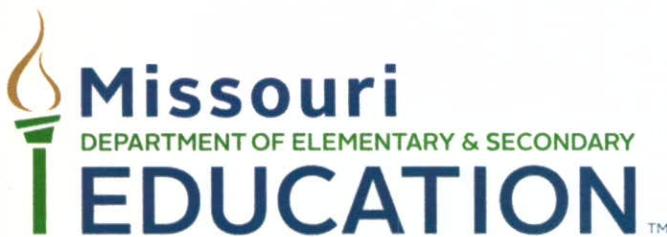


# Missouri

## State Personnel Development Grant (SPDG)

CFDA 84.323A



# **Missouri SPDG**

## **General Forms (SF-424, ED-524, and Supplemental for SF-424)**

# PART I: APPLICATION FOR FEDERAL ASSISTANCE (SF-424)

OMB Number: 4040-0004

Expiration Date: 03/31/2012

## APPLICATION FOR FEDERAL ASSISTANCE—SF-424

<b>*1. Type of Submission:</b> <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	<b>*2. Type of Application</b> <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	<b>*If Revision, select appropriate letter(s):</b>  <b>*Other (Specify):</b>
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<b>*3. Date Received:</b> _____ <small>Completed by Grants.gov upon submission</small>	<b>4. Applicant Identifier:</b> <u>CFDA 84.323A</u>
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<b>5a. Federal Entity Identifier:</b> _____	<b>*5b. Federal Award Identifier:</b> <u>NA</u>
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### State Use Only:

<b>6. Date Received by State:</b> _____	<b>7. State Application Identifier:</b> _____
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### 8. APPLICANT INFORMATION:

**\*a. Legal Name:** Missouri Department of Elementary and Secondary Education

**\*b. Employer/Taxpayer Identification Number (EIN/TIN):**  
44-6000987

**\*c. Organizational DUNS:**  
093746923

#### d. Address:

\*Street 1: P. O. Box 480

Street 2: 205 Jefferson Street

\*City: Jefferson City

County/Parish: Cole

\*State: Missouri

Province: \_\_\_\_\_

\*Country: U. S.

\*Zip / Postal Code 65102

#### e. Organizational Unit:

Department Name: Department of Elementary and Secondary Education

Division Name: Office of Special Education

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

Prefix: Ms. \*First Name: Pamela

Middle Name: Ancell

\*Last Name: Williams

Suffix: \_\_\_\_\_

Title: Coordinator, Special Education Services

**DATED MATERIAL: OPEN IMMEDIATELY**

**CLOSING DATE: SEPTEMBER 04, 2011**

FORM APPROVED—OMB No. 1820-0028, EXP. DATE: 07/31/2013

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**APPLICATION FOR FEDERAL ASSISTANCE—SF-424**

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Organizational Affiliation: \_\_\_\_\_

\*Telephone Number: 573-751-2965

Fax Number: 573-526-4404

\*E-mail: pam.williams@dese.mo.gov

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

Type of Applicant 2: Select Applicant Type: \_\_\_\_\_

Type of Applicant 3: Select Applicant Type: \_\_\_\_\_

\*Other (Specify): \_\_\_\_\_

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**\*10 Name of Federal Agency: U. S. Department of Education**

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**11. Catalog of Federal Domestic Assistance Number: CFDA 84.323A**

CFDA Title: State Personnel Development Grants

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**\*12 Funding Opportunity Number: ED-GRANTS-080212-002**

\*Title: \_\_\_\_\_

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**13. Competition Identification Number: \_\_\_\_\_**

Title: \_\_\_\_\_

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

State of Missouri

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**\*15. Descriptive Title of Applicant's Project:** The 2012-2017 Missouri State Personnel Development Grant (SPDG) proposes a system of high quality professional development in order to better prepare general and special education teachers, administrators, and related service personnel to serve Missouri's children. Through this project, the SPDG will collaborate with Statewide System of Support to develop and implement effective evidence-based professional development in selected areas for improvement. The long term goal of providing our high quality personnel development model is to improve educational and post-school outcomes for all children and youth, but especially, children and youth with disabilities.

Attach supporting documents as specified in agency instructions.

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**16. Congressional Districts Of:**

\*a. Applicant: 4

\*b. Program/Project: MO - all

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**17. Proposed Project:**

\*a. Start Date: 10/1/12

\*b. End Date: 9/30/17

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\*a. Federal: 1,412,000

\*b. Applicant: \_\_\_\_\_

\*c. State: \_\_\_\_\_

\*d. Local: \_\_\_\_\_

\*e. Other: \_\_\_\_\_

\*f. Program Income: \_\_\_\_\_

\*g. TOTAL: 1,412,000

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**\*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 9/4/12

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

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**APPLICATION FOR FEDERAL ASSISTANCE—SF-424**

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

Yes       No

If "Yes", provide explanation and attach.

**21. \*By signing this application, I certify:**

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

I AGREE\*\*

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

**Authorized Representative:**

Prefix: Dr.

\*First Name: Chris

Middle Name: L.

\*Last Name: Nicastro

Suffix: \_\_\_\_\_

\*Title: Commissioner of Education

\*Telephone Number: 573-751-4446

Fax Number: 573-751-1179

\*E-mail: chris.nicastro@dese.mo.gov

\*Signature of Authorized Representative:



\*Date Signed: 8/30/2012

Completed by Grants.gov upon submission

Completed by Grants.gov upon submission

**PART II: BUDGET INFORMATION (FORM 524)**



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

OMB Control Number: 1894-0008  
Expiration Date: 04-30-2014

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel	8,000	8,000	8,000	8,000	8,000	40,000
4. Equipment						
5. Supplies						
6. Contractual	1,135,000	1,125,000	1,124,000	1,123,000	1,122,000	5,629,000
7. Construction						
8. Other	269,000	279,000	280,000	281,000	282,000	1,391,000
9. Total Direct Costs (lines 1-8)	1,412,000	1,412,000	1,412,000	1,412,000	1,412,000	7,060,000
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)	1,412,000	1,412,000	1,412,000	1,412,000	1,412,000	7,060,000

**\*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):     

(3) 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      %

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
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)



## **Missouri State Personnel Development Grant Protection of Human Subjects: Human Subjects Research Narrative**

### **1. Subjects**

Subjects will include education practitioners and contracted professional development providers involved in the Missouri State Personnel Development Grant activities. The subject may include special education teachers, general educators, administrators, Regional Professional Development Center (RPDC) staff, higher education faculty and educational consultants.

### **2. Sources of Materials**

A variety of quantitative and qualitative materials will be used during this evaluation, including online satisfaction and implementation surveys, focus groups, observations and interviews. Data collected through focus groups and interviews will be audiotaped and transcribed for coding and analysis.

School-level data for students and educators will be obtained through the Missouri State Data System. Additional data will be collected by educators on the students that they teach in order to identify needed instructional supports as part of the teaching process. This data will be aggregated by the individual teachers and therefore, no identifiable student data will be provided to the SPDG evaluator or professional development providers.

### **3. Recruitment and Informed Consent**

Subjects for research will be selected through a purposive sample identified by Missouri Department of Elementary and Secondary Education as highly instrumental in the Missouri State Personnel Grant activities. For online measures, an information statement will be used rather than a signed consent form. This will consist of a complete detail of the requirements of the research and participants will be required to respond with an Agreement prior to any further participation. For the interviews and focus groups, verbal consent will be obtained prior to the asking of any questions.

### **4. Description of Potential Risks**

There are no direct or evident physical, psychological, legal or social risks to participation in this research.

### **5. Procedures for Protecting Against or Minimizing Risk**

All information related to the research will be confidential and will not be associated with any one participant's name. For example, during focus groups and interviews, any identifying information of participants will be excluded from written transcripts. Participants will be coded on the transcripts as "respondent 1" rather than with any name or role identification. Audio tapes will be stored in a locked cabinet and erased at the conclusion of the research. Similar procedures will be implemented to keep the online survey respondents confidential (i.e., no name or otherwise identifying information will be collected).

### **6. Importance of the Knowledge to be Gained**

This evaluation will provide evidence of the implementation and impact of the Missouri State Personnel Grant activities on students with disabilities, including positive academic and behavior outcomes. To show progress toward this long-term goal, this study will evaluate the implementation and impact of professional development, teacher recruitment, collaboration, and school-wide systems change.

### **7. Collaborating Site**

Missouri State Personnel Grant activities take place throughout the state of Missouri, in Regional Professional Development Centers (RPDCs), local education agencies, higher education agencies, educational consulting agencies and the Missouri Department of Education. No other collaborating sites will be involved with the implementation of the research study.

# **Missouri SPDG**

**Assurances and Certifications  
(SF-424B, SF-LLL, Grants.gov  
Lobbying Form (formerly ED Form  
80-0013), ED GEPA427 Form, and  
Faith Based EEO Survey)**

## PART IV: ASSURANCES AND CERTIFICATIONS

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### ASSURANCES—NON-CONSTRUCTION PROGRAMS

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Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

**Please do not return your completed form to the office of management and budget. Send it to the address provided by the sponsoring agency.**

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

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

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

persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

- 8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
- 9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §§874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§ 327-333), regarding labor standards for federally assisted construction subagreements.
- 10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
- 11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
- 12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
- 13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
- 14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
- 15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
- 16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
- 17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
- 18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

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

 SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	Commissioner of Education TITLE
Missouri Department of Elementary and Secondary Education APPLICANT ORGANIZATION	8/30/2012 DATE SUBMITTED

OMB Approval No. 0348-0040

## DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352  
(See reverse for public burden disclosure)

<b>1. Type of Federal Action:</b> a. contract b. grant c. cooperative agreement d. loan e. loan guarantee f. loan insurance	<b>2. Status of Federal Action:</b> a. bid/offer/application b. initial award c. post-award	<b>3. Report Type:</b> a. initial filing b. material change  <b>For material change only:</b> Year: _____ quarter: _____ Date of last report: _____
<b>4. Name and Address of Reporting Entity:</b> <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if Known: _____  Congressional District, if known: _____	<b>5. If Reporting Entity in No. 4 is Subawardee, Enter Name and Address of Prime:</b>  _____  Congressional District, if known: _____	
<b>6. Federal Department/Agency:</b> _____	<b>7. Federal Program Name/Description:</b>  _____  CFDA Number, if applicable: _____	
<b>8. Federal Action Number, if known:</b> _____	<b>9. Award Amount, if known:</b> \$ _____	
<b>10. a. Name and Address of Lobbying Registrant</b> <i>(if individual, last name, first name, MI):</i> <u>NA</u>	<b>10. b. Individuals Performing Services</b> <i>(including address if different from No. 10a)</i> <i>(last name, first name, MI):</i> <u>NA</u>	
<b>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 this 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.</b>	<b>Signature:</b> _____ <b>Print Name:</b> _____ <b>Title:</b> _____ <b>Telephone No.:</b> _____ <b>Date:</b> _____	
<b>Federal Use Only</b>	<b>Authorized for Local Reproduction</b> <b>Standard Form—LLL (Rev. 7-97)</b>	

## CERTIFICATION REGARDING LOBBYING

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### 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 any 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 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 or 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.

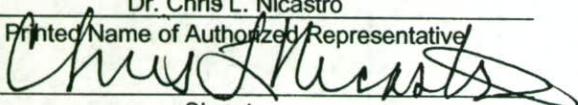
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Missouri Department of Elementary and Secondary Education

Applicant's Organization

Dr. Chris L. Nicastro

Printed Name of Authorized Representative



Signature

Commissioner of Education

Printed Title of Authorized Representative

8/30/2012

Date

ED80-0013

08/05

Approved by OMB 0348-0046

## **EQUITABLE ACCESS AND PARTICIPATION (GEPA, 427)**

Missouri's Outstanding Schools Act (OSA) addressed educational equity by requiring changes to the foundation formula which applies a base of support for all schools in the State. The Act also required schools to set aside a percentage of their foundation formula funds for professional development activities to support the continuous improvement of all educators. To support districts in this requirement, Regional Professional Development Centers have been established throughout the state and are accessible to all educators.

Technology is also an important tool for promoting equity providing shared educational data, information, training, and research. Technology also allows for alternative education opportunities for economically disadvantaged, limited English, homebound, and geographically isolated students.

Districts are required to annually disaggregate and review achievement scores and dropout rates by race/ethnicity, gender, and disabilities. Districts are also encouraged to disaggregate and review data in other areas, such as special programs, attendance rates, retentions/suspensions/expulsions, etc., changes in instruction and assessment necessitated by the State's performance standards and assessments. This will promote successful learning for all students.

To ensure equitable access to and participation in federally funded, state-level activities for schools, students, teachers, and other beneficiaries with special needs, the Department will take the following steps. These measures will address equitability based on: gender, race, national origin, color, age, disability, or other categories which may be identified.

1. All districts, regardless of size or resources, receive state funding.
2. The Department has transitioned grants to a uniform application and application process for districts and provides technical assistance to help them develop and submit approvable applications.
3. Project applicants will be awarded additional points based on serving students of poverty, when applicable. All applicants must assure that they will take all reasonable measures to ensure equitable access to and participation in the project.
4. State assessments are structured to address all student needs.
5. Documents are translated, at the state and/or local level, into other languages and formats as needed.
6. All workshops and conferences sponsored by the Department are located in accessible facilities.
7. The Department conducts diversity training for all staff.

At the local level, each district will assure equitable access to and participation in federally assisted programs as part of its overall assurances.

## SURVEY ON ENSURING EQUAL OPPORTUNITY FOR APPLICANTS

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### PURPOSE

The Federal government is committed to ensuring that all qualified applicants, small or large, non-religious or faith-based, have an equal opportunity to compete for Federal funding. In order for us to better understand the population of applicants for Federal funds, we are asking nonprofit private organizations (not including private universities) to fill out this survey.

Upon receipt, the survey will be separated from the application. Information provided on the survey will not be considered in any way in making funding decisions and will not be included in the Federal grants database. While your help in this data collection process is greatly appreciated, completion of this survey is voluntary.

### INSTRUCTIONS FOR SUBMITTING THE SURVEY

If you are applying using a hard copy application, please place the completed survey in an envelope labeled "Applicant Survey." Seal the envelope and include it along with your application package. If you are applying electronically, please submit this survey along with your application.

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**Applicant's (Organization) Name:** MISSOURI DEPARTMENT OF ELEMENTARY AND SECONDARY EDUCATION

**Applicant's DUNS Number:** 093746923

**Federal Program:** STATE PERSONNEL DEVELOPMENT GRANT      **CFDA Number:** 84.323A

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- |   |  |                                     |                                |                              |                                 |                               |  |  |  |  |  |  |   |
|---|--|-------------------------------------|--------------------------------|------------------------------|---------------------------------|-------------------------------|--|--|--|--|--|--|---|
| <p>1. Has the applicant ever received a grant or contract from the Federal government?</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>2. Is the applicant a faith-based organization?</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <p>3. Is the applicant a secular organization?</p> <p><input checked="" type="checkbox"/> Yes    <input type="checkbox"/> No</p> <p>4. Does the applicant have 501(c)(3) status?</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> <p>5. Is the applicant a local affiliate of a national organization?</p> <p><input type="checkbox"/> Yes    <input checked="" type="checkbox"/> No</p> | <p>6. How many full-time equivalent employees does the applicant have?<br/>(Check only one box).</p> <table border="0"><tr><td><input type="checkbox"/> 3 or Fewer</td><td><input type="checkbox"/> 15-50</td></tr><tr><td><input type="checkbox"/> 4-5</td><td><input type="checkbox"/> 51-100</td></tr><tr><td><input type="checkbox"/> 6-14</td><td><input checked="" type="checkbox"/> over 100</td></tr></table> <p>7. What is the size of the applicant's annual budget? (Check only one box.)</p> <table border="0"><tr><td><input type="checkbox"/> Less Than \$150,000</td></tr><tr><td><input type="checkbox"/> \$150,000-\$299,999</td></tr><tr><td><input type="checkbox"/> \$300,000-\$499,999</td></tr><tr><td><input type="checkbox"/> \$500,000-\$999,999</td></tr><tr><td><input type="checkbox"/> \$1,000,000-\$4,999,999</td></tr><tr><td><input checked="" type="checkbox"/> \$5,000,000 or more</td></tr></table> | <input type="checkbox"/> 3 or Fewer | <input type="checkbox"/> 15-50 | <input type="checkbox"/> 4-5 | <input type="checkbox"/> 51-100 | <input type="checkbox"/> 6-14 | <input checked="" type="checkbox"/> over 100 | <input type="checkbox"/> Less Than \$150,000 | <input type="checkbox"/> \$150,000-\$299,999 | <input type="checkbox"/> \$300,000-\$499,999 | <input type="checkbox"/> \$500,000-\$999,999 | <input type="checkbox"/> \$1,000,000-\$4,999,999 | <input checked="" type="checkbox"/> \$5,000,000 or more |
| <input type="checkbox"/> 3 or Fewer   | <input type="checkbox"/> 15-50   |                                     |                                |                              |                                 |                               |  |  |  |  |  |  |   |
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| <input type="checkbox"/> \$1,000,000-\$4,999,999  |  |                                     |                                |                              |                                 |                               |  |  |  |  |  |  |   |
| <input checked="" type="checkbox"/> \$5,000,000 or more   |  |                                     |                                |                              |                                 |                               |  |  |  |  |  |  |   |

# **Missouri SPDG**

**Narrative Attachment Forms**

**Abstract**

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**List of Priority Requirements**

**Project Narrative**

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## Missouri 2012 SPDG Proposal

### Abstract

The 2012-2017 Missouri State Personnel Development Grant (SPDG) focuses on increasing the state-wide capacity to provide high-quality, ongoing professional development that improves the quality of education for all students, but especially students with disabilities. Through this project, the SPDG will collaborate with Statewide System of Support (SSOS) to develop and implement effective evidence-based professional development. Recently, the guiding framework for the Regional Professional Development Centers (RPDC) has been refined to improve the quality and reach of professional development to all districts in the state. This refined framework focuses professional development to better align with the Missouri Core Academic Standards and Missouri Teacher/Leader Standards.

The SPDG is guided by the following two goals.

Goal 1: Improve the educational achievement of all students, but especially students with disabilities through the development, implementation, & evaluation of a targeted system of professional development, which includes training, technical assistance and coaching

Goal 2: Increase and improve the use of technologies to support implementation of professional development and use of data for effective teaching and learning decision-making.

The approach to addressing these goals recognizes the importance of working at all levels (SEA, regional, LEA) to create a statewide system of data-informed, high quality professional development. Using the National Staff Development Council's (NSDC) professional development standards, the professional development will be job imbedded. Implementation outcomes and fidelity of implementation will be measured at all levels (state, regional, school, educator, and student) to create a self-correcting feedback loop used to continually improve the project. Priorities for this SPDG are to enhance the capacity of

- the Missouri Department of Elementary and Secondary Education (DESE) to align the results of local/regional data and teacher/leader evaluation with professional development;
- the RPDCs to provide effective, high quality professional development; and
- the LEAs who are demonstrating achievement gaps between students with disabilities and students without disabilities to implement effective evidence-based instructional practices and systems.

Work on the priorities is supported through the use of technologies. Through the SPDG, technologies will be used to support the delivery of professional development, for sharing professional development resources, and for collecting and analyzing data measuring the fidelity of implementation and impact of professional development.

While the professional development created through the SPDG will be available to all schools through the RPDCs, SPDG funds will be used to implement the evidence-based professional development process within elementary schools with lower academic achievement or a higher discrepancy in achievement rates for students with and without disabilities than the state average, 378 of which have been recently identified in Missouri. Linking professional development to improved student progress and achievement is the ultimate purpose of the SPDG. Missouri's SPDG anticipates (a) improved student achievement on academic measures, (b) increased access to the general curriculum, (c) increased levels of appropriate behavior, and (d) progress toward college and career readiness.

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## Ib. Priority Requirements

General Requirements	
(a) Use evidence-based (as defined in this notice) professional development practices that will increase implementation of evidence-based practices and result in improved outcomes for children with disabilities;	Page(s): 20-23, 27, 34-58
(b) Provide ongoing assistance to personnel receiving SPDG-supported professional development that supports the implementation of evidence-based practices with fidelity (as defined in this notice); and	Page(s): 23-24, 27, 34-55
(c) Use technology to more efficiently and effectively provide ongoing professional development to personnel, including to personnel in rural areas and to other populations, such as personnel in urban or high	Page(s): 24-27, 36-55
(d) A State Personnel Development Plan that identifies and addresses the State and local needs for the personnel preparation and professional development of personnel, as well as individuals who provide direct supplementary aids and services to children with disabilities, and that is designed to enable the State to meet the requirements of section 612(a)(14) and section 635(a)(8) and (9) of IDEA;	Page(s): 16-18, 20-21, 56-57
(e) Applicants must establish a partnership with LEAs and other State agencies involved in, or concerned with, the education of children with disabilities, including—  <ul style="list-style-type: none"> <li>(i) Not less than one institution of higher education; and</li> <li>(ii) The State agencies responsible for administering Part C of IDEA, early education, child care, and vocational rehabilitation programs.</li> </ul>	Page(s): 57-66
(f) An SEA must work in partnership with other persons and organizations involved in, and concerned with, the education of children with disabilities, which may include—  <ul style="list-style-type: none"> <li>(i) Parent training and information centers or community parent resource centers funded under sections 671 and 672 of IDEA, respectively;</li> </ul>	Page(s): 57-66
(g) Professional Development Activities—Each SEA that receives a grant under this program must use the grant funds to	Page(s): 96-98, Appendix A—Tables 7 & 8—Management Plan

<p>support activities in accordance with the State's Personnel Development Plan, including</p> <p>(i) Providing professional development activities that improve the knowledge of special education and regular education teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices, and that Provide training in methods of positive behavioral interventions and supports to improve student behavior in the classroom;</p>	
<p>(h) Other Activities—Each SEA that receives a grant under this program must use the grant funds to support activities in accordance with the State's Personnel Development Plan, including one or more of the following:</p> <p>(i) Assisting LEAs to serve children with disabilities through the development and use of proven, innovative strategies to deliver intensive professional development programs that are both cost effective and easily accessible, such as strategies that involve delivery through the use of technology, peer networks, and distance learning.</p>	<p>Page(s): 96-98, Appendix A—Tables 7 &amp; 8— Management Plan</p>
<p>(i) Budget for a three-day Project Directors' meeting in Washington, DC, during each year of the project;</p>	<p>Budget Form 524 &amp; Budget Justification</p>
<p>(j) Budget \$4,000 annually for support of the State Personnel Development Grants Program Web site currently administered by the University of Oregon (<a href="http://www.signetwork.org">www.signetwork.org</a>); and</p>	<p>Budget Form 524 &amp; Budget Justification</p>
<p>(k) If a project receiving assistance under this program authority maintains a Web site, include relevant information and documents in a form that meets a government or industry-recognized standard for accessibility.</p>	<p>Page(s): 100</p>

## **A. Need for Project**

The 2012-2017 Missouri State Personnel Development Grant (SPDG) proposes a focus on state-wide, high-quality, ongoing professional development that meets the needs of school staff to support the increased achievement of students, especially students with disabilities. The structure of the Statewide System of Support (SSOS), which includes nine Regional Professional Development Centers (RPDCs), is currently being refined. Within the RPDCs, work is being consolidated and aligned with the Missouri Core Academic Standards and Teacher and Leader Standards to ensure that the professional development providers possess expertise within targeted focus areas and can guide schools with strategies and processes that match their unique needs.

Missouri is currently focusing efforts in five school improvement components: (a) effective teaching and learning practices and systems that support school-wide implementation, (b) the use of formative assessments, (c) collaborative structures, (d) implementation of Missouri Teacher and Leader Standards, and (e) alignment of curriculum and instruction to the Missouri Core Academic Standards. To enact positive and sustainable improvements within schools, the SPDG will target professional development efforts on the topics of formative assessments, collaborative teams, data-based decision-making, effective teaching and learning practices and implementation systems for grades Pre-K-8. The long-term goal of this model is to improve educational outcomes, as well as college and career readiness, for all students, but especially students with disabilities.

### **Missouri Demographics**

Missouri is the eighteenth most populous state in the U.S., with a current estimated population of 5,988,927, which is an increase of 7% from the year 2000 ([Missouri 2010 Census](#)

Report). In 2010, 32.1% of the total population was under the age of 18. Furthermore, Missouri is a geographically large state, spanning 300 miles by 250 miles, with over 500 school districts serving urban, suburban and rural areas.

According to 2010 Census, 82.8% of the population was White, 11.6% was Black or African American, 0.5% American Indian and Alaska Native, 1.6% Asian, 0.1% Native Hawaiian/other Pacific Islander, 2.1% from two or more races, and 3.5% of the total population was of Hispanic or Latino origin (they may be of any race). Females accounted for 51.4 percent of the population. Nearly eighty-two percent of Missouri residents were high school graduates (more than the national average), and 21.6 percent had a bachelor's degree or higher.

### **Education in Missouri**

In 2011, total K-12 enrollment in the State of Missouri was 889,736 (Top 10 by 20 Monitoring Dashboard, 2012). In the same year, almost half (47.8%, or 415,953 students) of these students were eligible for free or reduced-price lunch, which was an increase from prior years (2008: 42%, 2009: 43.7%, 2010: 46.9%). Furthermore, 12.94% of the total K-12 enrollment (ages 5-21) received special education services in 2011 (Top 10 by 20 Monitoring Dashboard, 2012).

While education services and outcomes have improved, there are still major areas of need for improving academic achievement and post-school outcomes for Missouri students. In 2011, the Department of Elementary and Secondary Education launched the statewide improvement effort *Top 10 by 20* which aims for student achievement in Missouri to rank among the top ten states by 2020. Currently, Missouri is ranked between 18<sup>th</sup> and 33<sup>rd</sup> on a variety of performance indicators when compared nationally (see Appendix A, Table 1). The ACT composite score for its 2011 graduates ranked 27<sup>th</sup> nationally, with a statewide composite score that has remained

unchanged for the last decade.

Students with disabilities are also failing to meet target performance indicators. Recent State Performance Plan (SPP) data (see Appendix A, Table 2) identifies 2010-11 targets vs. actual performance. In 2011, the proficiency rate for students with IEPs on statewide assessments failed to meet target performance by over 40% (SPP 3C), and the state failed to meet two out of three of its targets for regular class placement (SPP 5A-5C). Clearly, efforts must be enhanced to increase the proficiency rate for students with IEPs on statewide assessments, in addition to increasing their time in the regular classroom. Complete 2010-11 SPP Indicator Target and Actual data are available in Appendix A.

*Lack of achievement in Reading/Communication Arts and Math.* Research has illustrated the importance of literacy for academic achievement and meaningful employment in adult life (Soares de Baldini Rocha & Ponczek, 2011; Sum, 2007; Zimmerman, Rodriguez, Rewey &

**Table 3: Performance on Statewide Assessments:**

**All Grade Levels**

Year	Students with Disabilities		All Students		GAP	
	CA	Math	CA	Math	CA	Math
2007-2008	22.20	25.84	44.91	45.02	22.71	19.18
2008-2009	23.89	27.02	49.05	46.20	25.16	19.18
2009-2010	25.97	29.34	51.17	49.79	25.22	20.45
2010-2011	27.11	29.93	52.49	52.35	25.38	22.42
2011-2012	27.61	30.41	53.80	54.64	26.19	24.23

Hedemann, 2008). Likewise, the importance of academic achievement in math to meet the

needs of a changing workforce and emerging high-skilled, high-wage jobs is of national importance (National Mathematics Advisory Panel, 2008; Reyna & Brainerd, 2007). Missouri's results are similar to nationwide statistics: students with disabilities lag behind their nondisabled peers in academic achievement, particularly in communication arts (reading & writing) and math (National Center for Education Statistics, 2010; Judge & Watson, 2011). The Missouri Department of Elementary and Secondary Education (DESE) has worked with school districts to ensure that students with disabilities are being included in state assessments. In the 2010-11 school year, 99.3% of children with IEPs participated in the statewide assessments, meeting the SPP target for participation (see Appendix A, Table 2, SPP 3B). Trend data from 2005 to 2011 in statewide assessment show consistent improvement in proficiency for both "all students" and "students with disabilities" in communication arts and math (see Appendix A, Table 3). However, proficiency rates on statewide assessments fall considerably short of the SPP targets for students with disabilities (see Appendix A, Table 2, SPP 3C).

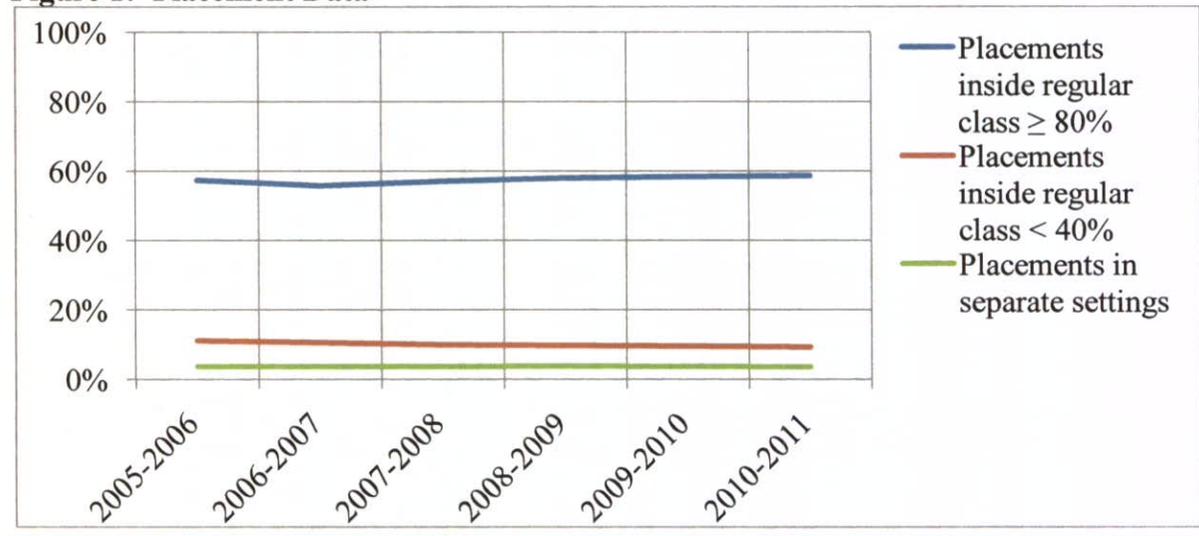
*Lack of Access to the General Education Environment.* To improve the achievement of students with disabilities, they must have access to the general education curriculum/environment (Mellard, 2004). In the 2010-11 school year, the placement data for children aged 6-21 neared, but did not meet two out of three of the SPP targets (see Appendix A, Table 2, SPP 5A-5C). For SPP Performance Measure 5 since 2005 there has been a slight increase in the percentage of placements inside the regular class (see Figure 1), as well as a slight decrease of placements in separate settings. However as Figure 1 shows, these figures are largely unchanged for the past seven years. Access to the general education curriculum/environment is a means of increasing the academic achievement of students with disabilities (Cole, Waldron, Massoumeh & Hasazi, 2004; Hawkins, 2011; McLeskey, Waldron

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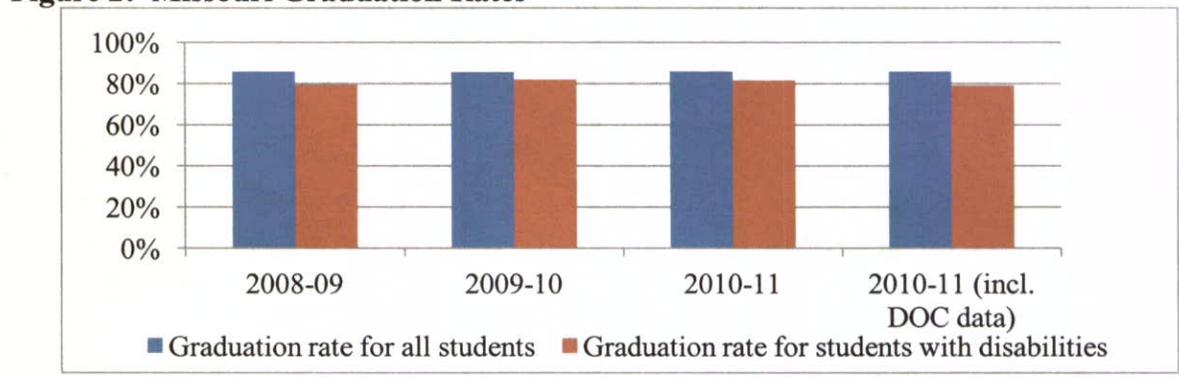
Missouri State Personnel Development Grant (CFDA 84.323A)

& Redd, 2012). Improvement in this area will lead to improved academic achievement. Taking into consideration academic achievement and Least Restrictive Environment (LRE) data, it is clear that the DESE must focus efforts on helping special education teachers as well as regular classroom teachers use more effective instructional practices that are shown to be effective for student with disabilities. The focus must be on improving instructional practice of both special

**Figure 1: Placement Data**



**Figure 2: Missouri Graduation Rates**

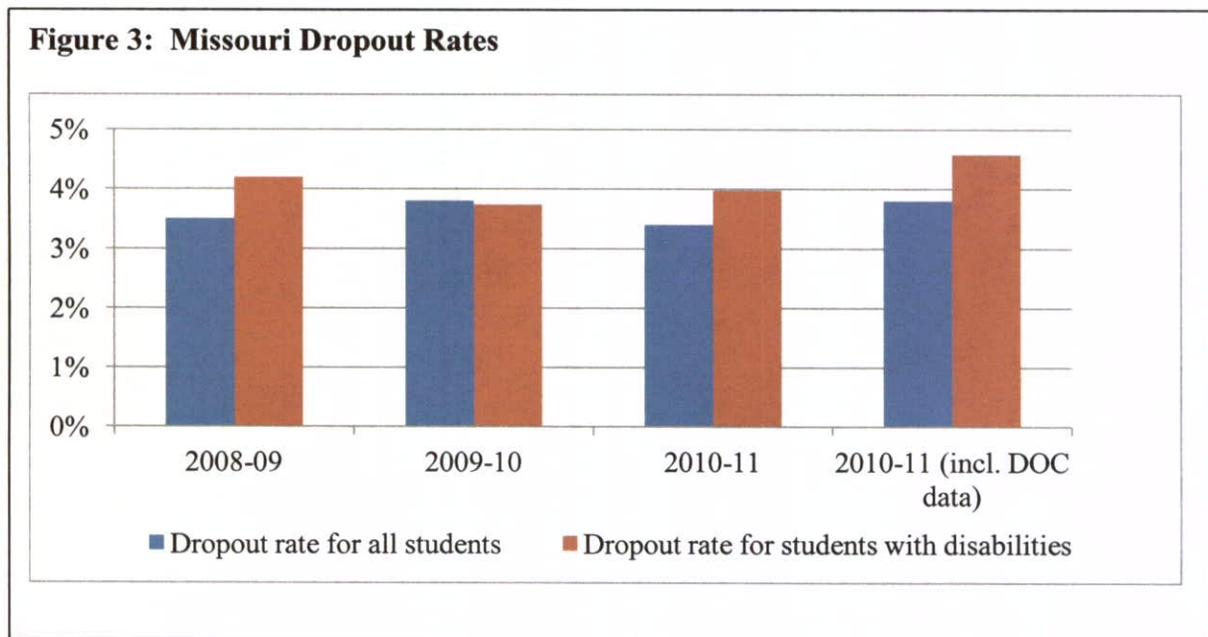


and general educators within the general curriculum and environment.

*Lack of Educational Attainment.* Dropout prevention research has shown that students must achieve passing grades in core content areas and be on-track to graduation, or they are at

high risk of dropout and failure to graduate (National High School Center, 2007). Additionally, high school completion leads to improved post-school outcomes such as independent living, employment, and postsecondary education (Dorn, 2003; O’Neill, 2001; Swanson, 2004). While Missouri has focused efforts on improvement in this area, students with disabilities continue to complete high school at a much lower rate than their peers (see Figure 2). Additionally, some subgroups are graduating far less than their peers (see Appendix A, Table 4).

The dropout rate is also a concern (see Figure 3). Missouri’s results mimic the national average with more and more students with disabilities leaving school without a diploma (National High School Center, 2007). Lack of a diploma can lead to less postsecondary education attainment, underemployment, and less overall earnings throughout a lifespan (Dorn, 2003; O’Neill, 2001; Swanson, 2004; Bishaw & Semega, 2008). High school dropouts make up



13% of the adult population and account for 41.3% of incarcerated individuals (Harlow, 2003).

Comparitively, Missouri’s 2009 dropout rate for students with disabilities (4.20%) falls in the middle of the pack in terms of national dropout rates (National Dropout Prevention Center for Missouri State Personnel Development Grant (CFDA 84.323A)

Students with Disabilities, 2011). As part of these new initiatives, Missouri seeks to attain educational excellence on a national scale; clearly, more work is necessary to improve the dropout rate for students with disabilities and meet established goals.

### **Current Efforts**

In 2011, the DESE launched *Top 10 by 20* which encompasses the following goals:

1. All Missouri students will graduate college- and career-ready.
2. All Missouri children will enter kindergarten prepared to be successful in school.
3. Missouri will prepare, develop, and support effective educators.
4. The DESE will improve departmental efficiency and operational effectiveness.

To help achieve *Top 10 by 20* goals and to meet state and federal requirements, the DESE restructured its Statewide System of Support (SSOS). The SSOS was designed to provide meaningful help to all districts through a regional professional development delivery model. The system re-design provides supports to all districts through guidance documents, webinars, technical assistance, access to focused research, access to state and local data, tools designed to help implement mandated and/or best practice activities (including successful strategies from Reward Schools), and access to state and federal funding and other areas where data indicate support would be beneficial to help districts/schools improve student outcomes. The system provides supports and services to schools based on their needs. The levels of support are categorized as follows:

Level I: The system provides support through documents, tools, reviews, and technical assistance to all districts/schools. Some district-/school-based assistance (such as compliance reviews and technical assistance) is scheduled as part of cohort monitoring or can be requested by districts.

Level II: Additional supports are included, often in the form of district/school based assistance provided by RPDCs to districts/schools that exhibit:

- Low performance of all students or low performance or gaps for certain subgroups within the district/school
  - Supports are limited to those practices identified as highly effective on which field staff have been trained
  - Schools/districts must commit to implementing with high levels of fidelity

Level III: Additional supports available to provisionally accredited districts or focus schools. Funding often goes directly to districts/schools agreeing to implement a narrow set of effective practices identified as appropriate to their needs. Additional technical assistance/oversight is provided by regionally assigned Area Supervisors and Federal Instructional Improvement Supervisors.

Level IV: Additional supports available to unaccredited districts or priority buildings. Funding goes directly to districts/schools agreeing to implement effective practices consistent with turnaround principles or turnaround plans approved by DESE. Additional technical assistance/oversight is provided by Area Supervisors, Federal Instructional Improvement Supervisors and Federal Grants and Compliance personnel.

### **Prioritized Areas of Need**

In the spring of 2012, more than 120 stakeholders met in Jefferson City, Missouri, to review state data, provide diverse perspectives, and reflect on strengths and challenges of the new State System of Support (SOSS). During this meeting, 69 participants (64 representing the RPDCs and 5 DESE staff) completed a survey rating the level of need across Missouri in several areas. For future state professional development, participants rated topics from ‘Very

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Missouri State Personnel Development Grant (CFDA 84.323A)

Important (5)' to 'Not Important (1)' as potential focus areas of need in Missouri (see Table 5).

Respondents averaged 5.39 years of experience working in a Missouri RPDC, and the majority

**Table 5: Areas of Need (n=68)**

Areas of Need	Very				Not	Mean
	Important				Important	
School culture	53	12	3	0	0	4.74
Collaborative data teams	49	17	2	0	0	4.69
The use of formative assessments	56	10	2	0	0	4.79
Alignment to the Missouri Core Academic Standards	55	9	4	0	0	4.75
Teaching and learning practices	57	7	4	0	0	4.78

of respondents specialized in Professional Learning Communities (PLC), special education, and School-wide Positive Behavioral Supports (SW-PBS).

Later, a DESE leadership group formed to assess needs across Missouri. This interdisciplinary team of ten DESE staff represented three DESE offices. The team reviewed SPP data and recognized the importance of involving additional critical stakeholders to the process in order to accurately identify areas of need throughout Missouri. A key result of this stakeholder meeting was a prioritized state needs plan. While other topics arose, the stakeholder group agreed that addressing teaching and learning practices and the use of formative assessment are critical for better preparing students with disabilities for learning and life. They agreed that there remain significant needs across the state, identified as: (a) lack of achievement in Communication Arts, (b) lack of achievement in Math, and (c) lack of access to the general education curriculum/environment to be addressed by the 2012 State Personnel Development

Grant (SPDG). Furthermore, the group determined the recipients of services will be elementary schools falling in Level II who exhibit low performance or gaps for certain subgroups within the district/school. For these schools, supports will be provided in the areas of school-wide collaborative culture, data-based decision-making, formative assessments, and teaching and learning practices which have been identified as highly effective and on which field staff have been trained, and schools/districts must commit to implementing with high levels of fidelity. The sample of schools for the 2012-17 SPDG will be 378 Level II elementary schools which have been identified as meeting the specified criteria. Elementary schools were selected for the initial implementation because their structure more easily facilitates collaborative teams. Once this process demonstrates success at the elementary level, it will be scaled up to middle schools and high schools with achievement gaps.

### **B. Significance**

Through a review of statewide data, the DESE has identified specific needs related to the education of students with disabilities across the state. To address these critical issues, the 2012-2017 Missouri State Personnel Development Grant (SPDG) proposes the following work: (a) development and implementation of a statewide model of high quality professional development (HQPD), (b) application of the statewide model of HQPD to deliver professional development increasing fluency in targeted instructional strategies positively correlated with student learning and in focus content areas, (c) align statewide professional development with teacher evaluations, and (d) use technologies to maximize the depth, breadth, and reach of professional development.

Missouri's Top 10 by 20 Plan clarifies the need to change, and the structure and functions of the Missouri Regional Professional Development Centers (RPDCs) have recently

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Missouri State Personnel Development Grant (CFDA 84.323A)