

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

APPLICATION FOR GRANTS
UNDER THE

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

CFDA # 84.425B

PR/Award # S425B200027

Grants.gov Tracking#: GRANT13154363

OMB No. , Expiration Date:

Closing Date: Jun 29, 2020

PR/Award # S425B200027

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="06/29/2020"/>	4. Applicant Identifier: <input type="text" value="879016251"/>
--	--

5a. Federal Entity Identifier: <input type="text" value="879016251"/>	5b. Federal Award Identifier: <input type="text"/>
--	---

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="[REDACTED]"/>	* c. Organizational DUNS: <input type="text" value="[REDACTED]"/>
--	--

d. Address:

* Street1:	<input type="text" value="710 James Robertson Pkwy."/>
Street2:	<input type="text" value="9th floor"/>
* City:	<input type="text" value="Nashville"/>
County/Parish:	<input type="text" value="Davidson"/>
* State:	<input type="text" value="TN: Tennessee"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="37243-1219"/>

e. Organizational Unit:

Department Name: <input type="text" value="Education"/>	Division Name: <input type="text" value="Office of Districts and School"/>
--	---

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

Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Eve"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Carney"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

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

* Email:

Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.425

CFDA Title:

Education Stabilization Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-050120-001

* Title:

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

13. Competition Identification Number:

84-425B2020-1

Title:

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

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

1243-TN_Areas Affected by Project_SF424.pdf

Add Attachment

Delete Attachment

View Attachment

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

Connected Literacy: Parents as Partners

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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



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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Affected Areas

The novel coronavirus (COVID-19) has affected 100% of school districts in Tennessee. As such, families from all districts would be eligible to participate in the Connected Literacy: Engaging Parents as Partners Project.

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

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

Name of Institution/Organization

State of 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						
2. Fringe Benefits						
3. Travel	3,700.00	3,700.00	3,700.00			11,100.00
4. Equipment						
5. Supplies	7,725.00	7,000.00	7,000.00			21,725.00
6. Contractual	5,468,380.00	8,446,740.00	5,468,380.00			19,383,500.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs*						
11. Training Stipends						
12. Total Costs (lines 9-11)						

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2019 To: 06/30/2020 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify):

The Indirect Cost Rate is %.

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

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

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

Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 4.10 %.

PR/Award # S425B200027

Name of Institution/Organization State of 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.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

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

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

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: State of Tennessee, Dept. of Education

* Street 1: 710 James Robertson Pkwy. * Street 2: 9th floor

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

Congressional District, if known: 5th

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

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

8. Federal Action Number, if known: ED-Grants 050120-001	9. Award Amount, if known: \$
--	---

10. a. Name and Address of Lobbying Registrant:

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: N/A * Street 2: * City: N/A * State: * Zip:

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

Prefix: * First Name: N/A Middle Name: * Last Name: N/A Suffix: * Street 1: N/A * Street 2: * City: N/A * State: * Zip:

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

* Signature: [Redacted]

* Name: Prefix: Dr. * First Name: Penny Middle Name: * Last Name: Schwinn Suffix: Title: Commissioner Telephone No.: [Redacted] Date: 06/29/2020

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

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1240-Form_J_TN_GEPA Statement.pdf

Add Attachment

Delete Attachment

View Attachment

GEPA STATEMENT

In accordance with Section 427 of the U.S. Department of Education’s General Provision Act (GEPA), the Tennessee Department of Education (TDOE) ensures equal access and participation to all persons regardless of their race, color, ethnicity, religion, national origin, gender, age, citizenship status, or disability to the programs and services offered.

For state-level activities as well as all other activities supported by federal assistance under this application, the TDOE will fully enforce all federal and state laws and regulations designed to ensure equitable access to all program beneficiaries and to overcome barriers to equitable participation. Further, the TDOE will take all steps necessary, whether by required notices, complaint procedures, appointment of liaisons, outreach activities, pursuit of conforming state legislation, or otherwise, to achieve these goals. Further, all partners and providers will be required to complete and submit assurance documents that comply with GEPA commitments as a condition of their participation in the project.

Additional Barriers & Solutions to Participation in Proposed Project Activities

- Barrier – Many of Tennessee’s vulnerable students and families face added barriers to success such as lack of family understanding of the requirements of online learning.
 - Solution – Grant money will fund TDOE communication and outreach programs to help low-income students deal with the unique academic challenges of distance learning.
- Barrier – Students with visual or other impairments may have difficulty accessing online materials.

- Solution – The following accessibility principles will be utilized:
 - All non-text content will have alternative text;
 - All data tables will have headings;
 - Users will be able to complete and submit all forms;
 - Links will make sense out of context;
 - Media will have captions and/or transcripts;
 - Non-HTML content will be accessible;
 - Users can comprehend the page structure and purpose;
 - Meaning will not be conveyed through color alone;
 - Content will be clearly written and easy to read;
 - JavaScript will be accessible;
 - Users will be able to access content from various devices and browsers; and
 - All sites will comply with accessibility standards.

- Barrier – Many of Tennessee’s vulnerable students and families primarily speak a language other than English.
 - Solution – Grant money will fund TDOE communication and outreach programs to translate grant and program materials in Spanish, the most prominent second language.

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 State of Tennessee, Department of Education	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Penny Middle Name:
* Last Name: Schwinn	Suffix:
* Title: Commissioner, TN Department of Education	
* SIGNATURE: [REDACTED]	* DATE: 06/29/2020


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

1. Project Director:


Prefix: Dr.	First Name: Eve	Middle Name: B	Last Name: Carney	Suffix:
----------------	--------------------	-------------------	----------------------	---------

Address:

Street1:	710 James Robertson Pkwy.
Street2:	9th floor
City:	Nashville
County:	Davidson
State:	TN: Tennessee
Zip Code:	37243-1219
Country:	USA: UNITED STATES

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

Email Address:



2. Novice Applicant:

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

Yes No Not applicable to this program

3. Human Subjects Research:

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


Yes No

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

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

No Provide Assurance #, if available:

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

	Add Attachment	Delete Attachment	View Attachment
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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Connected Literacy: Engaging Parents as Partners Project Abstract

The Tennessee Department of Education's (TDOE's) Connected Literacy: Engaging Parents as Partners proposal is aligned to *Absolute Priority 1* in the Education Stabilization Fund's Rethinking K-12 Education Models grant. The primary goal of the Connected Literacy project is to remediate and accelerate literacy development through parent choice by providing vital early grades literacy support for our youngest students (grades 1-3) who were most impacted by the COVID-19 school closures. This initiative will offer microgrants to families to access instruction and tutoring grounded in Tennessee's Foundational Skills Curriculum.

Families will be empowered to select a partner from TDOE-approved providers for remote summer, after-school, and weekend learning supports, along with the technology, access, and supplemental instructional materials needed for students to be successful. The TDOE will ensure that all providers have completed the appropriate training in Tennessee's Foundational Skills Curriculum. In addition, the TDOE will develop student eligibility and parent-friendly operational structures to ensure the program is supporting Tennessee's most vulnerable students in recovering and accelerating learning in literacy. To accomplish the stated goal by the end of the grant period, Connected Literacy will have provided 493,968 hours of learning to more than 13,000 eligible students and their families, engaged 70 providers in developing 35 new remote learning options, provided 6,851 students with broadband access and 8,667 students with devices, and gathered feedback from 5,763 families, with ultimately 80% or greater responding favorably to survey questions. The percentage of students who improve in reading proficiency from pre- to post-test will increase by 3 percentage points per year.

[REDACTED]

[REDACTED]

[Redacted]

[Redacted]

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](#)

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Connected Literacy: Engaging Parents as Partners

For the Education Stabilization Fund Rethink K-12 Education Models (ESF-REM) grant opportunity, Tennessee has identified *Absolute Priority 1 – Continued Learning Parent Microgrants* as an opportunity to address the literacy needs of our youngest learners as a result of the COVID-19 pandemic and to engage parents differently as partners and supporters of this critical work. As illustrated in the project Logic Model (see Appendix 6a), Tennessee intends to address the challenges of its persistent low proficiency in early-grades literacy by providing new learning options to its most vulnerable students: students living in poverty, students with disabilities, English learners, and those academically at-risk.

The primary focus of the Connected Literacy project is to provide vital early grades literacy support to Tennessee’s most vulnerable students, resulting in more students becoming proficient readers over the next three years. The Tennessee Department of Education (TDOE) will offer microgrants to over 13,000 students and their families to access instruction and tutoring grounded in Tennessee’s Foundational Skills Curriculum. Families in rural, suburban, and urban communities across our state will be empowered to select a TDOE-approved provider for remote summer, after-school, and weekend learning supports, along with the technology, access, and supplemental instructional materials needed for students to be successful.

CORONAVIRUS BURDEN

State Burden

Based on the four indicators in the U.S. Department of Education’s Coronavirus Burden table, Tennessee’s coronavirus burden ranked in the 61st to 80th percentile relative to that of other states.

Significance of Impact of COVID-19 on Students, Parents, and Schools (Application

Requirements 3 & 4)

To understand fully how the COVID-19 pandemic impacted our state’s students, parents, and schools, it is important first to frame the current state of education in Tennessee. In November 2019, TDOE Commissioner Penny Schwinn released the department’s new strategic plan. The “Best for All,” plan set priorities for the department in serving Tennessee students, teachers, administrators, and families. The strategic plan was informed by feedback from multiple stakeholders; the commissioner traveled the state throughout 2019, visiting over 75 school districts across Tennessee. “We want to ensure that every student is on a path to success,” Schwinn said. “This strategic plan prioritizes the three key areas of providing quality academic programs, serving the whole child, and developing and supporting our teachers and leaders.”

In support of this comprehensive strategic plan, on February 3, 2020, Tennessee Governor Bill Lee unveiled in his State of the State address his priorities and proposed budget for the coming year, [REDACTED]

[REDACTED] With this budget proposal, Tennessee was poised to address the plateau of student achievement that the state had faced since 2013, when the state had the largest academic growth on the National Assessment of Educational Progress (NAEP), making Tennessee the fastest improving state in the nation.

Then, in early March, Tennessee experienced seven EF3 and EF4 tornadoes, which destroyed numerous homes, schools, and lives—the second deadliest tornado outbreak in Tennessee history. On March 3, Governor Lee declared a state of emergency for this natural disaster. While in this state of emergency, an increasing number of school districts suspended classes as the number of confirmed cases of COVID-19 continuing to increase daily. On March 16, Governor Lee announced that all public schools in Tennessee would close through the end of

month, a decision that would be continuously reevaluated and extended throughout the spring, so that schools would remain closed for the rest of the 2019-20 school year.

As schools closed, Tennesseans began to feel the economic effects of the pandemic. Approximately one half of the state's \$40 billion budget is funded with state dollars; Tennessee does not have a general income tax and, as such, nearly 57% of Tennessee's revenue comes from state sales tax, the second-highest proportion of revenue from sales in the country (Tax Foundation, 2020). Tennessee also has the fifth highest percentage of the workforce (20.3%) working in high-risk industries (Moody's Analytics, 2020). Furthermore, according to data from the Tennessee Department of Labor and Workforce Development (2020), Tennessee's unemployment rate in April reached 14.7 percent, up from 3.3 percent in March. This staggering drop in labor force is nearly twice the size of the loss from the Recession of 2007 to 2009, affecting jobs in some of Tennessee's largest economic sectors, and disproportionately hurting sectors with lower wages (see Appendix 6b).

As a result, on March 18, Governor Lee presented a revised budget plan that cut most of the education initiatives he announced prior to the COVID-19 pandemic in order to reallocate funds to health and safety issues. On June 4, the Tennessee Senate passed a revised state budget that called for cutting funding by another \$284 million and using millions in reserve funds to help make up for an expected \$1 billion shortfall. Additionally, at the end of May, all state agencies were instructed to identify and plan to implement reductions totaling 12 percent of their general fund state appropriation budget.

Tennessee has had to quickly pivot from intently pursuing an ambitious, new strategic plan, to focusing on meeting the basic needs of districts, teachers, schools, and students and their families. Some of the challenges brought on by the COVID-19 pandemic are new, specifically

the ways in which both educators and families have had to adapt to large-scale full-time remote learning. Tennessee educators in both public and private schools have had to fundamentally alter how they do their jobs—providing instruction in new and different ways—while families have faced significant challenges in learning how best to support their students at home. According to surveys administrated by the TDOE in early April, both Tennessee educators and families clearly expressed the need for training on virtual learning and guidance for supporting special education students and English learners in these contexts.

While some challenges are new, many of the current needs of Tennessee students are a result of existing issues that have been exacerbated by school closures and a transition to remote learning. As noted in the State Coronavirus Burden table, 14.3% of Tennesseans are without broadband access, above the national average of 12.52%. Indeed, in response to stakeholder surveys Tennessee released in April, an overwhelming number of superintendents (87%) identified connectivity as the primary need for students while 46% of respondents identified device access as a top concern. In alignment with these findings, more than three-quarters of teachers said that technological supports for remote learning (e.g., Internet access and suitable devices) were the most helpful supports needed to promote educational access, noting that access to technology in rural areas was a major concern prior to the COVID-19 pandemic. Nearly one-third of our students are in rural school districts, and of Tennessee’s 147 local education agencies, 97 (65.9%) serve fewer than 5,000 students each; in these communities, schools are the hub not only for academics, but also for cultural, social, and health supports for students and families. With schools closed, students are families are unable to access these critical resources. Similarly, the percentage of students aged 5-17 in Tennessee who live in poverty is 19.64%, above the average of 16.5%; Tennessee is ranked 12th in the nation for student poverty rates. We

know that students living in poverty experience greater achievement and opportunity gaps than their peers, and students in poverty are also more likely to have parents working lower-wage job that cannot be performed remotely, such as supermarket clerks, warehouse workers, and delivery drivers. Students in poverty are also more likely to have strong, frequent, or prolonged exposure to major traumatic events—namely, a global pandemic that impacts the health and safety of families and causes some to lose their jobs or, conversely, work longer hours more than ever. For some, school is the safest place, providing meals, routine, predictability, and social connectedness (Morsy & Rothstein, 2019; Rothstein, 2020).

With a high percentage of Tennessee students living in poverty, in rural districts, and without broadband internet access; a global pandemic is exceptionally disruptive to student learning. While Tennessee has focused for ten years on literacy initiatives designed to improve outcomes, literacy rates have remained stagnant, even with students in desks in classrooms. On the 2019 NAEP, just 35% of Tennessee’s fourth-graders and 32% of its eighth-graders were proficient in reading, with no significant reading gains since 2013. More troubling, the massive achievement gaps between economically disadvantaged students and their peers have persisted since 1992 in both grade 4 (25 percentage points) and grade 8 (20 percentage points). To estimate the effects of non-classroom based instruction that has taken place since March, the TDOE used Tennessee-specific data to create econometric models; we estimated that proficiency rates in both ELA and math would shrink by 15% and 29% respectively, had the state assessment been administered at the end of the school year. Our models predicted that rural students and younger students would be more severely impacted, a result which matches the predictions made by a recent NWEA study on learning losses, highlighting increased risk for younger students in the area of literacy (Appendix 6c).

Tennessee remains firmly committed to the goals and priorities we identified in November 2019 and to setting all students on the path to success, particularly our most vulnerable students—even in the midst of a global pandemic. What we know, however, is that we now must focus on how to support districts, schools, and students differently in this unprecedented time.

Actions Taken to Date

In the early weeks of the COVID-19 pandemic, the TDOE recognized the need for a landscape survey to understand the needs and priorities of districts, educators, and families. As a result, the TDOE launched a superintendent and public survey on April 3. These surveys received a combined 78,556 responses from both district leaders and Tennessee stakeholders—families, public officials, community members, etc.—about the early effects of the pandemic. Further, the department’s 2020 Tennessee Educator Survey was updated to include additional questions for teachers and school leaders to report on their experiences during this unprecedented time. Over 25,000 educators responded to more detailed questions, and over 10,000 teachers and school leaders provided open-ended comments on the most important resources needed to support students and provide remote learning. This survey data clarified local needs and informed many of the actions taken to date, including Tennessee’s plans for CARES Act funding and how to prioritize other state resources. Since March, the TDOE has utilized new communications strategies, developed resources and trainings, and pursued new grant funding opportunities.

Communications

Beginning in mid-March, the TDOE began hosting superintendent update calls every Monday, Wednesday, and Friday to inform district and charter leaders of critical updates and to

share best practices and guidance on a variety of topics. Three superintendent engagement groups were established and met monthly to give feedback on TDOE priorities, guide the development of COVID-focused resources, and share their regional conversations in the following areas: academics, whole child supports, and educators. In addition, weekly emails were sent, and bi-weekly calls were held with non-public and charter leaders to provide focused support and updates for non-traditional schools.

Resources and Trainings

To date, the TDOE's COVID-19 resources webpage houses 20 toolkits, numerous guidance, and protocols for district and school leaders that are available in English and Spanish. Currently, these tools have over 250,000 views since launching in mid-March. The resources include guidance documents and updates on preparation and planning, closure guidance and FAQ's, school closure toolkits, press releases, federal waiver requests, stakeholder archives, and additional resources.

In June, the TDOE launched a series of reopening guidance, the "Overview Guide for LEAs," a high-level guidance document for local districts. Shortly after, the TDOE released 26 role-specific toolkits focused to assist Tennessee's district and school leaders as they make local reopening plans. The TDOE has continued to update all toolkits after release to reflect updated guidance, district models, and additional protocols. Most recently, the State Board of Education passed an emergency policy and rule on Continuous Learning Plans, and the TDOE has developed the template, rubric, and resources for these plans to ensure that as school reopens this fall in various models, districts are prepared to provide instruction should additional closures become necessary.

To address concerns regarding the number of students who had internet access, district

leaders asked the TDOE to find a way to provide content in distance learning formats. In late March, the TDOE collaborated with teachers throughout Tennessee to create 30-minute ELA and math lessons in grades one through eight. In April and May, Tennessee's six PBS stations began providing learning video content and met a critical need to ensure all students had access to high-quality learning opportunities, regardless of whether or not their home had internet connectivity or capable devices. The video series provided 320 hours of content, and it is estimated that lessons were viewed by over 200,000 students.

The TDOE also partnered with a nonprofit organization, the Governor's Early Literacy Foundation, to provide access to an early learning app, ReadyRosie. The app focuses on delivering modeled moment videos to families, caregivers, and educators through their phones. Modeled moment videos provide sample activities that families can do with children. While just over 10,000 families subscribed, the videos have received significant praise from rural families and caregivers.

The Governor's Early Literacy Foundation also launched a K-3 Summer Reading Program to support 33 rural and distressed counties and includes support for 30,000 students. This program provides six summer books through Dolly Parton's Summer Collection for all rising first, second, and third graders. In addition, some participating districts will also receive book packs delivered to student homes in June. The Scholastic Summer Packs contain 10 fiction and nonfiction books, in addition to title-specific activity sheets to reinforce reading comprehension, as well as family guides with strategies and tips to help parents and caretakers support literacy at home.

Regarding meal services, the TDOE partnered with Hoonuit to provide families with an up-to-date resource to locate the closest meal service sites as schools closed in mid-March. Using

a combination of data from the school nutrition data management systems and other district reported information, the Hoonuit website offered a geo-mapping search function for families to enter their addresses and find all meal service sites in their vicinity, including information on meals being served, times of service, and start/end date of service. The site included 1,591 distribution sites across every region statewide. The site was updated daily during the spring of 2020 and is currently being updated weekly as schools transition to summer feeding sites.

To support school leaders and teachers during the COVID-19 pandemic, the TDOE and the University of Tennessee's Center for Educational Leadership collaborated to offer free sessions on topics such as best practices in digital learning, whole child needs, and leading remotely, as well as transforming schools to address student learning needs in the coming academic year. Over 550 principals from across the state have participated in the Tennessee Principal Learning Series, and the ongoing series continues through summer 2020. Similarly, the TDOE partnered with Trevecca Nazarene University to provide free training on digital learning and teaching to all Tennessee teachers via self-paced, online training. This free resource is available June 1 through August 1 and is designed to help teachers develop skills for digital learning in the 2020-21 school year, including how to design classes for remote instruction and use technology to enhance learning outcomes for all students.

Finally, the TDOE has invested \$7 million through three IDEA funding opportunities to address the needs of students with disabilities during the pandemic. First, the IDEA technology partnership uses federal IDEA discretionary funds to support districts in purchasing additional assistive technology and other tools to increase access to services and instruction for students with disabilities during school closures. Second, additional funds to support the provision of compensatory services will also be disbursed to districts July 1 to support the anticipated need

for compensatory services as schools reopen in the coming months. Third, the IDEA innovation grant makes \$1 million available to support Tennessee school districts in implementing innovative ways to remediate for the loss of instruction during school closures for students with disabilities.

Grant Funding Opportunities

Tennessee has also been proactive in seeking grant opportunities to support the state's early grades literacy priority. The TDOE applied for the CSLD grant to support the Tennessee Comprehensive Literacy Plan (TCLP), intended to create sustainable improvements in district and school leader capacity, teacher practice, and pre-K-12 student achievement through regional instructional networks (see Appendix 6d).

QUALITY OF PROJECT SERVICES AND PROJECT PLAN

Needs to be Addressed by Project (Application Requirement 2)

Over the past several months, the TDOE has taken a number of steps and developed a suite of resources and opportunities to support Tennessee schools and district leaders; the reality, however, is that several significant challenges still exist. The lost learning time due to technology and access issues across our state, especially with our most vulnerable students, will have a lasting impact if technological resources and additional instruction and remediation in reading are not provided to our youngest learners. National and state research identifies third grade reading as a key predictor of later life outcomes (TDOE, 2018; AECF, 2013). As Tennessee's assessment and outcomes data illustrate, if students do not develop strong reading skills in the primary grades, they will most likely continue to have difficulty reading throughout school (Francis, Shaywitz, Stuebing, Shaywitz, & Fletcher, 1996; Juel, 1988; McNamara, Scissons, & Gutknetch, 2011; Stanovich, 1986).

Tennessee has focused for ten years on literacy initiatives designed to improve outcomes; however, literacy rates have remained stagnant. Historically, initiatives have focused on isolated components of literacy improvement. Through recent comprehensive efforts including the statewide Strategic Plan, the Tennessee Early Literacy Supports Framework, and proposed state legislation, there has been a reinvigorated, statewide effort to improve reading scores. In February 2020, Governor Bill Lee’s State of the State Address announced Tennessee’s Comprehensive Literacy Plan (TCLP), which was intended to create sustainable improvements in district and school leader capacity, teacher practice, and pre-K–12 student achievement. However, the TDOE rightfully had to adjust priorities to meet the emergent needs of schools and districts, leaving many of the state’s literacy goals and plans unmet.

Currently, Tennessee’s Grade 2 assessment is voluntary at the district level; therefore, overall ELA achievement in second grade can vary year to year based on participation. However, since the assessment has been adopted, we have consistently seen that less than one-third of second graders are proficient in ELA by the end of the year: 30.3% in 2017, 27.5% in 2018, and 32.9% in 2019. Only 18% of second graders who were not proficient in 2018 were able to move up to ELA proficiency in 3rd grade. For economically disadvantaged students, the odds were even lower, with fewer than 14% advancing to proficiency.

Assessment data also show gaps between overall performance and that of several student groups, including Black, Hispanic, and Native Americans; English learners; and students with disabilities (see table below).

<i>Tennessee ELA Proficiency Rates, 2019</i>				
Student Group	Grade 3	Grade 5	Grade 8	High School
All students	36.9%	35.2%	27.1%	32.7%

Black/Hispanic/Native American students	23.1%	21.5%	14.0%	18.4%
English learners	9.5%	19.2%	6.1%	7.2%
Students with disabilities	12.4%	7.7%	3.1%	4.4%

As stated earlier, Tennessee’s performance on the NAEP confirms these trends. The 2019 NAEP found that only 35% of the state’s fourth-graders and 32% of its eighth-graders are proficient in reading, with no significant reading gains since 2013. More troubling, the massive achievement gaps between economically disadvantaged students and their peers have persisted since 1992 in both grade 4 (25 percentage points) and grade 8 (20 percentage points).

The Connected Literacy initiative is designed to focus on Tennessee’s most underserved students, remedy learning loss due to COVID-19, narrow persistent achievement gaps, engage families in early literacy, and provide technology and broadband access necessary to engage young learners.

Approach to Absolute Priority 1 (Application Requirement 1)

The TDOE proposes offering new learning supports through microgrants to over 13,000 students and their families to access instruction and tutoring grounded in Tennessee’s Foundational Skills Curriculum. Families in rural, suburban, and urban communities across our state will be empowered to select a TDOE-approved provider for remote summer, after-school, and weekend learning supports, along with the technology, access, and supplemental instructional materials needed for students to be successful.

Strategy: Generate approved list of providers meeting standards of instructional quality.

The TDOE will increase access to high-quality, digital literacy instruction by holding a Request for Proposals (RFP) process to identify program providers who meet specific standards of instructional quality in literacy and who are equipped to offer intervention programs to

increase word recognition, including phonological awareness (syllables, phonemes, etc.) and/or decoding (alphabetic principle, spelling-sound correspondence). In addition, selected program providers will be expected to meet student safety, accessibility, and technology requirements, as well as submit a family engagement strategy as a required element, acknowledging the importance of meaningful engagement and partnership with families. This engagement strategy will include providing resources and supports for parents in phonological awareness decoding, as well as an opportunity to participate in learning with their child—accessible to all parents.

In response to the solicitation, providers must outline program duration, dosage, curriculum, training/qualifications of instructional personnel, technology required for the program (minimum specifications), software required for program participation, grade levels served, objectives, accessibility, and approach to differentiation for students with disabilities and English learners. A program rating guide (akin to a textbook approval rubric) will be utilized to score provider programs, and providers who score at the highest levels will be invited to participate in the Connected Literacy initiative.

Providers will be asked to develop a program that can be offered to children for a flat fee of \$700 during the summer, fall, and/or spring. The flat fee will include the costs of any consumable workbooks or other hard-copy instructional materials that must be mailed to participants, as well as any software needed to participate in the program. Providers may elect to offer fall and spring courses after school or on weekends in synchronous and asynchronous formats to enable greater accessibility. Remote learning options will be provided for small groups of students in 12-week intervals, with cohorts in summer, fall, and spring. We anticipate that each student will complete 36 hours of additional early-grades literacy instruction or remediation across the 12-week sprint, but some programs may meet more or less frequently

during the program implementation windows depending on their cost to implement. In total, we expect the project to result in 493,968 additional hours of learning for our most vulnerable students in recovering and accelerating learning in early-grades literacy.

The TDOE will ensure that all approved providers complete the appropriate training in the state's Foundational Skills Curriculum, as well as develop student eligibility and parent-friendly operational structures to support the instructional program. Providers must agree to proctor a common pre-test for all participating students and a common post-test with all participating students who attended at least 60% of their program. Test results will be submitted to the TDOE within one week of test administration. The TDOE is currently working to select a universal diagnostic through required state procurement processes. This diagnostic will be administered online, and the TDOE will provide explicit training on test administration prior to program initiation. The TDOE will also execute a contract for a Provider Liaison to engage with approved providers on a regular basis to ensure fidelity of implementation of the grant. This liaison will be the primary point of contact for approved providers and will oversee the annual kickoff; train providers on pre- and post- common assessments; ensure TDOE-required trainings are complete; review and recommend program adjustments based on feedback from the provider surveys; and support the Grant Manager on the annual provider renewal process.

We anticipate that, in partnership with providers, the TDOE will be able to offer 25 new remote learning options in Year 1, 30 in Year 2, and 35 in Year 3, including the following types (Application Requirement 1):

- Timeframe: After School, Weekend, Summer
- Grouping: One-on-One, Small Group, Parent-Child

- Content: Focus on Phonological Awareness (e.g., syllables, phonemes), Focus on Decoding (e.g., alphabetic principle, spelling-sound correspondences), Focus on Word Recognition, Focus on Applying Skills within Text
- Mode: Live Video, Interactive Software, Multi-Modal

Various types of providers are eligible to apply, including for-profit businesses; non-profit organizations; institutions of higher education; public, public charter, and non-public schools; and community agencies. Individuals are not eligible to apply. If a family wishes to nominate a provider for the microgrant, they may contact the Family Liaison directly. (The role of the Family Liaison is described in the [Management Plan section](#)). Outreach will be conducted to invite that provider to submit a proposal in response to the next RFP. The TDOE will provide families with written responses to their requests within 30 days. Due to procurement regulations, the TDOE is not able to provide a list of providers who are expected to apply and be approved at this time.


Strategy: Provide additional learning time for youngest, most vulnerable learners.

We propose utilizing microgrants to serve children in grades 1-3 in public and non-public schools who have been identified as performing below grade level on literacy assessments and who either (a) attend a Title I or Title I eligible school, or (b) are considered economically disadvantaged through direct certification or free/reduced-price lunch eligibility. Direct certification is the process under which LEAs certify children who are members of households receiving assistance under government assistance programs or who are categorically eligible under homeless, migrant, runaway, foster, or Head Start/Even Start provisions.

Eligible families will be invited to participate each year of the grant, beginning in late February or early March 2021. Families will have four weeks to enroll in the program, either

through an online portal, by calling the Family Liaison, or by mailing or faxing forms (available in multiple languages). When necessary, the TDOE will modify existing operational systems and structures to accommodate microgrants for Connected Literacy. Families will also, using the same format in which they registered, complete a survey regarding their current ability to access technology and broadband and their desired type of program (especially noting their preference for weekday/after school or weekend). Based on this survey, families will have a separate technology award, and the TDOE will offer laptops and internet hotspots to students based on need.

If more families enroll than the program has capacity to serve, a lottery will be held within seven days after the end of the open enrollment period. Each enrolled family will be randomly assigned a number, and numbers will be drawn and announced on YouTube Live so that families may observe the impartial process by smartphone or computer. The lottery will comply with the Family Education Rights and Privacy Act, codified in 20 U.S.C. § 1232g, with respect to the publication of any list of students' names before, during, or after the enrollment and lottery process.

Awards will be determined, and families will be notified of their microgrant amount . For all seven sessions held during the grant period, the microgrant account will be established within the project period of the grant, and parents will be able to view how much is in their account. Families will use this information to make their program and technology selections. Each program will be described in detail to allow families to make an informed choice. Funds will be transferred directly from the state to the selected service provider. Over the grant period, the TDOE will evaluate data and seek multiple providers for each type of service offering to meet

the needs of families and making appropriate adjustments for subsequent sessions. Families whose children have completed a 12-week session in the program will be asked to write reviews of the program to assist selection for other families.

Strategy: Facilitate continuous improvement processes in response to student data and family feedback.

The Connected Literacy project “year” will include three sessions (summer, fall, and spring), enabling approved providers to offer courses during each of the three sessions each year. There will be a provider kickoff and training on the Tennessee Foundational Skills Curriculum prior to the summer 2021 session. The provider training, a seven-module video series developed by the Student Achievement Partners, is asynchronous and allows for participants to complete the training in an “on-demand” format. The modules emphasize phonological awareness theory, how phonics instruction should build from phonological awareness, and the application to text-based practice using decodables. Each video course is 35 minutes to an hour and allows for a provider to require certificates to demonstrate proficiency of its instructors. The training will ensure that all instructors understand and know how to teach the five components of reading science: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

At the conclusion of the summer, fall, and spring sessions, providers will be required to submit to the TDOE their attendance/usage, student engagement records, student pre/post test scores. After the third session (spring) each year, the TDOE will send providers their data, including student pre- and post-test data, family satisfaction data from surveys administered monthly during each session, and attendance/engagement trends. Providers will be expected to utilize these data to reflect on and improve their program. In order to be renewed for the following year, providers must submit an action plan addressing any areas deemed

underperforming. Approved and renewed providers will be asked to “opt-in” to participate in microgrants each year before the March open enrollment period.

Strategy: Cultivate feedback loops to ensure family satisfaction.

The TDOE will develop an annual provider guide/manual that will be made available to teachers statewide at the beginning of each grant year in order to strengthen the alignment between the microgrant supports and classroom instruction, as well as to increase family awareness of the program. The TDOE will release guidance to LEAs to help with communication to families and to guide any enrollment recommendations made at the school level. In addition, social media will be utilized by the Project Leadership Team to help disseminate program information to as many families as possible.

The TDOE will administer family surveys on a monthly basis during program sessions through the approved providers. The providers will support TDOE’s dissemination of the survey to families, and results will go directly to the TDOE. Providers with fewer than 60% of families responding to at least one survey will be required to include an action plan for improving family feedback rates in order to be renewed. TDOE will also conduct quarterly advisory committee meetings with a representative group of families and educators (see [Management Plan Section](#) for details). Finally, providers will be asked to offer feedback on the strengths of the Connected Literacy program as well as areas for improvement through an anonymous survey at the end of each spring session. Further detail on the project activities and timeline is included in the Gantt Chart in Appendix 6e.

Strategies for Ensuring Equal Access and Treatment

The TDOE is committed to ensuring equitable access to program participation for families from traditionally underserved populations; families who are economically

disadvantaged; children who are homeless, migrant, runaway, in foster care, or participants in Head Start/Even Start; and who meet one or more of these criteria from non-public schools. To ensure equitable participation, it is important to assess the potential barriers and proactively eliminate and/or mitigate those barriers. One such barrier to participation is a lack of knowledge about the program. Families from underserved populations must receive information in an accessible format and from a trusted source in order to take advantage of the opportunities available. Information will be mailed to student homes in multiple languages to inform families of the opportunity for additional literacy supports. In addition, the project will utilize parent groups to spread the word and involve teachers in communicating about the opportunity with families of eligible children. Another potential barrier is the accessibility of the resources provided. If the technology and resources are not accessible to students with diverse needs, families will be less inclined to pursue them. Finally, it is important to monitor participation and refine approaches to ensure families from traditionally underserved populations in public and non-public schools have equitable access to the program. To address these potential barriers to participation, the TDOE will focus on concerted outreach efforts in its communication and outreach strategy, the inclusion of accessibility features, and regular reviews of program representation.

The TDOE will leverage existing partnerships with community outreach agencies such as Conexión Américas and the ARC of Tennessee to ensure families in the Latino and disability communities are aware of the opportunities provided through this program. In addition, the TDOE will provide informational resources and brochures to be shared with Individual Education Program (IEP) teams and participants in the Individual Education Account (IEA) program. Further, the TDOE has established advisory committees that can be utilized to

disseminate program information. All resources, parent surveys, and enrollment/registration materials will be translated into Spanish, posted to the TDOE's website, and shared through social media platforms.

To ensure students from traditionally underserved populations are able to participate in the opportunities provided through this program, the TDOE will require that all providers, resources, and technology include accessibility features, including but not limited to, text to speech and translation capabilities. Providers must demonstrate ways in which they will implement needed accommodations as outlined in students' Individualized Education Programs (IEPs) and Individual Learning Plans (ILPs). All provided technology devices will be pre-loaded with accessibility applications.

Finally, to ensure these efforts are successful, the TDOE will conduct regular reviews of monthly parent survey results as well as minutes from advisory group meetings to ensure representative participation from families of traditionally underserved populations. Outreach efforts and strategies to increase participation will be reviewed and refined based on this regular review.

Expanding Access to Remote Learning and Improving Student Outcomes

The Connected Literacy project will address the technological and accessibility barriers that exist across our state in rural, suburban, and urban areas. We anticipate that over 13,721 students will be served, with access to the remote learning options offered by 70 diverse providers in this project, yielding potentially 493,968 additional hours of literacy support for students.

We believe that as a result of these additional remote learning opportunities and the technology to access these opportunities, the number of participating students who make gains

from pre- to post-assessment will improve by three percentage points per year, for a total of six percentage points over the three-year grant period.

Evidence Basis for Project

Why Foundational Literacy Skills?

An abundance of cognitive research demonstrates that students' reading instruction must focus on how sounds are represented in print and how these sound-symbol correspondences build into word construction and eventually into reading of text (McCardle & Chhabra, 2004; Moats, 1999; Stanovich & Stanovich, 2003). Adams (2011) asserted the importance of phonics instruction for all learners but explained that phonics understanding is essential for at-risk learners.

In addition, the What Works Clearinghouse studied the *Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd Grade* in 2016, and their report had two recommendations that received a rating of strong evidence; one recommendation advise that students “develop awareness of the segments of sounds in speech and how they link to letters,” and the other emphasized the importance of “teach(ing) student to decode words, analyze word parts, and write and recognize words” (Foorman et al., 2016).

Tennessee Foundational Skills Curriculum

The Tennessee Foundational Skills Curriculum is rooted in the simple view of reading defined by the seminal research of Hoover and Gough (1990), which has two major structures: decoding and comprehension (Scarborough, 2001; Vellutino et al., 2007). This model emphasizes decoding and listening comprehension in early grades; therefore the Tennessee Foundational Skills Curriculum focuses on ensuring students can read fluently in early grades to ensure all students have access to reading comprehension. The Tennessee Foundational Skills

Curriculum also incorporates recent research on phonemic awareness (PA) and advanced phonemic awareness (APA) in particular (e.g., Kilpatrick, 2016, 2019; Liben & Paige, 2017).

Research reveals the urgent truth that early intervention is key to helping struggling readers in both the short- and long-term, and that increasing intervention time can accelerate student learning (Wanzek et al., 2018). TDOE’s remote reading interventions will give our youngest learners the tools and support needed to improve now, which ultimately will impact their long-term success in both school and life.

Why Parents as Partners?

Research shows that especially among our youngest learners, students need adults to serve as their reading role models and that “parent involvement is the number one predictor of early literacy success and future academic achievement” (Burton, 2013). Since literacy instruction begins at home, “many educators and district leaders are actively looking for ways to further engage and empower families to be partners in literacy” (McGraw Hill, 2019). “Students of involved parents get better grades, score higher on standardized tests, have better attendance records, drop out less often, and have higher aspirations and more positive attitudes toward work and homework,” and these findings have been noted among all young children, regardless of ethnic and socioeconomic background (FACE, 2013). As such, the value of engaging families in the literacy instruction—and overall education—of their children cannot be underestimated as a component of program success.

Why Distance Learning?

While there has previously been a lack of evidence regarding the effectiveness of online learning programs, in a recent study of elementary literacy instruction in a Title I urban elementary school that included 18% English learners, student progress in the online component

of the program was found to be a significant predictor of growth in reading performance on a standardized reading assessment, with students in kindergarten through Grade 2 making the most substantial gains (Prescott et al., 2018). Given the efficacy of online literacy interventions, TDOE will provide access to vetted programs, aligned with Tennessee’s Foundational Skills Curriculum, in order to reduce the learning gaps that have been exacerbated by the COVID-19 pandemic.

QUALITY OF THE MANAGEMENT PLAN AND ADEQUACY OF RESOURCES

Management Plan (Application Requirement 1)

Project Leadership Team

The Project Leadership Team (see resumes in Appendix 2) will represent a cross-section of the TDOE in order to support the entire scope of this initiative. The Project Director will be TDOE’s Chief of Districts and Schools, Dr. Eve Carney. In her role, Carney coordinates the divisions of federal programs and oversight, school models and programs, special populations, school turnaround, and the state special schools. For Connected Literacy, Carney will provide direction to the project, lead Project Leadership Team meetings, and coordinate with ED as needed. Carney’s extensive and diverse professional background will ensure the project is implemented with fidelity. More information on the additional members of the Project Leadership Team can be found in Appendix 6f.

The Project Leadership Team will meet on a monthly basis, with bi-weekly meetings during periods leading up to important milestones as indicated in the Gantt chart (see Appendix 6e). Other members of the organization and external stakeholders will rotate into meetings as needed.

Two positions will be staffed during the grant period: a Grant Manager and a Family

Liaison. The grant manager will develop the project plan for the initiative that will be integrated into the TDOE's project management process, including regular performance routines and updates to the project management dashboard in SharePoint and through Microsoft Teams. The Grant Manager will work closely with the TDOE's communications team to develop messaging and materials for districts and schools and will utilize the TDOE's social media platforms. Further, the Grant Manager will supervise the Family Liaison, a full-time position responsible for assisting families with the enrollment and registration process, facilitating family nomination of new providers, and troubleshooting any difficulties with the monthly family survey. The Family Liaison will also work with the Advisory Committee (consisting of families and educators) to collect input on services provided in the initial creation of the list of approved providers and throughout the project.

The TDOE will also execute a contract for a Provider Liaison to engage with approved providers on a regular basis to ensure fidelity of implementation. This liaison will be the primary point of contact for approved providers and will oversee the annual kickoff, train providers on pre- and post- common assessments, ensure TDOE-required trainings are complete, review and recommend program adjustments based on feedback from the provider surveys, and support the Grant Manager on the annual provider renewal process.

Timeline, Responsibilities and Milestones

Below is an overview; please see Appendix 6e for a Gantt chart which outlines the phase-in of each strategy and identifies the person responsible and essential milestones.

- October-February of Year 1: Develop infrastructure necessary for microgrant program; Beta test system prior to open enrollment in March; Select providers; Develop communication strategy.

- March of Year 1: Launch first open enrollment period.
- June of Year 1: Programs begin.

Annually, the program will follow the schedule below, with courses being offered three times per year, in the summer, fall and spring.

	Summer Program	Fall Program	Spring Program
Open Enrollment	March	June	September
Microgrant Awards Offered	April	July	October
Program Selection/Pre-Test Window	April-May	July-August	October-November
Technology Preparation & Delivery	May	August	November
Program Delivery	June-August	September-November	January-March

Feedback and Continuous Improvement

An advisory committee composed of grassroots community leaders and families will inform the TDOE’s outreach to qualified families and the overall direction of the project. Victoria Robinson and the Family Liaison will engage with this group on a quarterly basis. As previously noted, the TDOE will implement a monthly survey of participating families, as well as a survey for providers at the end of each spring session. Kevin Schaaf will oversee survey development and implementation. Data sharing and review will be a regular agenda item at monthly Project Leadership Team meetings and quarterly meetings with the advisory committee, ensuring that feedback loops are properly closed and used to inform project implementation.

Progress on the Connected Literacy project will be formally communicated on an annual basis to the TDOE’s Cabinet, who will help problem-solve any challenges or roadblocks; on a bi-

annual basis to the general public through a project-specific page of the TDOE website; and through immediate updates shared externally on TDOE social media accounts. In addition, lessons learned documentation will be developed through a formal lessons learned session with the Project Leadership Team at the conclusion of the project, and TDOE Commissioner, Penny Schwinn, will share this information with national partners so that other states may benefit from the experiences of Tennessee.

Proposed Use of Funds

To implement the Connected Literacy initiative, Tennessee is requesting grant funding of [REDACTED] to be utilized over the three-year grant period. This initiative is structured to maximize funding available for extending microgrants to parents and providing the technology (hardware, software, connectivity) to students while maintaining sound data collection, administrative, and program procedures and practices. We anticipate that [REDACTED] of the award will fund microgrants to parents and provide technology and other instructional materials to students participating in the program. [REDACTED]

Administrative

The TDOE is committed to limiting its administrative costs to maximize services to parents and students. However, we also understand that sound foundational supports (administrative and operational) are essential in ensuring the program is implemented with fidelity. This will require the TDOE to utilize existing capacity, as well as additional supports dedicated to the program.

Tennessee proposes funding two full-time equivalent (FTE) positions for this grant, as described above. In addition to the salaries, benefits, supplies (limited), and technology for the 2

FTEs detailed above, Tennessee will also budget funds to adapt a current payment management platform for the microgrants. This will limit the administrative cost for the payment platform for the timely payment to providers. Finally, the TDOE proposes budgeting funds for outreach and communication as a portion of its budget for supplies.

The Connected Literacy initiative has multiple stakeholder groups, and successful implementation will require outreach to parents, teachers, school/district leaders across multiple mediums and the development and publication of materials on the initiative via a well-developed communication plan. Specifically, the communication with teachers is especially critical and will strengthen the alignment between the classroom and the additional learning opportunities afforded by the Connected Literacy initiative. Please see additional detail in the Budget Narrative.

Significance of Expected Outcomes (Application Requirement 5)

Strategies, Objectives, and Performance Measures

The overarching goal of the Connected Literacy project is to increase the number of students reading on grade level through additional instruction for our youngest learners. To accomplish this goal, there are objectives and outcomes to correspond with each of the strategies pursued by the initiative. Each of these is outlined in the Strategies, Objectives, and Performance Measures chart in Appendix 6g which provides the project's overarching goal, strategies, outcomes, outputs, data sources, instruments/methodology, and completion dates. Data for performance targets will be collected throughout the grant period and finalized for the project year each July.

The proposed performance measures have been designed to assess the effectiveness of the project by focusing on the areas of students and families served, the choices they are

provided, and the services which they receive, student outcomes, family involvement and satisfaction, and provider accountability. These measures are consistent with the performance measures established for the ESF-REM grant competition.

Because this is a new project and nothing of its type exists in Tennessee, baseline data do not exist for any of the above measures. In all cases but one, we have set targets for Year 1 based on our reasoning about what is both ambitious and achievable. With 54 possible remote learning options, we believe it is reasonable to expect 25 unique combinations in Year 1, with an increase of 5 per year for Year 2 and Year 3. Given the number of current early literacy providers practicing in Tennessee, we believe we will be able to select 50 who meet our rigorous requirements in Year 1 and grow that number by 10 providers per year. We have estimated the number of families who will be provided with hot spots and devices based on survey results from the spring 2020 closures, with 50% of participating students estimated to need hotspots and 65% estimated to need laptops. The target number of hours of learning to be provided has been calculated by multiplying the number of students served by an anticipated average of 36 hours of direct service per session. We have estimated that the number of students who make gains from pre- to post-assessment will improve by three percentage points per year based on past experiences with program design that indicate that more students show improvement as a program is refined over time. For this particular measure, we will have to set a baseline during the first session, offered in Year 1 of the grant.

The number of students served is limited only by funding, and at the current federal request, TDOE will be able to serve 1,960 students in each of 7 sessions for a total of 13,721 students. As a result of compliance experience, we anticipate that 80% of providers in Year 2 and 90% in Year 3 will be successful in completing their action plans and being renewed. Currently,

not many providers offer programs that are aligned with Tennessee's Foundational Skills Curriculum, but we believe that with clear requirements laid out in the provider solicitation, 70% of selected providers will be able to implement aligned programs in Year 1 and that this number will improve with training, resulting in 80% in alignment in Year 2 and 85% in Year 3.

TDOE typically strives for high response rates from surveys, but family surveys have traditionally had low response rates. Our target of 5,763 families providing input or feedback through surveys is a 42% response rate which is 16 percentage points higher than the average online survey response rate (PeoplePulse, n.d.). For survey-related items, we have set targets at 70% in Year 1, 75%, in Year 2, and 80% in Year 3. We hope to be able to exceed these targets but know that satisfaction with new programs is especially difficult to achieve at the outset. We anticipate that by involving families, listening carefully to their concerns, and responding in a timely and conscientious manner, we will be able to achieve widespread satisfaction and involvement by Year 3.

Project costs in relation to the performance measures are as follows and can be found in Appendix 6h: providing students with hotspots for a 3-month period costs \$90 per student, and providing students with laptops costs \$275 per student. At 493,968 hours of learning provided through microgrants, the total project cost is only [REDACTED] of direct service provided. At that cost, 35 new remote learning options will be provided by approximately 70 providers, reaching 13,721 students and their families, and a system for administering microgrants within the state will become operational. While no dollar value can be set for the worth of family involvement and support, we do believe establishing cooperative efforts with families in grades 1-3 will persist into the upper grades, providing long-term value that far exceeds requested funding.

In addition to measuring the targets established in the above table, TDOE's Project Director has made an assurance (see Appendix 5) to cooperate with any evaluation that the Secretary may elect to conduct with the grant (Application Requirement 5). TDOE has a strong track record as a federal grantee, and the TDOE has successfully collected and reported reliable, valid, and meaningful performance data for the U.S. Department of Education, as exemplified through its Race to the Top grant. Tennessee was awarded \$501.8 million and achieved success through grant activities, becoming the fastest improving state on NAEP in 2013 (USED, 2015). As in the past, TDOE will share lessons learned from Connected Literacy with national partners.

Significance

Current levels of achievement and conditions in Tennessee indicate substantial need for expanded literacy supports, especially in the state's rural areas. Assessment data also show gaps between overall performance and that of several student groups, including Black, Hispanic, and Native Americans; English learners; and students with disabilities. While nearly two-thirds of our elementary students have been rated below proficient in ELA for the past two years, TDOE endeavors to reduce this number by focusing on our youngest, most vulnerable learners. By providing remote intervention, access, and increased learning time now, TDOE will enable students to develop a solid foundation of reading comprehension that is essential for future success.

In addition to providing our students with more time to engage with high-quality literacy materials online, TDOE aims to equip families with increased knowledge and tools that will help them become better advocates for their children's literacy development.

With such low proficiency, students will likely experience continued difficulty decoding the large number of new words encountered as they progress through school. People who

struggle with reading are more likely to drop out of high school, to end up in the criminal justice system, and to live in poverty (Hanford, 2018). Evidencing the long-term impact of low literacy scores in early grades, only 35% of Tennessee students met the ACT college readiness benchmark for reading in 2019 (a decrease of 4 percentage points since 2017). Moreover, 62% of 2019 Tennessee graduates were Below Proficient in understanding complex texts.

Anticipated Results and Benefits (Application Requirement 1 & 6)

The Connected Literacy project, implemented with fidelity, has the opportunity to yield long-term, positive impacts to students across the 147 districts in our state. The Connected Literacy project will serve 13,721 students and families at a total project rate of \$1,457 per family, a cost which has relative benefits and results. Student participation will be calculated through registration data and verified through provider-supplied engagement information. In addition to the individual literacy gains that we anticipate from students participating in the program, TDOE anticipates additional benefits in the following: an increase in the number of providers trained in Tennessee's Foundational Skills Curriculum, an increase in the overall awareness of the need for early-grades literacy support, and an increase in the number of students who will be empowered long-term to access curriculum (early postsecondary, enrichment, etc.) that may not otherwise be available. This will require addressing organizational, financial, and the political factors for this program to have lasting benefits.

As previously noted, the Connected Literacy project aligns with and supports the literacy initiatives and priorities in Tennessee, including the Governor's Literacy Foundation. This grant provides the opportunity to partner with parents explicitly, understanding that true reform requires partnerships well beyond the classroom. The TDOE is also utilizing existing infrastructure in the parent platform to ensure the payment portal previously funded with state

funds is utilized for this project as well. The Connected Literacy project will capitalize on internal capacity and expertise to ensure the project is administered by and integrated with other work at the TDOE—especially as we shift to more remote learning opportunities.

While it is not feasible to ensure funding to sustain the project beyond the grant in the current financial climate, implementation that yields expected literacy gains and other ancillary benefits has a greater likelihood of gaining political and financial support. The connected Literacy project, with common pre- and post-tests, as well as the normalizing across providers, will yield actionable data to support subsequent legislative and philanthropic asks for sustainability. Much of the infrastructure needed to sustain the project is included in the grant, and utilizing some internal capacity will also aid in making sustainability more feasible.

Over the three-year grant period, 13,721 students and families will have access to additional learning supports in early-grades literacy, resulting in over 493,968 additional hours of learning for Tennessee’s most vulnerable students. We expect the number of participating students who make gains from pre- to post-assessment on reading proficiency will improve by three percentage points per year, for a total of six percentage points over the three-year grant period. Throughout implementation, the TDOE will be engaging families and responding to feedback to strengthen parent and community partnerships via surveys and through the advisory board. Please see Appendix 1 for letters of support from Governor Bill Lee and other partners and advocates. These letters of support represent Tennessee’s commitment to support its youngest learners in becoming proficient readers—setting each on a path to success.

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BILL LEE
GOVERNOR
STATE OF TENNESSEE

June 22, 2020

Tennessee Department of Education
Dr. Penny Schwinn, Commissioner
710 James Robertson Parkway, 12th Floor
Nashville, TN 37243

Commissioner Schwinn,

I am writing to express my full support for the Tennessee Department of Education's application for the Rethink K-12 Education Models competitive grant, specifically Absolute Priority 1: Continued Learning Parent Microgrants, which aligns with the department's strategic priority of academics and, more specifically, early grades literacy.

The Tennessee Department of Education plays a vital role in my administration's efforts to make Tennessee one of the top places to receive a high-quality education. We have implemented initiatives to invest in a proven, coherent, statewide literacy program that includes quality materials, implementation coaching, and shared diagnostics for data review. I believe this initiative offers new opportunities for our students' first teachers—their parents.

The novel coronavirus (COVID-19) has resulted in not only in a public health crisis but also school closures that have affected more than 1,000,000 Tennessee students. Among the students most affected are students in grades K-3 who are learning the fundamentals of literacy. With this grant, Tennessee will be able to maintain literacy instruction across the state and allow us to improve our remediation moving forward, addressing the needs of our most vulnerable students by providing local and family supports.

Sincerely,

[REDACTED]
Bill Lee
Governor



Commissioner Penny Schwinn
Tennessee Department of Education
710 James Robertson Parkway
Nashville, TN 37243

Commissioner Schwinn,

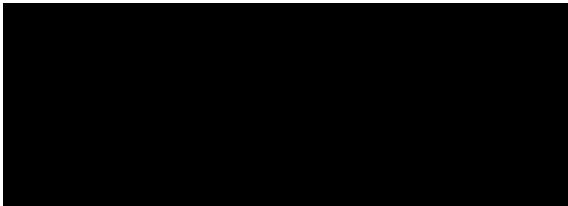
As a statewide education partner, the Tennessee Department of Education has my full support for the *Rethink K-12 Education Models* grant, specifically *Absolute Priority 1: Continued Learning Parent Microgrants*.

Our foundation strongly advocates for early literacy and we know the impact the COVID-19 school closures have on our students, especially our youngest learners in K-3. With the support of this grant, Governor's Early Literacy Foundation, along with the department, would be able to implement a focused literacy plan to help students in recovering and accelerating learning.

Tennessee's most vulnerable learners are at risk, and the *Rethink K-12* grant would allow us to elevate some of the classroom challenges by supporting students and families in remote, summer, after-school, and weekend learning support. We would also be able to provide technology, resources, and supplemental instructional materials needed for student success.

Together with this grant, I believe we can deliver high-quality supports to Tennessee's children. The department has my full confidence in leading this project, based on outcomes and performance-based agreements with each of our community partners. This grant will have tremendous impact on our students' futures, and we are pleased to be afforded the opportunity to work alongside the department. I am hopeful this unique opportunity will be granted.

In partnership,



James Pond
President

Commissioner Penny Schwinn
Tennessee Department of Education
710 James Robertson Parkway
Nashville, TN 37243

Commissioner Schwinn,


As a public school parent and pro bono dyslexia advocate, I want to thank your department for creating the Rethinking Literacy: Families as Partners Project. Covid-19 has deeply affected families, especially those families like mine who have struggling readers. Many parents who have children who struggle with literacy, also struggle to read themselves making it especially difficult to act as de facto teachers during distance learning. I was supposed to do reading exercises with my daughter during quarantine, but it was just too much to manage so we stopped after two attempts. I have worried a lot about how far behind she has slipped in these months and how much farther she will slip if distance learning continues this fall. I know that there are thousands of families across Tennessee with the same worries. I believe that the ReThinking Literacy: Families as Partners Project has the potential to give those parents a peace of mind knowing that their child will be given opportunities and resources to catch up.

I am hopeful that this Project will help children who struggle to read make real gains in the coming two years. For two summers in a row when my daughter was in elementary school, our district provided her with a trained teacher to help her work on her foundational literacy skills. Her ability grew so much during those summers that by the time she was in fourth grade, she was much closer to being on grade level with her reading and her confidence was much improved. I have always been thankful for that extra time and focused instruction she got from a trained teacher. If this Project allows similar instruction to more students across Tennessee, I am confident that it will help students make gains after losing so much time due to Covid-19.

I do hope that you will focus on making this process easy for families to navigate and use as mentioned in your outline. I think taking steps like ensuring promotional material about the program is at a very low reading level with large graphics so even parents who struggle to read can understand how and why to sign up. Perhaps consider having easy-to-use map so families can find providers who work close to where families live, work and attend school since transportation is always such a big issue. Also being mindful that many struggling readers have multiple diagnoses and may need teachers trained in more than just a certain literacy program to be effective. I am confident that you and your team will be considerate of the whole child and the whole family as you develop this Project.

Thank you so much for all the attention your department puts on struggling readers in Tennessee. I appreciate your leadership and your team's hard work on this issue. Please let me know if I can be of any assistance as you move this Project forward. I look forward to learning more.

Sincerely,

A large black rectangular redaction box covering the signature area.



Tennessee Branch of the International Dyslexia Association

2156 Joppa Road
Walling, Tennessee 38587

June 23, 2020

Theresa Nicholls
Assistant Commissioner, Special Populations
TN Department of Education
710 James Robertson Parkway
Nashville, TN 37243

Re: Letter of Support for Rethinking Literacy: Families as Partners

Dear Assistant Commissioner Nicholls,

The Tennessee Branch of the International Dyslexia Association (TN-IDA) extends its support to the Department of Education in their pursuit of the Rethinking Literacy: Families as Partners grant. We know the challenges faced by students with significant challenges in early-grades literacy have been impacted greatly by the COVID-19 school closures and the potential for future closures.

The project's focus on micro-grants for families will ensure families can do what is best for their children in their community. Key to this will be the balance of flexibility in meeting the needs of students where they are while ensuring that students are receiving literacy instruction that is in full alignment with Tennessee's Foundational Skills Curriculum.

Students with dyslexia face obstacles in acquisition of literacy skills, especially in the face of the COVID-19 school closures. New and innovative ways of program delivery are necessary to ensure we give kids access to their best futures. TN-IDA commits to continued partnership with the Department in ensuring communities have access to a researched, multisensory, sequential, and systematic language program highlighting direct and explicit delivery. TN-IDA also commits to helping to support communications efforts of the Department to reach Tennessee's most vulnerable populations.

We are grateful for the continued partnership between TN-IDA and the Department, and look forward to continuing to support endeavors that help families gain intentional and flexible access to literacy resources.

Sincerely,


Carmen O'Connor
President
Tennessee Branch of the International Dyslexia Association



June 24, 2020

Commissioner Penny Schwinn
Tennessee Department of Education
710 James Robertson Parkway
Nashville, TN 37243

Commissioner Schwinn,

As a Tennessee public education advocacy organization, the Tennessee Organization of School Superintendents (TOSS) supports the forels grant, specifically Absolute Priority 1: Continued Learning Parent Microgrants as submitted by the Tennessee State Department of Education.

TOSS strongly advocates for early literacy and we know the impact COVID-19 school closures have on our students, especially K-3 fundamental learners. With the support of this grant, Governor's Early Literacy Foundation, along with the department, would be able to execute a focused literacy plan to help students in recovering and accelerating learning.

Tennessee's most vulnerable students are at risk, and the Rethink K-12 grant would allow us to elevate some of the classroom challenges by supporting students and families in remote, summer, after-school, and weekend learning support. Also, we would be able to provide technology, access, and supplemental instructional materials needed for student success.

This grant will provide high-quality supports and remediation in a student-centered format. With this implementation, the department has the support of our association in leading this project based on outcomes and performance-based agreements with each of the community partners. The impact of this grant is vital to our student's future, and we are hopeful of being granted this opportunity. In partnership,

Sincerely,



Dr. Dale Lynch
TOSS, Executive Director.

JERRY S. BOYD
ASSISTANT COMMISSIONER
STANDARDS AND MATERIALS OFFICE
TENNESSEE DEPARTMENT OF EDUCATION

Experienced Leader Available to Serve

Over 24 years of broad experience in PreK-12 public education with eight years of recent service as the Superintendent (CEO) of the Putnam County Schools System in Putnam County, Tennessee

- *Served 12,000+ PreK-12 students in 21 schools with 1600+ employees*
 - *\$90,000,000+ annual operating with recognized fiscal responsibility*
 - *Proven record of leading innovation in Tennessee in all aspects of PreK-12 education from personalized learning to early literacy*
 - *Highly engaged in community and economic development*
 - *Strong and effective communication skills, written and spoken*
 - *Ensured efficient and effective processes to support a collective vision and mission*
 - *Intentionally fostered growth and development of leaders at all levels*
 - *Student-centered leadership focused on continuous improvement of people, purpose, processes, and partnerships*
 - *Clear vision for effective classroom instruction and quality student learning*
 - *Public school advocate at the local, regional, state, and national levels*
-

PROFESSIONAL EXPERIENCE

Assistant Commissioner/Special Advisor – Standards and Materials Office Tennessee Department of Education, Nashville, TN	2/2012 – Present
Director of Schools (A.K.A. Superintendent of Schools)* Putnam County School System, Cookeville, TN	1/2012 – 1/22/2020 <i>*Interim 1/2012 – 3/2012</i>
Assistant Director of Schools Instructional Services; Putnam County School System; Cookeville, TN	7/2009 – 12/2011
Supervisor of Technology & Innovation Technology Department; Putnam County School System; Cookeville, TN	7/2007 – 6/2009
Chief Innovation Officer District Office; Putnam County School System; Cookeville, TN	1/2006 – 6/2007
Principal Upperman High School; Putnam County School System; Baxter, TN	9/2000 – 12/2005
Assistant Principal Upperman High School; Putnam County School System; Baxter, TN	9/1997 – 9/2000
Teacher - Secondary Science Coalfield School (K-12); Morgan County Schools; Coalfield, TN	1995 - 1997
Teacher - Secondary Science (Summer School) Cookeville High School; Putnam County Schools; Cookeville, TN	Summer 1995

EDUCATION

Tennessee State University; Ed.D. – K-12 Administration and Supervision; ABD
Tennessee Technological University; Ed.S. – Instructional Leadership; May 1998
Tennessee Technological University; M.A. – Curriculum and Instruction; August 1996
Tennessee Technological University; Tennessee Teacher Certification; Biology (415); May 1995
Tennessee Technological University; B.S. – Biology; Minor(s): chemistry; English; May 1992

RACHEL BRADSHAW

PRIMARY WORK EXPERIENCE

Senior Director, Literacy and Humanities

Winter 2020 – Present
Tennessee Department of Education (TDOE)

- Lead TDOE’s early literacy supports, a strategic priority; contribute substantively to strategic priority initiatives focused on high-quality instructional materials and online learning tool development
- Manage team of content specialists responsible for TDOE’s English language arts (ELA), literacy, and social studies work
- Serve on TDOE executive leadership team

Manager, Instructional Policy

Summer 2018 – Winter 2020
Massachusetts Department of Elementary and Secondary Education (DESE)

- Led Instructional Materials and Professional Development focus area, one of Center for Instructional Support’s two priority project portfolios
- Managed staff and projects within Office of Instructional Policy
- Served as DESE’s liaison to district curriculum directors statewide

Instructional Policy Lead

Summer 2017 – Summer 2018
Massachusetts DESE

- Led development and launched implementation of multi-year strategic plan to improve written, taught, and learned curriculum across state
- Led projects supporting standards implementation across content areas

Urban Literacy Coordinator

Fall 2015 – Summer 2017
Massachusetts DESE

- Led review and revision of state’s ELA/literacy standards
- Led Urban Literacy Network and Writing Standards in Action project
- Supported ELA/literacy work in state’s ten largest urban districts

Doctoral Fellow

Fall 2012 – Spring 2015
Boston University

- Served as teaching fellow for undergraduate and graduate courses
- Curated, presented, and interpreted research findings for district leaders
- Helped redesign leadership licensure programs to meet state standards

Team Leader and Teacher

Fall 2008 – Summer 2012
Josiah Quincy Upper School, Boston Public Schools

- Led grades 7–12 humanities team with focus on vertical alignment
- Taught ELA, humanities, debate, and advisory in grades 8, 9, 11, and 12
- Developed and piloted curricula in collaboration with external partners
- Supervised student teachers; advised senior essays; coached debate team

OTHER PROFESSIONAL EXPERIENCE

Instructor, Public Policy

Spring 2018 – Spring 2019
University of California at Los Angeles Extension School

- Developed syllabus and curriculum for public policy certificate program’s introductory course: Public Policy in the Real World
- Taught fully online, asynchronous course enrolling diverse group of post-baccalaureate working professionals

Communications Consultant

Summer 2014 – Fall 2015
Tripod Education Partners

- Distilled research literature into user-friendly briefs for practitioners and policymakers
- Wrote teacher evaluation rubrics and training and marketing materials

- | | |
|---|---|
| <p>Researcher
Spring 2015
Harvard University</p> | <ul style="list-style-type: none"> • Worked with Achievement Gap Initiative to design and implement mixed-methods study evaluating seven years of efforts to close opportunity gaps in Lexington, MA |
| <p>Teacher Development Consultant
Spring – Fall 2013
Boston Public Schools</p> | <ul style="list-style-type: none"> • Compiled district handbook on new teacher induction and mentoring • Helped implement and evaluate pilot initiative gathering student feedback on teaching, supporting internal and external partnerships |
| <p>Curriculum Consultant
Summer 2011 – Summer 2013
Boston Debate League</p> | <ul style="list-style-type: none"> • Edited and introduced book series on Evidence-Based Argumentation in ELA, history, science, mathematics, and language acquisition courses • Developed and piloted curriculum for use district-wide |

EDUCATION AND CREDENTIALS

- | | |
|---|---|
| <p>Doctor of Education, Leadership and Policy
Spring 2017
Boston University</p> | <ul style="list-style-type: none"> • Glenn Fellowship; Program Planning, Management, Monitoring, and Evaluation Certificate; Massachusetts principal’s license, grades 9–12 • Dissertation: “Improvement in Tripod Student Survey Ratings of Secondary School Instruction over Three Years” |
| <p>Master of Education, Teaching and Curriculum
Spring 2008
Harvard University</p> | <ul style="list-style-type: none"> • Teacher Education Program, focused on urban public schools • Massachusetts teaching license, ELA grades 5–12 |
| <p>Bachelor of Arts, English
Spring 2007
Yale University</p> | <ul style="list-style-type: none"> • Phi Beta Kappa; Magna Cum Laude; distinction in the English major; Paine Memorial, Mifflin, and Curtis Prizes for thesis and other writing • Thesis: “The Threat of Truth: Uses and Limitations of G. E. Moore’s Philosophy in Understanding Virginia Woolf” |

PUBLICATIONS

- Bradshaw, R., & Zorich, L.** (2019). When complexity isn’t enough: Focusing on content in ELA curriculum. Guest post for Center on Standards, Alignment, Instruction, and Learning blog, available at [https://www.c-sail.org/resources/blog/when-complexity-isn’t-enough-focusing-content-ela-curriculum](https://www.c-sail.org/resources/blog/when-complexity-isn-t-enough-focusing-content-ela-curriculum)
- Ferguson, R., Ballantine, A., **Bradshaw, R.**, & Krontiris, C. (2015). Narrowing achievement gaps in Lexington public schools. Report prepared by the Achievement Gap Initiative at Harvard University. <http://www.ribasassociates.com/images/Professional/Administration/LexingtonAchievementGapReport6-26-2015.pdf>
- Bradshaw, R.** (2014–2015). Sailing the 7Cs: Reflections on teaching. Series of posts for Tripod Education Partners blog, available at http://tripoded.com/author/rachel_bradshaw/
- Bradshaw, R.** (2014). Democratic teaching: An incomplete job description. *Democracy and Education*, 22(2). <https://democracyeducationjournal.org/home/vol22/iss2/3/>
- Bradshaw, R.** (2012). Using debate to strengthen academic writing. *TESL Reporter*, 44(1), pp. 57–60. http://lir.byuh.edu/jspui/bitstream/123456789/4278/1/32412_TESL_v45_i1_2012.pdf

EVE BARKER CARNEY

EDUCATION

- **Doctor of Education**, Lipscomb University, 2017
- **Master of Science**, University of Tennessee, Curriculum and Instruction, 1998
- **Bachelor of Science**, Middle Tennessee State University, English, 1994
- **Bachelor of Science**, University of Tennessee, Accounting, 1991

PROFESSIONAL EXPERIENCE

Tennessee Department of Education

Chief of Districts and Schools

05/2019 - Present

Senior leader responsible for overseeing six divisions within the agency – ensuring collaboration among teams to support the 1,800+ schools in improving achievement of all students.

- Oversee the divisions of Tennessee Early Intervention System (237 FTEs), Federal Programs and Oversight (30 FTEs), School Improvement (6 FTEs), Whole Child Initiatives (19 FTEs), School Models and Programs (6 FTEs), Special Populations (25 FTEs), and the Achievement School District (35 FTEs).
- Collaborate across the Commissioner’s executive cabinet to develop and implement the vision and strategic plan.
- Collaborate with the Governor’s office on the implementation of education and workforce initiatives.

Executive Director- Consolidated Planning and Monitoring (CPM) 2015 - 2019

- Collaborated with teams to coordinate planning and monitoring functions for 146 local educational agencies (LEAs).
- Developed the results-based monitoring protocol for ESEA and IDEA programs focused on program outcomes and compliance.
- Responsible for implementation and expansion of the state’s electronic planning and grants management system (ePlan) for over 40 state and federal grants totaling over six billion dollars annually.
- Supervised staff of 30 providing support and technical assistance and results-based monitoring for the Every Student Succeeds Act (ESSA) and Individuals with Disabilities Education Act (IDEA) federal education programs.
- Managed ESSA Title program implementation, including compliance with EDGAR and Office of Management and Budget (OMB) regulations.

Deputy Director - CPM

01/2013 - 01/2015

- Directed Title I and other ESEA programs, including compliance with EDGAR, OMB, and other regulations.
- Responsible for the approval of federal grant funding for 146 LEAs.
- Coordinated expansion of grants management system to include 12 additional grants - including contract amendment, application development, and LEA training.
- Led the development and implementation of comprehensive results-based monitoring tool for ESEA and IDEA programs.

Associate Executive Director - Federal Programs

07/2012 - 01/2013

- Managed the contractual process for the grants management system totaling \$2.1 million including discovery, scope, budget, and legislative fiscal review.
- Reworked ESEA consolidated application to reduce LEA burden, eliminate duplication, and align with district and state goals.
- Created risk-based analysis model to identify LEAs with heightened risk to target specific technical assistance needs.
- Managed fiscal team responsible for ESEA allocations and LEA funding applications and budgets totaling 300 million annually.

Associate Director Of School Improvement

11/2010 - 07/2012

- Provided technical assistance and conducted milestone visits in the effective implementation of the SI grant and federal turnaround models.
- Reviewed, balanced, reconciled and managed budgets of 72 schools receiving SI grants totaling \$26M with no fiscal findings in USED SI Grant monitoring.
- Researched, collaborated, and prepared initial draft of Tennessee's Innovation Zone (iZone) application for LEAs that resulted in a grant award of \$10 million dollars.
- Represented department in state budget hearings and state fiscal review sessions to provide supplemental information to legislative committees.

Grants Coordinator/Fiscal Director – Federal Programs

05/2008 - 06/2010

- Reviewed and approved ESEA Application and budget submissions for LEAs.
- Supported state project directors with management of budgets federal programs: Title III, Title II-D, Title VI, and McKinney-Vento.
- Responsible for American Recovery and Reinvestment Act (ARRA) section 1512 reporting to the USED for projects in excess of \$350M.
- Developed protocol and conducted annual on-site financial review of non-profit agency serving neglected and delinquent students; drafted a summative report for submission to state internal auditor.

ADDITIONAL EXPERIENCE

- **Donelson Christian Academy** – Nashville, TN
Secondary English Teacher 01/1999 - 01/2001
- **Bearden High School** – Knoxville, TN
Secondary English Teacher 01/1996 - 01/1999
- **Two Rivers Ford,**
Comptroller 01/2001 - 01/2005

CERTIFICATIONS AND OTHER

- Professional TN Teacher License - English 6-12 endorsement
- TN Instructional Leader License (ILL) Administrator License
- Elected Vice-President of the National Association of ESEA State Program Administrators (formerly National Title I Association)

PUBLICATIONS AND PRESENTATIONS

- Served as ESSA lead for Tennessee’s state plan: drafted content, managed working groups, led stakeholder engagement sessions, and collaborated with U.S. Department of Education (USED).
- Developed Coordinated Spending Guide to support districts in maximizing flexibility of federal education funds in alignment with state and district priorities.
- Carney, Eve; Fisher, Alexandria; Glass, Jamie. *The Effects of Integrated Literacy Interventions on Middle School Achievement*. 2017. Lipscomb University, Ed.D. capstone research.
<https://search.proquest.com/openview/19c92873b491af72048ddae9e5c7f78b/1?cbl=18750&diss=y&pq-origsite=gscholar>

Lisa Coons



Professional Experience

Chief, Standards and Materials

Nashville, TN (June 2019-present)

- Serve on the Commissioner of Education cabinet.
- Oversee birth to grade 12 academic programming including early childhood education, Voluntary PreK, Head Start, K-12 English Language Arts, mathematics, science, fine arts, learning management systems, instructional supports, textbook adoption, teacher and leader academic supports, and additional academics.
- Manage two divisional teams, 50 employees, multi-million budget including state funds, multiple grants, and philanthropic services.
- Provide statewide academic support to instructional supervisors, superintendents, and external stakeholders.
- Coordinate with the assessment division, special populations division, regional support offices, human capital and operations division.
- Coordinate educator preparation programming, professional learning strategy, and teacher/leader evaluation with PreK-12 initiatives.

Priority Schools Executive Officer, Metro Nashville Public Schools (MNPS)

Nashville, TN (August 2017-June 2019)

- Re-designed the MNPS priority school division from an office that supported nine priority schools to a division that supported 23 priority schools in September 2019.
- Oversaw grants managements management of \$5.6 million dollars, supervised a team of ten staff members including principal supervisors, student support coordinators, and literacy and math specialists to provide intensive supports for 25 schools that serve 10,400 students and include over 850 staff members.
- Re-visioned the MNPS priority schools strategic plan to focus on implementing rigorous literacy and math curricula, designing intensive teacher and leader supports, building deep community partnerships and creating a robust wrap-around social and emotional support system for students.
- Coordinated community partner relationships with Communities in Schools, Nashville Public Education Foundation, United Way, and PencilFoundation.
- Served as an advisory member to the Mayor's Kitchen Cabinet for Priority Schools and coordinated community planning with existing school improvement strategies as well as established relationships with multiple city council members to support initiatives with priority schools.
- Cultivated partnerships with John Hopkins University (Attendance Works), TNTP, Vanderbilt University, and Lipscomb University to provide national experts in coaching and supporting school turnaround.

Lipscomb University, Adjunct Instructor *Nashville, TN* (August 2017-present)

- Taught face to face course for Principal Preparation programs including Instructional Leadership, Instructional Supervision, Human Capital and

Organizational Management, and Evaluating Instructional Practice.

- Taught in TTLA online model and provided feedback to course design and support as Lipscomb developed online programs.

Independent Education Consultant, Nashville, TN (November 2016-July 2017)

- Develop teacher leader academy model for State Collaborative on Reforming Education (SCORE) to use for eight regional teacher leader conferences.
- Serve as school improvement expert with national school improvement company, SchoolWorks, in formative school reviews in Colorado.

Served as Managing Director for Content at District to District

Tennessee Department of Education, Executive Director of Instructional Leadership Support Nashville, TN (October 2014-August 2016)

- Oversaw visioning, content sequencing, and module development for quarterly statewide leadership courses designed to provide systematic professional development for over 2100 superintendents, assistant superintendents and principals throughout the state of Tennessee.
- Tailored the leadership professional development for urban school districts to create sustainable change models for over 300 principals and assistant principals.
- Designed and managed professional learning community modules used for supervisor and principal groups in all eight regions of Tennessee.
- Provided oversight for all content delivered at 2015 statewide leadership conference serving over 2300 attendees with 89% highly satisfied customer rating.
- Coordinated hiring of content designers and 70 facilitators including logistical planning for 23 sites for the integrated leadership course series.
- Managed professional learning for district instructional supervisors through a regional problem of practice model. Using improvement science techniques resulted in 70 percent of districts to analyze literacy practices and participate in action research for the 2015-2016 2016-2017 school year.
- Organized and facilitated quarterly professional learning for large district Chief Academic Officers in Tennessee.
- Successfully designed and delivered mandated statewide elementary student intervention system roll out training to 125 district leaders in regional training series impacting all students across the state.
- Collaborated with national research team to produce mandated statewide secondary school intervention model and support initiatives for statewide rollout of high school intervention programs.
- Served as collaborating team member on TDOE (Tennessee Department of Education) Instructional Coaching Task Force, TDOE Student Intervention Task Force, TDOE Literacy Task Force, and TDOE Reading Committee.

Sumner County Schools, Middle School Supervisor *Gallatin, TN* (July 2013 – September 2014)

- Supervised and coordinated instructional programming for 13 diverse county wide middle school programs and served as co-chair for Countywide Student Intervention Implementation Committee and facilitated the implementation of RTI programming.
- Coached principals in curriculum planning, revising master schedules to ensure consistent intervention time, and designed cohesive intervention curriculum in math and reading.
- Supported county goal setting and school goal setting process with professional development on SMART Goals, achievement data, and growth data projections through school-based coaching on data-based decision making.
- Facilitated countywide Professional Learning Communities for principals, assistant principals, teacher leaders, librarians and guidance counselors.

LEAD Public Schools, Director of Academics *Nashville, TN* (April 2012 – July 2013)

- Designed, oversaw, and provided direct support for instructional leadership staff, instructional coaches, special education staff, ELL services, teacher development, instructional technology oversight, and special education programs.
- Created and implemented cohesive instructional model for middle and high schools resulting in an application of Common Core standards as well as designed rigorous college preparation and remediation time for students with large academic barriers and gaps.
- Retooled teacher evaluation to include weekly walk through observations and teacher coaching that resulted in a clear continuum of teacher development around statewide teacher evaluation indicators.
- Coordinated and supported yearlong professional development calendar, network assessment calendar, weekly professional development and two-week induction programming to provide clear continuum and fidelity to the academic vision.

Ross Local Schools, Assistant Superintendent *Hamilton, OH* (Aug. 2009–April 2012)

- Directed strategic planning and budgeting process for the Race to Top Grant, Formative Assessment Middle School project, Federal Grants programs and the district Continuous Improvement Plan.
- Supervised K-12 instructional programming including gifted, ELL, technology and library media services.
- Provided School Board communications and advisement monthly including school performance updates, detailed academic reports, and action item recommendations as well participated in executive session discussions regarding personnel and contract negotiations.
- Guided all K-12 building administrators in teacher action planning, teacher termination and contentious teacher evaluation situations.

Monroe Local Schools, Junior High Principal *Monroe, OH* (July 2007 - August 2009)

- Managed building operations, administrative duties, academic programming,

and extracurricular events for a 400 student and 25 staff member junior high school.

- Participated in Crisis Management Planning Team for district as well as created and operated crisis management plan for junior high including implementing a research-based bullying prevention program, Olweus.
- Created teacher leadership opportunities by using teacher led teams to develop response-to-intervention system, behavior support teams, data analysis teams and building operations teams.

Education

Ed. D., Learning Organizations and Strategic Change
David Lipscomb University, December 2016

Dissertation title: The Impact of the EDI Framework and Inquiry-based Learning Strategies on Student Achievement in Middle School
Advisor: Dr. Jeanne Fain

Ed. S., Collaborative Professional Learning
David Lipscomb University, December 2014

Project Title: Improving Literacy for all Adolescents
Advisor: Dr. Tammy Shutt

Instructional Coaching Certificate
David Lipscomb University, July 2014

Licensure, Superintendent License
University of Cincinnati/Wright State University, August 2011

Licensure, Principal License
University of Cincinnati/Wright State University, August 2006

Licensure, Administrative Specialist License: Curriculum and Instruction
Wright State University, August 2003

M.A., Educational Technology
Wright State University, June 2003
Concentrations: Educational Technology, Educational Leadership

B.S., Secondary Education,
Wright State University, Dayton, OH, June 1998

Publications

Coons, Lisa (2016). The Impact of the EDI Framework and Inquiry-based Learning Strategies on Student Achievement in Middle School.

Coons, Lisa. (2016). Tennessee Department of Education 2016 statewide integrated leadership course Spring: Elementary and secondary literacy strategies.

Coons, Lisa. (2015). Tennessee Department of Education 2015 statewide integrated leadership course Winter: Elementary and Secondary. TDOE.

Coons, Lisa (2015). Tennessee Department of Education 2015 statewide integrated leadership course Fall: Elementary and Secondary. TDOE

Coons, Lisa. (2015). Response to instruction and intervention: Middle school and high school strategies for implementation.

Coons, Lisa (2014). Response to instruction and intervention: Core instruction strategies for secondary learners.

State Level Presentations

Coons, Lisa (2013). TCAP writing assessment. Co-presented with TDOE staff at the LEAD Conference in Nashville, TN.

Coons, Lisa (2013). Panel presentation: Leveraging writing assessments. Presented at LEAD Conference Nashville, TN.

Coons, Lisa (2012). Creating digital communities of practice. Presented at eTech Ohio in Columbus, Ohio.

Coons Lisa (2011). Data-driven instructional planning round table, co-presented at eTech Ohio in Columbus, Ohio.

Coons, Lisa (2011). RTI reflections. Presented at Regional SERC in Hamilton County, Ohio.

Hodits, Lisa (2010). Response for intervention: Merging special education and general education practice, Poster presentation at the National Council for Exceptional Children Conference in Nashville, TN.

AMY GALLOWAY

Results driven educator with 7 years of experience as a principal. Turned around the lowest performing elementary school in Nashville. Strong sense of personal responsibility, exceptional interpersonal and coaching skills, and a deep belief in the power of people and relationships. Instructional leader, people leader, operational leader. Determined to use learnings from the last 14 years of school-based experience to improve education by working at the system level.

EXPERIENCE

NOVEMBER 2014 – MAY 2020

PRINCIPAL, KIPP NASHVILLE, KIPP KIRKPATRICK ELEMENTARY SCHOOL

- Turned around Kirkpatrick Enhanced Option School, a Priority School, to KIPP Kirkpatrick Elementary School, a Reward School, in 4 years
 - Kirkpatrick was ranked at the 0.5th percentile in the state based on the 3-year success rate data from 2013, 2014, 2015 results, the lowest performing school in Davidson County and 8th lowest performing school in the state
- Successfully managed challenging community dynamics during the conversion process
- Increased enrollment by over 100 students
- Decreased student mobility from 40% to 20%
- Increased % of students scoring "on track" or "mastered" on TN Ready from an average of 5% (across 3rd-4th grades' math and ELA tests) to an average of 26%
- Decreased % of students scoring "below" on TN Ready from an average of 72% (across 3rd-4th grades' math and ELA tests) to an average 36%
- Average school-based net promoter of 60 (across 8 data points and 5 years, 6/8 data points are 58+)
- 60% of my schools' founding team is still at KIPP Kirkpatrick 5 years later including 100% of my founding leadership team
- 91% of families agree or strongly agree that they'd recommend KIPP Kirkpatrick to other families, 98% of families agree or strongly agree that they are proud that their child attends KIPP Kirkpatrick
- Managed a team of 42+ people through strong coaching, team culture, valuing relationships, and emphasizing growth
- Directly managed assistant principals, deans, and teachers with 10-13 direct reports at various points in time
- Managed an operating budget of over four million dollars

FEBRUARY 2007 – NOVEMBER 2014

KIPP PHILADELPHIA SCHOOLS

- KIPP Philadelphia Elementary Academy (Kindergarten- 4th grade)
 - Co-Principal, June 2013- October 2014
- KIPP Philadelphia Schools/KIPP Foundation
 - Fisher Fellow, June 2012- June 2013 (3% selection rate, year long leadership development program to found a school)
- KIPP Philadelphia Elementary Academy (Kindergarten-1st grade), June 2010- June 2012
 - Assistant Principal
 - Special Education and Intervention Coordinator
 - Special Education Teacher
 - 1st grade teacher
- KIPP Philadelphia Charter School (5th-8th grades), February 2007- June 2010
 - Special Education Teacher
 - Special Education Coordinator
 - Saturday School Coordinator

JUNE 2006- AUGUST 2009

TEACH FOR AMERICA

- Corps Member Advisor, May 2009- August 2009
- Learning Team Leader, September 2008- June 2009
- Corps member, June 2006- June 2009
 - New York City, Department of Education, M.S. 241, Special Education Teacher, 6th grade, emotional support
 - KIPP Philadelphia Charter School, Special Education Teacher
 - Nominated for the Sue Lehmann Award for Excellence in Teaching

EDUCATION

JUNE 2006

BACHELOR OF ARTS IN COMMUNICATION ARTS AND SCIENCES, THE PENNSYLVANIA STATE UNIVERSITY, GPA: 3.7/ 4.0 MAJOR GPA

JUNE 2009

MASTERS OF EDUCATION IN SECONDARY EDUCATION, WITH K-12 SPECIAL EDUCATION FOCUS, CHESTNUT HILL COLLEGE, GPA: 3.95

KEY KNOWLEDGE AND SKILLS

- Elementary literacy
- Orton Gillingham approach
- Conceptual math
- Backwards planning
- Assessment creation
- Building team culture
- Strengths based coaching
- Direct and open communication
- Responsive Classroom
- Trauma informed schools and systems
- Certified counselor and advocate for survivors of domestic violence and sexual assault

Drew P. Harpool

SKILLS

- Budgeting
- Grant Management
- Process Improvement
- Audit Resolution
- Reporting
- Training
- Business Intelligence
- Enterprise Risk Management

EXPERIENCE

Chief Financial Officer

Tennessee Department of Education

May 2019 – Present

Nashville, TN

- Managed the internal audit, local finance, grants, internal operations, budget, and procurement functions for the department.
- Participating in the creation and roll out of a formal internal continuous improvement process.

Director of Internal Audit, Office of Internal Audit

Tennessee Department of Education

October 2017 – May 2019

Nashville, TN

- Facilitated the annual enterprise risk management process for the department in 2017 and 2018.
 - Increased objective identification by 850% from 2016.
 - Expanded risk identification by 113% from 2016.
 - Provided training and consulting services as necessary to internal department teams.
- Adopted the *International Standards for the Professional Practice of Internal Auditing* and *Government Auditing Standards* for appropriate audit engagements, including creating policies and procedure manuals, and conducting internal quality assessments.
- Served as primary liaison with external auditors.
- Supervised the internal audit function for the department, including engagement supervision, performance management, interviewing, coaching, and training as required.
- Participated in Alliance 10 of the LEAD Tennessee program.

Director of Fiscal Strategy, Office of the Chief Financial Officer

Tennessee Department of Education

January 2016 – October 2017

Nashville, TN

- Supervised the federal programs and finance teams of the Achievement School District (ASD), a \$120 million division within the department.
 - Reduced grant carryforward by 60% year over year.
 - Reduced grant allowability errors by over 95% and monitoring findings by 80%.
 - Reduced time to complete the annual financial close process by nearly 2 months.
- Revised and reviewed financial policies and procedures to decrease audit exposure and increase the speed and accuracy of transactions.
 - Developed metrics and reports in Microsoft Power BI for accounting processing times.
 - Produced monthly budget-to-actuals and grants progress reports for ASD leadership.
- Transitioned the Achievement School Districts's accounting process to the state's primary ERP system to more accurately track financial data and implement increased internal controls around finances, procurement, and human resource information.
- Participated in the 2016 cohort of the Tennessee Government Management Institute.

Drew P. Harpool

Fiscal Director, Office of the Chief Financial Officer

July 2014 – December 2015

Tennessee Department of Education

Nashville, TN

- Reduced time required for daily federal reimbursement process by 75%, the schedule of expenditures against federal awards (SEFA) reporting process by 60%, and created a reporting tool for grants to increase transparency among internal groups.
- Designed and built a Microsoft Access database to assist the agency in tracking personnel-related decisions for over 1,200 employees, including changes to funding source, placement, and overall agency salary budgets.
- Reviewed agency balance sheet accounts for accuracy and initiated correcting journal entries when required.
- Supervised the cash management, accounts receivable functions and the accountant team, including performance management, interviewing, coaching, and training as required.

Finance Manager, First to the Top

April 2013 – June 2014

Tennessee Department of Education

Nashville, TN

- Created reports in Microsoft Access and Excel using data from multiple systems to monitor sub-recipients and contracts for a \$500 million grant, reverting no funds to the federal government at the time the grant closed.
- Aligned over 1,200 monthly expenditures monthly to grant-related federal reporting categories.
- Implemented review and tracking process for amendments of over 140 school district scopes of work to ensure timely processing.
- Performed required quarterly federal reporting, including reporting on school districts, vendors, and subrecipients.

EDUCATION

Georgetown University Law Center

Washington, D.C.

Master of Laws, Taxation, 2010

Tulane University Law School

New Orleans, LA

Juris Doctor, 2009

Vanderbilt University, College of Arts and Science

Nashville, TN

Bachelor of Science, Political Science and Communication Studies, 2006

John (Jay) Klein

TENNESSEE DEPARTMENT OF EDUCATION

Director of Legislative Affairs

MARCH 2020 - PRESENT

JOB DETAILS | Leads the day to day operations of the legislative affairs arm of the Department. Cultivating meaningful relationships with elected and strategic partners across the state through effective communication, significant engagement, and transparency. Informs and engages Department content experts in the legislative process.

Legislative Liaison

JANUARY 2019 - MARCH 2020

JOB DETAILS | Contributes to the Policy and Legislative Affairs team by building relationships with legislators, tracking K-12 legislation, responding to legislative inquiries, coordinating implementation efforts, and assisting Department attorneys in the drafting of legislation and amendments.

TENNESSEE GENERAL ASSEMBLY

Executive Assistant for Policy and Research; House Majority Caucus

JANUARY 2017 - JANUARY 2019

JOB DETAILS | Responsible for the overall success and expanded reach of caucus digital media platforms, consulting with and assisting individual caucus members in their own digital communications, coordinating with third party vendors to deliver communication materials, collaborating on traditional press relations, and assisting with policy research and caucus tasks.

Legislative Intern; Office of the House Majority Leader

JANUARY 2016 - APRIL 2016

JOB DETAILS | Handle constituent relations, perform research on legislation and policy, assist with press relations, represent the House Majority Leader in various venues, and assist in the general legislative process.

TENNESSEE STATE REPRESENTATIVE JAY REEDY'S RE-ELECTION CAMPAIGN

Campaign Manager

MAY 2016 - NOVEMBER 2016

JOB DETAILS | Responsible for voter contact, campaign strategy, volunteer recruitment, employee and volunteer management, research and statistical analysis, press relations, opposition research, and vendor coordination.

OFFICE OF TENNESSEE GOVERNOR BILL HASLAM

Constituent Services Intern

SEPTEMBER 2015 - DECEMBER 2015

JOB DETAILS | Handle constituent relations, produce official documents, and manage mail and people records using IQ software.

JEREMY KANE FOR MAYOR OF NASHVILLE

Campaign Associate

MAY 2015 - AUGUST 2015

JOB DETAILS | Responsible for voter contact, staffing events, volunteer recruitment, and fundraising.

EDUCATION

Graduate: Tennessee State University

2019 - PRESENT

PROGRAM | Masters of Public Administration; Public Policy Graduate Certificate

GPA | 4.0

Undergraduate: Lipscomb University

2013 - 2017

MAJORS | Political Science and Philosophy

GPA | 3.68

HONORS | Cum Laude

Theresa Nicholls, Ed.S.

[REDACTED]
[REDACTED]
Phone [REDACTED]
E-mail: [REDACTED]

Philosophy of Education

My training as a school psychologist has afforded me the belief that all children can learn when provided with sound instruction and appropriate interventions. Every educator has the capacity to provide the instruction needed to meet students' needs, given appropriate systems of support. Compliance with state and federal laws is necessary but not sufficient to ensure improved outcomes for students with disabilities. Instructional leadership should be focused on building the capacity of educational staff by developing individual strengths and addressing areas of growth.

Professional Highlights

Proven state leader in special education with a demonstrated record of improved student outcomes

State and district level experience developing and implementing special education policies, practices, and procedures

In depth understanding of special education law and best practice

Nationally Certified School Psychologist

Experience managing a large budget with state and federal funding sources

Significant experience with developing three tiered models of instruction and intervention (i.e. MTSS) at school, district, and state levels

Specialize in data based decision making

Experience with planning, developing, and providing professional development for school and district leaders

Excellent oral and written communication skills

Significant experience collaborating with multi-disciplinary teams to bridge communication between general and special educators

**Professional
Employment**

2013-present Tennessee Department of Education

2017- present Assistant Commissioner, Special Populations
Supervisor: Dr. Eve Carney, Chief School and District Officer
Lead policy decisions and implement high profile projects to improve outcomes for students with disabilities. Oversee strategic planning and goal setting to ensure the work of the division is focused on the needs of Tennessee students. Manage \$30 million budget, including administrative costs, grants, and contracts. Collaborate with senior leadership across the department to ensure alignment and cohesion of the department's initiatives.

2016-2017 Executive Director, Special Populations
Supervisor: Dr. Vicki Kirk, Chief Academic Officer
Led state special education initiatives for students with disabilities ages 3-21. Successfully wrote and implemented a \$5 million federal State Personnel Development Grant (SPDG) that included professional development, coaching, and follow up support for school teams comprised of general educators, special educators, and administrators in 50 districts, leading to documented changes in instructional practices, improved quality of IEPs, and positive outcomes for students with disabilities. Initiated a strategic planning process to identify LEA needs and aligned state support.

2013-2016 Director of School Psychology Services
Supervisor: Joey Hassell, Assistant Commissioner
Provided technical assistance and professional development to LEA's, school psychologists, teachers, and parents on topics related to Special Education assessment and eligibility. Collaborated with state level personnel to develop the Tennessee RTI² Manual and Implementation Guide. Collected and analyzed compliance indicator data for the purpose of federal reporting.

August 2013- 2015 Adjunct Professor, School of Education
Trevecca Nazarene University
Supervisor: Dr. Tandy Taylor
Instructed undergraduate students on topics related to special education assessment; developed syllabi and associated course material to be used; conducted weekly lectures and grade assignments and exams.

2008-2013 School Psychologist, Williamson County Schools
Supervisor: Carol Hendlmyer, Director of Special Education
Conducted psycho-educational evaluations with 100% compliance. Collaborated with school teams, to include general education teachers, special education teachers, parents, and administrators, to develop effective interventions for academic, behavioral, and emotional concerns. Consulted with school and district leaders to implement effective Response to Intervention (RTI) models of service delivery. Implemented data-driven methods of identifying academic deficits and appropriate interventions. Interpreted progress monitoring data to guide data based decision making. Additional responsibilities included report writing, General Education Intervention Team meetings, IEP meetings, conducting professional development, and providing consultation to parents, teachers, and administrators.

Education

2005-2008 Middle Tennessee State University
School Psychology Program
Ed.S. Curriculum and Instruction 2008
Summa Cum Laude
M.A. School Psychology 2007

Summa Cum Laude

2004-2005 Middle Tennessee State University, B.S.

Major: Psychology, Pre-graduate Concentration

Minor: Secondary Education, Non-teaching

Summa Cum Laude

2000-2003 Volunteer State Community College, A.S.

Major: Psychology

Summa Cum Laude

**Licensure/
Certifications**

Full School Psychologist Certification (TDOE)

Professional References Available Upon Request

VICTORIA ROBINSON



EDUCATION

LIPSCOMB UNIVERSITY
2010 – 2011

UNIVERSITY OF
TENNESSEE

Bachelor of Science
Journalism and Electronic
Media; Political Science
2011 – 2014

COMMUNITY SERVICE

UNIVERSITY OF
TENNESSEE, KNOXVILLE
NASHVILLE ALUMNI
BOARD

Promote values, ideals,
and recruit candidates to
attend the University of
Tennessee, Knoxville
2020 – present

TNACHIEVES
Mentor low income
graduating seniors through
college
2017 – present

JUNIOR LEAGUE OF
NASHVILLE
Serve city through
philanthropic activities.
Member of End Slavery
Committee | 2017 – present

DAVIDSON COUNTY
YOUNG REPUBLICANS
2017 – present

WORK EXPERIENCE

DIRECTOR OF MEDIA | Tennessee Department of Education | 2020

- Develop strategy for internal and external promotion of initiatives and programs to highlight the priorities of the department's strategic plan.
- Maintain media relationships and serve as primary media contact, draft messaging and press-related items, and oversee digital media outreach.

DIRECTOR OF SOCIAL MEDIA & MEDIA RELATIONS | Crisp Communications | 2019

- Maintain press relationships; coordinate media inquiries; write and place editorials, press releases and media advisories for clients in all major media markets in Tennessee.
- Execute and analyze social media campaigns, compile e-newsletters, website maintenance, and assist in graphic design.
- Promote statewide K-12 career and workforce alignment system to media.

SENIOR ACCOUNT EXECUTIVE | Crisp Communications | 2018 – 2019

- Build press relationships and run press conferences for gubernatorial campaign; provide messaging, advocacy, and strategy support.
- Coordinate statewide convening of industry stakeholders to promote post-secondary education and workforce development initiatives.

ACCOUNT EXECUTIVE | Crisp Communications | 2017 – 2018

- Develop statewide press relationships and filter media inquiries during high profile gubernatorial campaign and execute earned media strategies.
- Develop messaging and content for website rebuild, develop script for education based TedTalk, coordinate national communications forum.

ASSISTANT ACCOUNT EXECUTIVE | Crisp Communications | 2016 – 2017

- Execute strategies of earned media, advocacy and social media.
- Write copy and advise design of community education and workforce report.

CONGRESSIONAL INTERN | Congressman Scott DesJarlais | 2016

WESTERN TIDEWATER FIELD DIRECTOR | New Day for America: Kasich for Us | 2016

- Ensure functionality of office, manage phone bank, recruit volunteers, coordinate Primary day operations.

CONGRESSIONAL INTERN | Senator Bob Corker | 2015

SOCIAL MEDIA AND CONTENT MANAGER | E-Destinations | 2015

- Create blog content, compile e-newsletters, manage social media accounts for GeoDomain company operating three websites.

EDITORIAL INTERN | Cityview Magazine | 2014

- Compile the social calendar, dining guides, social media management, and various feature pieces for Knoxville lifestyle magazine.

EDUCATION

- 2017 **Ph.D.**, *University of California, Los Angeles*, Los Angeles, CA.
Graduate School of Education and Information Studies.
Social Research Methodology.
- 2009 **MPP**, *University of California, Los Angeles*, Los Angeles, CA.
School of Public Affairs.
- 2001 **M.Ed.**, *University of California, Los Angeles*. Los Angeles, CA
Multiple Subject and CLAD credentials.
- 1995 **A.B.**, *Brown University*, Providence, R.I. English and American Literature.

RESEARCH AND PUBLIC POLICY EXPERIENCE

- 2019 – present *Tennessee Department of Education*. **Director, Research and Analysis.**
- Lead team of 7 analysts.
 - Establish and manage research agenda for the TDOE research team and TERA/external partners.
 - Communicate key findings to external and internal audiences.
- 2017 – 2019 *Tennessee Department of Education*. **Research Manager, Human Capital.**
- Lead analyses of data on educator preparation, evaluation, and labor markets.
 - Coordinate with external research partners to facilitate academic research on TN human capital.
 - Supervise team of 1-2 analysts and participate in leadership team for research and data use.
- 2017 – 2019 *Harvard University*. **Strategic Data Project Fellow.**
- Strengthen skills in data analysis and leadership. Participate in a network of data strategists.
- 2012 – 2017 *National Center for Research on Evaluation, Standards, and Student Testing (CRESST), UCLA*.
Graduate Student Researcher.
- Evaluate magnet school performance against matched comparison samples.
 - Develop, conduct, and analyze qualitative measures on formative assessment practices in math.
 - Write reports to school districts and teachers, literature reviews, and data analysis reports.
 - Design and pilot formative assessment intervention instruments for Grade 8 Common Core math.
- 2011 *Los Angeles Unified School District and UCLA: Classroom and School Environment Survey*.
Project Coordinator and Lead Research Assistant.
- Co-developed constructs and items for teacher effectiveness surveys of students, staff, and parents.
 - Conducted observations, interviews, and focus groups to gauge implementation of pilot survey.
- 2009 – 2012 *United Teachers Los Angeles*. **Research Consultant.**
- Co-wrote UTLA-adopted teacher development and evaluation policy.
 - Summarized and conducted research on teacher effectiveness and other policies for union leaders.
- 2010 – 2011 *Los Angeles Educational Research Consortium*. **Research Consultant.**
- Conducted research for needs assessment, created founding documents, researched funding.
- 2009 – 2010 *Los Angeles School Development Institute*. **Research Consultant.**
- Led team of teachers and administrators in writing school plan for dual language elementary school.
- 2008 – 2009 *Centinel Youth Services*. **Program Evaluator.**
- Collected and analyzed data on effectiveness of peer mediation in an urban high school.

- 2008 *The State of South LA, Demographic Report. Graduate Student Researcher.*
• Assembled GIS data, 2000 Census Data: Pumas, LEHD, and ACS, and CA Dep. of Ed: API and CBEDS.

PUBLICATIONS

- 2019 Ronfeldt, M., Bardelli, E., Mullman, H., Truwit, M., **Schaaf, K.**, and Baker, J.C. (2019). Improving Student Teachers' Feelings of Preparedness to Teach Through Recruitment of Instructionally Effective and Experienced Cooperating Teachers: A Randomized Experiment . (EdWorkingPaper: 19-148). Retrieved from Annenberg Institute at Brown University: <https://doi.org/10.26300/vst6-j842>
- 2017 **Schaaf, K.** (2017). *Investigating the Relationships Among Teacher Social Capital, Teaching Practice, and Student Achievement Across Measures and Models.* (Doctoral dissertation, Graduate School of Education and Information Studies, University of California, Los Angeles).
- 2016 Martinez, J. F., Taut, S., & **Schaaf, K.** (2016). Classroom Observation for Evaluating and Improving Teaching: An International Perspective. *Studies in Educational Evaluation, 49*, 15-29.
- Schaaf, K.**, Leon, S., and Wang, J. (2016). Evaluation of the Impact of the Magnet Schools Assistance Program on Student Achievement in New Haven Public Schools: 2014-15. Internal Report to the District. National Center for Research on Evaluation, Standards, and Student Testing (CRESST).
- Schaaf, K.**, Epstein, S., Leon, S., and Wang, J. (2016). Evaluation of the Impact of the Magnet Schools Assistance Program on Student Achievement in Springfield Public Schools: 2014-15. Internal Report to the District. National Center for Research on Evaluation, Standards, and Student Testing (CRESST).
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- 2014 **Schaaf, K.**, & Dockterman, D. (2014). VAM in Greek, English, and Implication: Explanations of Different Models and their Effects on Aggregate and Individual Teacher Outcomes. *InterActions: UCLA Journal of Education and Information Studies, 10(1)*.
<http://escholarship.org/uc/item/5kq9j901>
- 2012 Teacher Effectiveness Workgroup, United Teachers Los Angeles. (2012). *UTLA's Teacher Development and Evaluation Framework*. March 6, 2012.
- 2011 Phillips, M., Yamashiro, K., **Schaaf, K.**, and Schweig, J. (2011). The Los Angeles Unified School District Pilot of Classroom and School Environment Surveys: A Technical Report Exploring Reliability and Validity in Nine School Improvement Grant Schools. December 18, 2011.

PRESENTATIONS

- 2016 **Schaaf, K.** (2016). *Teacher Social Capital, Teaching Practice, and Student Achievement: Comparing the Relationships Found using Different Measures and Models.* Poster presented in the session: Promising Scholarship in Education: Dissertation Fellows and Their Research, at the Annual Meeting of the American Educational Research Association, Washington, DC.
- 2015 Ong, C., LaTorre Matrundola, D., **Schaaf, K.**, & Levario, R. (2015). *Formative Assessment: A Bridge to Math Reasoning.* Paper presented at the 94th Annual Meeting of the California Educational Research Association, Anaheim, CA.

- 2014 **Schaaf, K.**, Ong, C., Herman, J., & La Torre Matrundola, D. (2014). *What Formative Assessment Practices “Look Like” in Southern California*. Structured poster session conducted at the annual meeting of the American Educational Research Association, Philadelphia, PA.
- 2013 Martinez, J. F., Taut, S., & **Schaaf, K.** (2013). *Seeing Instruction around the World: International Practices in Classroom Observation for Teacher Development and Evaluation*. Paper presented at the annual meeting of American Educational Research Association, San Francisco, CA.

TEACHING EXPERIENCE

- 2016 – 2017 *University of California, Los Angeles – Teacher Education Program. **Field Supervisor.***
- Observe and offer feedback to a team of novice secondary language arts teachers.
 - Prepare novice teachers to pass edTPA, collaborating with guiding teachers and university faculty.
- 2016 *California State University, Long Beach – Educational Leadership. **Adjunct Faculty.***
- Teach introductory statistics and survey design and provide one-on-one help to graduate students.
 - Develop teaching materials and lead individual lectures.
- 2008 *Teach For America – Los Angeles Institute. **Corps Member Advisor.***
- Analyzed student and teacher performance data and adjusted instruction based on results.
 - Coached and evaluated a team of twelve new teachers.
- 2000 – 2007 *Lawndale Elementary School District. **Teacher**, grades 3, 6.*
- **Grade-Level Chair** 2003-2005.
 - **Master Teacher.** Supervised student teachers 2004-2006.
 - Co-founded Freedom Club, an after-school enrichment club enacting civil rights history dramas.
- 1997 – 1999 *Nah-Tah-Wahsh Public School Academy, Hannahville, MI. **Technology Assistant**, grades K-12.*
- Taught classes in computer lab focused on technology and literacy.
 - Organized and led field trip to the Navajo Nation and arranged hosting of visiting Navajo students.
- 1995 – 1997 *East Moorhead Elementary, Teach For America. Moorhead, MS. **Teacher**, grades 4-5, 5.*
- Founded student-written school magazine and first interscholastic soccer and flag-football teams.

ORGANIZING and COMMUNITY EXPERIENCE

- 2015 *Committee to Recall Centinela Valley School Board Members. **Founder and Chair.***
- Led effort to recall board members who approved \$750,000 pay for district superintendent.
 - Recruited support from local teachers union, neighborhood association, and businesses.
 - Collected over 5,000 valid petition signatures for recall of Board President.
- 2013 *The Teaching Diablogue. <http://teachingdiablogue.wordpress.com>. **Founder.***
- Wrote blog on issues involved in measuring, evaluating, and improving teaching and learning.
 - Coordinated and solicited posts from researchers, graduate students, and teachers.
 - Promoted the blog as a forum for teachers and researchers to speak directly to one another.
- 2009 – 2011 *St. Catherine Laboure Advisory School Board, Torrance, CA. **Co-Chair.***
- 2009 – 2010 *Franklin D. Roosevelt Elementary Parent Teacher Association. Lawndale, CA. **President.***
- 1998 – 2000 *Sunflower County Freedom Project, Sunflower, MS. **Community / School Organizer.***
- Founding teacher in college preparatory program for 7th – 12th grade students from researchers.

AWARDS and HONORS

- Strategic Data Project Fellowship, *Harvard University*, 2017 – 2019
- AERA-MET Dissertation Fellowship, *UCLA*, 2015
- Eugene V. Cota-Robles Fellowship, *UCLA*, 2011-2015

Graduate Summer Research Mentorship, *UCLA*, 2013
 Marion Wells Fellowship, *UCLA*, 2012-13; Louise Tyler Fellowship, *UCLA*, 2011-12
 Hal E. Martin Fellowship: Outstanding Academic Achievement Award, *UCLA*, 2009
 PTA Outstanding Service Award, *Lawndale Elementary School District*, 2005
 Lawndale Rotary Grant, *Lawndale Elementary School District*, 2004

GRADUATE COURSES IN METHODOLOGY

Fall 2007	Geographic Information Systems (GIS); Methods of Policy Analysis; Microeconomic Theory
Winter 2008	Methods of Policy Analysis II; Microeconomic Theory II
Fall 2008	Education Policy Design and Inequality
Fall 2011	Causal Inference; Qualitative/Interpretive Research Methods
Winter 2012	Factor Analysis; Advanced Quantitative Models; Hierarchical Linear Models
Spring 2012	Educational and Psychological Measurement; Advanced HLM; Analysis of Variance
Fall 2012	Applied Probability; Advanced Item Response Theory
Winter 2013	Multivariate Analysis with Latent Variables; Item Response Theory
Spring 2013	Measuring Teacher Effectiveness; Generalizability Theory
Fall 2013	Advanced Multilevel Modeling; Reflections on Social Science Methods
Winter 2014	Statistical Analysis with Latent Variables
Spring 2014	Analysis of Incomplete Data

PROFESSIONAL ASSOCIATIONS

2016 – present	<i>Educational Assessment</i> . Reviewer for journal submissions.
2016 – 2017	<i>California Faculty Association / National Education Association</i>
2013 – present	<i>American Educational Research Association (AERA)</i> Measurement and Research Methodology Division
2013	<i>AERA</i> Special Interest Group for Districts in Research and Reform Reviewer for biannual dissertation award.
2000 – 2007	<i>California Teachers Association / National Education Association</i>

RICK ZADD

EXPERIENCE

SEPTEMBER 2014 TO PRESENT

STATE OF TENNESSEE DEPARTMENT OF EDUCATION, NASHVILLE, TN

SENIOR DIRECTOR OF PROCUREMENT AND LOGISTICS - FINANCE

Managing a team of six to provide great customer service to all divisions in the agency. Developing my team by collaboratively writing goals for their work, developing rubrics for predictable evaluation, conducting routine check-ins along with formal performance reviews, and assisting in their personalized, professional development. Collaborating with the staff attorney and CFO to ensure legal compliance with state procurement policy and law while balancing timeline and budget constraints. Helping teams write clear, defensible scopes of services. Continuously improving the quality of services procured by advising teams in the areas of competitive solicitations, performance-based deliverables, and vendor management practices. Guiding division and office leaders through rigorous zero-based budgeting exercises to align funding with strategic priorities by serving as a thought partner on how needs analyses, competitive selection criteria, cost estimates, staffing, and project planning impact budget needs.

Accomplishments

- Created a new team from six existing staff members with various functions and turned it into an integral, reliable part of the agency
- Led the transition from a dispersed, unpredictable set of procurement procedures to a centralized procurement system that consistently delivers 95%+ satisfaction to users.
- Overhauled internal approval mechanisms to ensure division leads have insight into every expense, duplicate efforts are minimized, expectations are clear, and contingency plans for vacancies are documented and predictable.
- Documented the full procure-to-pay cycle for the first time for the agency by writing eight process plans with rigorous metrics and data collection methods to track accuracy, completeness, and timeliness
- Created and implemented a system for the collection, revision, and approval of all process plans, project plans, and work plans for the finance division
- Ensured the completion of the agency's enterprise risk management plan by training division leads, reviewing their drafts, and editing for coherence across the organization

DIRECTOR OF OPERATIONS – CENTERS OF REGIONAL EXCELLENCE

Managed all operations for a team with eight regional offices across Tennessee and one central team located in Nashville. Served as the liaison between eight regional Data Analysts and their counterparts on the Research and Data Use teams to ensure tight alignment on goals, ongoing project management, and knowledge-sharing between the teams. Continuously improved divisional practices including purchasing, renewing and finding new office leases, time entry and approval, travel entry and approval, federal compliance, and technology adoption. Assumed as much administrative burden as possible to protect the time of regional teams for district-level academic support.

Accomplishments

- Planned and managed against an annual budget of ~\$5.5M for a team of 52 employees and 10+ contractors across multiple state and federal funding sources
- Led multiple transitions in funding sources while preserving the capacity of the team and ensuring compliance with all federal regulations tied to funding
- Managed the planning, spending, and annual reporting of a five-year, ~\$7M grant from the Bill and Melinda Gates Foundation
- Onboarded 7-8 new employees per year to make sure they were proficient in all relevant state processes and federal requirements for their work
- Identified a need and then organized and executed the transition of document storage and web-based collaboration for the team from an ad hoc collection of disconnected tools to Microsoft SharePoint
- Developed a suite of hiring and onboarding resources from the ground up to support hiring managers with the necessary tools to identify strong candidates.

BUSINESS MANAGER – OFFICE OF THE CHIEF ACADEMIC OFFICER

Provided detailed budget-to-actual reports to divisions, collections of divisions, and the whole office to various levels of stakeholders. Represented the office in all conversations with senior leadership regarding funding priorities. Advised the CAO and heads of divisions on the strategic use of recurring and reserve funds, staffing and organizational needs, and budget expansion requests. Met with the CFO monthly or more to discuss the needs of the division and the impact of any changes on the entire department's plans and finance.

Accomplishments

- Planned and managed against annual budgets totaling ~\$13-18M across four teams with 50+ employees and 20+ funding sources
- Met the reversion targets set for state funds and avoided the reversion of any federal funds for every funding cycle

JULY 2013 – AUGUST 2014

REPUBLIC CHARTER SCHOOLS, NASHVILLE, TN

FOUNDING DIRECTOR OF OPERATIONS – NASHVILLE ACADEMY OF COMPUTER SCIENCE

- Managed a recruitment team of four through a strategy that included phone-banking, canvassing, and community events to enroll 60 students in two months, exceeding our recruitment goal
- Coordinated the work of six vendors to bring a facility from a vacant building to a fully functional school in one month

TEACHER – NASHVILLE PREP: 6TH AND 7TH GRADE MATH

- Led 94% of 54 6th grade students to proficient or advanced on the state TCAP exam with 74% advanced
- Led book clubs of 10-30 students ranging from 6th grade to high school reading levels
- Coached boys' basketball team to charter league championship

AUGUST 2011 – MAY 2013

CHEATHAM COUNTY CENTRAL HIGH SCHOOL, ASHLAND CITY, TN

TEACHER: ALGEBRA I, ALGEBRA II, GEOMETRY, PRECALCULUS

- Students scored highest in the school on Algebra I and Algebra II EOC exams
- Served as Faculty Advisor for Student Council and Chess Club and assisted with school play

MAY 2009 – NOVEMBER 2010

LENOVO GROUP, MORRISVILLE, NC

INSIDE ACCOUNT SALES, PUBLIC SECTOR

- Sold technology solutions to K-12, higher education, and state and local governments in California, Hawaii, and Texas
- Trained new employees in sales tools, product capabilities, and selling methods
- Achieved an average 108% attainment over nine quarters on quotas as high as \$11M

APRIL 2006 – MAY 2008

APPLES SERVICE-LEARNING PROGRAM, CHAPEL HILL, NC

TREASURER

- Handled bookkeeping and accounting for a non-profit, student-run organization with an annual operating budget of \$275,000
- Planned the future of the organization with the executive cabinet

EDUCATION

JUNE 2012

M. ED., INSTRUCTIONAL PRACTICE

LIPSCOMB UNIVERSITY, NASHVILLE, TN

- GPA: 4.0/4.0

MAY 2008

B. S., BUSINESS ADMINISTRATION

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL, CHAPEL HILL, NC

- Dean's List Fall 2005, 2006, 2007

SKILLS

- Zero-based budgeting
- Grant reporting
- Enterprise risk management
- Federal grant compliance
- Vendor management
- Contract scope writing and review
- Project management
- Developing new products and systems
- Microsoft Office 365 including SharePoint, Planner, and Teams
- Advanced proficiency in Excel

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

Organization:

Tennessee Department of Education
Andrew Johnson Tower, 9th Floor
710 James Robertson Parkway
Nashville, TN 37243

Date: 3/29/2019

Agreement No: [REDACTED]

Filing Reference: This replaces previous Agreement No. [REDACTED]
Dated: 6/28/2018

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



Distribution Base:

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

Applicable To:

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

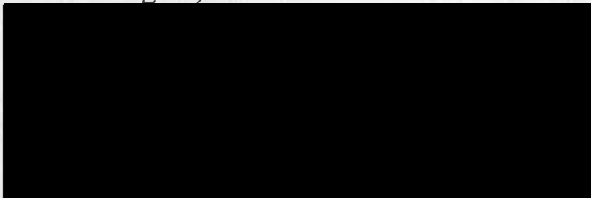
For the Organization:

Tennessee Department of Education
Andrew Johnson Tower, 9th Floor
710 James Robertson Parkway
Nashville, TN 37243

For the Federal Government:

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





Chris Today
Name


Signature
Frances Outland
Name

Assist. Commissioner, CFO
Title

Director, Indirect Cost Division
Title

April 2nd, 2019
Date

March 29, 2019
Date

Negotiator: Andre Hylton
Telephone Number: 

Appendix 5: Signed Assurance

In accordance with the ESF-REM requirement, the Tennessee Department of Education hereby attests to its intent and ability to participate in an evaluation, pursuant to Application Requirement 5, and to submit information to the U.S. Education Department, as requested, for evaluations the Secretary may carry out. This may include, but is not limited to, working at the outset of the grant to establish common performance measures.



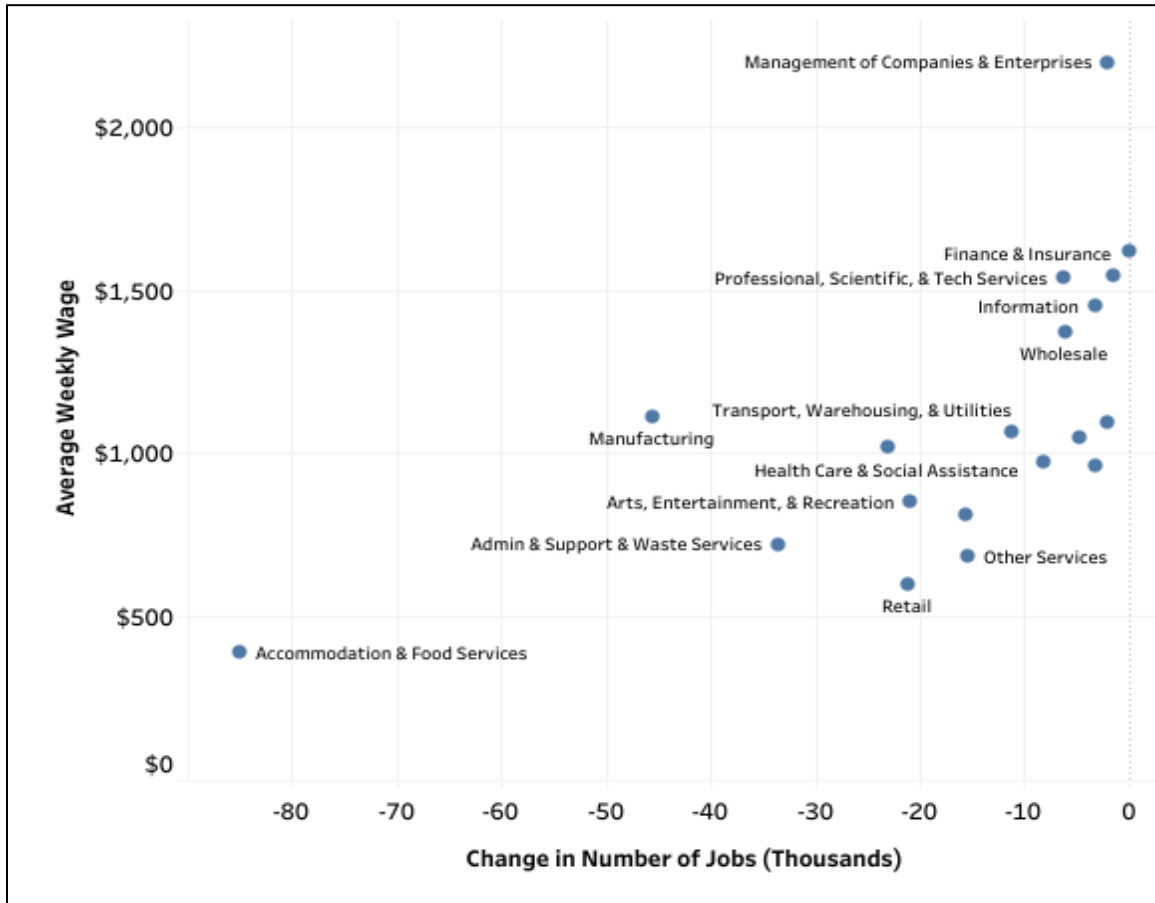
APPENDIX 6

<u>6a Logic Model</u>	1
<u>6b Tennessee Average Weekly Wages and Change in Number of Jobs, February to May, 2020</u>	2
<u>6c NWEA COVID-19 Learning Loss Predictions</u>	3
<u>6d Tennessee Comprehensive Literacy Plan</u>	4
<u>6e Gantt Chart</u>	7
<u>6f Project Leadership Team</u>	9
<u>6g Strategies, Objectives, and Performance Measures</u>	10
<u>6h Implementation Budget Summary</u>	11
<u>6i References</u>	12

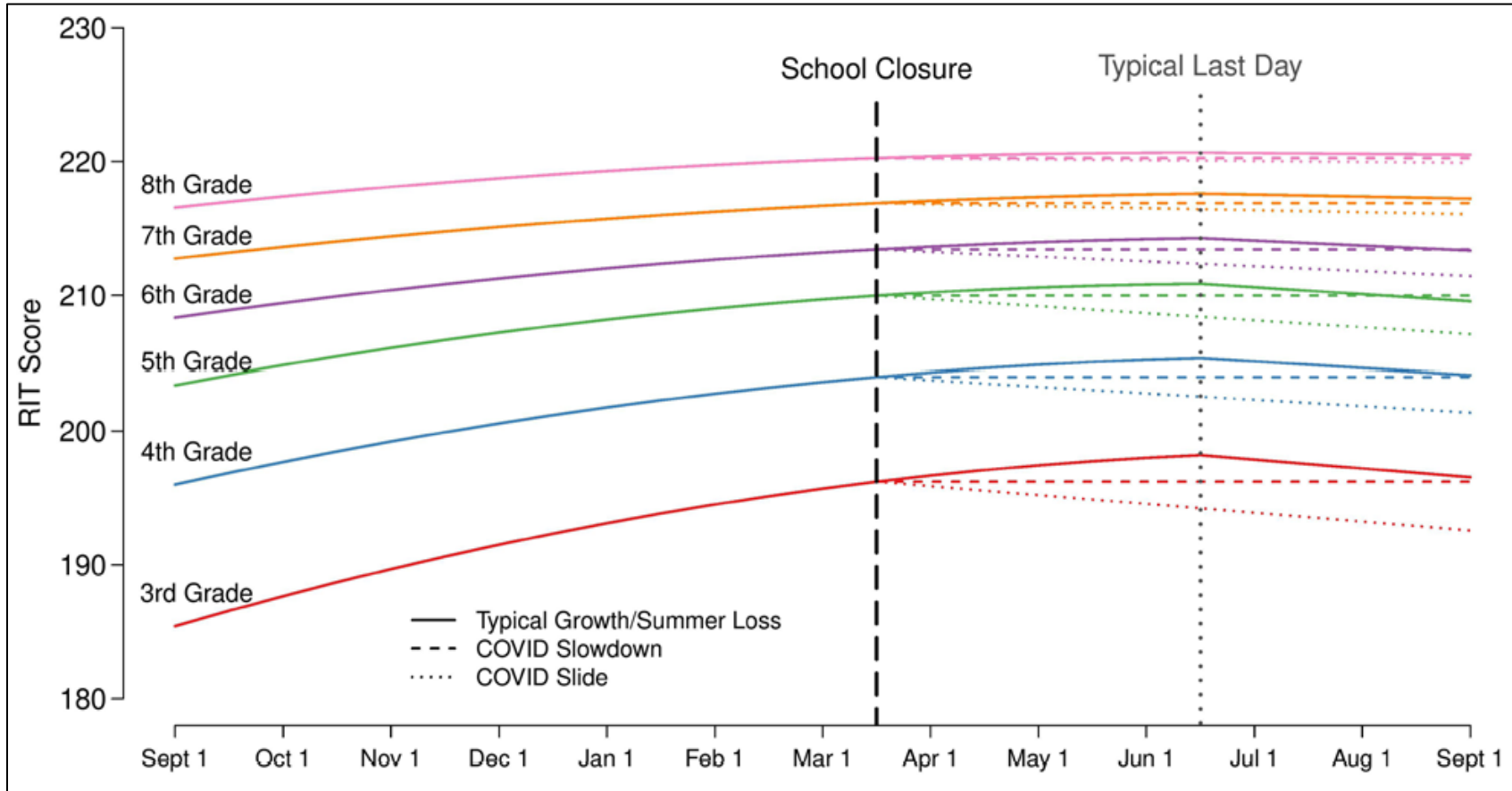
6A LOGIC MODEL

Problems		Inputs	Strategies	Outputs	Short-Term Outcomes	Long-Term Outcomes
BUDGET REDUCTIONS	Persistently low levels of literacy proficiency in grades 1-3	Statewide Strategic Plan Tennessee Early Literacy Supports Framework and Foundational Skills Curriculum	Generate approved list of providers meeting specific standards of instructional quality	35 new remote learning options provided	The percent of students who improve in reading proficiency from pre- to post-test will increase by 3 percentage points per year 80% of families who respond to survey report “satisfied” or “extremely satisfied” with the remote learning options available	Reduction in the number of students scoring below benchmark on diagnostic measures
	Student learning loss due to COVID-19 school closures	PBS lessons Ready Rosie	Provide additional learning time for youngest, most vulnerable learners	493,968 hours of learning provided through microgrants		
	Lack of broadband access, especially in rural areas	Wi-Fi mobile hotspots	Increase access to high-quality, digital literacy instruction	6,851 students provided with broadband access		
	Lack of access to devices, especially for students eligible for free and reduced meals	Devices pre-loaded with learning content		8,667 students provided with devices		
	Need for wraparound supports for students living in poverty, students with disabilities, English learners, and families directly impacted by COVID-19	Expertise in program monitoring	Facilitate continuous improvement processes in response to student data and family feedback	13,721 students served by 70 approved providers	90% of providers implement annual action plans based on student data and family feedback and are renewed year-over-year 85% of providers are aligned or fully aligned with TN Foundational Skills Curriculum	Coordinated approach to early literacy with widespread family support and involvement
		Impact Survey results and analysis	Cultivate feedback loops to ensure family satisfaction	5,763 families provide input and/or feedback	80% of families report satisfaction with the program 80% of families report improved family support and involvement in early literacy	

6B_TENNESSEE AVERAGE WEEKLY WAGES AND CHANGE IN NUMBER OF JOBS, FEBRUARY TO MAY, 2020



6C_NWEA COVID-19 LEARNING LOSS PREDICTIONS



6D_TENNESSEE COMPREHENSIVE LITERACY PLAN

The Tennessee Comprehensive Literacy Plan (TCLP) takes a systematic approach at improving literacy for all children in the state of Tennessee. Where historically, the agency has focused on one element of instruction to improve student literacy rates, data clearly indicates that this approach has not been successful. The comprehensive approach addresses: high quality curriculum, teacher training (both current and aspiring teachers), ongoing support, and family partnerships.

High Quality Curriculum

For kindergarten through second grade, the department requires districts to address both foundational skills and knowledge building. Therefore, the Tennessee Department of Education, (TDOE), has developed a free foundational skills curriculum and suite of resources to support districts in implementing research and evidence based materials for foundational skills. The TN Foundational Skills curriculum is anchored in a research-based open source curriculum. The open source curriculum, Core Knowledge Language Arts (CKLA) Skills curriculum provides the foundational components of the Tennessee Foundational Skills curriculum, and this curriculum is grounded deeply in sounds based language study, sound-symbol combination, and decoding. The CKLA program was uniquely designed with the cognitive science of practice in mind and utilizes a sounds-first approach. In K-3, the program teaches children 150 spellings for the 44 sounds of English. Each unit focuses on a small number of letter-sound relationships and lasts approximately 2-3 weeks. Further, each day, children are given the chance for extended practice in those same letter-sound relationships through play and extended practice within texts (Bevilacqua and McGinty, 2016). The department also hired the Liben Consulting Firm to incorporate sounds-first activities (phonemic and phonological awareness specific) to fill the gaps in the Core Knowledge Curriculum. Finally, a Tennessee educator team created a suite of guidance and support documents to assist educators in implementation of the TN Foundational Skills curriculum.

In addition, districts will need to adopt a high-quality K-12 ELA curriculum off of the state approved list and one that meets all of the TN standards around knowledge building.

High Quality Materials Training and Professional Learning

While there is a strong scientific consensus for systematic phonics instruction in the early grades, the research has been slow to make it into policies and classroom practices. Reading proficiency depends on the expert and integrated teaching of these skills so that the reader learns to read text fluently and to ensure effective comprehension. Phonics instruction tends to vary across classrooms. In some classrooms phonics instruction might be “pale and thin”, comprised of nothing more than a worksheet, while in other classrooms the instruction might look quite different (Shanahan, 2019). Shanahan further argued that most teacher preparation programs have not provided this training.

One reason CKLA was selected as the basis for the TN Foundational Skills Curriculum Supplement is that its materials are uniquely educative: they provide teachers with the knowledge and understanding they need to implement the materials well. The TN Supplement is also supported by a seven module course developed by the Student Achievement Partners. The video series is asynchronous and allows for participants to complete the training in an “on-demand” format. The modules emphasize phonological awareness theory, how phonics instruction should build from phonological awareness, and the application to text-based practice using decodables. Each video course is 35 minutes to an hour and allows for a provider to require certificates to demonstrate proficiency of its instructors.

This training focuses on the following:

“Elementary teachers need to understand and know how to teach the five components of reading science: (1) developing in their students awareness of the sounds made by spoken

words (phonemic awareness); (2) systematically mapping those speech sounds onto letters and letter combinations (phonics); (3) giving students extended practice for reading words so that they learn to read without a lot of effort (fluency)—allowing them to devote their mental energy to the meaning of the text; (4) building student vocabulary, a skill closely Teacher Prep Review associated with the final component; (5) developing their students’ understanding of what is being read to them and eventually what they will read themselves (comprehension)” (NCTQ, 2020).

Additionally, teachers will receive professional learning opportunities through digital modules, regional trainings, and embedded district professional learning for high quality knowledge-building materials. The department will be offering a series of on-demand modules for teachers to support high quality materials implementation as well as regional trainings for district and school leaders. District and school leaders will receive re-deliverable resources for teachers.

Ongoing Implementation Support

As important as high-quality curriculum materials are, a body of compelling evidence suggests that ongoing support for their implementation may be the curriculum effect’s “secret sauce.” One study spanning 6,000 schools and six states found that implementing high-quality instructional materials in the absence of high-quality instructional supports was not associated with improvement in student learning (Blazar et al., 2019). Other researchers have found that over half of the possible impact of shifting to a stronger curriculum is lost if the transition does not include a shift in teacher practice that specifically supports the new materials (Taylor et al., 2015.) Said another way, the curriculum effect is greatest on student outcomes when coupled with what the University of Colorado’s Joseph Taylor calls an “integrated delivery model to drive change in teacher behavior.” Ongoing supports for Tennessee districts implementing high-quality ELA materials will involve regional networks of districts matched with high-quality vendors with proven track records of effective curriculum implementation support. Networks will work with the vendors, with regionally based mentor districts, and with one another to ensure that newly adopted high-quality ELA curricula are implemented with integrity and fulfill their promise to raise student achievement. Implementing high quality instructional materials effectively requires adaptive work. There is no technical, step-by-step solution that works in all cases. For that reason, districts will engage in structured cycles of continuous improvement grounded in data and evidence to achieve high-quality implementation in their schools. District work will begin with a thorough diagnosis of current practice using the IPG and other root cause analysis and diagnosing tools to map the system elements that are critical to successful implementation. From there, implementation support vendors and mentor districts will support districts in setting implementation goals, developing strategies for improvement and implementation plans, and determining how they will monitor progress and refine their strategy at regular intervals. Utilizing cycles of continuous improvement will not only allow districts in the network to adapt and adjust their plans throughout implementation to ensure strategies have the desired outcomes, but also equip them with the broader set of skills needed to tackle adaptive challenges in other aspects of their work.

Family Support

In addition, the department will be working with a variety of parent organizations and philanthropic partners to build a series of parent-friendly videos that reinforce concepts in the foundational skills lessons, provide parents with fun and easy home activities to develop oral language, and reinforce intentional reading practice. Research shows that children whose parents are involved in their education do better in school. Getting involved at the preschool level will prepare you to be active once your children enter elementary school, middle school, and high school. Schools need parent and family involvement to succeed just as much as your children do and be able to see if their child is progressing in reading. Further Axford et al. (2019) reinforce this concept and share “These studies together offer some promise that the quality of parental interaction with their children at a very young age in a supportive

learning home environment may have a positive and long-term impact on children’s subsequent academic performance” (p.354).

In addition, families need support in reading diagnostic reports, understanding student needs and finding supports to gain those resources for students. The EEF Guidance Report Working with Parents to Support Children’s Learning encourages educators to engage families in understanding how their child is performing, what are areas of strength and challenges. Further, the report indicates that families need to be equipped to understand and advocate for their child. Axford et al. (2019) assert that “the strongest associations between type of parental involvement and academic achievement were found when parents have high academic expectations for their children, develop and maintain communication with them about school activities, and help them to develop reading habits.” The Rethink K12 grant also provides families with additional funds to gain tutoring support for their children. Over time, the department will have a suite of video and print resources to help families analyze diagnostic reports, understand their child’s needs.

References

- Axford, N., Berry, V., Lloyd, J., Moore, D., Rogers, M., Hurst, A., Blockley, K., Durkin, H. and Minton, J. (2019). *How can schools support parents’ engagement in their children’s learning? Evidence from research and practice*. London: Education Endowment Foundation.
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6E_GANTT CHART

Blue indicates milestones.

	Owner	Year 1			Year 2			Year 3		
		Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
Develop infrastructure for microgrant program										
Hire personnel, including a grant manager and family liaison	Carney	✓	✓							
Renegotiate contract with Class Wallet	Zadd	✓	✓							
Refine portal to allow for family and provider access	Boyd	✓	✓							
Develop processes for family enrollment in the program, lottery (if needed), and award of microgrants	Carney	✓	✓							
Develop supplemental application and award processes for technology support (e.g., devices and hotspots)	Boyd	✓	✓							
Develop process for loading and delivering technology supports to families	Boyd	✓	✓							
Beta-test and refine the system; Run Spring pilot	Carney		✓							
Select high-quality providers										
Develop solicitation for providers outlining technology, safety, and data privacy minimum requirements and requirements for high-quality instructional materials/approach to literacy	Zadd	✓								
Develop rubric for scoring proposals and selecting providers	Galloway		✓							
Select providers	Project Leadership Team		✓			✓			✓	
Implement microgrants										
Open enrollment (4 week periods each March, June and September)	Robinson		✓	✓	✓	✓	✓	✓	✓	
Microgrant awards made (2 weeks each April, July, and October)	Harpool		✓	✓	✓	✓	✓	✓	✓	
Program selection window (4 weeks each April/May, July/August, and October/November)	Carney		✓	✓	✓	✓	✓	✓	✓	
Technology preparation and delivery to families (2 weeks each May, August, and November)	Carney		✓	✓	✓	✓	✓	✓	✓	
Program delivery (courses begin each June, September and January)	Coons			✓	✓	✓	✓	✓	✓	✓

	Owner	Year 1			Year 2			Year 3		
		Fall	Spr	Sum	Fall	Spr	Sum	Fall	Spr	Sum
Provide oversight and management										
Conduct annual provider kickoff meeting	Galloway		✓			✓			✓	
Collect pre- and post-test data on participating students	Schaaf		✓	✓	✓	✓	✓	✓	✓	✓
Engage providers in annual renewal process, to include an action plan in response to student data and family satisfaction results	Galloway				✓			✓		
Cultivate feedback loops										
Collect quantitative data for performance measures; Conduct focus groups	Schaaf	✓	✓	✓	✓	✓	✓	✓	✓	✓
Conduct family surveys	Robinson			✓	✓	✓	✓	✓	✓	✓
Enable families to submit program reviews to the portal	Robinson			✓	✓	✓	✓	✓	✓	✓
Implement process for families to nominate new providers	Robinson	✓			✓			✓		
Grant Management										
Hold Project Management Team Meetings	Carney	✓	✓	✓	✓	✓	✓	✓	✓	✓
Collect data for performance measures	Schaaf	✓	✓	✓	✓	✓	✓	✓	✓	✓
Attend ESF-REM trainings and meetings	Carney	✓	✓		✓	✓		✓	✓	
Finalize sustainability plan	Klein								✓	✓
Submit Quarterly & Annual Reports	Carney/Harpool	✓	✓	✓	✓	✓	✓	✓	✓	✓
Submit Final Report	Carney/Harpool									✓

6F_PROJECT LEADERSHIP TEAM

The Project Leadership Team (see resumes in Appendix 2) will represent a cross-section of the TDOE in order to support the entire scope of this initiative. The Project Director will be TDOE's Chief of Districts and Schools, **Dr. Eve Carney**. In her role, Carney coordinates the divisions of federal programs and oversight, school models and programs, special populations, school turnaround, and the state special schools. For Connected Literacy, Carney will provide direction to the project, lead Project Leadership Team meetings, and coordinate with ED as needed. Carney's extensive and diverse professional background will ensure the project is implemented with fidelity.

Dr. Lisa Coons, Chief of Standards and Materials, who will ensure the quality and alignment of instructional materials and microgrant programs with TDOE initiatives and priorities. Additional staff working to oversee program content include **Dr. Rachel Bradshaw**, Senior Director of Literacy and Humanities, and **Jerry Boyd**, Special Advisor in the Office of Standards and Materials. In addition, Boyd will take responsibility for the online enrollment/registration portal.

Dr. Kevin Schaaf, Director of Research and Analysis, will oversee the data collection related to all project performance measures.

Amy Galloway, Senior Director of Professional Learning, will work with the contracted Provider Liaison to develop the kickoff meeting for the approved providers to ensure fidelity of implementation across the state.

Theresa Nicholls, Assistant Commissioner of Special Populations and nationally certified school psychologist, will ensure that providers are offering programs that meet accessibility criteria to remove barriers for students with disabilities, English language learners, trauma-affected learners, and other marginalized groups.

Drew Harpool, Chief Financial Officer, will oversee the budget for the project, ensuring that expenditures are kept in line with projections, deviations are clearly outlined and accompanied by a rationale, and that the overall project stays on budget. Expenditures will be recorded in real time, and the overall budget will be reviewed on a monthly basis with Project Leadership Team members. **Rick Zadd**, Senior Director of Procurement and Logistics, will collaborate with the Office of General Counsel for procurement and will oversee contracts necessary for implementation.

Victoria Robinson, Director of Media, will oversee the communication strategy for the Connected Literacy initiative. This will include strategic communications via the TDOE's Facebook, Twitter, website, and other outlets, as well as focused outreach to participating families.

Jay Klein, Director of Legislative Affairs, will be responsible for outreach and communication with the state's legislative and executive branches, focused primarily on ensuring alignment with the statewide strategy and building sustainable support with our legislative partners. Although we do not expect any disruption in project leadership, should a Leadership Team member not be able to fulfill required duties due to illness or transition to another position, a replacement will be named from the same division within two weeks.

6G_STRATEGIES, OBJECTIVES, AND PERFORMANCE MEASURES

GOAL: Reduce the number of students scoring below benchmark on measures of literacy proficiency.				
Objectives	Performance Measures	Data Sources	Instruments/ Methodology:	Completion Dates:
STRATEGY 1: Generate approved list of providers meeting specific standards of instructional quality				
Objective 1.1: 35 new remote learning options provided	Y1: 25 Y2: 30 Y3: 35	Provider proposals	RFP Descriptive Analysis	Y1: March Y2: March Y3: March
Objective 1.2: 70 providers on approved list across state's geographic regions	Y1: 50 Y2: 60 Y3: 70	Online portal	Descriptive Analysis	Y1: March Y2: March Y3: March
STRATEGY 2: Increase access to high-quality, digital literacy instruction				
Objective 2.1 Provide 6,851 students with broadband or hotspots. This represents 50% of all students served	Y1: 1,921 Y2: 3,018 Y3: 1,921	Program records	Descriptive Analysis	Y1: July Y2: July Y3: July
Objective 2.2: Provide 8,667 students with devices. This represents 63% of all students served	Y1: 2,497 Y2: 3,924 Y3: 2,497	Program records	Descriptive Analysis	Y1: July Y2: July Y3: July
STRATEGY 3: Provide additional learning time for youngest, most vulnerable learners				
Objective 3.1: 493,968 hours of learning provided through microgrants	Y1: 138,311 Y2: 217,346 Y3: 138,311	Program records	Descriptive Analysis, Measures of Central Tendency	Y1: July Y2: July Y3: July
Objective 3.2: The percent of students improving their reading proficiency from pre- to post-test increases by 3 ppt per year	Y1: Baseline (B) Y2: B + 3 ppt Y3: B + 6 ppt	Pre and post- assessment results	Descriptive Analysis, Standard Deviation	Y1: July Y2: July Y3: July
STRATEGY 4: Facilitate continuous improvement processes in response to student data and parent feedback				
Objective 4.1: Serve 13,721 students and their families	Y1: 3,842 Y2: 6,037 Y3: 3,842	Online portal	Descriptive Analysis	Y1: July Y2: July Y3: July
Objective 4.2: 90% of providers submit annual action plans based on student data and family feedback and are renewed year-over-year	Y1: N/A Y2: 80% Y3: 90%	Program records	Descriptive Analysis	Y1: July Y2: July Y3: July
Objective 4.3: 85% of providers report that their programs are aligned or fully aligned with Tennessee's Foundational Skills Curriculum by Year 3	Y1: 70% Y2: 80% Y3: 85%	Provider survey	Descriptive Analysis	Y1: July Y2: July Y3: July

6H_IMPLEMENTATION BUDGET SUMMARY

	Year 1	Year 2	Year 3	3-Year Grant Period
Grant Request	\$5,667,927	\$8,653,195	\$5,678,878	\$20,000,000
Students Served	3,842	6,037	3,842	13,721
Cost Per Student	\$1,470	\$1,429	\$1,472	\$1,457

Budget for Microgrants	\$4,391,380	\$6,900,740	\$4,391,380	\$15,683,500
Hours of Direct Service Provided	138,311	217,346	138,311	493,968
Cost Per Hour	\$31.75	\$31.75	\$31.75	\$31.75

Budget for Hotspots	\$176,155	\$264,265	\$176,155	\$616,575
Hotspots Provided	1,957	2,937	1,957	6,851
Cost Per Hotspot	\$90	\$90	\$90	\$90

Budget for Laptops	\$680,944	\$1,021,537	\$680,944	\$2,383,425
Laptops Provided	2,476	3,715	2,476	8,667
Cost Per Laptop	\$275	\$275	\$275	\$275

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Budget Narrative File(s)

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Budget Narrative

Connected Literacy: Engaging Parents as Partners (Connected Literacy) is being implemented by the Tennessee Department of Education (TDOE) to offer microgrants to Tennessee's most vulnerable students and families to provide additional instructional support focused on early-grades literacy.

TDOE requests a total budget of [REDACTED] over three years from the U.S. Education Department (USED) through the ESF-REM grant. A grant from USED would provide the essential funding necessary to award microgrants to families with underserved students in grades 1-3 in public and nonpublic schools who have been identified as performing below grade level. The microgrants would also provide for technology access and resources, as well as necessary administrative support to implement the program effectively. To qualify as a partner for families, providers will need to meet a standard set of requirements related to quality, outcomes, and service.

The narrative below is organized by budget category and explains the proposed use of requested funds over the three-year grant period.

PERSONNEL

TDOE is requesting a [REDACTED], which includes two full time equivalents (FTEs): a grant manager and a family liaison. The grant manager will develop the project plan for the Connected Literacy initiative that will be integrated into the department's project management process, including regular performance routines and updates to the project management dashboard. The grant manager will work closely with the department's communications team to develop messaging and materials for districts and schools and will utilize the department's social media platforms. Further, the grant manager will supervise one additional position, the family liaison.

The family liaison will be a full-time role whose responsibility is to assist families with the enrollment and registration process, to facilitate family nomination of new providers, and to troubleshoot any difficulties with the family survey.

Collectively, these two staff members will engage in weekly cross-functional teaming in the department, provide technical assistance to parents, and manage a dedicated email account responding to all parent or provider inquiries.

TRAVEL

TDOE is requesting \$11,100 to budget for travel. Travel funds enable the grant staff to work with regional stakeholders and with department regional offices related to project support and with families. Mileage is calculated at 47 cents per mile, and other reimbursements will be in alignment with the statewide travel policy.

Category	Year 1	Year 2	Year 3	Total
Mileage	700	700	700	2,100
Lodging and Meals	3,000	3,000	3,000	9,000
Total	3,700	3,700	3,700	11,100

SUPPLIES

TDOE requests \$21,725 to budget for supplies that will be needed to administer the program and to offer ongoing engagement with families and stakeholders throughout the life of the grant. These supplies will include general office supplies, laptop computers, and cell phones, for the two FTEs being funded from the grant. Supplies also include brochures, signage, and additional communications materials as the program is launched.

Category	Year 1	Year 2	Year 3	Total
Supplies	7,725	7,000	7,000	21,725

EQUIPMENT

TDOE is not requesting a budget for equipment.

CONTRACTS

TDOE is requesting a total budget of \$19,383,500 in the contractual budget category which will encompass instructional support microgrants, linked student technology microgrants, a contract for programmatic support for providers, as well as a contract amendment for the parent/provider portal for administering payments for microgrants.

TDOE requests a budget of \$15,683,500 for funding microgrants to support and serve eligible students in grades 1-3 in public and non-public schools who have been identified as performing below grade level on literacy assessments. Microgrants will provide families with an approved list of providers who have met standards of achievement, quality and service related to literacy remediation and acceleration.

The microgrants would provide 36 hours of service for 13,721 students (at a cost of \$31.75 per service hour), and will be delivered through 7 windows of service delivery: a summer, fall, and spring window in each of years two and three, and a summer window starting in year one. These service delivery windows will be aligned to the major academic opportunities (fall semester, spring semester, and summer break).

As an additional support for these students, TDE requests a budget of \$3,000,000 to support technology purchases (e.g., for laptops or hotspots) for students participating in the program.

This would provide an estimated 6,851 hotspots at \$90 (covering 50% of participating students) and 8,667 laptops for students at \$275 (covering 63% of participating students).

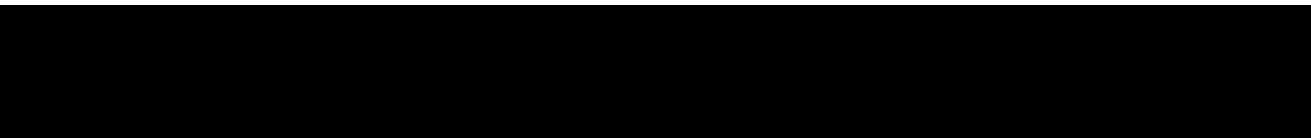
To support approved providers in ensuring alignment with the Foundational Skills Curriculum, TDOE requests a total of \$300,000 for a Provider Liaison. This liaison will be the primary point of contact for approved providers and will oversee the annual kickoff, train providers on pre- and post- common assessments, ensure TDOE-required trainings are complete, review and recommend program adjustments based on feedback from the provider surveys, and support the Grant Manager on the annual provider renewal process.

TDE requests a budget of \$400,000 over three years for contracts related to the parent and provider portal for administering microgrants to families.

Category	Year 1	Year 2	Year 3	Total
Microgrants	4,391,380	6,900,740	4,391,380	15,683,500
Technology for students and families	857,000	1,286,000	857,000	3,000,000
Contract for parent/provider portal for microgrants	120,000	160,000	120,000	400,000
Consultant(s) acting as Provider Liaison	100,000	100,000	100,000	300,000
Total	5,468,380	8,446,740	5,468,380	19,383,500

INDIRECT COST

Indirect cost is calculated on the direct cost items above at TDOE's current unrestricted indirect



BUDGET SUMMARY

Category	Year 1	Year 2	Year 3	Total
Grant Manager				
Family Liaison				
Benefits ()				
Travel	3,700	3,700	3,700	11,100
Equipment	-	-	-	-
Supplies	7,725	7,000	7,000	21,725
Contracts	5,468,380	8,446,740	5,468,380	19,383,500

