021-2022) and Completion Dates	
Organize/train District Mentor Cohorts to support teachers, parents, and students	July
Onboard additional districts and universities	July
Facilitate University Teacher Preparation Remote Learning Collaborative Provide remote learning modules to all WV teacher preparation programs	Aug. -May
Update remote learning modules for parents and teachers, and remote learning supports for students based on Year 1 data collection	July – Aug.
Continue to develop remote learning modules for parents (1 module) and teachers (3 modules), and remote learning supports for students (2 modules)	July - Aug.
Provide additional remote learning modules for teachers and parents, and remote learning supports for students based on Year 1 data collection	Aug. - July
Purchase devices/equipment/at-home internet access based on districts' needs	July – Aug.
Review alternative teacher certification and new teacher induction programs specific to newly adopted remote learning policy requirements	July - May
Seek input and develop project sustainability plan	Jan. - May
Supporting Tasks Introduced in Year 3 (2022-2023) and Completion Dates	
Organize/train District Mentor Cohorts to support teachers, parents, and students	July
Onboard remaining districts and universities	July
Facilitate University Teacher Preparation Remote Learning Collaboratives	Ongoing
Continue to develop remote learning modules for teachers (3 modules), parents (1 module) and remote learning supports for students (1 module)	July - Aug.
Provide additional remote learning modules for teachers and parents, and remote learning supports for students based on Year 2 data collection	Aug. - July
Purchase devices/equipment/at-home internet access based on districts' needs	Aug. - July
Finalize project sustainability plan	Dec.- June

Assurance

The WVDE will provide information to the Secretary, as requested, for evaluations that the Secretary may carry out.

References:

Adams, S. (2020). *West Virginia unemployment claims top 250,000*. The Weirton Daily Times.

<https://www.weirtondailytimes.com/news/local-news/2020/06/west-virginia-unemployment-claims-top-250000/>

Allen, K. (2020, March 26). *Report: WV population 'most at risk in U.S.' for coronavirus*.

<https://wvpolicy.org/report-wv-population-most-at-risk-in-u-s-for-coronavirus/>

Allen, L. (2019). 2019: *The state of our children data book*. WV Kids Count.

<https://wvkidscount.org/wp-content/uploads/2019/06/WV-KIDS-COUNT-2019-Data-Book.pdf>

Beck, E. (2018, February). *Traumatic childhood events common in WV, report says*. Charleston

Gazette-Mail. https://www.wvgazettemail.com/news/health/traumatic-childhood-events-common-in-wv-report-says/article_7efb3d3b-9940-51c9-9ba1-4f162656ba7e.html

Bowden, N., Coustasse, A., Katamneni, S., Merino, R. (2019) *The opioid epidemic in West Virginia*. The Health Care Manager.

https://journals.lww.com/healthcaremanagerjournal/Abstract/2019/04000/The_Opioid_Epidemic_in_West_Virginia.12.aspx.

Cash, R. M. (2017). *Advancing differentiation: Thinking and learning for the 21st century*.

Minneapolis, MN: Free Spirit Pub.

CAST, Inc. (2020). *About universal design for learning*. [http://www.cast.org/our-work/about-](http://www.cast.org/our-work/about-udl.html#.XvN42WhKjIU)

[udl.html#.XvN42WhKjIU](http://www.cast.org/our-work/about-udl.html#.XvN42WhKjIU)

Claxton, G., Kates, J., Koma, W., Michaud, J., Neuman, T. (2020). *How Many Adults Are at Risk of Serious Illness If Infected with Coronavirus? Updated Data*. Kaiser Family

Foundation. <https://www.kff.org/global-health-policy/issue-brief/how-many-adults-are-at-risk-of-serious-illness-if-infected-with-coronavirus/>

Coggsall, J.G., Croft, A., Dolan, M., Powers, E. (with Killion, J.). (2010, April). *Job-embedded Professional Development: What it is, who's responsible, and how to get it done well* (Issue Brief). Washington, DC: National Comprehensive Center for Teacher Quality.

Davis, E. (2020, May 12). *These Are the States Most Vulnerable to the Coronavirus*. <https://www.usnews.com/news/best-states/articles/2020-05-12/a-new-study-unveils-the-states-most-vulnerable-to-the-coronavirus>

Griffith, M. (2020, April). *The Impact of the COVID-19 Recession on Teaching Positions*. Learning Policy Institute. <https://learningpolicyinstitute.org/blog/impact-covid-19-recession-teaching-positions>

Hartman, S., Johnson, J., Klein, B., Showalter, D. (2019). *Why Rural Matters 2018-2019: The Time Is Now*. The Rural School and Community Trust. <http://www.ruraledu.org/WhyRuralMatters.pdf>

Kieschnick, W., & Casap, J. (2017). *Bold school: Old school wisdom new school technologies = blended learning that works*. Rexford, NY: International Center for Leadership in Education.

Kurtz, H. (2020, April). *National Survey Tracks Impact of Coronavirus on Schools: 10 Key Findings*. Education Week. Retrieved from: <https://www.edweek.org/ew/articles/2020/04/10/national-survey-tracks-impact-of-coronavirus-on.html>.

McElhinney, B. (2020). *W.Va. revenue secretary describes \$500 million budget hole because of coronavirus response*. WV MetroNews. <http://wvmetronews.com/2020/04/13/w-va-revenue-secretary-describes-500-million-budget-hole-because-of-coronavirus-response/>

National Center for Education Statistics. (2020, April). *Characteristics of Public and Private Elementary and Secondary School Teachers in the United States: Results From the 2017–18 National Teacher and Principal Survey*. Institute of Education Sciences. Retrieved from: <https://nces.ed.gov/pubs2020/2020142.pdf>.

Newton, D. (2020, March). Most Teachers Say They Are ‘Not Prepared’ To Teach Online. Forbes Media LLC. <https://www.forbes.com/sites/dereknewton/2020/03/26/most-teachers-say-they-are-not-prepared-to-teach-online/#5013bd0c7f2c>

Office of the Governor. (2020). *News*. <https://governor.wv.gov/News/Pages/default.aspx>

Sen. Joe Manchin. (September 2017) *West Virginia Broadband Report: September 2017 Overview of Broadband Access*.

<https://www.manchin.senate.gov/imo/media/doc/WV%20Broadband%20Report.pdf?cb>

Starr, S. (2020). *In ageing West Virginia, health system grapples with coronavirus*. Al Jazeera. <https://www.aljazeera.com/news/2020/03/ageing-west-virginia-health-system-grapples-coronavirus-200324134902522.html>

State of West Virginia Executive Department at Charleston Executive Order No. 14-20. (March 16, 2020). <https://governor.wv.gov/Documents/SGovernor's20033014470.pdf>

The New York Times. (2020, June). *West Virginia Coronavirus Map and Case Count*. <https://www.nytimes.com/interactive/2020/us/west-virginia-coronavirus-cases.html>.

The New York Times. (2020, June). *Coronavirus in the U.S.: Latest Map and Case Count* <https://www.nytimes.com/interactive/2020/us/coronavirus-us-cases.html>

West Virginia Department of Education. *Fast Facts: Statistics About The Population of West Virginia. U.S. Census.* (2018). https://dhhr.wv.gov/hpcd/data_reports/Pages/Fast-Facts.aspx

West Virginia Department of Education. (2020a). *Administrator hub.* <https://wvde.us/covid19/administrators-hub/>

West Virginia Department of Education (2020b, June 11). *COVID-19 2020: Outbreak to recovery.* <https://wvde.us/wp-content/uploads/2020/06/SchoolSystemReentry-061120.pdf>.

West Virginia Department of Education. (2020c). *Educator hub.* <https://wvde.us/covid19/wv-educators-hub/>.

West Virginia Department of Education. (2020d). *Remote learning resources.* <https://wvde.us/covid19/resources/>

West Virginia Department of Education (2020e, May 15). *ZOOM West Virginia dashboard.* <https://zoomwv.k12.wv.us/Dashboard/dashboard/7301>

West Virginia Department of Health and Human Resources (2020a, June 22). *COVID-19 daily update.* <https://dhhr.wv.gov/News/2020/Pages/COVID-19-Daily-Update-6-22-2020---10-AM.aspx>

West Virginia Center on Budget and Policy. (April 9, 2020). *Who are West Virginia's frontline workers?* <https://wvpolicy.org/who-are-west-virginias-frontline-workers/>

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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



Jim Justice
Governor of West Virginia
June 19, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I have found that the West Virginia school system must be better prepared to support our teachers and parents/guardians to teach our students in remote environments.

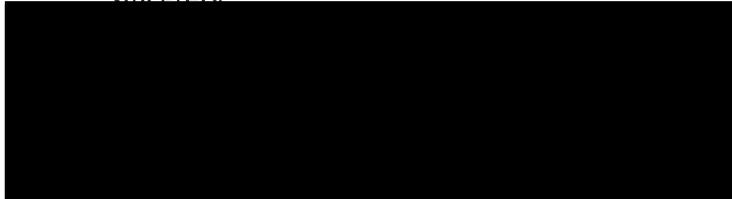
As a result of the pandemic, I made the difficult decision to close our public-school buildings on March 13, 2020, and 100 percent of our students were out of school from that date to the close of school in mid-June 2020. According to a statewide survey, nearly one quarter of our students do not have usable devices and nearly 30 percent have inadequate internet or no connectivity that would allow them to work successfully in a remote digital environment while our school buildings are closed. I am working to remedy this situation with federal and state funds, but this grant would assist the state in providing the professional development and credentialing around remote learning models. Each remote learning model would include appropriate technology for statewide implementation of this proposed project.

This proposal seeks to develop three remote learning models: 1) a remote digital learning model, 2) a remote non-digital learning model, and 3) a remote hybrid model. All models will be developed based on research-based best practices for remote learning. West Virginia has consistent issues with connectivity and the availability of technology devices across the state, so the WVDE will work with our local school districts and universities to provide appropriate technology tools to support the unique learning models they propose to develop.

I support the WVDE proposal to work with the local counties/school districts, Marshall University, and West Virginia University to develop training modules for our teachers, parents, and students. If awarded, this grant will help improve our students' remote learning abilities and skills, improve instruction and increase student learning through the provision of the appropriate technology tools to deliver proposed remote learning models.

The WVDE, local counties/school districts, and our universities are committed to the efforts in developing models as part of this federal grant. I appreciate the opportunity to support the WVDE's commitment to collaborate and partner with the local counties/school districts to deliver the products and services defined within the grant application.

Sincerely,



Janet Bock-Hager



Education

2015-present

Marshall University, Huntington, WV
Post-Master's Certification Program in Leadership Studies- currently enrolled

2004-2007

West Virginia University, Morgantown, WV
Master of Arts in Elementary& Early Childhood Education May 2007

1993-2000

Fairmont State College, Fairmont, WV
Bachelor of Science in Early Childhood Development December 2000

Experience:

8/2010-present

Pre-K Coordinator, Office of Early & Elementary Learning, West Virginia Department of Education
WV Universal Pre-K Steering Team Member. Maintain WVBE Policy 2525 and coordination with the WV Department of Health and Human Resources. Coordination of early childhood programming with other agencies. Coordination of early childhood programs with other WVDE departments.

4/2002-6/2010:

Education Program Specialist, North Central WV Community Action Head Start
Implementation of Program Performance Standards, WVBE Policy 2525 and other related policies, Child Care Licensing Regulations. Develop and implement program policies and procedures. Provide support and Training and Technical Assistance to Classroom and Family and Community Partnership staff in the areas of Education, Transition, Disabilities and Mental Health Services. Coordinate Developmentally Appropriate Practices in Curriculum and Ongoing Assessment. Monitor program implementation.

7/2001-6/2010:

US DOL Apprenticeship for Child Development Specialist Instructor
ACDS Curriculum as determined by the program (third and fourth semesters)

10/2000-4/2002:

Family Resource Coordinator: North Central WV Community Action Head Start, Marion County
Worked directly with families and children, providing opportunities and information for families to set and achieve goals and to reach their fullest potential. Assist families in completion of health and immunization requirements. Developing and maintaining positive relationships between parents and school. Coordinated preschool enrollments, home visits, parent meetings, and community connections.

04/1996- 10/2000

Teacher: North Central WV Community Action Head Start, Marion County
Worked directly with children, families, and Family Resource Coordinator.
Implemented individual and age appropriate curriculum, appropriate lesson planning.
Implemented Individualized Education Plans (IEP) for children with disabilities. Formative assessment. Support family engagement.

12/1995- 12/1996

Assistant Teacher: North Central WV Community Action Head Start, Marion County
Implemented age and individually appropriate curriculum. Formative assessment and individualized and group classroom planning.

Accomplishments:

National Association of Early Childhood Specialists in State Department of Education (NAECS-SDE) active member and Public Policy Committee member.
Participant with the National Association for the Education of Young Children (NAEYC) and Fred Rogers Institute in development of the Position Statement: Technology and Interactive Media.
Reggio Emilia Study Participant, Reggio Emilia, Italy; May 29- June 3, 2005
Ongoing Development of program policies and procedures to meet federal, state, and local regulations.
Comprehensive training and implementation of developmentally appropriate practices in early childhood education and professional development.

Dawn Embrey-King



WEST VIRGINIA STATE TEACHER CERTIFICATION

- Elementary Education 1-6
- Intellectual Disability K-12
- Specific Learning Disabilities K-12
- Behavior/Emotional Disorders K-12

ACADEMIC BACKGROUND

- Marshall University Graduate College 1996
*Master of Arts: Special Education
Learning Disabilities, and Behavioral/Emotional Disorder*
- West Virginia State College 1988
*Bachelor of Arts: Elementary Education, Specialization Intellectual
Disability (Graduated Kapa Delta Pi)*

PROFESSIONAL EXPERIENCE:

- West Virginia Department of Education 2019-Present
Assistant Director Office of Special Education
- West Virginia Department of Education 2017-2019
Coordinator of Intellectual Disabilities
- RESA 3 Pre-K-12 Director-Special Education Director 2012-2017
- Kanawha County Special Education Process Specialist 2002-2012
- West Virginia State University Adjunct Instructor 2010-2013
- Kanawha County Educational Diagnostician 1997-2002
- Kanawha County Classroom Teacher 1988-1996

SARA HUTCHINSON

CAREER EXPERIENCE AND KEY RESPONSIBILITIES

COORDINATOR, OFFICE OF EARLY AND ELEMENTARY LEARNING

2020-CURRENT • West Virginia Department of Education

- Acting as the primary contact for early and elementary English language arts standards
- Acting as the state assistant to the West Virginia Campaign for Grade-Level Reading
- Collaborating to lead the West Virginia Tiered System of Support intervention framework initiative

CURRICULUM SPECIALIST AND ACADEMIC COACH

2017-2020 • Fayette County Board of Education, WV

- Developed, facilitated, and participated in professional development for teachers at the county, school, and teacher level
- Assisted classroom and intervention teachers in preliminary diagnosis, grouping, intervention strategies, and progression monitoring
- Identified instructional strategies, curriculum, and technology available to meet school, teacher and student needs

FIRST AND SECOND GRADE TEACHER • Valley & New River Elementary

2011-2017 • Fayette County Board of Education, WV

- Delivered instruction and responded to the unique needs of at-risk students living in poverty and the demands of the grade-level state standards
- Established and maintained a learner-centered culture using strategies such as problem-based learning (PBL)
- Utilized an array of research-based instructional strategies including those related to foundational literacy

EDUCATION

EDUCATIONAL LEADERSHIP

M.Ed. 2014-2016

Concord University, Athens, WV

Professional Administrative

Certificate: Supervisor General Instruction, PK-AD/Principal, PK-AD

ELEMENTARY EDUCATION

Grades K-6 Comprehensive

B.A. 2006-2011

Marshall University, Huntington, WV

Permanent Professional Teaching

Certificate

OTHER RELATED PROFESSIONAL EXPERIENCE

- Participated in the international “Designing Spaces for Future Focused Schools,” workshop held by the Association for Learning Environments at the University of Westminster in London, England
- Pedagogical consultant to Autens and collaborator on the future of learning environments and professional learning with organizations in both Denmark and England
- Flexibility with using K-12 skill progressions as a method for deconstructing the West Virginia College and Career Readiness standards
- Promoting and supporting active learning through use of the seven essentials of problem-based learning (PBL)
- Developing a peer visits framework using video and physical visits and related professional development
- WVDE Foundations in Mentoring Professional Development
- WVDE National Board Certification and Awareness
- Building Leadership Capacity in Rural WV Grant (Cohort 4 member)
- Positive Behavior and Intervention Supports (PBIS) Coach

Dustin L. Lambert
West Virginia Department of Education
Coordinator, Office of Middle & Secondary Learning

EDUCATION

- Salem University – Master of Education, Educational Leadership
- Graduated: January 2016
- Concord University - Bachelor of Science in Education: December 2011
concentration in **Social Studies (5-Adult)**, Concord University, Athens, WV
- Regent Bachelor's Degree; December 2010, Concord University, Athens, WV

PROFESSIONAL EXPERIENCE

Middle School, Career Readiness, and Social Studies Coordinator, West Virginia Department of Education (Charleston, WV) – August 2019-Present

- Promote a comprehensive approach to learning through the development and dissemination of research-based middle school models and strategies that focused on academic and/or social and emotional development to increase student engagement and achievement.
- Develop resources focusing on the state-approved standards and CTE Foundational Courses to be utilized in a professional learning community or other format at the local-level to improve teaching effectiveness and student achievement across grade levels.
- Coordinate resources to carry out the development of new courses and maintains previously established courses, programs of study/topics and certifications within business and industry that are responsive to changes in the labor market, and the needs of county school systems.
- Collaborate with the offices in the Division of Technical Education & Governor's Economic Initiatives to identify career paths and areas of focus that lead to the develop of course work and CTE programs of study.

Middle School Principal (Marlinton, WV) – July 2016-August 2019

- Serving as the chief administrator of Marlinton Middle School in developing and implementing policies, programs, curriculum activities, and budgets in a manner that promotes the educational development of each student and the professional development of each staff member.
- Facilitate data-driven input into the strategic plan through the school's leadership and curriculum teams.
- Maintain inter-school system communication and seek assistance from central office staff to improve performance.
- Develop and implement school wide professional development as required by county in curriculum development and professional learning days; specialty in the acquisition and analysis of data from multiple points.
- Athletic Director: Managing sports teams, scheduling games and officials, and overseeing adherence to WVSSAC guidelines and policies.
- RESA IV Advisory Council: School Principal representative to the council from August 2016-June 2017.
- Voting Member, Board of Directors, Youth Health Services, Elkins, WV

School Teacher (Hamlin, WV) – August 2012-July 2016

- Honors U.S. History
- AP U.S. Government and Politics
- 9th Grade World History
- Geography Bowl/Academic Team Coach
- Lincoln County High School Leadership Team/S3 Team/Priority School Team
- Serving on the School Board's Professional Development Council headed by the Assistant Superintendent and Federal Programs Director.
- Member of the Lincoln County High School Leadership Team since January 2014.
- Teacher Mentor Training: December 2014 – Certified to mentor 1st year teachers in WV.
- IPI Data Collector: January 2015 – Certified to collect student engagement data within a school.

DR. ANDREA N. LEMON

EDUCATION

- Salem International University, Salem, WV
Post-Graduate Certificate in Leadership and Administration **2018-2019**
 Superintendent, Supervisor General Instruction, Principal
- Capella University, Minneapolis, MN
Ed. D. in Reading and Literacy Leadership **2011-2016**
 Dissertation: Using Lesson Study to Infuse Literacy Standards into Middle School Teachers' Instruction
- University of Phoenix, Phoenix, AZ
M.A. in Education – Curriculum and Instruction **2004-2005**
- Glenville State College, Glenville, WV
B.A. in English Education (5-Adult) **1999-2003**

EDUCATIONAL ADMINISTRATION AND PROFESSIONAL LEARNING EXPERIENCE

- WEST VIRGINIA DEPARTMENT OF EDUCATION **2016-PRESENT**
Lead Coordinator, Office of Middle/Secondary Learning
 - Oversee tasks and projects related to the design and coordination of educator growth and continual systemic improvement.
 - Design and deliver professional growth opportunities emphasizing continual growth and educator voice.
- WV REGIONAL EDUCATION SERVICES AGENCY (RESA V) **2013-2016**
Professional Learning Instructor
 - Designed and facilitated 40 hour face-to-face and blended courses for K-12 educators' graduate and renewal credit.
- LEARNZILLION, INC. **2013-2016**
Dream Team Professional Development Facilitator
 - Contracted with LearnZillion to work as a facilitator for professional development in districts across the United States.
 - Received training in presentation techniques, responsive listening, and research-based professional development design.
- Dream Team ELA Content Coach**
 - Trained extensively to prepare and communicate effective feedback on the design of instruction.
 - Collaborated with other coaches and LearnZillion staff to develop a common vision and to design supports.
 - Supported Dream Team teachers from across the nation in person and virtually as they engaged in instructional design.

CLASSROOM AND SCHOOL-BASED LEADERSHIP EXPERIENCE

- PLEASANTS COUNTY MIDDLE SCHOOL, BELMONT, WV **2004-2016**
English Language Arts Teacher
 - Designed instruction based on West Virginia state content standards.
 - Designed and implemented interventions and enrichment based on student strengths and weaknesses.
 - Collaborated with colleagues to research, select, or design professional development.
- ASHFORD UNIVERSITY, SAN DIEGO, CA **2010-2013**
Adjunct Teaching Assistant - Ashford University, San Diego, CA
 - Provide students with writing instruction and support in an online learning environment.
 - Collaborated with course instructors regarding student needs and means of assistance.

EDUCATION

Marshall University, Huntington, WV
Doctorate in Education, In Process August 2017-Present
Leadership Studies

Marshall University, Huntington, WV
Master of Arts 2015
Literacy Education

University of Maryland, College Park, MD
Bachelor of Science 2012
Major: Elementary Education
Minors: English, Human Development

CERTIFICATION

Professional Teaching Certificate

- Elementary Education K – 6
- Reading Specialist PK-Adult
- English Language Arts 5-9
- Mentally Impaired Mild-Moderate K-6; Mentally Impaired Mild-Moderate 5-Adult

PROFESSIONAL EXPERIENCE

Coordinator of Literacy Support 2018- Present
State Lead, WV Campaign for Grade-Level Reading
Leads 55 counties in development of action plans to address closing the reading achievement gap by 3rd grade.

Early Literacy Specialist 2015-2018
Worked with educators, families, and community partners to help transform schools and communities into highly engaging literacy learning environments through the WV Campaign for Grade-Level Reading.

Studio Educator 2013-2015
Taught pre-kindergarten at the Marshall University Early Education STEM Center in Huntington, WV. Assisted in planning and coordinating of professional development for teachers and administrators PK-5.

Lead Teacher 2012-2013
Taught pre-kindergarten at Trinity Episcopal Day School in Cranford, New Jersey.

Long-term Substitute Teacher/Intern 2011-2012
Taught sixth grade general education at Hollywood Elementary School in College Park, Maryland



1900 Kanawha Boulevard, East, Building 6 • Charleston, WV 25305
wvde.us

June 18, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue, SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I support the West Virginia Department of Education (WVDE) proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grant competition proposal. The WVDE recognizes that West Virginia's school systems must be better prepared to teach our students remotely and support their parents/guardians.

The WVDE will use the ESF-REM grant to implement professional learning that improves the delivery of remote learning. West Virginia proposes to develop a unique vision for remote learning models in partnership with local school districts, Marshall University, and West Virginia University.

The WVDE will use models that improve county access to 1) remote digital learning, 2) remote non-digital learning, and 3) remote hybrid learning to ensure high-quality effective learning opportunities. These models can be used whenever in person teaching and learning is interrupted. Ultimately, the WVDE seeks to establish new, innovative approaches to reach and teach our students with appropriate technology tools. The WVDE is confident these remote learning models, delivered by programmatic levels, will increase and improve learning opportunities for our educators, students, and parents/guardians.

We plan to replicate this project statewide. We will model and provide our partners the appropriate technology tools as defined in the proposal.

I am confident that our proposed ESF-REM project will accomplish our grant application goals. We look forward to working with the universities and counties to develop a seamless approach to consistent, diverse professional learning. The WVDE has a long history of utilizing federal grants with statewide K-12 partners.

Thank you for considering West Virginia's proposal.

[REDACTED]
State Superintendent of Schools
[REDACTED]

WCB/JB/mm

June 17, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Dear Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. If funded, West Virginia University's College of Education and Human Services (CEHS) is particularly excited about the opportunity to partner with WVDE on this project as we believe it can support the professional development and learning of teachers at all levels—from pre-service teachers at the university to practicing teachers in our K through 12 school system in West Virginia. The products and services that are developed from this grant application will be available to all college and university teacher preparation programs to use to support teachers in designing and implementing rigorous remote learning experiences for their students.

Specifically, CEHS faculty with instructional design and K-12 pedagogical expertise will support WVDE in the development of three remote professional learning modules focused on aiding teachers in utilizing technological tools and pedagogical strategies to engage students in remote digital learning, remote non-digital learning, and hybrid learning. These modules will then be made available for all faculty in our teacher preparation programs to use in different teacher education courses to support pre-service teachers in gaining effective remote teaching skills—skills that are greatly needed in today's (and tomorrow's) educational context. We are committed to partnering with WVDE to assist in developing and using these professional learning modules per this federal grant application.

We appreciate the opportunity to collaborate and partner with WVDE's Division of Teaching and Learning to deliver the products and services defined within this grant. If you have further questions, please do not hesitate to contact either me ([REDACTED]) or our Associate Dean for Research, Melissa Luna ([REDACTED]) by email or phone [REDACTED].

Sincerely,

[REDACTED]

Tracy L. Morris, PhD
Dean
College of Education and Human Services
West Virginia University



June 18, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. In working with West Virginia Department of Education and the local school districts, the Marshall University's College of Education and Professional Development believes we can create a seamless professional development and learning process from the university level down through our K through 12 system in West Virginia. The products and services that will be developed through this partnership will be available to all colleges and universities to promote remote learning for our rising teachers within their teacher preparation programs.

This grant will provide three remote learning models for pre- and in-service educators to improve use of remote digital learning, remote non-digital learning, and remote hybrid learning strategies and techniques. More importantly, the products and services will assist us to 1) build the capacity of pre- and in-service educators to improve their delivery remote learning based upon technology tools and strategies and 2) improve the skill sets of families and other care providers of K-12 students who are engaged in remote learning. We are committed to partnering with WVDE to assist in developing these models per this federal grant application.

I appreciate the opportunity to collaborate and partner with the West Virginia Department of Education to deliver the products and services defined within this grant. If you have further questions, I can be reached at [REDACTED]

Sincerely,

[REDACTED]

Teresa Eagle, EdD, Dean
Marshall University
College of Education and Professional Development

Marshall University
College of Education & Professional Development
Office of the Dean

100 Angus E. Peyton Drive
South Charleston, WV 25303-1600

[REDACTED]
marshall.edu

BE PROUD.
BE A SON OR DAUGHTER OF MARSHALL.



45 School Street
Philippi, WV 26416

Jeffrey P. Woofter
Superintendent

COMMITTED TO LEARNING FOR ALL



June 17, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

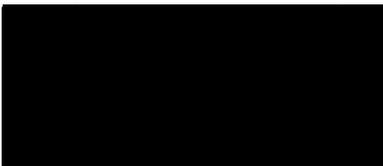
I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Barbour County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

Barbour County is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

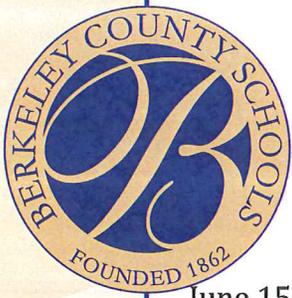
This grant will provide three remote learning models to us to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,



Jeffrey Woofter
Superintendent
Barbour County Schools



Office of the Superintendent

Patrick K. Murphy, Ed.D. Superintendent

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Berkeley County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,

Patrick K. Murphy, Ed.D.
County Superintendent

Board Members

Dr. William F. Queen
President

Dr. Darin L. Gilpin
Vice-President

Todd M. Beckwith
Member

Patrick H. Murphy
Member

Michelle Barnes-Russell
Member



Boone County Schools

69 AVENUE B • MADISON, WEST VIRGINIA 25130



BOARD of EDUCATION

SUSAN L. KIMBLER
PRESIDENT

CHARLES J. GIBSON
VICE PRESIDENT

BARRY L. BROWN
MEMBER

ROBIN D. NELSON
MEMBER

JOE S. TAGLIENTE, JR.
MEMBER

JEFFREY W. HUFFMAN
SUPERINTENDENT

June 19, 2020

DR. LISA D. BECK
ASSISTANT SUPERINTENDENT

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, Boone County Schools found we need to train our teachers to be better prepared to teach our students in remote environments and to support their parents/guardians as they worked with their students to complete their lessons at home.

Boone County is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. Our schools have consistent connectivity issues and limited availability of technology devices.

Our school system will work with WVDE and our sister counties to create unique learning models and provide appropriate technology that will ensure student remote learning skills. Our county has a major need to create preparations to better train our teachers/guardians/and students for success in remote school environments.

This grant will provide three remote learning models to our school system to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning based around the school's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

Boone County is committed to having staff assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the West Virginia counties and the WVDE to deliver the products and services defined within the grant application.



Superintendent of Boone County Schools

PR/Award # S425B200013

"High Expectations...Every Student, Every Chance, Every Day"



BRAXTON COUNTY SCHOOLS
98 Carter Braxton Drive, Sutton, WV 26601

boe.brax.k12.wv.us

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Braxton County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


Kathy Hypes
Braxton County Superintendent

Kathy Hypes
Superintendent

Jill Cooper
President, Board of Education

PR/Award # S425B200013

Page e60



BOARD OF EDUCATION:
Dr. Theodore Pauls, President
Stacy Hooper, Vice-President
Antoinette Perkins, Member
Christopher Byers, Member
E. Robert Marks, M.D., Member

Dr. Jeffrey R. Crook
Superintendent

Corey R. Murphy
Deputy Superintendent

1201 Pleasant Avenue Wellsburg, WV 26070

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Brooke County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,

Jeffrey R. Crook, Ed.D.
Brooke County Superintendent



P.O. Box 446 • Huntington, WV 25709
2850 Fifth Avenue • Huntington, WV 25702

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos:

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Cabell County Schools needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.


Superintendent, Cabell County Schools



Calhoun County Schools

OFFICE OF THE SUPERINTENDENT
540 Alan B. Mollohan Drive
Mount Zion, WV 26151

<http://www.boe.calhoun.k12.wv.us>

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

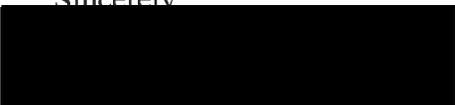
I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Calhoun County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


Ken Whytson
Calhoun County Superintendent



CLAY COUNTY SCHOOLS

P.O. BOX 120 • 285 CHURCH STREET • CLAY, WEST VIRGINIA 25043
• www.claycountyschools.org

BOARD OF EDUCATION

Joe Paxton, Superintendent
Joan Haynie, Assistant Superintendent

Dave Mullins, President
David Pierson, Vice President
Susan Bodkins, Member
Morgan Triplett, Member
Cheryl White, Member

June 22, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Clay County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,

Superintendent

Administration:

Adam L. Cheeseman, Superintendent
Michelle Robey, Human Resources Manager
Daniel L. Minney, Chief School Business Official
Wesley S. Ezell, Director of Instructional Services
Jeff T. Harvey, Director of Student Support Services



Doddridge County Board of Education

268 Bulldog Drive, West Union, WV

Board Members:

Chad E. Evans, President
Denver L. Burnside, Vice President
Laura M. Cottrill
Kristi L. McDonough

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Doddridge County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

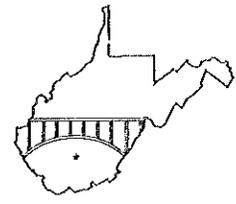
This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


Adam L. Cheeseman
Doddridge County Superintendent



Fayette County Board of Education

111 Fayette Avenue
Fayetteville, West Virginia 25840

June 18, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

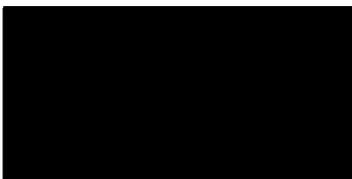
Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Fayette County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.



Terry George
Fayette County Superintendent



GILMER COUNTY SCHOOLS

Patricia A Lowther, Superintendent

454 Vanhorn Drive • Glenville, WV 26351

www.gilmercountyschools.org

June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

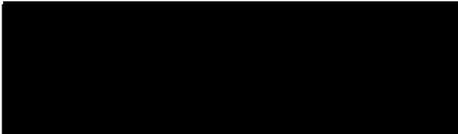
Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Gilmer County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

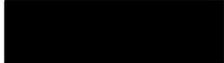

Patricia A. Lowther
Gilmer County Superintendent



GRANT COUNTY SCHOOLS

204 JEFFERSON AVE
PETERSBURG, WV 26847

DOUG LAMBERT – SUPERINTENDENT


grantcountyschools.org

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos:

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Grant County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sin


Douglas S. Lambert, Grant County Superintendent

June 18, 2020

Secretary Betsy DeVos

U.S. Department of Education

400 Maryland Avenue SW

Room 3E243

Washington, DC 20202-6450

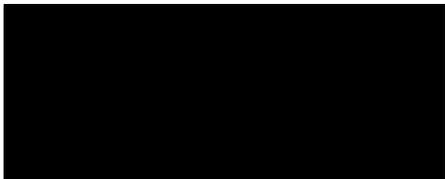
Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Greenbrier County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

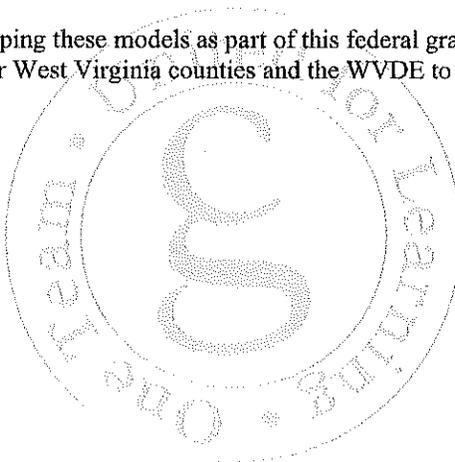
This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.



Greenbrier County Superintendent



Hampshire County Schools

SUPERINTENDENT OF
SCHOOLS
Jeffrey Pancione



111 School Street
Romney, WV 26757

June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Hampshire County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Jeffrey Pancione
Hampshire County Superintendent



HANCOCK COUNTY SCHOOLS

P.O. Box 1300, New Cumberland, WV 26047

<http://boe.hancock.k12.wv.us>

BOARD OF EDUCATION
Michelle Chappell, President
Toni Hinerman
Danny Kaser
Tim Reinard
Larry Shaw

Dawn Petrovich
Superintendent

"...Where Students' Dreams are Nurtured"

June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Hancock County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


Dawn Petrovich, Superintendent
Hancock County Schools



510 Ashby Street - Moorefield, WV 26836

www.hardycountyschools.com

SHEENA VAN METER, Superintendent
JENNIFER STRAWDERMAN,
Assistant Superintendent

County Board of Education Members
NANCY V. HAHN, President
DOUGLAS C. HINES, Vice President
DIXIE T. BEAN
MELVIN SHOOK JR.
JERRY YATES

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Hardy County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


Sheena Van Meter
Hardy County Superintendent

Helping Students Succeed: Every One, Every Time



HARRISON COUNTY SCHOOLS

445 WEST MAIN STREET
POST OFFICE BOX 1370
CLARKSBURG, WEST VIRGINIA 26302-1370



BOARD OF EDUCATION
FRANK DEVONO, JR., *President*
MICHAEL DAUGHERTY, *Vice President*
GARY M. HAMRICK
DOUGLAS K. HOGUE
KRISTIN MESSENGER

Dr. Mark A. Manchin
Superintendent

June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Harrison County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.





JACKSON COUNTY SCHOOLS

BOARD OF EDUCATION

OFFICE OF SUPERINTENDENT

P.O. BOX 770, RIPLEY, WEST VIRGINIA 25271

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Jackson County Schools needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

Jackson County Schools is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,

Blaine C. Hess
Superintendent

JEFFERSON COUNTY SCHOOLS

Superintendent

Bondy Shay Gibson, Ed.D.
Deputy Superintendent
Shawn Dilly, M.A.
Deputy Superintendent
Joyce White, M.A.

110 Mordington Ave. Charles Town, WV 25414

www.jeswv.org

Board of Education

Kathryn Skinner – *President*
Mark Osbourn – *Vice President*
Gary Kable – *Member*
Laurie Ogden – *Member*
Wendy Whitehair-Lochner – *Member*

June 17, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

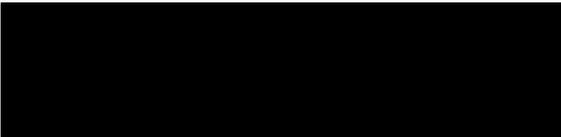
I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Jefferson County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


Bondy Shay Gibson, Ed.D.
Superintendent



Kanawha County Schools

200 Elizabeth Street, Charleston, West Virginia 25311-2197 • [REDACTED]

Ronald E. Duerring, Ed. D., Superintendent

June 12, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Kanawha County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,

[REDACTED]

Ronald E. Duerring, Ed.D
Kanawha County Superintendent



LEWIS COUNTY SCHOOLS

239 Court Avenue
Weston, West Virginia 26452



Superintendent

Dr. Robin Lewis

Board of Education

James Flesher, President
Phyllis Hinterer
Mike Holden
Connie S. Riffle

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Lewis County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.



Dr. Robin Lewis, Superintendent
Lewis County Schools



Lincoln County Schools

Jeff Midkiff
SUPERINTENDENT

Kirk King
ASSISTANT SUPERINTENDENT

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Lincoln County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

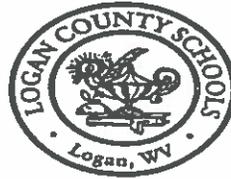
This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


Jeff Midkiff
Lincoln County Superintendent

Board of Education
Deborah Mendez, President
Dr. Pat J. White, Vice President
Jeremy Farley, Member
Harold McMillen, Member
Barry Mullins, Member



Administration
Patricia Lucas, Superintendent
Darlene Dingess Adkins, Assistant Superintendent

Office of the Superintendent

250 Holly Avenue, Post Office Box 477
Logan, West Virginia 25601

Website www.logancountyschoolswv.com

June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Logan County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,

A black rectangular redaction box covering the signature of Patricia Lucas.

Patricia Lucas
Logan County Superintendent



MARION COUNTY BOARD OF EDUCATION

1516 MARY LOU RETTON DRIVE
FAIRMONT, WEST VIRGINIA 26554

RANDALL FARLEY
SUPERINTENDENT

TELEPHONE
[REDACTED]

June 12, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Marion County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,
[REDACTED]

Randall Farley
Marion County Superintendent

Marshall County Schools

Dr. Shelby Haines, Superintendent
Woody Yoder, Assistant Superintendent
214 Middle Grave Creek Road, P. O. Box 578
Moundsville, WV 26041



<http://boe.mars.k12.wv.us/>

June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

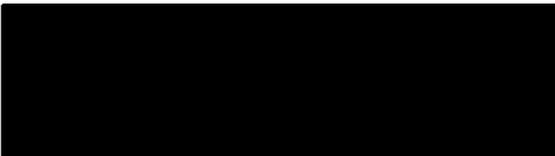
I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Marshall County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

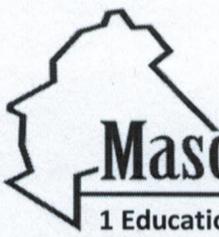
This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


Dr. Shelby Haines
Marshall County Superintendent



Mason County Schools

1 Education Lane, Point Pleasant, WV 25550

Jack Cullen, Superintendent


<http://boe.maso.k12.wv.us>

June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

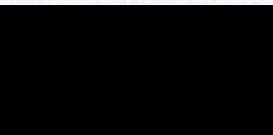
I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Mason County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,



Jack Cullen, Superintendent



McDowell County Board of Education

BOARD OF EDUCATION

Carolyn H. Falin, Superintendent
30 Central Avenue, Welch, WV 24801

<http://boe.mcdo.k12.wv.us>

David Williams, President
John Callaway, Vice President
Margaret Beavers, Member
Michael Mitchem, Member
Mike Vallo, Member

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that McDowell County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


Carolyn H. Falin
McDowell County Superintendent

Where we unleash the potential of every student every day!



Mercer County Public Schools

DEBORAH S. AKERS, Ed.D.
Superintendent

1403 Honaker Avenue ☆ Princeton, West Virginia 24740 ☆
<http://boe.merc.k12.wv.us>

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

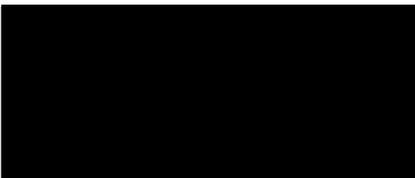
I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Mercer County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,



Mercer County Superintendent



MINERAL COUNTY SCHOOLS

36 BAKER PLACE
KEYSER, WV 26726

TROY RAVENSCROFT—SUPERINTENDENT

BOE.MINE.K12.WV.US

June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Mineral County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.



Troy L. Ravenscroft
Mineral County Superintendent



Mingo County Schools

"Focus on the Future"

110 Cinderella Road • Williamson, West Virginia 25661 • [REDACTED]

June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

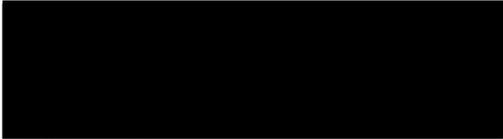
I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Mingo County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,



Donald Spence

Mingo County Superintendent

SUPERINTENDENT

Dr. Eddie R. Campbell, Jr.

June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

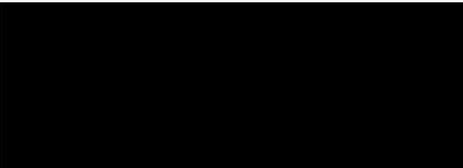
Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Monongalia County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.


Superintendent

Monroe County Schools

Office of the Superintendent
P. O. Box 330
Union, WV 24983

[www.boe.monr.k12.wv.us/Pages/Monroe County SD](http://www.boe.monr.k12.wv.us/Pages/Monroe%20County%20SD)

June 17, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450



Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Monroe County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Superintendent, Monroe County Schools

Monroe County Schools will grant equal opportunities to all persons, regardless of age, race, sex, or national origin, and no discrimination based upon these factors will be made in the salary, promotion, demotion, transfer or termination of any employee.

PR/Award # S425B200013

Page e89



Morgan County Schools

Kristen Tuttle, Superintendent
247 Harrison Avenue
Berkeley Springs, WV 25411

[Redacted]
www.morganschools.net

Board of Education
Aaron Close, President
Pete Gordon, Vice President
Eric Lyda
John Rowland
Laura Smith

EVERY CHILD EVERY DAY

June 17, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Morgan County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,

[Redacted Signature]

Kristen E. Tuttle
Morgan County Superintendent

Board Members

Dr. Gus Penix, President

Fred Amick, Vice President

Phil Berry, Member

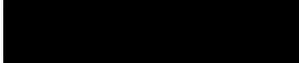
Elizabeth Coffman, Member

A.J. Rogers, Member



NICHOLAS COUNTY
S C H O O L S

400 Old Main Drive, Summersville, WV 26651



June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

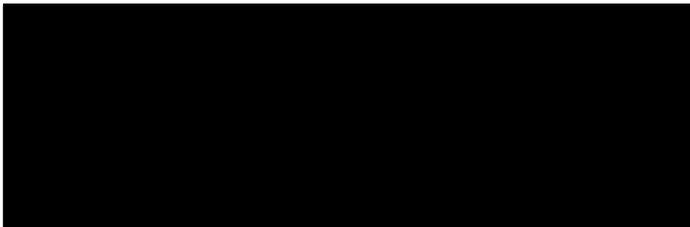
Secretary DeVos,

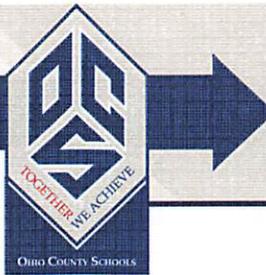
I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Nicholas County Schools needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.





June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

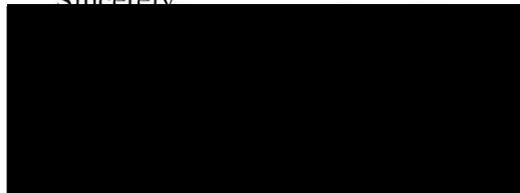
I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Ohio County Schools needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,



KSM/jd



PENDLETON COUNTY SCHOOLS

P.O. Box 888
58 Walnut Street
Franklin, WV 26807



June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Pendleton County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,

Charles F. Hedrick, County Superintendent



PLEASANTS COUNTY BOARD OF EDUCATION

MICHAEL WELLS, Ed.S.
SUPERINTENDENT

202 FAIRVIEW DRIVE
ST. MARYS, WEST VIRGINIA 26170



June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

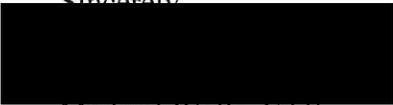
I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Pleasants County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


Michael Wells, Ed.S.
Pleasants County Superintendent

DR. HEATHER STRAIGHT, PRESIDENT
MR. DANNY DEMOSS, VICE-PRESIDENT
MRS. SHERRY MASTON
MR. DAVID MEEKS
MR. BRADLEY VANZILE

RR Award # S425B200013

Pocahontas County Board of Education
404 Old Buckeye Road
Buckeye, WV 24924

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Pocahontas County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


Terrence C. Beam
Pocahontas County Superintendent



PR/Award # S425B200013

PRESTON COUNTY SCHOOLS
731 PRESTON DRIVE
KINGWOOD, WV 26537
Stephen L. Wotring, Superintendent

June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

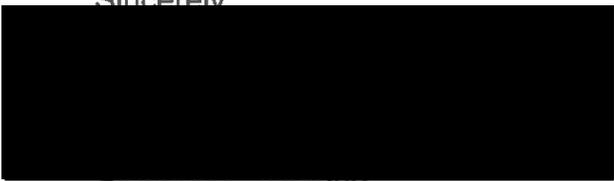
I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Preston County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,



Stephen L. Wotring
Preston County Schools Superintendent



PUTNAM COUNTY SCHOOLS
Achieving Excellence

77 Courthouse Drive Winfield, West Virginia 25213

John G. Hudson, Superintendent

www.putnamschools.com

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

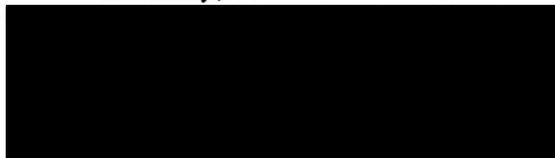
I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Putnam County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,



John G. Hudson
Superintendent
Putnam County Schools

Putnam County Board of Education

G. Robert Cunningham, President

Bruce Knell, Vice President

R. Calvin Damron, II

Wade Neal

Dr. Sam Sentelle

PR/Award # S425B200013

Page e97

Raleigh County Schools



105 Adair Street, Beckley WV 25801

<http://boe.rale.k12.wv.us>

June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos:

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Raleigh County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


C. David Price
County Superintendent



Randolph County Schools

"Purpose, Pride, and Perspective"

40 ELEVENTH STREET, ELKINS, WV 26241

June 18, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Randolph County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


Debra Schmidlen
Randolph County Superintendent



RITCHIE COUNTY

SCHOOL DISTRICT

James G. Brown, Superintendent of Schools
134 South Penn Avenue, Harrisville, WV 26362-0216

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Ritchie County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,

James G. Brown
County Superintendent

Dr. Torie Jackson, President
Mrs. Betsy Wells, Vice-President
Mrs. Misty Ingram-Keen
Mr. Denver Nelson

PR/Award/2020/0013



ROANE COUNTY SCHOOLS

813 CAPITOL STREET
SPENCER, WEST VIRGINIA 25276


<http://roanecountyschools.com>

RICHARD D. DUNCAN, Ph.D.
SUPERINTENDENT

JEFFREY MACE
PRESIDENT, ROANE COUNTY
BOARD OF EDUCATION

June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Roane County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


Richard D. Duncan, Ph.D.
Superintendent



PUTTING KIDS FIRST

Eric Widdoes
Facilities, Technology,
and Personnel Director
116 Main Street
Hinton, WV 25951

June 19, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, Summers County School System believes the county must be better prepared to teach our students in remote environments and to support their teachers, parents, and students to improve their remote learning and teaching skills.

Summers County is interested in working with the WVDE to develop training modules for these populations that will improve their remote learning abilities and skills. Our schools have consistent connectivity issues and limited availability of technology devices and we would benefit from the products of this grant proposal.

Our school system will work with WVDE and counties to create unique remote learning models and provide appropriate technology that will improve student remote learning knowledge and skills. Our county is committed to better train our parents, teachers, and students for success learning and performance in remote school environments.

I understand this grant will provide three remote learning models to our school system to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning based around the school's needs. The proposed products will assist the county to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

Summers County is committed to having staff assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


Eric Widdoes
Assistant Superintendent
Summer County Schools

This institution is an equal opportunity provider.

PR/Award # S425B200013

Page e102



TAYLOR COUNTY SCHOOLS
71 Utt Drive, Grafton, WV 26354

Christy Miller
Office of the Superintendent



June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Taylor County Schools needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,



Christy Miller
Taylor County Superintendent



Alicia R. Lambert
Superintendent
Arlambert@k12.wv.us
www.tuckercountyschools.com

100 Education Lane
Parsons, West Virginia

June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Tucker County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

[Redacted Signature]
Alicia Lambert
Tucker County Superintendent

Board of Education

Tim Turner, President
Daniel "Chopper" Evans, Vice President
Christopher Gross
Cathy Hebb
Jessica Wamsley

PR/Award # S425B200013

Page e104

Tyler County Schools

P.O. Box 25
Middlebourne, WV 26149



A. Shane Highley, Superintendent

Linda Hoover, President
Katrina Byers, Vice-President
Dave Roberts, Member
Larry Thomas, Member
P.J. Wells, Member

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

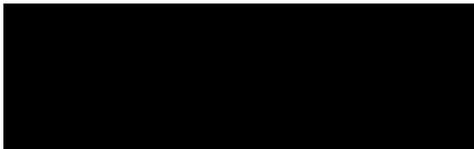
I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Tyler County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,



A. Shane Highley
Tyler County Superintendent

Administration

Dr. Sara Lewis-Stankus
Superintendent
Dr. Debra Harrison
Assistant Superintendent



Board of Education

Dr. Tammy Samples, President
Katie Loudin, Vice-President
Dr. Greenbrier Almond
Alan Suder
Kristi Wilkerson

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Upshur County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

Upshur County is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, Upshur County school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to Upshur County to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

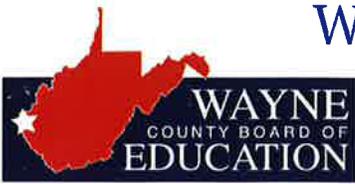
We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,

[REDACTED]
Dr. Sara Lewis-Stankus, Superintendent
Upshur County Schools

102 Smithfield Street . Buckhannon, WV 26201 . [REDACTED]

Wayne County Board Of Education



Post Office Box 70
Wayne, West Virginia 25570

Todd Alexander
Superintendent

<http://boe.wayn.k12.wv.us/>

June 22, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Wayne County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,

[Redacted Signature]
Todd Alexander
Superintendent

Webster County Board of Education

Superintendent

Scott Cochran

Board Members

Joyce Markle, President
Susan Chercialo V.P.
Heather Davis
Lisa Clutter
Jimmy Hamrick

315 South Main Street
Webster Springs, WV
26288



June 17, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Webster County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,



Scott Cochran
Webster County Superintendent

WETZEL COUNTY SCHOOLS

333 Foundry Street
New Martinsville, W.Va. 26155



June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Wetzel County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.



Wetzel County Superintendent

June 15, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Wirt County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this Wirt County to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,



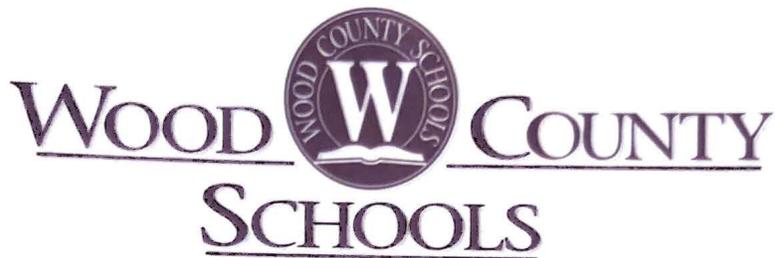
MaryJane Pope Albin, Superintendent

Following the Path



On our way to graduation day!





June 16, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary DeVos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Wood County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,


William P. Hosaflook, Superintendent
Wood County Schools



WYOMING COUNTY SCHOOLS

19 Park Street, PO Box 69 Pineville, WV 24874

Website: <http://boe.wyom.k12.wv.us>

Inspiring Our Students to Learn, Dream, and Achieve!

Board of Education Members

Michael R. Prichard, President

Allan R. Stiltner, Vice President

Morgan K. "Mike" Davis

Betty F. England

Douglas E. Lester

Deirdre A. Cline, Superintendent

Rebecca S. Cooke, Assistant Superintendent

N. Robin Hall, Assistant Superintendent

June 18, 2020

Secretary Betsy DeVos

U.S. Department of Education

400 Maryland Avenue SW

Room 3E243

Washington, DC 20202-6450

Secretary DeVos:

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that Wyoming County needs to assist our educators to be better prepared to teach our students remotely and to support their parents/guardians.

This county is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. While West Virginia has consistent connectivity issues and availability of technology devices across the state, our local school district will join other counties and the WVDE to create unique learning models to ensure students are learning and being prepared to be successful in school and their future workplace.

This grant will provide three remote learning models to this county to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning models that will be based around the school district's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

We are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the other West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,

[Redacted Signature]
Deirdre A. Cline
Wyoming County Superintendent



The West Virginia Schools for the Deaf and the Blind

Established 1870
301 EAST MAIN STREET
ROMNEY, WEST VIRGINIA 26757
Patricia Hornberg, Interim Leadership Liaison



June 19, 2020

Secretary Betsy DeVos
U.S. Department of Education
400 Maryland Avenue SW
Room 3E243
Washington, DC 20202-6450

Secretary De Vos,

I am writing this letter in support of the proposed Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program project prepared by the West Virginia Department of Education's (WVDE) Division of Teaching and Learning. During the COVID-19 pandemic, I found that the West Virginia Schools for the Deaf and the Blind needs to assist our teachers to be better prepared to teach our students remotely and to support their parents/guardians.

The WV Schools for the Deaf and the Blind is interested in working with the WVDE to develop training modules for our teachers, parents, and students that will improve their remote learning abilities and skills. Our schools have consistent connectivity issues and limited availability of technology devices. Therefore, our school system wishes to join WVDE and the counties to create unique learning models and provide appropriate technology that will ensure student learning and preparation to be successful in remote school environments and their future workplace.

This grant will provide three remote learning models to our school system to improve our access to remote digital learning, remote non-digital learning, and remote hybrid learning based around the school's needs. More importantly, the products will assist us to 1) build the capacity of teachers to improve their delivery of remote learning based upon technology tools and strategies and 2) improve the skill sets of parents and other care providers of K-12 students who are engaged in remote learning.

The West Virginia Schools for the Deaf and the Blind are committed to assist in developing these models as part of this federal grant. I appreciate the opportunity to collaborate and partner with the West Virginia counties and the WVDE to deliver the products and services defined within the grant application.

Sincerely,



Pat Hornberg

West Virginia Schools for the Deaf and the Blind Interim Leadership Liaison, WVDE



DONNA LANDIN

EDUCATION

2009 National Board for Professional Teaching Standards Teacher Certification

2002-05 Northwestern State University, Natchitoches, Louisiana, Masters of Education (Educational Technology)

1980 West Virginia State University, Institute, WV, Social Studies 7-9

1973-77 Alderson-Broaddus-College, Philippi, WV, BA Education: Mathematics 7-12

WORK EXPERIENCE

1998-2020 West Virginia Department of Education

1977-1998 Mathematics Teacher Grade 7-12 (Hurricane Middle School, Quail Hollow Middle School, Nitro High School, Hamlin High School, Duval Middle/High School)

WEST VIRGINIA DEPARTMENT OF EDUCATION PROGRAM COORDINATION

2020 Praxis Study Guides-Algebra I, Geometry, Middle Grades

2020-2019 Elementary Math Modules-Teacher Advanced Credential

2005-2020 eLearning for Educators Online Professional Learning program coordination, course development and facilitator training

1999-2002 PT3 USDOE Grant Director

1998-2003 IBM Reinventing Education Grant Director

PRESENTATIONS

2011, 2012, 2013 Intel Teach ITA Summit

2006, 2007, 2009, 2011, 2012, 2014 ETLO Online Learning Conference

2005 SITE Conference: E-Portfolios and Lesson Study, Phoenix

2005 NSCM: Lesson Studies, Los Angeles

2004 NECC: PT3 Activities, New Orleans

2004 Reinventing Education: Mathematics, Rochester

2004 NCTM: E-portfolios, Philadelphia

2002 PT3 Collaborative Exchange, University of Maine, Bangor

2001 National Education Summit: E-Learning, Palisades, NY

2000 Monterrey Institute of Technology: E-Learning, Monterrey, Mexico

1999 National Education Summit: Standards, Palisades, NY

1998 Reinventing Education Ireland, E-learning, Dublin

AWARDS RECEIVED AND GRANTS AWARDED

2005-2011 USDOE Ready to Teach-eLearning for Educators Grantee

2002-2005 IBM Reinventing Education 3

2000-2002 USDOE PT3 Implementation Grant

1999-2000 USDOE PT3 Capacity Building Grant

1998 Presidential Awardee for Secondary Mathematics

RESUME of JANICE JOHNSTON BARTH

[REDACTED]
[REDACTED]
[REDACTED]

EDUCATION

West Virginia University: Degree – Doctorate (2001)
Major - Educational Administration
Minor - Curriculum and Instruction

Marshall University: Degree - M. A. (1987)
Special Education, Gifted Education

Degree - B. A. (1979)
Social Studies

West Virginia Permanent Certification Endorsements: Superintendent K-12
Gifted 7-12
Social Studies 7-12
Vocational Administrative K-12
Supervisory General Instruction K-12
Principalship K-12

WORK EXPERIENCE

2018 – Present Assistant State Superintendent
Division of Teaching and Learning
West Virginia Department of Education

Major Responsibilities – oversight of the Division of Teaching and Learning which include the following offices: Early and Elementary Learning, Middle and Secondary Learning, Special Education and Student Supports, Assessment, and Educator Quality and Effectiveness.

2018 – 2018 WVDE Assistant to the State Superintendent

Major Responsibilities - Acted as an assistant to Dr. Paine and worked with the Assistant Superintendent of the Division of Teaching and Learning

2015 – 2018 *State Solutions Manager (SSM)*
Sales Division
Data Recognition Corporation

Major Responsibilities – direct interaction with assigned state’s staff to provide assessment solutions that match the needs of the state assessment programs. Seek and find released proposals for company to study for possible bid.

2010 – 2015 *State Solutions Manager (SSM)*
Sales Division

CTB/McGraw-Hill

Major Responsibilities – direct interaction with assigned state staff to provide assessment solutions that match the needs of the state assessment programs. Seek and find released proposals and bring them to the CTB Bid Board for review/bid decisions for company to study for possible bid.

2007 - 2010

Special Assignment

Division of Curriculum and Instruction
West Virginia Department of Education

Major Responsibilities – direct and manage state assessments, Title I, Special Education Monitoring and Research office staff and budgets. For these four areas, the job responsibilities include the following: develop policies, writing proposals, working effectively with staff from the West Virginia Department of Education, county school district staff, parents, higher education, Center for Professional Development and the West Virginia Legislature. Additionally, working effectively with the United States Departments of Education, Council of Chief State School Officers (CCSSO), and National Assessment Governing Board (NAGB) are part of the current job responsibilities. Special Assignment serves as 1) the Federal Liaison to CCSSO, the legislative advocacy group who communicates and corresponds with members of Congress, and 2) a member of the State Superintendent's Cabinet.

2003 – 2007

Executive Director

Office of Student Assessment Services
West Virginia Department of Education

Major Responsibilities – Design, develop, implement the new state assessment for accountability to include all other state assessment programs, direct and manage office staff and budgets, develop policies, writing assessment proposals, working effectively with staff from the West Virginia and United States Department of Education, county school district staff, higher education, Center for Professional Development and the legislature. Additionally, working effectively with the West Virginia Board of Education, Appalachian Educational Lab (AEL), Council of Chief State School Officers (CCSSO), National Assessment Governing Board (NAGB) and parents.

2001-2003

Executive Director

Office of Student Services and Assessment
West Virginia Department of Education

Major Responsibilities – Direct and manage the student services program to include Character Education, Responsible Students Program, Education of Homeless Children and Youth, Safe and Drug-Free Schools, Peer Mediation, Conflict Resolution Legislation.

1995 – 2001

Coordinator, National Assessment of Educational Progress (NAEP), Stanford Achievement Test

Office of Student Services and Assessment
West Virginia Department of Education

Major Responsibilities - Coordinate the NAEP statewide testing, prepare statewide administrator trainings to include instructional materials for teacher training on NAEP frameworks and item bank to improve student achievement. Work directly with federal NAEP representatives. Work with state level NAEP coordinators.

1995 - 2001

Coordinator, Stanford Achievement Test and Writing Assessment
Office of Student Services and Assessment
West Virginia Department of Education

Major Responsibilities - Work with school district central office staff, school principals, teachers, and higher education to design and develop technical assistance for analyzing test results to improve student achievement; coordinate rubric refinement and scoring.

1993 – 1995

Coordinator, WV-STEP
Office of Student Services and Assessment
West Virginia Department of Education

Major Responsibilities - Coordinate and develop the criterion-referenced testing for the state. Work directly with State, RESA as well as county and school personnel in development and administration of WV-STEP. Provide technical assistance to local school districts for analyzing test results to improve student achievement.

1989 - 1993

Coordinator, West Virginia Challenge
Office of Student Services and Assessment
West Virginia Department of Education

Major Responsibilities - Develop, design, and implement the new instructional program in the following areas: mathematics, social studies, and English to include cooperative learning, thinking skills, and work directly with State, RESA, and county personnel. Grant writing for Challenge Program included successful \$500,000.00 to Benedum Foundation for Innovative Program Design and Development and secured other successful smaller grants for Benedum.

1991 - 2007

Adjunct Associate Professor
West Virginia University
College of Graduate Studies

Major Responsibilities - Develop course syllabus and instruction for West Virginia Challenge Program of Studies, including the development and preparation of instructional materials for satellite transmission; adjunct professor for WVDE workshops that secures college credit.

1989 - 1989

Gifted Coordinator/Teacher, Capital High School

Major Responsibilities - Member of collaborative team that designed and implemented the Capital High School Integrated Service Model for gifted students, which included instruction in humanities.

1985 - 1989

Gifted Coordinator/Teacher, Charleston High School

Major Responsibilities - Instructional Duties -- member of a collaborative team that designed, implemented, and taught enrichment activities for tenth, eleventh and twelfth grade honors humanities; taught current events, and PSAT/SAT classes; and student council teacher/advisor. Coordinator Duties -- Arranged mentorships with local businesses; developed peer-tutoring arrangements for at-risk students and feeder elementary schools; coordinated Artists' Series; arranged travel for humanities/gifted program; and developed and prepared grants.

1983 - 1985

County Gifted Coordinator, Kanawha County Schools

Stonewall Jackson High School	Nitro High School
Herbert Hoover High School	East Bank High School
Sissonville High School	St Albans High School

Major Responsibilities - Arranged mentorships with business and community; developed and conducted a needs assessment for implementation of county level workshop; conducted classroom instruction on PSAT/SAT training and college admissions; administered achievement tests at assigned schools; and served on educational placement teams for student referral for special education programs.

1980 - 1983

Classroom Teacher, Gifted and Social Studies, South Charleston Jr. High and St. Albans High School

Major Responsibilities - Developed curriculum for junior high (7-9) gifted program which focused on literature/writing, social studies and science. Social studies instruction in West Virginia History.

REFERENCES AVAILABLE UPON REQUEST

Education

- Completed National Certification in School Psychology (NCSP), Spring 2010
- Educational Specialist (Ed.S.): School Psychology, 1999
Marshall University Graduate College - South Charleston, WV
- Master of Arts (MA): Psychology, 1998
Marshall University Graduate College - South Charleston, WV
- Bachelors of Arts (BA): Psychology, 1994
Marshall University - Huntington, WV

Experience

West Virginia Department of Education - Charleston, WV

- **Executive Director (Office of Special Education)**
October 2018-Current
- **Assistant Director (Office of Special Education)**
September 2014-September 2018
- **Coordinator (Office of Special Programs)**
December 2010 to September 2014
 - Provided general supervision responsibilities for special education
 - Revised policies, procedures, and regulations for special education
 - Provided oversight and assisted with the development of the **ReClaimWV** initiative as an educational response to the Opioid epidemic
 - Provided oversight and assisted with the development of **WV GRADUATION 2020**, the State Systemic Improvement Plan (SSIP)
 - Provided state and national presentations on the SSIP and WV initiatives
 - Collaborated with the Office of Early and Elementary Learning to provide district support for the **"Campaign for Grade-Level Reading"**
 - Supervised nine (9) Regional School Support Specialists while providing literacy support to districts
 - Developed procedures, materials, and professional development for compliance monitoring
 - Developed the Specific Learning Disabilities Guidance Document and provided professional development throughout West Virginia
 - Developed the **Support for Personalized Learning (SPL) Guidance Document** with a small work group and developed materials and website for ongoing professional development
 - Provided professional development on SPL throughout West Virginia

Adjunct Professor (Marshall University Graduate College)

- Spring Semester 2013 to Spring Semester 2017

Marshall University School Psychology Practicum Supervisor

- June 2002 to August 2010 (Summer)

School Psychologist

- August 2009 to December 2010 (**Putnam County Schools - Winfield, WV**)
- October 2002 to June 2009 (**Kanawha County Schools - Charleston, WV**)
- September 1999 to October 2002 (**Clay County Schools - Clay, WV**)

School Psychology Intern

- April 1997 to September 1999 (**Fred Jay Krieg, Ph.D. & Associates - Charleston, WV**)
 - Completed psychoeducational evaluations
 - Conducted Multi-disciplinary Team meetings, group therapy and individual therapy

Psychology Intern

- January 1996 to June 1997 (**Logan Mingo Area Mental Health - Logan, WV**)
 - Provided group and individual therapy for adults with alcohol and substance use disorders
 - Completed psychological evaluations for children and adults

Michele Blatt



Objective: To use my experience in the K-12 system to improve the quality of education provided to WV students.

Education:

Buffalo High School Kenova, WV	1983-1987	Diploma-Very High Honors
Marshall University Huntington, WV	1987-1990 1992-1994 1998-2001	Bachelors-Multi Subject K-8 Masters-Reading Specialist K-12 Masters-Leadership Studies

Work Experience:

Wayne County Schools Wayne, WV	1990-1991	Substitute Teacher East Lynn Middle
Marshall University Huntington, WV	1992-1994	Graduate Assistant College of Education
Wayne County Schools Wayne, WV	1994-1999	Teacher-Crum Middle Wayne Middle
	1999-2008	Asst. Principal-Buffalo Middle Principal-Buffalo Middle Buffalo Elementary
WV Department of Education Charleston, WV	2008-2013	Coordinator-Leadership Dev. Assistant Director-School Imp. Executive Director-School Imp.
WV Department of Education Charleston, WV	2013-2020 2020-Present	Assistant State Superintendent Deputy State Superintendent

Job-Specific Experiences: Oversee the WVDE Division of Support and Accountability which includes the following offices: School Improvement, Leadership Development, District and School Advancement, Certification, Child Nutrition, Data Management and Analysis, WVEIS, ESEA Federal Programs and IDEA.

Led the development of the WV ESSA plan and aligned accountability system for districts and schools.

Co-developed the WVDE School Improvement Process which led to improvement in 34 of the 36 schools identified.

Planned professional development for identified schools over a two-year period to build capacity at the school and district level to meet the varying needs of low performing schools. Assisted in the planning and facilitating monthly sessions to provide the specialist with the information and resources needed to work in low performing schools.

Coordinated the work within the department regarding the online strategic plan for schools and districts and provided guidance and technical assistance to schools/districts.

Lead a state-wide task force to develop a new evaluation system for School Leaders and developed professional development to pilot schools and monitored progress in for state-wide rollout.

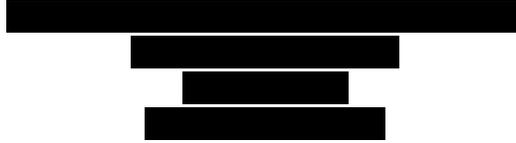
Developed policy and provided ongoing technical assistance through the application/plan process, coordinated external review committee, and monitored progress of all existing innovation zones.

Developed, in collaboration with all WVDE offices and various stakeholders from around the state, standards for high quality schools which have been recently revised to reflect current research and align to Effective Schools Research

Member of committee who planned the 21st Century Leadership professional development for principals across the state and served as a programmatic leader.

References Available Upon Request

Clinton C. Burch



EDUCATIONAL BIOGRAPHY

Clinton Burch, is an Executive Director in the Division of Technical and Adult Education within the West Virginia Department of Education in Charleston, West Virginia. Prior to coming to the Department of Education, Clinton served as the Assistant Superintendent of Wayne County Schools, as well as CTE Director at Spring Valley Career Technical Education Center. Clinton is a United States Air Force Veteran with over eighteen years of diversified leadership experience. Since coming to the Department of Education, Clinton has focused his career on the development and implementation of the Simulated Workplace initiative to ensure the pedagogical validity aligns with workforce demands. Currently, Clinton has transitioned from secondary to post-secondary education to cultivate the Advance Career Education (A.C.E.) initiative, which creates both student and industry opportunities through program customization.

PROFESSIONAL EXPERIENCE

West Virginia Department of Education, Charleston, WV (9/12 – present)

- Advanced Career Education, Executive Director

- Inaugurating advanced training opportunities through nationally accredited technical programs to target WV Commerce & Workforce needs.
- Coordinating joint relationships with businesses and government agencies to foster on-the-job training opportunities for students.
- Identifying and strategically aligning innovative CTE projects and programs to promote economic growth within local communities.
- Developing an accountability system to monitor student records and ACE financials to ensure U.S. Department of Education and accreditation requirements are exceeded.

- Career & Technical Education, Assistant Director

- Constructed the Simulated Workplace initiative through collaboration with WV business/industry, higher education, workforce development, and secondary instructors.
- Directly worked with district leaders, legislators, students and community partners to efficiently align and integrate high quality CTE processes to meet local business and industry expectations.
- Streamlined data collection processes to ensure U.S. Department of Education compliance for CTE technical evaluations, improvement strategies and Local Education Agency (LEA) plans met/exceeded Federal Perkins legislation requirements.

- School Improvement, Coordinator

- Collaboratively worked with low performing schools/districts to diagnose, plan and implement effective improvement strategies within set timeframes.

EDUCATION

- Marshall University, Huntington, WV
Post-Master of Arts Certificate, Leadership Studies PK-AD, 5/07, GPA: 4.0
- Marshall University, Huntington, WV
Master of Arts, Elementary Education, 12/03, GPA: 4.0

PR/Award # S425B200013

Timothy W. Conzett

- Objective** Seeking a challenging position in an environment where my technical, analytical, and organizational skills can be fully utilized.
- Experience**
- 2017 – Present West Virginia Department of Education Charleston, WV
Senior Administrator of Data Management and Information Systems
- Oversee West Virginia Education Information System.
 - Oversee the state Longitudinal Data Warehouse.
 - Plan, develop and implement new applications.
 - Support data and technology needs of county school systems.
- 2008 – 2017 Wayne County Board of Education Wayne, WV
Director of Information Technology
- Oversee/Support all classroom technology for 20 county schools.
 - Support Student, Finance, Payroll and HR systems (WVEIS)
 - Data analyst.
 - Web Application development.
- 1995 – 2008 Regional Education Service Agency, II Huntington, WV
Director of Computer Information Systems / Finance
- Directing operations in an IBM AS/400 Regional LAN/WAN environment.
 - Provided training and technical support for approximately 1,300 users.
 - Programmer/Analyst, Web Applications Developer.
 - All finance related duties of the agency.
- 1994–1995 FlexNet Automation Resources, Inc. Columbus, OH
Senior Consultant
- Network analyst and computer systems consultant.
 - Programmer/Analyst.
 - Network Administrator.
- 1984–1994 The Twentieth Street Bank Huntington, WV
Operations Officer
- Network Administrator.
 - Software trainer.
 - Programmer/Analyst.
- Education** 1991 Marshall University Huntington, WV
- B.B.A., Bachelor of Business Administration in Computer Information Systems.
- Certifications** 2001 CompTIA
- A+ Certification
- Professional Strengths**
- Exceptional problem solving skills
 - Excellent communication skills

Monica DellaMea
West Virginia Department of Education
Executive Director, Office of Early & Elementary Learning

[REDACTED]

Education:

Ed.D.	Marshall University, December 2020	Curriculum & Instruction (Emphasis: Curricular Issues)
M.A.	Marshall University, May 2002	Elementary Education (Emphasis: Family and Child Development)
B.A.	Marshall University, December 2000	Elementary Education (Multi-Subject K-8; Pre-K/K endorsement)

Professional Experience:

West Virginia Department of Education, 2010-current

Executive Director, Office of Early & Elementary Learning (July 2015-current)

Lead Coordinator, Office of Early Learning (July 2012-July 2015)

Coordinator, Early Childhood Assessment and School Readiness (August 2010-June 2012)

Marshall University, 2003-2010

Director, Marshall University Early Education Outreach Program, October 2007-August 2010

Adjunct Faculty, Marshall University, January 2009-December 2009

Coordinator, Marshall University Early Education Outreach Program, January 2006-October 2007

Program Director and Lead Preschool Teacher, Child Development Academy at Marshall University, August 2003-January 2006

Adjunct Faculty, Marshall University, January 2001-December 2003 (intermittent)

River Valley Child Development Services, 2002-2003

Director, Bright Futures Child Development Center at St. Mary's Medical Center, Huntington, WV, June 2002-August 2003

Editor, WV Apprenticeship for Child Development Specialist (ACDS) curriculum, 2nd. Ed.

Please note:

Professional associations, scholarly works and presentations, grants, and references are available upon request.



Education

Master of Arts in Reading - West Virginia University, Morgantown, WV

Bachelor of Science in Elementary Education - West Virginia University, Morgantown, WV

Additional Course work

+ 6 hours of doctoral work

+ 60 graduate hours in education

+ 15 graduate hours master’s level tech education

Institute of Healthcare Improvement Science training

Certifications include:

- Grades 1- 6 Elementary Education
- Grades K-12 Special Education
- Middle School Certification Grades 5-8
- Reading

Skills and Areas of Expertise

- National, State and District policy creation
- State Board & Legislative collaboration
- State Board & Gubernatorial collaboration
- Liaison K-12/higher education/state
- Federal and State program management/evaluation
- Teacher Certification
- Teacher Preparation
- Innovation Strategy
- Research and Evaluation
- Leadership Development
- Personalization of education/student voice
- Improvement Science Trainer
- Curriculum Development, online and traditional
- K12 Technology Integration Master Trainer
- Virtual/In-person technology professional development
- Online course creation
- Grant Writing
- Reading Specialist
- School Improvement Specialist

Professional Experience

WV Public Education Collaborative	Morgantown, WV	2017-Present
WV Board of Education	Charleston, WV	2012-2017
Stupski Foundation	San Francisco, CA	2010-2012
	Portland, ME	
	Manchester, NH	
	New York City, NY	
	Danville, KY	
	Cincinnati, OH	
WV Department of Education	Charleston, WV	2007-2010
The EdVenture Group	Morgantown, WV	2002-2007
East Dale Elementary	Fairmont, WV	1979-2002

Affiliations

- The National Council of State Boards of Education Executives (NCSBEE): President 2016-2017**
- National Association of State School Boards**
- Colege of Education and Human Services, CEHS, Visiting Committee**
- Association for Supervision and Curriculum Development**

Executive Director

Serving as Executive Director and leading a diverse collaborative of leaders at every level of education from elementary to higher ed.

- Connect and convene key stakeholders in WV's education system, to include legislators, educators, members of the business community and nonprofit leaders.
- Lead initiatives and host events that uphold the WVPEC's mission to support and advance public education throughout WV.
- Collaborate with partners at WVU and across the state to inform and impact stakeholders.
- Host the annual Legislators' Forum, an event connecting legislators with educators and thought leaders from across the state and nation.
- Establish and expand the WV K-12 Speakers' Bureau, a portal created to connect WV speakers from diverse careers with students across WV.
- Host the annual Focus Forward symposium, which addresses how education and the economy can adapt to a rapidly changing world.
- Secure funding to host and expand WVPEC events, including the Legislators' Forum and Focus Forward.
- Participate on relevant advisory boards and committees, including Remake Learning Network and the Boy Scouts of America.

Notable accomplishments include:

- Convening of four Legislators' Forums on Education and the Economy
- Creation and convening of three annual Focus Forward symposiums
- Establishment of the WV K-12 Speakers Bureau, a portal to connect speakers from diverse careers with students across WV

West Virginia Board of Education Director of Operations

Served as the WVBE liaison to the WV Department of Education (WVDE), governor's office and legislature.

- Conduct research, analyze and interpret information, issues, and proposals to ensure that appropriate and complete information is provided to WVBE members for decision making and informational purposes
- Respond to inquiries from the public and policy groups and provide direction and vision.
- Provide analysis of proposed legislation and its impact to the WVBE and Pre-K-16 community.
- Provide policy and code review to the WVBE.
- Draft policy and code in collaboration with WVDE, governor's office and legislature. Participate in WVDE meetings and superintendent's staff meetings.
- Participate in WVBE meetings and committee meetings in order to provide guidance and follow-up communication as needed.
- Communicate effectively with state board members, state superintendent, division chiefs, directors and colleagues to promote regular and ongoing opportunities for input and feedback.
- Communicate with RESAs, Office of Educational Performance Audits, and the WV Schools for the Deaf and Blind in order to ensure the WVBE is sufficiently informed to provide oversight.
- Oversee the reporting and monitoring of organizational performance metrics as approved by the WVBE.
- Partner with the state superintendent to represent WVBE with external constituency groups, including community, governmental and private organizations

- Facilitate the ability of the WVBE President to manage executive functions by advising the President regarding key constituencies, providing context and background information on issues, and coordinating research, projects and initiatives as assigned by the President.
- Promote a positive image of the WVBE and public education by representing the WVBE in community, state and regional activities.
- Collaborate and communicate with RESA, OEPA, CPD, WVDE, higher education and other organizations to enhance and unify school and school system improvement efforts.
- Interpret or collaborate with experts on a variety of school and school system data and information that apply to West Virginia schools.
- Develop support materials, resources, research and technical assistance related to the work of the WVBE.
- Contribute to the overall success of the WVBE by performing all other duties and responsibilities as assigned by the WVBE President

Notable accomplishments include:

- Inducted into the June Harless Hall of Fame in May 2016
- Establishment of the Donna Hoylman Peduto CEHS Scholarship awarded annually
- Work directly with the Governor's office and Legislature on the Governor's Education Bill and Agenda
- Manage all direct communication between Governor's office and WVBE and WVDE during the collaborative work on the Governor's Education Bill
- Manage all direct communication and WVBE oversight of internal agencies, i.e. Office of Educational Performance Audit, WV School for the Deaf and Blind, and Regional Education Agencies
- Co-author of "From Audit to Action: Students First" the State Board's response to the Educational Efficiency Audit
- Provide research, interviews and input from a variety of stakeholders to inform the writing of *From Audit to Action: Students First*
- Successful grant proposal writing

Stupski Foundation

2010-2012

Director, Learning Lab Network (LLN) Sites

- Established a national network to incubate effective and innovative practice within K12 environment
- Developed site management and governance protocols for network management
- Collaborated with leaders on a tri-level support system within state, district and school levels focused on elevating student ownership of learning to increase student achievement
- Facilitated co-development of the LLN Student Ownership of Learning Framework
- Served as a liaison between national LLN and the Foundation staff and board
- Designed the infrastructure for two-communication between sites and Foundation
- Collaborated with state and district leaders to examine and revise policy as needed to elevate student ownership of learning Designed LLN curriculum
- Co-designed assessment and measurement of key initiatives.
- Served as liaison between Chief State of School Officers Innovation Lab Network and Stupski's LLN
- Provided professional development related to data-driven continuous improvement and elevating student voice in school culture, communication support, and coaching to school site teams,
- Facilitated site teams in establishing rapid feedback loops to ensure continuous improvement
- Captured quantitative and qualitative information on effectiveness of services delivered to sites

PR/Award # S425B200013

- Created LLN Advisory Group to gather regular feedback and input from students and educators
- Established mechanisms for in-person and virtual collaboration tools
- Planned and executed site visits and network-wide convenings for LLN participants
- Managed LLN Site Coordinators and support staff

Senior Innovation Lab Coordinator: West Virginia

- Provided critical connections between the state and district and the school teams
- Coordinated with CCSSO, state executive staff, state’s Innovation Lab lead, district superintendents and district team leads creating cohesive Next Generation research/development/design agenda
- Contributed to the knowledge platform that supports the ILN and evaluates and synthesizes both practitioner data and research findings.
- Facilitated implementation of technology integration to support Next Generation Learning.
- Employed wide range of methodologies to analyze: a) student advancement on metrics that extend well beyond the limits of the state’s current accountability testing; and b) the impact of select Next Generation learning strategies on progress against those metrics.
- Collaborated with staff and with research/development/design partners both inside and outside of their assigned state, design the in-state research program to generate valuable, timely data on impacts from next-generation strategies introduced through the Next Generation Learning initiative
- Employed a wide range of methodologies to analyze: a) student advancement on metrics that extend well beyond the limits of the state’s current accountability testing; and b) the impact of select next generation learning strategies on progress against those metrics.
- Synthesized and reported findings from research to Director of Research and Learning.
- Represented the Network to the tri-level (state, district, school) NxGL team in the state, providing the conduit for Network assistance, resources, and capacity from the national expert community.

West Virginia Department of Education (WVDE)

2007-2010

Assistant Director: Office of Organizational Effectiveness and Leadership

2009-2010

- State Coordinator of WVDE Innovation Zones Initiative, providing schools support and flexibility to collaboratively implement innovation to enhance student learning, currently be restrained by policy or code
- State Director of 21st Century Community After School Learning Centers and Schools of Excellence
- State Board and Legislative policy experience co-authoring state policy, legislative statutes and testimony

Coordinator: Office of Organizational Effectiveness and Leadership

2008-2009

- WVDE Institute for 21st Century Leadership Coordinator
- Coordinated review of county strategic plans and provision of technical assistance to schools and districts
- Strategic Planning Facilitator
- School Improvement Specialist
- Manage federal and philanthropic grants
- Coached district and school leaders on effective technology integration

Teacher Quality Coordinator: Office of Professional Preparation

2007-2008

PR/Award # S425B200013

- Served as a liaison to the state's higher education institutions
- Coordinated teacher preparation initiatives associated with certification and policy implementation
- Facilitated higher education accreditation process
- Designed and executed *21st Century Teacher Effectiveness Research Project* Benedum Foundation grant
- Designed *2^{1st} Century Mentorship Digital Resource*
- Facilitated higher education technology integration professional development
- Designed and implemented program evaluation

The EdVenture Group,

2002-2007

Director of K-12 Initiatives

Supported the company's chief executive in the development and execution of all projects related to K-12 training, curriculum, research and consulting. Supervised programmatic employees and conducted evaluation of administrative and professional personnel on a daily basis.

Program Management:

Direct supervision of funded projects and programs to develop curriculum and training of pre-service teachers, teachers, and administrators in their emerging role in technology leadership to include initiatives funded by the National Science Foundation, the U.S. Dept. of Education, the West Virginia Department of Education, the Benedum Foundation, and the Gates/LEAD (Learning Educational Administration from a Distance) Program.

Professional Development Curriculum Design:

Developed and marketed training curriculum designed to assist educators in meeting state and national requirements for professional evaluation, as well as student content standards.

- Designed curriculum for online and face-to-face courses (blended learning) directly related to state and national policies and initiatives, as well as *No Child Left Behind* legislation.
- Collaborated with the West Virginia Department of Education and higher education institutions to develop and implement program curriculum based on the ISTE NETS for teachers and administrators, state and national content standards and objectives, as well as state policies.

K-12 Technology Professional Development:

Provide lead training for administrator and teacher 21st century teaching and learning

- Designed and delivered handheld computer implementation, content area technology integration, leadership development, online administrative courses, online instructional technology evaluation, preparing for teacher technology evaluation, and administrative teacher evaluation software.
- Developed and delivered curriculum and instruction,
- Facilitated statewide technology integration seminars
- Provided training and consultation to teams in writing online strategic technology plans
- Delivered preparation and supervision of statewide trainers
- Developed and collected evaluation data

Higher Education Institution Liaison:

Served as a liaison to West Virginia's institutions of higher education to provide professional development and form partnerships to benefit pre-service teachers and their K-12 mentor.

Professional Evaluation:

Evaluated state and national education projects, i.e. evaluation/observation protocol/training model development for USDOE Research and Evaluation Grant, Ed Pace, Pre K Fast Response Study Proposal for REL-A, 21st Century Teacher Effectiveness Study, NSF CITERA teacher observations, EETT program evaluator, and reviewer for National Education Computing Conference Proposals.

Software Content Development:

PR/Award # S425B200013

Collaborated with WVDE to design content of *mVal* by Media X, utilized for the observation and evaluation of teachers by administrators on the handheld computer.

Grant Writing:

Proposal development and technical writing, i.e. National Science Foundation, FIPSEY, The Claude Worthington Benedum Foundation and the U.S. Dept. of Education, Enhancing Education through Technology

Sales and Marketing:

Marketed The EdVenture Group's professional and curriculum development and technology initiatives nationally.

East Dale Elementary

1979-2002

National and State "School of Excellence", Benedum Collaborative Professional Development School
Elementary/Middle School Teacher

West Virginia University, Morgantown, WV

2001-2002

Graduate Course Instructor

- Taught courses on 21st century skills, teachers as leaders, and curriculum

Adult Education Technology Training

1998-2002

Co-Director

- Provided training to approximately one hundred community members each summer, ages 21-85, in the basics of computer usage, Internet, electronic mail, and word processing in a relaxed school setting.
- Designed and developed curriculum and training materials.
- National recognition of program through feature article in *Technology and Learning Magazine*.

Professional Publications

- ***Technology and Learning Magazine Feature Article:*** The East Dale Adult Technology Camp was featured in an article in the April 2002 issue of *Technology and Learning Magazine*.
- **"Snowball to an Avalanche"** by Janet Crescenzi, Diane Burnside, and Donna Peduto for Benedum Collaborative Writer's Guild, 2001.
- **"Establishing Authentically Collaborative Governance for School-University Partnerships"** by Dr. Van Dempsey and Donna Peduto for Benedum Collaborative Writer's Guild, 2000.

Dr. Vaughn G. Rhudy, Ed.D.

P.O. Box 312 ■ Ghent, West Virginia, 25843



EDUCATION:

- **West Virginia University**, Morgantown, WV 26506 May 2004
Doctor of Education in Educational Leadership, Summa Cum Laude
- **Marshall University**, Huntington, WV 25701 May 2002
Master of Arts in Leadership Studies, Summa Cum Laude
- **Marshall University**, Huntington, WV 25701 May 1991
Master of Arts in Journalism, Summa Cum Laude
- **Marshall University**, Huntington, WV 25701 December 1983
Bachelor of Arts in Journalism and English Education, Summa Cum Laude

PROFESSIONAL CERTIFICATION:

- Professional Administrative Certification, Superintendent
- Professional Administrative Certification, Principal
- National Board Certification, Career and Technical Education, Communications (Nov. 2007-Nov. 2017)
- Professional Teaching Certification, English and Journalism

EDUCATION-RELATED PROFESSIONAL EXPERIENCE:

- **West Virginia Department of Education** 2008-Present
Building 6, Suite 825, 1900 Kanawha Boulevard East
Charleston, WV 25305 - (304) 558-2546
Executive Director, Office of Assessment
- **Shady Spring High School** 1988-2008
P.O. Box 2001
Shady Spring, WV 25918 – (304) 256-4647
English and Journalism Teacher, Yearbook and Newspaper Advisor
English Department Chair, Mentor to New Teachers
- **Concord University** 1987-2010
Athens, WV 24712 – (304) 384-3115
Adjunct Professor, teaching Copy Editing and Graphics of Communication
- **Southern West Virginia Community and Technical College** 1997-1999
P.O. Box 638
Pineville, WV 24874 – (304) 294-8346
Adjunct Professor, teaching Speech 103 and Journalism 101
- **Liberty High School** 1987-1988
Glen Daniel, WV
French Teacher

Please Note:

Awards, journalism work experience, professional associations, scholarly works and presentations, grants, and references are available upon request.

Carla Y. Adams Warren

West Virginia Department of Education
1900 Kanawha Boulevard East
Charleston, WV 25305

[Redacted]

[Redacted]
[Redacted]
[Redacted]
[Redacted]
[Redacted]

Education

Doctor of Education, 2016

Marshall University
Major: Curriculum and Instruction

Educational Specialist (EdS), 2015

Marshall University

Master of Arts (MA), 1992

Marshall University
Major: Elementary Education

Bachelor of Arts, (BA), 1988

Marshall University
Major: Elementary Education (Language Arts Grades 4-8)

Professional Work Experience

Teacher in Putnam County, WV Schools (1989-2009)

Literacy Tutor (1991-1992)

Learning Unlimited
Huntington, WV

Freelance Writer for Mailbox Magazine (2001)

Director of Mentoring and Beginning Teacher Academy Programs (2009-Present)

West Virginia Center for Professional Development
Charleston, WV

Coordinator, Office of Early and Elementary Learning (2018-2019)
West Virginia Department of Education

Special Assistant to the Superintendent, Office of the Superintendent (2019-2020)
West Virginia Department of Education

Executive Director, Office of Educator Development and Support (2020-Present)
West Virginia Department of Education

Certification/License

Professional Teaching Certifications

Elementary 1-6

Language Arts 4-8

National Board Certification-Early Childhood Generalist

Publications

Warren, C. (2013). Teachers as Learners: A Review of Teachers as Learners, by Sharon Feiman-Nemser. *The New Educator*, 164-166.

Honors and Awards

WVCPD Ideas That Work Award, 1991

Putnam County Teacher of the Year, 1993

RESA III Exemplary Teaching Award, 1993

Ashland Oil Golden Apple Award, 1994

National Board Certification, Early Childhood Generalist, 2001

Arch Coal Teacher Achievement Award, 2002

National Board Certification, Early Childhood Generalist Renewal, 2011



West Virginia Institute of Technology

B.A.

- Social Studies 5-12 1990

Marshall University

M.A.

1995

- Superintendent PK-AD
- Supervisor General Instruction PK-AD
- Principal PK-AD
- Specific Learning Disabilities K-12
- Behavioral Disorders K-12
- Mentally Impaired K-Adult

EXPERIENCE

Boone County Schools:

Special Education Teacher

Grades K-12 at Madison Elementary, Madison Middle, and Sherman High 1990

Developed syllabus and overall course structure, and administered all grades.

- Team Leader
- Elementary Intervention
- Co-teaching
- Summer School Special Education Instructor
- Soliday Reading Specialist
- Distance Learning Monitor

Transition Specialist

County-Wide

1995

Developed transition plans to guide student's post-high school plans.

- IEP Team member
- Collaboration with DHHR and Division of Rehab Services
- Career Fair Coordinator
- Summer School Special Education Instructor
- Post-High School interviews and data collection
- Modified ACT administrator

Social Studies Teacher

Grades 6-12 at Madison Middle School and Scott High School 1999

Developed syllabus and overall course structure, and administered all grading.

- Faculty Senate President
- Making Middle Grades Work and High Schools That Work
- Teacher Leader
- Teacher Leadership Institute Trainer
- AP® teacher
- Co-teaching coordinator
- Learning, Individualized Needs, Knowledge and Skills Coordinator
- County Social Studies Fair Coordinator
- School Leadership Team
- Boone County Schools Leadership Development Program
- Summer School Special Education Instructor

2010

West Virginia Department of Education:

State Social Studies Coordinator(2010-2013)

Coordinate procedures for the Office of Secondary Learning. Collaborate with all content areas, oversee finances for social studies student programs and training, maintain social studies website, conduct professional development, maintain and create social studies instructional materials, and director of student programs.

- Director of State Social Studies Fair and National History Day
- School Improvement On-site Team Member
- Golden Horseshoe Program, United States Senate Youth Program and Gilder Lehrman Teacher of the Year Coordinator

Assistant Director Office of Middle/Secondary Learning (2013-2015)

Collaborate with all content coordinators and other offices and agencies to provide resources and technical support for all 6-12 schools in the state of West Virginia. Coordinate with the Office of Early Learning to ensure a seamless PK-12 approach for teaching and learning.

- Instructional Materials Coordinator
- Social Studies Coordinator
- Review and approve all STEP7a plans for the 55 school districts
- Assist with management aspects of the Office of Middle/Secondary Learning
- Provide Guidance documents and technical support for grades 6-12
- Coordinate student programs and extended learning opportunities supported by the Office of Middle/Secondary Learning.

Executive Director Office of Middle/Secondary Learning(2015-current)

Maintain the Office of Middle/Secondary Learning and coordinate with all content coordinators and other offices and agencies to provide resources and technical support to county school districts. Collaborate with the Office of Early Learning to ensure a seamless PK-12 approach for teaching and learning.

- State Policy Review and Revision
- Personnel and Fiscal Management of Office of Middle/Secondary Learning, inclusive of all content coordinators and learning standards policies
- Coordinate Instructional Technology, inclusive of eLearning, computer science and the WV Virtual Schools programs
- Grant review, revisions and approvals
- Review and approve all STEP7a plans for the 55 school districts
- Provide Guidance documents and technical support to counties for grades 6-12
- Coordinate student programs (Arts Alive, Young Writers, Social Studies Fair, Science in the Arts, and Golden Horseshoe) and extended learning opportunities supported by the Office of Middle/Secondary Learning
- Manage Golden Horseshoe Program and other student programs
- Review elective credits and course code requests for grades 6-12
- Collaborate with The Department of Education and the Arts and other state agencies to deliver student programs, extended learning opportunities and technical assistance
- Review embedded and dual credit policy
- Collaborate with Higher Education Policy Commission to develop pre-requisite courses and provide training to pre-service teachers
- Coordination and support of grants to schools for the Innovation in Education Act
- Maintain, review, and revise state content standards for all subjects areas
- Beginning roll-out for state-wide STEM Networks of Excellence
- YLA Youth in Government Committee member
- Serve on various state-wide commissions and committees

REFERENCES AVAILABLE UPON REQUEST

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

West Virginia Rethinking K-12 Education Models Budget Narrative

The West Virginia Department of Education (WVDE) requests [REDACTED] over a three-year period from the federal Rethink K-12 Education Models Discretionary Grant Program. This request reflects the SEA's desire to be able to meet project goals, activities, and outcomes over the life of the program. This budget will enable the SEA to prepare, complete, and provide all services described in the project narrative. Per the narrative, all personnel associated with the West Virginia's proposed project are WVDE employees, leaving the administrative costs to be utilized entirely for the completion of project services.

Additional Details

[REDACTED]

[REDACTED]

[REDACTED]

Travel: No travel will be required. West Virginia's challenging terrain cause regional and state-wide meetings to be difficult for educators to attend because of time away from school/home, child-care needs, and travel expenditures. For this reason, the project services associated with the proposed project are to be delivered in a total virtual environment.

Equipment: This allocation covers the cost of student tablets/laptops, teacher cameras, hotspots, and satellite access as determined by participating public school districts' needs assessments and allocated to the districts with the highest need. June 2020 data collected by the WVDE Office of Data Management and Information Systems for 135,681 students reports that 23% of West Virginia students from 19 of 55 districts do not have usable digital devices to access instruction; 29% of students from 21 of 55 school districts do not have acceptable internet; 20% of students from 31 of 55 school districts have inadequate internet access; and 8% of students from 28 of 55 school districts have no internet access.

Construction: There are no construction costs associated with this project.

Contractual: 9 professional learning modules (18 credit hours) will be developed for K-12 teachers. The

West Virginia Rethinking K-12 Education Models Budget Narrative

modules will be specific to each of the three remote learning models detailed in the project narrative.

The WVDE will lead teacher educators from 56 West Virginia school districts and professors from our two identified flagship universities who will create, develop, implement, take to scale, and replicate the teacher professional learning modules. Completion of the teacher modules along with evidence of proficiency of the deliverables of the remote learning module will result in WVDE digital learning certification. All professional learning modules will be vetted against a WVDE Quality Remote Learning Model (QRLM) design and delivery process.

Indirect Costs: The WVDE has an agreement in place with the Federal Government that allows for restricted indirect costs at a rate of [REDACTED]

Other Costs: The WVDE will secure, through a competitive procurement process, an LMS for use by licensed/certified educators attending online, blended and just-in-time learning remote learning modules. The LMS will be accessible to teachers, mentors, administrators, and other certified/licensed educators via a variety of technical and network-accessible devices including laptops, notebooks, tablets, and mobile devices. This platform will house teacher professional learning modules, teacher/parent/student video series, remote learning, and other online training around tools that have been purchased by the WVDE. Graduate level course tuition will be covered by grant funds for all K-12 teachers completing coursework, resources/research/evaluations, K-12 educator crowd-sourced remote teaching/learning artifacts, as well as teacher workshops and conferences. Parent and student support services with tutoring will take place on the WVDE Office 365 platform which was purchased by the WVDE for all schools in the state. West Virginia teachers will provide this service to students and parents. The Proposed Annual Budget is as follows:

West Virginia Rethinking K-12 Education Models Budget Narrative

Proposed Annual Budget Rethinking K-12 Education Models Project					
Allocation	Proposed Activities	Year 1	Year 2	Year 3	Total
Travel	Not Applicable	--	--	--	--
Equipment	Technology Tools: -Devices for Students -Teacher Production Cameras -Satellite Access/Hotspots Professional Learning Platform	\$2,000,000	\$2,000,000	\$2,000,000	\$6,000,000
		\$550,000	\$550,000	\$550,000	\$1,650,000
		Subtotal =			\$7,650,000
Contractual	District-Teacher Contracts: <i>-Model Design and Development</i>	\$1,236,000	\$1,234,000	\$1,234,000	\$3,704,000
	<i>-Professional Learning Module Coursework Design</i> <i>-Development and Facilitation</i>				
	Student Remote Learning Coursework for Elective Credit and Online Tutoring/Help	\$1,000,000	\$1,000,000	\$1,000,000	\$3,000,000
	Parent Support Modules- Online Tutoring	\$500,000	\$500,000	\$500,000	\$1,500,000
	Teacher Graduate Level Module Coursework Tuition	\$245,000	\$245,000	\$245,000	\$735,000
	-Interagency Agreements Marshall University and West Virginia University	\$500,000	\$500,000	\$500,000	\$1,500,000
	<i>-Contracts for Model Design</i> <i>-Module Coursework Design for Teacher-Preparation</i> <i>-Coursework Integration</i>				
		Subtotal =			\$10,439,000
Indirect Cost		\$621,193	\$620,987	\$620,987	1,863,167

**INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY**

Organization:

West Virginia Department of Education
1900 Kanawha Boulevard, East
Building 6, Room 215
Charleston, WV 25305-0330

Date: June 28, 2019

Agreement No: [REDACTED] 8

Filing Reference: This replaces previous Agreement [REDACTED]

Dated: 9/26/2016

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

Distribution Base:

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

Applicable To:

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

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

Treatment of Fringe Benefits:

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

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

Section II – Particulars

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

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

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

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

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

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

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

Section III - Special Remarks

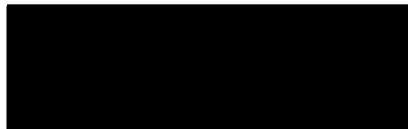
Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

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

Section IV – Approvals

For the State Education Agency:

West Virginia Department of Education
1900 Kanawha Boulevard, East
Building 6, Room 215
Charleston, WV 25305-0330



Terry Harless
Name

Chief Financial Officer
Title

6/30/19
Date

For the Federal Government:

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



Signature
Frances Outland
Name

Director, Indirect Cost Division
Title

June 28, 2019
Date

Negotiator: Christian Muniz
Telephone Number: 