

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 # S425B200023

Grants.gov Tracking#: GRANT13154151

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200023

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/29/2020"/>	4. Applicant Identifier: <input type="text"/>
--	--

5a. Federal Entity Identifier: <input type="text" value="44-6000987"/>	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="205 Jefferson Street P.O. Box 480"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Jefferson City"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MO: Missouri"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="65102-0480"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Blaine"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Henningsen"/>	
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:**

Remote Learning That Works for Missouri

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

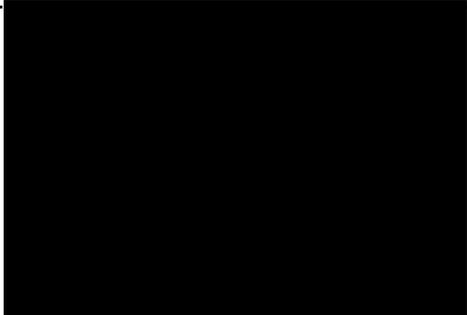
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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



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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

Missouri Department of Elementary and Secondary Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	40,500.00	40,500.00	40,500.00			121,500.00
4. Equipment						
5. Supplies	810,000.00	810,000.00	810,000.00			2,430,000.00
6. Contractual	1,000,000.00	1,000,000.00	1,000,000.00			3,000,000.00
7. Construction						
8. Other	222,000.00	207,000.00	207,000.00			636,000.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends	202,500.00	202,500.00	202,500.00			607,500.00
12. Total Costs (lines 9-11)						

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 4.90 %.

PR/Award # S425B200023

Name of Institution/Organization Missouri Department of Elementary and Secondary Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

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

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

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

Prime SubAwardee

* Name: Missouri Department of Elementary and Secondary Education

* Street 1: 205 Jefferson Street Street 2: _____

* City: Jefferson City State: MO: Missouri Zip: 65102

Congressional District, if known: _____

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

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

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
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10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name Not Applicable--no lobbying to report Middle Name _____

* Last Name Not Applicable--no lobbying to report Suffix _____

* Street 1: NA Street 2: _____

* City: NA State: _____ Zip: _____

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

Prefix _____ * First Name NA--no lobbying to report Middle Name _____

* Last Name NA--No lobbying to report Suffix _____

* Street 1: NA Street 2: _____

* City: NA State: _____ Zip: _____

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

* Signature: _____

* Name: Prefix Dr. * First Name Blaine Middle Name _____
* Last Name Henningsen Suffix _____

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

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

	Add Attachment	Delete Attachment	View Attachment
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CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
Missouri Department of Elementary and Secondary Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Margie Middle Name:
* Last Name: Vandeven	Suffix:
* Title: Commissioner of Education	
* SIGNATURE: [REDACTED]	* DATE: 06/29/2020

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

1. Project Director:

Prefix: Dr.	First Name: Blaine	Middle Name: Allan	Last Name: Henningesen	Suffix:
----------------	-----------------------	-----------------------	---------------------------	---------

Address:

Street1:	205 Jefferson Street
Street2:	
City:	Jefferson City
County:	Cole
State:	MO: Missouri
Zip Code:	65102-0480
Country:	USA: UNITED STATES

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

Email Address:


--

2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #, if available:

--

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

PROJECT ABSTRACT

GOAL AND DESCRIPTION

The Rethink K-12 Education Grant (ESF-REM) is an opportunity for the Missouri Department of Elementary and Secondary Education (DESE) to implement the *Remote Learning That Works for Missouri* program, to provide career and technical educators the equipment, resources, and training to develop and host remote learning activities for students. The three-year grant will center on three of the Missouri Department of Economic Development's "target" industries that exhibit the greatest potential for growth, expansion, and employment. Those industries are information technology (IT), health sciences and services, and advanced manufacturing.

KEY USES OF GRANT FUNDS

The implementation of the grant will involve three entities. A dedicated director position at the Department of Elementary and Secondary Education (DESE) will provide guidance and oversight of the grant including reporting and budgetary components, final selection and dissemination of the library resources, and the promotion of the resource library. This individual will work with the remote learning resource librarian and RPDC staff. The remote learning resource librarian at the university will manage the resource library, vet the resources with the RPDC staff, and provide technical assistance as needed. Finally, the RPDC staff will assist with the vetting of the resources for the library and develop and provide trainings for teachers across the state. Training and support include: instructional practices of remote teaching and learning, research methods for discovery of remote learning resources, the use of technology equipment to produce virtual presentations, and the development of remote learning strategies for both classroom, laboratory, and work-based learning environments. Participating teachers will be reimbursed for travel, given a stipend, and their school will receive substitute teacher reimbursement.

PARTICIPATING PARTNERS

Individuals participating in this project were Blaine Henningsen, assistant commissioner of the Office of College and Career Readiness; Roger Barnes, CTE coordinator; Lori Brewer, Business, Marketing, and Information Technology director; Steve Bryant, Pathways program manager; Oscar Carter, Skilled Technical Science director; and Janice Rehak, CTE curriculum coordinator.

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](#)

PROJECT NARRATIVE

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DESCRIPTION OF THE PROPOSED PROJECT

The *Remote Learning That Works for Missouri* program will develop innovative remote learning environments and instructional resources for career and technical education (CTE) teachers working in programs that lead to high-demand, high-wage occupations. Student success in CTE requires classroom instruction in technical areas, coupled with very specific practice and hands-on experiences. Developing resources to assist teachers as they provide content knowledge as well as hands-on practice is the focus of this grant. Included will be professional development (PD) for school faculty focused on embedding high-quality remote processes into their instructional programs. Employability skills and virtual workplace experiences will be embedded to enhance the remote learning environments that will be made available to Missouri's CTE students. At least 95% of the Rethink K-12 Education Models (REM) grant funds will be used to provide services and instructional materials directly to Missouri public and non-public CTE educators and their high school students.

CTE teachers are unique as many come into teaching directly from industry. Their industry background provides the backbone to CTE, but their lack of pedagogy in more advanced teaching strategies makes them ill-equipped to provide high-quality online instruction. Training these teachers so they can identify the proper format and platforms for a variety of instructional needs is critical. Our intent is to focus on programs of study in information technology (IT), health sciences and services, and advanced manufacturing-related fields. These areas have been identified by the Missouri Department of Economic Development (DED), and substantiated by Burning Glass data, as career areas that are in high-demand across Missouri.

These are occupational areas that not only have sustained during COVID-19, but the need for entry-level employees has increased.

Teachers will be provided the training, materials, and supplies to develop robust online instructional modules, utilize virtual platforms, and create remote work-based learning environments. These products will be shared statewide in a curated online library so that all CTE teachers will have access to them. This training will ensure that CTE teachers will possess the skills to utilize the high-quality, remote learning instructional materials housed in the resource library. The instructional products will point toward students earning stackable or industry recognized credentials (IRCs) in these areas. The stackable credential and IRC attainment rate will be tracked against pre-COVID-19 rates to determine success. Student employment and training five years after graduation will also be tracked to determine the long-term success of this program.

APPROACH TO PRIORITY 3

Due to the COVID-19 pandemic in the spring of 2020, in-person instruction for students halted as schools were dismissed for the year in an attempt to reduce the spread of the Coronavirus by means of isolation, self-quarantine, and social distancing. As a result, teaching practices were forced to change to remote instruction; instruction for which many of Missouri's school districts and educators were not prepared. Missouri educators are to be commended for their efforts to get remote teaching techniques in place on a hurried schedule. Unfortunately, in many courses and programs such as career and technical education, the remote instruction did not include opportunities for laboratory instruction. CTE courses such as Network Administration, Practical Nursing, and Welding Technology were forced to utilize print and

digital media for instructional purposes. The hands-on, work-based learning opportunities lacked in the remote instruction arena.

The Missouri Department of Elementary and Secondary Education (DESE) intends to utilize funding from the Coronavirus Aid, Relief, and Economic Security (CARES) Act to find ways to increase the availability of the internet to places in our state that had no service available when the pandemic hit. DESE has also started a *Task Force for Learning Acceleration* which is working to identify the learning loss experienced by students in this situation. This group will provide recommendations for reaching all students with strategies to accelerate learning. This will include discussions of equity, meeting the needs of Missouri's most vulnerable, economically challenged students, students in the primary grades, students receiving special education services, and responses to the social-emotional needs of students and educators.

As Missouri looks to promote high-quality instructional practices, remote learning opportunities for secondary CTE students is the focus of this grant. With this grant, Missouri will have the opportunity to address *Absolute Priority 3 – Field-Initiated Projects for Educational Models for Remote Learning to Improve Student Outcomes*. With the understanding of how school districts operated and functioned with remote instruction given the time constraints resulting from the pandemic, the Missouri Department of Elementary and Secondary Education, Office of College and Career Readiness, with the assistance of the Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) Discretionary Grants Program, seeks to better prepare school districts and instructors in the area of CTE with learning resources that can be managed remotely, providing greater access for all students. This project, called the ***Remote Learning That Works for Missouri***, will enable Missouri to develop a remote learning resource library for CTE instructors. The library will host instructional resources and materials gleaned

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from educational research. Information provided by peer instructors and experts in the field will include instructional strategies which utilize inquiry-based instruction and work-based learning opportunities in the form of demonstrations and hands-on visual aids. These resources will enable educators to access and incorporate high-quality remote teaching materials and strategies into their lesson plans.

The *Remote Learning That Works for Missouri* resource library will be housed within DESE or its designee and updated frequently to help keep instruction current with industry standards. Grant funds will also assist in providing instructional coaches who will train CTE teachers on how to develop remote educational strategies, opportunities, and to create recordings for virtual instruction. Professional development opportunities and coaching contacts will be provided through the nine Missouri Regional Professional Development Centers located across the state. As remote learning resources are generated and instructional methods and practices are developed, CTE instructors will participate in building their own virtual libraries which can be pushed out to students remotely. In the past, technical skills were learned solely through hands-on, work-based learning experiences. These technical skills and employability skills will now be available via virtual instruction once the library is in place.

The Missouri Department of Economic Development (DED) identifies Missouri as a great place for business. DED indicates that Missouri has “the third most diverse economy in the country, one of the lowest costs of living, has a central location, and is home to a highly-skilled and educated workforce.” DED advocates that Missouri provides the perfect business environment, along with the necessary assets to help businesses succeed. To build up and attract some of the fastest-growing industries and leaders in next-generation job creation, Missouri has refocused its resources to target companies in the following sectors: automotive suppliers,

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biosciences, advanced manufacturing, financial and professional services, health sciences and services, information technology, military and defense, and transportation and logistics.

Three of the eight sectors identified by the Missouri DED are the foundation for the building blocks of our remote learning resource library which will be developed with the ESF-REM grant. DESE has identified three of the Missouri DED's targeted industry sectors on which to focus our efforts through this grant. These three industries are among the most high-demand, high-wage occupational areas in Missouri.

Missouri's education system was challenged by the COVID-19 pandemic. Missouri saw all schools close, keeping our 178,000 secondary students in CTE from participating in CTE classes in a normal fashion. While the disruption to core education classes has been significant, it pales in comparison to the effect on our CTE classes. In CTE, one of the normal strengths is a strong kinesthetic learning component in our education labs and shops. In addition, instructors in many of our CTE classes come straight from industry with very little training in the delivery of remote learning options. These two powerful factors make Missouri's CTE programs unable to meet the needs of our CTE students. Therefore, the Missouri DESE proposes the following innovative three-year timeline to develop the skills of our teachers which will enable them to produce high-quality remote learning lessons. These lessons will cover not only the content of our programs, but will allow teachers to take kinesthetic learning out of the labs and deliver it to the homes of our students virtually.

Our response to COVID-19 in Missouri will address our state's needs on three major fronts. First, teachers will be trained in proper techniques for delivering curriculum remotely and provide them with the necessary equipment to develop and edit high-quality remote lessons. Second, remote lessons will be collected and will be freely accessible to all students and high

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school institutions. In conclusion, learning coaches will be employed to lead the development of remote learning strategies and resources and to ensure that these resources will continue to be available long after the grant funding has ended.

An important component of our ESF-REM grant for Missouri is measuring the impact of our plan based on student success. DESE is confident that our teachers and their students will access our *Remote Learning That Works for Missouri* resource library. DESE will utilize the data to see which remote resources are the most often utilized and use that information to add resources to the library that are relevant, rigorous, and are in demand.

In addition, surveys will be administered to teachers and students to continue to improve our library. Our goal is to create a resource library that is a living entity which will adapt to the demands of our teachers and students.

ANALYSIS OF IMMEDIATE NEEDS

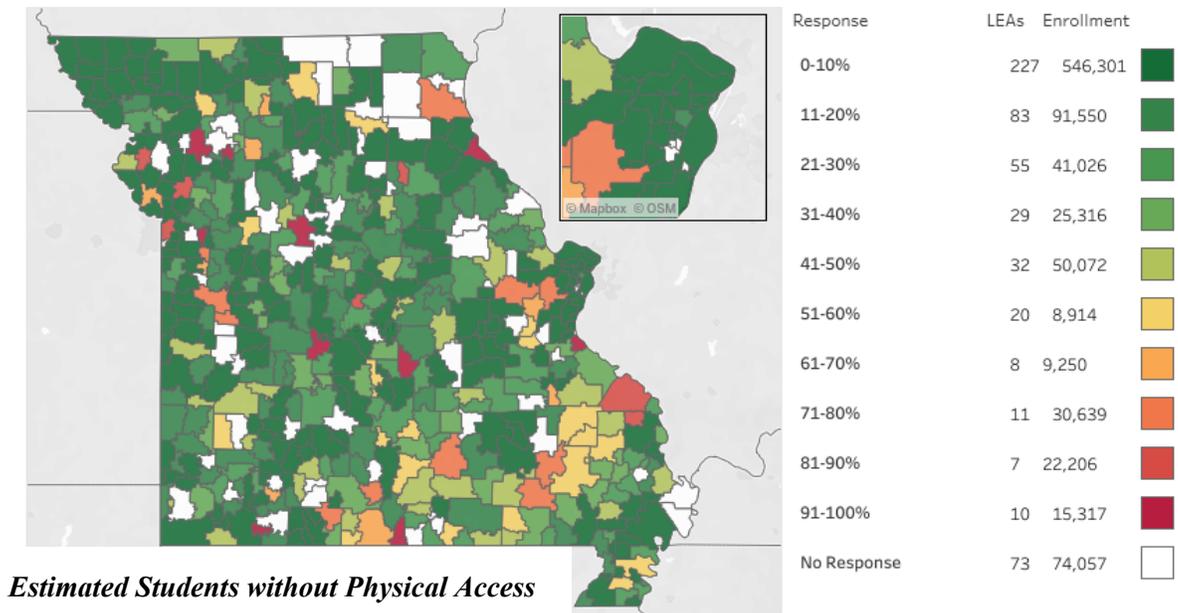
With the onset of COVID-19 this spring, schools closed down all across the state. The depth and breadth of this experience has been unprecedented in our state's history, and the education of over 900,000 Missouri students was interrupted. Schools have attempted to provide remote educational experiences for their students during this crisis, with varied success based upon their local circumstances.

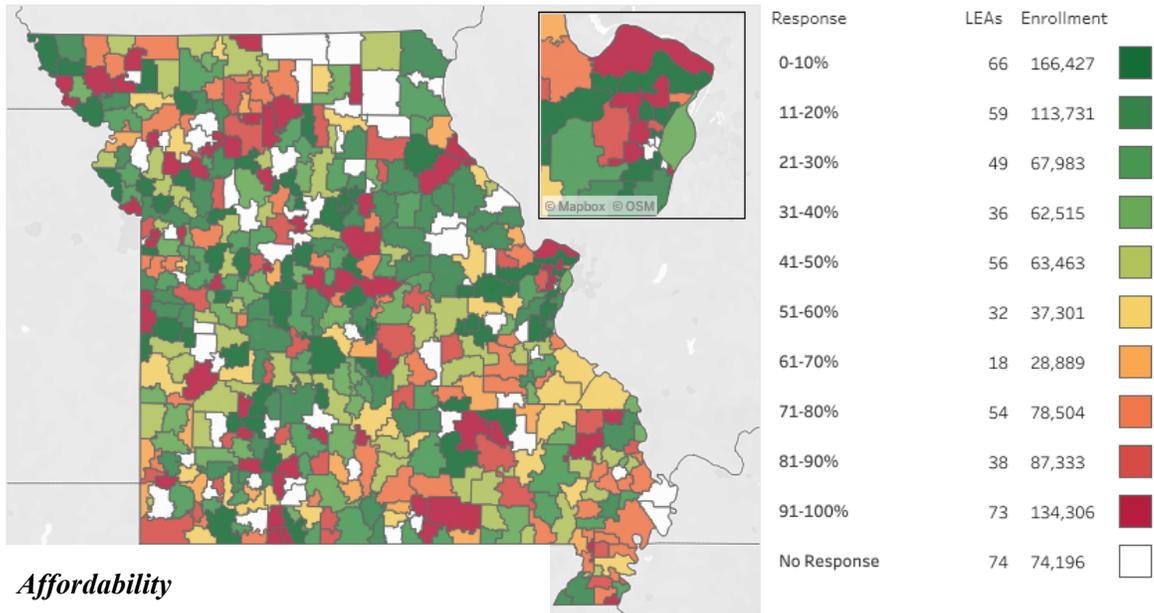
This pandemic has highlighted the digital divide between school districts and students who have and do not have high-quality technology devices and/or internet access. This situation has also shown us that some educators have the skills to develop and deliver high-quality lessons virtually, while others do not. It has become evident that innovative remote learning

environments and resources for our teachers are needed to ease the burden placed upon our educators teaching in both public and non-public institutions.

In an effort to understand the magnitude of this issue, the Missouri Department of Elementary and Secondary Education (DESE) created a survey to capture details from school leaders on internet access related to remote learning. The leaders from 556 local education agencies (LEA) responded to the survey, virtually every LEA in the state.

Results from the survey indicated an estimated 23% of Missouri’s students cannot participate in virtual learning experiences at home. Affordability issues topped the results as the most common reason why students lacked the access or devices to connect to the internet. Other reasons included the limited cell coverage in the area where they live, the lack of access to Wi-Fi in their area, and the absence of devices with Wi-Fi capability. The graphics below highlight the lack of access and affordability issues for some Missouri families.





Missouri must be proactive and ready to provide instruction seamlessly, regardless of method, and the instruction must be of high-quality. Not all families have access to or the means of providing Wi-Fi in their homes.

Missouri’s LEA leaders report they are implementing many measures to provide internet access to students, including providing students with devices to use at home and extending Wi-Fi outside of the school buildings. Schools are also providing hotspots to families, extending Wi-Fi at partner/community buildings, and equipping school buses with Wi-Fi to increase access.

DESE, through the *Remote Learning That Works for Missouri* program, wants to create, develop, and implement a model for remote learning that provides access to high-quality remote learning opportunities for our customers. The burden for districts must be eased and the REM grant is one way to do so.

With the cancellation of school, students who were well on their way to finishing a CTE program of study and earning an IRC, graduated without this marketable credential. Missouri

students are expected to graduate from high school ready to enter college or go directly into the workforce. The interruption of the school year had an adverse impact on Missouri’s talent pipeline into the workforce. Students cannot be expected to be ready for college or careers when they have not had access to high-quality instruction. That was made more difficult this past spring when many teachers did not have access to innovative remote learning environments and resources, and did not have the ability to create their own.

DESE surveyed career education leaders on May 1, 2020. The findings of this survey align with those of the surveyed school leaders mentioned earlier; however, an additional question to note addressed the needs of the instructional and administrative staff. Sixty-five percent of the respondents reported that they needed professional development related to providing effective remote learning.

That need can be satisfied by ensuring educators have access to high-quality resources, high-quality professional development, and the skills and the opportunity to prepare students for the attainment of stackable and industry recognized credentials. They need access to our **Remote Learning That Works for Missouri Resource Library** and the professional development opportunities that will be made available through it.

DESCRIPTION OF MISSOURI’S CORONAVIRUS BURDEN

Missouri’s Coronavirus Burden				
% of Population Without Broadband Access	% of Students Ages 5-17 in Poverty	State % Share of Confirmed COVID-19 Cases Per Capita	% of Students in Rural Local Educational Agencies	Percentile Based on 4 Factors Weighted Equally
13.1	16.60	0.96	20.05	41 st to 60 th Percentile

March 11, 2020 was the date public schools, and all schools, in Missouri changed. This was the date the World Health Organization re-characterized COVID-19 from a humanitarian crises to a worldwide pandemic. On March 13, 2020, President Trump declared a national emergency and suspended certain travel, and on March 16, the President issued COVID-19 guidelines to the public. It became clear that this was no longer a minor inconvenience or something blown out of proportion. It was very real, and consequences ensued for school-aged children, their families, and their teachers as most schools across the country closed. Educators, parents, and students began preparing for a new “normal” of providing and receiving education in different ways.

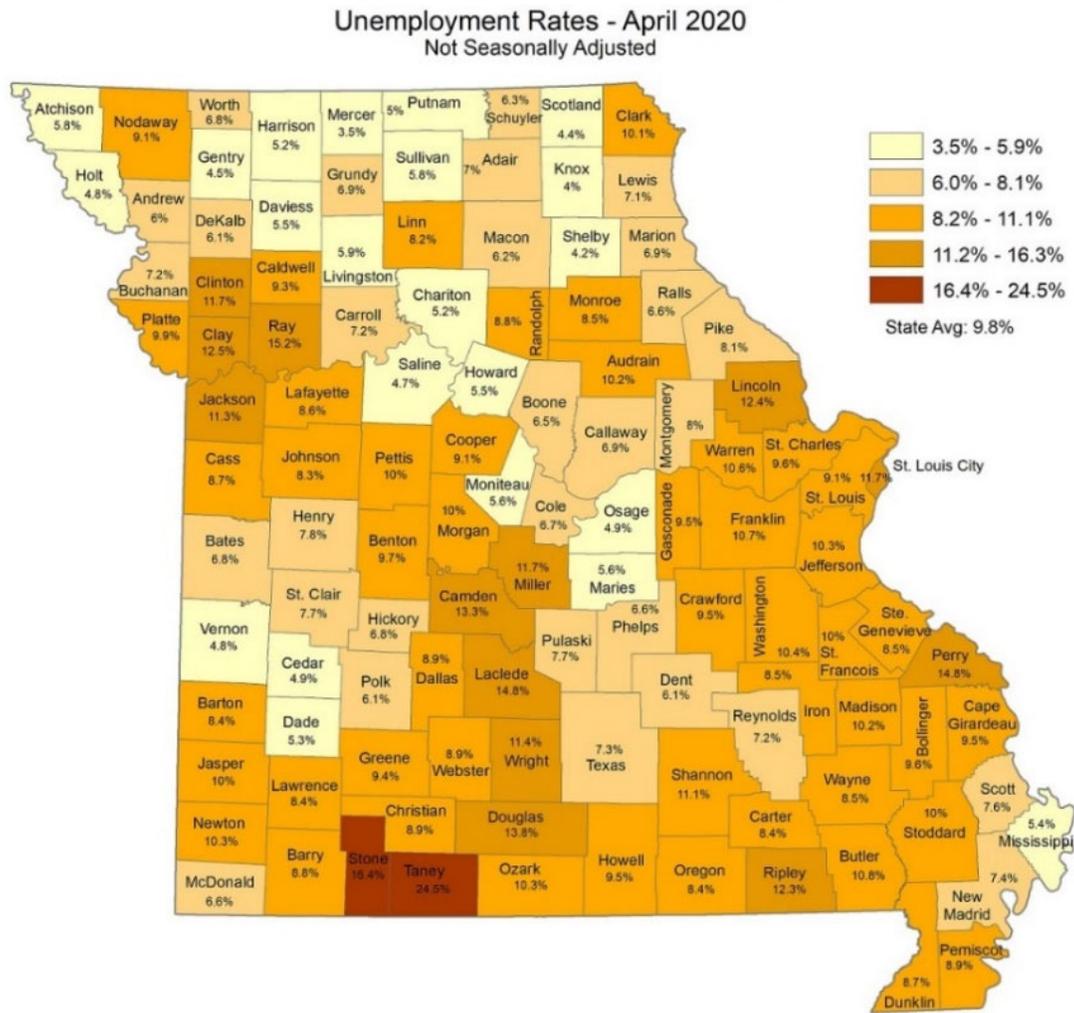
Missouri’s Governor, Mike Parson, and DESE’s Commissioner, Dr. Margie Vandeven, worked quickly and decisively to assist schools, students, and families as they were realizing the enormity of sheltering in place as a protection against COVID-19. Messaging to schools was swift and frequent, waivers were sought and deployed, and educational resources were made available for schools to access. To date, Missouri has totaled 19,464 confirmed COVID-19 cases and experienced 982 deaths due to the disease.

As schools began to close, it became very clear how important our educational system is to everyday life. Schools continued to feed students breakfast and lunch as over 50% of Missouri students are eligible for free and reduced priced lunches. To date, Missouri’s public schools have served over 19 million meals to children during this crisis.

Disparities among the communities where students reside became obvious. Some communities had high speed broadband available to their citizens, others did not. Likewise, inequalities among local education agencies (LEAs) in Missouri became more evident. Some districts had the trained staff and the technological infrastructure to provide high-quality devices

and online instruction for their students, others did not. It also became clear that many students came from homes that did not have the resources necessary to have access to online instruction.

Waivers from the US Department of Education removed certain burdens from schools such as required testing. Many state waivers were requested and put into place so that seniors could graduate on time, even if they had not had an opportunity to meet certain requirements. For instance, in Missouri, students must have 30 minutes of cardiopulmonary resuscitation (CPR) and training in the Heimlich maneuver, they must pass a Missouri and a US Constitution test, and they must earn one-half credit in personal finance before graduation. These graduation requirements were waived for the graduating class of 2020. Although these waivers allowed



students to graduate from high school on time, those same students lost out because these are important life skills.

Data from the Missouri Economic Dashboard indicates a harrowing economic fallout as a result of the COVID-19 pandemic. Payroll employment is down 2,574,000 as of April 2020. Unemployment is up 9.7% with 440,234 seeking unemployment benefits since the beginning of the pandemic. At the worst point this spring, Missourians employed hourly by small businesses such as restaurants and retailers worked only about 50 percent of the hours that they worked in January. At the end of April one survey showed only 5 percent of small businesses were seeing increases in revenue.

Many sectors have lost jobs, and know that some sectors such as the hospitality and leisure industries will have a long road to recovery. However, a Burning Glass report (May 2020) has some good news related to getting Missourians back to work. This report indicates that many jobs in health sciences and services, computer and information sciences, and positions that support advanced manufacturing are some of the occupations least impacted by COVID-19. The report cautions, “Just as we fear overwhelming health care systems with COVID-19 cases and just as our unemployment systems struggle with large numbers of newly unemployed, our workforce development systems are at risk of being overwhelmed as well.”

Over 900,000 students were enrolled in Missouri’s public schools and public charter schools in the 2019-20 school year. Looking at “summer slide” data, that is, the estimated amount of academic loss that occurs between the end of one school year and the beginning of the next (Kuhfeld and Tarasawa, 2020), one should consider the academic impact that the COVID-19 early school dismissals had on students. Kuhfeld and Tarasawa (2020) have evaluated mathematics and reading trajectories through eighth grade. Based on a 2017-2018 student

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sample, under a COVID-19 slide “estimates suggest students will return in fall 2020 with roughly 70% of the learning gains in reading relative to a typical school year. However, in mathematics, students are likely to show much smaller learning gains, returning with less than 50% of the learning gains in some grades.”

Missouri secondary students were enrolled in over 300,000 CTE courses during the 2018-2019 school year, the most recent data available in the *Career Education Program/Course Enrollment Data*. Although specific data on learning loss in CTE is not available, one can extrapolate from the work of Kufheld and Tarasawa (2020) that significant academic loss will occur in any content area if the students are not presented vital content and given the opportunity to practice the skills taught.

The practicing of skills is critical in CTE and is as important as the attainment of knowledge. Knowledge is optimized in CTE as students practice the skills they will take into the workplace. Of these, 84% took their CTE coursework at a comprehensive high school and 16% attended one of our 57 CTE shared-time centers.

The chart on the following page, prepared for Perkins IV reporting, shows the make-up of the secondary students served and their placement status for school year 2018-19. This is the most recently reported placement data available.

**Missouri Department of Elementary & Secondary Education
 Career & Technical Education
 Core Indicator 5 - Placement
 Subindicator 5S1 - Secondary Placement
 Missouri; Year: 2019**

	Number of Completers	Number of Completers Placed in Postsecondary Education, Employment, or Military	Number of Completers Placed in Postsecondary Education	Number of Completers Placed in Employment	Number of Completers Placed in Military
Gender Total	17,656	16,902	11,574	4,760	568
Male	9,496	9,077	5,405	3,190	482
Female	8,160	7,825	6,169	1,570	86
Race/Ethnicity Total	17,656	16,902	11,574	4,760	568
Black	2,172	2,036	1,412	571	53
White	14,063	13,521	9,209	3,846	466
Hispanic	749	709	477	207	25
Asian	251	237	210	23	4
Pacific Islander	20	18	6	9	3
Indian	67	64	41	19	4
Multi Race	334	317	219	85	13
Other/Unknown	0	0	0	0	0
Special Populations Total	11,915	11,174	6,760	4,060	354
Individuals with Disabilities	1,606	1,434	634	761	39
Economically Disadvantaged	6,847	6,424	3,637	2,553	234
Nontraditional Enrollees	3,193	3,065	2,313	673	79
Single Parent	0	0	0	0	0
Displaced Homemakers	0	0	0	0	0
Limited English Proficient (LEP)	268	250	176	72	2
Migrant	1	1	0	1	0
Tech Prep	0	0	0	0	0
Level of Performance 95.73%	State Adjusted Performance Level 98.00%		Variance in Performance Level -2.27%		

The significance of COVID-19 goes beyond the issues related to health and the economy. There is a very real and significant impact on students, and specifically students focusing on programs of study in careers in IT, health care, and manufacturing.

A hallmark of the high-quality CTE programs of study provided in Missouri is the identification of industry recognized credentials students can earn while still in high school. Ours is a list of credentials with value in the workforce for students. Beginning in the 2012-13 school year, Missouri has tracked the number of students earning of industry recognized credentials. DESE defines IRCs as a portable, recognized credential that validates an individual has successfully demonstrated skill competencies in a core set of content and performance standards in a specific set of work-related tasks, single occupational area, or a cluster of related occupational areas.

DESE currently has identified 66 high-quality credentials that have “currency” for students as they transition from high school to the workplace or postsecondary training. All DESE-approved IRCs are vetted by a team of CTE and business and industry experts from around the state. Nineteen credentials have been approved in information technology; seven in health services, and nine in advanced manufacturing. All of these credentials are connected to high-demand occupations in our state.

Students who plan to go directly into the workforce after graduating from high school count on earning an IRC as an entry-level credential. DESE has moved the needle from just over 4,000 credentials earned by high school students in 2013, to almost 9,000 earned in 2019. Although schools have not yet entered the data for the 2019-20 school year, informal polls of high school administrators in charge of CTE programs at career centers/shared-time centers and comprehensive high schools indicate that the administration of IRC assessments to students was down between 70-75% this year due to the COVID pandemic. This means that approximately 6,300-6,750 fewer IRCs were earned this past school year than last.

This mostly impacts high school seniors as they are often enrolled in multi-year programs that culminate not just in the attainment of knowledge and skills, but in a credential that has the potential to open doors to their preferred occupational area. Although the state has extended the timeline for schools to report student IRC attainment to August 31, 2020, schools are indicating that many of the students have moved on and will not be taking the credentialing exam for which they have trained.

High school CTE programs are a fundamental component to Missouri's talent and economic pipeline. This lost opportunity, due to COVID-19, will be life-changing for these students as they may not be able to afford to take the assessments without public school assistance, they may not have the transportation to get to a testing site, and most importantly, they lost two months of critical preparation and training.

Further, a large proportion of the students who complete a Missouri CTE program and go directly into the workforce after high school are identified in a special population. In 2019, over 17,000 students in Missouri completed a CTE program of study and were prepared to continue their education, go straight into the workforce or the military. It is yet to be determined how well the graduating class of 2020 will fare.

Although COVID-19 has presented many immediate challenges, it has also provided an opportunity to think more systemically about our education system and achieving our DESE Vision of "Improving Lives through Education", and our Mission of "Providing Access to Opportunity." By launching the *Remote Learning That Works for Missouri* program, DESE is poised to take a long-term view of how and for what reason a free public education to all children in the state and the inextricable connection between education and the economy. Our focus on three pillars of the Missouri economy - IT, health sciences and services, and advanced

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manufacturing - will provide our students with a rigorous and robust education and an opportunity for immediate employment as the economic pipeline is filled with a highly qualified workforce. It is imperative that all high school students regardless of socio-economic background, disability, or other status are provided with high-quality, equitable online learning resources so that their education is never again interrupted.

DESE agrees with Advance CTE's most recent report, *COVID-19's Impact on CTE*: "With quality and equity as the two guiding principles, state and local leaders should design solutions that not only focus on the short-term crisis but also cast an eye toward reshaping the education system into something stronger and more responsive to the current and predicted needs of learners, employers and the economy." By establishing the ***Remote Learning That Works for Missouri*** program, Missouri will be taking a giant step toward meeting those needs.

STATE ASSETS AND COLLABORATIVE EFFORTS

The COVID-19 pandemic forced a near-total shutdown of school buildings in the spring of 2020—this was a historic upheaval of K-12 schooling in the United States. Missouri felt this as much as any other state and has certainly learned some lessons, but also has raised as many questions. Even in this time of uncertainty, collaboration and supports were provided from the Federal Government, state agencies, nonprofits, business and industry, LEA's, institutions of higher education, and other relevant stakeholders.

The federal support was on its way through the Coronavirus Aid, Relief, and Economic Security (CARES) Act. The purpose of the CARES Act is to provide states with funding to prevent, prepare for, and respond to the COVID-19 pandemic. The Elementary and Secondary

School Emergency Relief (ESSER) Fund will provide the Missouri Department of Elementary and Secondary Education (DESE) with \$208,443,300 which must be appropriated as follows:

- \$187,598,970 or 90% must be distributed to LEAs based on the Title I formula (FY 19), with equitable services provided to non-public schools
- DESE may set aside up to an estimated \$20,844,330 or 10% for the following allowances: "...for administrative costs and the remainder for emergency needs as determined by the state educational agency to address issues responding to coronavirus, which may be addressed through the use of grants or contracts."

With the aforementioned school closures, districts relied heavily on remote teaching and learning to continue educating the over 900,000 students of the state's public and charter school systems. This pandemic has highlighted the digital divide with students having and not having internet access at home. Broadband access is more important than ever, as Missourians have been instructed to stay home from work and school, as a result of the COVID-19 pandemic. Accessibility is critical to meet our needs for education as well as telemedicine, telecommuting, and overall quality of life. In response to this, several broadband providers temporarily offered free internet service, waived disconnect and late fees, provided access to Wi-Fi hotspots, and other measures to help people at home access the services they needed. Many districts also made access available from their buildings so students and parents/guardians could access Wi-Fi in the parking lots. Others sent out buses with Wi-Fi hotspots for those in rural areas to assist in connectivity. The Department of Health and Senior Services (DHSS) provided a webpage listing of over 40 phone and internet providers that were participating in the FCC's "Keep America Connected (for 60 days) Initiative" as well as other related resources.

The closure of schools also highlighted the need for remote learning resources. In an effort to support educators, students, and their parents/guardians, DESE's Office of College and Career Readiness compiled helpful teaching and learning resources for Missouri educators, students, and parents/guardians who were operating remotely due to COVID-19. Information was broken down by subject area, and included online, offline, and hybrid options. An additional page was created for CTE content areas as well. Resources are continually being updated and added. Virtual resources were also being provided by numerous nonprofit organizations, educational associations, educational vendors, LEAs, higher education institutions, and PBS televisions stations.

Other vitally important aspects of the COVID-19 pandemic are the social-emotional and health related issues experienced by Missourians. The DESE School Counseling section provided a plethora of resources related to this topic for use both online and offline by school counselors, mental health professionals, students, and their families. In addition, the Department of Mental Health provided substance abuse and mental health resources pertinent to the emergency shutdown.

In times of crisis and economic insecurity, rates of child abuse and neglect increase. However, reports to Missouri's child abuse hotline declined dramatically during the COVID-19 pandemic. Students not being in school creates barriers to reporting abuse. New resources from Missouri KidsFirst empower teachers, counselors, bus drivers, nutrition staff, and other school professionals in their role as mandated reporters, as they work with children virtually and in non-traditional ways during this trying time. The #Essential4Kids resources, including a flyer and video, provides a quick refresher on the signs of child abuse and neglect and how to fulfill one's responsibility as a mandated reporter during this extraordinary time.

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The Office of Civil Rights (OCR) at the US Department of Education released a webinar on ensuring web accessibility for students with disabilities for schools utilizing online learning during the COVID-19 pandemic. In addition, OCR published a fact sheet for education leaders on how to protect students' civil rights as these leaders take steps to keep students safe and secure.

Missourians in need during COVID-19 can find information about essential services through the online Missouri Services Navigator system provided by the Missouri Department of Higher Education and Workforce Development (MDHEWD). This resource offers instant access to available programs and services such as school meal programs for students, food banks, childcare, diaper banks, counseling, and organizations that assist with housing, transportation, or utilities issues. Every program and service contains a map of the location as well as contact information.

Missouri's Career and Technical Student Organizations (CTSOs), (<https://dese.mo.gov/college-career-readiness/career-education/career-technical-student-organizations>), serve approximately 80,000 Missouri students. CTSOs are an integral part of CTE programs and play an important role in the leadership and technical skill development of our students.

With the state closure order in place, student conferences, competitions, workshops, community service, and the other normal CTSO activities were canceled or postponed. With the stay at home orders in effect, the organizations had to pivot and go from their normal face-to-face state level conferences and competitions to providing those events virtually. This was no small task, but was successfully done by the student and adult leaders of these organizations.

DESE is committed to supporting students and educators in Missouri as they prepare for the next school year. Extended school closures in 2019-20 as a result of the COVID-19 pandemic have created a number of challenges and questions for districts. Of pressing concern is understanding the impact of school closures on learning and most importantly, ensuring opportunities for recovery of student learning. It is widely recognized that acceleration of learning must take place in order for this to happen. Although the system-wide school closure this year was unique, analysis of other school disruptions (hurricane Katrina, the Joplin tornado, etc.) indicate that educators should expect to implement multi-year strategies to address recovery of student learning.

DESE has established a *Task Force for Learning Acceleration* to address these issues. Members of this task force will play a key role in statewide support for learning recovery by providing advice and recommendations to DESE on issues related to accelerating learning for students in the next school year and beyond. The task force will focus on three areas:

1. *Assessment of Learning Loss* – This group will provide recommendations for assessing learning loss as a result of the extended school closures in spring 2020. This will include discussions of instructional progress, variances in local pacing, systemic sources of data and formative assessment tools.
2. *Acceleration of Learning* – This group will provide recommendations for accelerating learning with a focus on the 2020-21 school year. This will include discussions of lessons learned and evidence-based strategies for learning acceleration, such as the identification of the most important learning standards that are prerequisites for future learning and the use of available assessment data.

3. *Reaching All Students* – This group will provide recommendations for reaching all students with strategies to accelerate learning. This will include discussions of equity, meeting the needs of Missouri’s most vulnerable, economically challenged students, students in the primary grades, and responses to the social-emotional needs of students and educators.

Over 100 educators representing all professional education groups and the demographic and geographic makeup of the state have volunteered to serve in this effort. The *Task Force for Learning Acceleration* will make its recommendations this summer, in time for schools to incorporate the ideas for the opening of school this coming fall.

DESE is also striving to develop relationships with new partners. One example is the collaborative effort to work with the National Geospatial-Intelligence Agency (NGA) and its expansion to a new facility in St. Louis.

With the presence of NGA comes the United States Geospatial Intelligence Foundation (USGIF) to St. Louis. The purpose of USGIF is to promote the geospatial intelligence tradecraft and to develop a stronger community of interest between government, industry, academia, professional organizations, and individuals who share a mission focused on geospatial intelligence to address national security objectives.

This new location for the NGA is one example of new opportunities in the workforce of our state. Dozens of other businesses that will serve as suppliers for the NGA and USGIF are expected to relocate to St. Louis in the coming years. The estimated financial impact of this project on the St. Louis metropolitan area is \$5 billion, with the number of jobs in the geospatial industry in St. Louis at 27,000.

GeoFutures, a group of 29 business, civic, and academic leaders is creating a unified plan for making St. Louis the destination for geospatial technology. Creating a pool of talent has been identified as the greatest challenge. To do that, GeoFutures is looking close to home: to the children who live near the new NGA campus, and at the tools and skills they'll need in order to work there if they choose.

The first step is to focus on economic inequality and racial disparities in St. Louis. “Tied to that pipeline, the talent, and the workforce, we want to take advantage of all sectors of the population. One of the things we learned is that African-Americans make up 16 percent of the workforce in St. Louis, but they only make up 9 percent of the geospatial workforce” said Letisha Long, former NGA director in an interview with St. Louis Magazine on January 23, 2020. Geospatial intelligence reaches across all types of industries—from precision agriculture to e-commerce to financial services. It'll be crucial in the development of autonomous transportation. “It's also a high-tech industry,” Long says, “so we need to be working with the students in K-12 when they're making choices on their classes so that they're getting the requisite math and science classes.” Regardless of demographics, she notes, children often aren't prepared. GeoFutures will be developing specific initiatives to engage local kids; for example, programs to help them catch up in math and English.

Missouri only has three secondary institutions offering courses in geospatial information systems. Partnership and collaboration in this instance not only positively affects a city and region, but it impacts the entire state. By developing the *Remote Learning That Works for Missouri* program, DESE can offer these valuable classes virtually to students across the state, offering them an opportunity for high-quality employment in a new field.

With the onset of COVID-19 this spring, schools closed down all across the state. The education of Missouri's 900,000+ students was interrupted. Schools have attempted to provide educational experiences for their students during this crisis, with varied success based upon their local circumstances. That is not good enough. A student's zip code should not determine his/her educational opportunities.

DESE wrote a new strategic plan for the 2019-20 school year. Our Vision is "Improving Lives through Education", and our Mission is "Providing Access to Opportunity." One of DESE's priority areas is "Success-Ready Students and Workforce Development." The development of the *Remote Learning That Works for Missouri* program fits perfectly into our strategic plan, and it is the right thing to do for our state's workforce. DESE owes it to our students to offer them the resources to ensure they are success-ready for Missouri's workforce opportunities.

Other Attachment File(s)

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APPENDIX 1 - Letter of Support from Governor

STATE CAPITOL
201 W. CAPITOL AVENUE, ROOM 216
JEFFERSON CITY, MISSOURI 65101



WWW.GOVERNOR.MO.GOV

Michael L. Parson

GOVERNOR
STATE OF MISSOURI

June 26, 2020

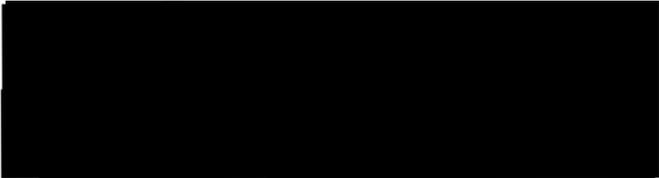
The Honorable Betsy DeVos
Secretary
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary DeVos:

As Governor of the State of Missouri, I am writing to express my strong support for the Missouri Department of Elementary and Secondary Education's application for funding under the Rethink K-12 Education Models Grant. The proposed project will help us bridge the digital divide and advance remote Career and Technical Education (CTE) opportunities in Missouri during the COVID-19 pandemic and beyond.

Workforce development is a top priority for my administration and providing K-12 students multiple pathways to success is a key part of that subject. High school CTE programs are a fundamental component of Missouri's talent and economic pipeline. The interruption of the 2019-20 school year has adversely impacted Missouri's talent pipeline into the workforce. In-person instruction for students halted as schools were dismissed for the year and teaching practices hastily shifted to remote instruction. This was particularly challenging for many CTE teachers and programs due to the nature of the courses taught. I am very proud of Missouri's educators and the way they adjusted to these conditions. We are counting on them to continue to help move our state forward through advanced opportunities for our students.

The focus of the Remote Learning That Works for Missouri program outlined in this grant application will be on providing CTE educators the equipment, resources, and training they need to develop and host high-quality remote learning activities for students in three of Missouri's targeted industries: Information Technology, Health Sciences and Services, and Advanced Manufacturing. As a result of the Rethinking K-12 Education Grant, Missouri CTE educators will be able to do just that – think differently about ways to reach our students at new levels wherever they may be.



Michael L. Parson
Governor

APPENDIX 2 – Individual Resumes

ROGER A. BARNES



EDUCATION

- Ed. D., Education, Saint Louis University – College of Education and Public Service
2011, Emphasis: Educational Leadership
- Ed. S., Practical Arts & Vocational Technical Education, University of Missouri - Columbia
1993, Emphasis: Secondary & Vocational School Administration
- M. Ed., Practical Arts & Vocational Technical Education, University of Missouri – Columbia
1987, Emphasis: Agricultural Education
- B. S., Agricultural Mechanization, University of Missouri – Columbia
1983, Emphasis: Business

EMPLOYMENT EXPERIENCE

- July 2019 - Present **MoDESE CTE Coordinator:** Responsible for overseeing State of Missouri Career and Technical Education program approval, program improvement and leadership funds, federal Perkins V funds, and CTE communication to secondary and postsecondary institutions.
- July 2011 - June 2019 **Chillicothe R-II Superintendent:** Responsible for District vision and goals, instructional leadership of District, District CSIP and goals, budget management, certified personnel, evaluation of district administrative team, employee health, property and liability insurance procurement, coordinator of buildings and grounds, and serve as spokesman for the district.
- Summers, 2014-2016 **Adjunct Instructor, Northwest Missouri State University:** Instructor of School Finance for aspiring Principals and Superintendents.
- July 2005 - June 2011 **El Dorado Springs R-II Superintendent:** Responsible for instructional leadership of the District, providing the District with vision and growth of District’s mission, coordinator of District CSIP and goals, budget management, evaluations of district administrators and central office staff, and serve as spokesman for the district.
- July 2000- June 2005 **Carrollton Area Career Center Director, Carrollton R-VII School District:** Responsible for instructional leadership of vocational programs, program and staff evaluations, student discipline and attendance, federal and state vocational grants, District vocational budget management, chairman of Carrollton School and Community Partnership in Education (SCOPE) committee, and supervision of extra-curricular activities.
- July 1997- June 2000 **Carrollton R-VII High School Principal:** Responsible for curriculum and instruction, student discipline and attendance, faculty evaluations, supervision of extra-curricular activities, and assisted with A+ school designation.
- August 1993- June 1997 **Brunswick R-II High School Principal:** Responsible for student discipline and attendance, scheduling and supervision of extra-curricular activities, curriculum and facility management, staff evaluations, District pupil transportation reports, and District homeless child coordinator.
- July 1987- June 1993 **Pleasant Hope R-VI Vocational Agricultural Instructor:** Teaching and directing agricultural courses, and advisor of local FFA and Young Adult Farmer Association.

PROFESSIONAL ACTIVITIES

Missouri Department of Elementary and Secondary Education, Commissioner of Education Career & Technical Education Advisory Council past member
Missouri Educators' Trust Board, past Directors
Chillicothe Education Foundation Board of Directors
Chillicothe YMCA Board of Directors, Past President
Livingston County Library Trust Board, Member
Hedrick Medical Center Community Advisory Board Member
Chillicothe Rotary Club, Member & Past President
Chillicothe Chamber of Commerce Board of Directors; Past Board of Directors, El Dorado Springs & Carrollton
Northwest Missouri Association of School Administrators, Emeritus Member
Missouri Association of School Administrators, Life Member
Missouri Association of Career and Technical Education, Administrative Division, Past State Vice President

PERSONAL

Married, willing to relocate
Hobbies: Backyard BBQ cook-off competition, fishing, traveling, and stain glass creation
Church of Christ member



Professional Experience

Missouri Department of Elementary and Secondary Education Business, Marketing and IT Education, Jefferson City, Missouri 2014 to Present, Director

- ◆ Provide statewide leadership to teachers and administrators
- ◆ Coordinate and direct the supervisory and support staff in providing services to local school districts
- ◆ Participate in the development of administrative standards and procedures to be used in the establishment and operation of career education programs
- ◆ Review and make recommendations on proposals for new programs, budgetary items and payments to schools
- ◆ Assist in the preparation and revision of appropriate forms, maintain records for fiscal and statistical accounting and make necessary reports
- ◆ Provide oversight to the activities of the Career and Technical Student Organizations operated by the section (Collegiate DECA, DECA, FBLA-PBL)
- ◆ Maintain section website
- ◆ BMIT Resource Book editor
- ◆ Review for approval all section contracts

Missouri Department of Elementary and Secondary Education Business, Marketing and IT Education, Jefferson City, Missouri 2009-2014, Supervisor

- ◆ Coordinated and facilitated curriculum projects and various meetings
- ◆ Planned and conducted student conferences, meetings and workshops as the Missouri Collegiate DECA State Advisor
- ◆ Interfaced with Missouri Marketing and Cooperative Education Association (MCEA) including board meetings and conferences
- ◆ Assisted in processing budgets, purchases and reimbursements
- ◆ Reviewed funding requests and approve funds for business and marketing programs using 50/50 money
- ◆ Reviewed and approved salary reimbursements
- ◆ Recruited, assigned and managed the BMIT mentoring program
- ◆ Consulted with schools/districts to promote, initiate, develop and evaluate programs
- ◆ Planned BMIT Emerging Technology Workshop Series
- ◆ Transferred DESE content on internet to new format (Drupal)

Missouri Department of Elementary and Secondary Education Early Childhood Education, Jefferson City, Missouri 2006-2009, Supervisor

- ◆ Approved Parents as Teachers (PAT) and Missouri Preschool Project (MPP) reports
- ◆ Monitored PAT and MPP programs across the state

St. Peter School

Jefferson City, Missouri 1999-2005, 4th grade teacher

- Responsible for all aspects of classroom instruction and management

Education

- ◆ Lincoln University
Jefferson City, MO
Bachelor of Science in Elementary Education
- ◆ Moberly Area Community College
Moberly, MO
6 credit hours

Leadership Roles and Memberships

- ◆ Missouri Collegiate DECA State Advisor
- ◆ Marketing and Cooperative Education Association (MCEA) liaison
- ◆ Missouri Business Education Association (MBEA) member
- ◆ Marketing and Cooperative Education Association (MCEA) member
- ◆ Missouri Association for Career & Technical Education (MoACTE) member
- ◆ Association for Career & Technical Education Association (ACTE) member
- ◆ Mentoring coordinator
- ◆ Math-in-CTE Co-coordinator
- ◆ MSIP team leader trained

Relevant Experience

- ◆ Edited the new Personal Finance standards and presented to the State Board of Education for approval
- ◆ Edited the Common Criteria and Quality Indicators, a program evaluation tool for Career Education programs
- ◆ Served as an educational resource for the development of the Missouri Computer Science standards work group
- ◆ Attended Joint Committee on Education hearing for Computer Science
- ◆ Edited the new Computer Science standards and presented to the State Board of Education

Volunteer Activities

- ◆ St. Thomas Parish Picnic Wait Staff Chair
- ◆ Former 15U Girls' Softball Coach
- ◆ Former 5th Grade Girls' Basketball Coach
- ◆ Former St. Thomas Fall Fantasy Planning Committee
- ◆ Former PTA Vice-President
- ◆ Former PTA President

DR. OSCAR CARTER

I have been working in Career and Technical Education all of my life. I have a passion for career education and workforce development. I would love to continue my efforts to build a stronger relationship with between DESE and other Workforce and Economic Development partners.

Experience

May 2014 to Present Day

Director of Skilled Technical Sciences –Department of Elementary and Secondary Education, Jefferson City, MO

- Directed all skilled trades programs for high schools, career centers, and colleges. Over the last two years I have worked with Apprenticeship Training Representatives to develop 44 Registered Youth Apprentices and 12 Apprenticeship Programs.
- I have worked to establish business and education partnerships across the state. I have worked with the Urban League and Missouri Vocational Rehabilitation to establish registered youth apprenticeships for disadvantaged youth.
- I am a functional user in the RAPIDS Department of Labor apprenticeship system.
- I have presented on Registered Youth Apprenticeships to over 30 local schools across the state, to multiple teacher and professional organizations, and to national educational and industry professional conferences.
- I have bridged the gap between the Department of Elementary and Secondary Education and the trade unions in Missouri to develop both youth and adult apprenticeship programs.
- In addition, I have partnered with the Missouri Department of Labor Office of Apprenticeship to develop an instructional flyer on developing Registered Youth Apprenticeships.

October 2011 to May 2014

Supervisor of Agriculture Education – Department of Elementary and Secondary Education, Jefferson City, MO.

Supervised the Agriculture Education programs at the high school and college level in North East, Missouri. Worked to develop partnerships with local industries. Missouri Farm Bureau paid for a curriculum project and I led the development of that project.

July 2004 to June 2011

Assistant Director of the Columbia Area Career Center- Columbia Public Schools, Columbia, MO.

Supervised the skilled trades programs and worked to develop company support for our programs. Each program had an advisory council made up of local employers. Managed major renovation and construction projects for the career center, and worked closely with the construction contractors on these projects.

July 1985 to June 2004

Agriculture Education Teacher –Ozark Mtn. Technical Center, Mtn. Grove, MO.

July 1, 1983 to June 1985

Agriculture Education Teacher – Rolla Technical School, Rolla, MO.

July 1, 1982 to June 1983

Professional Logger - Laird Logging, Port St. Joe, Fl.

I worked for a year with my family as a professional logger.

July 1, 1980 to June 1982

Agriculture Education Teacher – Richland High School, Richland, MO.

Education

May 2008

Education Doctorate in Education Leadership and Policy Analysis, University of Missouri Columbia

An exclusive degree for educational and business leaders.

May 1987

Masters in Vocational Education, University of Missouri Columbia

This degree included courses on the history of vocational education and the relationship between vocational education and economic, workforce development.

May 1980

Bachelors of Agriculture Education, University of Missouri Columbia

Skills

- Able to serve as an intermediary between education and employers to develop strong registered apprenticeships that have exceptional related high school or college instruction.
- I have already been working the last two years with the Apprenticeship Training Representatives and have facilitated the development of 14 Registered Youth Apprenticeships with 84 apprentices, and 32 employers.

Activities

- Founding member of the Missouri Apprenticeship Team
- Member of the WIOA implementation team for two years
- Presented on Registered Youth Apprenticeships at the school, state, and national levels over the last two years.
- Member of the newly created Interagency Team, of Apprenticeship and Work Based Learning.

Publications

- Using Registered Apprenticeships to Create a Sustainable Talent Pipeline and Strengthen Business Relationships, National Career Pathways Network, Connections, Volume 28, no.2: Apprenticeship and More, 2016.

Steve Bryant

Summary of Experiences

Having worked in business and industry as a young person and then within the professional educational domain, I have demonstrated expertise and success as a leader, as a business manager, as a fiscal agent, and as an instructional leader with a focus on student achievement and shared leadership. I have been fortunate to have practical training in the professional world which has shaped my leadership style of shared, collaborative leadership design, consistent and effective communication among and between stakeholders, the ongoing awareness for effective, conservative fiscal management, and the overarching requirement for continual improvement at the highest quality levels of educational programming available to young people.

Professional Experiences and Areas of Emphasis

Missouri Career Pathways Manager

2017-Present

Missouri Department of Elementary and Secondary Education

Office of College and Career Ready

- Foster and maintain relationships with state agencies related to workforce and economic development
- Develop and sustain relationships with appropriate school districts and occupational organizations in expanding Pathways in the state
- Expand and continue a relationship with the Department of Higher Education and appropriate institutions to smooth the development of new and existing programs of study
- Provide leadership and support in shaping and implementing new program work focused on work-based learning in the middle through high school years, bridging to post-secondary education or training
- Work in close partnership with senior representatives from local and state governments, diverse industry areas, community non-governmental organizations, military, and local educational agencies to build a seamless pipeline for secondary students to

- gain readiness skills to enter into career fields supported across the state
- Coordinate and review research and collect, analyze and disseminate data as requested and required for the development and implementation of the statewide Pathways strategic plan.
 - Develop and provide communications to regional leads, statewide planning team, and relevant offices in the Career Pathways efforts.
 - Provide technical assistance and program oversight for all identified Pathways partners around related curricula, work-based programming, and local/regional community

Adjunct College Instructor

William Woods University

2015-Present

- Facilitating and Instructing Masters and Specialist Level Courses in Educational Administration and Curriculum

Superintendent

2010-2015

Union R-XI School District

- Managed all traditional roles/responsibilities of District level leadership
- Developed/led educational programming for 3000+ student population
- Prepared/implemented an approximately \$30 million dollar budget
- Designed fiscal management systems that created a 35% fund balance while providing average pay raises between 3% and 10% for personnel for each of the five years serving the District while improving programming and facilities for students and staff
- Provide direct oversight for 375 personnel
- Coordinate/manage 30 bus fleet with responsibility for transportation system overall
- Began design/implementation of sorely needed facilities and technology infrastructure renovation/repair
- Implemented training/evaluation procedures addressing professional growth -- all personnel areas inclusive of health services, maintenance, transportation, clerical, instructional staff, building level leadership, etc.
- Formalized Professional Learning Communities (PLC) programming in all buildings and District wide

- Articulated/implemented Instructional Practices Inventory (IPI) opportunities in all buildings for purposes of improved instructional practices
- Instituted/implemented shared leadership practices at all levels including student leadership, teacher-led initiatives, and improved building level leadership practices

Superintendent

2005-2010

Salem R-80 School District

- Led District level programming for 1500+ student population
- Prepared/implemented a \$13 million dollar budget with strong reserves for future economic needs
- Facilitated 10 year District Master Plan
- Implemented the development/articulation/implementation of a vision of learning to include professional learning community programming and instructional practices inventory processes
- Formulated /supervised/implemented a supervision program directly aligned with instructional improvement and student achievement
- Directed additions/renovations to buildings throughout District
- Met all 14 MSIP standards for final two years of appointment in District

Assistant Superintendent

2002-2005

Salem R-80 School District

- Designed/implemented MSIP process and acted as MSIP Coordinator
- Designed/ implemented instructional improvement to attain Distinction in Performance
- Designed/implemented/Coordinated District Safety Plans
- Held responsibility as Physical plant and operations manager
- Held responsibility as Human Resources Director for all levels of personnel management
- Coordinator for all federal programs inclusive of budget/reporting/instructional requirements

Director of Career and Technical Education

1993-2002

West Plains R-VII School District

South Central Career Center

- Oversight of over 1100 secondary and post-secondary students with 52 full time staff
- Managed a \$4 million budget with incremental increases over 9 years
- Development, writing, and implementation of federal and state grants
- Collaborated with 12 other school districts to form a local School to Work Consortium - fiscal agent
- Initiation and implementation of new curricular offerings

Agri-science Instructor

1983-1993

West Plains R-VII School District

- Initiated/implemented new programs into career development programming (Horticulture)
- Developed programming for/coached numerous State FFA Contest Teams
- Developed/coached a National FFA Nursery/Landscape Team
- Chaired the West Plains R-VIII Professional Development Committee
- Participated as a DESE/University of Missouri Curriculum Committee Member (3 committees)

Educational Preparation

<i>William Woods University</i>	Fulton, MO
2020	
Educational Doctorate in Educational Leadership (ABD)	
<i>Missouri State University</i>	Springfield, MO
2004	
Specialist in Educational Leadership	
<i>University of Missouri</i>	Columbia, MO
1989	
Master of Science - Education	
<i>Missouri State University</i>	Springfield, MO
1983	
Bachelor of Science - Education	

Business Experience

1976-1983

Established/managed a startup operation in Livestock Marketing and Transportation Company

Professional Memberships

Missouri Association of School Administrators (MASA)

- South Central Nominee for the Pearce Award
- State Legislative Committee Member
- State Executive Committee - Served for Three 3 Year Terms
- Past President South Central MASA

Missouri Association of School Business Officials (MoASBO)

Missouri Association for Career and Technical Education (MOACTE)

Missouri Council of Career and Technical Administrators (MCCTA)

- 2002 President Elect
- Committee member Vocational Certification Revision/Delivery Systems

American Association for School Administrators (AASA)

Association for Supervision and Curriculum Development (ASCD)

Association for Career and Technical Education (ACTE) National

Delegate

Awards/Accomplishments

South Central Nominee for the MASA Pearce Award 2015

MASA 2008 New Superintendent of the Year Award

Superintendents' Leadership Academy 2006-07

Missouri Finalist for the National FFA Agriscience Teacher of the Year Award

Community Activities

Rotary Clubs - West Plains, Salem, and Union (Served on Executive Officer Rotations in all three clubs)

Area Chamber of Commerce Board of Directors - West Plains, Salem, and Union

Economic Development Corporations- Salem and Union

Janice M. Rehak



Missouri Educator Certifications

Counselor K-8; Counselor 7-12; School Psych Examiner K-12; Principal 7-12; Librarian K-12; English 7-12

Education

Currently working on Education Doctorate, University of Missouri, St. Louis with an emphasis in Educational Leadership. Current status: ABD

Educational Specialist, University of Missouri, Columbia, 1997. Emphasis area: Secondary Administration.

Master of Science, University of Missouri, St. Louis, 1984. Emphasis area: Secondary Counseling.

Bachelor of Science, Southeast Missouri State University, Cape Girardeau, 1980 Major: English; Minor: Library Science

Work Experience

Coordinator, Career and Technical Education, Missouri Department of Elementary and Secondary Education, 2012-present, Blaine Henningsen, Supervisor

Duties include serving as an advisor to the assistant commissioner on issues pertaining to career and technical education curriculum and assessments, working with internal teams on curriculum development as needed, build and foster a professional learning community environment, plans for and executes large-scale projects that include multiple activities and complex financial arrangements, supervises professional and support staff to create a cohesive work group.

Supervisor, Health Science Education, Missouri Department of Elementary Education, 2009-2012, Gavin Allan, Supervisor.

Duties included approving programs in health science education, supporting health science faculty and administrators in secondary, adult and postsecondary programs across the state. Assisted with SkillsUSA state contests in health science. Directed the national SkillsUSA Health Science Portfolio contest. Directed and promoted HOSA at the state and national levels—growing the organization from under 100 students to over 1000. Participated on various committees for the MO Association of Career and Technical Education (MoACTE), liaison to the health science division of MoACTE. Represented Missouri on National Council of Health Science Educators; Collaborated with the Missouri Foundation for Health on a grant to provide funding for middle school HOSA chapters across the state.

Supervisor, Leadership Academy, Missouri Department of Elementary and Secondary Education, P.O. Box 480, Jefferson City, MO 65102, 2006-Present. Dr. Doug Miller, Coordinator. Position was eliminated due to budget cuts.

Work at DESE is primarily in professional development. Specialty area is teacher development and evaluation. Director of the statewide network of Teachers' Academies; director of the Standards

Assessment Inventory (SAI) project-an instrument which evaluates schools, districts, regional centers and the state's professional development efforts; coordinated the statewide Pathways Conference; trained administrators across the state in the PBTE and PBPE processes; MSIP(state accreditation system) participant, co-chair, advisory team member and member of the Panel of Experts for Professional Development; advisory committee member for the establishment of statewide teaching standards; various work in the area of teacher mentoring. Wrote and received two professional development grants for the statewide Teachers' Academy.

High School Principal serving 291 students in grades 7-9 and 29 faculty and staff, Harrisburg R-VIII School District, 1000 S. Harris St., Harrisburg, MO 65256. 1999-2006 (retired). Dick Davis, Superintendent, (573) 751-5604.

Accomplishments include: Successful transitions during two building phases; enhanced course offerings to high school students by adding AP classes and additional math and science courses; enhanced mathematics and science department offerings; worked closely with counselor in implementing student four-year plans, registered new and current students for their classes as well as reviewed transcripts of all students; psychological examiner for district; assured that all MSHSAA requirements were met by district; wrote and received several Boone County Community Trust grants; continually worked with staff to review MAP, ACT, higher education, attendance, drop-out and other data to assess current status of school and plan for improvement; enhanced student incentive/award programs; Co-Director of Special Education Services, 2002-2004

High School Principal serving 100 students in grades 7-12, 1996-1999, Jamestown, MO Additional duties included: Curriculum Director, Title I Director, Federal Programs Coordinator, Special Education Director, Student Council Sponsor, Goals 2000 Coordinator.

Accomplishments include: Recipient of Goals 2000 competitive grant 1996, 1997, 1998; modified eight-block schedule to accommodate current instructional practices and developmental needs of students; developed co-curricular program by adding student activities and organizations to the regular school day; directed elementary and secondary staff in revising and aligning science and math curriculum to state standards.

Missouri Department of Elementary and Secondary Education 1989-1996. Supervisor, Title I, 1991- 1996; Supervisor Incentives Grants, 1989-1991. Dee Beck, Coordinator.

Ste. Genevieve School District, 1983-1989. Middle School Media Specialist, Earl Wilson, Principal.

Wellston School District, 1981-1983. High School Media Specialist, Henry Anderson, Principal.

Trainings/Committees/Special Assignments

- Directs statewide New Teacher Institute for new career and technical education teachers
- Directs the identification of industry recognized credentials and stackable credentials for high school students
- Works with the Department of Workforce Development/Higher Education to identify and promote high-demand occupations in Missouri
- Differentiated Instruction training with Nanci Smith
- Presenter at the National Staff Development Council annual conference, Washington D.C.
- Conducted PBTE and PBPE presentations state wide
- Trained by Jim Knight in a train-the-trainer model for instructional coaching
- Trained by Robert Garmston in Cognitive Coaching
- MSIP, Missouri's school accreditation system, Advisory Committee member; MSIP team member and co-team leader 2006-2012
- Selected Missouri Quality Award examiner 2009-2010
- ISLLC national scorer 1998, 2007; chaired focus groups from across state to provide input on new standards
- Assessment for Learning training, 2006
- Little Dixie Principal's Association president 2005, secretary 2004, 2006
- Specialized Educational Services (SES) reader for Title I 2009
Principal's Leadership Academy participant (1998) and facilitator (2006-2009)
- Co-authored paper outlining blending of state and federal and special education funds for early childhood programs 1997
- Trainer in Covey's Seven Habits of Highly Effective People 1996; (2005; 2007)
- Co-directed Chapter 1 research project on integrated computer learning systems 1992; participated in research on effectiveness of Reading Recovery 1993-1996

Professional Affiliations

Phi Delta Kappa, Missouri Association of Secondary School Principals—lifetime member, Association of Career and Technical Education, Missouri Association of Career and Technical Education, Missouri Council of Career and Technical Administrators, Missouri Retired Teachers Association

BLAINE A. HENNINGSEN, Ed. D.



CERTIFICATIONS

Missouri Superintendent Certificate
Missouri Principal Certificate
Missouri Lifetime Teaching Certificate in Social Studies 7-12
National Institute for School Leadership

EDUCATION

2002 University of Missouri-Columbia
Doctor of Education Degree – Education Administration

1995 Southern Illinois University-Edwardsville
Specialist Degree – Educational Administration

1990 Southern Illinois University-Edwardsville
Masters Degree – Educational Administration

1977 University of Missouri-Columbia
Bachelor of Science Degree in Education – Social Studies

PROFESSIONAL EXPERIENCE

2015-Present Assistant Commissioner for College and Career Readiness
Missouri Department of Elementary and Secondary Education
Jefferson City, Missouri

2008 - 2015 Superintendent of Schools
Carthage, R-9 School District
Carthage, Missouri

2004 - 2008 Assistant Superintendent for School Accountability
Hazelwood School District, St. Louis County, Missouri

1998 - 2004 Principal, Hazelwood East High School
Hazelwood School District, St. Louis County, Missouri

1997 - 1998 Associate Principal, Hazelwood West Jr.-Sr. High School

BLAINE A. HENNINGSEN, Ed. D.

Hazelwood School District, St. Louis County, Missouri

1993 - 1997 Assistant Principal, Kirby Junior High School
Hazelwood School District, St. Louis County, Missouri

1992 - 1993 Administrative Intern
Hazelwood School District, St. Louis County, Missouri

1986 - 1992 Teacher/Coach, Hazelwood West Jr.-Sr. High School
Hazelwood School District, St. Louis County, Missouri

1983 - 1986 Teacher/Coach, St. Clair High School
St. Clair School District, St. Clair, Missouri

1978 - 1983 Private Business

1977 - 1978 Teacher/Coach, Mexico High School
Mexico School District, Mexico, Missouri

PROFESSIONAL MEMBERSHIPS

American Association of School Administrators
Missouri Association of School Administrators
Southwest Missouri Association of School Administrators
Association for Supervision and Curriculum Development

ADDITIONAL PROFESSIONAL ACTIVITIES

National Institute for School Leadership Executive Development Program/MoLEAD
Missouri Securities Investment Program - Board of Directors - 2011 to present
Missouri FCCLA's State Administrator of the Year - 2004
Department of Elementary and Secondary Education's Leadership Academy
St. Louis Principal's Academy
St. Louis County Juvenile Justice Association
St. Louis County Pilot Probation Program District Liaison
Dismantling Racism Institute for Educators
Missouri Association of Secondary School Principals Round-Table
Missouri Association of Secondary School Principals New Teacher's Conference - Facilitator
Ventures for Excellence Teacher Interview Training
Haberman Star Teacher Interview Training
Haberman Principal Interview Training
Recruiter for Hazelwood School District at Teacher Fairs
Cognitive Coaching Training

BLAINE A. HENNINGSEN, Ed. D.

PROFESSIONAL CONFERENCES / WORKSHOPS ATTENDED

American Association of School Administrators National Conferences
National Association of Secondary School Administrators National Conferences
High Schools That Work Summer Conferences – Southern Regional Education Board
Model Schools Conferences – International Center for Leadership in Education
Urban Education Innovation Network Conference
North Central Association Conventions
National Staff Development Council Conference
Closing the Achievement Gap Academy – Larry Bell
Framework for Understanding Poverty – Ruby Payne
Unwrapping the Standards – Center for Performance Assessment
Data Driven Decision-making – Center for Performance Assessment
Making Standards Work – Center for Performance Assessment
Balanced Leadership – Center for Performance Assessment
African American Academic Achievement Forum

REFERENCES

Dr. Margie Vandeven, Commissioner
Missouri Department of Elementary and Secondary Education
205 Jefferson Street Jefferson City, MO 65101
[REDACTED]

Dr. Roger Dorson, Deputy Commissioner
Missouri Department of Elementary and Secondary Education
205 Jefferson Street Jefferson City, MO 65101
[REDACTED]

APPENDIX 3 – Indirect Cost Rate Agreement

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

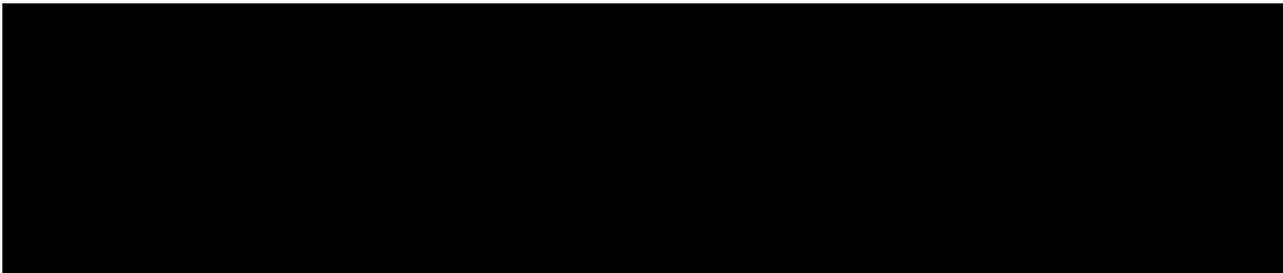
Missouri Department of Elementary & Secondary
Education
205 Jefferson Street, P.O. Box 480
Jefferson City, MO 65102-0480

Date: June 8, 2020

Agreement No. [REDACTED]

Filing Reference: This replaces previous
Agreement No. [REDACTED]
Dated: 7/24/2019

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



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 \$1,000.

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

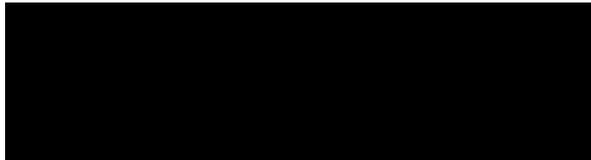
Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

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:

Missouri Department of Elementary & Secondary Education
205 Jefferson Street, P.O. Box 480
Jefferson City, MO 65102-0480



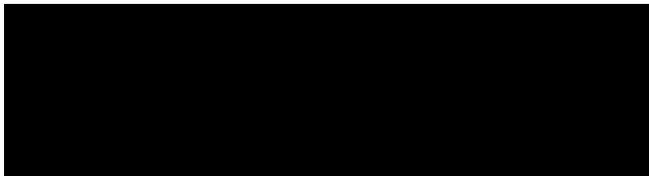
Margie Vanderen
Name

Commissioner of Education
Title

6/9/2020
Date

For the Federal Government:

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



Signature

Andre Hylton
Name

Director, Indirect Cost Division
Title

June 8 2020
Date

Negotiator: Mae Ewell
Telephone Number: 

APPENDIX 4 – Proprietary Information

No proprietary information is found within our grant application.

APPENDIX 5 – Assurance

We, the Missouri Department of Elementary and Secondary Education, hereby attest that we shall provide information to the Secretary, as requested, for evaluations that the Secretary may carry out.

June 17, 2020

The Honorable Betsy DeVos
Secretary
United States Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202

Dear Secretary DeVos:

It is my pleasure to write this letter of support on behalf of the Missouri Statewide Career & Technical Education (CTE) Advisory Council to express our support for the Missouri Department of Elementary & Secondary Education (DESE) to apply for funding under the Rethink K-12 Education Models grant. The Covid-19 pandemic affected many businesses and individuals, and the pandemic required educators to adapt quickly to the current situation. As a CTE Director for an area career center, many of our technical education instructors creatively sought ways to continue to educate, yet barriers such as lack of internet access is a common factor in many areas in the state of Missouri.

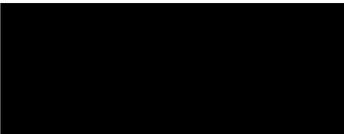
DESE is seeking to utilize funds through this grant to assist CTE centers in providing innovative CTE in Missouri for present use and for use in future pandemics.

The CTE Advisory Council strongly supports DESE's mission: Providing Access to Opportunity (for students). The Council developed a Strategic Plan with a vision: Creating Career Ready Missourians. DESE's mission and the CTE Advisory Council vision are strategically aligned.

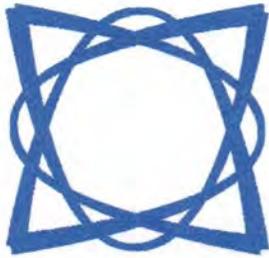
DESE's *Remote Learning That Works for Missouri* is a proactive initiative to rise to the challenges many educators and schools faced during this unprecedented pandemic. The State of Missouri's funding for education has been cut by over \$130 million due to the pandemic. In a time where funding for education is most needed, DESE continues to seek ways to assist Missouri schools and students to high-quality remote learning courses.

The CTE Advisory Council looks forward to working with DESE to develop the *Remote Learning That Works for Missouri* to innovate CTE for the benefit of Missouri's students.

Sincerely,



Mrs. Jackie Jenkins, Chair
State of Missouri CTE Advisory Council



GatewayGIS

1531 Pine Street, #1407
St. Louis, MO 63103

June 24, 2020

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

Dear Secretary DeVos:

On behalf of GatewayGIS, I am writing to you to express support for the Missouri Department of Elementary and Secondary Education (DESE) as it applies for funding under the *Rethink K-12 Education Models* grant. The proposed project will greatly help our collaborative efforts to bridge the digital divide and create more resources for Career and Technical Education (CTE) in Missouri during the current and future pandemics.

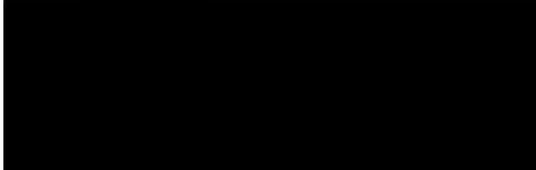
In Missouri, many of students do not have access to the internet at home. Teachers faced unforeseen challenges during the COVID-19 pandemic. In some communities, student participation dropped by 40% when school closures went into effect in March 2020.

DESE's *Remote Learning That Works for Missouri* program is an important initiative to rise to the challenge of educating during a pandemic. State funding has been cut by over \$130 million which will negatively impact DESE's programming this year. As this agency addresses the urgent crisis in education, reimagining CTE will help connect educators and students to high-quality remote learning courses.

The *Remote Learning That Works for Missouri* resource library developed through this project will address educational needs related to remote learning during a pandemic. As the creator and founder of GatewayGIS, our mission "Bridging the digital, geographic, cultural, racial, and economic divide" aligns with the purpose of the proposed project. Our collaborating partners

represent various academia, government, industry, and nonprofit organizations that are committed to help DESE, in addition to our collectively fulfilling the increasing needs for a thriving workforce development support system. Because GatewayGIS collaborating partners provide programs focused on GIS (Geographic Information Systems) that is integrated as part of STEAM (Science, Technology, Engineering, Arts, and Mathematics) education for Preschool to 12th grade in the bi-state St. Louis Region, we look forward to working with DESE to develop the *Remote Learning That Works for Missouri* resource library and CTE innovations to benefit all of Missouri's students.

Sincerely,



Creator/Founder
GatewayGIS



EWING MARION
KAUFFMAN
FOUNDATION

June 22, 2020

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

Dear Secretary DeVos,

I am writing on behalf of the Ewing Marion Kauffman Foundation to express our support for the Missouri Department of Elementary and Secondary Education (DESE) as it applies for funding under the Rethink K-12 Education Models grant.

The grant will support pathways in Career and Technical Education (CTE) that are aligned to Health Services, Information Technology and Advanced Manufacturing. These industry sectors promise the most growth and opportunity for Missouri's future workforce. To continue to provide current students opportunities for these future careers an investment must be made to pivot learning modalities to accommodate remote learning and better equip educators for delivery of remote learning.

In Missouri, many students do not have access to the internet at home, a huge challenge for teachers during the COVID-19 pandemic. In some communities, student participation dropped by 40% when school closures went into effect.

The potential return on investing in the professional development of CTE teachers along with the tools and platforms to deliver remote learning is significant. Additional work to partner with industry to provide real-time and relevant context is critical. The Kauffman Foundation believes that this work, while initially applied in CTE pathways, has the ability to transform the high school experience and better prepare students for the opportunities of the future.

We look forward to working with DESE on innovative CTE pathways for the benefit of Missouri's students.

Regards,

[REDACTED]
Vice President of Education
Ewing Marion Kauffman Foundation

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CC: Steve Bryant
Blaine Henningsen

PR/Award # S425B200023

Page e70

4801 ROCKHILL ROAD KANSAS CITY, MISSOURI 64110-2046

[REDACTED] KAUFFMAN.ORG @KAUFFMANFDN



June 25, 2020

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

Dear Secretary DeVos,

I am writing to express strong support for the Missouri Department of Elementary and Secondary Education (DESE) as it applies for funding under the Rethink K-12 Education Models grant. The proposed project will greatly help Missouri bridge the digital divide and innovate Career and Technical Education (CTE) present use and for use in future pandemics.

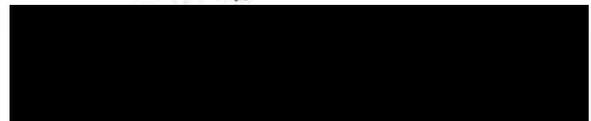
I work at LEIDOS in St. Louis, a Fortune 500 IT company, and we are committed to expanding STEM education throughout the greater St. Louis area, especially in K-12, economically depressed communities. The children in these neighborhoods are faced with numerous challenges and the transition to remote learning due to coronavirus was another barrier. With the new National Geospatial Intelligence Agency's facility, expected completion in 2025 in north St. Louis, it is imperative we grow an educated workforce to fill the projected 27,000 tech jobs. The ESF-REM grant will make a significant impact towards that effort.

In St. Louis, many of our students do not have access to the internet at home nor a tablet, computer, etc which was a huge challenge for educators during the COVID-19 pandemic.

DESE's *Remote Learning That Works for Missouri* program is an important initiative to rise to the challenge of educating during a pandemic. State funding has been cut by over \$130 million which will negatively impact DESE's programming this year, just as we are facing an urgent crisis in education. DESE is reimagining CTE to help connect educators and students to high-quality remote learning courses.

The *Remote Learning That Works for Missouri* resource library developed through this project will address educational needs related to remote learning during a pandemic. As we've seen as a country, there is tremendous opportunity with virtual learning, provided that all of the children we educate have access to high-quality remote learning experiences. Building the technological literacy of our educators is also extremely important to open opportunities in the 21st century workforce for Missouri students.

Sincerely,

A large black rectangular redaction box covering the signature of Robert R. Basom.

Robert R. Basom



Date: 6/25/2020

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

Dear Secretary DeVos,

I am writing on behalf of Lindenwood University to express our strong support for the Missouri Department of Elementary and Secondary Education (DESE) as it applies for funding under the Rethink K-12 Education Models grant. The proposed project will greatly help us bridge the digital divide and innovate Career and Technical Education (CTE) in Missouri for present use and for use in future pandemics.

DESE is committed to improving lives through education in Missouri. Our mission is to provide access to opportunity for students. Our priority areas are early learning and literacy, success-ready students and workforce development, safe and healthy schools, and educator recruitment and retention. In Missouri, many of our students do not have access to the internet at home, a huge challenge for teachers during the COVID-19 pandemic. In some communities, student participation dropped by 40% when school closures went into effect in March. Although teachers were admirable in their efforts to their work, they need more support.

DESE’s *Remote Learning That Works for Missouri* program is an important initiative to rise to the challenge of educating during a pandemic. State funding has been cut by over \$130 million which will negatively impact DESE’s programming this year, just as we are facing an urgent crisis in education. DESE is reimagining CTE to help connect educators and students to high-quality remote learning courses.

The *Remote Learning That Works for Missouri* resource library developed through this project will address educational needs related to remote learning during a pandemic. Lindenwood University supports the project’s effort to help close the digital divide in Missouri and the effort to innovate CTE education using new technologies for use in future pandemics and emergencies. There is tremendous opportunity with virtual learning, provided that all of the children we educate have access to high-quality remote learning experiences. Building the technological literacy of our educators is also extremely important to open opportunities in the 21st century workforce for Missouri students.



To substantiate initial efforts in this area, The School of Humanities at Lindenwood University has established K-12 educator networks through our Teach MO Maps! Workshops facilitated by our GIS lab. The workshops paid for through ESRI Support Grants held in 2017, 2018, and 2019 were geared toward getting geospatial technologies and curriculum in K-12 classrooms. In total, the effort has reached 65 educators from across the State of Missouri, representing close to 20 school districts. Teach MO Maps! instructors have spent 75 hours in the classroom conducting these workshops over the last three years and at least another 75 hours has been dedicated to the effort in terms of grant writing, promotion of the events, and compiling resources.

We look forward to working with DESE to develop the *Remote Learning That Works for Missouri* resource library and innovate CTE for the benefit of Missouri's students.

Sincerely,



Dr. Mark Arant
Provost and VP for Academic Affairs
Lindenwood University

June 22, 2020

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

Dear Secretary DeVos,

I am writing on behalf of the Missouri Council of Career and Technical Administrators (MCCTA) to express our strong support for the Missouri Department of Elementary and Secondary Education (DESE) as it applies for funding under the Rethink K-12 Education Models grant. The proposed project will greatly help us bridge the digital divide and innovate Career and Technical Education (CTE) in Missouri for present use and for use in future pandemics.

DESE is committed to improving lives through education in Missouri. DESE's mission is to provide access to opportunity for students. Their priority areas are early learning and literacy, success-ready students and workforce development, safe and healthy schools, and educator recruitment and retention.

In Missouri, many of our students do not have access to the internet at home, a huge challenge for teachers during the COVID-19 pandemic. In some communities, student participation dropped by 40% when school closures went into effect in March. Although teachers were admirable in their efforts to their work, they need more support.

DESE's *Remote Learning That Works for Missouri* program is an important initiative to rise to the challenge of educating during a pandemic. State funding has been cut by over \$130 million which will negatively impact DESE's programming this year, just as we are facing an urgent crisis in education. DESE is reimagining CTE to help connect educators and students to high-quality remote learning courses.

The *Remote Learning That Works for Missouri* resource library developed through this project will address educational needs related to remote learning during a pandemic. MCCTA fully supports and is committed to the project's effort to help close the digital divide in Missouri and the effort to innovate CTE education using new technologies for use in future pandemics and emergencies. There is tremendous opportunity with virtual learning, provided that all of the children we educate have access to high-quality remote learning experiences. Building the technological literacy of our educators is also extremely important to open opportunities in the 21st century workforce for Missouri students.

We look forward to working with DESE to develop the *Remote Learning That Works for Missouri* resource library and innovate CTE for the benefit of Missouri's students.



Missouri Council of Career and Technical Administrators

post office box 622 • cape girardeau, missouri 63702 • 

June 18, 2020

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

I am writing on behalf of the Missouri Hospital Association to express our strong support for the Missouri Department of Elementary and Secondary Education (DESE) as it applies for funding under the Rethink K-12 Education Models grant. The proposed project will greatly help us bridge the digital divide and innovate Career and Technical Education (CTE) in Missouri for present use and for use in future pandemics.

DESE is committed to improving lives through education in Missouri. DESE's mission is to provide access to opportunity for students. Their priority areas are early learning and literacy, success-ready students and workforce development, safe and healthy schools, and educator recruitment and retention.

In Missouri, many of our students do not have access to the internet at home, a huge challenge for teachers during the COVID-19 pandemic. In some communities, student participation dropped by 40% when school closures went into effect in March. Although teachers were admirable in their efforts to their work, they need more support.

DESE's *Remote Learning That Works for Missouri* program is an important initiative to rise to the challenge of educating during a pandemic. State funding has been cut by over \$130 million which will negatively impact DESE's programming this year, just as we are facing an urgent crisis in education. DESE is reimagining CTE to help connect educators and students to high-quality remote learning courses.

The *Remote Learning That Works for Missouri* resource library developed through this project will address educational needs related to remote learning during a pandemic. Missouri Hospital Association supports the project's effort to help close the digital divide in Missouri and the effort to innovate CTE education using new technologies for use in future pandemics and emergencies. There is tremendous opportunity with virtual learning, provided that all of the children we educate have access to high-quality remote learning experiences. Building the technological literacy of our educators is also extremely important to open opportunities in the 21st century workforce for Missouri students.

We look forward to working with DESE to develop the *Remote Learning That Works for*

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Page 2

Missouri resource library and innovate CTE for the benefit of Missouri's students.
Sincerely,



Jill Williams
Vice President of Workforce Initiatives
Missouri Hospital Association

Mardy Leathers, DMgt, Director

Office of Workforce Development

June 17, 2020

Dr. Mardy L. Leathers
Director, Missouri Office of Workforce Development
PO Box 1087
Jefferson City, MO 65102

To Whom It May Concern:

I am writing on behalf of the Department of Higher Education and Workforce Development to express our strong support for the Missouri Department of Elementary and Secondary Education (DESE) as it applies for funding under the Rethink K-12 Education Models grant. The proposed project will greatly help us bridge the digital divide and innovate Career and Technical Education (CTE) in Missouri for present use and for use in future pandemics.

DESE is committed to improving lives through education in Missouri. DESE's mission is to provide access to opportunity for students. Their priority areas are early learning and literacy, success-ready students and workforce development, safe and healthy schools, and educator recruitment and retention.

In Missouri, many of our students do not have access to the internet at home, a huge challenge for teachers during the COVID-19 pandemic. In some communities, student participation dropped by 40% when school closures went into effect in March. Although teachers were admirable in their efforts to their work, they need more support.

DESE's *Remote Learning That Works for Missouri* program is an important initiative to rise to the challenge of educating during a pandemic. State funding has been cut by over \$130 million which will negatively impact DESE's programming this year, just as we are facing an urgent crisis in education. DESE is reimagining CTE to help connect educators and students to high-quality remote learning courses.

The *Remote Learning That Works for Missouri* resource library developed through this project will address educational needs related to remote learning during a pandemic. We support the project's effort to help close the digital divide in Missouri and the effort to innovate CTE education using new technologies for use in future pandemics and emergencies. There is tremendous opportunity with virtual learning, provided that all of the children we educate have access to high-quality remote learning experiences. Building the technological literacy of our educators is also extremely important to open opportunities in the 21st century workforce for Missouri students.

301 West High Street, Suite 870 | P.O. Box 1087 | Jefferson City, MO 65102-1087

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Remote Learning
June 17, 2020
Page 2

We look forward to working with DESE to develop the *Remote Learning That Works for Missouri* resource library and innovate CTE for the benefit of Missouri's students.

Sincerely,



Director



June 19, 2020

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

Dear Secretary DeVos:

I am writing on behalf of the Missouri Association for Career & Technical Education (MoACTE) to express our strong support for the Missouri Department of Elementary and Secondary Education (DESE) as it applies for funding under the Rethink K-12 Education Models grant. The proposed project will greatly help us bridge the digital divide and innovate Career and Technical Education (CTE) in Missouri for present use and for use in future pandemics.

DESE is committed to improving lives through education in Missouri. DESE's mission is to provide access to opportunity for students. Their priority areas are early learning and literacy, success-ready students and workforce development, safe and healthy schools, and educator recruitment and retention. Similarly, MoACTE is committed to empowering CTE educators to deliver high-quality programs to position all learners for success.

In Missouri, many of our students do not have access to the internet at home, a huge challenge for teachers during the COVID-19 pandemic. In some communities, student participation dropped by 40% when school closures went into effect in March. Although teachers were admirable in their efforts to their work, they need more support.

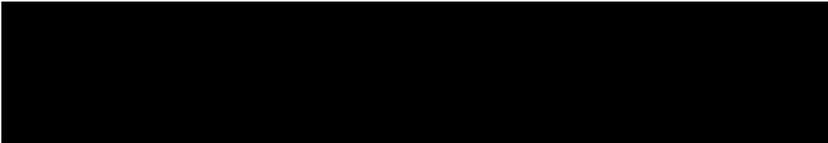
DESE's *Remote Learning That Works for Missouri* program is an important initiative to rise to the challenge of educating during a pandemic. State funding has been cut by over \$130 million which will negatively impact DESE's programming this year, just as we are facing an urgent crisis in education. DESE is reimagining CTE to help connect educators and students to high-quality remote learning courses.

The *Remote Learning That Works for Missouri* resource library developed through this project will address educational needs related to remote learning during a pandemic. MoACTE supports the project's effort to help close the digital divide in Missouri and the effort to innovate CTE education using new technologies for use in future pandemics and emergencies. There is tremendous opportunity with virtual learning, provided that all of the children we educate have access to high-quality remote learning experiences. Building the technological literacy of our

educators is also extremely important to open opportunities in the 21st century workforce for Missouri students.

We look forward to working with DESE to develop the *Remote Learning That Works for Missouri* resource library and innovate CTE for the benefit of Missouri's students.

Sincerely,



Brandon J. Russell, Ed.D.
President, Missouri ACTE



June 19th, 2020

U.S. Department of Education
400 Maryland Ave SW
Washington, DC 20202

Dear U.S. Department of Education,

I am writing on behalf of Nine Network of Public Media to express our strong support for the Missouri Department of Elementary and Secondary Education (DESE) as it applies for funding under the Rethink K-12 Education Models grant. The proposed project will greatly help us bridge the digital divide and innovate Career and Technical Education (CTE) in Missouri for present use and for use in future pandemics.

DESE is committed to improving lives through education in Missouri. DESE's mission is to provide access to opportunity for students. Their priority areas are early learning and literacy, success-ready students and workforce development, safe and healthy schools, and educator recruitment and retention. In Missouri, many of our students do not have access to the internet at home, a huge challenge for teachers during the COVID-19 pandemic. In some communities, student participation dropped by 40% when school closures went into effect in March. Although teachers were admirable in their efforts to their work, they need more support.

DESE's *Remote Learning That Works for Missouri* program is an important initiative to rise to the challenge of educating during a pandemic. State funding has been cut by over \$130 million which will negatively impact DESE's programming this year, just as we are facing an urgent crisis in education. DESE is reimagining CTE to help connect educators and students to high-quality remote learning courses. The *Remote Learning That Works for Missouri* resource library developed through this project will address educational needs related to remote learning during a pandemic. Nine Network supports the project's effort to help close the digital divide in Missouri and the effort to innovate CTE using new technologies for use in future pandemics and emergencies. There is tremendous opportunity with virtual learning, provided that all of the children we educate have access to high-quality remote learning experiences. Building the technological literacy of our educators is also extremely important to open opportunities in the 21st century workforce for Missouri students.

We look forward to working with DESE to develop the *Remote Learning That Works for Missouri* resource library and innovate CTE for the benefit of Missouri's students.

Sincerely,

Andrea R. Harpring
Community Engagement Manager
Nine Network of Public Media

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U.S. Department of Education
400 Maryland Ave SW
Washington, DC 20202

Dear U.S. Department of Education,

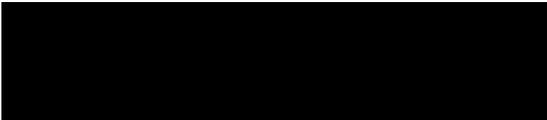
I am writing on behalf of the Technology Entrepreneur Center (DBA "T-REX") to express my support for the Missouri Department of Secondary and Elementary Education (DESE) as DESE seeks a grant from the Education Stabilization Fund (ESF) to develop the *Remote Learning That Works for Missouri Program*.

T-REX is a 501(c)3 nonprofit technology innovation center in downtown St. Louis that operates a startup incubator, hosts an innovation conference center, and launches strategic initiatives to advance key technology industries to the region. T-REX's mission is to invigorate the St. Louis region through technology job and startup creation. We have 200+ companies in our facility currently and we have "graduated" over 100 tech companies that have outgrown our incubator but have located in the St. Louis region. Our organization also focuses on workforce development to strengthen the tech talent pipeline in the region. Strong K-12 STEM programming is an integral component to building a startup ecosystem in the region.

With the onset of the COVID-19 pandemic, nearly a million Missouri students had to start learning from home. This proved an enormous challenge for teachers, parents, and students. This pandemic has made it clear that we must expand resources for remote K-12 education. If we do not, students will be left behind because of lack of supervision at home, lack of access to the internet, and lack of engaging remote learning content.

T-REX and DESE are both invested in creating innovative approaches to remote learning. T-REX serves on DESE's Task Force for Learning Acceleration. T-REX is currently applying to the Economic Development Administration (EDA) for funding to build an Extended Reality and Simulation (XRS) Lab, housed in T-REX's Geospatial Innovation Center. University students will earn course credit to use the XRS Lab to create immersive learning experiences with augmented and virtual reality technologies, such as virtual field trips or lessons.

DESE's proposed effort will develop a remote learning resource library, train teachers, and give opportunities to students across the state for remote learning. The focus on STEM fields (Information Technology, Health Sciences and Services, and Advanced Manufacturing) will strengthen the tech talent pipeline to fuel economic growth in our state. T-REX pledges our support for this project, which will better support students all over Missouri and prepare our state education system for future pandemics and emergencies.



Patricia Hagen, PhD
President/Executive Director
Technology Entrepreneur Center/T-REX

June 18, 2020

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

Dear Secretary DeVos,

I am writing on behalf of the College of Education at the University of Central Missouri to express our strong support for the Missouri Department of Elementary and Secondary Education (DESE) as it applies for funding under the Rethink K-12 Education Models grant. The proposed project will greatly help us bridge the digital divide and innovate Career and Technical Education (CTE) in Missouri for present use and for use in future pandemics.

DESE is committed to improving lives through education in Missouri. DESE's mission is to provide access to opportunity for students. Their priority areas are early learning and literacy, success-ready students and workforce development, safe and healthy schools, and educator recruitment and retention. In Missouri, many of our students do not have access to the internet at home, a huge challenge for teachers during the COVID-19 pandemic. In some communities, student participation dropped by 40% when school closures went into effect in March. Although teachers were admirable in their efforts to their work, they need more support.

DESE's *Remote Learning That Works for Missouri* program is an important initiative to rise to the challenge of educating during a pandemic. State funding has been cut by over \$130 million which will negatively impact DESE's programming this year, just as we are facing an urgent crisis in education. DESE is reimagining CTE to help connect educators and students to high-quality remote learning courses. The *Remote Learning That Works for Missouri* resource library developed through this project will address educational needs related to remote learning during a pandemic. The College of Education at the University of Central Missouri supports the project's effort to help close the digital divide in Missouri and the effort to innovate CTE education using new technologies for use in future pandemics and emergencies. There is tremendous opportunity with virtual learning, provided that all of the children we educate have access to high-quality remote learning experiences. Building the technological literacy of our educators is also extremely important to open opportunities in the 21st century workforce for Missouri students.

We look forward to working with DESE to develop the *Remote Learning That Works for Missouri* resource library and innovate CTE for the benefit of Missouri's students.

Dean

26 June 2020

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

Dear Secretary DeVos,

I am writing on behalf of the STL GeoFutures Initiative to express our strong support for the Missouri Department of Elementary and Secondary Education (DESE) as it applies for funding under the Rethink K-12 Education Models grant. The proposed project will greatly help us bridge the digital divide and innovate Career and Technical Education (CTE) in Missouri for present use and for use in future pandemics.

DESE is committed to improving lives through education in Missouri. Our mission is to provide access to opportunity for students. Our priority areas are early learning and literacy, success-ready students and workforce development, safe and healthy schools, and educator recruitment and retention.

In Missouri, many of our students do not have access to the internet at home, a huge challenge for teachers during the COVID-19 pandemic. In some communities, student participation dropped by 40% when school closures went into effect in March. Although teachers were admirable in their efforts to their work, they need more support.

DESE's *Remote Learning That Works for Missouri* program is an important initiative to rise to the challenge of educating during a pandemic. State funding has been cut by over \$130 million which will negatively impact DESE's programming this year, just as we are facing an urgent crisis in education. DESE is reimagining CTE to help connect educators and students to high-quality remote learning courses.

The *Remote Learning That Works for Missouri* resource library developed through this project will address educational needs related to remote learning during a pandemic. STL GeoFutures Initiative supports the project's effort to help close the digital divide in Missouri and the effort to innovate CTE education using new technologies for use in future pandemics and emergencies. There is tremendous opportunity with virtual learning, provided that all of the children we educate have access to high-quality remote learning experiences. Building the technological literacy of our educators is also extremely important to open opportunities in the 21st century workforce for Missouri students.

We look forward to working with DESE to develop the *Remote Learning That Works for Missouri* resource library and innovate CTE for the benefit of Missouri's students.

Sincerely,

A large black rectangular redaction box covering the signature area.

Andrew Dearing
Project Lead – STL GeoFutures Initiative
President – Spatial STL Advisors

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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

PROJECT BUDGET NARRATIVE

With fourth quarter school cancellations in Missouri as a result of the COVID-19 pandemic, the delivery of quality instruction became difficult. Missouri educators were forced to develop remote learning opportunities to provide instruction for all Missouri public schools. The development of remote instruction was intermittent at best among Missouri school districts with some districts having little to no training in developing and delivery of remote instruction.

Additionally, Missouri school districts experienced internet access inequity issues across the state. Internet companies worked diligently to increase availability, but they were unable to supply the needed access to remote areas of the state. This led to a lack of quality in remote instruction for student learning. This was particularly noticed in the area of career and technical education (CTE).

With the opportunity to participate in the Education Stabilization Fund-Rethink K-12 Education Models (ESF-REM) grant, Missouri will have the capacity to develop a remote learning resource library for career and technical education. Missouri educators and students will be able to access high-quality remote learning resources that will assist in classroom and laboratory settings, especially when crises occur such as the COVID-19 pandemic.

The *Remote Learning That Works for Missouri* ESF-REM grant budget will allow the Department of Elementary and Secondary Education (DESE) to contract with the Missouri Regional Professional Development Centers (RPDCs) to train teachers to develop high-quality career and technical education remote instruction that can be accessed statewide. The concept of RPDCs in Missouri began in 1987. In that year, education professionals across Missouri began their collective efforts in staff development by forming a regional vision for professional development. Organized in 1989, the Missouri Staff Development Council (MSDC)

achieved affiliate status with the National Staff Development Council (NSDC). In 1993, with the passage of the Outstanding Schools Act, professional development became a major focus in the school improvement process and continues to this day.

DESE established nine RPDCs during the 1995-96 school year to provide regional professional development services to districts to ensure equity of opportunity. The goals of the Missouri RPDCs are:

- Communicate with all stakeholders about standards-based professional development (PD)
- Build leadership capacity around PD standards
- Recognize high-quality PD that reflects Missouri standards

With the assistance of the nine RPDCs, educators will be trained in remote instruction delivery.

The grant focuses on three target industries identified by the Missouri Department of Economic Development for potential of growth and expansion. The three targeted industries are information technology (IT), health sciences and services, and advanced manufacturing.

Each year the grant will focus on training a total of 405 teachers across the areas of IT, health sciences and services, and advanced manufacturing teachers in how to identify and develop high-quality remote learning resources in their subject area. Each year, DESE will partner with the Missouri Center for Career Education (MCCE) at the University of Central Missouri which has experience in CTE. MCCE will provide a CTE data storage system for the development of a remote learning resource library. The one-time cost to set-up the data storage system will be approximately \$15,000. Storage in the data system's remote learning resource library will cost \$45,000 each year. In addition to the remote library, MCCE will provide a remote learning resource librarian at a grant cost of \$100,000 annually.

For all three years of the grant, DESE will provide an ESF-REM director to provide oversight of the grant and to continue planning for expansion of the grant. [REDACTED]

[REDACTED] The nine RPDCs will provide contracted trainers and provide both onsite and remote training opportunities for the IT, health sciences and services, and advanced manufacturing educators at an estimated cost of \$100,000 per RPDC site.

Each cohort of 405 teachers will receive the following reimbursement during their training year:

1. Travel reimbursement – The travel allowance for the educators will be at the DESE approved rate, which is estimated at an average of \$100 per educator per year. It is estimated the travel will be limited to one onsite training at the regional RPDC, with all other training(s) conducted remotely.
2. Substitute pay – Districts will be reimbursed for the cost of a substitute teacher for each participating teacher at a rate of \$100 per educator for each of the required onsite and remote trainings.
3. Stipend – Each participating educator will receive a stipend of \$500.
4. Supplies – Supplies needed for the grant are estimated at \$2,000 per educator and will cover the necessary technical supplies to conduct the development of remote learning opportunities.

Years two and three of the grant will continue with the same cost and services with the exclusion of the initial start-up cost of \$15,000. The RPDCs will continue to support participants throughout the duration of the grant; however, all previously trained participants will receive no further financial compensation past their year of training.

BUDGET

Budget Categories	Project Year 1	Project Year 2	Project Year 3
3. Travel	40,500	40,500	40,500
4. Supplies	810,000	810,000	810,000
5. Contractual	1,000,000	1,000,000	1,000,000
6. Other	222,000	207,000	207,000
[REDACTED]			
8. Training Stipends	202,500	202,500	202,500