

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 # S425B200025

Grants.gov Tracking#: GRANT13154168

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200025

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

State Use Only:

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

8. APPLICANT INFORMATION:

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

d. Address:

* Street1:	<input type="text" value="P.O. Box 30008"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Lansing"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="MI: Michigan"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="48909-7606"/>

e. Organizational Unit:

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

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

Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="David"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Judd"/>	
Suffix: <input type="text"/>	

Title: <input type="text" value="Director, Office of Systems, Evaluation & Tec"/>

Organizational Affiliation: <input type="text" value="Michigan Department of Education"/>
--

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

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

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

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

13. Competition Identification Number:

84-425B2020-1

Title:

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

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

Add Attachment

Delete Attachment

View Attachment

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

Michigan Community Connects: Innovative Learning Hubs

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.

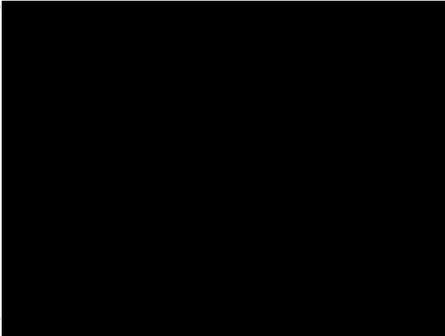
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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



*** 19. Is Application 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

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

Michigan Department of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	3,600.00	4,800.00	6,000.00			14,400.00
4. Equipment						
5. Supplies						
6. Contractual	2,250,000.00	5,000,000.00	7,000,000.00			14,250,000.00
7. Construction						
8. Other	4,995.00	4,995.00	4,995.00			14,985.00
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

***Indirect Cost Information (To Be Completed 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: 10/01/2019 To: 09/30/2020 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S425B200025

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

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

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

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Michigan Department of Education

* Street 1: P.O. Box 30008 Street 2: _____

* City: Lansing State: MI: Michigan Zip: 48909

Congressional District, if known: MI-008

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 n/a Middle Name _____

* Last Name n/a Suffix _____

* Street 1: P.O. Box 30008 Street 2: _____

* City: Lansing State: MI: Michigan Zip: 48909

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

Prefix _____ * First Name n/a Middle Name _____

* Last Name n/a Suffix _____

* Street 1: P.O. Box 30008 Street 2: _____

* City: Lansing State: MI: Michigan Zip: 48909

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 Michael Middle Name F.
* Last Name Rice Suffix PhD

Title: State Superintendent Telephone No.: _____ Date: 06/29/2020

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1234-GEPA Statement.pdf	Add Attachment	Delete Attachment	View Attachment
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THE MICHIGAN DEPARTMENT OF EDUCATION
Michigan Community Connects: Innovative Learning Hubs
Education Stabilization Grant – Rethink K-12 Education Models
Statement for Section 427 of GEPA

Guidance Procedures to Ensure Equitable Access to and Participation in, Federally Assisted Programs

The Michigan Department of Education's (MDE) Michigan Community Connects: Innovative Learning Hubs (MCC: ILH) proposal is designed to connect all students to the community around them by increasing access to the internet and the school's secure network to support innovative school-based learning opportunities.

The very nature of this grant is to support all students by strategically closing the digital divide, therefore increasing the equitable access to the internet and innovative learning models. As the grant program is implemented over the three-year period, the information gathered will allow the state to focus resources more equitably in support of districts and regions that currently lack connectivity and further adapt innovative learning models that address equity.

The MCC: ILH project seeks to ensure equal access by removing barriers to students from diverse social and cultural backgrounds, especially minority, low income, including those who have been traditionally under-represented based on race, color, national origin, gender, or disability. The MCC: ILH will target regions that serve disadvantage student populations, ensuring that services will be provided to students who are African American, Hispanic, English Language Learners (ELL), or students with disabilities.

Students with disabilities within the State of Michigan are identified and served in accordance with the Individuals with Disabilities Act (IDEA). Because the MDE's philosophy is to provide students an education in the Least Restrictive Environment (LRE), MCC: ILH will address the needs of special education students with the grant activities and deliverable design.

The success of the MCC: ILH project will be contingent on the support and meaningful participation for all students, especially minority, ELL, low-income, and students with special needs. Teachers at participating districts will receive professional development to effectively provide innovative learning models and differentiated instruction. Technology support will also receive training and technical assistance to provide appropriate technology support to students. Classroom teachers, special education teachers, ELL teachers, and other educators will network to strategize on how to successfully teach traditionally under-represented students ages birth through grade-12. Professional development will include strategies for supporting family engagement and developing relationships with community groups.

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 Michigan Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Michael Middle Name: F.
* Last Name: Rice	Suffix: Ph.D.
* Title: State Superintendent	
* SIGNATURE: [REDACTED]	* DATE: 06/29/2020

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

1. Project Director:

Prefix: Mrs .	First Name: Amanda	Middle Name:	Last Name: Stoel	Suffix:
------------------	-----------------------	--------------	---------------------	---------

Address:

Street1:	608 W. Allegan
Street2:	
City:	Lansing
County:	Ingham
State:	MI: Michigan
Zip Code:	48909-7606
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

The primary goal is to connect students to the community around them by increasing access to the internet and the district's secure network to support innovative school-based learning opportunities. This goal will be achieved by connecting students to their district's network at community learning hubs where they are engaging in community relevant, inter-disciplinary, problem-based, project-based, and place-based (3P) learning models. Key objectives include increasing the number of free community internet access points that allow students to seamlessly connect to their district's network, as well as to increase the number of students interacting and engaging with innovative 3P learning models, and thereby demonstrating their mastery of competencies.

A new field-initiated model is currently underway in the Eastern Upper Peninsula Intermediate School District (EUPISD) where the EUP community has taken an innovative, interim approach to connectivity by providing students access to the internet through community anchor institutions. These learning hubs give students access to the internet and school learning management systems through a single sign-on, where students can access and share their 3P work. With this grant, the model will be additionally studied, adapted, and then implemented in regions across the state. Leveraging current infrastructure, data systems, and partnerships will ensure that the two key objectives will be achieved.

Grant funds will be used to coordinate resources, implement connectivity hardware and software, curate and create innovative learning model resources, and provide professional learning, technical assistance, and help desk services to educators, families, and community members.

Primary partners will include the Governor's Office, Eastern Upper Peninsula ISD, Michigan Association of Intermediate School Administrators, MiSTEM Network, Merit Network, and Connect Michigan. Additional partners are outlined further in the project narrative.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

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

Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM)

State: Michigan

Title: Michigan Community Connects: Innovative Learning Hubs - Project Narrative

State Superintendent: Michael F. Rice, Ph.D.

E-mail Address: [REDACTED]

Phone: [REDACTED]

Grant Application Contact Person/Project Director: Amanda Stoel

Job Title: Department Specialist/Project Director

Mailing Address: 608 W. Allegan Street, Lansing, MI 48933

E-mail Address: [REDACTED]

Phone: [REDACTED]

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PROJECT DESCRIPTION: MICHIGAN COMMUNITY CONNECTS: INNOVATIVE LEARNING MODELS

The COVID-19 pandemic has exposed inequities in access to connectivity that hamper continuity of learning and quality learning opportunities for Michigan's children. To address these needs, the Michigan Department of Education (MDE) will launch the *Michigan Community Connects: Innovative Learning Model* as a novel approach to provide broadband access to K-12 students across Michigan by creating community learning hubs where students can seamlessly connect to their district's secure broadband network. In addition, the power of the *Michigan Community Connects: Innovative Learning Hubs* project will be to complement access to broadband and the district's network with the creation and provision of community relevant, interdisciplinary, problem-based, project-based, and place-based (3P) learning model units aligned to career pathways. The new and innovative learning model units will be posted in [Michigan's OER Hub](#) via a new, openly licensed collection available to all Michigan and U.S. educators and students. Building on community partnerships, leaders in specific communities will be able to identify student achievement and career exploration goals for their students.

ABSOLUTE PRIORITY #3: FIELD-INITIATED PROJECTS FOR EDUCATIONAL MODELS FOR REMOTE LEARNING TO IMPROVE STUDENT OUTCOMES (SECTION 1 OF APPLICATION REQUIREMENTS)

Michigan's proposal addresses the Rethink K-12 Education Models Absolute Priority #3 (Educational Models for Remote Learning to Improve Student Outcomes) through an innovative approach to extending educational opportunities that first broaden access to remote learning for more students in Michigan, then create specific model units that students can use to enhance their learning in alignment with their chosen career pathway.

Field-Initiated Innovations in Access and Learning

On May 1, 2020, the Eastern Upper Peninsula Intermediate School District (EUPISD) announced the deployment of drive-up internet hotspots at community centers across the region. EUPISD is in the

eastern part of Michigan's Upper Peninsula, a largely remote rural area of the state. EUPISD serves over 6,500 students in 19 constituent school districts spanning a 4,000 square mile region (www.eupschools.org/hotspots). EUPISD has reliable connectivity within school building locations, but many students lack broadband access in the home. Within EUPISD, the community learning hub approach is a component of the much larger long-term *EUP Connect Project* that is coordinating with dozens of local institutions, agencies, and business/industry partners to develop an integrated broadband network that will provide service to every home, business, and institution in this tri-county area of Michigan's eastern Upper Peninsula. Until this vision can be fully realized, EUPISD has taken a creative interim approach to connectivity by providing students with access to the internet through community anchor institutions, such as historical centers, museums, libraries, schools, and municipalities.

As a step to achieving the long-term broadband goals, while addressing the critical needs due to coronavirus-related school building closures, EUPISD has partnered with a variety of entities to establish community-based learning hubs that allow students to log directly into their district's network with full access to the associated curriculum support resources, student information systems (SIS), email, and other services, at a variety of locations around the Eastern Upper Peninsula (EUP). The learning hubs, made up of a cellular carrier receiver and a managed Wi-Fi access point, were made possible because of partnerships among local schools, communities, the school district, and the private sector. The goal is a regional deployment of 100 hotspot access boards for the learning hubs. Already, forty-nine have been placed in rural areas. From these community sites, students can download course materials, upload completed work, access online learning resources, and check in with their educators and classmates. These managed learning hubs were strategically placed across the region to provide internet access to the greatest number of students within the region. Deployment opened online learning

and communication opportunities for educators, students, including students at non-public schools, and parents.

Although not as seamless as broadband in the home, the learning hubs allow students to access the district's learning management system through single sign-on, and also provide the ability for students to access learning materials and educator-supported lessons, submit assignments, check grades, and communicate with staff and classmates with ease.

The digital learning gap, which existed in Michigan before the COVID-19 crisis but which has become more stark and more critical in the last few months with education taking place at home, creates a need to shift educational practices for the long term to support student learning experiences beyond the walls of the school and/or home. Secure broadband for all students is critical to the educational goal of providing quality instructional opportunities for all learners. These conditions underscore the need to establish community learning hubs that both connect students securely and provide essential content not available via traditional methods. The following section describes the extent of the needs to support remote learning as well as outline how EUPISD's field-initiated innovation can help meet Michigan's needs.

IMMEDIATE NEEDS IN THE STATE TO SUPPORT REMOTE LEARNING (*SECTION 2 OF THE APPLICATION REQUIREMENTS*)

To set the stage, it is important to understand Michigan's educational structure. Michigan has 831 school districts, including 537 local education agencies (LEA) and 294 public school academies (PSA) with 97 percent of districts in the state receiving [Title 1: Part A - Improving Basic Programs funding](#). There are 56 education service agencies, also known as intermediate school districts (ISD), that support these school districts around the state. Michigan is a local control state.

Immediate Needs to Support Remote Learning

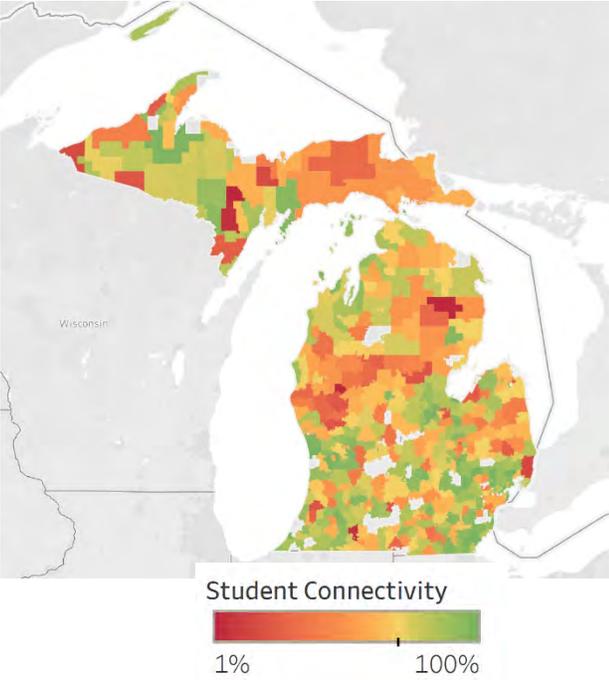
In response to the COVID-19 pandemic, Governor Gretchen Whitmer issued an initial temporary statewide school closure order that began March 13, then on April 2 issued an order to permanently close all school buildings in the state for the remainder of the 2019-20 school year. As part of the order, each district was required to develop a continuity of learning (COL) plan to provide students with distance learning. The varying levels of preparedness to adapt to distance learning across school districts became evident, with some making the transition nearly seamlessly and others lacking devices, connectivity, and readiness of educators to do so. Districts in which students did not have access to devices or internet connections were required to develop alternative learning methods as part of the district's COL plan.

Throughout this grant application, MDE references Michigan-specific data sets and reports regarding connectivity. The full citations are listed in the references section at the end of the grant application. The connectivity data sets and reports are: Broadband and Student Performance Gaps (2020), Michigan Moonshot Broadband Framework (2020), and the Student and Staff Connectivity Findings (2020).

To quantify the extent of the digital divide, MDE initiated a statewide survey to identify for each school district in the state the number of students who lacked access to internet-capable devices, internet access, or both. Through a collaboration with the Michigan Education Technology Leaders (METL) – a group of senior technology leaders from across the state – Michigan quickly gathered data from school leaders. Although the data cited in the ESF-REM application package (VII: Appendix: Coronavirus Burden Factors) suggest that only 12.1 percent of Michigan's population lacks broadband access, results of the most recent in-depth survey of connectivity in Michigan indicated differently: that roughly 29.8 percent of students did not have a device at home to complete schoolwork and approximately 28.6

percent of students did not have internet access that could support learning at a distance. That translates into nearly 500,000 Michigan students who do not have sufficient connection to support remote learning. These students who lack access are not distributed evenly across the state, but rather are clustered in Michigan’s most underserved areas and communities—districts with a higher degree of poverty and districts in more rural remote areas that lack the underlying infrastructure to connect their students, as seen in the maps below. The findings from this survey are supported by other studies, with consistent results showing between 27 and 30 percent of Michigan students lacking connectivity, with impacts higher in rural and remote areas of the state and for families with income levels near or below the poverty line. While progress has been made to close the device divide for students since the initial school closures, connectivity rates have not changed substantially in many areas, which means that learning in the fall with technology will continue to create an equity challenge for our state.

Figure 1: Student Connectivity at Home to Support Remote Learning (Student and Staff Connectivity Findings, April 2020)



Not only is this true for our state overall, as demonstrated in the map (left), it is exacerbated in rural areas and small towns, along with areas of concentrated poverty. Only 53 percent of students who live in rural areas or small towns have high-speed internet access, compared to 77 percent of those who live in suburbs, and 70 percent of those in cities. Nine (9) percent of students in rural areas, 6 percent in small towns, 4 percent in suburbs, and 5 percent in cities reported having no internet access at all (Broadband and Student Performance Gaps, 2020).

Students from families near or below the poverty line (those who are eligible for free or reduced-cost meals) were 25 percent less likely to have fast internet access from home and twice as likely not to have internet access at all or to depend on a cell phone for internet access from home (Broadband and Student Performance Gaps, 2020).

Another barrier to internet access at home is affordability, especially for children from low-income homes (Institute of Education Sciences Student Access to Digital Learning Resources Outside the Classroom, 2017). More than one-third of households with school-age children with family incomes less than \$30,000 lack high-speed internet access. By comparison, only 6 percent of families with school-age children with incomes of \$75,000 or more lack high-speed internet access (Pew Research Center, 2018). Many low-income and rural students will be at an educational and technological disadvantage even when the COVID-19 pandemic is resolved.

The need to act to close these gaps is imperative given research on the negative impacts to short- and long-term student outcomes for those who do not have full access to the internet (Broadband and Student Performance Gaps, 2020).

The Rural Challenge

Based on the experiences of the Eastern Upper Peninsula of Michigan, it is clear that communities cannot solely rely on the commercial providers to build critical broadband infrastructure. The small population numbers in these communities, combined with the distance and geographic challenges, limit potential commercial telecommunications build-outs due to the high cost with minimal opportunity for return on investment. Therefore, community collaboration and public-private partnerships will expedite access for communities, most specifically students, and create long-term engagement with stakeholders.

In summary, with nearly one-third of Michigan students unconnected at home and unable to participate in remote learning without a viable connection to the internet, Michigan faces a severe crisis, made more urgent by the ongoing nature of the COVID-19 pandemic. With projections of a potential second wave and resurgence of possible COVID-19 cases during the fall/winter, Michigan school districts must adequately prepare for the real possibility of the need to return to distance learning at some point in the upcoming school year. In addition, these students will continue to be at a disadvantage to participate in blended and digital learning opportunities over time, including the ability to create content and collaborate with peers or participate in enrichment or advanced courses not offered at school. This gap in digital learning—important before the pandemic sent everyone into learning at a distance—becomes significantly more detrimental to students as the role of connectivity and technology becomes even more central to educational experiences.

MICHIGAN’S CORONAVIRUS BURDEN *(SECTION 3 OF THE APPLICATION REQUIREMENTS)*

Michigan’s coronavirus burden is significant and severe. Michigan has consistently been among the states most greatly impacted in terms of cases, hospitalizations, and deaths. More specifically, as of June 17, Michigan ranked 2nd in death rates at 9.1 percent as calculated by the CDC (which combines confirmed and probable cases and deaths together), ranked 6th in total deaths, 9th in total cases, and 10th in total tests provided. It should also be noted that in April 2020, Michigan’s unemployment rate was second in the nation. The pandemic has created a profound negative impact on not only the health and safety of our citizens, but also the educational growth and attainment of our students, and the economic stability of our communities. From the metrics above, it is evident that Michigan’s coronavirus burden is not fully quantified by the grant’s metrics, particularly when one considers the fact that this burden is not borne equally in all areas of the state. For example, even in counties with substantial rural/remote populations, there are jurisdictions that have broadband connectivity and others that do not. To ensure

that Michigan's burden is accurately reflected in this grant proposal, multiple data sets – percentage of students without connectivity, unemployment rates, poverty rates, COVID-19 cases, and death rates – have been analyzed nationally and within the state to articulate more accurately the burden that Michigan's education system is facing. The public health and economic impact of COVID-19 in Michigan has been particularly severe in comparison to other states. As of June 17, Michigan has 60,064 confirmed cases and 5,772 deaths from COVID-19. The effects of the pandemic and the measures that the state has taken to stop the spread of the virus have been just as severe. In April, the state's unemployment rate rose to 22.7 percent from 4.3 percent in March. The change in unemployment moved Michigan from being slightly below the national rate of 4.4 percent in March to eight percentage points higher than the national average in April. In some counties, the unemployment rate was as high as 41.2 percent.

A review of public health, economic, and remote learning readiness data (summarized in the table below) shows that the impact and need become more severe when considering localized impacts of COVID-19. The counties in the table below are highlighted to show the diversity of the need and broad ranging impact of COVID-19 on the state and were selected strategically to implement regional learning hubs through leveraging existing partnerships. It is anticipated that this project's efforts will be targeted to areas that have a higher percentage of students without broadband access than the federal and state average. The unemployment rates in many of these counties exceed both the state and national averages. When addressing the severity of the digital divide, the structural challenges to bridging the divide, and the enduring and striking social, economic, and public health impacts of the COVID-19 crisis on the state, Michigan's need for creative solutions to increase connectivity and expand access to innovative learning models that support the growth of both student achievement and economic stability is great.

Table 1: Targeted Regions and Key Covid-19 Burden Data

Region	Percentage of Population Without Broadband Access*	Percentage of Students Ages 5-17 in Poverty**	Percentage of State's Confirmed COVID-19 Cases	Percentage of State's COVID-19 Deaths	State Unemployment Percentage as of April 2020 (National Rate = 14.7 percent)	State Unemployment Percentage as of March 2020 (National Rate = 4.4 percent)
Current Statewide	28.60	17.90	100.00	100.00	22.70	4.30
Eastern Upper Peninsula	46.60	21.80	0.03	0.00	23.90	8.05
Wexford-Missaukee	40.20	19.80	0.05	0.07	30.40	4.69
Saginaw County	38.10	21.50	1.88	2.02	25.60	4.30
Marquette-Alger	33.21	13.00	0.11	.19	21.05	4.80
Genesee County	29.70	25.80	3.46	4.45	30.10	4.15
Alpena-Montmorency-Alcona	26.60	27.20	0.21	0.21	21.60	5.50
Muskegon County	25.50	21.00	1.21	0.74	29.30	3.95
Copper County	22.90	16.60	0.02	0.00	18.10	4.78
Grand Traverse Bay	19.70	14.38	0.17	0.12	25.30	4.26
Kalamazoo County	18.30	14.70	1.49	1.07	17.20	2.82
Kent County	18.10	13.40	6.79	1.93	21.60	2.49
Midland County	15.40	12.20	0.18	0.16	20.00	3.66

* Data from the Student and Staff Connectivity Findings, April 2020

** Data from the SAIPE State and County Estimates for 2018 dataset

PROJECT SERVICES AND PROJECT PLAN (SECTION 1 OF APPLICATION REQUIREMENTS CONTINUED)

In this section, we will discuss 1) Michigan’s implementation plan for addressing Absolute Priority #3 and meeting the immediate needs of the state; 2) an outline of regions and students served and how we will assess the number of students served; and 3) a specific management plan.

Michigan's Approach to Addressing Absolute Priority #3

Michigan's approach to addressing Absolute Priority #3 consists of two key solutions: 1) creating community learning hubs, and 2) developing and deploying innovative 3P learning models statewide.

Creating Community Learning Hubs

By elevating and replicating the new, field-initiated model for continuity of learning piloted by EUPISD and described above, this project will identify, connect, and implement off-campus community learning hubs for K-12 students and educators. Connectivity provided through these community-based learning hubs will allow for seamless sign-on to the same systems that students use and with which they are familiar during on-campus learning. This connectivity then provides direct access to vetted, digital instructional materials and learning activities via the district network.

Community-driven, project-based lessons can be implemented via the connectivity provided through these hubs to drive innovation in teaching and learning models. Students will be able to download content to their devices, work offline from home, and then reconnect as needed via the community learning hub. Once social distancing regulations are eased, these learning hubs will also include in-person opportunities for students to connect with community partners and other students for collaborative learning opportunities. This is a short-term and mid-term solution to lack of broadband connectivity for continuity of learning. Broadband connection to many homes is not feasible without considerable contributions from federal and state partners to subsidize rural broadband buildouts. Even when the COVID-19 pandemic is over, the learning hubs will provide ongoing, secure access to the district's network and 3P learning model units.

Specific Supports to Community Learning Hubs to Ensure Success. While the community learning hubs greatly expand connectivity, it is still necessary for students to be near the hub itself. For some Michigan students, transportation may remain a barrier, especially in our most remote areas. This grant specifically allocates resources to support communities in providing transportation to the hubs, including fuel for school buses and/or payments to bus drivers due to additional routes that support alternative schedules, public transportation cards or subsidies, and other supports as identified during the course of the grant. Michigan is committed to locating the community learning hubs in the areas of highest need, accessible to students and families who need them the most. Therefore, Michigan will leverage existing data and expand data collection as necessary so that hubs are meeting the greatest need.

Value of Accessing School District Network. Student access to the district's secure network is a critical component to this grant program and differentiates this work from free public hotspots. Providing access through district networks ensures ownership and security of data storage, access, and retention. These protections are essential components in ensuring student data privacy and cybersecurity measures that public hotspots do not provide. Additionally, monitored networks provide the [Children's Internet Protection Act \(CIPA\)](#) and [Children's Online Privacy Protection Rule \("COPPA"\)](#) compliance to the internet service and devices used by students. These protections include firewalls to restrict impermissible data entering and exiting the network, detection of unsolicited and unwanted email, and content filtering to restrict access to inappropriate content and at the same time to permit access to learning tools, resources, content, and supports.

Developing and Deploying Innovative 3P Learning Models

Core Content Development. Collaborating with experienced curriculum developers, current classroom educators, and other statewide partners, MDE will create 3P model units in grade bands K-2, 3-5, 6-8, and 9-12. These units will be aligned to Michigan content standards, online learning standards, and quality education best practices. Five units per grade band will be piloted and published in each year of this project. The 3P learning model units will be inquiry based and student initiated. Units will be openly licensed so that they can be used and improved through reflection and discussion with colleagues in a community of practice. The 3P learning model will be integrated into the MiStrategyBank (MSB), an electronic clearinghouse of evidence-based strategies designed to connect educational data systems, promote and support best practices, and provide information regarding the implementation of existing strategies in use across the state. The integration of the 3P learning model into the MSB will provide a mechanism for all districts across the state to easily leverage the units when completing continuous improvement plans. MDE will also leverage partner involvement from existing relationships with openly licensed resource stakeholders to contribute to the development and refinement of the units.

Professional Learning. MDE will develop professional learning resources to support the implementation of the 3P modules, based on the professional learning standards published by Learning Forward. MDE will seek stakeholder input to identify professional learning needs to assure that professional learning offered to support the 3P model units will meet the content needs of and be of relevance to educators. MDE will create asynchronous learning modules and leverage existing online professional learning platforms to reach educators statewide. Additional professional learning resources will be added on an annual basis: year one – emerging; year two – developing; and year three - mastering. At each offering level, participants will be required to submit a lesson plan to demonstrate mastery and application of 3P concepts. The lesson plans, once finalized with reviewer and colleague input, would be submitted to our existing OER repository collection, [Michigan's OER Hub](#), to continue

to grow the number of 3P instructional resources. Each ISD will be invited to designate a lead contact person to participate in coaching sessions to support a train-the-trainer model for professional learning and on-going support to districts within the ISD. Professional development programs like instructional coaching are more effective than the traditional workshop models because they are integrated in a teacher's day-to-day activities at the school (Birman et al., 2001).

This model would be based on the [Research-Supported Early Literacy Coaching Model](#) already in place in Michigan. This program will also provide an online community of practice for educators to access resources, share experiences, and seek guidance. All resources will be coordinated through partner organizations such as [MiSTEM Network](#), [Michigan Virtual](#), the [Regional Educational Media Center Association of Michigan \(REMC\)](#), [EduPaths](#), and the [Michigan Association for Computer Users in Learning \(MACUL\)](#).

Regions and Students Served

The table on page nine outlines the counties/regions in Michigan that will be targeted by this grant. These regions were chosen for the following reasons: 1) data show a lack of connectivity that is particularly acute in these areas; 2) they represent a diversity of areas of the state; 3) they have established relationships and infrastructure in place to be leveraged; and 4) their location supports streamlined expansion across the state. As MDE plans to pilot and scale this learning hub model, it is important that the regions served not only represent the greatest need, but also allow for the evaluation and understanding of how the model does or does not work in a variety of local contexts. The goal is to eventually serve the 500,000 students currently without sufficient connectivity. The approach outlined here allows Michigan to pilot this approach with the regions identified above and to serve those students, and then use these hubs to connect more students over time, with subsequent movement beyond the targeted regions. This makes the stretch goal of 500,000 students served by year 3. It will be

a challenge, and the goal may not be fully reached. One way or the other, this grant would be an enormous step to ensuring all Michigan students are served technologically, through this grant or beyond.

MDE will use student participation data and analysis from the partnering ISDs and school districts via the district's network to determine the number of students served. Since the core of the program includes each student accessing the school district's broadband network and digital content, schools will have systematic data sets regarding the number of students provided access through the community learning hubs, the number of students who use that access, the amount of time spent on the network, and the implementation of 3P learning. To assure compliance with FERPA, all data sets will be stripped of any direct student identifiers.

In addition, parallel to the process that districts initiate for non-public school student participation in the federal title programs such as Title I, Title IIA and Title IVA, MDE will ensure that local entities have the opportunity to participate in the program in a timely manner via meaningful consultation with appropriate non-public school officials to provide equitable services.

MANAGEMENT PLAN AND ADEQUACY OF RESOURCES

Timeline for Key Grant Activities

In Year 1, MDE will study the EUP model to document the process and components of both the network design and learning hub configurations. A project retrospective will be conducted to identify areas of improvement to the EUP field-initiated innovation. These improvements will be addressed at EUP, as well as incorporated into the community learning hub design for regional implementation and scale statewide over the period of the grant. This work will be conducted by the project manager and the MDE team. The MDE team will develop a protocol for project specific data collection, triangulation, analysis, and mapping to ensure that data quality and appropriate methodology are used for strategic

selection of community learning hubs. The MDE team will develop a comprehensive implementation plan that will include learning hub selection, communication strategies, evaluation plans, key partner roles and responsibilities, and execution of deliverables. To help streamline the execution of deliverables, the MDE team will begin the Request for Proposal (RFP) process with the Department of Technology, Management, and Budget (DTMB) for a single contractor. The scope of the RFP will include, but is not limited to: system integration (single sign-on with the Michigan Data Hubs); ISD and district recruitment (a minimum of 10 ISDs and 50 districts will be targeted for community learning hub implementation per year); development of 3P, interdisciplinary units (five per grade band per year); development and establishment of asynchronous professional learning modules for 3P learning hosted on existing statewide platforms (professional learning will become available on an annual basis: year one - emerging, year two - developing, and year three – mastering); and engagement of key community partners (both as community learning hub locations and service providers, but also as subject matter experts for 3P learning and professional learning).

In Year 2, five additional model 3P units will be developed and released per grade band. Refinement of the initial units will continue through feedback and the educator community of practice. The professional learning modules for educators rolled out in Year 2 will focus on developing understanding of 3P learning. Participants will be required to create a 3P lesson plan to demonstrate mastery of 3P developing concepts. The lesson plans will add to the content developed through the project, although the lessons will not officially be added to model 3P unit collection.

In Year 3, the final five additional model 3P units per grade band will be developed and released. Refinement of the units developed in Years 1 and 2 will continue through feedback and the educator community of practice. The professional learning modules for educators rolled out in Year 2 will focus on mastery of 3P learning. Participants will be required to create a 3P lesson plan to demonstrate

mastery of 3P concepts. The lesson plans will add to the content developed through the project, although the lessons will not officially be added to model 3P unit collection. At the conclusion of Year 3, a full program will become available so that all educators have access to 3P professional learning, and sustainability of the learning hubs will be realized.

Management Plan

The grant goal, objectives, research, and components outlined in this proposal, as illustrated in the logic model (Appendix 6), have defined the efforts to support student access to the internet and innovative learning models currently underway and anticipated with support of grant funding. The grant project resources will include not only financial support from this grant program, but also may include additional financial supports and in-kind contributions from key partners, including those represented by the letters of support. Additional human resources will be necessary to carry out the project activities and deliverables to achieve success. The budget narrative highlights the staffing model, which includes: a project lead to coordinate and administer grant components; a unit manager to oversee grant design and deliverables; a data specialist to manage data needs; a unit specialist to provide subject matter expertise for connectivity infrastructure design; and a program support staff person to provide scheduling, record management, and additional support functions. This grant will also have access to direction from the executive team at MDE, including a lead deputy superintendent and involvement of the state superintendent and his senior staff. Resumes of key personnel have been included in the grant packet.

The grant team will develop and execute a communication plan, which determines audience, format, and timelines for key project activities. It is imperative that both professional learning and technical assistance be determined and delivered across all identified regions. The evaluation will address key performance measures that are detailed below in the performance measure section. The

evaluation will be used to ensure compliance with all federal reporting and to communicate value and return on investment of the project.

MDE will model best practices for districts by utilizing the implementation structure and tools already in use as part of the department's statewide approach to continuous improvement. Consistent with this approach, MDE will be using a hexagon discussion and analysis tool to assess the program indicators of evidence, supports, and usability when developing the innovative learning model resources and implementation indicators. The tool will measure need, fit, and capacity, to ensure successful implementation of the community learning hubs efficiently and effectively within the local context of each selected region.

STATE ASSETS AND COLLABORATIVE EFFORTS: BUILDING ON PAST SUCCESS - (SECTION 4 OF APPLICATION REQUIREMENTS)

Outlined in this section are the state's assets and collaborative efforts, as well as the barriers Michigan has faced in meeting the digital divide and innovative learning model needs.

State Assets and Collaborative Efforts-Requirement #4a

In 2012-13, MDE administered the Technology Readiness Infrastructure Grant (TRIG). This state-funded grant program provided nearly \$175 million over the five-year grant period to meet the goal of ensuring that Michigan districts could successfully administer state assessments online, as well as create greater capacity in the state for technology-enabled learning. Through a comprehensive, statewide plan, this goal was not only achieved with a successful transition to online assessment in 2015, but this grant program also built out and sustained key pieces of educational infrastructure, such as the [Michigan's State Education Network](#), [EduPaths](#), [MiDataHubs](#), and the [Michigan Collaboration Hub](#), which provided a foundational infrastructure that achieved test-readiness in school buildings, but has not yet been built to realize a statewide comprehensive technology readiness or to support last mile

connections to communities or homes. Michigan has excellent partnerships in place to support creating lifelong learners who are tech-ready, career, and college-ready.

Steps the State is taking to address immediate needs

When Governor Whitmer closed schools for the remainder of the 2019-20 school year, MDE reacted immediately to support districts and schools in response to the rapid shift to remote learning by providing information and guidance – developing numerous resources to assist local school districts, educators, and families. MDE created a COVID-19 resource page to help aggregate guidance and resources for schools and districts. MDE brought together education stakeholders from across the state to create a Learning at a Distance guidance document. Michigan was the first state in the nation to receive approval for the P-EBT benefits to help keep Michigan’s families fed, and MDE aggressively worked to assure continuous emergency summer food distribution to children when schools were closed. MDE curated lists of online instructional resources and issued joint guidance with the Michigan Department of Health and Human Services on social-emotional learning. MDE applied for and received federal waivers of assessment and accountability law, as well as flexibility of use of federal funds. Within the state, MDE provided extensive flexibilities to educators regarding certification and required professional learning. Michigan’s state superintendent of public instruction has held regular virtual regional meetings with hundreds of superintendents around the state, as well as hosted regular calls with other educators and stakeholders.

LEAs and ISDs provide immediate response to their students, families, and committees by crafting their continuity of learning plans to meet the elements required by the governor’s executive order, which included delivery of content either virtually or in paper packets. The short-term solutions related to student connectivity were identified and executed by local districts in a matter of days, which included: sending home hot spots or Wi-Fi enabled devices; sending home devices pre-loaded with

learning applications and supporting documents; broadcasting Wi-Fi networks to parking lots and granting access to their communities; parking buses equipped with Wi-Fi in underserved areas; and sending home flash drives loaded with content to support distance learning.

However, it was quickly discovered that despite these efforts, many students could not and did not connect to the school, their peers, or their educators because of either lack of access to a Wi-Fi enabled device or lack of access to the internet or both. LEAs and ISDs continue to support efforts to connect their students with high-quality content, devices and connectivity, and most importantly their teachers and peers. Student success and the success of remote learning require access to a learning device (larger than a smartphone) to support educational engagement. LEAs and ISDs continue to support efforts to connect students with high-quality content, access to devices and connectivity, and most importantly their educators and peers. However, more support is needed. Therefore, MDE has been working across agencies to secure devices in collaboration with the Governor's Office, REMC Association of Michigan, MAISA, and METL. The REMC Association, MDE, MAISA, and METL have been working with districts to: 1) provide funding to secure the purchase of mobile devices that meet the instructional needs for all learners both in and away from school, and 2) use REMC Save Device Purchasing contracts, a competitive bidding system already used by 95 percent of Michigan school districts, to support device purchasing needs.

Continued collaboration is underway between these organizations and the LEAs to address device and connectivity issues.

Other State Assets and Collaborative Efforts

Michigan Virtual (the state's online K12 virtual school) has established the [Michigan Virtual Learning Continuity Work Group](#): The work group encompasses a cross-section of leaders with expertise to assist school districts in transitioning to new models of instruction. The expert panel

supports three critical functions for Michigan: 1) react to potential ideas, policies, and guidance for school leaders and policymakers around remote and online learning, access, and equity issues; 2) identify and create recommended strategies for leaders to consider as they implement remote and online learning; and 3) explore new scalable delivery models that enable effective any time, any place, and any pace teaching and learning.

Support of local businesses, nonprofits, and philanthropy has been substantial in building a strong network for connectivity and education in Michigan. Two primary examples include:

- Connected Futures, an initiative between Detroit Public Schools Community District (DPSCD), business, philanthropic organizations, and other community members all working together to close the digital divide. Most recently, the group rallied to support DPSCD students to provide connected devices, household internet, and technical support during the closure of school buildings this past school year.
- Kalamazoo Public Schools (KPS) and Kalamazoo City Commission have recently partnered to provide free internet services and Wi-Fi routers to 1,000 homes of KPS students through a donation of \$200,000 from the Foundation for Excellence Aspirational Fund.

As part of this work, MDE intends to look to these two initiatives for lessons learned and best practices as we scale across the state to provide mid-term solutions to our more rural and disadvantaged communities.

State Barriers—Requirement #4b

As discussed above, rural areas are unserved/underserved by broadband internet. Private providers see no reason to invest in these areas due to the low return on investment. Wired solutions, when available, are often low bandwidth and poor quality. Wireless solutions, often unreliable and/or

unavailable in rural areas, are further complicated by data caps and throttling. Even when a reliable wired solution is available, the rural poor cannot afford the connection.

Michigan is also a local control state, which means that local school boards hold much of the authority and decision-making power over education. When addressing something like connectivity and innovative learning models, it can be a challenge for individual districts to initiate a program like this one without some degree of state coordination and support, including the development of a model to replicate, along with funding and technical assistance to implement the solution. The state will overcome these barriers through the proposed project plan and be able to demonstrate the success of this project through the project-specific measurements.

PERFORMANCE AND PROJECT-SPECIFIC MEASURES - REQUIREMENT #5

MDE will meet the established performance measures for the ESF-REM Grants program: 1) the number of students served by the project using the student access measure described below; 2) the percentage of parents who reported satisfaction with the remote learning options available via district-administered parent survey in cohort districts; and 3) the number and different types of new remote learning options (3P learning models) provided. MDE will also participate in any grant-related evaluation processes that the U.S. Department of Education may require.

Performance Measures

The table below provides: MDE's proposed performance measures; performance targets; baseline data, where available, or method for determining baseline, when current data is unavailable; and proposed data source. Baseline data is limited for measures related to community learning hubs and 3P learning models; therefore, the first step in the grant design is to collaborate with EUPISD and statewide organizations to gather baseline data from pilot locations for those performance measures.

Table 2: Performance Measures for Michigan Community Connects: Innovative Learning Hubs

Measure	Description	Target	Data Source
Broadband access for learning	Close Michigan's digital divide by increasing the percentage of students in targeted regions with access to broadband for instructional purposes	<p>Reduce by 50 percent the connectivity gap in cohort districts, through increased access to off-campus broadband via the district's network</p> <p>Baseline data will be derived from April 2020 METL survey connectivity measure.</p> <p>Note: This connectivity solution is a mid-term solution and does not replace the long-term goal of full connectivity in the home for all students.</p> <p>This target will be achieved in the second year of the grant period.</p>	District networks will be able to identify which students were provided logins to the learning hubs and how often those students accessed the network from a community learning hub.
Student access	Frequency of students who lack internet access at home connecting to the learning hubs	<p>Connections to the learning hubs by students who lack internet access at home will increase an average of 25 percent each year.</p> <p>This target will be achieved by the end of the grant period, with interim annual measures in each year following learning hub implementation.</p>	Districts will provide data sets via their student information systems and/or data hubs regarding connection rates.

Measure	Description	Target	Data Source
Student engagement	Student perception data regarding engagement in 3P learning	75 percent of participating students report satisfaction with the 3P learning model.	Pre- and post-perception surveys on student engagement with 3P learning model
Professional learning participation	Number of educators in the targeted regions who participate in professional learning on 3P models	At least 50 percent of core content educators in cohort districts will participate in the professional learning. This target will be achieved by the second year of the grant period.	Will be gathered via attendance and completion records for professional learning sessions and by data analysis of participation rates in the online community of practice
Implementation of 3P learning experiences	The number of educators providing 3P Learning Experiences in targeted regions	At least 50 percent of core content educators in cohort districts will provide 3P Learning Experiences. This target will be achieved in year three of the grant period.	Educators will complete a survey. This information can be tracked via the online professional development community and via educator completion of survey feedback.
Student achievement	Student assessment scores in targeted regions	Increase Mathematics, ELA, and benchmark scores by 5 percentage points in cohort districts This target will be achieved in year three of the grant period.	State-provided M-STEP Mathematics and ELA scores and district-provided benchmark data

Reporting Capacity

Michigan has a track record for state data gathering, analysis, and reporting. Michigan hosts the [Center Education Performance and Information \(CEPI\)](#), which collects, secures, manages, and reports on education data in Michigan. In addition, Michigan hosts the [MI School Data](#) portal to support school LEAs in helping citizens, educators, and policy makers make informed decisions regarding teaching and learning.

REFERENCES

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- Birman, F., Desimone, L., Garet, M., Porter, A., & Suk Yoon, K. (2001). What makes professional development effective? Results from a national sample of teachers. *American Educational Research Journal*, 38(4), 915-945.
- Cororan, L., Diliberti, M., Kewalramani, A., Rathbun, A., Wang, X., Zhang, J., and Zhang J. (2018). Student access to digital learning resources outside the classroom. Institute of Education Sciences (IES), National Center for Education Statistics. Retrieved from <https://nces.ed.gov/pubs2017/2017098.pdf>.
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Other Attachment File(s)

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STATE OF MICHIGAN
OFFICE OF THE GOVERNOR
LANSING

GRETCHEN WHITMER
GOVERNOR

GARLIN GILCHRIST II
LT. GOVERNOR

June 25, 2020

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

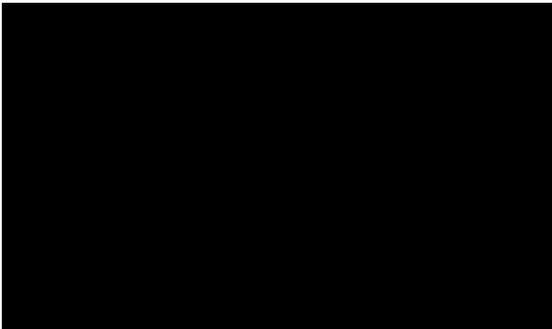
Dear Secretary Devos:

I write to express my full support for the Michigan Department of Education (MDE) application for the Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) grant. Michigan has been significantly impacted by the ongoing coronavirus pandemic, with our number of cases and deaths consistently in the top 10. As a result, students have been severely impacted as their learning has been disrupted by school closures and inequitable access to online learning. The lack of broadband access throughout the state has created an unprecedented challenge for Michigan's educators to ensure continuity of learning for their underserved students. An ESF-REM grant would help MDE connect students to the internet to support innovative school-based learning opportunities.

At the onset of the coronavirus pandemic, MDE, in collaboration with the Michigan Education Technology Leaders (METL), a group of senior technology leaders from across the state, worked to identify the number of students statewide who lack an internet-capable device, internet access, or both. This study found that up to 500,000, or 30%, of students in Michigan lack the technology resources needed to engage in effective remote learning.

Michigan's approach under the ESF-REM grant will expand a model recently launched in the eastern Upper Peninsula of Michigan. The model provides students with connectivity to their secure school network at "community learning hubs" and provides students with access to innovative educational models such as place-based, problem-based, and project-based (3P) learning. If the state receives funding, Michigan will develop a framework to replicate and scale this model in regions in need across the state.

I strongly support the MDE's proposal, which will allow our state to fund innovative learning opportunities so that every Michigan student has access to a high-quality education during the pandemic and other events that may cause disruption to the traditional learning model. I ask your full and fair consideration of the MDE ESF-REM application.



SAMUEL DUNCAN IV

PROFESSIONAL PROFILE

Highly organized analytical professional with superior goal setting, decision-making, and problem solving skills. Adept knowledge in bookkeeping, accounting, auditing, and grants administration/management. Solid reputation for having positive impact on both internal and external support and overall productivity. Keeps pace with changes in various industries and evolving needs. Strong ability to identify, develop and sustain a network of people and other resources for tasks. Able to execute strategic initiatives in a methodical approach.

PROFESSIONAL EXPERIENCE

March 2017 – Present State of Michigan/Department of Education
Departmental Specialist 13/Data Specialist

- Serve as liaison between program offices, departmental managers, DTMB, and third party vendors
- Contribute to the design and development of data systems
- Propose and monitor progress toward enhancements to existing data fields
- Develop data sharing agreements
- Ensure compliance with privacy laws, as well as data collection constraints imposed through other laws
- Provide leadership in discussions regarding the design and development of data systems
- Analyze reports by other entities to ensure that data being reported is contextually valid and appropriately portrayed
- Document and communicate data quality issues discovered in datasets

April 2014 – March 2017 State of Michigan/Department of Education
Departmental Analyst/Electronic Grant Analyst

- Serve as liaison between program offices, departmental managers, DTMB, and third party vendors
- Coordinate application requirements, design walkthroughs, and QA/UAT testing
- Perform a review and follow up on record keeping of high risk transactions
- Implement the use of electronic grant systems to provide information on grants administered by the department
- Conduct studies and analyses of all grants received and/or administered by the department
- Ensure data quality of grant recipients and monitor accuracy of data input
- Conference/Workshop Presenter
- Handle development of spreadsheets for various reports related to auditing, grant award payments, and data tracking

March 2011 – April 2014 State of Michigan/Department of Natural Resources
Department Analyst/Program Manager

- Analyzed grant reimbursement documentation
- Evaluated and updated policies and procedures for multiple grant programs on an annual basis
- Handled evaluation of grantees project status and completion rate
- Prepared and reviewed budgets, available funding for grant awards, and encumbrances
- Developed spreadsheets for reports related to auditing, grant award payments, and data tracking,
- Ensured goals/objectives are in compliance with State and Federal Laws and regulations
- Developed customer satisfaction activities to enhance customer loyalty
- Provided technical assistance to departmental staff, grantees, applicants, and other third party entities
- Approved Land and Water, Recreation Passport, and Marine Safety grant reimbursement request
- Attended annual Land and Water Conservation Fund conference and workshops
- Handled supervision and training of staff and conducted staff evaluations
- Developed and updated program policies and procedures
- Assisted with monitoring the budget and contract with DTMB, and third party software developers
- Serve as liaison between program offices, departmental managers, DTMB, and third party vendors

SAMUEL DUNCAN IV, PG 2

June 1995 – October 2012

Lansing Church of God in Christ

Accounting Director

- Developed and coordinated auditing, accounting, and bookkeeping policies, procedures, and processes
- Interpreted regulations, laws, and policies of the federal, state and other governing entities
- Attended annual training with law and tax seminars
- Established online and electronic payment systems for receiving donations and contributions
- Compiled financial statements for reporting and business analysis and oversaw payables
- Prepared and reviewed budgets and spending plans
- Serve as accounting liaison between departments and board of trustees

August 2009 – March 2011

State of Michigan/Department of Natural Resources and Environment

Accountant Specialist

- Compiled financial statements for reporting and business analysis
- Prepared and reviewed budgets, available funding for grant awards, and encumbrances
- Served on the accounting and business practices committee
- Used ADPICS/R*STARS
- Developed spreadsheets related to auditing, grant award payments, and data tracking
- Prepared files for audit review and final grant close out
- Handled reconciliation of grant appropriations
- Coordinated and provide grant funding for recreation grant program and real estate acquisition escrow closings
- Researched and updated policies and procedures to maintain accounting controls

October 1997 – August 2009

State of Michigan/Michigan Guaranty Agency

Senior Auditor

- Participated in Certified Fraud Examiners Symposiums
- Coordinated fraud investigations with USED Ombudsman Office, Office of Inspector General, and US Marshals
- Attended annual Training: Association of Certified Fraud Examiners
- Coordinated fraud investigations with USED Ombudsman Office, Office of Inspector General, and US Marshals
- Ensured the integrity of sampling techniques

EDUCATION

May 1995

Saginaw Valley State University

Saginaw, MI

- Major: Accounting
- Degree: Bachelor of Business Administration

May 2015 Cornerstone University/Grand Rapids Theological Seminary

Grand Rapids, MI

- Major: Christian Leadership
- Degree: Master of Arts

AFFILIATIONS & MEMBERSHIPS

- CASE Credit Union Board of Directors (2009 – Present)
- National Association of Black Accountants (2002 – 2012)
- National Guarantor and Lender Audit Procedures Committee (2003 – 2009)
- Early Awareness Committee (2003 – 2007)
- National City Bank (2004 – 2006)

ADDITIONAL SKILLS & COMPETENCIES

- Microsoft Word
- Access
- PowerPoint
- Adobe
- Excel
- Outlook
- DISC Certified
- Business Acumen
- Communication
- Ethical Practice
- Leadership and Navigation
- Critical Evaluation
- Consultation

AMANDA STOEL

WORK EXPERIENCE

[January 2019 - Present]

Michigan Department of Education Lansing, MI

Departmental Specialist

- Liaison for the Director to external and internal stakeholders.
- Interpret existing and proposed laws, policies, and procedures related to department, state, and federal to ensure compliance and continuous improvement to meet department goals, mission, and vision and legislative intent.
- Design, administer, implement, and evaluate educational technology grant programs.
- Facilitate, document, and manage business process for the Michigan Continuous Improvement Process.
- Oversee MiSTEM Network project interns.
- Develop MiSTEM Network and grant program monitoring and compliance process.
- Plan, review, monitor, and resolves department budget, personnel, contractual, and policy for quality assurance matters.
- See all duties of Department Analyst.

[September 2013-January 2019]

Michigan Department of Education Lansing, MI

Departmental Analyst

- Recognized resource responsible for all educational technology grants in the Ed Tech Unit., which includes Cyber security, FIRST Robotics, Assessment of Digital Literacy, Competency-Based Education, and the sustainable efforts of the Technology Readiness Infrastructure Grant. Duties include: Advising leadership on existing and changes to legislation concerning Educational Technology, designing grant programs to align with Michigan's Top 10 in 10 Education Strategic Plan, and working to ensure sustainability of program components.
- Coordinate, facilitate, and participate in stakeholder meetings, conferences, and professional development to build strong strategic partnerships with organizations such as, MISTEM Network and Advisory, MACUL, REMC/RITS, Michigan Virtual, MAISA, Advanced Learning Partners, METL, local education agencies, intermediate school districts, public school academies, and colleges and universities.
- Responsible for the design and/or project management of the Michigan Minecraft: Education Edition Pilot Program and Professional Learning Community, the Curriculum and Technology Leadership Summit, the #GoOpen Michigan Communication Work Group and #GoOpen Michigan Summit and Showcase events.
- Responsible for making department-wide recommendations on implementation of procedures and processes for program improvement and to determine district compliance with program requirements.
- Manage and analyze Ed Tech data, by designing data collection and recording system, maintaining all data within databases, generating reports from analysis of data.

[August 2007-September 2013]

Michigan Department of Education Lansing, MI

Departmental Technician

- Provide and coordinated technical assistance to school districts/PSA's, faith and community-based agencies and staff regarding the 21st Century Community Learning Centers Grant and other after-school initiatives.
- Communicate after-school information via reports, websites, and other correspondence.
- Administer 21st CCLC grant program to grantees through the Michigan Electronic Grant System Plus (MEGS+).
- Perform document review prior to and during grant on-site monitoring visits. Was certified in YPQA and Dimensions of Success Observation Tools.
- Serve as a member on various after-school committees, such as, the Michigan After-School Partnership (MASP) Quality and Communication committees and chair the Michigan AfterSchool Association Professional Development Committee.

[August 2005-March 2010 & August 2011-September 2012] Michigan AfterSchool Association Lansing, MI
Independent Contractor-Conference/SB-CEU Coordinator

- Coordinate statewide and region professional development opportunities, including coordination of state continuing education credits.
- Design and maintain MAA website.

[January 2003-August 2007] Michigan Department of Education Lansing, MI
Secretary E8 for the 21st Century Community Learning Centers and the Michigan After-School Partnership

- Manage all after-school databases.
- Prepare and edit reports, correspondence and other documents based on any after-school initiative or database.
- Maintain files for grants, reports, applications, board items, and other program components. Assist consultants with learning the competitive grants process and requirements for the 21st CCLC Grant Program.

EDUCATION

[2014-2017] Central Michigan University-Global Campus Mt. Pleasant, MI
Bachelor of Science – Public Administration with emphasis in Community Development

[2001-2003] Lansing Community College Lansing, MI
Molecular Biotechnology

[1999-2001] Grand Valle State University Allendale, MI
Biomedical Science

[1998-1999] Lansing Community College Lansing, MI
High school senior dual enrolled



EDUCATION

Western Michigan University 2009-2011
Master of Public Administration

University of Michigan, Ann Arbor 1997-1999, 2001-2002
Bachelor of Arts, Russian and Eastern European Studies

PROFESSIONAL EMPLOYMENT

Education Consultant Manager 5, Michigan Department of Education 11/2019-Present
Position provides supervision of the Educational Technology Unit staff which includes supervising and integrating the State of Michigan’s overall approach to integrating technology into teaching and learning. This includes directing and coordinating educational technology initiatives in support of the department and State Board of Education goals and priorities. Position functions as a resource to the unit, and to the Department as a whole, on matters pertaining to state and national educational technology issues and trends.

Education Consultant Manager 4, Michigan Department of Education 8/2018-10/2019
Responsible for the planning, coordination, support, and execution of educational technology activities in support of the Top 10 in 10 and MI Roadmap. Direct activities of unit staff to support educational technology. Function as resource to unit at the department on matters pertaining to state and national educational technology issues and trends. Manage federal and state educational technology grants and provide statewide guidance on the E-Rate program. Direct the development, adoption, and implementation of the Michigan integrated technology competencies for students (MITECS) and the K-12 computer science standards.

School District Consultant P-13, Michigan Department of Education 5/2013-7/2018
Responsible for the coordination of ongoing statewide educational technology initiatives. Assist local districts with vision development for technology, working on the adoption, implementation, and integration of the State Education Technology Plan, Open Educational Resources (OER), and the Michigan Educational Technology Standards for Students (METS-S). Collaborate with districts on key messaging in support of the expansion of OER in support of personalized learning. Responsible for the expansion and alignment of educational technology initiatives with state and federal education efforts, including Every Student Succeeds Act (ESSA). Coordinate statewide technology infrastructure capacity expansion and development in support of teaching and learning. Manage Michigan E-Rate Advisory Committee, advise and direct schools and libraries on accessing E-Rate funds, and serve as Michigan State E-Rate Coordinator. Provide technical assistance for technology planning, technology integration, and instructional practices that utilize technology. Liaise with Michigan and national educational technology organizations.

Education Technology Specialist, Michigan Department of Education 10/2010-4/2013
Develop targeted, supplemental documentation and training materials for staff training and technology needs. Evaluate staff technology training for continuous improvement. Create comprehensive justification for device procurement, deployment, provide application recommendations, and comprehensive in-depth training on device use. Program coordinator for the Michigan Teacher of the Year Program and the Milken Award. Administer MDE SharePoint and coordinate SharePoint training. Provide technical assistance for and approval of district education technology plans, in addition to guidance on the technology planning process. Research applications and tools for collaboration, process enhancements and efficiencies, cost reduction, and provide recommendations to staff, as

well as to department leadership. Coordinate large-scale technology infrastructure investments and installations. Administer professional development programs for continuing education of Michigan teachers. Member of Superintendent's Dropout Challenge Team.

Administrative and Technical Support, Michigan Department of Education 10/2004-9/2010
Create training manuals. Plan, coordinate, conduct, and evaluate professional development and technical training sessions. Provide technical assistance. Evaluate procedures and policies, make recommendations for program improvements. Research, analyze, and synthesize data.

Guest Lecturer and Teacher 11/2002-9/2004
Substitute lecturer for Lansing Community College dance faculty. Provided supplemental dance programming to Lansing School District as guest teacher for summer and afterschool programs.

NONPROFIT WORK

State Educational Technology Directors Association, Secretary, June 2019-present
State Educational Technology Directors Association, Board of Directors Member At-Large, June 2017-May 2019
Happendance Board of Directors, President, October 2014 – July 2015
Happendance Board of Directors, Vice-President, October 2012 – September 2014

RECOGNITION

EdScoop Ed Tech Hero, 2017
Making IT Happen Award recipient June 2017, Regional Educational Media Centers Association of Michigan (REMC)/International Society of Technology in Education (ISTE)
Education Policy Fellowship Program, Institute for Educational Leadership, 2014

Joseph J. Polasek III

Education

Central Michigan University: BS in Broadcast and Cinematic Arts, December 2011

Work Experience

Michigan Department of Education- Lansing, MI: October 2017 – Present

Department Specialist 13- State E-Rate Coordinator

- Educational Technology Unit of the Office of Systems, Evaluation, and Technology (OSET)
- Provide training, TA, and application/appeal assistance to E-Rate applicants and their representation
- Represent state interests regarding technology infrastructure and connectivity through SECA, SETDA, METL, and MISEN Board of Director meetings

Michigan Department of Education- Lansing, MI: September 2017 – October 2017

Department Analyst 12

- Worked for the Performance Review Unit of the MDE Office of Special Education

Michigan Department of Education- Lansing, MI: November 2014 – September 2017

Department Analyst 12

- Grants, Assessments, Monitoring, and Evaluation Unit of the MDE Office of Career and Technical Education
- Worked with OCTE Education Research Consultants and CEPI (Center for Education Performance Initiatives) to improve the quality of Early/Middle College data and reporting. Provided TA to the field on EMC reporting.
- Back-up role to Joan Church, Funding/Reporting Specialist and Career Technical Education Information System (CTEIS) lead worker
 - Worked to provide reports, answer questions, and disseminate information relative to secondary CTE program data entry
- Monitored all 4033 expenditure reports detailing the added cost of running a Career Technical Education program as compared to a core subject class
 - Analyzed expenditure data for anomalies and trends to better assess CTE expenditures and their outcomes
- Disseminated up-to-date information on technical skills assessments to the field and provided TA when and where applicable with assessment related issues
 - Hosted monthly webinar/conference calls with the field to address any questions or concerns about approved assessments in Career Technical Education programs
- Collaborated with a grant review team on Carl D. Perkins Grant proposals, provided TA on writing effective outcomes to the field to improve outcomes in federal core performance indicators

Michigan Department of Human Services- Lansing, MI: July 2013 – November 2014

Grants Management Analyst 9-11

- Grants Management Section of the DHS Budget Division
- Aided assigned program areas in:
 - Identified grant opportunities
 - Facilitated of collaboration within DHS and with outside partners
 - Other state agencies, public/private partners
 - Developed of quality grants proposals/reports/state plans for submittal to funding agencies
- Was responsible for maintaining a master grant file for each awarded grant

Michigan State Housing Development Authority- Lansing, MI: August 2012 – July 2013

Advisor/Reporting Analyst

- Contracted by Kelly Services for long term service with MSHDA
- Worked with Step Forward Michigan (SFM) Program, set up by the US Treasury, to aid homeowners in delinquency or facing foreclosure
- Funding/Reporting Team member duties
 - Created and submitted records going both to and from mortgage providers/banks and the mortgage specialists SFM office
- Developed informational webinar presentation, including one recorded version, for dissemination to new lenders/interested parties
- Training contact for new lenders

Michigan Department of Community Health- Lansing, MI: July 2012 – August 2012

Department Analyst

- Contracted by Kelly Services work with the DCH
- Worked with Perinatal Health Department and Michigan Maternal Mortality Survey
 - Compiled, sorted, and requested medical/birth/death records for the Michigan Maternal Mortality Survey (MMMS).
 - Prepared records for presentation and summary.
 - Aided the Maternal Infant Health Program (MIHP) with data base clean-up, instructional procedure development, and a directory re-write

Michigan Economic Development Corp- Lansing, MI: February 2012 – June 2012

Department Analyst

- Contracted by Kelly Services to work with the Community Development Block Grant (CDBG)
 - Rectified 15+ years of discrepancies across three databases, one of them for Housing and Urban Development at the federal level
 - Created reports for management, identifying and correcting mistakes, and meeting with other departments to understand and correct problem entries

Professional Memberships

Alumni member, Delta Chi Fraternity
State E-Rate Coordinators Alliance (SECA)
State Educational Technology Directors Association (SETDA)
Michigan Educational Technology Leaders (METL)
Michigan State Education Network (MiSEN)

PR/Award # S425B200025

Ashley A. Arras



Work History

Department Technician, *State of Michigan, MDE*, December 2019 – Present

- Technical assistance in the implementation of internal technology supports.
 - Support, maintain, and monitor specific department technologies.
 - Provide training on technology, including software applications such as video conferencing and Microsoft collaborative tools.
 - Collect and analyze technology use data for licensing of technology software.
- Provide support for Ed. Tech grants including data collection and verification reporting.
 - Track grant submission dates and respond appropriately when grants are submitted
 - Provide technical assistance to stakeholders with the Ed. Tech grant submission process.
 - Distribute grant announcements for competitions to all interested parties.
- Serve as Ed Tech Unit ADA compliance technician. Evaluate all printed and electronic materials (including documents, communications, presentations, and web content) to ensure ADA standards have been met.
- Provide support to unit staff including website maintenance, correspondence, and meetings.
- Update TechPlan.org and State of Michigan website as needed.
 - Coordination of State Continuing Education Clock Hours (SCECH) offering submissions for Ed Tech.
 - Assist staff with organizing workshops/conferences/meetings, including lodging, meals, travel, secure appropriate meeting facilities, including conference room rental and configuration, and attendee registration.
 - Manage Tech-C listserv by managing new subscriptions to it and monitoring the conversations taking place and escalating issues to the appropriate person.
- Other duties as assigned.
 - Process CEPAS refunds daily.
 - Child Care Relief Fund Grant Processing daily.

Secretary, *State of Michigan, MDOT*, Lansing, MI., 7/2018 – Present

- Assists section managers and unit supervisors in personnel matters, report and correspondence writing, research activities, and equipment inventory.
- Process SIGMA delivery orders, invoices, purchase orders, payment requests for commodity (PRC) and requisitions for supplies and services.
- Assist managers and supervisors in hiring process by compiling hiring packets.
- Review, correct, and audit time reports and assist staff with SIGMA time entry.
- Manage records according to the state and MDOT retention schedules.

District Technology Assistant, Charlotte Public Schools, Charlotte, MI., 9/2017 – 7/2018

- Assist in the coordination of the activities involved in the daily operations of technology.
- Maintain and troubleshoot building computers and equipment as necessary.
- Assist in inventory procedures as required.
- Support staff by scheduling appointments and creating documents as necessary.
- Prepare purchase requisitions.
- Manage and maintain multiple database and group lists.
- Creation and suspension of user accounts.

Technical Service Representative, SCAO, Judicial Information Systems, Lansing, MI, 06/2014 – 06/2017

- Analyze and test present systems, documentation, and procedures on a statewide basis in order to provide recommendations for improved operations within courts.
- Work with SCAO division to determine the impact of changes to court rules and legislation on software systems.
- Implement software and provide in-house orientation training, extended on-site training, and follow-up training.
- Provide technical support to users.

Administrative & Operations Assistant, County of Eaton, Charlotte, MI., 01/2010 - 06/2014

- Provide technical support to over 400 users, including local agency users, using a diverse collection of IT assets and support tools (i.e., remote desktop support)
- Prepare user manuals and presentations to train and assist computer users on technologies, such as, Microsoft Office, Adobe Acrobat, document imaging (Laserfiche), and Workflow processes.
- Maintain records of users, computer logs, computer equipment inventory, and contractual service costs.
- Process financial transactions for accounts payable, accounts receivable, and transfers between fund accounts.
- Create various types of correspondence for County departments using various applications.

Educational Background

General Associates, Cum Laude (2013)
Lansing Community College, Lansing, MI.

Bachelor of Science in Organizational Management (2014 – Present)
Spring Arbor University, Spring Arbor, MI.

Drew Finkbeiner

Highlights of Qualifications

- Over seventeen years in successful positions leading projects within the education and technology industries.
- Natural problem-solving skills that create both practical and agreeable solutions.

Professional Accomplishments

State of Michigan *February 2012 to Present*

Assistant Director for the Office of Systems, Evaluation, and Technology

November 2019 to present

- Oversee, plan, and implement state education data systems and data governance processes to support the office's contribution to MDE's Top 10 in 10.
- Provide leadership, direction, and supervision of staff within the OSET for the efficient and effective day-to-day operation of the office and services.
- Support the systems and technology coordination between the offices in MDE and in connection with CEPI education data systems work.

State Administrative Manager for the Department of Education

August 2017 to November 2019

- Manage the budget spending plan for multiple offices within the Department of Education.
- Collaborate with the State Budget Office during the development of MDE's fiscal budget process.
- Advise the Chief Deputy Superintendent on the department's budget needs and requests.
- Review and approve grant spending plans.
- Facilitate the department's efforts to procure new grant and fiscal management systems.
- Developed a policy for the review and maintenance of office spending plans.
- Represent the Directors of the Office of Financial Management and the Office of Systems, Evaluation, and Technology in meetings as assigned.
- Project Team Leader for the departments grant management system Lean Process Improvement.

Assistant Director of Finance, Operations, and Technology for the State School Reform/Redesign Office

September 2015 – August 2017

- Oversaw the planning and management of the offices \$2.2 million annual budget.
- Responsible for the procurement of services and technology for the office.
- Managed the development of all technology projects include the Performance Information System (PERIS), a Priority School mapping project, and a contact management system.
- Provided legislative analysis and strategic policy planning advice to the State School Reform/Redesign Officer.
- Represented the School Reform Office as a member of the Governor's Strategic Excellence planning team.
- Served as the office's representative for the development of the State's educational plan to implement the Every Student Succeeds Act.
- Acted as the offices human resources liaison.
- Managed the announcement of newly identified, released, and retained Priority Schools.
- Awarded Department of Technology, Management, and Budget Leadership Coin.

Information Technology Manager

April 2015 – September 2015

- Application manager for applications utilized by the MDE Division of Accountability Services (DAS);

Drew Finkbeiner

including Michigan Online Educator Certification system (MOECS) and Secure Site.

- Directly supervised eight State of Michigan employees and four contracted employees.
- Teacher of the DTMB SUITE course Writing Good Business Requirements.

Business Analyst, May 2013 – April 2015

- Responsible for developing and maintaining requirements and technical designs for all 92 applications in the Michigan Electronic Grant System (MEGS+).
- Managed the transition of development and support from the vendor to DTMB.
- Served as a technical liaison between DTMB and the Office of School Support Services.
- Project manager of MOECS, the application responsible for managing the teaching and administrator certifications for all educators in the state.
- Project manager of the Cash Management System (CMS) that is utilized by the MDE Office of Financial Management to manage and distribute State and Federal grant awards.
- Recognized by the Director of DTMB for providing exceptional customer service.

Senior Application Developer, August 2012 – May 2013

- Managed the development the coding standards document for MDE.
- Updated the change management process for all MDE applications.
- Member of the development team that developed a new survey management and reporting application utilizing .Net, LINQ, and jQuery.

Application Developer, February 2012 – August 2012

- Reviewed source code to ensure the application complied with best practices of the existing Michigan Department of Education's user authentication software (MEIS). Assumed team lead role to implement the recommended changes and the remaining security requirements.
- Assumed project management role of the Michigan Teacher of the Year project. Updated the documentation, reviewed the existing source code, and met with the business client to verify the requirements. Completed the re-write of the application to .Net and went live before the start of the 2013-14 nomination cycle.
- Participated in the requirements gathering and technical discussions for the Special Education Approvals application to be migrated into MOECS.
- Developed functional design mock-ups for the MDE grant system using Silverlight 4.0 and Expression Blend.

Agate Software, Inc. July 2001 to February 2012

Project Manager, December 2010 – February 2012

- Supervised a five member development team. Selected, delegated and matched team members with specific tasks to achieve optimal performance.
- Directly managed application development utilizing ASP, ASP .Net, and SQL Server.
- Managed customer relationships, expectations, and escalations, while effectively balancing customer needs and development requirements.
- Responsible for cost estimates, project budgets and billing for various clients with a total annual budget of over one and a half million dollars.
- Initiated a new training process to ensure that all new employees had the skills required to meet client needs.

Drew Finkbeiner

Lead Developer, April 2002 – December 2010

- Led analysis, design and maintenance phases of the software lifecycle for six web applications.
- Trained new developers on coding standards and use of best practices.
- Served as a liaison between business clients and developers.

Internet Developer, July 2001 – April 2002

- Created a program that provides clients with dynamically filled PDF documents.
- Developed Internet based applications for real estate, construction project management, and donor tracking utilizing ASP.

Data Consultants, Inc. *November 2000 to July, 2001*

Software Developer, November 2000 – July 2001

- Part of team that developed a quality assurance program in Visual FoxPro and MS SQL.

Education & Technical Skills

B.S. in Computer Information Systems, Ferris State University, Big Rapids, MI

Languages/Technologies

- Languages: ASP, ASP .Net, JavaScript, ASP, LINQ, HTML
- Databases: SQL Server 2000, SQL Server 2005, SQL Server 2008, Access
- Programs: Microsoft Team Foundation Server, Microsoft Project, Microsoft Office, Adobe Acrobat

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

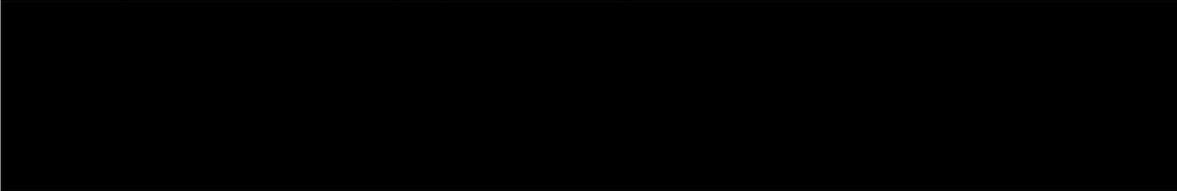
Michigan Department of Education
P.O. Box 30008
608 West Allegan Street
Lansing, MI 48909

Date: September 24, 2019

Agreement No: 2019-146

Filing Reference: This replaces previous Agreement No. 2018-156
Dated: 11/19/2018

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:

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

Treatment of Fringe Benefits:

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

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

Section II – Particulars

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

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

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

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

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

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

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

Section III - Special Remarks

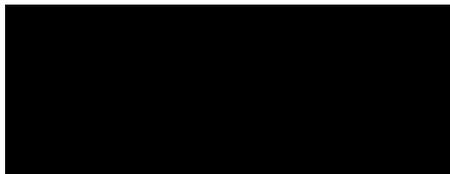
Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

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

Section IV – Approvals

For the State Education Agency:

Michigan Department of Education
P.O. Box 30008
608 West Allegan Street
Lansing, MI 48909



Name

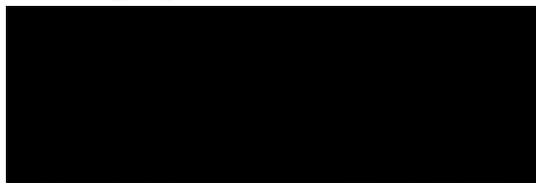
Title

Date

ROSE M. Lu Ker
Chief Accountant
9-25-2019

For the Federal Government:

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



Signature

Name

Title

Date

Date

Negotiator: Andre Hylton

Telephone Number: 

Appendix 4: List of Proprietary Information Found In Application

THE MICHIGAN DEPARTMENT OF EDUCATION

Michigan Community Connects: Innovative Learning Hubs

Education Stabilization Grant – Rethink K-12 Education Models

The grant application does not include any proprietary information. Data, researcher, and referenced materials have been cited appropriately within the grant application. In compliance with the grant application requirements and the commitment of Michigan as a #GoOpen State, the Michigan Department of Education (MDE) assures that any materials, products, or deliverables resulting from this grant will be openly licensed through creative commons licensing. This stipulation will also cover contractors receiving funds through this grant program.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes 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. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§ 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§ 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. § 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

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Prescribed by OMB Circular A-102

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. § 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, AAudits of States, Local Governments, and Non-Profit Organizations.≡
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

		TITLE State Superintendent
APPLICANT ORGANIZATION Michigan Department of Education	DATE SUBMITTED June 29, 2020	

Standard Form 424B (Rev. 7-97) Back

**Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM)
Michigan Community Connects: Innovative Learning Hubs**

Letters of Support

1. Connect Michigan
2. Council of Michigan Foundations
3. Eastern Upper Peninsula Intermediate School District (EUP ISD)
4. EUP STEM Region
5. Michigan Association of Computer Users for Learning (MACUL)
6. Michigan Association of Intermediate School Administrators (MAISA)
7. Michigan Association of School Administrators (MASA)
8. Michigan Economic Development Corporation (MEDC)
9. Merit Network, Inc.
10. Michigan Virtual
11. MiSTEM Network
12. Regional Education Media Centers (REMC)
13. Senator Hertel Jr.
14. Senator Schmidt
15. State Representative Allor
16. State Representative Carter
17. State Representative Chatfield
18. State Representative Greig
19. State Representative Hoadley
20. State Representative Kennedy
21. State Representative Sowerby

June 18, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909



Dear Superintendent Rice,

Connected Nation Michigan is pleased to strongly support the Michigan Department of Education's (MDE) Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) Grant to:

- Increase access to internet and school networks;
- Strengthen community connections; and
- Expand innovative learning models.

Connected Nation Michigan will support MDE's project by providing:

- Data and mapping resources to identify areas of the state without internet access;
- Subject matter expertise as a technology neutral advocate for broadband access, adoption, and use; and
- Stakeholder engagement support by connecting MDE to broadband industry partners and community stakeholders to help strengthen community connections.

Connected Nation Michigan's mission as a 501(c)3 non-profit organization is to improve quality of life through the expansion of broadband access, adoption, and use. Connected Nation Michigan (CNMI) has been working to address broadband and technology challenges in Michigan since 2009. Over the last eleven years, CNMI has developed relationships with more than 175 internet service providers and thousands of local community stakeholders in Michigan, and drafted the 2018 Michigan Broadband Roadmap through the Michigan Consortium of Advanced Networks.

Access to a high-speed internet connection is critical for distance learning and remote educational opportunities. CNMI has found that households with school-aged children may struggle with not only accessing a reliable internet connection, but also struggle with affording a connection even if one is available. MDE's proposal to expand and provide learning hubs throughout the state will provide these disconnected households with vital connectivity when such a connection is not available or affordable at home, allowing thousands of students the critical connections they need to participate in online learning.

Connected Nation Michigan fully supports the MDE in its endeavors, and requests that the MDE proposal be urgently approved. If you have any questions, please feel free to contact Eric Frederick, Executive Director, at [REDACTED]. Your consideration is greatly appreciated.

Sincerely,

[REDACTED]

Eric Frederick
Executive Director, Connected Nation Michigan

June 16, 2020

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Petoskey-Harbor Springs Area
Community Foundation

Lynnette Ferrell, *Chair-elect*
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Foundation

To U.S. Department of Education Officials,

On behalf of the Council of Michigan Foundations (CMF), I am writing to express our support for the State of Michigan Department of Education proposal to the Education Stabilization Fund – Rethink K12 Education Models grant program.

As Michigan's regional association of grantmakers, CMF represents over 300 philanthropic organizations and nearly 85% of our state's endowed philanthropic assets. Michigan foundations invest tens of millions in grantmaking dollars annually to improve education from pre-natal through higher education, as well as workforce training. These investments include partnerships with the Michigan Department of Education and direct supports to schools, as well as the extensive network of local, regional and state nonprofits that provide complementary education and community supports across the education spectrum before, during and after school.

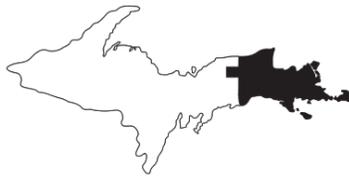
CMF members and staff have been long-time partners with the Michigan Department of Education and have increased our coordination through the pandemic. State Superintendent Dr. Michael Rice and Governor Whitmer's administration have worked in collaboration with CMF staff and members to mitigate the immediate impacts of COVID-19 on Michigan's education system and continue to provide leadership in planning and implementing flexible strategies to deliver safe, equitable education for all Michigan children this fall.

We are grateful for this federal grant opportunity and we are fully supportive of the Michigan Department of Education's proposal for remote learning centers that is focused on bridging the digital divide in communities. Given concerns about resurgences of COVID-19, Michigan's education system must be ready to adapt its education delivery to multiple contexts in the safest and most equitable way possible for children, parents and educators. We commend Superintendent Rice and Governor Whitmer for their steadfast leadership. CMF remains committed to working alongside state leaders and partners in education, and we hope the U.S. Department of Education will partner with us in this critical work.

Sincerely,



Kyle Caldwell
President and CEO
Council of Michigan Foundations



EASTERN UPPER PENINSULA
INTERMEDIATE SCHOOL DISTRICT

June 17, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

The Eastern Upper Peninsula Intermediate School District (EUPISD) is pleased to support the Michigan Department of Education's (MDE) Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) Grant. The EUPISD appreciates and looks forward to the opportunity to partner with the MDE to replicate our work on the EUP Connect initiative as we strive for connectivity for *all* students.

As the largest geographic ISD in the state of Michigan, encompassing 4,000 square miles and educating 6,000 students, the EUPISD is no stranger to connectivity challenges. A recent research study conducted in partnership with Merit Network and the MSU Quello Center revealed 30% of our students still do not have adequate, affordable internet connectivity for learning outside of the school.

The EUPISD has long been a leader in fostering partnerships and creating innovative ways to expand connectivity in the region. Including community partners in this work not only improves student education, but also builds a stronger community where students can explore their local environment, find their niche, and come back to make it stronger. Community learning hubs will be the catalyst, helping to promote equity and community service through any place learning opportunities. If all students and families have continuous access to learning, huge barriers are removed from the process of creating strong school and family partnerships and participation in the digital economy. Learning no longer ends when the students leave the school building to go home.

The EUPISD is honored to partner with MDE and fully supports its endeavor to overcome the learning gap. We urge you to approve! If you have any questions, contact me at [REDACTED]. Your consideration is greatly appreciated.

Sincerely,

[REDACTED]
Angie McArthur, Ed. S.
Superintendent



Eastern Upper Peninsula Region

Eastern Upper Peninsula MiSTEM Region
Chippewa – Luce – Mackinac
315 Armory Place
Sault Ste. Marie, MI 49783
<https://www.eupschools.org/mistem>

June 11, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice:

On behalf of the Eastern Upper Peninsula STEM Region, I am writing to express my full support of the Michigan Department of Education's (MDE) Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) Grant to support Absolute Priority 3: field-initiated models for remote education extended through community hubs across the state.

The EUP STEM Region is housed at the Eastern Upper Peninsula Intermediate School District (EUPISD) and represents Region 14 of the MiSTEM Network. The EUP region represents a 4,000 square mile region consisting of 19 school districts, of which three are located on islands. The EUP is additionally fortunate to have two tribal charter schools and a tribal community college as well. The EUP is geographically diverse and it is also diverse in regard to the communities and local economies that support families in the region. While this diversity has led to rich place-based learning experiences for students, it has also posed challenges in providing equity for all students. Geographic and economic barriers have limited the access of internet to many families across our region, which limits the educational and economic opportunities for a large sector of the EUP community. The EUPISD has taken on the challenge of expanding access to all through a collective impact approach that has required collaboration with school districts, government agencies, economic development agencies, non-profits, and business and industry partners. The EUPSTEM Region and MiSTEM Network have formed strategic partnerships with the EUPISD, and these partnerships are having a positive impact on education and economic development.

The established working relationship between the EUPISD and the MiSTEM Network will make this collaborative effort strong. The EUPISD and EUP STEM Region have previously established partnerships with the Merit Network, regional Economic Development Corporations, and Tribal school leaders. Through this opportunity we look forward to having a collective impact that will help to overcome barriers faced by students and community members in order to promote equity in our economy and educational communities.

Sincerely,

[REDACTED]

Kevin St. Onge
EUP STEM Region Director for the MiSTEM Network
Eastern Upper Peninsula Intermediate School District

[REDACTED] [REDACTED]



June 18, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

The Michigan Association for Computer Users in Learning (MACUL) is pleased to support the Michigan Department of Education's (MDE) Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) Grant to:

- Increase access to internet through secure school networks
- Strengthen community connections for student outcomes
- Expand innovative learning models

MACUL is excited to partner with MDE in supporting the growth of truly connected communities that are focused on meeting students where they are at through genuine learning experiences that will impact those communities now and for years to come. MACUL will support the professional learning models for the frontline educators that will be doing this work on a daily basis.

MACUL, with our nearly 32,000 members, has a forty-five plus year history of serving educators in Michigan in the areas of innovative learning and effective integration of technology driven strategies for the classroom. This ESF-REM opportunity aligns with our existing work in the following areas:

- Eliminating the homework gap/digital divide through access and policies that support modern learning environments
- Workforce development opportunities by opening doors for underserved students to gain access to innovative learning tools and experiences that prepare them for tomorrow's careers
- Creating holistic communities that allow for meaningful learning outcomes for students and as a result supporting teacher growth and retention through collaborative models

MACUL fully supports the MDE in its endeavors, and requests that the MDE proposal be approved. If you have any questions, please feel free to contact Mark Smith via [REDACTED]. Your consideration is greatly appreciated.

Sincerely,

[REDACTED]
Mark Smith
MACUL, Executive Director

520 South Creyts Road
Lansing, MI 48917

P [REDACTED]
F [REDACTED]
www.macul.org



June 12, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

The Michigan Association of Intermediate School Administrators, MAISA, is pleased to support the Michigan Department of Education's (MDE) Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) Grant to:

- Collaborate on innovative approaches to connect students to learning spaces and learning models to ensure continuity of learning.
- Identify new opportunities that will fund adaptable, innovative learning opportunities for COVID-19 impacted students by implementing creative solutions for access to new and unique learning environments.

MAISA has worked very successfully with members of MDE on similar efforts, most notably, the Technology Readiness Infrastructure Grant (TRIG), which resulted in multiple relevant projects such as:

- [The State Education Network \(SEN\)](#)
- [The Michigan Data Hub](#)
- [EduPaths.org](#)
- And most recently: [the Michigan Integrated Continuous Improvement Process \(MICIP\)](#)

If awarded this grant, MAISA will work together with members of MDE in order to allow for seamless sign-on to the systems students use during on-campus learning. MAISA shares the belief that it is imperative that we work together as a state to reduce the digital divide to support all learners.

MAISA fully supports the MDE in this endeavor, and requests that the MDE proposal be approved. If you have any questions, please feel free to contact me.

Your consideration is greatly appreciated.

Sincerely,


William C. Miller, Ph.D.
Executive Director, MAISA

June 16, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

The Michigan Association of Superintendents and Administrators (MASA), is pleased to support the Michigan Department of Education's (MDE) Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) Grant to:

- Ensure continuity of learning by partnering to increase connectivity for students and educators across the state of Michigan
- Provide an opportunity to shift educational practices to support student learning experiences beyond the walls of the school and home

As a potential partner, MASA is uniquely positioned to access public school leaders in nearly 600 public school districts across the state. Considering that the Education Stabilization Fund – Rethink K-12 Education Models Grant goes beyond any one entity and takes a local approach to the issues and plans, MASA's reach would be most certainly be advantageous to the effort. Helping the leaders of Michigan's most important public institutions get better connectivity for our more than 1.5 million students is a natural fit for our association.

Therefore, MASA would like to offer its support to:

- Provide leadership for members to tackle the digital divide
- Participate with stakeholder groups to implement viable solutions
- Collaborate with other educational associations and MDE to achieve this goal

MASA fully supports the MDE in its endeavors, and requests that the MDE proposal be approved. If you have any questions, please feel free to contact Tina Kerr, at [REDACTED] Your consideration is

Sincerely,

[REDACTED]
Dr. Tina Kerr
Deputy Executive Director MASA



June 18, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice:

The Michigan Economic Development Corporation (MEDC) is pleased to support the Michigan Department of Education's (MDE) Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) Grant.

The MEDC has a long history of partnership and collaboration with MDE. The key objectives and activities outlined in the plan are in direct alignment with the MEDC Strategic Plan, including the guiding principles of empowering and supporting every region in Michigan, and driving equitable pathways toward high-wage growth by enabling industries, communities and business. As the state economic development agency, the MEDC can help to leverage relationships with community anchor institutions along with business/industry to make meaningful connections.

The work from this project will help to prepare students for success, ensuring a capable and ready workforce, while reducing the digital divide. The shared need to ensure communities have reliable internet access, by increasing both accessibility and adoption, will have a direct economic impact in communities. With increased connectivity comes the need for additional cybersecurity awareness. Michigan has long taken a proactive approach to cybersecurity, and the MEDC will continue support and align with MDE in improving awareness through improved cybersecurity education and preparedness.

The MEDC looks forward to the impact this project can have on all Michiganders and our continued partnership with MDE. If you have any questions, please feel free to contact Sarah Tennant

[Redacted]

[Redacted]

Mark Burton
Chief Executive Officer
Michigan Economic Development Corporation

June 18, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

Merit Network, Inc. is pleased to support the Michigan Department of Education's "Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM)" grant.

In its role as the State of Michigan's comprehensive research & education network for higher education and K-12, Merit will help provide thought leadership and advice to this innovative program. The program fits well with our own recently launched statewide broadband initiative, the *Michigan Moonshot* (<https://www.merit.edu/services/moonshot/>).

As you are likely aware, Merit worked with Michigan State University's Quello Center and several rural K-12 Michigan school districts to conduct and publish groundbreaking research earlier this year (<https://quello.msu.edu/broadbandgap/>), which finally proves *and quantifies* the lifelong negative impact of the lack of broadband for K-12 students. This novel research has received much national attention.

Additionally, Merit has launched a new citizen-science-driven broadband data mapping service that gives citizens the power to identify household-level broadband access data, along with other demographic and sentiment information, statewide. This finally places the power of change in the hands of citizens themselves. We hope to help inform state policy through this mapping and the associated research.

These unique programs, along with our other ongoing work and collaboration with K-12, demonstrate our commitment and willingness to help eliminate the digital divide for Michigan students. We fully support the MDE in its endeavors, and request that the MDE proposal be approved. If you have any questions, please feel free to contact me directly at

Sincerely,

Joseph Sawasky
President & CEO, Merit Network, Inc.



June 18, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

On behalf of Michigan Virtual, I want to offer support to the Michigan Department of Education's (MDE) Rethink K-12 Education Models (ESF-REM) Grant proposal. If awarded, this grant has the potential to address critical Internet access challenges that exist in every region of the state.

As a non-profit organization with more than 20 years of experience as a change agent, service provider, and capacity builder in online and blended learning, we stand ready to offer support and assistance to this important project. The desire to scale new models that rely on community learning hubs to foster place-based, problem-based, and project-based learning is particularly exciting to us.

As you know, the expansion of innovative learning models is part of our DNA and something we encourage and fully support. Too many of our K-12 students have been disadvantaged by the digital divide which has contributed to long-term gaps in student achievement. This project has the potential to dramatically impact and ensure greater equity and serve as a catalyst to engage students in new ways.

Michigan Virtual fully supports the MDE in this statewide project and recommends approval of the MDE proposal. If you have any questions, please feel free to contact me directly at

Sincerely,

Jamey Fitzpatrick
President & CEO



GRETCHEN WHITMER
GOVERNOR

STATE OF MICHIGAN
DEPARTMENT OF LABOR AND ECONOMIC OPPORTUNITY
LANSING

JEFF DONOFRIO
DIRECTOR

June 17, 2020

Dr. Michael Rice, Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, MI 48909

Dear Superintendent Rice,

Within the Michigan Department of Labor and Economic Opportunity, MiSTEM is pleased to support the Michigan Department of Education's (MDE) Education Stabilization Fund – Rethink K-12 Education Models Grant to support Absolute Priority 3: field-initiated models for remote education extended through community hubs across the state.

MiSTEM is reimaging STEM education using transdisciplinary approaches to create a STEM culture, empower teachers, integrate business and education, and ensure high-quality STEM experiences for students. Collaboration is critical for MiSTEM to support the pedagogical approaches of place-, problem-, and project-based learning that dovetails with implementation of connectivity and continuity of learning through new Community Hubs. The alignment of this work is core to the MiSTEM vision and equity goals where students must be able to connect, participate, and gain high-quality remote learning experiences across Michigan.

MiSTEM efforts intersect in many ways with Michigan's readiness for online learning. The MiSTEM staff will assist districts in determining their readiness for online and remote learning and facilitate pulling together community partners, libraries, museums, local businesses to create the district, school network hotspot so families can connect remotely, upload work, and communicate with teachers.

MiSTEM fully supports the MDE in its endeavors and is excited about the proposals. Please feel free to reach out to me at [REDACTED] or [REDACTED] with any questions. Your consideration is greatly appreciated.

Sincerely,

[REDACTED]
Megan Schrauben
Executive Director, MiSTEM Network

LEO is an equal opportunity employer/program.
Auxiliary aids, services and other reasonable accommodations are available upon request to individuals with disabilities.
105 WEST ALLEGAN STREET, LANSING, MICHIGAN 48933 • www.michigan.gov/leo • [REDACTED]

PR/Award # S425B200025

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June 17, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

The REMC Association of Michigan is pleased to support the Michigan Department of Education's (MDE) Education Stabilization Fund – Rethink K-12 Education Models (ESF-REM) Grant to connect students to their learning in new ways—by increasing community-based internet access points and off-campus learning hubs for continuity of learning.

The REMC Association is excited partner with other and provide support to move forward the Michigan Community Connects – Innovative Learning Hubs. The goal of this work aligns closely with our mission of providing proactive leadership to the Michigan educational community by participating with other organizations in building a vision that support quality teaching and learning and provides equity to Michigan's pre K-12 students.

Ensuring systems are in place that enable students to learn and teachers to provide instruction whether in a face-to-face, blended or totally virtual environment is critical. The Association has long been an advocate for and integral partner in advancing statewide connectivity through delivery systems and infrastructures that reduce the digital divide and support learning.

The REMC Association of Michigan fully supports the MDE in its endeavors, and requests that the MDE proposal be approved. If you have any questions, please feel free to contact me at

[REDACTED] [REDACTED] Your consideration is greatly appreciated.

Sincerely,

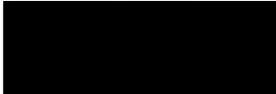
[REDACTED]

Sue Schwartz, Executive Director
REMC Association of Michigan



CURTIS HERTEL JR.
STATE SENATOR
MICHIGAN SENATE

DISTRICT 23
P.O. BOX 30036
LANSING, MI 48909-7536



COMMITTEES:
APPROPRIATIONS (MVC)
ADVICE AND CONSENT (MVC)
HEALTH POLICY AND
HUMAN SERVICES
APPROPRIATIONS SUBCOMMITTEES:
HEALTH AND HUMAN SERVICES (MVC)
CAPITAL OUTLAY
UNIVERSITIES AND
COMMUNITY COLLEGES

June 22, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

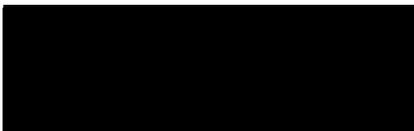
I am pleased to write in support of MDE’s application for the federal Education Stabilization Fund – Rethink K-12 Education Models grant.

At the onset of the COVID-19 pandemic, the department in collaboration with the Michigan Education Technology Leaders (METL) – a group of senior technology leaders from across the state – worked to identify the number of students statewide who lack an Internet-capable device, Internet access, or both. This study found that up to 500,000, or 30%, of students in Michigan lack the technology resources needed to engage in effective remote learning.

By receiving this grant, Michigan will be able to fund innovative learning opportunities so that every student in the state has access to a high-quality education during an event that causes a disruption to the traditional learning model.

Please know that you have my full support in your application for the Education Stabilization Fund – Rethink K-12 Education Models grant. If you have any questions or concerns, please do not hesitate to contact my office. Your consideration is greatly appreciated.

Sincerely,



Curtis Hertel, Jr.
State Senator
District 23



WAYNE A. SCHMIDT

37TH DISTRICT
P.O. BOX 30036

LANSING, MI 48909-7536

**THE SENATE
STATE OF MICHIGAN**

June 23, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

I am pleased to write in support of MDE's application for the federal Education Stabilization Fund – Rethink K-12 Education Models grant.

At the onset of the COVID-19 pandemic, the department in collaboration with the Michigan Education Technology Leaders (METL) – a group of senior technology leaders from across the state – worked to identify the number of students statewide who lack an Internet-capable device, Internet access, or both. This study found that up to 500,000, or 30%, of students in Michigan lack the technology resources needed to engage in effective remote learning.

By receiving this grant, Michigan will be able to fund innovative learning opportunities so that every student in the state has access to a high-quality education during an event that causes a disruption to the traditional learning model.

Please know that you have my full support in your application for the Education Stabilization Fund – Rethink K-12 Education Models grant. If you have any questions or concerns, please do not hesitate to contact my office. Your consideration is greatly appreciated.

Sincerely,

Wayne A. Schmidt
State Senate
37th District



106TH DISTRICT
STATE CAPITOL
P.O. BOX 30014
LANSING, MI 48909-7514

MICHIGAN HOUSE OF REPRESENTATIVES

SUE ALLOR
STATE REPRESENTATIVE

www.repallor.com

June 24, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

I am pleased to write in support of the application made by the Michigan Department of Education for the federal Education Stabilization Fund – Rethink K-12 Education Models grant.

As you know, when COVID-19 first hit, the MDE, in collaboration with the Michigan Education Technology Leaders (METL) – a group of senior technology leaders from across the state, – sought to identify the number of Michigan students who lack an Internet-capable device, Internet access, or both. The results were that approximately 500,000 (30%) of students in Michigan lack the technology resources needed to engage in effective remote learning. This is also true for many students in my district who struggle to access the Internet for school work and extracurricular activities.

By receiving this grant, we will be able to ensure that all Michigan students can receive a high-quality education during these trying and uncertain times. These funds will provide significant aid to our teachers and administrators in helping students to continue learning in a way that both accommodates their needs and keeps them connected with their teachers and peers.

For this reason, I am proud to support your application for the Education Stabilization Fund – Rethink K-12 Education Models grant. Please do not hesitate to contact my office if you feel that I can be of any further assistance.

Sincerely,


Member
106th District
Michigan House of Representative

PR/Award # S425B200025

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6TH DISTRICT
STATE CAPITOL
P.O. BOX 30014
LANSING, MI 48909-7514

MICHIGAN HOUSE OF REPRESENTATIVES
TYRONE A. CARTER
STATE REPRESENTATIVE

COMMITTEES:
EDUCATION
ENERGY
MILITARY, VETERANS
AND HOMELAND SECURITY

June 18, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

I am pleased to write in support of MDE's application for the federal Education Stabilization Fund – Rethink K-12 Education Models grant.

At the onset of the COVID-19 pandemic, the Michigan Education Department collaborated with the Michigan Education Technology Leaders (METL) – a group of senior technology leaders from across the state – to identify the number of students statewide who lack an Internet-capable device, Internet access, or both. This study found that up to 500,000, or 30%, of students in Michigan lack the technology resources needed to engage in effective remote learning.

By receiving this grant, Michigan will be able to fund innovative learning opportunities to provide every student in the state has access to a high-quality education during an event that causes a disruption to the traditional learning model. No student should be deprived of equal educational opportunity because of this pandemic.

Please know that you have my full support in your application for the Education Stabilization Fund – Rethink K-12 Education Models grant. If you have any questions or concerns, please do not hesitate to contact my office.

Sincerely,

Representative Tyrone Carter
6th District



107TH DISTRICT
STATE CAPITOL
P.O. BOX 30014
LANSING, MI 48909-7514

MICHIGAN HOUSE OF REPRESENTATIVES

LEE CHATFIELD

SPEAKER OF THE HOUSE

www.RepChatfield.com

June 24, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

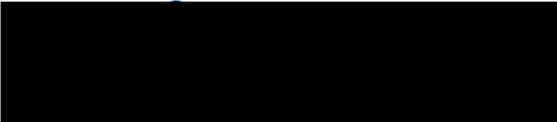
I am pleased to write in support of MDE's application for the federal Education Stabilization Fund – Rethink K-12 Education Models grant.

At the onset of the COVID-19 pandemic, the department in collaboration with the Michigan Education Technology Leaders (METL) – a group of senior technology leaders from across the state – worked to identify the number of students statewide who lack an Internet-capable device, Internet access, or both. This study found that up to 500,000, or 30%, of students in Michigan lack the technology resources needed to engage in effective remote learning.

By receiving this grant, Michigan will be able to fund innovative learning opportunities so that every student in the state has access to a high-quality education during an event that causes a disruption to the traditional learning model.

Please know that you have my full support in your application for the Education Stabilization Fund – Rethink K-12 Education Models grant. If you have any questions or concerns, please do not hesitate to contact my office. Your consideration is greatly appreciated.

Sincerely,


Speaker of the House



37TH DISTRICT
STATE CAPITOL
P.O. BOX 30014
LANSING, MI 48909-7514

MICHIGAN HOUSE OF REPRESENTATIVES

CHRISTINE GREIG
HOUSE DEMOCRATIC LEADER

June 25, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

I enthusiastically support MDE's application for the federal Education Stabilization Fund – Rethink K-12 Education Models grant. As a former application technology consultant, it is gratifying to see the state's proactive approach to increasing connectivity for school children and their families throughout the state.

At the onset of the COVID-19 pandemic, the department in collaboration with the Michigan Education Technology Leaders (METL) – a group of senior technology leaders from across the state – worked to identify the number of students statewide who lack an Internet-capable device, Internet access, or both. This study found that up to 500,000, or 30%, of students in Michigan lack the technology resources needed to engage in effective remote learning.

By receiving this grant, Michigan will be able to fund innovative learning opportunities so that every student in the state has access to a high-quality education during an event that causes a disruption to the traditional learning model.

Please know that you have my full support in your application for the Education Stabilization Fund – Rethink K-12 Education Models grant. If you have any questions or concerns, please do not hesitate to contact my office. Your consideration is greatly appreciated.

Sincerely,

House Democratic Leader Christine Greig
37th House District



60TH DISTRICT
STATE CAPITOL
P.O. BOX 30014
LANSING, MI 48909-7514

MICHIGAN HOUSE OF REPRESENTATIVES

JON HOADLEY
STATE REPRESENTATIVE

COMMITTEES:
APPROPRIATIONS (M-VC)
HOUSE FISCAL AGENCY
GOVERNING COMMITTEE (M-VC)
GENERAL GOVERNMENT
HIGHER EDUCATION
AND COMMUNITY COLLEGES
HEALTH AND HUMAN SERVICES

June 23, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

I am pleased to write in support of MDE's application for the federal Education Stabilization Fund – Rethink K-12 Education Models grant.

At the onset of the COVID-19 pandemic, the department in collaboration with the Michigan Education Technology Leaders (METL) – a group of senior technology leaders from across the state – worked to identify the number of students statewide who lack an Internet-capable device, Internet access, or both. This study found that up to 500,000, or 30%, of students in Michigan lack the technology resources needed to engage in effective remote learning.

By receiving this grant, Michigan will be able to fund innovative learning opportunities so that every student in the state has access to a high-quality education during an event that causes a disruption to the traditional learning model.

Please know that you have my full support in your application for the Education Stabilization Fund – Rethink K-12 Education Models grant. If you have any questions or concerns, please do not hesitate to contact my office. Your consideration is greatly appreciate

Sincerely,

Jon Hoadley
State Representative, 60th District
Minority Vice Chair, House Appropriations Committee

PR/Award # S425B200025



48TH DISTRICT
STATE CAPITOL
P.O. BOX 30014
LANSING, MI 48909-7514

MICHIGAN HOUSE OF REPRESENTATIVES

SHERYL Y. KENNEDY

STATE REPRESENTATIVE



June 19, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

I am pleased to write in support of MDE's application for the federal Education Stabilization Fund – Rethink K-12 Education Models grant.

At the onset of the COVID-19 pandemic, the department in collaboration with the Michigan Education Technology Leaders (METL) – a group of senior technology leaders from across the state – worked to identify the number of students statewide who lack an Internet-capable device, Internet access, or both. This study found that up to 500,000, or 30%, of students in Michigan lack the technology resources needed to engage in effective remote learning.

By receiving this grant, Michigan will be able to fund innovative learning opportunities so that every student in the state has access to a high-quality education during an event that causes a disruption to the traditional learning model.

Please know that you have my full support in your application for the Education Stabilization Fund – Rethink K-12 Education Models grant. If you have any questions or concerns, please do not hesitate to contact my office. Your consideration is greatly appreciated.

Sincerely,



Sheryl Y. Kennedy
State Representative
House District 48



31ST DISTRICT
STATE CAPITOL
P.O. BOX 30014
LANSING, MI 48909-7514

MICHIGAN HOUSE OF REPRESENTATIVES

WILLIAM J. SOWERBY

STATE REPRESENTATIVE

June 19, 2020

Dr. Michael Rice
Superintendent of Public Instruction
Michigan Department of Education
P.O. Box 30008
Lansing, Michigan 48909

Dear Superintendent Rice,

I am pleased to write in support of MDE's application for the federal Education Stabilization Fund – Rethink K-12 Education Models grant.

At the onset of the COVID-19 pandemic, the department in collaboration with the Michigan Education Technology Leaders (METL) – a group of senior technology leaders from across the state – worked to identify the number of students statewide who lack an Internet-capable device, Internet access, or both. This study found that up to 500,000, or 30%, of students in Michigan lack the technology resources needed to engage in effective remote learning.

By receiving this grant, Michigan will be able to fund innovative learning opportunities so that every student in the state has access to a high-quality education during an event that causes a disruption to the traditional learning model.

Please know that you have my full support in your application for the Education Stabilization Fund – Rethink K-12 Education Models grant. If you have any questions or concerns, please do not hesitate to contact my office. Your consideration is greatly appreciated.

Sincerely,

Bill Sowerby
State Representative
31st House District

Appendix 5: Assurance of Evaluation

THE MICHIGAN DEPARTMENT OF EDUCATION

Michigan Community Connects: Innovative Learning Hubs

Education Stabilization Grant – Rethink K-12 Education Models

The Michigan Department of Education (MDE) will comply with all evaluation and reporting requirements, including those in Section 18001(a)(3) of Division B of the Coronavirus Aid, Relief, and Economic Security Act (CARES Act), CFDA number 84.425B, and submit required quarterly reports to the Secretary at such time and in such manner and containing such information as the Secretary may subsequently require. (See also 2CFR 200.327-200.329). The MDE will comply with any additional reporting the Secretary may require in the future, including refinement of performance measures, data elements, or data definitions.

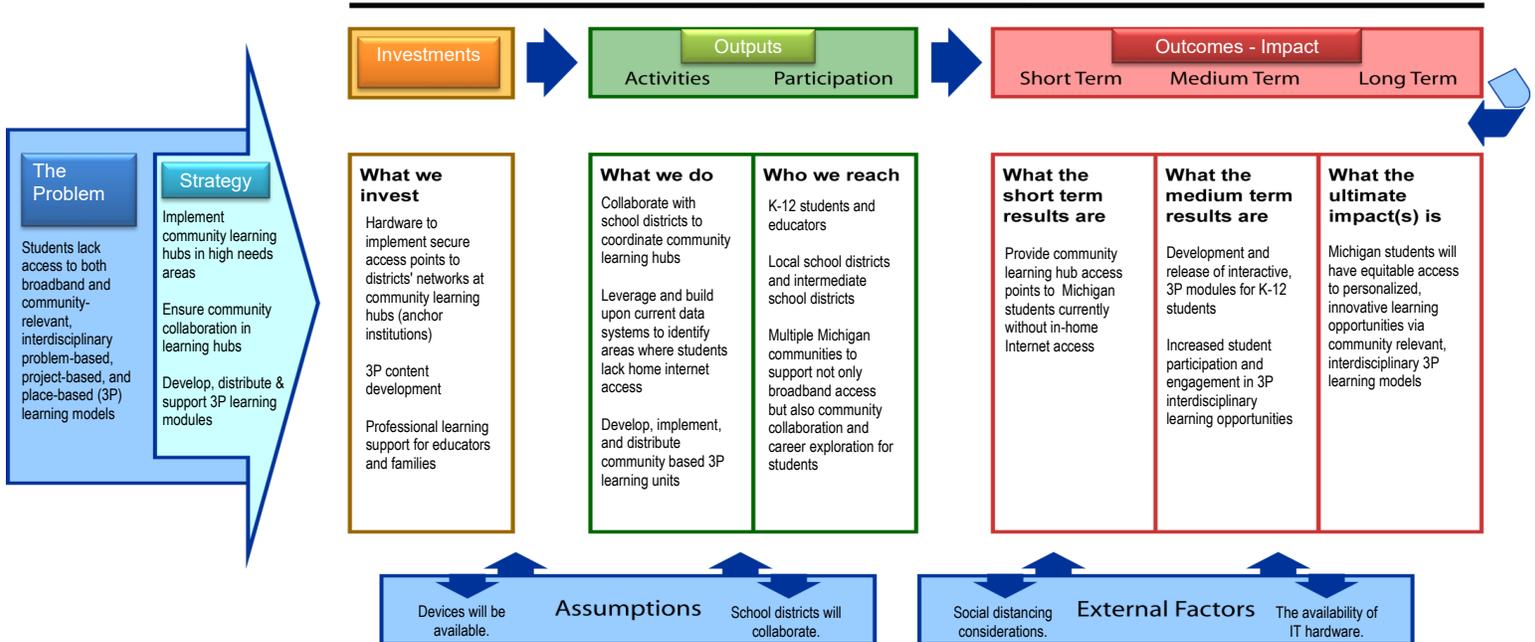
Appendix 6: Logic Model

Michigan Department of Education

Practice: **Michigan Community Connects: Innovative Learning Hubs**

Key Action: The primary goal of the *Michigan Community Connects: Innovative Learning Hubs* is to connect students to the community around them by increasing access to the internet and the school's secure network to support innovative school-based learning opportunities.

Program Action - Logic Model



Third-party evaluator will help design and implement an evaluation and coordinate data collection across multiple partners

PR/Award # S425B200025
Evaluation
 Page 888

Data will be analyzed at a state, regional, and local level and will be monitored continuously to ensure successful outcomes. Federal reporting and evaluation requirements will be met.

Focus - Collect Data - Analyze and Interpret - Report

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**State of Michigan, Michigan Department of Education
Education Stabilization Fund – Rethinking Education Model Grant**

Budget Narrative

The *Michigan Community Connects: Innovative Learning Hub Project* has two primary objectives: increase the number of free community internet access points and increase the number of students interacting and engaging with innovative interdisciplinary problem-based, project-based, and place-based (3P) learning models. In order to make these objectives a reality, resources are necessary. The sections below highlight the investments this grant will allow Michigan to make in support of achieving our objectives.

Personnel (Line 1) and Fringes (Line 2) – The administrative budget will be allocated to portions of five (5) staff members to carry out the planning, implementation, and monitoring of the Education Stabilization Fund – Rethinking Education Model (ESF-REM) grant, *Michigan Community Connects: Innovative Learning Hubs*.

- [REDACTED] one Program Lead
- [REDACTED] one Unit Manager
- [REDACTED] one Data Specialist
- [REDACTED] one Unit Specialist
- [REDACTED] one Program Support Staff

Employee Title	Program Year 1	Program Year 2	Program Year 3	Total
Program Lead	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Unit Manager	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Data Specialist	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Unit Specialist	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Program Support Staff	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

S = Staff Salary

Each member of the team will carry out unique roles, responsibilities, and tasks that include but are not limited to: soliciting the requests for proposal, reviewing submissions, and executing a contract; oversight and monitoring of project deliverables and outcomes; establishing and strengthening community partnerships; and working with educational stakeholders as described in the project narrative. The salaries and fringe will remain constant, with the exception of a two percent yearly increase for inflation.

State of Michigan, Michigan Department of Education Education Stabilization Fund – Rethinking Education Model Grant

Travel (Line 3) - The line includes the approximate cost of staff travel necessary to implement the oversight activities within the state of Michigan. Travel expenses include automobile travel, occasional lodging based on the location of monitoring visits, and meals.

Estimated average:

- Year 1: \$300 a month x 12 months = \$3,600
- Year 2: \$400 a month x 12 months = \$4,800
- Year 3: \$500 a month x 12 months = \$6,000

Equipment (Line 4) – The line normally includes the cost of rent and equipping offices at the Michigan Department of Education (MDE) for the personnel noted above. However, ESF-REM grant funds will not be used for this purpose.

Supplies (Line 5) – The line is normally an estimate of office supplies and materials required to deliver the activities described in the project narrative. However, ESF-REM grant funds will not be used for this purpose.

Contractual (Line 6) – The remaining funds will be used to execute contracted services to meet grant objectives. A single contract will be executed following the State of Michigan’s procurement process. A single contractor will allow the Michigan Department of Education (MDE) to reduce administrative costs ensuring more funds are directed to serve Michigan students through the grant. This structure will also streamline coordination efforts of all project components, listed below.

Expand Innovative Learning Models- \$1,500,000

- Learning Objects/Model Lessons and Units – Funds will be used to develop openly licensed model lessons/units for students for project/problem/place-based (3p) learning in grade bands K-2, 3-5, 6-8, and 9-12. Additional costs may be associated with maintenance of websites or content hosting fees. A guiding principle of this grant structure is the utilization of current systems and infrastructure in an effort to minimize or eliminate such fees.
- Professional Learning – Funds will be used to develop asynchronous professional learning for project/problem/place-based (3P) learning modules for educators. Additional costs may be associated with learning management system fees or content hosting fees. As stated above, we plan to utilize current systems and infrastructure to the furthest extent possible to minimize or eliminate such fees. These existing systems include Michigan Virtual’s professional learning platform, EduPaths’ Canvas platform, REMC-MiSTREAM Net, and MACUL’s Learning Network.
- Community Collaboration – A small amount of funding will be necessary to facilitate community collaboration. Michigan is fortunate to have many regionally based organizations supporting educational efforts. Many of these collaborative partners have submitted letters of support articulating their area of expertise and their willingness to partner. However, these partnerships do require some funding, as do the efforts to coordinate the volume of community members necessary to scale this innovative solution statewide. An example of possible expenditures includes costs to convene multiple community groups.

**State of Michigan, Michigan Department of Education
Education Stabilization Fund – Rethinking Education Model Grant**

Increase access to internet and school networks - \$12,400,000

- Community Learning Hub Network Design and Implementation – Dedicated resources are needed to operationalize the learning hub plans with local entities. It is estimated that \$2,000 per learning hub for hardware (flat rate) and internet access (variable; consistent rate) will be needed. Additional dollars per community learning hub may be necessary depending on variable costs and potential partnerships that can be built.
- Data and System Integration – Michigan is committed to locating the community learning hubs in the areas of highest need and making accessible these learning hubs to students and families that need them the most. Therefore, access to quality timely data from multiple sources will be important to the success of the project. Funding will be used to enhance the current data and technology systems, as well as ensure the integration of single sign-on access for district networks by the students and educators accessing the community learning hubs. Adequately funding data and system integration helps ensure the safety of students in the virtual space.
- Transportation – Funds will be used to offset costs associated with transporting students to the community learning hubs if they do not have their own transportation. It is anticipated that community learning hubs will be used beyond this current pandemic to keep communities connected and students engaged in 3P learning, while also creating options for additional learning spaces for student. Examples of items funded here will include fuel for school buses and/or payments to bus drivers due to additional routes that support alternative schedules, public transportation cards or subsidies, and other supports as identified during the course of the grant.
- Staffing to Support Learning Hubs– It is critical that students and families have access to a technical help desk service, which these funds will provide. Funds will also be used for staff members, such as paraprofessionals, community education liaisons, youth development specialists, and community/mental health workers as appropriate to the local need at the community hub.
- Community Collaboration - See community collaboration above.
- Other Supplies and Materials – To ensure that community learning hubs are safe and secure from a physical standpoint, the budget includes funding for Personal Protective Equipment, sanitation/cleaning supplies, supplies for conducting temperature checks in community locations and other public health needs as deemed necessary.

Evaluation – \$100,000

It is important that a final evaluation study be conducted in order to 1) ensure compliance with all federal reporting requirements and 2) continuously improve the project to ensure growth, maintenance, and sustainability of the learning hubs and innovative learning models. The MDE will engage an independent evaluator to help design and implement this evaluation.

Contract Administration – up to \$250,000

**State of Michigan, Michigan Department of Education
Education Stabilization Fund – Rethinking Education Model Grant**

As part of the contracted service agreement, it is anticipated that the contractor will require administrative funds. This is necessary to maintain appropriate personnel to work collaboratively with MDE staff, ensure proper accounting procedures, and reporting requirements. This budgeted amount is a place holder and will be negotiated as part of the contracting process.

Construction (Line 7) – There is no construction proposed for this line.

Other (Line 8) – The department charges \$3,700 per FTE per year for occupancy space.

Indirect Costs (Line 10) – The line is calculated at Michigan’s approved indirect rate of [REDACTED] of personnel, fringes, travel, and contractual expenses for each year.