

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 # S425B200039

Grants.gov Tracking#: GRANT13155004

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200039

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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.).

There were problems converting one or more of the attachments. These are: [1234-GEPA Document.docx](#), [1239-Lambert resume '20.doc](#), [1235-Budget Narrative for ESF REM Grant.docx](#), [1240-Nixon Jess Resume.doc](#), [1237-Abstract.docx](#)

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="06/29/2020"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text" value="MAINE"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Education, Maine Department Of"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text"/>	* c. Organizational DUNS: <input type="text"/>	
d. Address:		
* Street1: <input type="text" value="23 State House Station"/>	Street2: <input type="text" value="111 Sewall street"/>	
* City: <input type="text" value="Augusta"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="ME: Maine"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="04333-0023"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Maine Department of Education"/>	Division Name: <input type="text" value="Office of the Commissioner"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Ms."/>	* First Name: <input type="text" value="Jessica"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Nixon"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Chief of Staff and Operations"/>	
Organizational Affiliation: <input type="text" value="Maine Department of Education"/>		
* Telephone Number: <input type="text"/>	Fax Number: <input type="text"/>	
* Email: <input type="text"/>		

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:**

Rethinking Remote Education Venture (RREV) - State of Maine

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

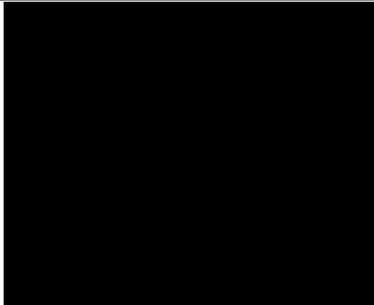
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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



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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

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

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

Name of Institution/Organization

Education, Maine Department Of

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	1,000.00	3,475.00	3,475.00			7,950.00
4. Equipment	11,468.00	11,468.00	11,468.00			34,404.00
5. Supplies	7,000.00	7,000.00	7,000.00			21,000.00
6. Contractual	4,707,200.00	5,023,500.00	1,576,500.00			11,307,200.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	1,093,880.00	1,071,000.00	1,505,170.56			3,670,050.56
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: To: (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
PR/Award # S425B200039

Name of Institution/Organization Education, Maine Department Of	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: Education, Maine Department Of

* Street 1: 23 State House Station * Street 2: 111 Sewall street

* City: Augusta * State: ME: Maine * Zip: 04333-0023

Congressional District, if known: ME-all

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

6. * Federal Department/Agency: US Department of 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: \$ 16,958,612.57
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: Jessica Middle Name: * Last Name: Nixon Suffix: * Street 1: 23 State House Station * Street 2: 111 Sewall Street * City: Augusta * State: ME: Maine * Zip: 04333-0028

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

Prefix: * First Name: Jessica Middle Name: * Last Name: Nixon Suffix: * Street 1: 23 State House Station * Street 2: 111 Sewall Street * City: Augusta * State: ME: Maine * Zip: 04333-0028

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: [Redacted]

* First Name: Jessica Middle Name: * Last Name: Nixon Suffix: Title: Chief of Staff and Operations Telephone: [Redacted] Date: 06/29/2020

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NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1234-GEPA Document.docx

Add Attachment

Delete Attachment

View Attachment

As explained in the narrative, the impact of COVID-19 on Maine's underserved populations shines an ever-brighter light on the systemic inequities within our state, and we feel obligated to address these inequities through the project described in this application, Maine's Rethinking Remote Education Venture (RREV) to make high-quality remote learning accessible for all Mainers. This will be done in a few ways:

- In September, the RREV team will collaborate with our partners at MADSEC (Maine Administrators of Services for Children with Disabilities), Maine Bureau of Indian Education, our state homeless student liaison, state migrant education specialist, and state cultural responsiveness specialist to develop targeted outreach campaigns to encourage participation from the districts that educate our traditionally underserved populations of students.
- RREV encourages the development of innovative models for these remote learning options. Recognizing that many students with disabilities and other learning needs found it very difficult to engage in and benefit from the dominant emergency-style remote learning during our emergency shutdown, we intend to employ the methods and practices, including the Universal Design for Learning (UDL) Framework, that equitably supports all students.
- School Districts applying for grants to support pilot models will need to demonstrate how they intend to ensure equitable access and meet the needs of students with disabilities. RREV will prioritize candidate districts and schools that outline measurable goals for enhancing the experience for under-served students.

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	
Education, Maine Department Of	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Ms.	* First Name: Jessica Middle Name:
* Last Name: Nixon	Suffix:
* Title: Chief of Staff and Operations	
* SIGNATURE: Jessica L Nixon	* DATE: 06/29/2020

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

1. Project Director:

Prefix: Ms.	First Name: Beth	Middle Name:	Last Name: Lambert	Suffix:
----------------	---------------------	--------------	-----------------------	---------

Address:

Street1:	23 State House Station
Street2:	111 Sewall street
City:	Augusta
County:	MAINE
State:	ME: Maine
Zip Code:	04333-0023
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:

Rethinking Remote Education Venture (RREV)

The Covid-19 virus disrupted our education system during the past few months, creating a sudden shift to “emergency style” remote learning and resulting in unevenly successful experiences for students. Under-represented students, students of color, students with disabilities, and disadvantaged students, report particularly poor experiences and outcomes during the this emergency provision of remote education. Our proposal for Maine’s Rethinking Remote Education Venture offers a multi-pronged solution with the primary goal of generating innovative remote learning models to provide equitable access to high quality educational experiences for all students. RREV will develop a systemwide cadre of “Education Engineers” who will design remote learning prototype models to be field tested, revised, and honed by schools willing to pilot these models. In order to encourage professionals in the field to engage in the invention of exciting and different remote learning models, and to provide necessary supports for schools who are willing to pilot, evaluate, and suggest revisions and improvements to these models, Maine DOE recognizes the need for a significant shift in the culture of our education system. Our proposal provides the necessary resources and supports, through professional development, coursework, and guided engagement in effective use of design processes to empower educators and school leaders as authentic research and development professionals. As new remote learning models are designed and piloted, they will be made available through an open-source community of practice platform to support collegial sharing, ongoing critical and supportive feedback loops, and continual revision and improvement to sustain the culture of innovation and to foster statewide (and nationwide) open access to exciting new remote learning models.

The Key activities (“prongs” in RREV’s multipronged approach) include: working with University of Maine and other higher education partners, to make courses in research and development, innovation engineering, and design processes widely available to educators and school leaders; providing six Education Engineering Workshops each year of the project to guide participants through the process of designing new approaches to remote learning; encouraging schools across the state to field-test/pilot the newly designed models through resources and microgrants; leveraging MDOE’s “Distinguished Educator” program to bring practitioners from the field onboard as regional coaches to support schools who are willing to pilot the new models and to use action research to collect data and suggest improvements to the models; fostering professional connections among educators and school leaders by providing open access to RREV-produced models through an open-source, online community of practice - EnGiNE (Engaging Innovation in Education); and working with an independent evaluator to create and implement a comprehensive system for assessing our progress. These activities will lead to our key objectives: infusing our education system with a generalized research and development climate; building educators’ and school leaders’ knowledge, skills, and capacities for engaging in effective innovative design processes; developing and making widely available new, innovative remote learning approaches and models; and – most importantly – increasing the quality and equitable provision of educational services, during – and after – the Covid-19 pandemic. While Maine DOE will lead the implementation of this project, we will partner closely with University of Maine; Maine Community College System; and business and research and development organizations who will offer professional development and training to educators and school leaders. Grant funds will be used to: build internal capacity at Maine DOE (project director and staff / Distinguished Educators deployed in the field); support professional development and training activities; development of a community of practice platform for open sharing of RREV-produced models and professional engagement in continuous improvement of these models; and microgrants to provide necessary resources to the pilot schools as they implement, adapt, and revise the new models.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

A. Coronavirus Burden /Needs Statement

A.1. Highest Coronavirus Burden:

Maine, a largely rural and under-resourced state with extremely limited broadband access, scores in the highest (81st-100th) percentile for Coronavirus Burden, based on the factors identified in the application package table.

A.2. Other measures of COVID-19 impact/burden:

The COVID-19 pandemic has highlighted and exacerbated existing inequities and challenges in our state. The lack of broadband access in rural areas, impacting more than 20 percent of our K-12 students, has been a primary concern for many years, but the issue became a humanitarian crisis when schools closed their doors in March. More than 25,000 Maine students found themselves abruptly cut off from their educational settings, teachers, peers, and support services due to a lack of internet connectivity.¹ With alarmingly high rates of teen suicide, opioid addiction, significant mental illness (SMI), and domestic violence; Maine has seen an increase in mental health crisis calls by 57 percent to the intentional warm line and increases for mental health related inquires into the general 211 information line since March 13, 2020.² Maine's educators³ felt overwhelmed and not adequately prepared for the sudden and complete shift to remote instruction on March 16th. In a survey of 1400 Maine teachers, 66 percent reported that they lacked training and/or resources for providing remote instruction (compared

¹Maine DOE. (2020, May 15). *Mills Administration Secures WiFi & Learning Devices for 100 Percent of Maine Students Reporting a Need In Face of COVID-19's Impacts on Schools.*

<https://mainedoews.net/2020/05/15/media-release-mills-administration-secures-wifi-learning-devices-for-100-percent-of-maine-students-reporting-a-need-in-face-of-covid-19s-impacts-on-schools/>

² Brogdon, Beth. (2020, June 1). Unprecedented mental health crisis looms as Mainers battle COVID-19, economic downturn, experts warn. *News Center Maine.*

<https://www.newscentermaine.com/article/news/health/coronavirus/unprecedented-mental-health-crisis-looms-amid-battle-against-covid-19-experts-say/97-b3a71e05-e678-45aa-b2f5-236d991fddaa>

³ For the purpose of this application, the term "educator" means a teacher, administrator or other education professional employed by a school system.

with 53 percent nationally), and 21 percent of Maine teachers reported a lack of internet access from home.⁴ 94 percent of the teacher respondents reported the remote learning experience for students as “worse” or “much worse” in terms of learning outcomes when compared to the in-person educational experience.⁵ Additionally, between 45 percent and 64 percent of Maine students (depending upon grade level) found remote learning to be “overwhelming”.⁶ Furthermore, family members and caregivers forced to bear the burden of supporting remote instruction at home also reported a lack of preparation and resources. 70 percent of parents/guardians who responded to a Maine Parents Federation survey reported concerns about academic and social regression. Based on these figures, overall, COVID-19 negatively impacted more than half of Maine’s learning community.⁷

The Maine Department of Education (MDOE) staff meets with Special Education administrators across the state every week and recent conversations have surfaced significant concerns with effectively providing the accommodations and services required in individualized education plans (IEPs) through remote learning. Additionally, Maine learned last week that our state leads the nation in racial disparity with respect to COVID-19 cases; Black Mainers make up 27.7 percent of Maine’s COVID-19 cases even though these residents represent just 1.4 percent of the total population.⁸ This disparity not only shocks us, but we find it unacceptable. The impact of COVID-19 on Maine’s students of color shines an ever-brighter light on the systemic inequities within our state, and we are committed to addressing these inequities through the project described in this application to make high-quality remote learning accessible for all Mainers.

⁴ Maine Education Association. (2020). *Survey of Maine Teachers on Remote Instruction*.

⁵ Id.

⁶ Maine Parents Federation. (2020) *Parent Survey during COVID-19*.

⁷ Id.

⁸ Miller, K. (2020, June 21). Maine has nation’s worst COVID-19 racial disparity. *Portland Press Herald*. <https://www.pressherald.com/2020/06/21/maine-has-nations-worst-covid-19-racial-disparity/>

Due to its demographic and economic makeup, Maine faces the most disastrous of economic fallouts as a result of COVID-19.⁹ Maine's tourism economy features restaurants, lodging, wilderness tours and excursions, and these coastal amenities and related small businesses prove integral to the survival of most Maine towns. Our economy is already suffering irreparably from the loss of revenues, the closure of longstanding businesses and the significant unemployment resulting from the pandemic. By April, Maine's unemployment rate had risen to 10.6 percent, and the State lost 16.6 percent of jobs overall between February and April alone.¹⁰ As of June 10th, 145,278 people had filed for unemployment in Maine.¹¹ For reference, 22 million visitors vacationed in Maine during the summer of 2019.¹² Tourists spent almost \$6.5 billion in the state and supported 116,000 jobs.¹³ However, due to COVID-19, current trends forecast only 7 to 10 million tourists this summer, a 45 percent - 69 percent decrease, though even these numbers remain uncertain.¹⁴ The subsequent decrease in state revenues from sales tax and excise tax, indicate an anticipated decline of \$240 million in state tax; this number is skewed, however, as income taxes are based on the previous year's income tax, so the real impact may not be known until 2021.¹⁵ Nevertheless, negative economic consequences have already been felt. In March alone, Maine's sales tax revenue fell \$16 Million, with taxed lodging revenue down 45 percent,

⁹ McGuire, P. (2020, April 26). Maine's economic fallout from coronavirus could be nation's worst. *Portland Press Herald*. <https://www.pressherald.com/2020/04/26/maines-economic-fallout-from-coronavirus-could-be-nations-worst/>

¹⁰ Ettlinger, M. and Hensley, J. (2020, June 25). *COVID-19 Economic Crisis: By State*, University of New Hampshire, Carsey School of Public Policy. <https://carsey.unh.edu/COVID-19-Economic-Impact-By-State>

¹¹ Find New Citation for this – fraud article?

¹² Exec. Order No. 57 FY 19/20 (2020, June 9).

<https://www.maine.gov/governor/mills/sites/maine.gov/governor.mills/files/inline-files/EO-57.pdf>

¹³ Maine Office of Tourism. (n.d.) *2019 Maine Office of Tourism Highlights*. <https://motpartners.com/wp-content/uploads/2020/06/2019-Maine-Tourism-Highlights.pdf>

¹⁴ Supra note 12.

¹⁵ Thistle, S. (2020, May 19) State tax revenues drop as COVID-19 tightens grip on Maine economy. *The Sun Journal*. <https://www.sunjournal.com/2020/05/19/state-tax--revenues-drop-as-covid-19-tightens-grip-on-maine-economy/>

and taxed meals and prepared foods lowered 33 percent.¹⁶ Tax revenue feeds Maine’s public education system. As a result of these mounting losses, many school districts are considering massive cuts to the 2021 school budgets to offset predicted shortfalls.

A.3 Analysis of strengths, capacities, needs, gaps, and efforts by the State to address these:

Since the onset of Maine’s state of civil emergency, MDOE has engaged educators, students, parent groups, and school and district leaders in daily discussions and focus groups. We used data from these conversations, along with surveys, student data systems, and our school finance data system to analyze the needs of our schools on an ongoing basis and attempted to address the most urgent needs as efficiently as possible. MDOE acted in a nimble and purposeful manner to provide the necessary supports, funding, tools, and guidance to schools, educators, students, and parents. Our response targeted the top priorities identified by families, students, and educators education leaders: (1) provide 100 percent student access to the internet; (2) establish an online learning platform for anywhere/anytime learning; and (3) leverage inherent opportunities to examine and improve systems. The following outlines some of the efforts by MDOE and the State to support students during COVID-19.

¹⁶ Figueroa, K. (2020, June 18) MEMORANDUM Revenues-May 2020. Maine Department of Administrative and Financial Services. <http://legislature.maine.gov/doc/4146> and Andrews, C. (2020, May 19) Maine sees half of expected April revenue saying recession 'will be for the record books'. *Bangor Daily News*. <https://bangordailynews.com/2020/5/19/news/state-revenue-falls-short-248m-for-april/>

A.3.1 State Efforts to meet needs: Emergency Resources Targeting Basic Needs

State Efforts to Meet Needs Child Nutrition: The closure of classroom-based instruction due to COVID-19 led to serious concerns regarding school nutrition and required an instant shift in how we ensured access to healthy food for school-aged children. The MDOE applied for all available waivers, receiving a total of 28 to implement alternative feeding locations under the Summer Feeding Program. MDOE staff provided ongoing support and resources to the field and hosted weekly meetings to provide program-related information and technical support. In 2019, Maine placed 122 sponsor programs at 467 sites and served a total of 727,612 meals. In contrast, the emergency response summer feeding program placed 199 sponsor programs at over 700 meal delivery sites statewide. In providing every community in Maine with access to a food service site, Maine served 2.1 million meals to children in April. Our interactive meal site map was made available online so that families could click to find sites in their communities easily, and the site map remains live today.

State Efforts to Meet Needs: Emergency support for homeless students: We examined other urgent student needs and developed a microgrant application for schools to access support for homeless children. The geographical and socioeconomic diversity of our state requires local and regional approaches to support students and schools, so we ensured flexibility for McKinney Vento coordinators to utilize these resources in a manner that best addressed local needs.

State Efforts to Meet Needs: Connectivity and Remote Learning: The MDOE took immediate action to secure internet access and devices to facilitate at home learning for Maine's students, both public and private. Within the first week of shutdown, MDOE surveyed public and private schools to identify those students who lacked access to the internet and enlisted support from charitable organizations to begin addressing these needs through cellular data plans and devices. When the Governor's Education Emergency Relief Funds became available, MDOE was prepared to leverage those funds to continue to meet reported student needs. We sent out multiple surveys and reached out directly to schools and districts with known underrepresented and under-resourced student groups to ensure equitable access to this opportunity. By May 15th, Governor Janet Mills announced that the State had successfully met 100 percent of the reported student needs, providing connectivity for 21,845 Maine students.¹⁷ MDOE is continuing to survey schools to determine further connectivity needs, and we have already reached out to both higher education institutions and adult education programs to determine the connectivity needs of their students.

State Efforts to Meet Needs: Accessing and deploying Federal Resources: MDOE released the Elementary and Secondary School Emergency Relief (ESSER) funding application for school administrative units (SAUs) on Tuesday, May 19, 2020. MDOE staff provides ESSER office hours each week for district programs and fiscal leads. MDOE has received and approved 31 SAU applications so far.

¹⁷ Office of the Governor. (2020, May 15). *Mills Administration Secures WiFi & Learning Devices for 100 Percent of Maine Students Reporting a Need in Face of COVID-19's Impacts on Schools.* <https://www.maine.gov/governor/mills/news/mills-adminstration-secures-wifi-learning-devices-100-percent-maine-students-reporting-need>

The US Department of Education (US DOE) awarded the State of Maine one of four Governor's Emergency Education Relief Funds, a 9.2 million-dollar allocation from the CARES Act Funding on April 24, 2020. We used these funds to support universal connectivity for Maine students.

State Efforts to Meet Needs: Professional Development and Online Office Hours for Educators: When classroom-based instruction was suspended in Maine beginning on March 16, 2020, MDOE staff immediately began providing daily professional development to the field through remote office hours. We provided 824 hours of live consultation and professional development last month alone including content-specific professional development, special education, and social/emotional/behavioral and mental health support for students and staff. MDOE established a series of professional development opportunities-based field requests and has already awarded 14,000 contact hours for professional learning since the pandemic began. For example, one of MDOE's math specialists provided almost 3,000 contact hour certificates for six sessions. Many of the office hours and professional development sessions have been recorded and made free and available to the public on our MDOE COVID-19 webpage. In fact, we feel proud to share that our support strategies and webpage have been recognized by major media outlets, including the New York Times and PBS News Hour, as an exemplary resource for schools. What's more, our professional development and live consultation options have attracted participants from across the United States and Canada, as we have successfully scaled our impact beyond Maine's borders.

State Efforts to Meet Needs: Maine Online Opportunities for Sustained Education: To ensure that learning can continue during the COVID 19 crisis or an emergency in the future, MDOE collaborated with Maine curriculum leaders, Maine educational community organizations

(museums, science centers, libraries) and Maine educators to create a library of asynchronous learning modules aligned to the Maine Learning Results. These modules feature collaborative, interdisciplinary, project-based learning activities to ensure an enriched and meaningful remote learning experience for students and educators who use this option. We plan to offer content and instruction by Maine teachers to address all domains in all grade levels, K-12. Each module involves actual instruction, resources and materials, and differentiation options to support learners who crave additional challenges and learners who need more scaffolding and accommodations. We will also roll-out a K-12 Social-Emotional Learning curriculum and targeted lessons to foster Executive Functioning and Communication Skills for Special Education students, as well as for all learners who could benefit from such instruction.

While ambitious, our project and timeline are already underway, and we intend to create and publish enough modules by early September to cover one quarter of a school year. We plan to build a full year of modules, staying at least one quarter ahead of the school calendar, with all offerings open and accessible for anyone to use. The education community has responded strongly to our vision. Our team received over 400 applicants—in the first week.

A.3.2 Barriers in Meeting the Needs of Students / Analysis of Gaps and Capacities:

According to MDOE data, twenty percent of Maine’s students live in rural areas without access to high-speed, broadband internet. During shutdown, MDOE pursued a cellular service solution to overcome barriers to statewide student connectivity as previously described. However, given Maine’s rural nature, cellular service remained inaccessible to certain homes, requiring some students to connect through portable hotspots. As a result, educators have needed to step up more than ever to build effective lines of communication with students, families, and caregivers. Similarly, several participants in our focus group have highlighted myriad challenges to

providing families with effective support and mentorship to engage their students in at-home learning (e.g., determining a quiet place to study, creating a daily schedule of time periods for specific classwork, and setting clear expectations for those time periods).

After analyzing data from different focus groups and surveys the message is clear: Maine must rethink its approach to remote learning to successfully support Maine students, especially those in rural areas. In general, Maine teachers lack significant training, professional development, and technical support for implementing remote learning programs. While some schools and educators successfully navigated the emergency remote learning period this spring, most struggled due to lack of training, lack of resources, lack of connectivity, and a variety of other logistical factors—not the least involving teachers trying to care for their own young children at home while maintaining continuity of learning for their students in school.

It is also important to note that the persistent evidence of inequity stands as one the major concerns facing our state and its education system. COVID-19 has brought a new and urgent focus to this issue, illustrating that our students of color have shown more susceptibility to both the disease and the associated social and educational isolation. Given Maine’s status as a “local control” state, without minimum requirements or standard protocols for remote learning, the disruption of in-school learning exacerbated long-enduring problems, particularly for our underrepresented students, who had the poorest experiences with remote learning. Furthermore, our Student Cabinet to MDOE provided us with alarming insights regarding student mental health, the impact of isolation, and inequities across demographic groups. All of these concerns and barriers informed our approach to our project proposal.

In analyzing our weaknesses, we simultaneously assessed our strengths and capacities as a state: the strong professionalism and dedication of Maine educators; a deeply involved and supportive

community and business partnerships; a state DOE that, while relatively small as an organization with each staff person holding multiple roles, stands ready to embrace innovation and to support transformative change; and a newly designed “Office of Innovation” with a team of optimistic, courageous, system-level leaders who epitomize big picture-thinking and who are eager to support the goals of this proposal.

As a Department, MDOE recently issued a public statement of commitment to affirm our intentions and our plans to make sweeping changes to better support *all* students and families.¹⁸ Our statement defined specific goals and objectives and offered robust resources to educators seeking information and strategies for supporting students who have been marginalized under our care. We have developed the project below to support educator empowerment through innovative training, to create a culture of innovation and creative risk-taking, to promote the development of exciting new approaches to remote learning, and—above all—to promote equity and educational excellence for all students in Maine - and beyond.

B. PROJECT DESCRIPTION – MAINE’S RETHINKING REMOTE EDUCATION VENTURE “RREV”

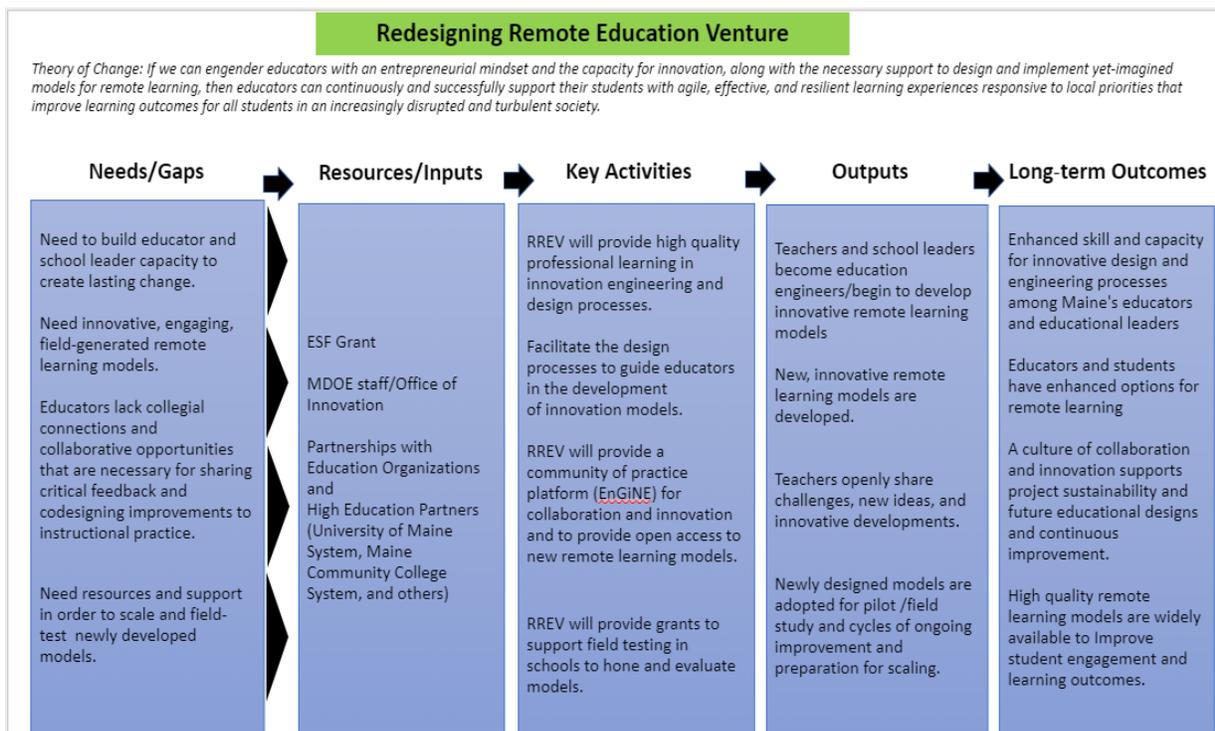
B.1 Rationale / Logic Model

To successfully adapt to the changes caused by the COVID-19 pandemic, it has proven critical that Maine educators be equipped with skills and strategies that empower them to think and respond innovatively. Additionally, the identified gaps and needs in Maine, particularly with respect to remote learning, require that our statewide education system become more effective and resilient. Thus, we endeavor to transform K-12 education into an agile system that meets the needs of remote learners per their local context through educator-driven innovation. As such, our

¹⁸ Maine DOE. (2020, June 6). *Department of Education: Our Commitment and Shared Resources to Combat Racism*. <https://mainedoenews.net/2020/06/06/department-of-education-our-commitment-and-shared-resources-to-combat-racism/>

project addresses **Absolute Priority #3, Field-Initiated Remote Educational Models to Improve Student Outcomes.**

Our strategy honors the following Theory of Change: *If we can engender educators with an entrepreneurial mindset and the capacity for innovation, along with the necessary support to design and implement yet-imagined models for remote learning, then educators can continuously and successfully support their students with agile, effective, and resilient learning experiences responsive to local priorities that improve learning outcomes for all students in an increasingly disrupted and turbulent society.*



We will pursue our goal through a multi-pronged approach, titled “Rethinking Remote Education Venture” (RREV), comprised of four key activities: (1) Providing high-quality professional development to a network of educators; (2) Facilitating design processes to guide the development of innovative field-initiated models; (3) Supporting pilots/field tests by schools to

hone and evaluate the models produced; (4) Fostering a culture of innovation statewide to meet the fast-changing needs of remote learners in an unpredictable, globalized world.

Our team of stakeholders and project designers has worked with community, higher education, and business partners to develop this strategy to realize our goal. While we examined relevant research into how innovative business models develop and the conditions under which they thrive, we ultimately determined that simply the creation of exciting new remote learning models would be insufficient to drive real, sustainable, positive change. To truly succeed, we must foster and support an entrepreneurial mindset among educators: one that not only embraces innovation, but that also encourages educators to become comfortable with healthy risk-taking, uncertainty, and productive failure. Furthermore, we must provide multiple entry points to allow all school staff to find opportunities through differentiated professional growth and learning. Our approach aligns with the principles of Design-Based Implementation Research (DBIR).¹⁹ To power and realize our Theory of Change through our intended activities, RREV features the following design concepts:

- 1. Education Engineering Workshops:** professional development in design and innovation
- 2. Education Model Categories:** outdoor education, multiple & flexible pathways, extended learning opportunities, online learning, and yet-imagined solutions
- 3. Student Accessibility & Participation:** ensuring inclusion of all students and youth
- 4. Adopter Schools:** financial support for districts that pilot and collect data on new models

¹⁹ See Bevan, B., Penuel, W. R., Bell, P., & Buffington, P. (2018). Learning, Generalizing, and Local Sense-Making in Research-Practice Partnerships. *Connecting Research and Practice for Educational Improvement Ethical and Equitable Approaches and* Routledge. Fishman, B. J., Penuel, W. R. Allen, A., Cheng, B. H. and Sabelli, N. (2013). Design-Based Implementation Research: An Emerging Model for Transforming the Relationship of Research and Practice. *Yearbook of the National Society for the Study of Education*, 112(2) 136-156. <https://eric.ed.gov/?q=&id=EJ1018453>

- 5. **Distinguished Education Engineers:** support Adopter Schools in their home region with coaching and technical support to ensure successful launch of remote learning ventures
- 6. **EnGiNE:** an online hub that unites educators statewide, forming a vibrant community of practice that shares remote learning models, recommendations, tools, resources, and media content
- 7. **Integration:** aligning activities and multiple stakeholders across sectors via a shared goal
- 8. **Agility:** lasting resilience to meet the demands of a fast-changing, unpredictable globalized world

Education Engineering Workshops: MDOE is in the midst of developing Education Engineering workshops for educators early this summer to train a cohort of educators in the design-thinking and venture development processes, so that we have new remote learning models ready for piloting at the inception of RREV. While each innovative design process possesses unique features, all tend to include some common elements. As such, these universal concepts become the focus of the workshops:

1. Clearly defining the problem	6. Overcoming fixed mindsets and other perceived barriers to innovation
2. Overcoming fixed mindsets and other perceived barriers to innovation	7. Generating new ideas, i.e. brainstorming or “ideating”
3. Generating new ideas, i.e. brainstorming or “ideating”	8. Developing prototypes
4. Developing prototypes	9. Alpha and beta-testing to drive iterative improvement
5. Clearly defining the problem	10. Piloting models in the authentic context and continuing to refine and improve them until the model proves optimally efficient and resilient, and thus ready to scale

These workshops involve project-based learning modules that intentionally create multi-cultural, cross-disciplinary teams that tackle problems surfaced by remote learning during COVID-19.

Individuals and teams pitch their models to peers for feedback to hone their innovations for the

Fall piloting phase. Participants of these workshops will learn about a variety of design protocols, including “Human Centered Design for Social Innovation”, Ureka! Ranch’s “Innovation Engineering” method (offered by University of Maine as a 3-course certificate program for entrepreneurs and business people, which we intend to make available to educators in every region of our state), and “Design Thinking for Educators,” among others. By the end of the workshops, RREV participants develop not only the competencies and mindset necessary to develop yet-imagined education models, but also the social-emotional and communication skills to lead diverse, multi-disciplinary teams in the future.

Education Model Categories: In each program year, RREV will offer six Education Engineering Workshops, training more and more of Maine’s educators in the design and innovation processes, which lead to greater and greater numbers of field-initiated remote learning models. Through our work with statewide stakeholders and research into best-practices, MDOE has identified four promising categories of remote learning that we believe address the various and unique needs of remote learners in Maine. Thus, under the guidance of design process experts, the new remote learning models that participants in our Education Engineering Workshops must incorporate one or more of the following evidenced-based strategies:

- 1. Outdoor Education:** While faced with the unique and complicated reality of the impacts of COVID-19 on classroom-based instruction, the need for Outdoor Education Programs seems greater than ever. Outdoor Education is organized learning that happens outside and allows students to interact with the natural environment. With support from existing partners in environmental, nature-based education, as well as from educators using

outdoor education throughout the state, Maine hopes to grow and expand the use of outdoor education.²⁰

2. Multiple & Flexible Pathways: Multiple and flexible pathways allow students to play an active role in their education by working with their teachers to design the best pathway to meet their learning goals and post-secondary aspirations. Pathways must remain flexible—not lock them into a “track” as students learn, grow, and develop on different timelines and under different conditions. Students with disabilities stand at considerable risk for being assigned to a particular track, with insufficient opportunities to stretch, engage, and challenge themselves.²¹

3. Extended Learning Opportunities: Extended Learning Opportunities (ELOs) are designed to align with state Guiding Principles and Maine Learning Results to ensure academic content through experiential, project-based learning. ELOs are the epitome of asynchronous “anytime, anywhere” learning as they can be a part of in-person or remote learning models. ELOs can equally be designed for individuals or small groups and possibly allow students to earn elective credit for activities in which they are already engaged, and when appropriate, be mentored by a community partner who provides a real-world connection. ELOs involve parents from the outset and provide needed support

²⁰ For information on the importance of outdoor education see: Bensten, P., Jensen, F. S., (2012). The nature of udeskole: Outdoor learning theory and practice in Danish schools. *Journal of Adventure Education and Outdoor Learning*, 12(3), 199 – 219; Williams-Seigfredsen, J. (2017). The Danish Forest School approach. *Early Horizons* 6(1), 8-9; Becker, M. (2016, April 19). 5 Benefits of Outdoor Education. *Edutopia*, <https://www.edutopia.org/blog/5-benefits-of-outdoor-education-michael-becker>

²¹ For information on multiple pathways see: Northeast Comprehensive Center. (2019, Nov. 25). Vermont Agency of Education Research Review. *Vermont Agency of Education*. [https://education.vermont.gov/sites/aoe/files/documents/Research percent20Review 0.pdf](https://education.vermont.gov/sites/aoe/files/documents/Research_percent20Review_0.pdf)

and encouragement. Students must honor the four ELO principles: Research, Reflection, Product and Presentation.²²

4. **Online Learning:** With the sudden suspension of classroom-based instruction in March 2020, Maine educators quickly pivoted to remote learning strategies and showed exceptional commitment—and compassion—as they delivered online instruction in an emergency situation. With the status of in-person instruction in the future remaining unknown, we feel it important to invest in field-initiated models that support innovation in online instruction by Maine educators. Of course, the internet provides a seemingly endless array of options, which, at times, can feel overwhelming. It is important that educators understand how to vet and use proven resources to deliver high-quality learning experiences through online platforms.²³ Educators also require effective strategies to meet the needs of students with disabilities in online environments.
5. **Yet-Imagined:** In the spirit of innovation, we cannot foresee all the possibilities that a team may wish to pursue. Thus, we have defined a category for projects that demonstrate innovative thinking and solutions that may not fall within the other categories.

Student Accessibility & Participation: RREV encourages the development of innovative models for these remote learning options. Recognizing that many students with disabilities and other learning needs found it very difficult to engage in and benefit from the dominant emergency-style remote learning during our emergency shutdown, we intend to employ the

²² For additional information on ELOs see: Next Steps NH. (n.d.) *ELO: Beyond Classroom*.

<https://beyondclassroom.org/>; Next Steps NH. (n.d.). Next Steps New Hampshire, <https://nextsteps-nh.org/>

²³ For additional information on online learning see: Ralph, Michael. (2020, April 17) Teaching Strategies of Award-Winning Online Instructors. *Edutopia*. <https://www.edutopia.org/article/teaching-strategies-award-winning-online-instructors>. Darby, F. (n.d.) How to be a Better Online Teacher Advice Guide. *The Chronicle of Higher Education*. <https://www.chronicle.com/interactives/advice-online-teaching>, Allain, R. (2020, March 17) Moving your class online? Here's How to Make it Work. *Wired*. <https://www.wired.com/story/how-to-make-online-learning-work/>

methods and practices, including the Universal Design for Learning (UDL) Framework, that equitably supports all students.

During our first year, we plan to also host an Education Engineering workshop for our Student Cabinet to the MDOE. Our 34 cabinet members represent each of Maine’s 16 counties and range in ages from 4th grade to 1st year in postsecondary education. Having worked closely with this group of highly motivated, engaged, and passionate young people, we feel confident that they can devise exciting, perhaps revolutionary, remote learning models for schools to pilot.

Assuming that the cabinet succeeds in RREV’s first year, we intend to offer annual opportunities to pilot student-developed education models.

Adopter Schools: While our on-going cycle of Education Engineering Workshops promises to produce new education models for remote learning, our rolling grant opportunities provide schools with the financial support to act as an “Adopter School” to pilot and collect data on the models. The grants naturally incentivize and support the adoption of these pilots, covering startup costs for implementing the remote learning model, as well as data collection methods to help evaluate the effectiveness of the models and inform ongoing improvements. We anticipate awarding a total of 30 grants to adopters over the 36-month timeline.

Distinguished Education Engineers: In addition to innovation training and grant support, Adopter Schools will receive technical support and coaching from a Distinguished Education Engineer through the MDOE’s Distinguished Educator program. MDOE’s Distinguished Educator program offers high-performing educators the opportunity to work as consultants in specialized educational areas for up to two years.²⁴ MDOE “buys” the educator’s contract from

²⁴ The distinguished educator program (Educator interchange program) is authorized under Title 5 M.R.S. §3003-A. <http://www.mainelegislature.org/legis/statutes/5/title5sec3003-A.html>

the sending school, provides leadership training and a work plan, and deploys the Distinguished Educator in the field to provide peer support. Educators who complete an Education Engineering professional development training and who pilot one of the remote learning models qualify as a candidate to serve as Distinguished Education Engineers with MDOE for the 2021-22 school year. Distinguished Education Engineers receive additional training in leadership and in Education Engineering. They also represent each of Maine's nine superintendent regions to support local efforts to pilot and adapt new models to a variety of settings and grade levels. Under RREV, the Distinguished Education Engineers support Adopter Schools in their home region, and, through coaching and technical support, ensure a successful launch for new remote learning ventures.

EnGiNE: Adopter Schools not only inspire change in their district, but also share their innovations with the larger, statewide community of practice through the RREV online portal, "EnGiNE." More than a website, EnGiNE ("Engaging Innovation in Education") acts as the heart of RREV's professional learning community, bringing Maine's talented yet decentralized teaching community together and transforming it into a powerful network of remote learning innovators who champion real-world impact and improve student outcomes.

RREV's EnGiNE empowers Maine educators to connect with one another, share ideas and resources for remote learning, and access further opportunities for professional development. Driven by local initiatives, the platform will become a vibrant community of educators and learners, as well as a rich, crowd-sourced hub of remote learning models, recommendations, tools, and resources. Teachers and students also have access to courses, mentorship and certifications, as well as RREV media content. All education models and resources can be adapted to local contexts, enhanced, and re-posted to the EnGiNE platform for use elsewhere

across Maine. RREV will facilitate, not only text-based resource sharing, but also create video stories that capture the pilots happening throughout the state.

In addition to the online opportunities EnGiNE provides, each summer RREV will host an Education Engineering Symposium to showcase the work developed throughout the design and piloting activities. These gatherings allow innovators further opportunity to network, share expertise, and learn from peer educators in Maine. Educators and students will be able to connect in person with remote peers, those they engaged through the EnGiNE platform, and those featured in RREV media. These events will also serve to drive engagement with the wider RREV initiative and foster a sense of enthusiasm and momentum regarding education, innovation, and remote learning in Maine.

Integration: Upon approval of our proposal, as detailed in Section C, RREV development begins immediately and through various coordinated work streams led by a diverse set of stakeholders. First, we will contract to develop EnGiNE, hire a RREV Director and Office Assistant, and establish a chain of command through MDOE's Office of Innovation. Through the first Education Engineering Workshop, our initial cohort of trained experts will pilot the design process for field-initiated remote education models. A late August kickoff event will officially announce the launch of RREV and ensure awareness of the project, its vision, activities, and its opportunities throughout all Maine schools. In September, the RREV team will collaborate with our partners at MADSEC (Maine Administrators of Services for Children with Disabilities), Maine Bureau of Indian Education, our state homeless student liaison, state migrant education specialist, and state cultural responsiveness specialist to develop targeted outreach campaigns to encourage participation from the districts that educate our traditionally underserved populations of students. By December, RREV will have forged bonds between stakeholders critical to the

platform's success and developed early remote learning models with data that demonstrates impact and upside.

By January 2021, we expect to start piloting our most promising models in various schools across our state to test scalability through educator-led action research, student and family surveys, teacher and staff surveys, and student outcomes data. Additionally, Education Engineering workshops will be offered every quarter of the school year and twice each summer for the duration of the grant project, for a total of 16-18 sessions. The grants for Adopter Schools will be distributed at least every six months and on a rolling basis, as new "batches" of innovative remote learning models are developed, tested, and ready to pilot.

Throughout this process, we intend to provide targeted support and opportunities for schools serving students who have been identified as having been under-represented and under-served by our education system. As stated previously, we are committed to improving equity of access to high-quality, engaging, and innovative educational experiences for all students, particularly the most vulnerable. Districts applying for grants to support pilot models will need to demonstrate how they intend to ensure equitable access and meet the needs of students with disabilities. RREV will prioritize candidate districts and schools that outline measurable goals for enhancing the experience for under-served students.

Agility: RREV recognizes that education "should be not only comprehensive, sustainable, and superb, but must continuously evolve to meet the challenges of the fast-changing and unpredictable globalized world. This evolution must be systemic, consistent, and scalable..."²⁵

Understanding the pervasive challenges that Maine faces to deliver rich remote learning experiences, our project focuses primarily on field-initiated innovations as the catalyst to

²⁵ Serdyukov, P. (2017). Innovation in education: what works, what doesn't, and what to do about it? *Journal of Research and Innovative Teaching & Learning*. V.10 No. 1. p.433

transform K-12 education. However, RREV goes far beyond one-time solutions, such as providing devices or increasing high-speed internet, as “[w]hen improving online learning, we should not narrow our innovative focus down to only technical solutions in all educational issues. We need to develop a broader look at all aspects of teaching and learning rather than trying to resolve problems and overcome barriers with technology alone.”²⁶ Indeed, RREV is designed as a long-term solution that evolves organically with the needs of Mainers and adapts with them over time as they navigate cycles of disruption and turbulence in their learning. As it has asked of educators through this project, the MDOE must engender in itself the mindset and capacities inherent to the innovator and entrepreneur, and act as a role model for the creativity and commitment needed to drive systemic, sustainable, long-term change; improve student outcomes; and promote equity and educational excellence for all.

B.2 RREV Performance Measures:

We aim to achieve the following Performance Measures required by The US DOE over the 36-month project timeline: **200,000**: Number of students served by the project; **85**: Percentage of parents who report satisfaction with the available remote learning options; **40**: Number of different types of new remote learning models brought to the field-testing stage.

Project-Specific Performance Measures stand as follows: **500**: Number of schools represented by educator teams involved in Education Engineering trainings, workshops, or courses; **1000**: Number of educators who engage in the design process and/or who contribute to the development of new innovative remote learning models; **85**: Percentage of students who report satisfaction with remote learning options; **85**: Percentage of educators who report competence in the delivery of remote learning

²⁶ Id. at

C. C. MANAGEMENT PLAN, STATE CAPACITIES, AND ADEQUACY OF RESOURCES

C.1 The RREV Management Plan

RREV will operate out of the Commissioner's Office, under our Office of Innovation, which is overseen by the Chief Innovation Officer (CIO) and supported by a dynamic and committed team. The Office of Innovation team will manage RREV's initial setup and implementation until the hiring process is complete. However, upon receipt of the award, MDOE's first steps will include hiring additional staff to manage the project, including a REVV Project Director who will manage day-to-day operations of the grant, a full-time support staff person to assist with documentation and reporting of grant activities, and an experienced and innovative team to develop EnGiNE. MDOE will also publish a request for proposals for an independent evaluator consistent with Maine's competitive bidding requirements.²⁷ MDOE will work with the evaluator to finalize an evaluation plan to measure the success of the activities throughout the duration of the grant. The evaluation plan will, at minimum, assess achievement of the performance measures and outcomes mentioned above in section B.2. Additionally, MDOE will further establish partnerships with institutions of higher education and other stakeholders related to higher education to develop relationships with like-minded organization to design, coordinate, and run professional development opportunities, workshops, and symposiums. This outreach has already started.

C.2. The extent to which the proposed use of funds will adequately support the proposed project: The attached budget narrative demonstrates that each component of the proposed RREV plan can be fully supported through the funding requested.

²⁷ The State of Maine's competitive bidding requirements are covered under Title M.R.S §1825-B, <http://www.mainelegislature.org/legis/statutes/5/title5sec1825-B.html> and Rule Chapter 110, Rules For The Purchase of Services and Awards. <https://www.maien.gov/dafs/bbm/procurementservices/policies-procedures/chapter-110>

C.3. The extent to which the costs are reasonable in relation to the objectives, design, and potential significance of the proposed project: The proposed innovation-based programming will facilitate the design, development, and field-testing of novel remote learning models accessible to all educators and can dramatically transform the provision of remote instruction for educators in our state and, ultimately, for the nation as a whole. We aim to fundamentally change the way educators think about developing and practicing remote learning, locally, regionally, statewide, nationally and even globally. Concomitantly, and importantly, our intent to develop a statewide network of education engineers who will continue to innovatively rethink and robustly redesign all aspects of educational practice, not only immediately, but also into the future. To that end, the costs outlined in this proposal are reasonable in relation to the proposed outcomes.

C.4. The extent to which the costs are reasonable in relation to the number of persons to be served and to the anticipated results and benefits: We are estimating a direct benefit to more than 15,000 educators who will receive training in the design process or will contribute to the design or beta-testing of innovative new models. The scope of our project will target schools across our state, impacting more than 200,000 students. The anticipated results for educators include: redefining the roles of educators to encourage them to become researchers, designers, and entrepreneurs prompting a statewide culture of educational innovation and healthy and strategic risk-taking. The results for 200,000 students include: equitable access to flexible high-quality remote learning options, improved educational outcomes, increased voice and choice in their educational trajectories; and protection from the possibility of ongoing disruptions, depending upon the coronavirus pandemic or other emergency situations.

RREV Project Management Plan and Timeline

Project Objective	Start Date	End Date	Purpose/Outcome(s)
Hire qualified staff at the MDOE to manage and oversee the grant.			To have qualified staff to manage and run the

• Hire project director	8/1/2020	10/15/2020	grant
• Hire support staff	8/1/2020	10/15/2020	
<i>Responsible Staff:</i> Office of Innovation			
Contract with independent evaluator			
• Draft RFP and publish RFP	7/1/2020	9/13/2020	To have a qualified independent evaluator in place to evaluate the grant work and outcomes
• Award and execute contract	9/14/2020	9/30/2020	
• Create and implement evaluation plan	10/9/2020	7/31/2023	
<i>Responsible Staff:</i> Office of Innovation, Project Director			
Provide Education Engineering Workshops			
• Develop workshops	9/1/2020	7/31/2021	To host year 1 a student cabinet workshop and host six workshops yearly to promote innovative mindset and skills
• Put on workshops	9/1/2020	7/31/2021	
• Evaluate and improve workshops	9/1/2020	7/31/2021	
<i>Responsible Staff:</i> Office of Innovation, Project Director; Distinguished Educator Engineers			
EnGiNE web platform			
• Platform Development Team Recruitment and Hiring	7/1/2020	6/1/2023	To establish an environment for educators across the state to share innovation, access resources, create content, and work collaboratively
• Platform Development Team Project Introduction	9/1/2020	6/1/2023	
• Platform Development Launch	9/1/2020	6/1/2023	
• Platform Development Version 1 Completion	3/1/2021	6/1/2023	
• Platform Field-Testing and Revamp YR 1	3/1/2021	6/1/2023	
• Training Workshops for Platform Use	6/1/2021	6/1/2023	
• Platform Field-Testing/Feedback and Revamp YR 2	6/1/2022	6/1/2023	

Responsible Staff: Office of Innovation, Project Director

Support professional development in innovation for Maine educators			To support educators in professional development in innovation and design
• Hire two temporary staff to development and design of process	8/1/2020	8/14/2020	
• Create a catalogue of existing qualified course	8/17/2020	8/27/2020	
• Create process for educators to apply for courses	8/17/2020	8/27/2020	
• Fund the tuition	9/1/2020	7/31/2023	

Responsible Staff: Office of Innovation, Project Director

Provide Grant Funding for Schools			To support the development, testing, and implementation field-driven projects on remote education
• Draft and publish RFA	8/1/2020 2/1/2021 8/1/2021 2/2/2022	11/11/2020 4/1/2021 11/11/2021 4/1/2022	
• Award/execute grants	12/1/2020 4/15/2021 12/1/2021 4/15/2022	1/1/2021 5/1/2021 1/1/2022 5/1/2022	
• Monitor grant performance	1/1/2021	7/31/2023	

Staff Responsible: Project manager, support staff, Office of Innovation

Distinguished Educator Engineers			To increase capacity within MDOE to support schools and educators on innovation and design
<i>Staff Responsible:</i> Project manager, Office of Innovation			
• Recruit educators	9/1/2020 9/1/2021	10/15/2020 10/15/2021	
• Provide coaching/trainings to the field	10/15/2021	7/31/2023	

Responsible Staff: Office of Innovation, Project Director

Reports to the US DOE			To comply with grant requirement
• Quarterly and Annual reports	8/1/2020	7/31/2020	

Staff Responsible: Project manager, support staff, Office of Innovation

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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Janet T. Mills
GOVERNOR

STATE OF MAINE
OFFICE OF THE GOVERNOR
1 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0001

June 25, 2020

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

Re: Letter of Support for Maine’s ESF-REM Proposal

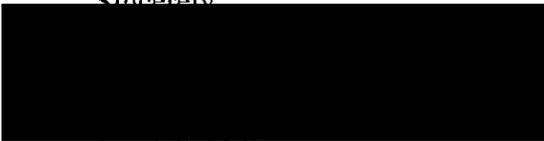
Dear Secretary DeVos:

I write to express my support for the Maine Department of Education’s application for funding under the Education Stabilization Fund – ReThink K-12 Education Models (ESF_REM) Discretionary Grants Program. This funding would provide critical relief toward the ongoing efforts of the State of Maine to mitigate the impact of COVID-19 on our education system.

The proposal developed by the Maine Department of Education for the “Rethink Remote Education Venture (RREV)” will provide opportunities for educators across our state to become educational engineers as they design, pilot, iterate, and improve remote learning models. This multi-faceted approach will include professional development and coursework in Research and Development, Innovation Engineering, and other design processes; technical assistance in the creation of innovative new remote learning models and programs; and incentivized opportunities for schools and educators to participate by piloting the remote learning models designed through the process. There is great opportunity to leverage Maine’s existing higher education and R&D infrastructure to provide tiered access for all educators to foster a culture of creative risk taking and innovation. The models developed by the Department will provide enhanced learning opportunities for Maine students, no matter their circumstance or where they live, setting them on a path to a brighter and more productive future.

I am pleased to support the vision and plan in this proposal and believe that the RREV project will spark innovation and positive change to better support our learners. Thank you for giving this application your full and fair consideration.

Sincerely,



Janet T. Mills
Governor of Maine



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PR/Award # S425B200039

TTY US Page 42L 711
www.maine.gov

Beth Achille Lambert

EDUCATION:

Endorsements: 015, Assistant Superintendent
040, Building Administrator
100S, English (7-12)
625, Theatre (k-12)

Harvard University, Kennedy School of Government, Ed. M: anticipated June 2021
Public Policy Administration Cambridge, MA

Harvard Graduate School of Education, Ed.M: June 2009 Cambridge, MA
School Leadership Program, concentration in Teacher Leadership

Lawrence University, Bachelor of Arts: June 2002 Appleton, WI
Majors: English, theatre, education

- Cum Laude
- Mortar Board and Lambda Sigma honor societies
- Dean's List all semesters

PUBLICATIONS:

"Living Assessments: Ensuring Student Growth and Voice in the Arts Classroom," National Art Educator Association Whitepaper Series, 2017

Content Editor: "ART 123," Public Consulting Group (PCG), 2017.
<http://www.publicconsultinggroup.com/education/>

Co-author: "ART 122," Public Consulting Group (PCG), 2017.
<http://www.publicconsultinggroup.com/education/>

"It's All About the Connections: Personalizing Learning through Relationships, Relevance, and Rigor," Maine Journal of Education, 2011

EXPERIENCE:

Maine Department of Education Augusta, ME

Director of Innovative Teaching and Learning: 2019- present

- Leads and evaluates Maine's PK-12 Public Education Innovative Redesign
- Leads and coordinates the planning and implementation of the Maine Learning Results and PK-12 teaching and learning related statutes
- Leads and directs the development of an integrated system of Maine's Learning Results
- Develops a culture of innovation at the Maine DOE and in Maine's public education system
- Directs and leads Maine DOE initiatives to integrate technology, including the Maine Learning Technology Initiative (MLTI)
- Supervises Learning Through Technology Team

Coordinator of Secondary Education and Integrated Instruction: 2017-2019

- Supervised team of 10 content specialists including budgets, work plans, annual reviews
- Coordinated the Standards and Instructional Support Team
- Designed, directed, oversaw standards review process
- Project Manager, Maine Learning Technology Initiative (MLTI)
- Managed a \$14 million-dollar MTLI budget
- Designed and launched computer science statewide implementation
- Advised Department leadership on educational policy
- Communicated with multiple stakeholders including: Committee of Education and Cultural Affairs, Maine State Board of Education, press, and the public

Visual and Performing Arts Specialist: Aug. 2015- 2017

- Determined district needs and delivered necessary services, e.g.: provided information, technical assistance, and professional development
- Provided leadership and technical assistance regionally and statewide in visual and performing arts education standards, instruction, and assessment
- Supported the implementation of Maine's educational standards and proficiency-based graduation requirements
- Interpreted state and federal laws, rules, regulations, and policies pertaining to visual and performing arts education
- Served as Treasurer for SEADAE 2017
- Served on the Resource Committee for NDEO 2017

Regional Representative: Aug. 2015 – 2017

- Served as a liaison between a region and Maine DOE
- Attended and presented at monthly Superintendents' Association meetings regarding relevant Maine DOE updates

Carrabec High School

North Anson, ME

Standards-based education coordinator/interim principal: Aug. 2013-2015.

- Coordinated high school transition to standards-based instruction and reporting
- Designed standards-based diploma and transcript
- Trained faculty and staff on standards-based instruction and reporting
- Assumed principal's responsibilities 2 days/week

Performing Arts Teacher: Aug. 2012-2015

- Designed curriculum for and taught 4 sections of performing arts
- Designed curriculum for and taught 1 section of 7/8 grade exploratory performing arts
- Directed 4 productions per year
- Managed performing arts budget

Syntiro

Readfield, ME

Assistant Director, GEAR UP: Fall 2009-Aug. 2012

- Member of the grant writing team that won the \$42 million grant
- Oversaw and managed all aspects of the federally funded GEAR UP program including federal reporting and budgets
- Managed \$42 million budget
- Oversaw program information distribution including [website](#), [facebook](#) page, and twitter
- Represented GEAR UP on the Maine College Access Network steering committee
- Supervised and managed project team staff
- Provided assistance to GEAR UP schools in developing, implementing, and evaluating yearly plans to meet GEAR UP goals and objectives
- Collaborated with the school leadership teams to increase college-going aspirations for all students
- Worked collaboratively with regional and statewide partners to identify and secure community, regional, and state resources that promote a sustainable GEAR UP Program
- Created and hosted bi-weekly webinars on topical issues for GEAR UP liaisons
- Presented at regional and national conferences
- Created and facilitated an alumni network of over 10,000 students

Millennium Teams

Cambridge, MA

Practitioner Research Communication and Mentoring Grant, Spencer Foundation (2000)

Research Assistant and 7/8th grade Team Facilitator: Fall 2008-Spring 2009

- Took weekly field notes of team meetings
- Facilitated team building exercises
- Facilitated protocols to improve teachers' practice

- Observed and mentored classroom teachers
- Planned with team teachers to incorporate new techniques into their daily practice

Gould Academy

Bethel, ME

English teacher: Aug. 2006-2008

- Designed and taught objective based 9th grade English curriculum
- Designed and taught objective based 10th grade English curriculum- team leader
- Implemented and taught blog-based honors component to the 10th grade English curriculum
- Advised 8 students between grades 9-12. Responsible for supporting and advocating for advisees as well as acting as the primary source of communication between the school and the student's family.
- Lived and worked in the girl's dormitory

Director of Drama: Aug. 2006- 2008

- Directed 2 main stage productions per year
 - *Happy Event*
 - *The Dining Room*
 - *A Midsummer Night's Dream*
 - *All in the Timing*
- Managed the theater program

Watkinson School- Coalition of Essential Schools

Hartford, CT

English teacher: Aug. 2002- June 2006

- Designed and taught objective based 8th grade English curriculum- team leader
- Advised 10 middle school students. Responsible for supporting and advocating for advisees as well as acting as the primary source of communication between the school and the student's family.
- Member of a critical friends group (internal professional development)

Performing Arts teacher: Aug. 2002- June 2006

- Department chair since 2004
- Designed and taught 7th grade performance studies
- Presented curriculum at coalition conference 2006
- Designed and taught 8th grade performing arts
- Taught Creation Ensemble
- Directed MS and HS mainstage productions
 - *Only a Game (touring production)*
 - *The Phantom Tollbooth (musical)*
 - *Little Shop of Horrors (musical)*
 - *The Snow Queen (musical)*
 - *Courage*

English and Study Skills tutor: summers 2002-2004

- Tutored reading comprehension
- Tutored writing expression

ADDITIONAL TRAINING:

Managing in State Government: January 2018

Rulemaking 102, Maine DOE: October 2017

Foundations of Distance Education, University of Maine: Spring 2010

Multiple Intelligence, WIDE, Harvard Graduate School of Education: February 2008

Differentiated Education, WIDE, Harvard Graduate School of Education: Sept.2007

Universal Design for Learning, Harvard Graduate School of Education: July 2007

Research for Better Teaching and Leadership Training: July 2005

Service Learning: June 2005
Protocols in the Classroom: June 2004
Critical Friends Coaching: June 2003
Multi-Modal Teaching: August 2002

**PROFESSIONAL
ASSOCIATIONS:**

Phi Delta Kappan
CCSSO, Teaching, Learning, Learning Collaborative
ASCD Educational Leadership

AWARDS:

Creative Problem Solver, Maine Department of Education: June 2019
Art Supervisor of the Year, Maine Art Education Association: June 2018
Music Education Supervisor of the Year, Modern Band Association: May 2018

Jessica Nixon

Education:

Southern New Hampshire University – Manchester, New Hampshire/Brunswick, Maine
Masters of Science, Business Administration (Global M.B.A), March 2013

Southern New Hampshire University – Manchester, New Hampshire
Masters of Science, Hospitality Administration, September 2010
Summa Cum Laude

University of Maine - Orono, Maine
Bachelors of Science, Business Administration, Marketing Concentration, May 2005

Experience:

Maine Dept. of Education –Augusta, ME *01/2019-Present*
Chief of Staff & Operations

Daily staff & operation management of 195 staff members, reporting directly to the Commissioner and Deputy Commissioner. Manage many special projects, research initiatives and communications related to this leadership role and statewide education efforts, including legislative, credentialing, and state and federal policies. Actively collaborate with various stakeholder groups including participation on advisory boards, grant writing, special event management, and ad hoc committees.

Brunswick School Department/Town of Brunswick – Brunswick, ME *05/2018-01/2019*
Administrative Secretary II

Human resource tasks related to recruiting and hiring, correspondence and contracts; including multi division calendar management, routine and advanced assignments, reporting, and projects. Accounts receivables, invoicing and cash receipts; responsible for all daily deposits and payable. Oversee the volunteer and substitute recruitment, including administration for AmeriCorps Volunteer program, processing and administrative procedures including reference checks, criminal background history checks and all communications.

Maine Dept. of Agriculture, Conservation and Forestry –Augusta, ME *07/2014-05/2018*
Director of Marketing Development/Division Director

Daily management of eight various employees and programs within the Division of Agricultural Resources Development which includes state wide agricultural marketing communication, promotion and business development resource programs. Manage several agricultural grants and loan programs including promotion of programs, collection of applications and facilitation of award determination with underwriting partners and committees. Actively collaborate with various industry groups including participation on advisory boards, grant writing collaboration, special event management, and ad hoc committees.

Maine Dept. of Agriculture, Conservation and Forestry –Augusta, ME

01/2013-07/2014

Agricultural Promotions Coordinator

State of Maine agricultural industry promotions including social media, trades show, newsletters, special events, websites, and marketing collaborations. Organization and management of all details associated with annual Agricultural Trades Show seeing over 5,000 attendees, 40 meetings, a banquet of over 350 attendees and 120 exhibitors. Developed state wide association and industry network, collaborating with state and regional vendors, farmers, public constituents and officials.

Inn by the Sea –Cape Elizabeth, ME

07/2009-01/2013

Catering Sales Manager

Increased wedding, anniversary and other social event sales by 200% in through exemplary marketing, development of partnerships, and careful management of events. Helped ensure stable revenues by assisting in market forecasting of future trends, assisting in budgeting and financial management. Expert execution of a variety of events for different audiences through careful attention to details, coordination of logistics and quality products from initial lead development to contract fulfillment. Developed successful partnerships with vendors, clients, and team members.

Samoset Resort – Rockport, ME

09/2008-07/2009

Catering & Conference Services Manager

Sold and negotiated contracts from point of contact to event execution, including all planning and logistics of floor plans, audio visual, and set up details in between. Assured quality and successful operations by mentoring and supporting individuals at various levels to achieve objectives. Worked proficiently and with the utmost attention to detail regarding client's wants and needs, providing responsive implementation and contact through multiple communications avenues.

IDC, Inc/OceanCliff Hotel – Newport, RI

01/2007-08/2008

Catering Administrator

Supported sales and marketing functions within the company by generating prompt and accurate marketing and sales reports and Post-Function Audits. Provided financial and accounting support through management of all event payments, records, and coordination of the acquisition of all office supplies and materials. Effectively coordinated all Department correspondence and communications, both inter-organizational and between the hotel and clients.

United Natural Foods - Dayville, CT

09/2005-01/2007

United Natural Brands Marketing Associate

Collaborated in the development, distribution, and editing of product sell sheets, promotions, reports, website content, and product label copy. Attended numerous tradeshow to promote products and company ideals, coordinated shipping logistics for sample products and display materials. Efficiently corresponded daily with consumers regarding questions and comments on over 500 products and information on 9 brands.

The First, N.A., Damariscotta, ME

Summer 2005

Seasonal Deposit Operations Associate

Worked in a team environment to process applications for the establishment and maintenance of various deposit accounts. Proactively assisted in credit card processing for new and fraud suspect deposit members. Supported various deposit operation functions including special projects, daily data entry and analysis.

Margaret Chase Smith Policy Center, Orono, ME

2001-2005

Student Administrative Aide

Assisted with the coordination and organization of the annual State of Maine Government Internship Program application and acceptance processes. Effectively performed administrative support tasks including transcribing, filing, mass mailings, office supply inventories, communications, and provided research support. Supported in the collection of data for and the preparation of numerous economic and policy research surveys.

Honors/Awards & Community Involvement:

- Outstanding Student Award in Masters of Science, Hospitality Administration Program
- Delta Mu Delta Business Honors Society Member
- Olympia Company Values Sales Star Award Recipient June 2010
- Maine Technology Institute – Advanced Tech. for Forestry & Agriculture Board 2017.
- Maine Agriculture in the Classroom – Advisory Board 2014-2018
- Maine School Garden Network – Advisory Board 2014-2018
- Kennebec Valley Community College – Sustainable Agriculture Advisory Board 2015-2017
- Sustainable Year-Round Agriculture – Working Group Participant 2015-2017
- Maine Farm to School Network – Working Group Participant 2013-2018
- Harvest New England – State of Maine Board Executive, Vice President 2013-2018
- North American Agricultural Marketing Officials – State Representative 2014-2018
- Maine Commissioner for Community Service – Commissioner 2020-current

Computer Skills:

- Microsoft Office Suite
- Adobe Creative Suite
- Advantage
- Daylight Software
- Hotel Information Systems
- OpenTable
- QuickBooks
- Delphi and Delphi.net
- Frontline – Formerly AESOP
- Volgistics
- ADS Profund for Non-Profits

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Maine Department of Education
23 State House Station
Augusta, ME 04333-0023

Date: July 25, 2019

Agreement No: [REDACTED]

Filing Reference: This replaces previous Agreement No. [REDACTED]
Dated: 6/29/201 [REDACTED]

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.

Section I - Rates and Bases

Type

Fixed



Applicable To

Restricted

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:

Restricted

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

Treatment of Fringe Benefits:

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

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

Section II – Particulars

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

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

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

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

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

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

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

Section III - Special Remarks

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

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

Section IV – Approvals

For the State Education Agency:

Maine Department of Education
23 State House Station
Augusta, ME 04333-0023

For the Federal Government:

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



Daniel A. Chunta
Name

Deputy Commissioner
Title

24 July 2019
Date



Signature

Frances Outland
Name

Director, Indirect Cost Division
Title

July 25, 2019
Date

Negotiator: Christian Muniz
Telephone Number: (202) 245-7624

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Personnel.

The ME RREV project positions will be: project point of contact, project director, and administrative support. The project point of contact is currently employed by the Department.

The project director and administrative support will be new positions. In addition, the Department will be reinstating a Distinguished Educator program.

The project point of contact is the Chief Innovation Officer. The duty for the project point of contact will be to communicate with U.S. Department of Education and administer the ME RREV project. Services will be an in-kind and are not included in the budget.

The project director will be hired as a Public Service Manager III. The duty for the project administrator will be to administrator the ME RREV project. This position will be high level as the subject matter expert, coordinator and technical services with a deep expertise in this specialized field as well as manage the administrative support and distinguished educator positions. This position will be full time, 1. FTE for the duration of the project. The costs of this position as been included at [REDACTED] for year 3. Hiring of this position will take place in September 2020.

The administrative support will be hired as a Management Analyst I level and will be hired to provide administrative support to the program director, relevant and administrative related technical assistance to the field. This position will be full time, 1. FTE for the duration of the project, [REDACTED] of this position will take place in September 2020.

Also included in the category of personnel will be the Distinguished Educators (DE) who will be hired within the cycle in a competitive hiring program. The nature of the DE includes hiring at the same level as the individual is funded at in their current school district, so the exact amount will fluctuate. Based on the averages of previous DE's within this role, an estimate of \$ [REDACTED] has been reserved for each 1.0 FTE; there will be two cohorts of 9 DE's which will have planned dates of 8/1/2021-7/31/2022 and then 8/1/2022-7/31/2023. These positions will report to the program director.

Fringe benefits.

Fringe benefits for Department project staff are: medical, dental, workers comp, retirement, life insurance, and Medicare. Public Service Manager III will [REDACTED] r 2 and \$ [REDACTED] year 3. Management Analyst 1 will be \$ [REDACTED] year 1, \$ [REDACTED] year 2, \$42,518.72 year 3. There may be some benefits required under the DE program, however with the inability to estimate we have assumed some of this value within the personnel line above.

Travel.

While the first year it is anticipated that there will be limited travel due to the current COVID situation, travel is anticipated for the staff and DE's and will include mileage and in some instances overnight accommodations due to the geographical distance of our start and the State of Maine policy which allows for overnight lodging for more than 50 miles. Additional overnight accommodations will be needed for the attendance at the multi day events by staff. There may also be travel to various schools to assist in delivering technical assistance. DOE staff travel

\$1,000 for the first year due to anticipated limitations, and \$3,475 for years 1 and 2 assuming that travel is more advisable.

Equipment.

Equipment provided will be two computers with desktop/laptop support, Microsoft Office 365, network access, user share storage, security ID, telephone, and cell phone. \$5734 per staff per year.

Supplies.

Supplies will include office supplies, instructional materials, printing of free resources for districts and regional trainings, books, etc. This will include statewide outreach materials to districts, local and field publications, new design and development of customized program collateral and event materials for the kickoff event, summer institutes and training seminars. \$7,000 per year.

Contractual.

1. Development & Design Coordination Contractors

A contracted service provider will be procured for 60 hours to assist with the onset of the program development, including the convening of partnering schools to understand the vast amount of programs in the state in order to include within the newly created resource materials. 60 hours at \$60 per hour has been factored into this proposal and these amounts are based on similar contracts the Department has previously had. An additional contracted service provider is anticipated for facilitation of the design around the Education engineer workshops. The cost for

this service is **\$7,200.00** inclusive of any travel expense reimbursements from state-wide outreach.

2. Online Platform for Community of Practice

A critical component of the developing community of innovation in education will be the connection and management capabilities of a state-wide online platform. This platform will allow for customized content distribution, shared professional learning, and networking of education engineers around the state. The cost for this service is estimated at \$2,000,000.

3. Innovation Competitive Grants

A total of 30 grant proposal will be offered to schools piloting the innovative models, resulting in four rolling grant cycles (Jan-Jan and April-April 2021 and 2022). The average grant is estimated at \$250,000 with an estimate of 9 per cycle. A total of \$7,500,000 is planned to directly support the districts and help cover costs associated with implementing a variety of innovative models including staff, supplies, materials and other related expenses that meet all grant requirements.

Other.

1. Tuition Program

With a goal of 220 educators each year, this program will allow for tuition and covering costs of attending for Maine educators with various partnering educational programs that are offering Education Engineering or other Innovation related programs. Throughout the program, \$2,000,000 will be held for application by Maine educators to learn and advance skillsets.

2. Kick Off Event

A large, socially distant but impactful event filled with educational guest speakers and innovation leaders around the State of Maine and partnership with many higher education and professional development institutes in Maine to promote the program. An estimated \$23,000 for facility related rentals only is planned.

3. Educational Engineer Workshops

Education Engineering workshops will be offered every quarter of the school year and twice each summer for the duration of the grant project, these events will include rental space and audiovisual primarily when social distancing subsides. \$18,000 for up to 18 total workshops is anticipated.

4. Education Engineering Symposium

In years two and three the Department will host a multiday Education Engineering Symposium where grant recipients and educators who have gone through education engineering and innovation will gather to showcase their work. These events will include guest speakers, panels and presentations including key notes. An estimate of \$65,000 per event for a total of \$130,000 assumes civic center level attendance and multi day intensive workshops.

5. Student Cabinet Pilot Series

The Department will gather the 34 student cabinet members and provide them with the opportunity to be a part of the educational training and submit innovative pilot models along with others into the community of practice forum, allowing for student led voices and ideas and

providing for a leadership and development opportunity for Maine students. Assuming a 3-credit course for participation at \$1820 per student, a total of \$61,880 is planned for this pilot series.

Evaluator.

Based on experience with past grant programs and the importance of this role, the Department has allocated approximately 10% of the anticipated direct costs of the program for contracting an evaluator.

Indirect.

The Department has allowed for our agreed upon 8% federal indirect rate within our total budget.

