

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

Out-of-School Time Career Pathways Program (21st CCLC National Activities)

CFDA # 84.287D

PR/Award # S287D200003

Grants.gov Tracking#: GRANT13205576

OMB No. , Expiration Date:

Closing Date: Sep 21, 2020

PR/Award # S287D200003

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
<i>Attachment - 1 (1240-CongressionalDistricts)</i>	e6
2. Standard Budget Sheet (ED 524)	e7
3. ED GEPA427 Form	e9
<i>Attachment - 1 (1243-TEC_GEPA)</i>	e10
4. Grants.gov Lobbying Form	e11
5. Dept of Education Supplemental Information for SF-424	e12
6. ED Abstract Narrative Form	e13
<i>Attachment - 1 (1234-TEC_Abstract)</i>	e14
7. Project Narrative Form	e15
<i>Attachment - 1 (1241-TEC_Narrative)</i>	e16
8. Other Narrative Form	e41
<i>Attachment - 1 (1235-TEC Appendix A)</i>	e42
<i>Attachment - 2 (1236-TEC Appendix C)</i>	e54
<i>Attachment - 3 (1237-TEC Appendix D)</i>	e57
<i>Attachment - 4 (1238-TEC Appendix E)</i>	e66
<i>Attachment - 5 (1239-TEC Appendix B)</i>	e104
9. Budget Narrative Form	e113
<i>Attachment - 1 (1242-TEC_Budget_Narrative)</i>	e114
10. Form SFLLL_2_0-V2.0.pdf	e117

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

Application for Federal Assistance SF-424

*** 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:

84.287

CFDA Title:

Twenty-First Century Community Learning Centers

*** 12. Funding Opportunity Number:**

ED-GRANTS-062220-001

* Title:

Office of Elementary and Secondary Education (OESE): Out-of-School Time Career Pathway Program
CFDA Number: 84.287D

13. Competition Identification Number:

84-287D2020-1

Title:

Out-of-School Time Career Pathway Program

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

Add Attachment

Delete Attachment

View Attachment

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

Tennessee Expansion of Computer Science Career Pathways Project (TEC Project) to promote the growth of computer science (CS) pathways in rural districts

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 TN-005

* b. Program/Project TN-007

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

1240-CongressionalDistricts.pdf

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date: 05/01/2021

* b. End Date: 05/01/2026

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:

Mr.

* First Name:

[REDACTED]

Middle Name:

[REDACTED]

* Last Name:

[REDACTED]

Suffix:

[REDACTED]

* Title:

Senior Director

* Telephone Number:

[REDACTED]

Fax Number:

* Email:

[REDACTED]

* Signature of Authorized Representative:

Jerre T Maynor

* Date Signed:

09/18/2020

[]

[]

[]

[]

[]

[]

[]

[]

2,958,660.00
0.00
0.00
0.00
0.00
0.00
0.00
2,958,660.00

[]

[]

[]

[]

[]

[]

[]

[]

[]

[]

TN-005

TN-006

TN-007

TN-008

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

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

Name of Institution/Organization

Tennessee Department of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	46,000.00	46,920.00	47,840.00	48,760.00	49,680.00	239,200.00
2. Fringe Benefits	13,800.00	14,076.00	14,352.00	14,628.00	14,904.00	71,760.00
3. Travel	5,000.00	5,500.00	6,000.00	6,500.00	7,000.00	30,000.00
4. Equipment	2,500.00	500.00	500.00	2,500.00	500.00	6,500.00
5. Supplies	0.00	0.00	0.00	0.00	0.00	0.00
6. Contractual	501,900.00	501,900.00	501,900.00	501,900.00	501,900.00	2,509,500.00
7. Construction	0.00	0.00	0.00	0.00	0.00	0.00
8. Other	0.00	0.00	0.00	0.00	0.00	0.00
9. Total Direct Costs (lines 1-8)	569,200.00	568,896.00	570,592.00	574,288.00	573,984.00	2,856,960.00
10. Indirect Costs*	24,475.60	24,462.53	24,535.46	24,694.38	24,681.31	122,849.28
11. Training Stipends	0.00	0.00	0.00	0.00	0.00	0.00
12. Total Costs (lines 9-11)	593,675.60	593,358.53	595,127.46	598,982.38	598,665.31	2,979,809.28

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

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

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

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

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

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is 4.30%.

(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)? PR/Award # S287D200003 The Restricted Indirect Cost Rate is 4.30%.

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.	
Tennessee Department of Education		

**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

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.

1243-TEC_GEPA.pdf

Add Attachment

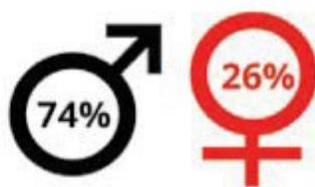
Delete Attachment

View Attachment

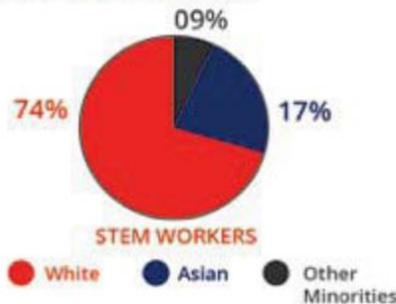
As a state, we also recognize that we must close the STEM gap for women and minorities. Women and minority groups represent approximately 70 percent of college students in the U.S., but receive only 45 percent of the undergraduate degrees awarded in STEM disciplines.³ STEM is not only the place where the vast majority of the highest paying jobs are found, it is also the place where the wage gap between men and women is the smallest. Currently, in STEM fields, women earn 92 cents for every dollar earned by men, compared to 77 cents for other non-STEM fields.

Even as STEM careers offer the smallest gender wage disparity, the following sobering statistics illuminate the urgency to invest more girls and minorities in the field:

STEM Facts on Women & Girls



74% of STEM workers are male. Only 26% are female.

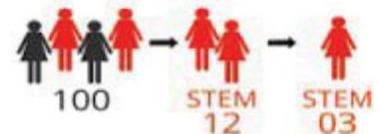


Women comprise more than 20% of engineering school graduates, yet only 11% of practicing engineers are women.



Women were 28% of all workers in S&E occupations in 2010, up from 21% in 1993.

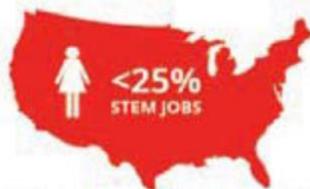
Women's presence among computer/mathematical scientists declined from 31% to 25% over the period, but only because men's rate of growth in this area was higher than women's. The number of women working in computer/mathematical sciences has increased more than in any other broad occupational area.



Of 100 female bachelor students, 12 graduate with a STEM major but only 3 continue to work in STEM fields 10 years after graduation.



The wage gap between women and men is much smaller in STEM occupations than other occupations. In STEM fields, women earn \$0.92 for \$1 earned by men, compared to \$0.77 for other fields.



Although women fill close to half of all jobs in the U.S. economy, they hold less than 25 percent of STEM jobs.

Women with STEM jobs earned 33 percent more than comparable women in non-STEM jobs, considerably higher than the STEM premium for men. As a result, the gender wage gap is smaller in STEM jobs than in non-STEM jobs.

Infographic Credit to Tata Consultancy Services

³ Executive Office of the President: President's Council of Advisors on Science and Technology (2012). "Report To The President Engage To Excel: Producing One Million Additional College Graduates With Degrees In Science, Technology, Engineering, and Mathematic." http://www.whitehouse.gov/sites/default/files/microsites/ostp/pcast-executive-report-final_2-13-12.pdf

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	
<input style="width: 90%;" type="text" value="Tennessee Department of Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Mr."/>	* First Name: <input style="width: 150px;" type="text" value="Jerre"/> Middle Name: <input style="width: 150px;" type="text" value="Thomas"/>
* Last Name: <input style="width: 200px;" type="text" value="Maynor"/>	Suffix: <input style="width: 50px;" type="text" value="Jr."/>
* Title: <input style="width: 250px;" type="text" value="Senior Director"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="Jerre T Maynor"/>	* DATE: <input style="width: 100px;" type="text" value="09/18/2020"/>

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

1. Project Director:

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
Mr.	[REDACTED]	[REDACTED]	[REDACTED]	Jr.

Address:

Street1:	[REDACTED]
Street2:	[REDACTED]
City:	[REDACTED]
County:	[REDACTED]
State:	TN [REDACTED]
Zip Code:	[REDACTED]
Country:	USA: [REDACTED]

Phone Number (give area code)	Fax Number (give area code)
[REDACTED]	[REDACTED]

Email Address:

[REDACTED]

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.

[REDACTED]

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

PROJECT ABSTRACT

Project Title: Tennessee Expansion of Computer Science Career Pathways Project (TEC).

Through the TEC Project, the TDOE will partner with five school districts, the Greater Nashville Tech Council (NTC), Tennessee Pathways and various postsecondary and industry partners to promote the growth of computer science (CS) pathways in rural districts through virtual expanded learning opportunities and out-of-school programs. The TEC Project will measurably improve the outcomes of rural and high-need students for high school achievement, postsecondary enrollment and attainment, and career readiness. Approximately 2,750 students will be served in five districts and 11 schools (see table below). The project addresses the grant’s Absolute Priority through letters of agreement with five districts including appropriate 21st Century Learning Center subgrantees and the NTC. The project addresses both competitive preference priorities through a focus on expanding computer science (1) and serving rural students in appropriate locale codes. Note: Hamblen County School District and Gibson County Special School District are not classified as one of the preferred rural locale codes but both serve small, rural populations and regularly collaborate with Cocke County Schools and Trenton Special School District, respectively.

District (as named in NCES)	NCES District ID	Locale Code	CCLC Partner
White County	4704500	Rural: Fringe: 41	White County Schools
Hamblen County	4700001	City: Small: 13	Douglass Cherokee Economic Authority
Cocke County	4700750	Rural: Distant: 42	Cocke County Schools
Trenton	4704100	Town: Distant: 32	Trenton Special School District
Gibson Co Sp Dist	4701400	Town: Fringe: 31	Gibson County Special Schools

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](#)

Table of Contents

INTRODUCTION 2

A. SIGNIFICANCE 3

 A.1 Utilization..... 3

 A.2 Build Local Capacity 4

 A.3 Promising New Strategies..... 6

 A.4 Dissemination 7

B. QUALITY OF PROJECT DESIGN 8

 B.1 Goals, Objectives and Outcomes..... 8

 B.2 Needs 16

 B.4 Integration 17

C. QUALITY OF THE PROJECT SERVICES..... 18

 C.1 Equal Access..... 18

 C.2 Research and Effective Practice..... 18

 C.3 Impact..... 19

D. ADEQUACY OF RESOURCES..... 20

 D.1 Support for LEAs 20

 D.2 Costs 20

 D.3 Continued Support 22

E. QUALITY OF MANAGEMENT PLAN 22

 E.1 Management Plan..... 22

 E.2 Diversity of Perspectives..... 24

INTRODUCTION

The Tennessee Expansion of Computer Science Career Pathways Project (TEC), led by the Tennessee Department of Education (TDOE) in partnership with the Greater Nashville Technology Council (NTC), will demonstrate an exceptional approach to expanding STEM pathways in rural communities. TEC will support the expansion of computer science (CS) out-of-school programs in rural Tennessee (TN) schools by ensuring that rural districts have qualified instructors, industry-endorsed curriculum and materials, and innovative career exploration and experiences so that underrepresented rural students gain the skills, postsecondary credentials, and experience necessary to embark on high-wage, high-quality CS pathways. TEC will expand CS pathways in at least 5 rural districts and will incorporate pre-existing statewide supports for STEM career pathways including TN Pathways, the state's education-to-workforce alignment framework, and Tennessee's STEM and Computer Science State plans with a specific focus on CS. The TN Pathways framework promotes regional career pathways that seamlessly blend high school and postsecondary coursework to help students develop technical skills, earn college credit and industry certifications (IC), and pursue in-demand career paths. Under Governor Bill Lee's Future Workforce initiative, the state has invested \$3.65 million over the past two years to expand access to STEM careers and early career exploration.

TDOE's proposal addresses *Absolute Priority- Out-of-School Time Career Pathway Program* through letters of agreement with five school districts including appropriate 21st Century Learning Center subgrantees and NTC, the project's industry partner. These agreements provide evidence that the identified partnerships will build or expand options for students to take part in a CS pathway outside regular school hours or as part of an expanded learning program that leads to a recognized industry-recognized certification in CS. TEC directly aligns with Governor Bill

Lee's Future Workforce Initiative and our state's focus on education-workforce alignment through the TN Pathways program and the TN Pathways Certification. TEC will demonstrate how our current work can be scaled in order to expand access to STEM education to students in rural settings. By using our current investments in CS education and training in conjunction with TEC, we will accelerate our ability to positively impact students statewide.

TEC represents a critical and timely opportunity to establish and strengthen CS pathways in rural TN. The COVID-19 pandemic has exacerbated the challenges of educating students in locales with limited or no broadband internet access and further disadvantages students who do not have access to technology and learning devices. By expanding CS pathways to rural educators and students, we can establish best practices and processes for scaling CS education and pathways to all rural students. Furthermore, the TN workforce will benefit from preemptive talent pipeline support for all CS industry sectors.

A. SIGNIFICANCE

A.1 Utilization. TEC will yield findings that may be utilized by other appropriate agencies and organizations because our structures for supporting the grant will yield both quantitative and qualitative data that can be utilized to replicate or scale successful practices. TN tracks student progress from K-12 through higher education and into the labor market through the state's longitudinal data system, P20ConnectTN. Several student characteristics are available to help us quantify preconditions that may mediate or moderate the effect of out-of-school career pathways on student outcomes. These include student gender, race, ethnicity, current and former English Language Learner status, disability class, gifted/talented status, school of record, enrollment and withdrawal dates, as well as measures of economic disadvantage. Our ability to track student characteristics and student outcomes ensures that we can measure the impact of TEC with transparency and accountability. Additionally, the TN Pathways program provides each state

economic region with a regional coordinator (RC) who provides technical assistance and support in developing regional partnerships among district, industry, and postsecondary institutions. As a result of their unique engagement with the TEC, CS pathways and other regional pathways, RCs will document and share the successes and challenges associated with establishing, strengthening, and expanding rural CS pathways with related agencies such as Labor & Workforce, Economic Development, and TN Higher Education Commission.

Through the implementation of TEC, TN will further target data and research on the efficacy of expanded career pathways, industry engagement in pathways, and the benefits of providing students with early postsecondary opportunities (EPSOs), including opportunities to sit for industry-recognized certifications (ICs). Within the grant period, we will be able to monitor multiple graduating cohorts and we will track a full cohort from the beginning of an expanded CS pathway through graduation and to postsecondary and/or career. As a result, TN will be able to produce additional data and research on the efficacy of state-scale pathway supports. Finally, lessons learned through TEC will be applied to the implementation of the Tennessee Computer Science State Education Plan (TN CS Plan), which is comprised of strategies to increase CS programs and student attainment.

A.2 Build Local Capacity. TEC will build local capacity by providing virtual CS opportunities for students, addressing the local needs of TEC districts while also collecting best practices and data to scale TEC in additional local districts. In June 2014, TDOE created a STEM Leadership Council to draft the state's first [STEM Strategic Plan](#). This plan is a roadmap for expanding STEM opportunities across the state. The [STEM School Designation](#), STEM micro-credentials for teachers, and [K12 STEM modules](#) now operating in our state began with our STEM strategic plan. In January 2019, Governor Bill Lee announced the [Future Workforce Initiative](#), which

increases investment to expand STEM and CS throughout the state through grants and public-private partnerships. This initiative has expanded CS professional development and incentives to CS teachers. In 2019, the TN General Assembly approved legislation that initiated a state plan for CS in grades K-12, with the aim of ensuring all students are fully prepared for the jobs of today and the future. Subsequently, the state launched a CS Task Force to explore and make recommendations regarding the six strategic goals outlined in the legislation. In July 2020, the state published the [TN CS Plan](#) detailing the state's status regarding CS education and the task force's recommendations for best preparing students to meet the challenges of a digital tomorrow. One specific recommendation from the task force was to develop a law requiring measures such as: offering at least one CS course in each public high school; and increasing the number of students participating in CS, especially underrepresented groups, and specifically in courses that lead to college credit or industry credentialing. Since the state's plan was released, the impact of Covid-19 accelerates the need to enhance student CS opportunities in our rural districts through activities like virtual job fairs, guest speakers, mentoring, and real-world experiences (project or work-based learning).

TDOE has a pre-existing partnership with the [Tennessee STEM Innovation Network \(TSIN\)](#) to help expand STEM and CS and this partnership will support the activities outlined in this project. The TSIN facilitates the state's direct partnership with Code.org through the [Code.org professional development](#) (PD) program, which supports efforts to expand fair access to computer science in K-12 schools through a one-year PD program for teachers in all grade levels. So far, 486 teachers in the state have been trained through Code.org, and there is currently a waiting list for the 2020-21 cohort. As part of TEC, TSIN and Code.org will continue to grow, specifically in rural communities. TEC will also expand the [Digital Readiness K-8 Computer](#)

[Science Standards](#) (DR Standards), adopted in July 2018, with implementation beginning during the 2019-2020 school year, effectively expanding access and improving the quality of CS pathways.

Through partnerships like TSIN, NTC, Code.org, and TN Pathways, proper assurances are made that TEC will provide student opportunities to achieve relevant, high-need, promoted ICs in a self-paced, virtual, out-of-school time platform created by NTC as well as ensuring partnering LEAs, and other LEAs at large, participate in and receive data, research, and best practices to build further CS pathways. TEC will support opportunities for students to sit for and achieve certification in the following ICs: Microsoft Networking, Cisco Certified Network Tech, Associate, and Essentials, CIW Web Design Specialist, JavaScript Specialist, CIW Web Foundations and Specialist, CompTIA A+ Fundamentals, Network+, and Security. TEC will partner with companies, including Google, that drive the expansion of the CS sector in TN, to provide additional certifications such as the Google IT Support Certification.

A.3 Promising New Strategies. TEC will develop and demonstrate promising new strategies that build on, and provide alternatives, to state, regional, and local strategies. While many rural districts have initiated CS foundational courses, many do not have full, aligned pathways with access to industry and postsecondary partners. With a focus on virtual CS, TEC will promote additional pathway achievement options.

Although the TN CS Plan and the DR Standards provide TN districts with strategies to expand access to CS courses, many districts need assistance to achieve the outlined measures. TEC will provide technical assistance, data-proven practices, and direct funding to no fewer than five districts to scale and strengthen their CS pathway. TEC LEAs must show plans to teach a CS course by the spring 2021 semester. Through TEC, and with a rural focus, we will provide

teacher supports to achieve CS teaching certification, expand CS curriculum and WBL through virtual opportunities, expand middle and lower grade alignment to peer CS pathways in respective high schools, provide aligned EPSOs and in-demand ICs in four CS industry sectors with a focus on regional need, and collect data, research, and best practices to implement additional programs in other TN districts. Additionally, TEC will promote innovative high school and pathway models that encourage expanded learning options through virtual curriculum engagement and industry partner engagement through virtual WBL experiences such as mentorship, industry led projects, virtual career fairs, etc.

A.4 Dissemination. TEC is optimally situated among state-level agency and organizational partnerships to ensure dissemination to all TN district leaders, state-level partnerships, and nationally recognized partners and events. TEC will not exist solely within the parameters of the five-year grant period; TN will continue to disseminate best practices and data and research to continuously improve CS pathways through our TN Pathways program.

Throughout the grant period, TN Pathway RCs will support districts and the facilitation of sharing of best practices with their colleagues in other TN districts, the TDOE, TBR, the TN Higher Education Commission, and the TN Department of Labor and Workforce Development. Moreover, the TDOE engages a variety of district, community, and industry stakeholders through its CTE Leadership Council. Through this stakeholder group, we can ensure that we have appropriate stakeholder input on TEC activities and that successes and best practice models are shared with partner agencies and district leaders throughout TN. With the support of TSIN, TN has seven geographically unique regional STEM Innovation Hubs through which we will disseminate TEC materials to regions across the state.

Our TEC project team, and the supporting TN Pathways RCs, regularly engage with cross-sector partners that include state agencies, national advocacy groups such as Jobs for the Future and Advance CTE, and district leaders. We will disseminate best practices and data and research at local convening’s such as CTE and Superintendent Study Councils and semi-annual learning conferences hosted by the TDOE. Further, as members of the national Pathways to Prosperity Network (PtP), we will highlight our project strategies and results at national convening’s focused on career pathways. TN has a team of professionals ready to support the work necessary to ensure CS pathways expand to meet regional needs while also monitoring progress in efforts to support additional CS pathways in TN by disseminating TEC best practices and lessons learned.

B. QUALITY OF PROJECT DESIGN

B.1 Goals, Objectives and Outcomes. Through the implementation of the TEC Project, TN will achieve the specific and measurable goals, objectives, and outcomes listed in the table below.

Activities	Time	Who (Lead in Bold)	Objectives
Goal 1. Assess and improve equitable access and participation in CS pathways.			
Activity 1.1: Expand grade level access to CS pathways			
Assess student enrollment in CS courses in participating district and school partners to determine faculty and staffing	Y1/ Q1	LEA, TDOE, TN Pathways	Determine baseline student enrollment for TEC year one. Determine percentage increase overall student participation annually, with specific targets based on school demographics & enrollment.

needs as well as family outreach efforts.			
Develop CS pathway at secondary feeder schools if not already in place.	Y1- 2/Q 1-4	LEA, TDOE, TN Pathways	Creation of appropriate career exploration and CS coursework and student participation and growth over time. Achieve 100% teacher capacity and preparation by Y2/Q1. Determine and achieve district specific CS pathways by Y1/Q4.
Confirm articulation of middle school students into secondary CS pathway.	Y1- 2/Q 1-4	LEA, TDOE, TN Pathways	Work with LEAs to ensure student transition and enrollment and proper tracking. 100% of schools participating in TEC will provide articulation enrollment and an 80% matriculation rate of their middle school CS students to the appropriate feeder high school.
Provide Code.org training and ensure completion/certification of needed teachers in new CS courses and pathways.	Y1- 5/Q 1&3	TDOE, LEA	Ensure all TEC LEAs have at least one trained teacher at middle and high school levels throughout the duration of TEC; expand as feasible based on district size and needs.
Assess current and aspirational CS courses and pathways.	Y1/ Q1	LEA, TDOE,	Determine baseline student enrollment for TEC Y1. Determine annual

		TN Pathway	percentage increase for overall student participation, with specific targets based on school demographics & enrollment. LEAs will use local, regional, and state labor market information to determine the appropriate CS pathway for their respective schools.
Activity 1.2: Expand capacity of districts to deliver virtual curriculum			
Determine existing district virtual curriculum delivery capacity.	Y1/ Q1	LEA	In partnership with the TDOE, partnering LEAs will assess their current virtual classroom capacity. Together, TDOE and LEAs will reach 100% virtual capacity at the end of Y1/Q1.
Assess virtual curriculum platforms, specifically related to WBL platforms.	Y1/ Q1	TDOE, TN Pathways	TDOE will determine and contract, if necessary, a virtual platform for LEAs participating in TEC by Y1/Q1.
Provide school and district access to virtual curriculum platform.	Y1/ Q1	TDOE, TN Pathways	Once a virtual WBL platform is identified, 100% of LEAs, industry partners, teachers, and students will have access.
Goal 2. Determine and offer opportunities for students to enroll, train, and complete ICs and EPSOs			
Activity 2.1: Determine district, school, and community need for specific ICs.			

Among partners, determine appropriate and relevant ICs as well as plan to implement training and courses.	Y1-5/ Q1	TDOE, LEA, TN Pathways NTC	LEAs will use local, regional, and state labor market information to determine related and valued ICs. In partnership with all TEC partners, ICs will be reviewed annually to ensure efficacy and impact.
Provide students with opportunities to sit for IC exams.	Y1-5/ Q1 &3	LEA, Postsec- ondary and industry partners, NTC	LEAs will provide 100% of students within the cohort the knowledge, skills, guidance, and ability to take all relevant ICs as well as provide remediation, if necessary, for a student to succeed.
Determine appropriate measures to ensure proper transcription of ICs for students.	Y1-5/ Q1 &3	TDOE, LEA, TN Pathways NTC	TDOE, in partnership with other state agencies and partners, will determine ways related ICs can be easily transcribed for students.
Activity 2.2: Determine district, school, and community need for specific EPSOs			
Among partners, determine appropriate and relevant EPSOs as well as plan to implement courses and engage postsecondary partners.	Y1-5/ Q1	TDOE, LEA, TN Pathways NTC	LEAs will use local, regional, and state labor market information as well as postsecondary and industry partners to determine the appropriate and valued EPSOs. TEC will achieve 100%

			eligibility for junior and senior students to participate in at least one EPSO in Y1 of TEC, with an additional opportunity added each year, through Y4. 80% of students will achieve a passing score in their EPSO in Y1 with a 5% increase in student achievement each year through Y4. EPSOs will be reviewed annually to ensure efficacy and impact.
Provide students opportunities to enroll in CS EPSOs	Y1-5/ Q1 &3	LEA, Postsec- ondary and industry partners, NTC	LEAs will provide 100% of students with knowledge, skills, guidance, and ability to participate in all relevant and available EPSOs as well as provide remediation, if necessary, for students to succeed.
Determine appropriate measures to ensure proper transcription of EPSO credit for students.	Y1-5/ Q1 &3	TDOE, LEA, TN Pathways NTC	TDOE, in partnership with other relevant state agencies and partners, will determine ways EPSOs related to TEC can be easily transcribed for students.
Goal 3. Provide virtual WBL experiences with a state/nationally recognized industry partner.			
Activity 3.1: Determine relevant and district specific industry engagement.			

Determine appropriate industry partner based on district and pathway need.	Y1-5/Q1	NTC	NTC will work with TEC partners to determine local, regional, and statewide industry partners for each LEA and partnering school. Established partnerships among LEAs and industry will receive special consideration. 100% of TEC schools will have an industry partner assigned to their pathway by Y1/Q1. Partnerships will be reviewed annually to ensure efficacy and impact.
Activity 3.2: Develop and implement industry engagement plan and activities			
Industry partners provide industry and career awareness, career exploration, preparation, and training opportunities through experiences such as career fairs, informational interviews, job shadowing, out-of-school industry informed projects, and mentoring.	Y1-5/Q1-5	NTC	In partnership with TEC partners and LEAs, NTC will coordinate quarterly with TEC industry partners to determine capacity to provide students with well-rounded, virtual WBL experiences. 100% of TEC pathways will have at least one industry partner providing at least 50% of experiences listed by Y1/Q2. NTC will maintain an 80% annual retention rate.
Manage industry partner participation and ensure continuation of engagement.	Y1-5/Q1-5	NTC	To ensure the above objective is met, NTC will provide convening's of

			partners each year/Q3 with a 90% attendance rate from industry partners.
Track student and cohort outcomes annually as related to industry engagement	Y1-5/Q1-5	NTC	NTC will manage a student tracking data hub where TEC student engagement can be monitored within the TEC cohort and with the industry partner. This tool will be functional by Y1/Q3 and replicable each year through the entirety of the TEC project and beyond.
Goal 4: Develop quality data sourcing to track students from cohort entry through completion and employment			
Activity 4.1 Develop quality data sourcing to track students			
Develop data marts to track student participation, completion, and performance in TEC CS pathways	Y1/Q2	TDOE	TDOE will determine specific data markers to track student completion of TEC components by Y1/Q2 in conjunction with TEC partners and data experts within TDOE.
Develop annual review reporting for TEC on student participation, completion, and performance.	Y1-Y5	TDOE	100% of TEC LEAs will receive reporting each year/Q3 to review and implement changes by the end of Q4; consistent support provided by TN Pathways to assess and implement any necessary changes.

Report seamless college enrollment, retention, and completion back to district partners and grant program office	Y3- Y5	TDOE	TDOE, in partnership with other TEC partners, will report seamless college enrollment, retention projections, and completion back to TEC LEAs Y3-5/Q4 to achieve 80% of seamless enrollment and retention of TEC students.
Analyze TEC LEA performance with comparison districts and state-level CTE data	Y4- Y5	TDOE	TDOE will provide TEC LEAs analyses of district, teacher, and student performance to modify TEC project plans and postsecondary and industry partner involvement. TDOE will disseminate data and information stakeholders to achieve 25% growth of CS pathways and virtual WBL statewide by Y5 of TEC.

Planning, Implementation, and Dissemination		
Develop detailed project work plan; update annually.	Y1-Y5/Q1	TDOE
Hold bi-weekly Technical Assistance/TEC Regional Lead Team meetings	Y1-5/Q1-4	TDOE, TPWRC
Hold monthly TEC Leadership Team implementation review meetings	Y1-5/Q1-4	TDOE, TPWRC, NTC

Quarterly communications to all partners providing updates and soliciting feedback.	Y1/Q3, Y2-5/Q1-4	TDOE, TPWRC, NTC
---	---------------------	-------------------------

B.2 Needs. TN is projected to experience significant growth in STEM occupations through 2026. In 2016 there were 138,100 STEM employees and that figure is estimated to increase to 167,950 by 2026. These additional 29,850 STEM jobs will make up 8.44% of the jobs added in the state through 2026. Many of these are fast-growing, high-wage occupations for which significant shortages of job candidates exist and which are vital to the rapidly growing information economy. Most new STEM jobs will be in the computer, mathematical, architecture and engineering occupations. Of these core STEM occupations, more than half (53.8%) will be in the computer and mathematical occupational group.¹

As Covid-19 continues to impact our districts’ ability to offer students high-quality EPSOs and WBL, TEC will provide students with additional career pathways to pursue and expanded learning programming and out-of-school time engagement with relevant industry partners, through our district led 21st CCLCs. In turn, TN will continue to build a much-needed talent pipeline for current and future employers. TEC will prepare high-need students for in-demand, high-wage jobs in STEM/CS fields. Although STEM/CS jobs are vital to growing the TN economy, there will be a significant shortage of qualified candidates if educational trends in TN

¹ Tennessee Department of Labor and Workforce Development. (2020) The Demand for STEM Occupations in Tennessee 2019. On the internet (<https://www.jobs4tn.gov/admin/gsipub/htmlarea/uploads/LMI/Publications/STEMReport2019Updated.pdf>) (visited August 27, 2020)

are not reversed soon—and this problem is particularly acute in the case of high-need students.

B.3 Conceptual Framework TEC consists of conceptual framework undergirded by the TN Pathways framework. TN Pathways, launched in 2012, is a TDOE and TBR interagency initiative that supports the development and scaling of college and career pathways aligned with regional labor-market demand. EPSOs, WBL, and advising are key components of these pathways, which are certified by TDOE through a designation process (the TN Pathways Certification). Additionally, TN Pathways has been supported by a partnership with JFF for the past eight years. JFF provides technical assistance to TN Pathways through TDOE’s membership in the PtP Network, as well as collaborative work to promote Cooperative Innovative High School Programs, TN’s Computer Science State Education Plan, and the Future Workforce Initiative, launched by Governor Bill Lee in 2019. Additionally, throughout all five years of TEC, NTC will implement appropriate virtual WBL experiences and relevant industry engagement to all partner districts.

B.4 Integration TEC will integrate with or build on similar or related efforts to improve relevant outcomes (as defined in 34 CFR 77.1(c)), using existing funding streams from other programs or policies supported by community, state, and federal resources. Both NTC and TN Pathways will provide comprehensive and inclusive virtual WBL and support for districts as they continue to navigate postsecondary and industry partnerships. Both organizations maintain rich histories with education partners at state, regional, and local levels, proving their integration in the continuation of TEC integral in overall success.

LEAs and TDOE also maintain deep familiarity with Perkins V funding and policy. As TEC progresses, integrated personnel will continue to work with TEC LEAs to ensure proper program

of study support under Perkins V; ICs are also anticipated to be supported via LEAs throughout TEC through Perkins V.

C. QUALITY OF THE PROJECT SERVICES

C.1 Equal Access TEC will support participating districts in forming CS pathways that meet the standards of the TN Pathways Certification (the Certification). The Certification is a school-level designation that recognizes high school pathways that meet rigorous expectations for student success in three key areas: 1) High-quality college and career advisement throughout K-12; 2) Rigorous early postsecondary and WBL opportunities in high school; and 3) seamless vertical alignment between K-12, postsecondary programs, and career opportunities as a result of effective partnerships.

TN Pathways RCs assist participating districts in meeting the expectations of the Certification by supporting effective partnerships and the development of effective structures for student engagement. Specifically, the RCs ensure that participating schools develop strategies, goals, and progress monitoring to recruit and retain underrepresented students in CS pathways, namely low-income students, girls, students of color, and students with disabilities. All districts that participate in TEC will be expected to demonstrate increased access and equity for students in CS pathways within the context of their student populations.

C.2 Research and Effective Practice Aligned pathways can reduce barriers such as access, cost, and time so that students can access valuable postsecondary credentials & economic mobility. For first-generation college students, who often experience limited financial assets and support networks, removing structural barriers to postsecondary education is essential to reversing historical trends that lead to lower rates of access and success for low-income groups, students of color, and students with disabilities. Some studies indicate that WBL and early employment is

shown to have a lasting impact on future earnings and quality of employment for students.² The opportunity to provide rural access to CS pathways through TEC will allow TN to establish, refine, and scale virtual WBL in the CS industry sector. Participating LEAs in TEC will ensure all students in CS pathways have access to EPSOs and virtual WBL. Over the past several years, TN has increased CTE participation and increased the seamless college enrollment rate of CTE concentrators. An internal analysis of TN student outcomes shows a strong correlation between participation in EPSOs and seamless college enrollment. For example, 2016 graduates who took at least one EPSO had a college-going rate 35% higher than students with no EPSO participation. Moreover, low-income students who took at least one EPSO had a college-going rate 28% higher than low-income students who did not.

C.3 Impact Given the deep, structural barriers and inequities that prevent certain groups of students from pursuing and completing a four-year degree, we need alternative pathways to economic mobility. Most jobs in the labor market already demand more than a high school education. In recent economic recessions such as 2008 and 2020, we see opportunities shrink more for citizens with a high school diploma or less, resulting in higher unemployment for those without any postsecondary education.³ The current economic crisis stemming from the COVID-19 pandemic has disproportionately impacted young Americans, Black and Hispanic workers, and female workers.⁴ In other words, the inequities in public education are magnified in the labor market, especially during economic downturns. TEC will expand access to CS pathways to low-

² Ross, M., Moore, K. A., Murphy, K., Bateman, N., DeMand, A., & Sacks, V. (2018, October). PATHWAYS TO HIGH-QUALITY JOBS FOR YOUNG ADULTS. brookings.edu. https://www.brookings.edu/wp-content/uploads/2018/10/Brookings_Child-Trends_Pathways-for-High-Quality-Jobs-FINAL.pdf.

³ <https://www.bls.gov/emp/chart-unemployment-earnings-education.htm>

⁴ *Career Technical Education's Vital Role in Economic Recovery*. Career Technical Education's Vital Role in Economic Recovery " Advance CTE Blog. <http://blog.careertech.org/?p=16843>

income, rural, and female students; it has the potential to provide transformational economic mobility to marginalized populations that have previously lacked access to CS careers. Low rates of college completion and high rates of student loan debt present additional barriers to economic mobility.⁵ TEC will provide rural districts in-person and out-of-school time virtual internships, on-the-job training, and shorter-term credentials that lead to middle income jobs with little to no debt and reduced opportunity costs for students.

D. ADEQUACY OF RESOURCES

D.1 Support for LEAs Through TEC, the partner LEAs will be supplied with not only exceptional funding, but with resources directly from the TDOE to support their needs to ensure students have successful outcomes. The TDOE will utilize relationships with the TSIN and Code.org to provide CS training and resources for teachers. The partnership with the TN Pathways RCs will be utilized as a direct support to TEC LEAs. TDOE will also engage additional supports from the Future Workforce Initiative to help support TEC. Resources needed will vary per LEA, but the department will ensure individual needs of students are met.

D.2 Costs TEC costs are reasonable given the depth of support that is provided to educators and schools, the frequency of convening to accelerate learning, and the development of publicly available tools and resources for replication. TEC will support the development of strategies that lead to increased efficiency that builds upon TDOE's current pathways efforts and infrastructure across TN. TEC leverages TDOE's long-standing relationship with NTC, TSIN and Code.org to scale and increase impact at state and national levels. As such, TEC costs are an investment in the development of vetted practices, tools, strategies, and resources that will sustain, scale, and

⁵ <https://www.brookings.edu/research/black-white-disparity-in-student-loan-debt-more-than-triples-after-graduation/>

replicate the goals of this project beyond the grant period in TN. The reasonableness of costs is also reflected in how we will leverage TN’s dual enrollment grants, funded by the TN Lottery, to ensure that students and their families are not responsible for tuition costs. Similarly, TEC positions students to take advantage of the TN Promise initiative to receive two years of free tuition at TN’s community and technical colleges.

Greater Nashville Technology Council (\$509,500) for contractual expenses to assist in expanding CS pathways in Tennessee.

	Y1	Y2	Y3	Y4	Y5	TOTAL
NTC	\$101,900	\$101,900	\$101,900	\$101,900	\$101,900	\$509,500

Pilot LEAs (\$1,875,000.00) for contractual expenses to expand CS pathways in their regions.

	Y1	Y2	Y3	Y4	Y5	TOTAL
LEA’s	\$375,000	\$375,000	\$375,000	\$375,000	\$375,000	\$1,875,000

TN Pathway RCs (\$125,000.00) for contractual expenses to assist in expanding CS pathways in their regions.

	Y1	Y2	Y3	Y4	Y5	TOTAL
TPRC	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000

TDOE (\$470,309.38) will provide guidance and support in designing, implementing, and refining the systems necessary to support the expansion CS out-of-school programs in rural TN schools by ensuring that rural districts have qualified instructors, industry-endorsed curriculum and materials, and innovative career exploration and experiences so that underrepresented rural

students gain the skills, postsecondary credentials, and experience necessary to embark on high-wage, high-quality career pathways in CS. Its five-year costs include: \$310,960.00 in Personnel and Fringe, \$30,000.00 Travel, \$6500.00 Equipment and \$122,849.28 in Indirect Costs.

	Y1	Y2	Y3	Y4	Y5	TOTAL
TDOE	\$91,775.60	\$91,458.53	\$93,227.46	\$97,082.38	\$96,765.31	\$470,309.28

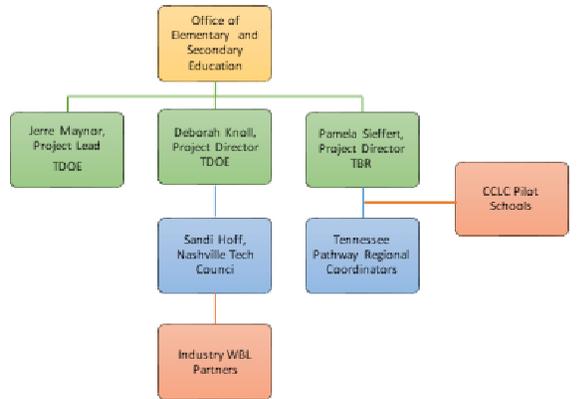
D.3 Continued Support TEC will be scaled statewide and continue after federal funding ends.

Governor Bill Lee’s Future Workforce Initiative has already invested \$3.65 million over the past two years to expand CS and access to STEM careers and early career exploration. Additionally, [Tennessee’s Perkins V State Plan](#) funding identifies eligibility to “programs and activities that increase access, student engagement, and success in science, technology, engineering, and mathematics fields (including computer science)” and will be available to LEAs to establish or expand CS pathways in their regions beyond the five-year pilot timeframe. TDOE and the RCs will also assist TEC schools with sustainability planning to help maximize available local, state, and federal resources, and apply philanthropic investments in targeted areas of need to establish or expand implementation beyond the project period. In addition, the TEC model will be designed for replication and TDOE will support scaling across TN beyond the project period. Finally, TEC’s broad dissemination strategy (see Section A4) will ensure that WBC are replicable nationwide.

E. QUALITY OF MANAGEMENT PLAN

E.1 Management Plan The project management will be accomplished seamlessly through the following organizational chart, defined responsibilities, and timeline for accomplishing project tasks.

Organizational Chart



Expertise and Responsibilities

TDOE is responsible for:

1. Disseminating research and policy recommendations to relevant state agency partners including the Postsecondary Transition Task Force and the CCTE Leadership Council
2. Leading the implementation of shifts to programmatic strategy through management of the TN Pathways initiative
3. Providing budgetary oversight
4. Overseeing NTC
5. Leading regular convening's with NTC, TN Pathways RCs and TEC LEAs and schools

NTC is responsible for:

1. Leading TEC implementation by providing team leadership, managing programmatic and financial reporting, and ensuring proper data collection to track performance measures
2. Serving as the primary contact for all corporate and community partners, students, and teachers for WBL activities
3. Identifying, recruiting, and managing relationships of corporate partnerships and community organizations

4. Coordinating participation of schools and businesses for the Virtual Career Fairs, professional guest speakers for classrooms, informational interviews between professionals and students, and job shadowing between professionals and students
5. Serving as project lead for students' projects and assistance with professionals
6. Monitoring of student Slack Channel
7. Serving as event lead for Entrepreneurship Product Pitch
8. Conducting outreach to NTC member companies (i.e., tech companies and IT departments) via targeted email blasts, NTC newsletters, and blogs to recruit company participation in WBL activities with students

Timeline for Accomplishing Tasks

Please refer to **Section B.1** for a more in-depth look at specific timeline.

E.2 Diversity of Perspectives To develop a comprehensive understanding of the diversity of perspectives for TEC between parents, teachers and external stakeholders, we will use a diverse set of tools to ensure we are accommodating a variety of needs. The TN Pathways RCs have a strong understanding of regional context and draw from a diverse network of contacts in government, education, and private industry. As a result, they have both the expertise and relationships to provide the best technical assistance to TEC LEA administrators and educators to ensure their needs and perspectives are being met.

Targeted surveys will be sent to students on a bi-weekly basis from NTC to gauge their viewpoints on projects, mentoring, and guest speakers to assure student engagement. Each survey will gather complementary information to help diagnose strengths and opportunities.

TDOE has two targeted councils that will provide different perspectives of external stakeholders including a diverse set of state agencies, industry, post-secondary, and administrator and

educator representatives. The CCTE Leadership Council exists to advise, inform, and support implementation of CCTE work aligned to the department's Best for All strategic plan. Second, in response to the COVID-19 pandemic, CCTE created a Postsecondary Transition Task Force to develop coordinated, state-level responses to mitigate adverse impacts on seamless college enrollment, retention, and completion. Both stakeholder groups drive coordination and collaboration among education and industry partners to strengthen career pathways.

Other Attachment File(s)

* **Mandatory Other Attachment Filename:**

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

**Letter of Agreement**

This Letter of Agreement is between the **Greater Nashville Technology Council** hereinafter referred to as “NTC” and the **Tennessee Department of Education** hereinafter referred to as “TDOE”, with offices located at Andrew Johnson Tower, 11th Floor, 710 James Robertson Parkway, Nashville, TN 37243, hereinafter referred to as “TDOE”.

1. Background

The TDOE is applying for the Out-of-School Time Career Pathways grant from the U.S. Department of Education to expand student options to participate in a career pathway. This grant directly aligns with Governor Bill Lee’s Future Workforce Initiative and our state’s focus on education-workforce alignment through the Tennessee Pathways program and the Tennessee Pathways Certification. This grant will allow TN to implement a pilot program to demonstrate how our current work can be scaled in order to expand access to STEM education to students in rural settings. By using our current investments in computer science education and training, we will accelerate our ability to benefit students at a statewide scale through this grant program.

Through this pilot, we will concurrently build and expand computer science pathways both at the secondary level as well as in middle school, while also implementing virtual work-based learning opportunities in the computer science industry sector. This pilot will build and strengthen computer science pathways curriculum, and expand programs that can either operate outside of normal school hours or exist within an expanded learning program. Additionally, by implementing virtual work-based learning, this pilot will allow the pilot schools to offer out of school or an expanded learning programming with a reputable state partner who is connected to the states technology industry that will allow them to provide virtual WBL to students effectively.

2. Agreement between the Tennessee Department of Education and Greater Nashville Technology Council:

If the TDOE is awarded the Out-of-School Career Pathways grant then the TDOE and the Greater Nashville Technology Council will agree to the following:

1. Establish a formal agreement between the TDOE and the pilot school if the grant is awarded to TDOE.
2. A partnership to support implementing computer science focused virtual WBL program for students in the pilot schools. Including, but not limited to, the following NTC Coordinated virtual experiences for students:
 - a. Virtual career fair
 - b. Virtual guest speakers
 - c. Information interviews
 - d. Virtual job shadowing

- e. Industry partner mentorship experiences
 - f. Entrepreneurship work-based-learning experiences
3. Maintain close relations with to ensure that challenges encountered during the 2021-26 pilot programs are addressed in an efficient and timely fashion.
 4. Designate staff to oversee the 2021-26 Out-of-School Time Career Pathway Program Pilot and provide assistance and resources to pilot schools throughout the life of the pilot.
 5. Maintain ongoing communications with pilot coordinators, teachers, and other school- and district-level stakeholders to share relevant policies, procedures, and deadlines.
 6. Collect and analyze data to evaluate the impact of this pilot.

The undersigned have reviewed this letter of agreement and accept it as the basis for working together toward a common purpose through the ***2021-26 Out-of-School Time Career Pathway Program Pilot***, if the TDOE is awarded this grant.

Name: Sandi Hoff
Title: Chief of Staff
Signature: 
Date: 9/8/2020

Name: Jerre Maynor
Title: Sr. Director of Career Pathways
Signature: 
Date: 9/8/2020



Letter of Agreement

This Letter of Agreement is between Cocke County School System and the **Tennessee Department of Education** hereinafter referred to as "TDOE", with offices located at Andrew Johnson Tower, 11th Floor, 710 James Robertson Parkway, Nashville, TN 37243, hereinafter referred to as "TDOE".

1. Background

TDOE is applying for the Out-of-School Time Career Pathways grant from the U.S. Department of Education to expand student options to participate in a career pathway. This grant directly aligns with Governor Bill Lee's Future Workforce Initiative and our state's focus on education-workforce alignment through the Tennessee Pathways program and the Tennessee Pathways Certification. This grant will allow TN to implement a pilot that will demonstrate how our current work can be scaled in order to expand access to STEM education to students in rural settings by expanding access to career pathways. By using our current investments in computer science education and training, we will accelerate our ability to benefit students at a statewide scale through this grant program.

Through this pilot, we will concurrently build and expand computer science pathways both at the secondary level as well as in middle school, while also implementing virtual work-based learning opportunities in the computer science industry sector. This pilot will build and strengthen computer science pathways curriculum, and expand programs that can either operate outside of normal school hours or exist within an expanded learning program. Additionally, by implementing virtual work-based learning, this pilot will allow the pilot schools to offer out of school or an expanded learning programming with a reputable state partner who is connected to the state's technology industry that will allow them to provide virtual WBL to students effectively.

2. Agreement between the Tennessee Department of Education and the pilot school district:

If the TDOE is awarded the Out-of-School Career Pathways grant then the TDOE and the pilot school district will agree to the following:

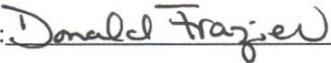
1. Establish a formal agreement between the TDOE and the pilot school if the grant is awarded to the TDOE.
2. Maintain close relations to ensure that challenges encountered during the 2021-26 pilot programs are addressed in an efficient and timely fashion.
3. Conduct outreach to inform potential participating students and their parents about the computer science career pathway programs including credentialing and work-based learning offered through this project.
4. The school will appoint one school-based staff member, to act as a pilot coordinator. This staff

member will serve as the school's point of contact for the TDOE. Schools may identify additional staff member(s) and/or administrator(s) who should receive 2021-26 Out-of-School Time Career Pathway Program Pilot updates and communications.

The undersigned have reviewed this agreement and accept it as the basis for working together toward a common purpose through the *2021 -26 Out-of- School Time Career Pathway Program Pilot*, if the TDOE is awarded this grant.

Name: Donnie Frazier

Title: CTE Director

Signature: 

Date: September 4, 2020

Name: Manney Moore

Title: Director of Schools

Signature: 

Date: September 4, 2020

Name: Jerre Maynor

Title: Sr. Director of Career Pathways

Signature: 

Date: 9/8/2020

Letter of Agreement

This Letter of Agreement is between the Gibson County Special School District and the **Tennessee Department of Education** hereinafter referred to as “TDOE”, with offices located at Andrew Johnson Tower, 11th Floor, 710 James Robertson Parkway, Nashville, TN 37243, hereinafter referred to as “TDOE”.

1. Background

TDOE is applying for the Out-of-School Time Career Pathways grant from the U.S. Department of Education to expand student options to participate in a career pathway. This grant directly aligns with Governor Bill Lee’s Future Workforce Initiative and our state’s focus on education-workforce alignment through the Tennessee Pathways program and the Tennessee Pathways Certification. This grant will allow TN to implement a pilot that will demonstrate how our current work can be scaled in order to expand access to STEM education to students in rural settings by expanding access to career pathways. By using our current investments in computer science education and training, we will accelerate our ability to benefit students at a statewide scale through this grant program.

Through this pilot, we will concurrently build and expand computer science pathways both at the secondary level as well as in middle school, while also implementing virtual work-based learning opportunities in the computer science industry sector. This pilot will build and strengthen computer science pathways curriculum, and expand programs that can either operate outside of normal school hours or exist within an expanded learning program. Additionally, by implementing virtual work-based learning, this pilot will allow the pilot schools to offer out of school or an expanded learning programming with a reputable state partner who is connected to the states technology industry that will allow them to provide virtual WBL to students effectively.

2. Agreement between the Tennessee Department of Education and the pilot school district:

If the TDOE is awarded the Out-of-School Career Pathways grant then the TDOE and the pilot school district will agree to the following:

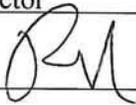
1. Establish a formal agreement between the TDOE and the pilot school if the grant is awarded to the TDOE.
2. Maintain close relations to ensure that challenges encountered during the 2021-26 pilot programs are addressed in an efficient and timely fashion.
3. Conduct outreach to inform potential participating students and their parents about the computer science career pathway programs including credentialing and work-based learning offered through this project.

4. The school will appoint one school-based staff member, to act as a pilot coordinator. This staff member will serve as the school's point of contact for the TDOE. Schools may identify additional staff member(s) and/or administrator(s) who should receive 2021-26 Out-of-School Time Career Pathway Program Pilot updates and communications.

The undersigned have reviewed this agreement and accept it as the basis for working together toward a common purpose through the *2021-26 Out-of-School Time Career Pathway Program Pilot*, if the TDOE is awarded this grant.

Name: Rory Hinson

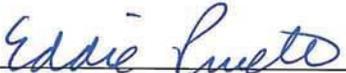
Title: CTE Director

Signature: 

Date: 9/9/20

Name: Eddie Pruett

Title: Director of Schools

Signature: 

Date: 9/9/20

Name: Jerre Maynor

Title: Sr. Director of Career Pathways

Signature: *Jerre Maynor, Jr*

Date: 9/8/2020



Letter of Agreement

This Letter of Agreement is between Hamber County Schools and the Tennessee Department of Education hereinafter referred to as “TDOE”, with offices located at Andrew Johnson Tower, 11th Floor, 710 James Robertson Parkway, Nashville, TN 37243, hereinafter referred to as “TDOE”.

1. Background

TDOE is applying for the Out-of-School Time Career Pathways grant from the U.S. Department of Education to expand student options to participate in a career pathway. This grant directly aligns with Governor Bill Lee’s Future Workforce Initiative and our state’s focus on education-workforce alignment through the Tennessee Pathways program and the Tennessee Pathways Certification. This grant will allow TN to implement a pilot that will demonstrate how our current work can be scaled in order to expand access to STEM education to students in rural settings by expanding access to career pathways. By using our current investments in computer science education and training, we will accelerate our ability to benefit students at a statewide scale through this grant program.

Through this pilot, we will concurrently build and expand computer science pathways both at the secondary level as well as in middle school, while also implementing virtual work-based learning opportunities in the computer science industry sector. This pilot will build and strengthen computer science pathways curriculum, and expand programs that can either operate outside of normal school hours or exist within an expanded learning program. Additionally, by implementing virtual work-based learning, this pilot will allow the pilot schools to offer out of school or an expanded learning programming with a reputable state partner who is connected to the states technology industry that will allow them to provide virtual WBL to students effectively.

2. Agreement between the Tennessee Department of Education and the pilot school district:

If the TDOE is awarded the Out-of-School Career Pathways grant then the TDOE and the pilot school district will agree to the following:

1. Establish a formal agreement between the TDOE and the pilot school if the grant is awarded to the TDOE.
2. Maintain close relations to ensure that challenges encountered during the 2021-26 pilot programs are addressed in an efficient and timely fashion.
3. Conduct outreach to inform potential participating students and their parents about the computer science career pathway programs including credentialing and work-based learning offered through this project.
4. The school will appoint one school-based staff member, to act as a pilot coordinator. This staff

member will serve as the school's point of contact for the TDOE. Schools may identify additional staff member(s) and/or administrator(s) who should receive 2021-26 Out-of-School Time Career Pathway Program Pilot updates and communications.

The undersigned have reviewed this agreement and accept it as the basis for working together toward a common purpose through the **2021-26 Out-of-School Time Career Pathway Program Pilot**, if the TDOE is awarded this grant.

Name: Dr. Jeff Perry
Title: Superintendent of Schools
Signature: 
Date: September 4, 2020

Name: Chuck Carter
Title: CTE Supervisor
Signature: 
Date: September 4, 2020

Name: Jerre Maynor
Title: Sr. Director of Career Pathways
Signature: *Jerre Maynor, Jr*
Date: 9/8/2020

This Letter of Agreement is between Trenton Special School District and the **Tennessee Department of Education** hereinafter referred to as “TDOE”, with offices located at Andrew Johnson Tower, 11th Floor, 710 James Robertson Parkway, Nashville, TN 37243, hereinafter referred to as “TDOE”.

1. Background

TDOE is applying for the Out-of-School Time Career Pathways grant from the U.S. Department of Education to expand student options to participate in a career pathway. This grant directly aligns with Governor Bill Lee’s Future Workforce Initiative and our state’s focus on education-workforce alignment through the Tennessee Pathways program and the Tennessee Pathways Certification. This grant will allow TN to implement a pilot that will demonstrate how our current work can be scaled in order to expand access to STEM education to students in rural settings by expanding access to career pathways. By using our current investments in computer science education and training, we will accelerate our ability to benefit students at a statewide scale through this grant program.

Through this pilot, we will concurrently build and expand computer science pathways both at the secondary level as well as in middle school, while also implementing virtual work-based learning opportunities in the computer science industry sector. This pilot will build and strengthen computer science pathways curriculum, and expand programs that can either operate outside of normal school hours or exist within an expanded learning program. Additionally, by implementing virtual work-based learning, this pilot will allow the pilot schools to offer out of school or an expanded learning programming with a reputable state partner who is connected to the states technology industry that will allow them to provide virtual WBL to students effectively.

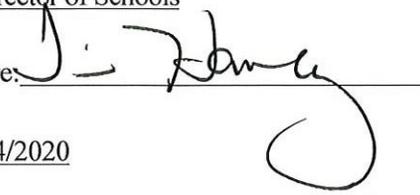
2. Agreement between the Tennessee Department of Education and the pilot school district:

If the TDOE is awarded the Out-of-School Career Pathways grant then the TDOE and the pilot school district will agree to the following:

1. Establish a formal agreement between the TDOE and the pilot school if the grant is awarded to the TDOE.
2. Maintain close relations to ensure that challenges encountered during the 2021-26 pilot programs are addressed in an efficient and timely fashion.
3. Conduct outreach to inform potential participating students and their parents about the computer science career pathway programs including credentialing and work-based learning offered through this project.
4. The school will appoint one school-based staff member, to act as a pilot coordinator. This staff

Name: Tim Haney

Title: Director of Schools

Signature: 

Date: 9/4/2020

Name: _____

Title: _____

Signature: *Terre Maynor, Jr*

Date: _____

Letter of Agreement

This Letter of Agreement is between White County BOE and the Tennessee Department of Education hereinafter referred to as "TDOE", with offices located at Andrew Johnson Tower, 11th Floor, 710 James Robertson Parkway, Nashville, TN 37243, hereinafter referred to as "TDOE".

1. Background

TDOE is applying for the Out-of-School Time Career Pathways grant from the U.S. Department of Education to expand student options to participate in a career pathway. This grant directly aligns with Governor Bill Lee's Future Workforce Initiative and our state's focus on education-workforce alignment through the Tennessee Pathways program and the Tennessee Pathways Certification. This grant will allow TN to implement a pilot that will demonstrate how our current work can be scaled in order to expand access to STEM education to students in rural settings by expanding access to career pathways. By using our current investments in computer science education and training, we will accelerate our ability to benefit students at a statewide scale through this grant program.

Through this pilot, we will concurrently build and expand computer science pathways both at the secondary level as well as in middle school, while also implementing virtual work-based learning opportunities in the computer science industry sector. This pilot will build and strengthen computer science pathways curriculum, and expand programs that can either operate outside of normal school hours or exist within an expanded learning program. Additionally, by implementing virtual work-based learning, this pilot will allow the pilot schools to offer out of school or an expanded learning programming with a reputable state partner who is connected to the states technology industry that will allow them to provide virtual WBL to students effectively.

2. Agreement between the Tennessee Department of Education and the pilot school district:

If the TDOE is awarded the Out-of-School Career Pathways grant then the TDOE and the pilot school district will agree to the following:

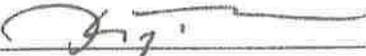
1. Establish a formal agreement between the TDOE and the pilot school if the grant is awarded to the TDOE.
2. Maintain close relations to ensure that challenges encountered during the 2021-26 pilot programs are addressed in an efficient and timely fashion.
3. Conduct outreach to inform potential participating students and their parents about the computer science career pathway programs including credentialing and work-based learning offered through this project.
4. The school will appoint one school-based staff member, to act as a pilot coordinator. This staff

member will serve as the school's point of contact for the TDOE. Schools may identify additional staff member(s) and/or administrator(s) who should receive 2021-26 Out-of-School Time Career Pathway Program Pilot updates and communications.

The undersigned have reviewed this agreement and accept it as the basis for working together toward a common purpose through the *2021-26 Out-of-School Time Career Pathway Program Pilot*, if the TDOE is awarded this grant.

Name: Kurt Dronebarger

Title: Director of Schools

Signature: 

Date: 9/4/2020

Name: Tim Mackie

Title: CTE Director

Signature: Tim Mackie

Date: 9-8-2020

Name: Jerre Maynor

Title: Sr. Director of Career Pathways

Signature: Jerre Maynor, Jr

Date: 9/8/2020

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Tennessee Department of Education
Andrew Johnson Tower, 10th Floor
710 James Robertson Parkway
Nashville, TN 37243

Date: August 5, 2020

Agreement No: 2020-100

Filing Reference: This replaces previous Agreement No. 2019-048 (A)

Dated: 7/27/2020

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

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Fixed	7/1/2020	6/30/2021	6.2%	MTDC	Unrestricted
Fixed	7/1/2020	6/30/2021	4.3%	MTDC	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:

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

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

Treatment of Fringe Benefits:

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

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

Section II – Particulars

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

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

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

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

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

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

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

Section III - Special Remarks

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

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

Section IV – Approvals

For the State Education Agency:

Tennessee Department of Education
Andrew Johnson Tower, 10th Floor
710 James Robertson Parkway
Nashville, TN 37243

Drew
Harpool

Signature

Name

Title

Date

Digitally signed by Drew Harpool
DN: cn=Drew Harpool,
o=Tennessee Department of
Education, ou=Finance,
email=drew.harpool@tn.gov,
c=US, serial=20200806095557

For the Federal Government:

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

Andre
Hylton

Signature

Name

Title

Date

Digitally
signed by
Andre Hylton
Date:
2020.08.06
09:41:40 -04'00'

Negotiator: Andre Hylton
Telephone Number: (202) 245-7568

Cocke County Board of Education
305 Hedrick Drive
Newport, Tennessee 37821
(423) 623-7821 Fax (423) 625-3947

Manney Moore, Director

DIRECTORS

Dennis Balch, Attendance Supervisor
Casey Kelley, Curriculum Coordinator/Complaints/Safety
Patricia Ellison, Special Education Supervisor
Carla Ponder, Health Services
Rebekah Fisher, Food Service Director
Donnie Frazier, Vocational Director
Amanda Waits, Instructional Supervisor
Kristy Overholt, Federal Programs

MEMBERS OF BOARD

Richard Coggins
Otha Rolan
Rose Lovell
Daria Morgan
John P Johnson
Ken Johnson
Jimmy Stokely

September 3, 2020

Tennessee Department of Education
710 James Robertson Pkwy
Andrew Johnson Tower
Nashville, TN 37243

Re: State of Tennessee Proposal for Out-of-School Time Career Pathway Programs Grant

To Whom It May Concern:

Please consider this a letter of support from Cocke County Schools for the Tennessee Department of Education grant proposal for the Out-of-School Time Career Pathway Programs grant. Should the Tennessee Department of Education grant proposal be awarded grant funding, Cocke County Schools commits to collaborate with the Tennessee Department of Education, Nashville Tech Council, Tennessee Pathways, and other grant partners to achieve the outcomes outlined in the funding proposal by:

- Expanding grade level access to computer science pathways through expanded learning programs and out of school programs;
- Assessing and improving equitable access and participation in computer science pathways;
- Expanding virtual curriculum, instruction, and work-based learning opportunities;
- Offering opportunities for students to enroll, train, and complete industry certifications and early postsecondary opportunities;
- Providing students with work-based learning experiences, through a virtual platform, with regional, state, and national industry sector partners through the convening of the Nashville Tech Council;
- Participating in the development of quality data sourcing to track students from their entry into the cohort through their completion and matriculation in postsecondary education and/or employment;
- Collaborating with regional, state, and national partners to share lessons learned and evidence-based practices for expanding rural access to STEM and computer science pathways.

Additionally, we certify that we, Cocke County Schools, serve as a 21st Century Community Learning Center Partner. This grant opportunity will accelerate our ability provide our students with high-quality instruction, work-based learning, and industry engagement.

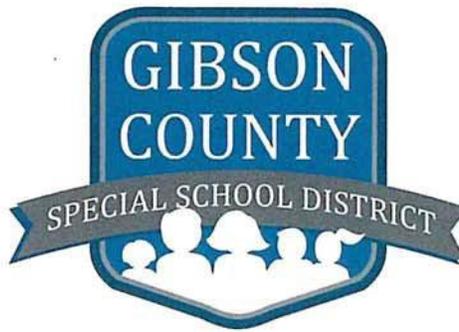
If I can answer any questions about my level of support for this initiative or my commitment to serve as a grant partner, please feel free to contact me.

Regards,

A handwritten signature in black ink that reads "Manney Moore". The signature is written in a cursive style with a large initial "M".

Manney Moore, Director
Cocke County School System

Eddie Pruett
Director of Schools



Phone: 731-692-3803
Fax: 731-692-4375

Creating Learning Communities

130 Trenton Highway · PO Box 60
Dyer, Tennessee 38330

September 9, 2020

Tennessee Department of Education
710 James Robertson Pkwy
Andrew Johnson Tower
Nashville, TN 37243

Re: State of Tennessee Proposal for Out-of-School Time Career Pathway Programs Grant

To Whom It May Concern:

Please consider this a letter of support from Gibson County Special School District for the Tennessee Department of Education grant proposal for the Out-of-School Time Career Pathway Programs grant. Should the Tennessee Department of Education grant proposal be awarded grant funding, Gibson County Special School District commits to collaborate with the Tennessee Department of Education, Nashville Tech Council, Tennessee Pathways, and other grant partners to achieve the outcomes outlined in the funding proposal by:

- Expanding grade level access to computer science pathways through expanded learning programs and out of school programs;
- Assessing and improving equitable access and participation in computer science pathways;
- Expanding virtual curriculum, instruction, and work-based learning opportunities;
- Offering opportunities for students to enroll, train, and complete industry certifications and early postsecondary opportunities;
- Providing students with work-based learning experiences, through a virtual platform, with regional, state, and national industry sector partners through the convening of the Nashville Tech Council;
- Participating in the development of quality data sourcing to track students from their entry into the cohort through their completion and matriculation in postsecondary education and/or employment;
- Collaborating with regional, state, and national partners to share lessons learned and evidence-based practices for expanding rural access to STEM and computer science pathways.

Additionally, we certify that we, Gibson County Special School District, serve as a 21st Century Community Learning Center Partner. This grant opportunity will accelerate our ability provide our students with high-quality instruction, work-based learning, and industry engagement.

If I can answer any questions about my level of support for this initiative or my commitment to serve as a grant partner, please feel free to contact me.

Regards,

A handwritten signature in blue ink that reads "Eddie Pruett". The signature is fluid and cursive, written over a light blue horizontal line.

PR/Award # S287D200003

Page e59

Douglas-Cherokee Economic Authority, Inc.



September 8, 2020

Tennessee Department of Education
710 James Robertson Pkwy
Andrew Johnson Tower
Nashville, TN 37243

Re: State of Tennessee Proposal for Out-of-School Time Career
Pathway Programs Grant

To Whom It May Concern:

Please consider this a letter of support from the Douglass Cherokee
Economic Authority on behalf of Hamblen County Schools for the
Tennessee Department of Education grant proposal for the Out-of-
School Time Career Pathway Programs grant.

We understand that a provision of this grant proposal is a relationship
of a partner school district to a 21st Century Community Learning
Center. This letter is to certify that Douglass Cherokee Economic
Authority serves in this capacity for Hamblen County Schools. Should
the Tennessee Department of Education grant proposal be awarded
grant funding, Douglass Cherokee Economic Authority commits to
continued partnership with Hamblen County Schools to ensure
students are serviced with appropriate out-of-school time support as
related to the specific grant mentioned above.

If I can answer any questions about my level of support for this
initiative or my commitment to serve as a grant partner, please feel
free to contact me.

Regards,


Kay Hale, Executive Director
Douglas-Cherokee Economic Authority, Inc

Affordable Housing

Career First

CSBG/LIHEAP

Educational
Opportunity
Center

Education
Center

Head Start

Neighborhood
Service Center

RSVP

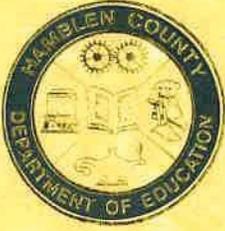
Senior
Nutrition
Program

Talent Search

Upward Bound

WIOA





HAMBLLEN COUNTY DEPARTMENT OF EDUCATION

210 East Morris Boulevard
Morristown, Tennessee 37813
Phone (423) 586-7700 • Fax (423) 586-7747

*The mission of Hamblen County Schools is to educate students
so they can be challenged to successfully compete in their chosen fields.*

BOARD OF EDUCATION

Shahin Assadnia
Carolyn Clawson
Joe Gibson, Jr.
Roger Greene
James Grigsby
Janice Haun
Clyde Kinder

August 25, 2020

Tennessee Department of Education
710 James Robertson Pkwy
Andrew Johnson Tower
Nashville, TN 37243

Re: State of Tennessee Proposal for Out-of-School Time Career Pathway Programs Grant

To Whom It May Concern:

Please consider this a letter of support from Hamblen County Schools for the Tennessee Department of Education grant proposal for the Out-of-School Time Career Pathway Programs grant. Should the Tennessee Department of Education grant proposal be awarded grant funding, Hamblen County Schools commits to collaborate with the Tennessee Department of Education, Nashville Tech Council, Tennessee Pathways, and other grant partners to achieve the outcomes outlined in the funding proposal by:

- Expanding grade level access to computer science pathways through expanded learning programs and out of school programs;
- Assessing and improving equitable access and participation in computer science pathways;
- Expanding virtual curriculum, instruction, and work-based learning opportunities;
- Offering opportunities for students to enroll, train, and complete industry certifications and early postsecondary opportunities;
- Providing students with work-based learning experiences, through a virtual platform, with regional, state, and national industry sector partners through the convening of the Nashville Tech Council;
- Participating in the development of quality data sourcing to track students from their entry into the cohort through their completion and matriculation in postsecondary education and/or employment;
- Collaborating with regional, state, and national partners to share lessons learned and evidence-based practices for expanding rural access to STEM and computer science pathways.

Additionally, we certify that the Douglass Cherokee Economic Authority serves as our district's 21st Century Community Learning Center Partner. This grant opportunity will accelerate our ability to provide our students with high-quality instruction, work-based learning, and industry engagement.

If I can answer any questions about my level of support for this initiative or my commitment to serve as a grant partner, please feel free to contact me.

Regards,

A handwritten signature in black ink, appearing to be "J. Haun", is written over a horizontal line.

PR/Award # S287D200003

Page e61

August 25, 2020

Tennessee Department of Education
710 James Robertson Pkwy
Andrew Johnson Tower
Nashville, TN 37243

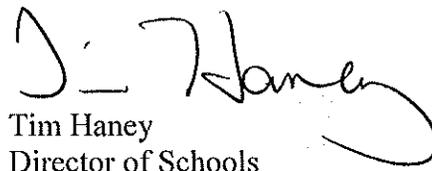
Re: State of Tennessee Proposal for Out-of-School Time Career Pathway Programs Grant

To Whom It May Concern:

Please consider this a letter of support from Trenton Special School District for the Tennessee Department of Education grant proposal for the Out-of-School Time Career Pathway Programs grant. Should the Tennessee Department of Education grant proposal be awarded grant funding, Trenton Special School District commits to collaborate with the Tennessee Department of Education, Nashville Tech Council, Tennessee Pathways, and other grant partners to achieve the outcomes outlined in the funding proposal by:

- Expanding grade level access to computer science pathways through expanded learning programs and out of school programs;
- Assessing and improving equitable access and participation in computer science pathways;
- Expanding virtual curriculum, instruction, and work-based learning opportunities;
- Offering opportunities for students to enroll, train, and complete industry certifications and early postsecondary opportunities;
- Providing students with work-based learning experiences, through a virtual platform, with regional, state, and national industry sector partners through the convening of the Nashville Tech Council;
- Participating in the development of quality data sourcing to track students from their entry into the cohort through their completion and matriculation in postsecondary education and/or employment;
- Collaborating with regional, state, and national partners to share lessons learned and evidence-based practices for expanding rural access to STEM and computer science pathways.

Regards,

A handwritten signature in black ink, appearing to read "Tim Haney". The signature is written in a cursive style with a large, sweeping flourish at the end.

Tim Haney
Director of Schools
Trenton Special School District

WHITE COUNTY BOARD OF EDUCATION

Kurt Dronebarger, Director of Schools

576 Hale Street, Sparta, TN 38583 Phone: 931.836.2229 Fax: 931.836.8128
www.whitecoschools.net

August 25, 2020

Tennessee Department of Education
710 James Robertson Pkwy
Andrew Johnson Tower
Nashville, TN 37243

Re: State of Tennessee Proposal for Out-of-School Time Career Pathway Programs Grant

To Whom It May Concern:

Please consider this a letter of support from White County Schools for the Tennessee Department of Education grant proposal for the Out-of-School Time Career Pathway Programs grant. Should the Tennessee Department of Education grant proposal be awarded grant funding, White County Schools commits to collaborate with the Tennessee Department of Education, Nashville Tech Council, Tennessee Pathways, and other grant partners to achieve the outcomes outlined in the funding proposal by:

- Expanding grade-level access to computer science pathways through expanded learning programs and out of school programs;
- Assessing and improving equitable access and participation in computer science pathways;
- Expanding virtual curriculum, instruction, and work-based learning opportunities;
- Offering opportunities for students to enroll, train, and complete industry certifications and early postsecondary opportunities;
- Providing students with work-based learning experiences, through a virtual platform, with regional, state, and national industry sector partners through the convening of the Nashville Tech Council;
- Participating in the development of quality data sourcing to track students from their entry into the cohort through their completion and matriculation in post-secondary education and/or employment;

- Collaborating with regional, state, and national partners to share lessons learned and evidence-based practices for expanding rural access to STEM and computer science pathways.

Additionally, we certify that we, White County Schools, serve as a 21st Century Community Learning Center Partner. This grant opportunity will accelerate our ability to provide our students with high-quality instruction, work-based learning, and industry engagement.

If I can answer any questions about my level of support for this initiative or my commitment to serve as a grant partner, please feel free to contact me.

Regards,



Kurt Dronebarger
Director of Schools



Institute for
CTE Educators

Postsecondary Readiness for CTE Students: Equity and EPSOs

Do Now:

- Think about the CTE Concentrators at your school/ district. Are there noticeable differences between these students and those who take General Ed. coursework?
- Have you ever experienced your colleagues making assumptions about students who take CTE coursework versus students who choose an elective area of focus?

Agenda

1. Overview of CTE Pathways/Programs of study in TN
 - Who
 - What
 - Trends
2. CTE Concentrators: EPSOs and Postsecondary Enrollment
3. Next Steps: How to respond to this data to best support CTE Concentrators



Overview of CTE Pathways/Programs of study in TN

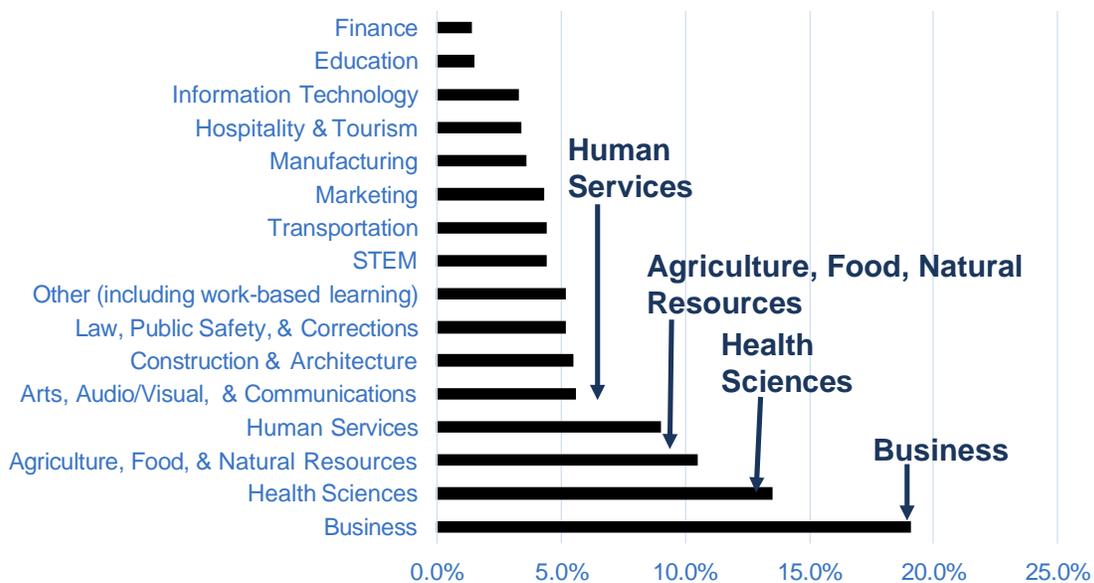
Career and Technical Education in Tennessee

- There were 190,699 high school students taking CTE in 2016-17 (about 2 in 3)
- 40-42% of recent graduates were “CTE concentrators” with at least three credits completed in a single program of study or career cluster.
- In the Spring of 2019, the *Governor’s Investment in Vocational Education Act (GIVE)* was signed into law by Governor Lee. The purpose of GIVE is to create new partnerships between K12, postsecondary, and employers to expand dual enrollment opportunities that prepare students for the workforce.

Tennessee offers 60+ programs in 16 career clusters

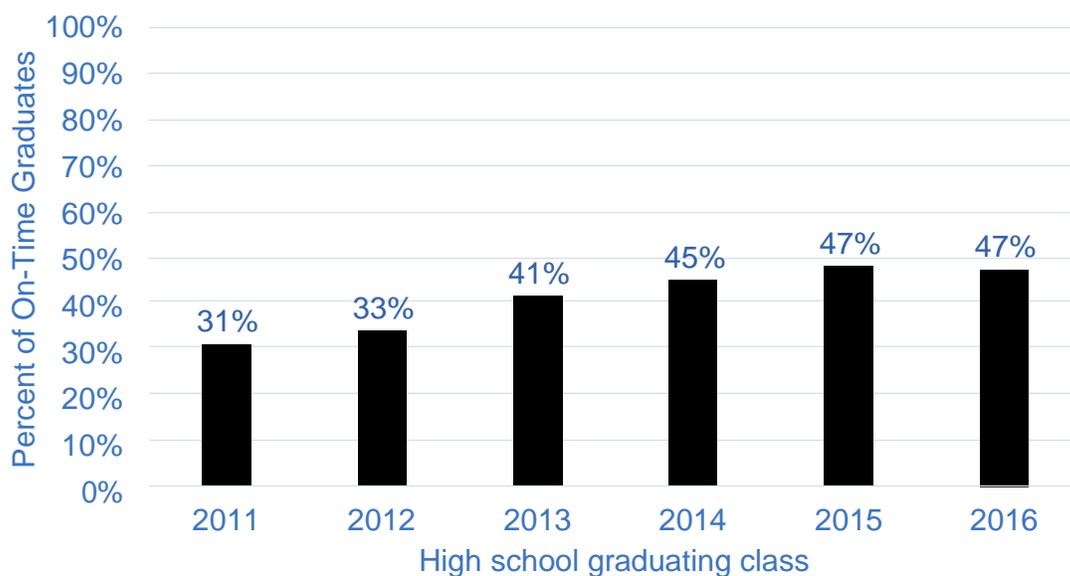
Sixteen Career Clusters	
Agriculture, Food, & Natural Resources	Hospitality & Tourism
Arts, Audio/Visual, & Communications	Human Services
Business	Information Technology
Construction & Architecture	Law, Public Safety, & Corrections
Education	Manufacturing
Finance	Marketing
Government & Public Administration	STEM
Health Sciences	Transportation & Logistics

Most common career clusters are Business, Health Science, and Agriculture.



Source: <https://www.tn.gov/education/data/reports/PR/Award%20and%20CDE%202010037> Career and Technical Education tab

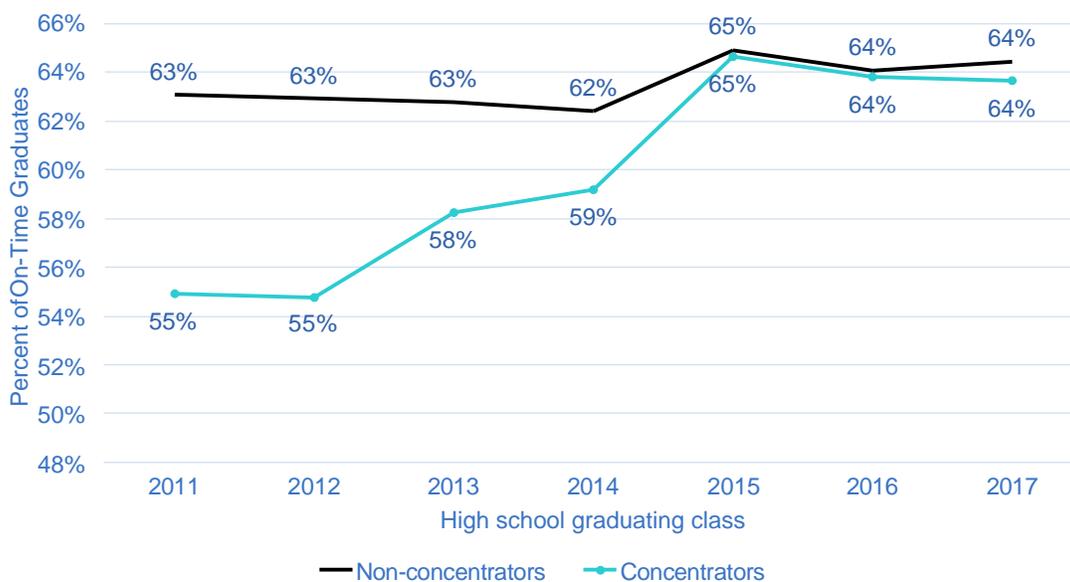
CTE participation* has expanded over time



PR/Award # S287D200003

*CTE participation is defined as taking 3 courses within a program of study. Prior to 2015-16, data reported definition was 3 credits in a program of study, but this analysis uses courses taken for the full window.

The gap in college enrollment between CTE concentrators and other students has closed



Activity #1: Grappling with the Data

In your table groups, discuss the following questions:

1. What stands out to you about this data?
2. Do any of these data points surprise you? How so?
3. Do these state trends look similar to trends in your district or school?
 - Increasing CTE Concentrator population
 - Most Popular CTE Career Clusters
 - Higher postsecondary matriculation rates for CTE concentrators



TM

CTE Concentrators and EPSOs:
Understanding the Association between EPSO Enrollment and PS
Outcomes for students in CTE Programs of Study

PR/Award # S287D200003

Page e76

Why EPSOs?

- Aimed to **reduce educational inequities in college access and ultimately college completion**
 - Gives students a **head start** with credits already available, improving chances of completion
 - Taking college level coursework may improve the familiarity, comfort, and **confidence** with postsecondary
 - Increased rigor improves **academic preparedness** for postsecondary and career
- *All students who are on track to graduate from high school on time should have the opportunity to earn the early postsecondary credits that best fit their interests as well as their college and career goals.*

Tennessee's Early Postsecondary Opportunities



Each Career Cluster has a sequence of courses that include opportunities for EPSOs and/or WBL

Business Management & Administration

Program of Study	Level 1	Level 2	Level 3	Level 4
Business Management	Introduction to Business & Marketing (5905)	Business Communications (5888) -or- Accounting I (5910) -or- <u>Cambridge IGCSE Accounting (4238)</u>	Business Management (5889) -or- Statewide Dual Credit Introduction to Business (6437) -or- Dual Enrollment Business Management (4082) -and/or- Principles of Management CLEP -or- Cambridge AS Business (4260)	Business & Entrepreneurship Practicum (6159) -and/or- Virtual Enterprise International ¹ (5900) -or- Dual Enrollment Business Management (4082) -and/or- Principles of Management CLEP
			Industry Certification: Google Suite	

Research Questions

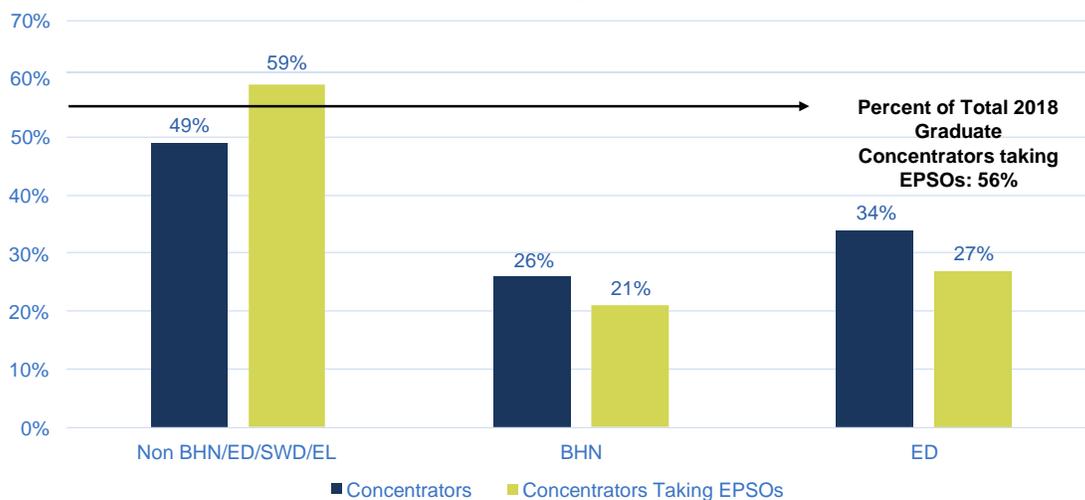
1. Among students who are CTE Concentrators, which students are taking EPSOs?
2. Is taking an EPSO associated with a greater likelihood of attending college for CTE Concentrators?
 - A. Does the association vary by student group?
3. Does it matter which type of EPSO a Concentrator takes (CTE, CTE-aligned, Non-CTE)?
4. Does it matter how many EPSOs a CTE concentrator takes?



CTE Concentrators: Who takes EPSOs?

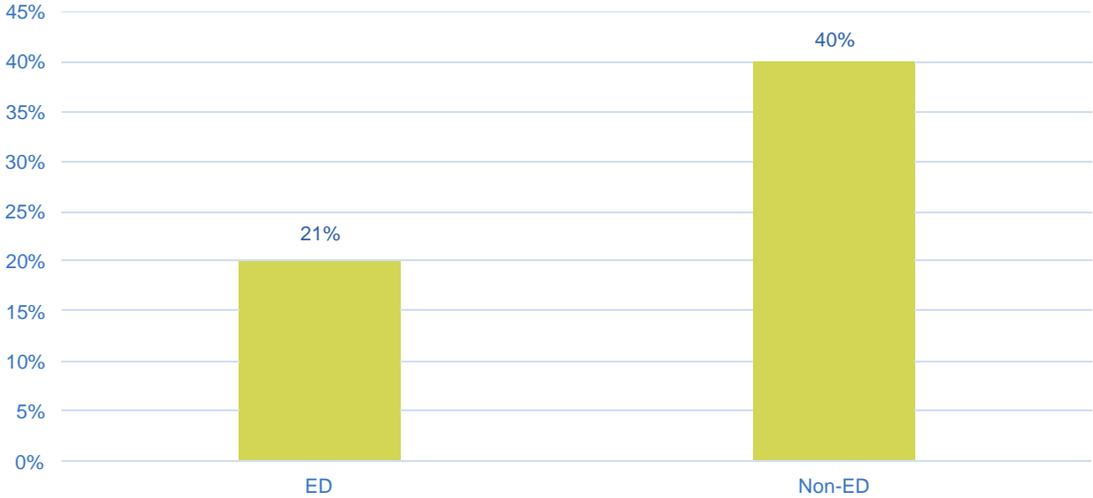
Concentrators who are ED or BHN enroll in EPSOs at a much lower rate than students who don't fall into these student groups

Demographic Make-up of 2018 Graduate Concentrator Population and EPSO-Taking Concentrator Population

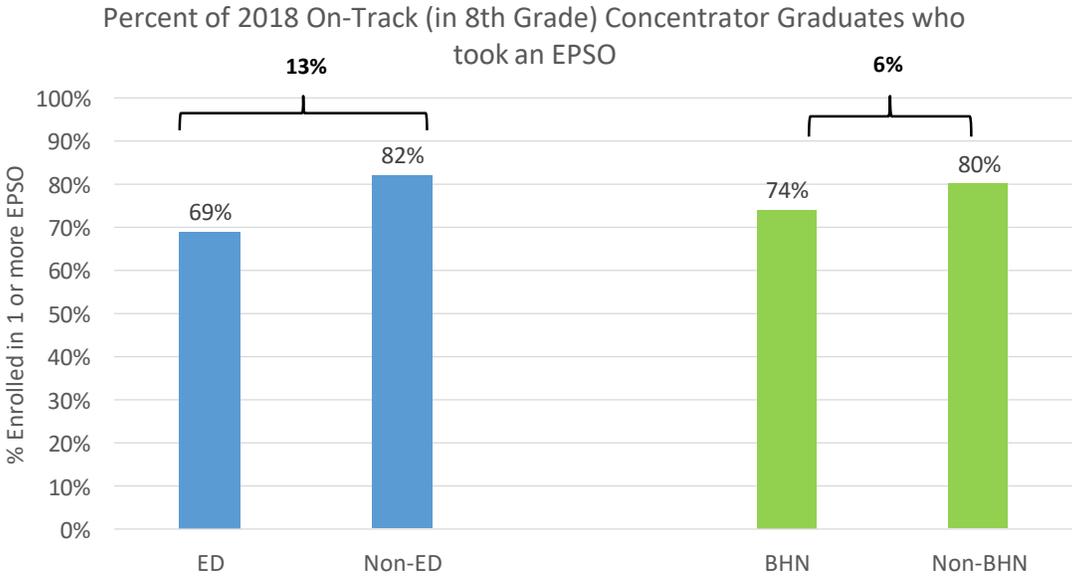


Academic preparedness certainly plays a factor in the gaps we're seeing in EPSO enrollment for CTE Concentrators

Percent of Concentrator 2018 Grads who were Proficient or Advanced in 8th Grade Math or Reading



However, even when we account for academic background, concentrator graduates who are ED, BHN, SWD, and EL are less likely to have taken an EPSO in their high school career



Potential levers influencing EPSO enrollment gaps for typically underserved student groups:

- 1. Systemic biases (barriers that are faced more often by students who fall into these student groups)**
- 2. Personal biases (subconscious assumptions made by individuals about students in these student groups)**

Activity #2: Reflecting on CTE Concentrator Student Advisement

In your table groups, discuss the following questions:

1. What stands out to you about this data?
2. What are some factors you think may be leading to these trends?
3. How do you make advising decisions for CTE Concentrators around EPSOs i.e., academic cut offs, advising to take particular EPSOs, different advising for CTE vs. non-CTE students?
4. What may be some ways to address barriers in access to EPSOs for concentrators?
 - Systemic biases
 - Personal biases



TM

Postsecondary Outcomes: Is taking an EPSO associated with a greater likelihood of attending college for CTE Concentrators?

PR/Award # S287D200003

Page e87

DISCLAIMER ABOUT THE DATA:

- This data is **valuable** because it allows us to identify trends and ask important questions about how adult actions at the school/district level or policy decisions can influence student outcomes
- THIS DATA DOES NOT PROVE CAUSALITY!
- These trends help us see WHAT is happening, but we need to work together to understand the WHY.

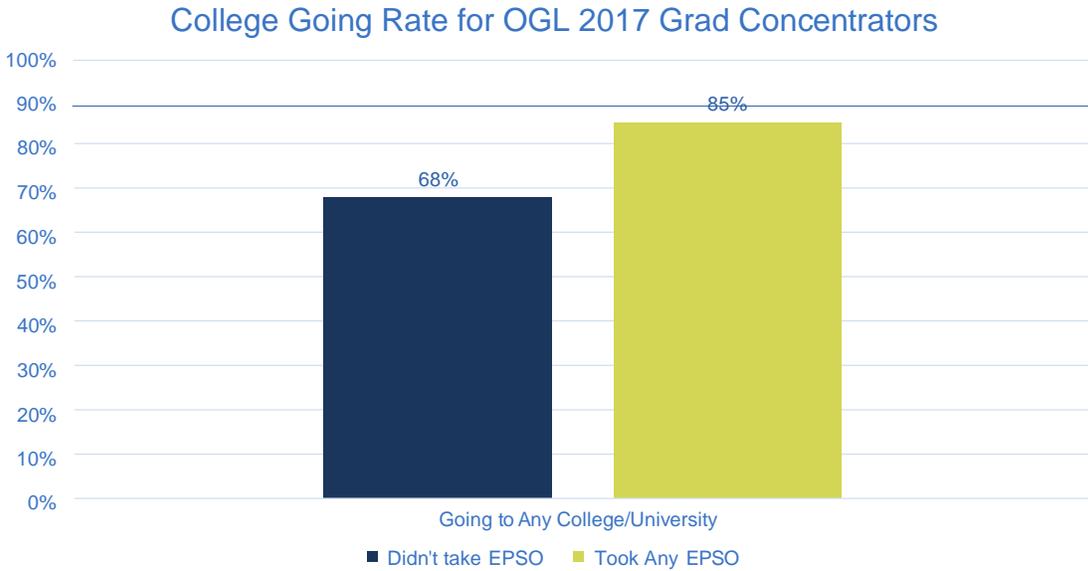
Scenario A:

Student A: Jessica	Student B: Eduardo
<ul style="list-style-type: none">• Attends High School A• CTE Concentrator in STEM Career Cluster• Did not take any EPSO while in high school	<ul style="list-style-type: none">• Attends High School A• CTE Concentrator in STEM Career Cluster• Took EPSO while in high school

What are some assumptions people may have about how these students are the same and how these students are different?

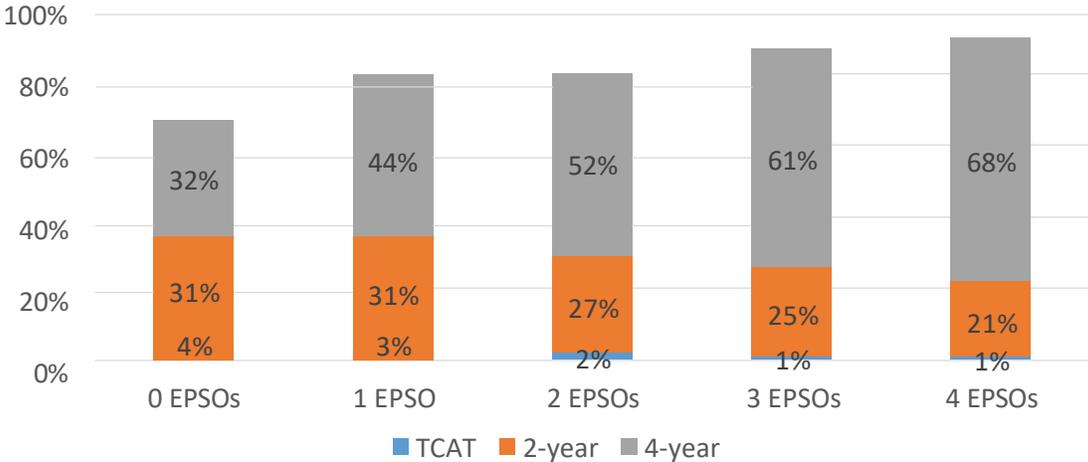
How might these factors influence each student's college trajectory?

Even when we account for prior achievement, taking 1 or more EPSOs (any type) increases the college going rate for OGL Concentrators by 17%



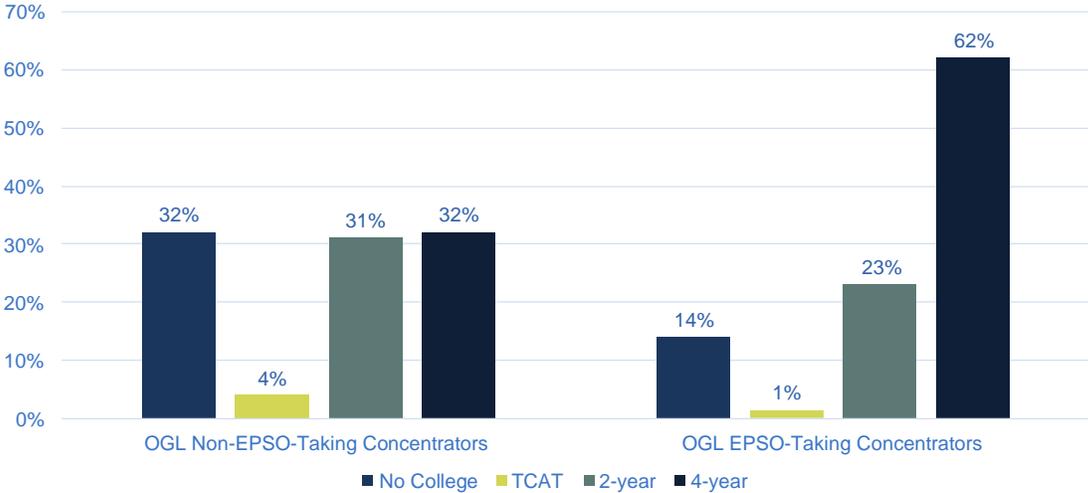
Concentrators who take a higher number of EPSOs are more likely to attend a 4 year college or university.

Relationship between Number of EPSOs taken (by OGL Concentrators in 2017 Cohort) and Postsecondary Outcomes



EPSO-taking concentrators are nearly twice as likely to attend a 4 year university compared to non-EPSO taking concentrators.

2017 Grads: On-Grade-level Concentrator Postsecondary Matriculation for EPSO-Takers and Non-EPSO Takers



CTE versus Non-CTE EPSO

Non-CTE EPSO	CTE - EPSO
<ul style="list-style-type: none"> - Advanced Placement (47) - Cambridge (33) - IB (122) - Statewide Dual Credit (not in CTE POS) (7) - Dual Enrollment (not in CTE POS) (119) - Local Dual Credit (not in CTE POS) (88) 	<ul style="list-style-type: none"> - Statewide Dual Credit (in CTE POS) (4) - Dual Enrollment (in CTE POS) (54) - Local Dual Credit (in CTE POS) (100)

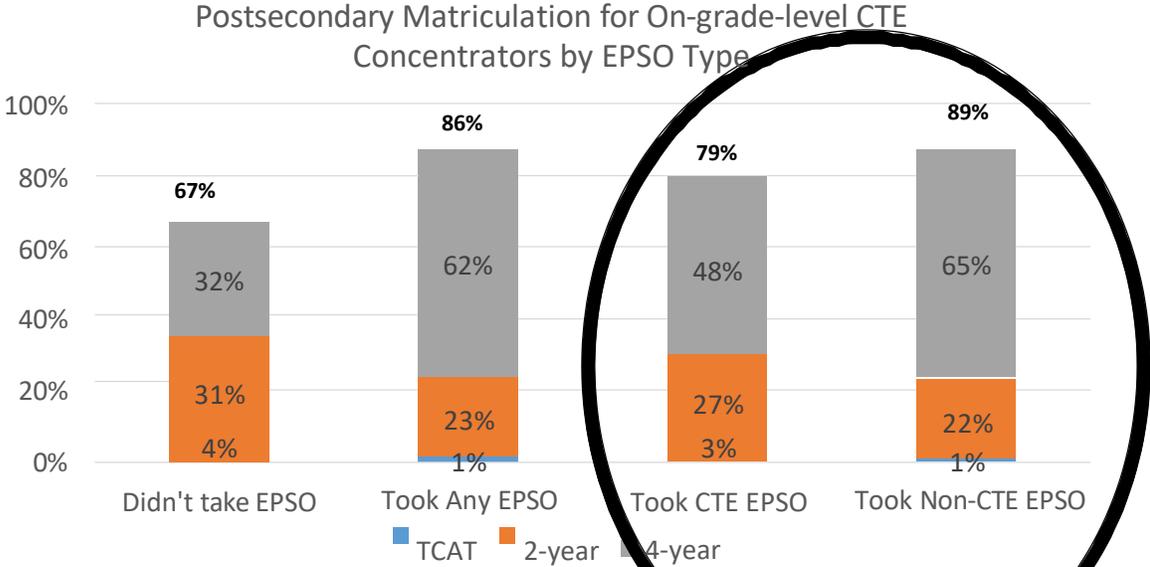
Scenario B:

Student A: Jessica	Student B: Eduardo	Student C: Cameron
- Attends High School A	- Attends High School A	- Attends High School A
- CTE Concentrator in STEM Career Cluster	-CTE Concentrator in STEM Career Cluster	-CTE Concentrator in STEM Career Cluster
- Did not take any EPSO while in high school	- Took Dual Enrollment Technology	- Took Dual Enrollment Technology AND AP Statistics

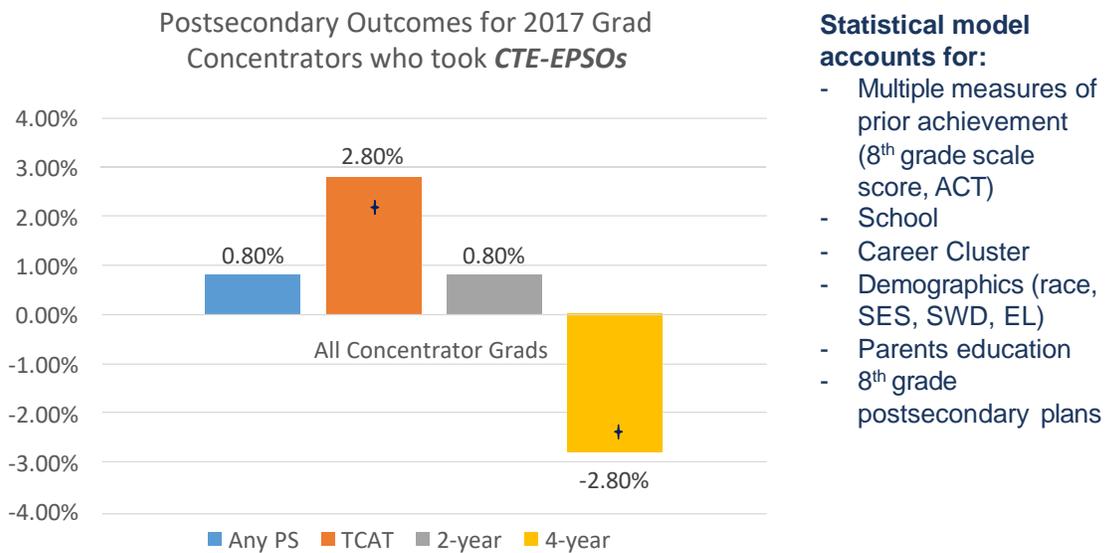
What are some assumptions people may have about how these students are the same and how these students are different?

How might these factors influence each student's college trajectory?

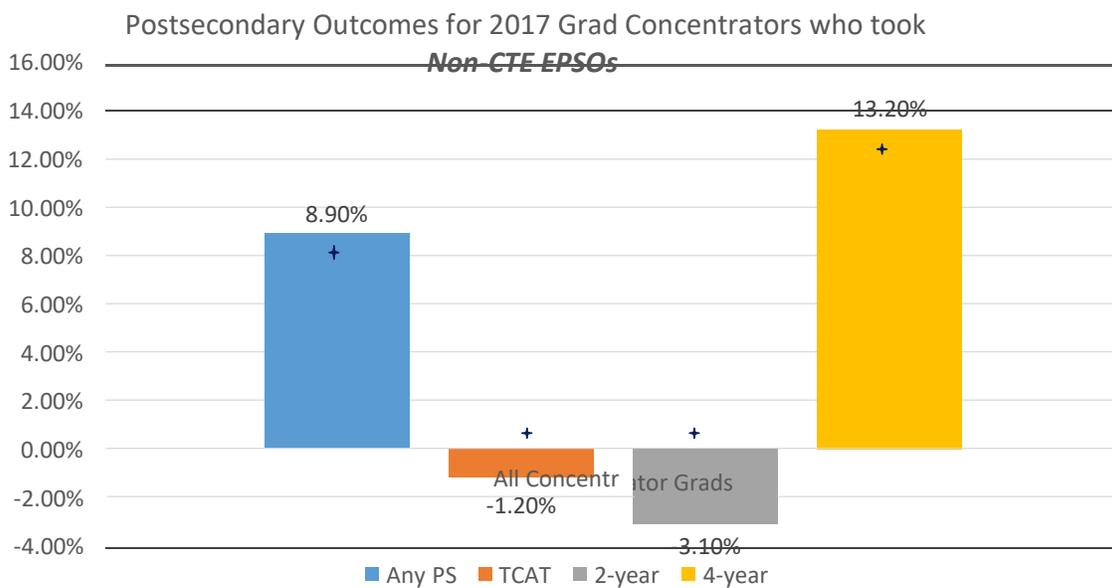
Taking either CTE or General Ed EPSOs increases the college going rate for OGL Concentrators. However, students who take non-CTE EPSOs are the most likely to matriculate to a 4 year university.



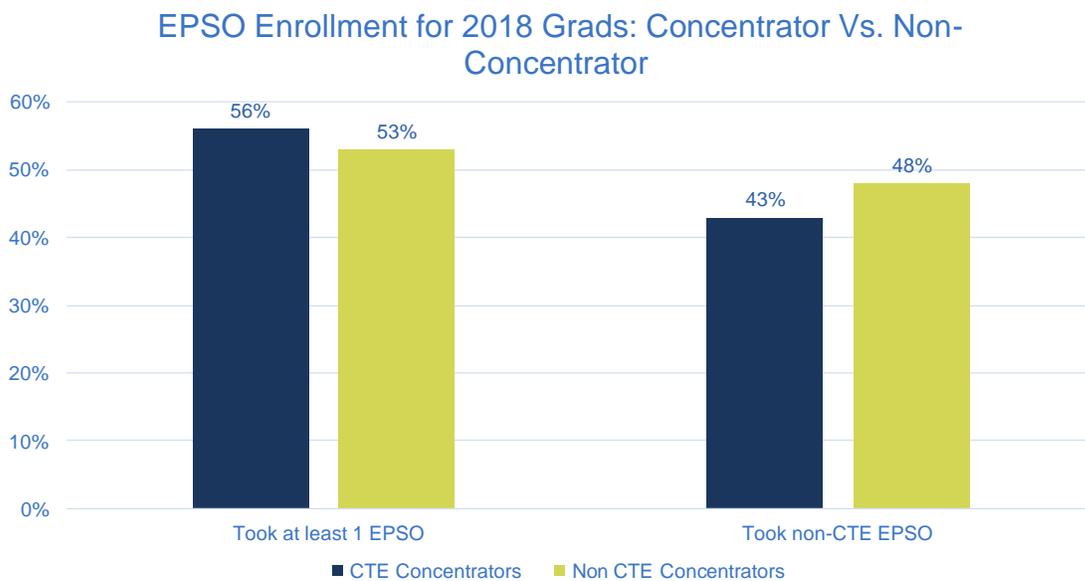
Concentrators who take CTE-EPSOs are less likely to go to a 4 year university and more likely to go to a TCAT.



Concentrators who take Non-CTE EPSOs are less likely to go to a 2 year college and much more likely to go to 4 year.



CTE Concentrators enroll in EPSOs overall at a higher rate than Non-CTE Concentrators. However, they are less likely to enroll in Non – CTE EPSOs.



Data Summary: Relationship between EPSOs and PS for CTE Concentrators

On Average...

- Students identified as ED or BHN enroll in EPSOs at a lower rate than students who don't fall into these student groups
- Accounting for school and student characteristics, taking either CTE or General Ed EPSOs increases the college going rate for OGL Concentrators.
 - Concentrators who take CTE-EPSOs are less likely to go to a 4 year university and more likely to go to a TCAT.
 - Concentrators (in all student groups) who take Non-CTE EPSOs are less likely to go to a 2 year college and more likely to go to 4 year.
 - CTE Concentrators take non-CTE EPSOs at lower rates than students on general ed. pathways
- Students who take a higher number of EPSOs are more likely to matriculate to college.



Final Reflection: How to leverage this data to best support CTE Concentrators

PR/Award # S287D200003

Page e100

Activity #3: Brainstorm - Next Steps

1. Do CTE Concentrators have the same access to non-CTE EPSOs as non CTE-Concentrators?
2. To what extent have you thought about the way general Ed EPSOs may align with CTE Programs of study (particularly in STEM)?
3. Given the positive relationship between taking a CTE EPSO and TCAT enrollment, what actions can you take in your district/school to ensure more students have access to CTE EPSOs offered?
4. Given the positive relationship between taking a non-CTE EPSO and 4 year enrollment, what actions can you take in your district/school to ensure more students have access to Non-CTE EPSOs offered?

Recommendations

- Strategies for better communicating EPSO information to students
 - Student letters informed by data
 - EPSO information night
- Use multiple data points to determine who should be taking EPSOs i.e., teacher recommendations
- Connect with Pathways Regional Coordinators help facilitate new or expand existing postsecondary articulation agreements

Thank you!

Questions?

Caroline.martin@tn.gov

Zachary.l.adams@tn.gov

Jerre T. Maynor, Jr.

615-674-7631 // jerre.maynor@gmail.com

∴

EDUCATION

The Broad Residency in Urban Education, The Broad Center (Los Angeles, Cal.) 2018-2020
Master of Educational Leadership

Harvard Graduate School of Education (Cambridge, Mass.) 2012
Master of Education, Higher Education Administration

The University of the South (Sewanee, Tenn.) 2006
Bachelor of Arts, French Studies & American History

∴

EXPERIENCE

Tennessee Department of Education, Division of College, Career & Technical Education
Senior Director, Career Pathways July 2019-present
Director of Student Readiness & Tennessee Pathways 2017-2019
Director of Student Readiness 2015-2017

KIPP Academy Lynn Collegiate High School (Lynn, Mass.) 2012-2015
Founding Director of College Counseling & School Leadership Team Member

Massachusetts Institute of Technology (Cambridge, Mass.) 2011-2012
Graduate Intern, Undergraduate Admissions

Harvard Graduate School of Education (Cambridge, Mass.) 2011-2012
Research Assistant, Higher Education Program

The University of the South (Sewanee, Tenn.)
Senior Admissions Officer, Undergraduate Admissions 2009-2011
Admissions Officer, Undergraduate Admissions 2008-2009

∴

LEADERSHIP & IMPACT

Tennessee Department of Education, Senior Director, Career Pathways

- Oversee strategy and implementation of college and career readiness focus of \$7 million federal grant to increase seamless college enrollment through strategic use of longitudinal data, technology-enabled “nudging,” and district technical assistance.
- As state lead for Tennessee Pathways—a statewide effort to align K-12, higher education, and employers—manage private, state, and federal funding totaling over \$4 million annually to empower regional leaders and schools districts to create clear, guided pathways for students to seamlessly transition from K-12 to college and high-wage, high-quality careers.
- Directly manage four program directors who lead programs in STEM, K-12 career exploration, and college and career readiness initiatives impacting 1 million public school students.

Tennessee Department of Education, Director of Student Readiness

- Initiated and coordinated intra-agency team to overhaul the department’s course management system to align to national standards, provide stronger data quality and transparency for front and back-end users, and establish clear internal governance and guidance.
- Primary strategist for communications, training, content, and instructional support for state’s strategic goals for ACT/SAT improvement and postsecondary credential attainment resulting in historic gains in student test scores and seamless college enrollment.
- In 2015–16 academic year, led statewide implementation of multi-tiered system of supports for teachers & leaders serving grades 9–12, including strategic outreach and communications, training and professional development, and program evaluation.
- Designed and implemented the nation’s first state-funded ACT retake opportunity which has resulted in the state’s highest ever performance and participation rates. Under my leadership, ACT average composite score has improved from 19.4 in 2015 to 20.0 in 2019.

KIPP Academy Lynn Collegiate, Founding Director of College Counseling

- Started, scaled, and managed college readiness program for grades 9–12, serving 400-plus students & families with comprehensive preparation for the academic, financial, and social challenges of accessing and completing higher education.
- Led college counseling team to achieve a 90 percent college placement rate (community and four-year) for our founding class—a student population with a predicted college-going rate of less than 50 percent—through strategic application management & student advisement.
- Initiated, managed, and grew external partnerships with universities, corporations, and community-based non-profits to sustain over 500 student education, employment, internship, and early college opportunities each year.
- As a member of the school leadership team, made school-level decisions, facilitated, planned and co-led staff professional development in college readiness, data-informed college match, and diversity and cultural consciousness.

Sewanee: The University of the South, Senior Admissions Officer

- Managed review, evaluation, and student engagement for over 20 percent of institution’s total applicants & matriculates.
- Produced a record number of prospects and applications each year (2008–2011) for recruitment territory of middle Tennessee, Kentucky, Maryland, and Washington, D.C.
- Exceptional prospect & partnership management led to increase in yield from 24 percent in 2010 to 34 percent in 2011, outpacing the institutional average by 10 points.
- Recruited, trained, and co-led a faculty-staff team to increase the engagement of faculty members in on-campus recruitment events that doubled faculty involvement and drove an increased yield of scholarship students.
- As admissions & athletic recruitment liaison, aligned department goals, communication, and recruitment through staff training and relationship management for of 24 NCAA varsity programs.

∴

ACTIVITIES & INTERESTS

- **Mentorship**
 - TN Achieves Mentor, 2015-2020
- **Professional Associations**
 - Association for Education Finance & Policy (2017)
 - National Association of College Admission Counselors (2008–2015)
 - New England Association of College Admission Counselors (2012–2015)
- Proficient in written & spoken French
- Competitive running & golf

Deborah Knoll

111 Brierfield Way Hendersonville, TN 37075 | (615) 946-0153 | deborahanneknoll@gmail.com

Objective

- Committed and dedicated to working in an environment that supports working in collaboration with students, schools, and other stakeholders to create clear definitions and expectations for postsecondary readiness the development of strategies to address planning and technical assistance provided to schools and districts to ensure they are providing access for students to career pathways throughout PK-12.

MASTERS OF ARTS IN TEACHING | MAY 2002 | BELLARMINE UNIVERSITY

- Emphasis: K-8 Math

BACHELOR OF SCIENCE | JUNE 1995 | UNITED STATES MERCHANT MARINE ACADEMY

- Major: Maritime Transportation
- Minor: Marine Engineering
- Commission: Lt.; United States Naval Reserve, Honorable Discharge: May 2003
- United States Coast Guard Unlimited Tonnage 3rd Mates License
- Welder Certification
- Firefighter II Certification
- Ship Radar Endorsement

Current Experience

DIRECTOR OF K12 PROGRAMS AND STEM INITIATIVES | TENNESSEE DEPARTMENT OF EDUCATION | JUNE 2019- PRESENT

- Overseeing and guiding the department's work to ensure all Tennessee students have access to a strong comprehensive education supported by high quality STEM education including career awareness, exploration and advisement.
- Leading the state's work in Computer Science education K-12
- Managing two budgets consisting of \$1.65 million and \$160,000.

DIRECTOR OF STUDENT SUCCESS | TENNESSEE DEPARTMENT OF EDUCATION | JUNE 2018- JUNE 2019

- Leading a team to review and revise curricula, standards, lesson plans, supplemental resources, course codes, and assessments in all sixteen Career and Technical Education career clusters including Advanced Manufacturing, Construction, Information Technology and STEM career clusters.
- Managed two budgets consisting of \$1.5 million and \$160,000.
- Lead for the STEM Leadership Council. Duties included: managing 20+ council members, collaborating on creation of the Tennessee STEM Strategic Plan and overseeing the implementation of key priority areas including Tennessee STEM Designation, STEM micro-credentials, and Counselor STEM handbook.

PROJECT MANAGER | TENNESSEE DEPARTMENT OF EDUCATION | MAY 2015 – JUNE 2018

- Lead for the STEM Leadership Council. Duties included: managing 20+ council members, collaborating on creation of the Tennessee STEM Strategic Plan and overseeing the implementation of key priority areas including: Tennessee STEM Designation, STEM micro-credentials, and Counselor STEM handbook.
- Reviewed and revised curricula, standards, lesson plans, supplemental resources, course codes, and assessments in Advanced Manufacturing, Information Technology and STEM career clusters.
- Ensured full alignment of programs of study, courses, industry certifications, and competencies with industry standards and needs
- Established and supported robust industry advisory councils
- Regularly used data sources and targeted industry reports and associations to affirm and defend proposed course standards, ensuring that promoted programs of study lead to postsecondary and career certification readiness.
- Planned regular, ongoing professional development sessions and online training for teachers
- Provided robust, timely technical assistance to CTE directors and teachers
- Worked with state advisors for aligned Career and Technical Student Organizations (CTSOs) to support well-rounded instructional and advisory opportunities for students in the classroom and in competition
- Reviewed and updated course standards utilizing available workforce data, workgroups of teachers, stakeholders, additional research, and information

Professional Teaching Experiences

HERITAGE ELEMENTARY SCHOOL| SPRING HILL, TN\ JANUARY 2012-MAY 2015

- 5th Grade Teacher- Math and Science

SEVASTOPOL ELEMENTARY SCHOOL| STURGEON BAY, WI | AUGUST 2008-JUNE 2011

- 1st Grade Teacher

SEVASTOPOL AND STURGEON BAY DISTRICTS |STURGEON BAY, WI| AUGUST 2007- AUGUST 2008

- Substitute Teacher 4k-12

SCHOOL OF THE CATHEDRAL OF MARY OUR QUEEN | BALTIMORE, MD| AUGUST 2006-AUGUST 2007

- 2nd Grade Teacher

BOYS' LATIN SCHOOL OF MARYLAND | BALTIMORE, MD | AUGUST 2005-AUGUST 2006

- 2nd Grade Teacher

GOSHEN ELEMENTARY AT HILLCREST | GOSHEN, KY | AUGUST 2002- JULY 2005

- 3rd and 4th Grade Combined Class Teacher

Professional Development

TENNESSEE DEPARTMENT OF EDUCATION

- Oversees and facilitates New STEM Teacher Training for the Tennessee Department of Education
- Facilitates teacher professional development for the Tennessee Department of Education
- Writes content standards for STEM, Information Technology and Advanced Manufacturing courses
- Creates STEM, Information Technology and Advanced Manufacturing resources for educators
- Hired as a consultant on the new Tennessee science standards committee to write and develop new science standards. June 2014-May 2015

WILLIAMSON COUNTY SCHOOLS

- Facilitated professional development for the district in science best practices- August 2014
- Science facilitator for Williamson County Schools
- BYOT leader for Williamson County Schools.

BOY'S LATIN SCHOOL OF MARYLAND

- Member of the Strategic Planning Committee to help plan and implement the Strategic Plan for 2006-2010

Professional Achievements

- Consistently earns high marks on all professional evaluations
- Speaker for NICE K12 Cybersecurity Education Conference – 2017
- Speaker for Tennessee LEAD Conference- 2016, 2017, 2018, 2019
- Crafted and implemented New STEM Teacher Training for educators in Tennessee- 2015, 2016, 2017, 2018, 2020
- Speaker for Tennessee STEM Innovation Summit- 2017,2018,2019
- Speaker for the School Counselor and Administrator Leadership Institute- 2016, 2017,2018
- Speaker for 100kin10 STEM Conference- 2019
- Personally invited to attend the National Computer Science Summit hosted by Governor of Arkansas, Asa Hutchinson-2019

Additional Work Experiences

BARGE AREA MANAGER | AMERICAN COMMERCIAL BARGE LINE| APRIL 1999- JANUARY 2001

- Duties included managing the Lower Mississippi, Cairo/Cajun, and Illinois River areas with the responsibilities for all aspects of the job including bookings, barge allocation, traffic updating and all logistical decisions regarding the area, while maintaining a high level of customer service between American Commercial Barge Line its customers, partners and vendors.

ON-SITE ACCOUNT MANAGER/EXPORT SPECIALIST | NALCO-EXXON ENERGY CHEMICALS/BDP INTERNATIONAL| APRIL 1998- MARCH 1999

- Duties included the import and export of Nalco/Exxon chemicals all over the world. Responsible for bookings, generating inland and ocean bills of lading and other import/export documents, and all activities involved in completing the transaction between Nalco/Exxon and its overseas distributors, while maintaining a high level of customer service between Nalco/Exxon its plants, warehouses and foreign distributors.

EDUCATION SPECIALIST | MARINERS' MUSEUM| SEPTEMBER 1996-MARCH 1998

- Duties included teaching elementary students about various topics in the museum and the development of educational programs. Responsibilities include the Internet web page creation, implementing and content management for the museums Education Department.

IMPORT/EXPORT SPECIALIST| CHRYSLER CORPORATION/CIRCLE INTERNATIONAL| JUNE 1995-JUNE 1996

- Duties included the import and export of Chrysler vehicles to and from the Far East and Europe. Responsible for bookings, generating bills of lading and other import/export documents, and all activities involved in completing the transaction between Chrysler Corporation and its overseas distributors, while maintaining a high level of customer service between Chrysler Corporation and foreign distributors.

Pamela Grega Sieffert

pamela.grega@gmail.com

Education

M.Ed. College Student Personnel Administration

University of West Florida, Pensacola, FL, *May 2013*

Bachelor of Arts in Humanities: English

Lambuth University, Jackson, TN, *May 2011*

Bachelor of Arts in Communication: Public Relations

Lambuth University, Jackson, TN, *May 2011*

Experience

Tennessee Pathways Program Director, District and Industry Engagement

Tennessee Board of Regents and Tennessee Department of Education, *Oct. 2019- Present*

- Represent both the Tennessee Department of Education and the Tennessee Board of Regents in Tennessee Pathways in various stakeholder groups, including district partners, postsecondary leaders, industry partners, and state and national level agencies and organizations.
- Support, manage, and train a statewide team of nine pathway regional coordinators including designing and delivering professional learning opportunities and materials centered around district support and pathway development.
- Directly supervise five of the nine regional coordinators, providing ongoing guidance, support, and resources to ensure proper district and regional support.
- In collaboration with internal and external offices, such as the TDOE Director of Work-Based Learning, support regional coordinators and employers across the state to build a robust work-based learning continuum of experiences for all students.
- Develop, manage, implement, and evaluate projects that promote and elevate the vision of Tennessee Pathways such as the Tennessee Pathways Data Map and the Employer Engagement Assessment Tool.
- Serve as a liaison and manage collaboration and coordination with national policy and research partners, state agencies, and external partners to ensure stakeholder alignment to statewide labor and economic needs, postsecondary programs, and student needs.
- Create, promote, and distribute models, guidance, and resource materials for best practices related to Tennessee Pathways at relevant statewide conferences and select national conferences to inform key internal and external stakeholders on our progress and success.

Northern Middle Tennessee Pathways Regional Coordinator

Tennessee Board of Regents and Tennessee Department of Education, *Oct. 2018- Oct. 2019*

- Represent both the Tennessee Department of Education and the Tennessee Board of Regents in the creation and implementation of Tennessee Pathways in the Northern Middle Tennessee Region.
- Establish and maintain vertical alignment and cross-sector collaboration with stakeholders in K-12 education, postsecondary, and industry.
- Facilitate and conduct meetings, events, and professional development for all stakeholder groups to learn, understand, and engage with Tennessee Pathways.
- Build the capacity for school districts to partner with local, regional, state, postsecondary and industry partners.

Pamela Grega Sieffert

pamela.grega@gmail.com

- Advocate for and actively work towards reducing barriers for student access to all types of postsecondary education, industry engagement, and work-based learning experiences.
- Communicate the value of all types of postsecondary credentials, including technical colleges, community colleges, four-year colleges, and the military.
- Assess strengths and needs in stakeholder groups such as the K-12 transition to postsecondary and industry.
- Advocate for all districts within the Northern Middle Tennessee region to ensure they receive beneficial support specific to their needs.
- Maintain knowledge of regional postsecondary and workforce trends through relationships and data mining.

CTE Specialist, State Advisor, Tennessee HOSA and Tennessee FCCLA

Tennessee Department of Education, *Aug. 2015- Oct. 2018*

- Contract and manage Conference Management Teams, comprised of individuals across the state, for both organizations to ensure all conferences run at capacity and ensure quality performance and expectations.
- Coordinate, plan, track progress, and implement recurring leadership retreats and conferences, including 13 regional conferences, 2 state conferences, 3 fall leadership workshops, government and policy seminars, leadership seminars, and stakeholder travel.
- Initiate and maintain the Tennessee HOSA and Tennessee FCCLA State Advisory Councils to ensure that both organizations are relevant to industry and higher education expectations and provide mutually beneficial relationships.
- Promote and market both Tennessee HOSA and Tennessee FCCLA, as well as other Tennessee Career and Technical Student Organizations (CTSOs) to various stakeholders including industry, administration, policy and law makers, higher education, potential members, parents, and advisors who may serve in either organization.
- Maintain consistent, relevant, and correct communication with stakeholders about the activities of both Tennessee HOSA and Tennessee FCCLA, as well as any and all information from the Tennessee Department of Education and the national offices of both organizations.
- Manage both Tennessee HOSA and Tennessee FCCLA affiliation websites, records, and conference registrations.
- Maintain clear and consistent relationships with National HOSA and National FCCLA offices, fulfilling roles as necessary such as the FCCLA Competitive Events Advisory Team.
- Collaborate with curriculum specialists to ensure proper overlap with both organizations and educational standards.
- Advise and mentor Tennessee high school students who are active members of Tennessee HOSA or Tennessee FCCLA, including the state Student Executive Councils.
- Maintain records of investments and bank accounts for both organizations.
- Oversee the communications of the Career and Technical Education Division of the Tennessee Department of Education (*Summer 2017*).

Additional Higher Education Experience

Coordinator: Sport Clubs and Student Development

UCF Recreation and Wellness Center, *Aug. 2013- Aug. 2015*

Instructor, Adjunct

Pamela Grega Sieffert

pamela.grega@gmail.com

UCF College of Education: Strategies in Student Success, *Aug. 2014- Aug. 2015*

Workshops and Trainings

TN Trained, *2019*

Department of Education

Career and Technical Education Summer Institute, Presenter and Co-Presenter, *2016-2020*

FCCLA

National Cluster Meeting, *2016*

State Adviser Meeting, *2017*

National Leadership Conference, *2017, 2018*

Capitol Leadership, Washington, D.C., *2017*

HOSA

State Advisor Meeting and Washington Leadership Academy, Washington, D.C., *2015, 2016, 2017, 2018*

International Leadership Conference, *2016, 2017, 2018*

USHPS Symposium, Chattanooga, TN, *2017*

SANDI HOFF



Experience

CHIEF OF STAFF, 2016-Present

Greater Nashville Technology Council, Nashville, TN

- Leads all new strategic initiatives from development through successful execution.
- Designed and launched first registered technology apprenticeship program in Tennessee.
- Reviews, designs, and executes on improvements to organizational structure, find knowledge and skills gaps and address them through new hires/vendors.
- Improves current processes and coordinates organizational procedures for optimized efficiency and productivity.
- Serves as liaison between staff and CEO, regarding company climate, employee well-being, project updates, proposals, and planning
- Manages the new hire process, including documentation and onboarding, and collaborate to address and resolve employee concerns

EXECUTIVE DIRECTOR, 2015-Present

NTC Foundation, Nashville, TN

- Responsible for all fundraising and grant development necessary to support the NTC Foundation's mission.
- Successfully raised over \$2 million in grant funds to fund education and workforce development programs for the NTC.
- Communicates effectively with the Board and providing, in a timely and accurate manner, all information necessary for the Board to function properly and to make informed decisions.

VP, TECHNOLOGY LEARNING & DEVELOPMENT, 2015-2016

Greater Nashville Technology Council, Nashville, TN

- Developed and implemented all of the NTC's education and workforce development programs, including summer tech camps, Traveling Tech Day field trips, and a Technology Lending Library.
- Hired and managed staff for the NTC's talent and workforce development programs.

DIRECTOR, MEMBER ENGAGEMENT, 2014-2015

Greater Nashville Technology Council, Nashville, TN

- Contacted all member organizations to discuss their interests, professional development needs, and community involvement opportunities.
- Developed and implemented customized on-boarding programs for different member types.
- Grew the peer-to-peer program by 400%.

PROGRAM DIRECTOR, RESEARCH & POLICY, 2006-2013

Tennessee Department of Transportation, Nashville, TN

- Managed over 100 research, planning, and policy projects (\$18 million annually).
- Led the effort to build effective partnerships between TDOT and Tennessee's two University Transportation Centers. Leveraged federal dollars on more than two dozen research projects to generate a 50% cost savings for Tennessee.
- Created an "electronic library," which increased the availability of documents and publications to staff and generated an annual cost savings of over \$500,000.
- Led the development of a financial tracking system and risk management plans for three program areas (annual budget over \$55 million).

ASSISTANT DIRECTOR, STRATEGIC PLANNING, 2004-2006

Tennessee Department of Transportation, Nashville, TN

- Directed the agency's business planning initiative by facilitating strategic plans for 26 divisions, including LEAN process improvement sessions for key areas.
- Designed and implemented statewide focus groups and developed appropriate publications to facilitate communication between the TDOT Executive Leadership Team and the department's 4000+ employees.

ASSISTANT PROFESSOR, 2002-2003

University of North Texas, College of Community Service, Denton, TX

- Courses taught include strategic management and governance of nonprofit organizations, fundraising, human resource management, and introduction to public policy.

INSTRUCTOR, 2001-2002

University of Georgia, Carl Vinson Institute of Government, Athens, GA

- Developed and delivered training modules detailing the fiduciary responsibilities of board members
- Taught courses in fundraising, statistical applications and introduction to government.

Education

University of Georgia

Ph.D. (ABD) Public Policy, Nonprofit Management, Public Administration, 2002

Georgia State University

Master's Degree, Public Administration, 1997

Davidson College

B.A., Anthropology, 1993

Expertise

Ability to build strong relationships

Excellent written and verbal communication

Effective problem-solving skills

Able to recognize and utilize the skills of others

Self-starter who leads by example

Ability to work in high pressure situations

Community

Women in STEM Board

Middle Tennessee State University
2019-Present

Computer Science Advisory Committee

Tennessee State University
2019-Present

Technology Learning Committee

Alignment Nashville
2017-Present

13 STEM Advisory Council

Metro Nashville Public Schools
2017-Present

Overton IT Advisory Board

Metro Nashville Public Schools
2015-Present

Computer Science Advisory Committee

Nashville State Community College
2015-Present

Chair, Technology Education Advisory Council

Williamson County Schools
2015-Present

Center for Freight & Infrastructure Research & Education

University of Memphis
2012-2013

Southeastern Transportation Center Board

2007-2012

Center for Intermodal Freight Transportation Studies

University of Memphis
2007-2013

Examiner

Tennessee Center for Performance Excellence
2004, 2005

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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



**Tennessee Expansion of Computer Science Career Pathways Project (TEC)
Budget Narrative**

The Tennessee Expansion of Computer Science Career Pathways Project (TEC), led by the Tennessee Department of Education (TDOE) in partnership with the Nashville Technology Council (NTC), will demonstrate an exceptional approach to expanding STEM pathways in rural communities. The TEC Project will support the development of strategies that lead to increased efficiency and build upon TDOE’s current pathways efforts and infrastructure across TN. TEC leverages TDOE’s long-standing relationship with the NTC, Tennessee STEM Innovation Network, and Code.org to scale and increase impact at state and national levels. As such, TEC costs are an investment in the development of vetted practices, tools, strategies, and resources that will sustain, scale, and replicate the goals of this project beyond the grant period in TN and beyond. We will leverage TN’s dual enrollment grants, funded by the TN Lottery, to ensure that students and their families are not responsible for tuition costs. Similarly, TEC positions students to take advantage of the TN Promise initiative to receive two years of free tuition at TN’s community and technical colleges.

Greater Nashville Technology Council (NTC) (\$509,500) for contractual expenses to assist in expanding CS pathways in Tennessee. Five-year costs include: \$93,000 in salary support, \$15,000 in supplies, and \$7,400 in professional fees.

	Y1	Y2	Y3	Y4	Y5	TOTAL
NTC	\$101,900	\$101,900	\$101,900	\$101,900	\$101,900	\$509,500



Pilot LEAs (\$1,875,000.00) for contractual expenses to expand CS pathways in their regions. The five-year costs include computer equipment, supplemental resources for students including industry certification curriculum and testing, aligned computer software language, and stipends for the teacher of record.

	Y1	Y2	Y3	Y4	Y5	TOTAL
LEAs	\$375,000	\$375,000	\$375,000	\$375,000	\$375,000	\$1,875,000

TN Pathways (\$125,000.00) for contractual expenses to provide technical assistance through Pathways Regional Coordinators to districts and schools expanding CS pathways in their regions. Five-year costs include: \$75,000 for travel and \$50,000 for meeting space and supplies.

	Y1	Y2	Y3	Y4	Y5	TOTAL
TN Pathways	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000	\$125,000

TDOE (\$470,309.28) will provide guidance and support in designing, implementing, and refining the systems necessary to support the expansion CS out-of-school programs in rural TN schools by ensuring that rural districts have qualified instructors, industry-endorsed curriculum and materials, and innovative career exploration and experiences so that underrepresented rural students gain the skills, postsecondary credentials, and experience necessary to embark on high-wage, high-quality career pathways in CS. Five-year costs include: \$310,960.00 in Personnel and Fringe, \$30,000.00 Travel, \$6,500.00 Equipment and \$122,849.28 in Indirect Costs.

	Y1	Y2	Y3	Y4	Y5	TOTAL
TDOE	\$91,775.60	\$91,458.53	\$93,227.46	\$97,082.38	\$96,765.31	\$470,309.28

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 checked="" type="checkbox"/> a. bid/offer/application <input 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: Tennessee Department of Education

* Street 1: [REDACTED] Street 2: [REDACTED]

* City: Nashville State: TN: Tennessee Zip: 37243-1219

Congressional District, if known: TN-005

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: Twenty-First Century Community Learning Centers CFDA Number, if applicable: 84.287
--	--

8. Federal Action Number, if known: [REDACTED]	9. Award Amount, if known: \$ [REDACTED]
--	--

10. a. Name and Address of Lobbying Registrant:

Prefix [REDACTED] * First Name NA Middle Name [REDACTED]

* Last Name NA Suffix [REDACTED]

* Street 1 NA Street 2 [REDACTED]

* City NA State [REDACTED] Zip [REDACTED]

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

Prefix [REDACTED] * First Name NA Middle Name [REDACTED]

* Last Name NA Suffix [REDACTED]

* Street 1 NA Street 2 [REDACTED]

* City NA State [REDACTED] Zip [REDACTED]

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]

* Name: Prefix [REDACTED] * First Name NA Middle Name [REDACTED]
* Last Name NA Suffix [REDACTED]

Title: [REDACTED] Telephone No.: [REDACTED] Date: 09/18/2020

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