APPLICATION FOR GRANTS UNDER THE
Perkins Innovation and Modernization Grant Program
CFDA # 84.051F
PR/Award # V051F190046
Grants.gov Tracking#: GRANT12882938

OMB No. 1894-0006, Expiration Date:
Closing Date: Jun 14, 2019

PR/Award # V051F190046
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<tr>
<td>10. Other Narrative Form</td>
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<td>Attachment - 1 (1234-Appendix A Consortia Agreement not applicable)</td>
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<td>Attachment - 4 (1237-Appendix D-Rural LCCC Perkins CTE June 2019)</td>
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<td>Attachment - 8 (1241-Appendix H Proprietary Info not applicable)</td>
<td>e96</td>
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<td>Attachment - 9 (1242-FINAL LCCC Perkins CTE_Appendix I Assur Evaluation)</td>
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<tr>
<td>11. Budget Narrative Form</td>
<td>e98</td>
</tr>
<tr>
<td>Attachment - 1 (1249-LCCC Perkins CTE Budget Narrative June 2019 FINAL)</td>
<td>e99</td>
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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:  
   - [ ] Preapplication  
   - [x] Application  
   - [ ] Changed/Corrected Application

* 2. Type of Application:  
   - [x] New  
   - [ ] Continuation  
   - [ ] Revision  
   - [ ] Other (Specify):

* 3. Date Received: **06/14/2019**

* 4. Applicant Identifier: **Lorain County Community College**

5a. Federal Entity Identifier:  

5b. Federal Award Identifier:  

**State Use Only:**

6. Date Received by State:  

7. State Application Identifier: **Ohio**

8. **APPLICANT INFORMATION:**

   * a. Legal Name: **Lorain County Community College District**

   * b. Employer/Taxpayer Identification Number (EIN/TIN): **34-0930187**

   * c. Organizational DUNS: **0777806740000**

   d. Address:  
      - Street1: **1005 North Abbe Road**
      - Street2:  
      - City: **Elyria**
      - County/Parish: **Lorain**
      - State: **OH: Ohio**
      - Province:  
      - Country: **USA: UNITED STATES**
      - Zip / Postal Code: **44035-1613**

   e. Organizational Unit:  
      - Department Name: **Advancement**
      - Division Name: **Strategic & Institutional Deve**

   f. Name and contact information of person to be contacted on matters involving this application:  
      - Prefix: **Mr.**
      - Middle Name: **R**
      - * Last Name: **Morgenstern**
      - Suffix:  
      - Title: **Director of Advancement**
      - Organizational Affiliation: **Lorain County Community College**
      - * Telephone Number: **[Redacted]**
      - Fax Number: **[Redacted]**
      - * Email: **[Redacted]**

**PR/Award # V051F190046**

Page e3
**Application for Federal Assistance SF-424**

**9. Type of Applicant 1: Select Applicant Type:**
- H: Public/State Controlled Institution of Higher Education

**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:**
- CFDA Title:

**12. Funding Opportunity Number:**
- ED-GRANTS-041519-001

* Title:
- Office of Career, Technical, and Adult Education (OCTAE): Perkins Innovation and Modernization Grant Program CFDA Number 84.051F

**13. Competition Identification Number:**
- 84-051F2019-1

* Title:
- Perkins Innovation and Modernization Grant Program

**14. Areas Affected by Project (Cities, Counties, States, etc.):**
- 1243-LCCC Perkins CTE Areas affected June 2

**15. Descriptive Title of Applicant’s Project:**
- Lorain County Community College: Computer Science CTE Dual Enrollment Pathways

Attach supporting documents as specified in agency instructions.
### Application for Federal Assistance SF-424

#### 16. Congressional Districts Of:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>* a. Applicant</td>
<td>OH-004</td>
</tr>
<tr>
<td>* b. Program/Project</td>
<td>OH-004</td>
</tr>
</tbody>
</table>

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

1244-LCCC Perkins CTE Congressional Distri

### 17. Proposed Project:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>* a. Start Date</td>
<td>10/01/2019</td>
</tr>
<tr>
<td>* b. End Date</td>
<td>09/30/2024</td>
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</tbody>
</table>

### 18. Estimated Funding ($):

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>* a. Federal</td>
<td>829,175.00</td>
</tr>
<tr>
<td>* b. Applicant</td>
<td>0.00</td>
</tr>
<tr>
<td>* c. State</td>
<td>69,981.00</td>
</tr>
<tr>
<td>* d. Local</td>
<td>0.00</td>
</tr>
<tr>
<td>* e. Other</td>
<td>584,033.00</td>
</tr>
<tr>
<td>* f. Program Income</td>
<td>0.00</td>
</tr>
<tr>
<td>* g. TOTAL</td>
<td>1,483,189.00</td>
</tr>
</tbody>
</table>

### 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.
- [x] 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
- [x] No

If “Yes”, provide explanation and attach

### 21. By signing this application, I certify (1) to the statements contained in the list of certifications and assurances 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)

- [x] 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:** Ms.
- **First Name:** Tracy
- **Middle Name:** A
- **Last Name:** Green
- **Title:** VP, Strategic and Institutional Development
- **Telephone Number:** ____________
- **Fax Number:** ____________
- **Email:** ____________
- **Signature of Authorized Representative:** ____________
- **Date Signed:** 06/14/2019
U.S. Dept. of Education  
Office of Career, Technical, and Adult Education  
*PERKINS INNOVATION AND MODERNIZATION GRANT PROGRAM*  
CFDA Number: 84.051F

**Required SF-424 information**

**Question 14: Areas affected by Project—Lorain County and environs**

The proposed project will impact Lorain County, Ohio, and primarily is targeting the urban centers of the cities of Lorain, Ohio, and Elyria, Ohio in Lorain County, as well as the county’s rural areas, via specific partnerships with College-Credit Plus high schools acting as LEAs.

Lorain County’s 2018 population estimate for 2018 is 309,461, with an approximate county-wide poverty rate of 13.5%. [https://www.census.gov/quickfacts/fact/table/loraincountyohio/PST040218](https://www.census.gov/quickfacts/fact/table/loraincountyohio/PST040218)

The cities of Lorain and Elyria, Ohio, qualify as being in economic distress and are designated as Opportunity Zones. (See also below.)

The applicant is: An institution of higher education primarily serving one or more areas served by an LEA with an urban-centric locale code of 32, 33, 41, 42, or 43, as determined by the Secretary.

<table>
<thead>
<tr>
<th>Partnering District</th>
<th>LEA Code</th>
<th>Qualified Opportunity Zone (Census Tract)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elyria City Schools</td>
<td>13 (City, Small)</td>
<td>390930708</td>
</tr>
<tr>
<td><strong>Keystone Local Schools</strong></td>
<td><strong>41 (Rural, Fringe)</strong></td>
<td></td>
</tr>
<tr>
<td>Lorain City Schools</td>
<td>22 (Suburb, Midsize)</td>
<td>390930224, 390930231, 390930230, 390930973</td>
</tr>
<tr>
<td><strong>Lorain County Joint Vocational Schools</strong></td>
<td><strong>Serves all districts</strong></td>
<td></td>
</tr>
<tr>
<td>Lorain County Community College – Early College High School</td>
<td><strong>Serves all districts</strong></td>
<td></td>
</tr>
<tr>
<td>Midview Schools</td>
<td>22 (Suburb, Midsize)</td>
<td></td>
</tr>
<tr>
<td>North Ridgeville Schools</td>
<td>21 (Suburb, Large)</td>
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<tr>
<td><strong>Overall (Weighted Average)</strong></td>
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</tbody>
</table>
Lorain County COMMUNITY COLLEGE

U.S. Dept. of Education
Office of Career, Technical, and Adult Education
PERKINS INNOVATION AND MODERNIZATION GRANT PROGRAM
CFDA Number: 84.051F

Required SF-424 information, Question 16:

Lorain County CONGRESSIONAL DISTRICTS
June 2019

Lorain County’s current United States Congressional Districts as of June 2019 include the following:

OH-004
U.S. Rep. Jim Jordan (R)

OH-007

OH-009
U.S. Rep. Marcy Kaptur (D)
Name of Institution/Organization

Lorain County Community College District

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

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

*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: 07/01/2018  To: 06/30/2022 (mm/dd/yyyy)
   Approving Federal agency: ☐ ED  ☒ Other (please specify): Dept. of Health and Human Services
   The Indirect Cost Rate is 37.50%.

(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 you use MTDC, 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 you use this rate, 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 8.00%.
Applicants requesting funding for only one year should complete the column under “Project Year 1.” Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

### SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

<table>
<thead>
<tr>
<th>Budget Categories</th>
<th>Project Year 1 (a)</th>
<th>Project Year 2 (b)</th>
<th>Project Year 3 (c)</th>
<th>Project Year 4 (d)</th>
<th>Project Year 5 (e)</th>
<th>Total (f)</th>
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<tbody>
<tr>
<td>1. Personnel</td>
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<tr>
<td>2. Fringe Benefits</td>
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<td>3. Travel</td>
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<td>4. Equipment</td>
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<td>5. Supplies</td>
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<td>6. Contractual</td>
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<td>9. Total Direct Costs (lines 1-8)</td>
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<tr>
<td>10. Indirect Costs</td>
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<tr>
<td>12. Total Costs (lines 9-11)</td>
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</tbody>
</table>

### SECTION C - BUDGET NARRATIVE (see instructions)
ASSURANCES - NON-CONSTRUCTION PROGRAMS

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

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

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

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

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C.§§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§292 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).


14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.
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:
   - [ ] a. contract
   - [x] b. grant
   - [ ] c. cooperative agreement
   - [ ] d. loan
   - [ ] e. loan guarantee
   - [ ] f. loan insurance

2. * Status of Federal Action:
   - [x] a. bid/offer/application
   - [ ] b. initial award
   - [ ] c. post-award

3. * Report Type:
   - [ ] a. initial filing
   - [ ] b. material change

4. Name and Address of Reporting Entity:
   - [x] Prime  [ ] SubAwardee
   - * Name: Lorain County Community College
   - * Street 1: 1005 North Abbe Road
   - City: Elyria  State: OH  Zip: 44035-1613
   - Congressional District, if known: OH-004

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

6. * Federal Department/Agency:
   - Department of Education

7. * Federal Program Name/Description:
   - CFDA Number, if applicable:
   - Federal Action Number, if known:

8. Federal Action Number, if known:
   - Award Amount, if known:

9. Award Amount, if known:
   - $ [ ]

10. a. Name and Address of Lobbying Registrant:
    - Prefix: [ ]
    - * First Name: [ ]
    - Middle Name: [ ]
    - Last Name: [ ]
    - * Street 1: [ ]
    - Suffix: [ ]
    - * Street 2: [ ]
    - City: [ ]
    - State: [ ]
    - Zip: [ ]

11. b. Individual Performing Services (including address if different from No. 10a):
    - Prefix: [ ]
    - * First Name: [ ]
    - Middle Name: [ ]
    - Last Name: [ ]
    - * Street 1: [ ]
    - Suffix: [ ]
    - * Street 2: [ ]
    - City: [ ]
    - 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: [ ]
   * Name: [ ]
   - Prefix: [ ]
   - * First Name: [ ]
   - Middle Name: [ ]
   - Last Name: [ ]
   - * Street 1: [ ]
   - Suffix: [ ]
   - * Street 2: [ ]
   - City: [ ]
   - State: [ ]
   - Zip: [ ]

   Title: VP, Strategic and Institutional Development
   Telephone No.: [ ]
   Date: 06/14/2019

Federal Use Only:

Authorized for Local Reproduction
Standard Form - LLL (Rev. 7-97)
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 high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?
The following examples may help illustrate how an applicant may comply with Section 427.

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements
According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email ICDocketMgr@ed.gov and reference the OMB Control Number 1894-0005.
Lorain County Community College’s (LCCC) proposal addresses the barriers that low income, rural and Qualified Opportunity Zone residents can have which impede equitable access or participation to quality education and training. The Performance Measures developed in the project ensure the appropriate data collection, evaluation, and continuous improvement practices are in place to serve these populations. Additionally, LCCC’s application provides for the expansion of innovative delivery methods, dual enrollment, and student support strategies that seek to mitigate barriers and ensures all students are able to access education and training no matter their socio-economic status or geographic location.

Lorain County Community College (LCCC) does not discriminate on the basis of race, color, national origin, sex, age or disability for admission or access to its programs or activities. With this Title III grant, the project will strive to respond to the academic, career, and personal needs of all individuals, including members of traditionally underserved groups in higher education – those with learning disorders, members of racial or ethnic minority groups, women, and physically disabled individuals. All materials developed for the project will include the Notice of Non-Discrimination that includes the institutional policy, institutional contact for related inquiries, and the address of the U.S. Department of Education regional Office of Civil Rights.

LCCC’s official Statement of Nondiscrimination, published publically, reads as follows:

Statement of Nondiscrimination
Lorain County Community College shall practice no discrimination in admission of students, nor in providing educational opportunities, work opportunities, or financial aid; that is, all procedures and all actions in these areas shall be performed without regard to race, color, creed, religion, national origin, ancestry, age, sex, marital status, child-bearing status, handicap or sexual orientation: The College shall grant admission to all eligible candidates; that is, to all candidates who meet the admissions requirements appearing in the current college catalog or are otherwise officially publicized. It shall grant opportunities for work-study and part-time student employment at the College according to guidelines pertinent to need, as outlined by the sponsoring governmental or institutional body. It shall award scholarships, grants, loans, and other forms of financial aid on the basis of relevant, prescribed qualifications.
General Education Provisions Act (GEPA) Requirements - Section 427 (continued)

LCCC will advocate and advertise CTE availability in local and statewide publications and professional publications where appropriate. LCCC will conduct all CTE project employment in accordance with the institution's Affirmative Action and Equal Opportunity guidelines. These guidelines address employment and participation:

LCCC will ensure equitable access to and participation in its federally assisted program for students and faculty. The College fully understands that unanticipated issues of access may arise in specific instances. In such cases, the LCCC CTE Coordinator in collaboration with other grant staff and selected campus personnel will work to assure the elimination of such barriers as they occur.

To ensure equitable access to and participation in the proposed activities by members of the traditionally underserved populations, the following steps will be taken:

• Gender – No student will be denied access to any program or service due to gender. Faculty and staff will ensure instructional and other program materials (including career information) are free of gender bias prior to adoption.
• Age – Students of non-traditional college age may have needs distinct from traditional college students. Faculty and staff involved in the project will tailor activities to benefit this population.

• Ethnic Background, Race, National Origin, or Color – Enrollment and recruitment strategies are reviewed to ensure broad reach to people from all ethnic backgrounds, races, national origins, and color.

• Disabilities – The College will provide effective support for all employees and students with disabilities who request reasonable accommodations.
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
Lorain County Community College District

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Ms.  * First Name: Tracy  Middle Name: A
Last Name: Green  Suffix: 
Title: VP, Strategic and Institutional Development

* SIGNATURE: Michael R Morgenstern  * DATE: 06/14/2019
1. Project Director:

Prefix: Ms. First Name: Deanna Middle Name: H Last Name: Hersko

Address:

Street1: 1005 North Abbe Rd.
Street2:
City: Elyria
County: Lorain
State: OH: Ohio
Zip Code: 44030-1613
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:

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

Lorain County Community College (LCCC) has established an Institutional Review Board (IRB) to protect the rights and safety of persons participating in research, while safeguarding the academic freedom of researchers. The Institutional Review Board at Lorain County Community College is registered with the federal Office of Human Research Protection (OHRP). The IRB oversees all research conducted with human participants by or through Lorain County Community College.

In a pre-review process, this research was deemed likely to be exempt from review because human participants conform to one of the categories from section 46.101(b) of 45 CFR 46:

(1) This research will be conducted in an established or commonly accepted educational settings, involving normal educational practices, such as (i) research on regular and special education instructional strategies, or (ii) research on the effectiveness of or the comparison among instructional techniques, curricula, or classroom management methods.

(2) This research involves the use of educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures or observation of public behavior, unless: (i) Information obtained is recorded in such a manner that human subjects can be identified, directly or through identifiers linked to the subjects; and (ii) the disclosure of the human subjects’ responses outside the research will not place the subjects at risk of criminal or civil liability or be damaging to the subjects’ financial standing, employability, or reputation.

Upon grant award, the project will be submitted for IRB review.
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.]
ED Abstract Narrative

Lorain County Community College (LCCC), in partnership with seven high schools, proposes a Perkins Innovation and Modernization project that responds to current and future industry needs in STEM-based Computer Science fields. The primary goal of the project is to engage and support students in STEM-based Computer Science CTE pathways leading to transitions into postsecondary Applied Associates Degree Computer Science programs and earn-and-learn opportunities resulting in employment in non-traditional Computer Science fields. The project has six objectives that drive activities that focus on: (1) Improving enrollment in dual enrollment pathways, (2) Implementing dual enrollment pathways in all partnering schools, (3) Supporting students to meet minimum math assessment standards for postsecondary program admittance, (4) Expanding earn-and-learn opportunities in targeted Computer Science pathways, (5) Expanding a student supportive services program called STEM Success to include students in Computer Science pathways, and (6) Recruiting, qualifying and credentialing more teachers in Computer Science. Aligned with these objectives, grants funds will be used to support staff and supplies to implement and expand six programs: (1) FlexFactor student recruitment and engagement program, (2) Building IT Futures and Learn to Earn dual enrollment programs, (3) ALEKS online assessment readiness program, (4) TRAIN OH earn-and-learn program, (5) STEM Success student supportive services program, and (6) University Partnership teacher development program.

The LEA partners include: Lorain County Community College’s Early College High School, Elyria City Schools, Keystone Local Schools, Lorain City Schools, Lorain County Joint Vocational School, LCCC Early College High School, Midview Schools, and North Ridgeville Schools.
Project Narrative File(s)


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

Add Mandatory Project Narrative File  Delete Mandatory Project Narrative File  View Mandatory Project Narrative File

Add Optional Project Narrative File  Delete Optional Project Narrative File  View Optional Project Narrative File
Lorain County Community College:
Computer Science CTE Dual Enrollment Pathways

Application for Grant Funds to Perkins Innovation and Modernization Grant Program
CFDA Number: 84.051F

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II. Description of the Proposed Project

Lorain County Community College (LCCC), an institution of higher education, in partnership with seven high schools and several industry partners, proposes a Perkins Innovation and Modernization project that responds to current and future industry needs in Computer Science fields. The project would serve students in low-income, Qualified Opportunity Zones, and rural school districts. LCCC’s current dual enrollment structure provides an established framework for this project to inform effective strategies that strengthen the pipeline of workers with Computer Science skillsets. The proposed dual-enrollment career pathways model blends high-quality education and training designed to: align with regional workforce needs, greatly increase the recruitment and flow of students into Computer Science pathways, prepare and transition students into postsecondary opportunities in employment and education, focus on student success through an innovative student supportive service model, integrate paid work-based learning opportunities. The project will leverage existing and planned technology infrastructure to utilize innovative delivery strategies including a new online math remediation model. Additionally, the proposal addresses a critical CTE Computer Science teacher shortage.

LCCC’s service area is facing a crisis situation in the Computer Science workforce new and growing industries require updated technical skills. The worker shortage is compounded by challenges providing access to education and training to all populations. LCCC will innovate and implement a comprehensive project to serve low-income, Qualified Opportunity Zone, and rural students that leads to education and employment in Computer Science fields. In partnership with anchor industry partners, LCCC and high school faculty will align sector-based curriculum with the needs of employers to give students a seamless pathway toward achieving job placement and stackable credentials.
III. Response to Selection Criteria

A. Selection Criteria A: Significance

1. The proposed project demonstrates new strategies that build on existing strategies

Rationale for the Project: This application is submitted for three reasons: (1) There are workforce needs and shortages in the local labor market for individuals with Computer Science skillsets; (2) There are gaps and opportunities to develop and improve CTE dual enrollment pathways in Computer Science, and (3) many low-income, rural, and Qualified Opportunity Zone students are missing out on opportunities to participate and succeed in Computer Science CTE pathways.

Rationale 1: This proposal addresses needs and shortages in the labor market This proposal focuses on three Computer Science program areas that are aligned with needs in the local labor market: 1) Cyber & Information Security, 2) Data Analytics, and 3) Computer Information Systems. These program areas and the associated job demand are listed in Table 1.

<table>
<thead>
<tr>
<th>Program Area</th>
<th>SOC Code</th>
<th>Occupation</th>
<th>2014 Jobs</th>
<th>2024 Jobs</th>
<th>% Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyber &amp; Information Security</td>
<td>15-1122</td>
<td>Information Security Analysts</td>
<td>610</td>
<td>660</td>
<td>8.2%</td>
</tr>
<tr>
<td></td>
<td>15-1142</td>
<td>Network and Computer Systems Admins</td>
<td>3,950</td>
<td>4,130</td>
<td>4.6%</td>
</tr>
<tr>
<td>Data Analytics</td>
<td>15-1121</td>
<td>Computer Systems Analysts</td>
<td>7,680</td>
<td>9,240</td>
<td>20.3%</td>
</tr>
<tr>
<td></td>
<td>15-1199</td>
<td>Computer Occupations, All Other</td>
<td>1,640</td>
<td>1,660</td>
<td>1.2%</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>15-1121</td>
<td>Computer and Information Scientists</td>
<td>91</td>
<td>99</td>
<td>9%</td>
</tr>
<tr>
<td></td>
<td>15-1131</td>
<td>Computer Programmers</td>
<td>2,600</td>
<td>2,350</td>
<td>(9%)</td>
</tr>
<tr>
<td></td>
<td>15-1132</td>
<td>Software Developers, Applications</td>
<td>6,060</td>
<td>7,160</td>
<td>18.2%</td>
</tr>
<tr>
<td></td>
<td>15-1133</td>
<td>Software Developers, Systems Software</td>
<td>950</td>
<td>1,050</td>
<td>10.5%</td>
</tr>
<tr>
<td></td>
<td>15-1134</td>
<td>Web Developers</td>
<td>1,450</td>
<td>1,810</td>
<td>24.8%</td>
</tr>
<tr>
<td></td>
<td>15-1143</td>
<td>Computer Network Architects</td>
<td>1,460</td>
<td>1,520</td>
<td>4.1%</td>
</tr>
<tr>
<td></td>
<td>15-1151</td>
<td>Computer User Support Specialists</td>
<td>3,240</td>
<td>3,620</td>
<td>11.7%</td>
</tr>
<tr>
<td></td>
<td>15-1152</td>
<td>Computer Network Support Specialists</td>
<td>2,460</td>
<td>2,540</td>
<td>3.3%</td>
</tr>
<tr>
<td></td>
<td>11-3021</td>
<td>Computer and Info Systems Managers</td>
<td>3,040</td>
<td>3,530</td>
<td>16.1%</td>
</tr>
<tr>
<td></td>
<td>15-1141</td>
<td>Database Administrators</td>
<td>1,030</td>
<td>1,150</td>
<td>11.7%</td>
</tr>
</tbody>
</table>

Source: Ohio Department of Job and Family Services, Bureau of Labor Market Information
The employer community is working closely with this initiative, and has expressed needs in alignment with Table 1. A regional information technology association called the RITE Board lists Software Developers, Computer Support Specialists, IT Project Managers, Computer Systems Analysts, and Network Administrators as the most in-demand jobs among its members.

**Rationale 2: This proposal improves Dual Enrollment CTE Pathways in Computer Science.** Figure 2 depicts the components of the proposed Computer Science CTE Pathways. The model is assembled in response to observed gaps in existing Computer Science CTE Pathways. Each element is rooted in an evidence basis. The gaps and elements are described in Table 3, below, along with the evidence basis (What Works Clearinghouse), and each is aligned with an application Absolute Priority, Program Requirement, and/or Competitive Preference Priority.

**Figure 2: Components of the Computer Science Pathways**

![Diagram of Computer Science Pathways]

Secondary

- **FlexFactor**
  - Student Recruitment and Engagement Program
- **Building IT Futures**
  - Dual Enrollment and Work-Based Learning Program
- **High School Learn to Earn Program**
  - Dual Enrollment and Work-Based Learning Program
- **Online Assessment Score Enhancement**
  - Math Assessment Readiness Program

Postsecondary

- **Computer Science Pathways**
  - Postsecondary Curriculum and Degree Pathways
- **TRAIN OH**
  - Learn and Learn Program
- **University Partnership**
  - Teacher Recruitment and Credentialing Program

**STEM Success: Student Support Program**
Table 3: Computer Science Pathways

<table>
<thead>
<tr>
<th>Pathway Name</th>
<th>Description</th>
<th>Academic and Industry-Recognized Credentials</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cyber and Information Security</td>
<td>Prepares students for employment in a variety of careers in Cyber Security. Examples of positions can include such titles as Information Security Analyst, Network Administrator, and Information Security Specialist.</td>
<td>Recognized Postsecondary Credentials: Short-Term Certificate, One-Year Certificate, Associate of Applied Science</td>
</tr>
<tr>
<td>Data Analytics</td>
<td>Prepares students to apply data analytics tools and techniques in occupations such as Computer Systems Analyst and Data Analyst. The courses are delivered in partnership with IBM Academy and leverage IBM and open source applications.</td>
<td>Recognized Postsecondary Credentials: Short-Term Certificate, One-Year Certificate, Associate of Applied Science</td>
</tr>
<tr>
<td>Computer Information Systems</td>
<td>Includes four concentrations: Mobile Device Application Development, Network Communication Technology, Software Development, and Web Development. Prepares students for occupations listed in Table 2, above.</td>
<td>Recognized Postsecondary Credentials: Short-Term Certificate, One-Year Certificate, Associate of Applied Science</td>
</tr>
</tbody>
</table>

Table 4: Model Elements

Element 1: Address low enrollment volume in Computer Science Pathways.

Implement the FlexFactor Student Recruitment and Engagement Program for Computer Science. FlexFactor is an industry-driven student outreach, engagement, and recruitment program designed to be easily embedded into the classroom. Developed by the Manufacturing USA Institute, NextFlex, FlexFactor has modularly been integrated into a wide range of subject areas, turning any secondary academic classroom into a career technical education classroom. LCCC intentionally delivers this project-based learning program in non-STEM classrooms to expose students who have not self-selected into STEM and advanced technologies pathways to these viable career opportunities; raising awareness and interest in targeted career pathways. During their time in the program, students develop 21st Century Skills through entrepreneurship education and project mentoring by local industry professionals. Career awareness elements include touring a local business and visiting LCCC where they apply to college, removing a common admissions barrier for first-generation and special populations; participate in interactive sessions led by instructors; tour campus; and engage in a college lecture. The end result is that students are energized to pursue pathways they may not have otherwise considered and LCCC.
Evidence Basis - Preliminary: FlexFactor has been piloted in San Jose (CA), Lorain County (OH), and Huntsville (AL). The program has achieved very promising results having engaged 3,000+ secondary students and 86% have enrolled in a postsecondary dual enrollment pathway in a targeted field. (McGrath, email correspondence, June 2019).

Absolute Priority, Program Requirement, and/or Competitive Preference Priorities

See Page 35 - 44 for full explanation. Absolute Priority: Plan for Evidence-Based Field-Initiated Innovations; Program Requirement 2: Use of Funds – (a)(2), (b)(1, 2, 3, 4), (c)(1, 2), (d), (e), (g)(2), (h). Competitive Preference Priorities 1, 2, and 3.

Element 2: Expand dual enrollment pathways in Computer Science to all partnering schools.

Proposed Solution: Expand the Building IT Futures and Learn to Earn Dual Enrollment Programs

Building IT Futures and Learn to Earn are Computer Science dual enrollment programs that provide high school students with pathways to postsecondary credentials, industry recognized credentials, work-based learning opportunities, and employment. Administered by LCCC, these dual enrollment pathways target 11th and 12th grade students. The programs allow students to enroll in postsecondary courses without having to take any pre-admission assessments and meet minimum GPA standards. The programs are taught in collaboration with industry partners, with students taking some classes on-site at the industry’s facility and with professional mentors leading classroom content. As an integrated part of Building IT Futures and Learn to Earn, LCCC is working closely with Microsoft Philanthropies TEALS (Technology Education and Literacy in Schools) to build computer science classes in our local schools. TEALS teaches computer science in a team-taught CTE model, with industry professionals and high school instructors delivering content together. At the conclusion of the TEALS course, CTE students are able to earn college credit through Advanced Placement exams. The programs align with the three targeted program area with dually enrolled high school students taking postsecondary coursework in: Database Design & Implementation, Intro to Programming C+, Web Development and Graphic Design, and Computer Maintenance and Networking. High school students have the opportunity to earn industry-recognized credentials in C++, Comp TIA A+, Comp TIA Network+, Adobe (Illustrator, Photoshop, and Premier). High school students may earn postsecondary Short-Term and One-Year Certificates while in high school. Key collaborators include employer
partners Hyland Software, OEConnections and University Hospitals. As shown in Table 5, below, not all schools currently have access to these programs.

**Evidence Basis - Strong** Dual enrollment has positive effects on students’ degree attainment, college access and enrollment, credit accumulation, completing high school, and general academic achievement, with a medium to large extent of evidence. (Berger et al, 2014).

**Absolute Priority, Program Requirement, and/ or Competitive Preference Priorities.** See pages 35-44 for full explanation. Absolute Priority: Plan for Evidence-Based Field-Initiated Innovations; Program Requirement 2: Use of Funds – (a)(2), (b)(1, 2, 3, 4), (c)(1, 2), (d), (e), (f), (h), (i) Competitive Preference Priorities 1, 2, and 3.

**Element 3: Support students to meet minimum MATH assessment standards to fully transition into postsecondary Computer Science programs upon graduation from high school.**

**Expand online opportunities for students to improve MATH assessment readiness.**

During the student enrollment process, LCCC uses a multidimensional assessment and course placement process that is not solely reliant on placement tests. However, as part of the process, the college requires an ALEKS Placement, Preparation and Learning (ALEKS PPL) Assessment to determine readiness for mathematics courses, which are a principal barrier for many students in Computer Science pathways. ALEKS PPL is a web-based program that maps a student’s strengths and weaknesses and provides online modules for assessment preparation. The online Prep and Learning Modules will be made available to all students in the Computer Science pathways in support of assessment preparation and readiness.

**Evidence Basis - Strong:** Many students fail to understand the importance of assessment tests, struggle to interpret question, and run the risk of artificially lower scores without proper preparation. Assessment readiness strategies help overcome these challenges leading to improved scores, especially when positioned within a multidimensional assessment strategy that recognized a variety of additional factors. (Scott-Clayton Crosta, & Belfield, 2014)

**Absolute Priority, Program Requirement, and/ or Competitive Preference Priorities** See Page 35-44 for full explanation. Absolute Priority: Plan for Evidence-Based Field-Initiated Innovations; Program Requirement 2: Use of Funds – (a)(2), (b)(1, 2), (c)(2), (f), (j). Competitive Preference Priorities 1, 2, and 3.

**Element 4: Expand and integrate paid work experience in Computer Science pathways.**
Expand the TRAIN OH program within the targeted Computer Science pathways.

TRAIN OH is an earn-and-learn program that incorporates a cohort-based design and integrates classroom and on-the-job training, where students are on the job in paid work three days a week and in block-scheduled classes for the remaining two days as they work towards an associate’s degree. The TRAIN OH model is designed to be ‘program agnostic’, meaning it is replicable in any applied program setting, and adaptable to unique employer needs. Currently, the program is not implemented in the targeted Computer Science pathways.

**Evidence Basis - Moderate:** Work-based learning integrates academic learning with real-world application to provide paths to educational and career advancement and build the talent pipeline. This approach holds great promise for low-income and lower-skilled youth and adults who all too often lack equitable access to high-quality work-based learning experiences that can serve as steppingstones to increased economic opportunities. (Cahill, 2016.)

**Absolute Priority, Program Requirement, and/or Competitive Preference Priorities.** See Page 35 - 44 for full explanation. Absolute Priority: Plan for Evidence-Based Field-Initiated Innovations; Program Requirement 2: Use of Funds – (b)(1, 2, 3, 4), (d), (e), (h). Competitive Preference Priorities 1, 2, and 3.

**Element 5: Improve student supportive services for targeted low-income, rural, and Qualified Opportunity Zone students.**

Leverage and expand the STEM Success program for students in targeted Computer Science CTE pathways. The STEM SUCCESS program is a specialized student support program for under-resourced students in STEM-oriented disciplines designed to improve academic outcomes. The program draws upon LCCC’s “SAIL” program, including intensive tutoring, enhanced financial and academic advising, and engagement in career-focused networking and industry-based experiential-learning activities. Additionally, each student receives a full scholarship supporting academic costs. Students are recruited to the program by counselors in area high schools, as well as community-based organizations.

**Evidence Basis – Strong:** The SAIL program was evaluated by MDRC using a randomized evaluation design. The evaluation found tremendous gains among the most vulnerable student populations in retention and completions in STEM majors. The results are leading to systems change in how supportive services are delivered throughout the college. (Sommo et al, 2018)
Element 6: Mitigate the shortage of qualified and credentialed CTE instructors in Computer Science.

Leverage the resources of the University Partnership to recruit and credential new CTE teachers in Computer Science fields. The University Partnership program is the first program in Ohio that allows students to select from over 50 different associate, bachelor’s and master’s degrees all offered by leading universities delivered on-site at LCCC. LCCC and The University of Cincinnati together provide the faculty to deliver curriculum in the targeted Computer Science pathways. The University Partnership allows “teacher recruits” to take up to 18 hours of postsecondary coursework from UC for free leading to qualifications and credentials in teaching. This program will be leverage to recruit instructors and support credential requirements in Computer Science.

Evidence Basis - Preliminary: The Southern Regional Education Board’s Commission on Computer Science and Information Technology recommends solutions for expanding educational pipelines in Computer Science including: Recruit and develop teachers with the content knowledge, interest, passion and willingness to learn and explore computer science alongside their K-12 students. (Southern Regional Education Board, 2016)

Rationale 3: Schools are underserved by CTE pathways in Computer Science

Tables 5 and 6, below, list the partnering school districts, their status as rural, low-income, or Qualified Opportunity Zone, and the elements of the project they currently have in place. All districts will fully build out the remaining elements of the model that are missing.

Table 5: School Districts and Population Served

<table>
<thead>
<tr>
<th>Partnering District</th>
<th>LEA Code</th>
<th>Qualified Opportunity</th>
<th>Percent Low Income (Free/</th>
</tr>
</thead>
</table>

LCCC Perkins CTE 2019 Project Narrative

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Table 6: Existing Elements of the Model

<table>
<thead>
<tr>
<th>District</th>
<th>FlexFactor</th>
<th>Building IT Futures</th>
<th>Learn to Earn</th>
<th>Online Assessment Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elyria City Schools</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lorain City Schools</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lorain County Joint Vocational Schools</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lorain County Community College – Early College High School</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keystone Schools</td>
<td>Pilot: 2019-2020</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Midview Schools</td>
<td>Pilot: 2019-2020</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>North Ridgeville Schools</td>
<td>Pilot: 2019-2020</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. The likelihood that the proposed project will result in system change or improvement

LCCC has made an institution-wide commitment to increasing dual enrollment opportunities.

The Impact 2025 Strategic Plan endeavors to deliver 10,000 Degrees of Impact by 2025.

Several elements of this proposal directly support the strategic plan’s Areas of Focus:
• Prepare Next Generation: Collaborate with K-12 to increase students who graduate with college credit, reducing college debt and increasing success after high school graduation. LCCC’s Career & College Advantage program gives students an opportunity to earn half of an associate’s degree while still in high school through dual-enrollment pathways.

• Offer Pathways to Emerging and In-Demand Jobs and Industries: Enhance existing and develop new pathways to align with in-demand jobs and industries.

• Expand Earn and Learn Models: Collaborate with employers to embed internships and apprenticeships into programs ensuring experiential learning for students. A major piece of this involves providing professional development to secondary partners on the importance of embedded work-based learning experiences in CTE programs.

• Ensure Equity for All Students – Break Down Barriers and Create Opportunities: Meet students where they are and remove barriers while creating rich opportunities.

Additionally, this project supports other strategic plans, which make it aligned and a strong candidate for scale in other fields and geographies. Table 7 lists aligned strategic plans.

Table 7: Aligned Strategic Plans

<table>
<thead>
<tr>
<th>Alignment of Projects to State of Ohio Educational Priorities</th>
<th>FlexFactor</th>
<th>Building IT Futures</th>
<th>Learn to Earn</th>
<th>Online Assessment Preparation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ohio Department of Education Strategic Plan</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Ohio Department of Education SuccessBound/New Skills For Youth</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ohio Department of Education/Perkins V</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Ohio Means Jobs Readiness Seal</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Ohio Revised Code Section 3345.061 Remediation Standards</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Ohio Department of Higher Education Attainment Goal 2025</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>
In support of the college’s and other Strategic Plans, the proposed project will drive systems change in two ways: 1) The proposed project will build an evidence base that supports future expansion of this model on campus and in the LCCC service region, and 2) LCCC anchors two statewide initiatives that enable us to bring this model forward to stakeholders throughout Ohio.

1. **Build an evidence base that supports future expansion in the LCCC service region:**

   LCCC’s Leadership, including the President, Dean of Engineering, Business, and Information Technology, and Director of School and Community Partnerships are looking to this model to provide evidence for replication throughout the college in STEM fields. As indicated in the Letter of Commitment signed by [redacted], the results of the program evaluation and the experiences gained by the project leaders and stakeholders, will drive decisions about the replication and spread of similar models. There is special interest in the effectiveness of the FlexFactor element, and the connection between high school dual enrollment students and postsecondary earn-and-learn opportunities via the TRAIN OH program.

2. **Bringing the model forward to stakeholders throughout Ohio:** LCCC leads two statewide initiatives that have potential to drive systems change at institutions throughout Ohio. First, LCCC leads a statewide initiative called Ohio TechNet, which coordinates higher education’s efforts to support the workforce needs of manufacturers. The initiative works closely with The Ohio Manufacturers’ Association (OMA), the Ohio Department of Higher Education, employers, all 23 community college in Ohio. This proposed initiative would bring forward and investigate opportunities to pilot Computer Science pathways with other stakeholders statewide.

   Second, LCCC is a leader college in the EARN initiative, which promotes earn-and-learn models statewide. The initiative is funded by the National Science foundation and delivered in
partnership with Columbus State Community College with key objectives to spread the adoption of earn-and-learn models to educational institutions in Ohio. This proposed initiative would bring forward and investigate opportunities to pilot earn-and-learn opportunities in Computer Science pathways with stakeholders statewide.

B. Selection Criteria B: Quality of Project Design and Management Plan

1. The goals, objectives, and outcomes are clearly specified and measurable

The primary goal of the project is to engage and support students in STEM-based Computer Science CTE pathways leading to transitions into postsecondary Applied Associates Degree Computer Science programs and earn-and-learn opportunities resulting in employment in non-traditional Computer Science fields. To accomplish the goal, a set of objectives is established that align with the Elements in Table 4, starting on Page 5 above. A Logic Model is included Appendix E linking the Goal, Strategies, Objectives, and Measures of the project. The Project-Specific objectives and outcomes for each stage are listed in Table 8.

Table 8: Project Specific Objectives and Outcomes

<table>
<thead>
<tr>
<th>Objective 1: Improve enrollment volume by implementing the FlexFactor program in Computer Science CTE pathways.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure</td>
</tr>
<tr>
<td>Measure 1.1: The FlexFactor program expands to all 7 participating school districts.</td>
</tr>
<tr>
<td>Measure 1.2: FlexFactor participation engages 1,000 students (200 per year) raising awareness for Computer Science pathways.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Objective 2: Implement the Building IT Futures and Learn to Earn dual enrollment pathways in Computer Science in all schools.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure</td>
</tr>
<tr>
<td>Measure 2.1: Building IT Futures or Learn to Earn dual enrollment pathways are</td>
</tr>
</tbody>
</table>
implemented in all 7 participating school districts. 

**Measure 2.2:** Secondary student enrollment in the Building IT Futures or Learn to Earn dual enrollment programs increases 700%, reaching 70 students per academic year.

**Measure 2.2a:** Secondary student enrollment in the Building IT Futures or Learn to Earn dual enrollment programs comprises greater than 50% students from low-income families.

**Measure 2.3:** Secondary students graduate high school while concurrently earning a recognized postsecondary credential increases 1000% to 20 students per academic year.

**Measure 2.4:** The percentage of dual enrollment students that are enrolled in a targeted postsecondary pathway during the 2nd Q after graduation increases 500%, reaching 10 students per academic year.

**Objective 3:** Support students to meet minimum MATH assessment standards to fully transition into postsecondary Computer Science programs upon graduation from high school.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Measure 3.1:</strong> The percentage of students qualifying on the ALEKS for enrollment in a gatekeeper math course (no remediation) in their targeted pathway increases 25 percentage points to 75 percent.</td>
<td><strong>Baseline 3.1:</strong> Currently, 50 percent of students in the targeted pathways qualify on the ALEKS for enrollment in a gatekeeper math course with no remediation.</td>
</tr>
</tbody>
</table>

**Objective 4:** Expand and integrate the TRAIN OH earn and learn program in targeted Computer Science pathways.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Measure 4.1: Create a TRAIN OH earn-and-learn program in all targeted postsecondary Computer Science pathways.</th>
<th>Baseline 4.1: Currently, 0 of the targeted Computer Science pathways integrates TRAIN OH or any earn and learn opportunity.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 4.2: The number of postsecondary students in the targeted Computer Science pathways that participate in the TRAIN OH work-based learning program grows to 50 students per academic year.</td>
<td>Baseline 4.2: Currently, 0 students in the targeted Computer Science pathways participate in the TRAIN OH program or an earn and learn opportunity.</td>
</tr>
</tbody>
</table>

Objective 5: Expand the STEM Success supportive services program to serve low-income, Qualified Opportunity Zone, and rural students in targeted Computer Science pathways.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 5.1: Enroll 20 low-income students from partnering Qualified Opportunity Zone or rural districts in the STEM Success program.</td>
<td>Baseline 5.1: Currently, 0 low-income students from partnering Qualified Opportunity Zone or rural districts are enrolled in the STEM Success program.</td>
</tr>
<tr>
<td>Measure 5.2: The percentage of students participating in dual enrollment pathways that are retained in postsecondary education during the 2nd Q after graduation increases 30% percentage points, reaching 80%.</td>
<td>Baseline 5.2: Currently, 50% of students participating in targeted dual enrollment pathways are retained in postsecondary education during the 2nd Q after graduation.</td>
</tr>
<tr>
<td>Measure 5.3: The percentage of students in pathways that graduate with a recognized postsecondary credential within one year of high school graduation increases 23 percent, reaching 16 students per academic year.</td>
<td>Baseline 5.3: Currently, 13 students per academic year graduate with a recognized postsecondary credential within one year of high school graduation.</td>
</tr>
</tbody>
</table>

Objective 6: Leverage the University Partnership to recruit, qualify, and credential CTE instructors in Computer Science.

<table>
<thead>
<tr>
<th>Measure</th>
<th>Baseline</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measure 6.1: 10 new teachers (2 per year) are recruited to enroll in University Partnership</td>
<td>Baseline 6.1: Currently, there are 0 teachers enrolled in University Partnership programs</td>
</tr>
</tbody>
</table>
programs to become qualified and credentialed for Computer Science teaching.

to become qualified and credentials to deliver Computer Science CTE courses.

(a) Baseline data in Table 7 was determined using historical and current participation data from CTE Computer Science programs of study at LCCC and participating high schools and earn-and-learn partnerships with businesses. The baseline LEA data was retrieved from the National Center for Education Statistics 2016-2017 LEAs (as recommended by Perkins instructions), as well in collaboration with local schools. Data will be collected following the first year of the program to validate the baseline for some performance measures.

(b) Performance targets are ambitious yet reasonable based on historical data. The defined targets were developed by the project planning team and consider likely barriers and challenges to implementation. The timeline for measuring performance measures is determined depending on relevant activities, partner schedules, and project maturity.

(c) Data collection and reporting. Data collection will be managed by the Project Director and executed by a Data Coordinator. The Data Coordinator will integrate student-level data from LCCC’s Student Information System, each participating school’s Student Information System, and elements of primary data collection. Primary data collection will include validation of earn-and-learn participation, program participation, and demographic elements. The Project Director and Data Coordinator will leverage existing data sharing agreements between LCCC and local school districts to assemble, store, and use student data for reporting and evaluation.

(d) Institutional Capacity to Collect and Report Data LCCC has the capacity to collect and report performance and financial data for this project. The college has a long history of managing collaborative grant-funded projects involving data sharing and fiscal management among multiple institutions. For example, LCCC managed fiscal management, reporting, and evaluation efforts for an 11-college US Department of Labor TAACCCT grant that included substantial
student-level management, including the establishment of new comprehensive data sharing agreements, and detailed fiscal management.

2. The adequacy of the management plan to achieve the objectives on time and in budget

LCCC, as the lead application in this proposal, has committed facilities, equipment, supplies, and other assets to support the implementation and success of this program. The project will be administered in LCCC’s Division of Engineering, Business, and Information Technologies. [Name Redacted] will be the Project Director and will have full authority to commit and expend grant funds on behalf of the program in compliance with Federal and college policies. An overview of project staff is provided in Table 9, with resumes of key personnel in Appendix B.

Table 9: Management Team

<table>
<thead>
<tr>
<th>Name</th>
<th>Title and Role</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KEY PERSONNEL - PROJECT MANAGEMENT</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Project Director</strong>&lt;br&gt;(Program Coordinator, FlexFactor Regional Coordinator, College Tech Prep)</td>
<td>Responsible for overall management of project communication, deliverables, reports, fiscal management, and Dept of Education liaison. Manages FlexFactor Program, Career and College Advantage, and High School Learn to Earn Program Director</td>
<td></td>
</tr>
<tr>
<td><strong>Secondary School Program Coordinator</strong></td>
<td>Responsible for dual enrollment program development. Manages University Partnership Ridge Campus Coordinator and Building IT Futures Program Director</td>
<td></td>
</tr>
<tr>
<td><strong>TBD</strong>&lt;br&gt;Career and Academic Advisement Professional</td>
<td>Will provide support for advisement and communication with students. See Job Description included with resumes in Appendix B.</td>
<td></td>
</tr>
<tr>
<td><strong>Earn and Learn Coordinator</strong></td>
<td>Adaptation and implementation of TRAIN OH program</td>
<td></td>
</tr>
<tr>
<td><strong>Research Project Manager</strong></td>
<td>Management of program data for reporting, evaluation, and continuous improvement</td>
<td></td>
</tr>
<tr>
<td><strong>Assistant Professor, CISS Coordinator</strong></td>
<td>Postsecondary Computer Science program delivery.</td>
<td></td>
</tr>
<tr>
<td><strong>Other Personnel</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Dean, Engineering, Business, and Information Technology</strong></td>
<td>Model sustainability and scale to other areas</td>
<td></td>
</tr>
<tr>
<td><strong>Director of School and Community Partnerships</strong></td>
<td>Relationship and deliverable management with high schools</td>
<td></td>
</tr>
</tbody>
</table>
A Leadership Team comprising individuals that manage the respective programs in this proposal will meet Monthly. All Key Personnel and Other Personnel listed in Table 9 are on the Leadership Team. will be assigned as the Project Director. has six years of project management experience in secondary and postsecondary education settings. She has provided outstanding leadership in the establishment and expansion of the FlexFactor program and Learn to Earn dual enrollment program. will lead program evaluation oversight, continuous improvement, sustainability, and scaling processes. Key Personnel are assigned to provide critical roles in Secondary School Program Coordination, Career and Academic Advisement, Earn and Learn Coordination, Research and Data Management, and Postsecondary Computer Science Program Delivery. The college’s administrative and fiscal leadership is experienced in grant management and can readily provide assurances and assistance to the Perkins Innovation and Modernization program in the following ways: (1) the use of line item budgeting and tracking through a fiscal operating system, (2) reconciliation of monthly expenditures, (3) adequate segregation of duties in accordance with generally accepted accounting procedures, and (4) acceptable drawdown procedures for reconciled and approved expenditures on a monthly basis.

Milestones and Timeline. To accomplish the goal, objectives, and outcomes, the project is organized in three stages: Early Stage (10/1/2019 – 9/30/2020) Middle Stage (10/1/2020 – 9/30/2022) and Long-Term Stage (10/1/2022 – 9/30/2024). Broadly, the stages reflect: (early) model build-out and enrollment, (middle) ongoing student engagement and facilitation of
transitions into postsecondary education, and (late) facilitation of postsecondary completions and employment. Project milestones, which are built around achieving outcomes in Table 7, are listed in Table 10 along with assigned responsibilities. Table 11, below, provides the timeline for the milestones. Administrative milestones are assigned, as well.

Table 10: Milestones and Responsibilities

<table>
<thead>
<tr>
<th>Administrative Milestones</th>
<th>Individuals Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Leadership Team convenes</td>
<td>Project Director with oversight from members of the Leadership Team</td>
</tr>
<tr>
<td>2. Program Team is assigned</td>
<td></td>
</tr>
<tr>
<td>3. All agreements and subcontracts are completed.</td>
<td></td>
</tr>
<tr>
<td>4. Program evaluation is designed and launched.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Early Stage Milestones</th>
<th>Individuals Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. Objective 1 launches. FlexFactor program is launched in all schools. First students enrolled.</td>
<td>Project Director and Site Directors at each partnering school Flex Factor Program Manager Building IT Futures Program Manager Learn to Earn Program Manager University Partnership Program Manager</td>
</tr>
<tr>
<td>6. Objective 2 launches. Building IT Futures and Learn to Earn program launched in all school districts. First students enrolled.</td>
<td></td>
</tr>
<tr>
<td>7. Objective 6 launches. New teachers are recruited and enrolled in University Partnership courses leading to qualification and credentialing.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Middle Stage Milestones</th>
<th>Individuals Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>8. Objective 3 launches. Online Math Assessment prep program enrolls students at all schools.</td>
<td>Project Director and Site Directors at each partnering school Postsecondary Computer Science Program Directors</td>
</tr>
<tr>
<td>9. Students graduate from HS and concurrently earn industry-recognized credentials and recognized postsecondary credentials.</td>
<td></td>
</tr>
<tr>
<td>10. Students transition into postsecondary Computer Science Pathways.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Long-Term Milestones</th>
<th>Individuals Responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>11. Objective 5 launches. Low-income students participate in the STEM Success program.</td>
<td>Project Director and Site Directors at each partnering school STEM Success Program Director TRAIN OH Program Director University Partnership Program Director</td>
</tr>
<tr>
<td>12. Objective 4 launches. Students begin participation in the TRAIN OH program</td>
<td></td>
</tr>
<tr>
<td>13. Students complete postsecondary one-year certificates and associate degrees.</td>
<td></td>
</tr>
</tbody>
</table>
### Table 11. Project Timeline

<table>
<thead>
<tr>
<th>Project Milestones</th>
<th>Year 1 (2019-2020)</th>
<th>Year 2 (2020-2021)</th>
<th>Year 3 (2021-2022)</th>
<th>Yr. 4</th>
<th>Yr. 5</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>10/1-12/31</td>
<td>1/1-3/31</td>
<td>4/1-6/30</td>
<td>Pending Funding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>7/1-9/30</td>
<td>10/1-12/31</td>
<td>1/1-3/31</td>
<td>Pending Funding</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4/1-6/30</td>
<td>7/1-9/30</td>
<td>10/1-12/31</td>
<td>Pending Funding</td>
<td></td>
</tr>
<tr>
<td>Administrative Milestones</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Leadership Committee</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Program Team is assigned</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. All legal agreements and subcontracts are completed.</td>
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<td>4. Program evaluation is designed and launched.</td>
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<td>Early Stage Milestones</td>
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<tr>
<td>5. FlexFactor program is launched in all schools. First students enrolled.</td>
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<tr>
<td>6. Building IT Futures and Learn to Earn programs launched in all school districts. First students enrolled.</td>
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<tr>
<td>7. New teachers are recruited and enrolled in University Partnership courses</td>
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<td>Middle Stage Milestones</td>
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<td>8. Online Math Assessment program begins to enroll students at all schools.</td>
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<td>9. First students graduate from high school and concurrently earn industry-recognized credentials and recognized postsecondary credentials.</td>
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<tr>
<td>10. Students transition into postsecondary Computer Science Pathways.</td>
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<tr>
<td>Long-Term Stage Milestones</td>
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<tr>
<td>11. Low-income students begin to participate in the STEM Success student support program.</td>
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<tr>
<td>12. Students begin participation in the TRAIN OH earn and learn program</td>
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<tr>
<td>13. Students complete post-sec. one-year certificates and associate degrees.</td>
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<tr>
<td>Ongoing Program Activities.</td>
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<tr>
<td>Once programs launch, all continuously operate through the grant period</td>
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<tr>
<td>Formative and Summative Evaluation</td>
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<tr>
<td>Grant reporting</td>
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</table>
3. The potential and planning for the incorporation of project purposes, activities, or benefits into the ongoing work of the applicant beyond the end of the grant.

As previously stated, this proposal supports LCCC’s Impact 2025 Strategic Plan and, the College President has particular interest in demonstrating success in comprehensive CTE pathway reform. The intent is to demonstrate success and spread what works elsewhere within the college. Performance feedback and continuous improvement are integral to this intent. In all workflows described above, we will utilize the Plan/Do/Study/Act (PDSA) framework for continuous improvement in discipline practices (Bryk et al, 2015). Within this framework, the Leadership Team will consider each specific problem that we are trying to solve and develop an initial strategy (Plan) to address the problem while ensuring that we collect sufficient data to determine the effectiveness of the strategy as implemented. At the outset of this cycle, we will describe the strategy and make predictions as to what we expect will happen. We will then implement the strategy (Do) while documenting what actually happened via formative evaluation by the Evaluation Team (Study). The Leadership and Evaluation teams will then review the results of applying the strategy to the problem, and determine what, if any, further modifications are needed to address the problem (Act). This phase of the management framework is also a time for sharing results of research and evaluation findings via conferences, workshops, or journal articles. If the results of this PDSA cycle are not in accordance with our initial predictions, we will repeat the cycle to ensure continuous improvement.

Grant activities will be incorporated into the ongoing work in two ways. First, all activities are consistent with LCCC’s strategic plan and build upon existing programs and leadership priorities. Thus, this program is viewed as a model for others on campus. Second, the scope of work in this application is assembled with sustainability in mind. All budgeted activities are focused on program development, launch, and expansion rather than regular operating costs.
C. **Selection Criteria C: Adequacy of Resources**

1. **The extent to which the budget is adequate to support the proposed project**

   The budget request is over a 36-month project period with an additional planned for Years 4 and 5. Funds are requested for Key Personnel (including one additional hire: Career and Academic Advisement Professional) to design and implement the Computer Science Pathways. Match will be provided by LCCC in the form of in-kind staff time. In addition, project LEA partners will leverage the costs that they incur for teacher recruitment and credentialing, student transportation, curriculum development, and use of facilities. Please refer to the full budget narrative that is attached as a separate document in the grant application package.

2. **The relevance and commitment of each partner to the success of the project.**

   LCCC’s main campus in Elyria (OH) will serve as the project’s administrative and management hub. The college is dedicated to guiding, managing, implementing, and evaluating the proposed project. LCCC is committing in-kind and cash match to ensure successful outcomes. A letter of programmatic commitment from LCCC President is attached. Details of budgetary commitments from the college are in the Budget Narrative. LCCC also confirms match for Year 1 in the amount of (See Appendix F: Assurance of Match.) Year 1 Match emanates from the Ohio Departments of Education and Higher Education for TechPrep support, plus two (2) private sources (Nordson Corp. Foundation and the LCCC Foundation) in support of RITE Board engagement and LCCC FlexFactor operations, respectively. Total Match (years 1-5) detailed in the **Budget Narrative** equals

   **High School Partners.** Elyria City Schools, Keystone Local Schools, Lorain City Schools, Lorain County Joint Vocational Schools, LCCC Early College High School, Midview Schools, and North Ridgeville Schools are committed to this project. The superintendents have provided
letters of collaboration indicating their intent to support the project with district resources. High school administrators and educators will work in unison with the partners to develop and implement all components of the proposed model. Alignment of secondary and post-secondary coursework to industry skills is necessary to effective curriculum development.

**Industry Sector Partners.** Industry partners will play a prominent role in implementation of the project. Industry representatives will collaborate to support pathway programs to address regional workforce needs. Industry participation is central to development and refinement of all coursework; industry partners will help identify relevant vocabulary, content knowledge, performance tasks, methods of assessing knowledge and skills, methods for instruction, and activities that will engage students while teaching content. Industry partners will:

- Collaborate with college and high school faculty to align curriculum to industry needs.
- Participate in the FlexFactor program, including hosting Industry Day, mentoring student teams, and participating on presentation panels.
- Participate in the TRAIN OH program, including consideration of hosting an earn-and-learn student.
- Support the recruitment of individuals to become CTE Computer Science teachers.

Commitment letters documenting the roles for the project anchor partners are in the attachments. The letters describe the capacity and role of each partner, and the partners’ commitments to supporting project outcomes. Table 6 details partners’ roles in the project.

**Table 12: Project Partners (See also Appendix C: Letters of Commitment)**

<table>
<thead>
<tr>
<th>Project Partner</th>
<th>Type</th>
<th>Commitment to Project</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lorain County Community College</td>
<td>Post-Secondary</td>
<td>Lead applicant: project/fiscal management, college-level course provider, FlexFactor, postsecondary pathways, ALEKS, STEM Success, TRAIN OH, University Partnership</td>
</tr>
<tr>
<td>Elyria City Schools</td>
<td>LEA</td>
<td>Curriculum alignment and model implementation</td>
</tr>
</tbody>
</table>
Keystone Local Schools | LEA | Curriculum alignment and model implementation
---|---|---
Lorain County Joint Vocational School | LEA | Curriculum alignment and model implementation
LCCC Early College High School | LEA | Curriculum alignment and model implementation
Midview Schools | LEA | Curriculum alignment and model implementation
North Ridgeville Schools | LEA | Curriculum alignment and model implementation
Employers | Business | Curriculum validation, FlexFactor, TRAIN OH, teacher recruitment

Documentation of the active roles of partners. Letters of Commitment are attached in Appendices C and D documenting the roles for the partners listed above. Each letter includes a description of the capacity and role of each partner in addition to commitments for delivering outcomes and leveraging project pieces (professional development, student transportation, work-based learning experiences).

D. Selection Criteria D: Quality of Project Evaluation

1. **Methods of evaluation include the use of objective Performance Measures related to the intended outcomes.**

Logic Model. The evaluation is informed by the logic model, which is used to track the program’s intention for moving from inputs through activities to outcomes. The logic model for this project can be found in Appendix E.

Evaluator Information. An evaluation team will be competitively selected following award of the grant. The selected team will have extensive experience conducting large-scale, multi-stakeholder evaluations of community college-led projects using mixed methods.

Impact Evaluation. An impact evaluation will be developed to assess the quantitative impact of the project using a quasi-experimental design built upon a core set of student outcomes. The study will compare students who choose to enter the Computer Science Pathway during their Junior or Senior high school years with a matched set of students who do not enter the pathway.
Impact Evaluation Research Questions. The general research question for this evaluation is, “Does the development and implementation of an industry-led Computer Science Pathway improve student academic and employment outcomes?” Specific research questions include:

- Do participants graduate HS at a higher rate than comparison group students?
- Do participants matriculate to postsecondary institutions, obtain transcripted credits, and earn credentials at a higher rate than comparison group students?
- Do participants earn employment at a higher rate than comparison students?

These research questions represent the primary questions of interest. However, the evaluation is not limited to answering only these questions. As part of the planning process at the outset of the project, additional research questions may be considered.

Participant and Comparison Groups. The participant group will be formed from participating high school juniors and seniors who choose to enter the targeted dual enrollment pathways. Low-income, Qualified Opportunity Zone, and rural students will be targeted for inclusion; they are heavily represented in this area. 210 students are expected to enter the targeted pathways in grant years 1-3 and 140 additional students in grant years 4-5 (if funded) for a total 350 participants.

The comparison group will be formed from participating high school juniors and seniors at participating high schools who do not participate who are as similar as possible to those who do participate. Each year of the grant, the entering participants will be matched to a comparison cohort. Propensity score matching will be used to find individuals for the comparison group who match participants on baseline characteristics such as demographics and academics (grade, academic achievement, test scores, etc.).

Impact Evaluation Data Collection Plan. The outcome measures are defined by the impact evaluation research questions and the core and program-specific outcomes measures listed
above. Baseline values will be measured for outcomes that have them (such as academic assessments). Other covariates such as demographics will be measured for use in the analysis as available. Data collection will be managed by the grant’s Data Coordinator drawing on various data sets as described in Section II. B. 1. c. Data Collection and Reporting on Page 15.

**Statistical Analysis.** The impact of the intervention will be estimated based on student-level analyses of outcomes. Cohorts will be grouped together for analysis as no cohort-time effects are anticipated, but a cohort effect can still be estimated in the model. Outcomes will be measured for an equal amount of follow-up time for each cohort. Hierarchical linear modeling (HLM) will be used to adjust for the clustering of students within schools. Covariates such as baseline measures of outcomes (when applicable) and demographics will be used to improve the precision of the estimate of the intervention effect. The primary research questions (listed above) involve dichotomous outcomes and will be fit using logistic regression HLM. With a sample size of 350 participants (and equal number of comparison individuals), using a difference in two proportions approach (assuming \( \alpha = 5\% \), power=80\%) implies the ability to detect an effect size of approximately 11%-point difference between groups for proportions near 50\%. The presence of clustering tends to lead to less efficiency, but the inclusion of covariates and outcomes distant from 50\% tend to lead to more efficiency in a full HLM.

**Baseline Equivalence Testing.** For outcomes with baseline measures, the equivalence of the participants and comparison group at baseline will be assessed using the baseline sample means. This will be repeated for each outcome individually. For outcomes without baseline measures, all covariates that are measured prior to intervention will be compared using sample means or proportions for each outcome individually. In all cases, means and standard deviations will be reviewed to assess not only the centrality but also the support of each measure.
Implementation Evaluation. The implementation evaluation will study how the program is implemented and qualitatively assess factors affecting outcomes.

Implementation Evaluation Research Questions. Broadly, the implementation evaluation will capture the following: What is being implemented and how is it theorized to drive impacts? And, has implementation occurred on time and as intended? Specific questions include:

- Was the project able to develop and implement the pathways as intended?
- How were improved delivery models for student engagement (FlexFactor), assessment readiness (ALEKS), work-based learning (TRAIN OH), and student success (STEM Success) developed and implemented?
- How were teachers recruited, trained, and credentialed via the University Partnership?
- How effective were program management and project administration?

As with the impact evaluation research questions, during the early planning phase of the project, additional implementation research questions will be considered.

Implementation Evaluation Data Collection Plan. Data will be collected through a series of structured qualitative inquiries informed by the research questions. Methods may include interviews, focus groups, or surveys. To organize the inquiries, three stages of the project will be considered: early stage, middle stage implementation, and later stage implementation in alignment with the Project Milestones listed in Table 10.

Implementation Analysis Approach. Protocols will be developed for each inquiry to enhance the reliability and validity of information collected. Information captured from implementation inquiries will be collected and distilled to summarize the findings. Interviews that follow a defined protocol and are repeated across individuals or groups will be transcribed and then coded so that common themes can be discovered.
2. **The evaluation provides feedback and periodic assessment of progress toward outcomes**

   The evaluation team will participate in the PDSA process with the Leadership Team quarterly providing observations and discussions based on evaluation activities. The PDSA process is described beginning on Page 25 in Section II. B. 3. The potential and planning for the incorporation of project purposes, activities, or benefits into ongoing work beyond the grant. Interim memos summarizing the evaluation findings will be produced annually, including:

   - A description of how grant funds were used.
   - The performance of the project with respect to the performance indicators described in Section 113 of the Perkins Act. This include disaggregation by student subgroups described in section 1111(c)(2)(B) of the ESEA.
   - The special populations identified in this project (low-income, rural, and Qualified Opportunity zone students).
   - Each CTE program and Program of Study.
   - Quantitative analysis of the effectiveness of the project as described above.

3. **The evaluation guides strategies suitable for replication in other settings.**

   Impact evaluation methods are selected to minimize threats to validity and enhance the generalizability of results to other settings. Implementation evaluation processes will inform factors that contribute to project impacts and will be useful in identifying factors important to scale the project to new setting.

4. **Assurance to the Secretary.** We provide assurances to provide information to the Secretary for evaluations and make data available to third parties for validation in accordance with data privacy laws. See Appendix I.
IV. Response to Absolute Priority and Requirements and Competitive Preference Priorities

A. Absolute Priority: Plan for Evidence-Based Field-Initiated Innovations

This proposal is designed to create, implement, replicate, and take to scale Evidence-Based, Field-Initiated innovations to modernize and to improve effectiveness and alignment of CTE with labor market needs and to improve student outcomes in CTE.

1. Allowable activities: Use of Funds; Evidence Basis of Project Elements

Table 4: Model Elements, beginning on Page 5, provides much of the information for this section of the proposal. To avoid replication of earlier information, our response here references earlier sections, as necessary.

<table>
<thead>
<tr>
<th>Allowable Activity/ Use of Funds</th>
<th>Model Element and Evidence Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Designing and implementing a Program of Study aligned to labor market needs in new or emerging fields and working with industry to upgrade equipment, technology, and related curriculum used in CTE programs, which is needed for the development, expansion, and implementation of state-approved CTE programs of study.</td>
<td>Model Elements: (1) FlexFactor, (2) Building IT Futures, (3) Learn to Earn dual enrollment programs, (4) Online Assessment Preparation, (5) Existing Computer Science postsecondary pathways, (6) TRAIN OH, (7) STEM Success, and (8) University Partnership teacher initiative. See Table 4: Model Elements, beginning on Page 5, for the detailed explanation and evidence basis for each element. See Table 6: Existing Elements of the Model, beginning on Page 11, for a description of the new elements being implemented at each of the seven participating LEA partners.</td>
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<tr>
<td>(2) Supporting the development and enhancement of innovative delivery models for CTE related Work-Based Learning.</td>
<td>See TRAIN OH, description and evidence basis, in Table 4: Model Elements, beginning on Page 5.</td>
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<tr>
<td>(3) Improving CTE outcomes of students served by eligible entities, eligible institutions, or eligible recipients.</td>
<td>See Table 5: School Districts and Populations Served, beginning on Page 11, for a full list of the eligible LEAs participating in this application. The table includes LEA codes, Qualified Opportunity Zones, and percent low-income to justify targeting participants in these demographics.</td>
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<tr>
<td>(4) Improving the transitions of students.</td>
<td>See Building IT Futures and Learn to Earn dual enrollment programs, and Online Assessment Preparation (ALEKS). Description and evidence basis, in Table 4: Model Elements, beginning on Page 5.</td>
</tr>
<tr>
<td>(5) Supporting the development and enhancement of innovative delivery models for CTE.</td>
<td>See FlexFactor student recruitment and engagement program intended to drive up enrollments in Computer Science pathways by 700%. Description and evidence basis, in Table 4: Model Elements, beginning on Page 5.</td>
</tr>
<tr>
<td>(6) Working with industry to design and implement courses or programs of study that align with labor market needs.</td>
<td>See FlexFactor and TRAIN OH for examples of industry collaborates in the implementation of programs of study. Description and evidence basis, in Table 4: Model Elements, beginning on Page 5. Commitment Letters are provided in Appendix C by employers.</td>
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<tr>
<td>(7) Supporting innovative approaches to CTE by redesigning the high school experience for students, which may include evidence-based transition support strategies</td>
<td>See Table 6: Existing Elements of the Model, beginning on Page 11, for a description of the new elements being implemented at each of the seven participating LEA partners.</td>
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for students who have not met postsecondary education eligibility requirements.

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<tr>
<th>8</th>
<th>Creating or expanding recruitment, retention, or professional development activities for CTE teachers, faculty, school leaders, administrators, Specialized Instructional Support Personnel, career guidance and academic counselors, and paraprofessionals.</th>
<th>See University Partnership initiative for teacher recruitment, qualification, and credentialing of Computer Science CTE teachers. Description and evidence basis, in Table 4: Model Elements, beginning on Page 5.</th>
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<tbody>
<tr>
<td>9</td>
<td>Improving CTE concentrator employment outcomes in nontraditional fields.</td>
<td>See CTE concentrator fields and aligned programs listed in Table 3: Computer Science Pathways on Page 5.</td>
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<td>10</td>
<td>Supporting the use of CTE programs and Programs of Study in a coordinated strategy to address identified employer needs and workforce shortages.</td>
<td>Each targeted CTE Program of Study addresses identified employer needs as described in Table 1: Ten-Year Occupational Demand in Targeted Fields in Northeast Ohio on Page 3, and in paragraphs following describing the needs identified by regional IT industry association, the RITE Board.</td>
</tr>
<tr>
<td>11</td>
<td>Proving integrated student support that addresses the comprehensive needs of students supported by Evidence-Based strategies for Special Populations.</td>
<td>See STEM Success student supportive services program. Description and evidence basis, in Table 4: Model Elements, beginning on Page 5.</td>
</tr>
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2. **A detailed description of the key goals, the activities to be undertaken, the rationale for selecting those activities, the timeline, the parties responsible for implementing activities**

- A detailed description of key goals and the activities to be undertaken is listed in Section II.

  **B.** 1: The goals, objectives, and outcomes are clearly specified and measurable starting on Page 14, and in Table 8: Project Specific Objectives and Outcomes also on Page 14.
The rationale for the chosen Program Design is described in detail in Section II. A. 1: The proposed project demonstrates new strategies that build on existing strategies, in the subsection called Rationale for the Project on Page 3.

The timeline is detailed in Table 11: Project Timeline on Page 23.

The parties responsible for implementing activities are detailed in Table 9: Milestones and Responsibilities on Page 20.

3. The proposed project demonstrates a Rationale, including Logic Model.

The rationale for the chosen Program Design is described in detail in Section II. A. 1: The proposed project demonstrates new strategies that build on existing strategies, in the subsection called Rationale for the Project on Page 3.

Attached in Appendix E: Logic Model, the logic model addressed the project rationale and aligns proposed goals, objectives, and outcomes.

B. Response to Competitive Preference Priorities and Rural Eligibility.

1. Demonstration of Rural Eligibility

LCCC is requesting consideration for the rural set aside, as documented in Appendix D. This project meets the requirements of an institution of higher education primarily serving one or more areas served by a rural local educational agency based on demographics of the region served and the project’s intent to serve rural students. Lorain County includes a mix of small cities, suburban areas, and rural areas. Participating LEA Keystone Local Schools is a rural district, as designated by LEA Code 41. Many other non-participating LEA’s in Lorain County are also designated rural. This project intends to target rural students from Keystone Local Schools and use this collaboration to establish a model for other rural LEA’s in LCCC’s service.
region. The college has established satellite centers (community campuses) in outlying areas, that enable services to be delivered in rural areas.

2. Competitive Preference Priority 1 – Promoting STEM and Computer Science Education.

Competitive Preference Priority 1(a) and 1(b) -- Promoting STEM Education and Computer Science Education. This program focuses on STEM-based Computer Science CTE pathways with special focus on (1) engaging new and larger populations of students in dual enrollment Computer Science programs, (2) expanding and implementing dual enrollment pathways in Computer Science, (3) encouraging improved math assessment readiness, (4) enhancing work-based learning opportunities, and (5) improving student supportive services. See the Description and evidence basis for these model elements, in Table 4: Model Elements, beginning on Page 5.

Competitive Preference Priorities 1(a) and 1(b) are addressed in Table 14, below.

Table 14: Competitive Preference Priority Requirements and Aligned Program Elements

<table>
<thead>
<tr>
<th>Competitive Preference Priority Requirements</th>
<th>Model Element</th>
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<tbody>
<tr>
<td>(1) Increasing access to STEM and Computer Science coursework, and hands-on learning opportunities, such as through expanded course offerings, dual-enrollment, high-quality online coursework, or other innovative delivery mechanisms.</td>
<td>See FlexFactor student recruitment and engagement program intended to drive up dual enrollments in targeted pathways by 700%. Also see See Building IT Futures and Learn to Earn dual enrollment programs, which engage students in Computer Science pathways. Description and evidence basis, in Table 4: Model Elements, beginning on Page 5.</td>
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<tr>
<td>(2) Creating or expanding partnerships between schools, local educational agencies (LEAs), State educational agencies (SEAs), businesses, not-for-profit organizations, or</td>
<td>See TRAIN OH, description and evidence basis, in Table 4: Model Elements, beginning on Page 5.</td>
</tr>
</tbody>
</table>
Institutions of Higher Education (IHEs) to give students access to internships, apprenticeships, or other Work-Based Learning experiences in STEM and Computer Science fields.

(3) Supporting programs that lead to Recognized Postsecondary Credentials or skills that align to the skill needs of industries in the State or regional economy for careers in STEM and Computer Science fields.

See Table 3: Computer Science Pathways on Page 5 for descriptions of the educational programs and pathways, including Recognized Postsecondary Credentials and aligned occupations in the regional labor market. See Table Ten-Year Occupational Demand in Targeted Fields in Northeast Ohio on Page 3 for a description of the industry demand for occupations aligned with these programs.

### 3. Competitive Preference Priority 2--Serving Students from Low-Income Families.

LCCC requests consideration for this competitive preference priority based on: (1) LEA demographics, (2) commitment to serving low-income students as demonstrated in Project-Specific Outcomes, and (3) integrated program elements designed to recruit, engage, and support students from low-income families. Table 15 provides evidence of the commitment to serve students from low-income families.

**Table 15: Competitive Preference Priority Requirements and Aligned Program Elements**

<table>
<thead>
<tr>
<th>Competitive Preference Priority Requirements</th>
<th>Model Element</th>
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<tbody>
<tr>
<td>(1) The specific activities the applicant proposes to ensure that the project will predominantly serve students from low-income families.</td>
<td>(1a) The students served in this initiative come from partnering LEA’s that are predominantly serve low-income families. The weighted average across all partnering</td>
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<tr>
<td>(2) The rationale for how the proposed activities will result in projects in which the students to be served are predominantly students from low-income families;</td>
<td>(2a) Recruitment methods are designed to overcome student self-selection bias. The FlexFactor student engagement program is designed for integration in any STEM or non-STEM course as a method to overcome student self-selection. See FlexFactor student recruitment and engagement program intended to drive up enrollments in pathways by 700%. Description and evidence basis, in Table 4: Model Elements, on Page 5. (2b) The STEM Success student supportive services initiative is designed to help low-income students overcome barriers to education. See STEM Success student supportive services program. Description and evidence basis, in Table 4: Model Elements, on Page 5.</td>
</tr>
<tr>
<td>(3) The timeline for implementing the activities.</td>
<td>The timeline for implementing all program elements, including FlexFactor and STEM Success, is detailed in <strong>Table 11: Project Timeline</strong> on Page 23.</td>
</tr>
<tr>
<td>(4) The parties responsible for implementing the activities; and</td>
<td>The parties responsible for implementing activities are detailed in <strong>Table 10: Milestones and Responsibilities</strong> on Page 20.</td>
</tr>
<tr>
<td>(5) The key data sources and measures demonstrating that the project is designed to predominantly serve students from low-income families.</td>
<td>(5a) Measure 2.2a commits the project to serving greater than 50% of students from low-income families. See Table 7: Project</td>
</tr>
</tbody>
</table>
(5b) Data collection and reporting on this measure will occur as part of the overall data collection and report plan described in Sections II. B. 1 (a) thru (d) describing data collection capacity and processes beginning on Page 18.


LCCC requests consideration for this competitive preference priority based on: (1) two LEAs in this proposal serve students in a Qualified Opportunity Zone, (2) services for students from Qualified Opportunity Zones align with those described in response to Competitive Preference Priority 2: Serving Students from Low-Income Families.

(a) Documentation that identifies at least one designated Qualified Opportunity Zone by census tract number, as well as by the county and State. Elyria City Schools (Lorain County, OH) and Lorain City Schools (Lorain County, OH) serve students from Qualified Opportunity Zones. See Table 5: School Districts and Populations Served for list of Qualified Opportunity Zone census tracts. Documentation is in Appendix D.

(b) The project promotes economic mobility by serving students who reside in the designated Qualified Opportunity Zones. Students from Elyria City Schools and Lorain City Schools will be engaged in the model as described throughout this proposal. Anticipating that many students from Qualified Opportunity Zones may come from low-income families, the activities for promoting economic mobility by serving students who reside in Qualified opportunity ones are aligned with the activities in Table 15: Competitive Preference Priority Requirements and Aligned Program Elements within
V. Citations


Emily McGrath, Nextflex Associate Director for Workforce Development and FlexFactor Program Director, direct email correspondence June 2019.


Other Attachment File(s)

* Mandatory Other Attachment Filename: 1234-Appendix A Consortia Agreement not applicable

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

Add Mandatory Other Attachment  Delete Mandatory Other Attachment  View Mandatory Other Attachment

Add Optional Other Attachment  Delete Optional Other Attachment  View Optional Other Attachment
APPENDIX A: CONSORTIA AGREEMENT

NOT APPLICABLE.
Career & Academic Advisement Professional (Full-time)
School & Community Partnerships

The Career & Academic Advisement Professional reports to the Director of School and Community Partnerships, and is responsible for recruiting, academic advising, and designing programs and pathways for area students who can benefit from LCCC’s associate degrees, certificates, dual enrollment program, and the University Partnership baccalaureate and graduate programs. The Career & Academic Advisement Professional will also create and deliver programs and services based on current research, best practices and identified needs to help potential students, dual enrollment students and their parents prepare and be successful in the college environment. This position collaborates with K-12 faculty, counselors and administrators, Enrollment, Career and Financial Services staff, as well as college faculty and the University Partnership office.

The Career & Academic Advisement Professional will be a part of the College Credit Plus, College Tech Prep, and FlexFactor teams within School & Community Partnerships. They will deliver on-campus and in-classroom programmatic experiences with K-12 students; assist with design and delivery of high school Earn and Learn materials and webpage; be responsible for the oversight of Building IT Futures within their districts; identify K-12 educators to be a part of the University of Cincinnati partnership to teach Computer Science courses; and work closely with business and industry professionals to establish opportunities for site visits, classroom speaker appearances, mentoring opportunities, and work-based learning opportunities.

**Required qualifications:** Bachelor’s Degree, excellent communication and presentation skills, travel and flexible work hours for participation in outreach activities; strong computer skills and an understanding of data analysis are essential.

**Preferred qualifications:** Experience with PeopleSoft, Oracle or other student information systems.

**Minimum starting salary:** ❏
Salary is supported by a comprehensive benefits package.

Qualified applicants interested in this position should complete an online LCCC Employment Application at [www.loraincc.edu/employment](http://www.loraincc.edu/employment). The complete application file should include application, cover letter, resume and references which can be uploaded to the online application. Candidate selected will be subject to appropriate background checks before hire.

An Affirmative Action/Equal Opportunity Employer
June 1, 2019

Mrs. Betsy DeVos, Secretary of Education
Office of Career, Technical, and Adult Education
The U.S. Department of Education
400 Maryland Avenue
Washington, DC 20202

Dear Secretary DeVos:

I am writing on behalf of NextFlex to convey our support for Lorain County Community College’s (LCCC) application to the Perkins Innovation and Modernization Grant program. LCCC and regional partners are committed to increasing student success in high-quality Career-Technical Education (CTE) programs that align with local labor market needs and develop students’ skills in Computer Science pathways. As a national manufacturing innovation institute, NextFlex is uniquely positioned as an industry consortium to assist in the work associated with the proposal.

LCCC leaders have established a strong network of industry and business partners and schools that will support the implementation and success of this program. This project develops, implements, and expands dual enrollment pathways with curriculum alignment, recruitment and student engagement programs, work-based earn and learn opportunities, student supportive services, and teacher professional development.

As an industry partner, NextFlex commits to serving as an anchor partner and champion of the Computer Science pathway. We will support this proposal by collaborating with industry, higher education, and secondary schools to develop curriculum based on employer needs and supporting curriculum delivery through the FlexFactor and TRAIN OH programs.

We believe that this project will be replicable in other Qualified Opportunity Zone and rural communities seeking innovative workforce preparation models that enhance students’ transition from high school to postsecondary, and that connect workers to high-demand jobs and careers.

This letter is an indication of our full commitment to this partnership.

Sincerely,

[Redacted]

Director, Workforce Development, Education, and Training
NextFlex
Mrs. Betsy DeVos, Secretary of Education  
Office of Career, Technical, and Adult Education  
The U.S. Department of Education  
400 Maryland Avenue  
Washington, DC 20202

Dear Secretary DeVos:

I am writing to convey my support for Lorain County Community College’s (LCCC) application to the Perkins Innovation and Modernization Grant program.

LCCC has been at the forefront of industry-led IT talent development through major support of the launch and maturation of one of the nation’s leading sector partnership intermediaries. RITE is a nationally recognized industry-driven IT workforce alliance in Northeast Ohio. RITE brings together industry, education, and economic and workforce development to build highly skilled, diverse IT talent needed by Northeast Ohio employers. Led by LCCC, the Greater Lorain County RITE Council serves as the strategic implementation vehicle and local implementation arm of this regional organization.

Since its inception, RITE has championed a regional vision of a diverse, industry-responsive IT talent pool which includes a focus on igniting interest and builds the skills, knowledge, experiences and connections students and jobseekers need to pursue IT careers in Northeast Ohio. Key among these skills are digital literacy, computational thinking and computer science. This project is a natural extension of the work of the regional organization, the Council and leverages a solid foundation of high school outreach and programming specific to IT and computer science.

Through the engagement of the regional organization and the local Council, RITE can amplify the outcomes of this project in the following ways. RITE will:

- Provide strategic and actionable labor market intelligence based on forward-looking insights provided by regional employers.
- Streamline and scale outreach to employers to expand the spectrum of experiential-learning opportunities for participating students.
- Support continuous learning of participating educators who require critical upskilling of their own to better inform and prepare the next generation of IT talent.

As much of RITE’s programming is designed to be turnkey and scalable, we know this project will be replicable in other Qualified Opportunity Zone and rural communities seeking innovative workforce preparation models that enhance students’ transition from high school to postsecondary, and that connect workers to high-demand jobs and careers.

This letter is an indication of our full commitment to this partnership. Thank you for your consideration of this proposal.

Sincerely,

Executive Director, RITE / Senior Director, Greater Cleveland Partnership
June 1, 2019

Mrs. Betsy DeVos, Secretary of Education
Office of Career, Technical, and Adult Education
The U.S. Department of Education
400 Maryland Avenue
Washington, DC 20202

Dear Secretary DeVos:

I am writing to convey my support for Lorain County Community College’s (LCCC) application to the Perkins Innovation and Modernization Grant program. LCCC and regional partners are committed to increasing student success in high-quality Career-Technical Education (CTE) programs that align with local labor market needs and develop students’ skills in Computer Science pathways. LCCC leaders have established a strong network of industry and business partners and schools that will support the implementation and success of this program.

This project develops, implements, and expands dual enrollment pathways with the following strategies: 1) Curriculum alignment to support transition from high school to post-secondary and employment and meet local labor market needs; 2) innovating new recruitment and student engagement programs to attract low-income students to Computer Science CTE pathways, 3) expanding dual enrollment and transition pathways, 4) expanding Work-Based earn and learn opportunities, 5) expanding and enhancing student supportive services that serve low-income students and 6) enhancing teacher professional recruitment.

As an industry partner, [Insert Company Name] commits to being an anchor partner and champion of the Computer Science pathway. We have capacity to support student success by providing:

- Curriculum Alignment: 1) collaborating with high school and business/industry partners and the LCCC project team to provide input on competencies and employer needs; 2) offering continuous feedback related to student skills, teacher professional development, and changing industry sector needs.

- Curriculum Delivery: serving as an industry partner in the FlexFactor program and providing work-based learning experiences through the TRAIN OH program for students.

We believe that this project will be replicable in other Qualified Opportunity Zone and rural communities seeking innovative workforce preparation models that enhance students’ transition from high school to postsecondary, and that connect workers to high-demand jobs and careers.

This letter is an indication of our full commitment to this partnership. Thank you for your consideration of this proposal.

AgriNomix LLC
June 14, 2019

Mrs. Betsy DeVos, Secretary of Education
Office of Career, Technical, and Adult Education
The U.S. Department of Education
400 Maryland Avenue
Washington, DC 20202

Dear Secretary DeVos:

This letter represents a commitment to support Lorain County Community College’s (LCCC) application to the Perkins Innovation and Modernization Grant program. Our school, along with other high schools in the region, is committed to partnering with LCCC to increase student access to high-quality Career-Technical Education programs that align with labor market needs and emphasize real-world skills in STEM-based and Computer Science pathways. Strong institutional leadership and an established network of school, industry, and business partners position LCCC for the successful development and implementation of this project.

This project develops, implements, and expands dual enrollment pathways with the following strategies: 1) Curriculum alignment to support transition from high school to post-secondary and employment and meet local labor market needs; 2) innovating new recruitment and student engagement programs to attract low-income students to STEM-based Computer Science CTE pathways, 3) expanding dual enrollment and transition pathways, 4) expanding Work-Based earn and learn opportunities, 5) expanding and enhancing student supportive services that serve low-income students and 6) enhancing teacher professional development.

As an LEA partner, LCCC Early College High School commits to participating in this project by providing:

1. Implementation of the FlexFactor student engagement program
2. Curriculum alignment and delivery
3. Implementation of work-based learning (High School Earn and Learn Program) and dual-enrollment opportunities (Building IT Futures)
4. Collaboration with LCCC and business/industry partners to promote student success
5. Dedicated professional development for high school instructors.

We anticipate that this project will be replicable for other rural and Qualified Opportunity Zone communities seeking innovative workforce preparation models that enhance students’ transition from high school to postsecondary education and that connects workers to high-demand jobs in STEM-based and Computer Science careers.

This letter is an indication of our full commitment to this partnership. Thank you for your consideration of LCCC’s proposal.

Superintendent
June 14, 2019

Mrs. Betsy DeVos, Secretary of Education  
Office of Career, Technical, and Adult Education  
The U.S. Department of Education  
400 Maryland Avenue  
Washington, DC 20202  

Dear Secretary DeVos:

This letter represents a commitment to support Lorain County Community College’s (LCCC) application to the Perkins Innovation and Modernization Grant program. Our school, along with other high schools in the region, is committed to partnering with LCCC to increase student access to high-quality Career-Technical Education programs that align with labor market needs and emphasize real-world skills in STEM-based and Computer Science pathways. Strong institutional leadership and an established network of school, industry, and business partners position LCCC for the successful development and implementation of this project.

This project develops, implements, and expands dual enrollment pathways with the following strategies: 1) Curriculum alignment to support transition from high school to post-secondary and employment and meet local labor market needs; 2) innovating new recruitment and student engagement programs to attract low-income students to STEM-based Computer Science CTE pathways, 3) expanding dual enrollment and transition pathways, 4) expanding Work-Based earn and learn opportunities, 5) expanding and enhancing student supportive services that serve low-income students and 6) enhancing teacher professional development.

As an LEA partner, Lorain City Schools commits to participating in this project by providing:

1. Implementation of the FlexFactor student engagement program
2. Curriculum alignment and delivery
3. Implementation of work-based learning (High School Earn and Learn Program) and dual-enrollment opportunities (Building IT Futures)
4. Collaboration with LCCC and business/industry partners to promote student success
5. Dedicated professional development for high school instructors.
We anticipate that this project will be replicable for other rural and Qualified Opportunity Zone communities seeking innovative workforce preparation models that enhance students’ transition from high school to postsecondary education and that connects workers to high-demand jobs in STEM-based and Computer Science careers.

This letter is an indication of our full commitment to this partnership. Thank you for your consideration of LCCC’s proposal.
June 14, 2019

Mrs. Betsy DeVos, Secretary of Education
Office of Career, Technical, and Adult Education
The U.S. Department of Education
400 Maryland Avenue
Washington, DC 20202

Dear Secretary DeVos:

This letter represents a commitment to support Lorain County Community College's (LCCC) application to the Perkins Innovation and Modernization Grant program. Our school, along with other high schools in the region, is committed to partnering with LCCC to increase student access to high-quality Career-Technical Education programs that align with labor market needs and emphasize real-world skills in STEM-based and Computer Science pathways. Strong institutional leadership and an established network of school, industry, and business partners position LCCC for the successful development and implementation of this project.

This project develops, implements, and expands dual enrollment pathways with the following strategies: 1) Curriculum alignment to support transition from high school to post-secondary and employment and meet local labor market needs; 2) innovating new recruitment and student engagement programs to attract low-income students to STEM-based Computer Science CTE pathways, 3) expanding dual enrollment and transition pathways, 4) expanding Work-Based earn and learn opportunities, 5) expanding and enhancing student supportive services that serve low-income students and 6) enhancing teacher professional development.

As an LEA partner, Keystone Local School District commits to participating in this project by providing:

1. Implementation of the FlexFactor student engagement program
2. Curriculum alignment and delivery
3. Implementation of work-based learning (High School Earn and Learn Program) and dual-enrollment opportunities (Building IT Futures)
4. Collaboration with LCCC and business/industry partners to promote student success
5. Dedicated professional development for high school instructors.

We anticipate that this project will be replicable for other rural and Qualified Opportunity Zone communities seeking innovative workforce preparation models that enhance students’ transition from high school to postsecondary education and that connects workers to high-demand jobs in STEM-based and Computer Science careers.

This letter is an indication of our full commitment to this partnership. Thank you for your consideration of LCCC's proposal.

Sincerely,

[Name]

District, Position

PR/Award # V051F190046
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June 14, 2019

Mrs. Betsy DeVos, Secretary of Education  
Office of Career, Technical, and Adult Education  
The U.S. Department of Education  
400 Maryland Avenue  
Washington, DC 20202

Dear Secretary DeVos:

This letter represents a commitment to support Lorain County Community College’s (LCCC) application to the Perkins Innovation and Modernization Grant program. Our school, along with other high schools in the region, is committed to partnering with LCCC to increase student access to high-quality Career-Technical Education programs that align with labor market needs and emphasize real-world skills in STEM-based and Computer Science pathways. Strong institutional leadership and an established network of school, industry, and business partners position LCCC for the successful development and implementation of this project.

This project develops, implements, and expands dual enrollment pathways with the following strategies: 1) Curriculum alignment to support transition from high school to post-secondary and employment and meet local labor market needs; 2) innovating new recruitment and student engagement programs to attract low-income students to STEM-based Computer Science CTE pathways, 3) expanding dual enrollment and transition pathways, 4) expanding Work-Based earn and learn opportunities, 5) expanding and enhancing student supportive services that serve low-income students and 6) enhancing teacher professional development.

As an LEA partner, Midview Local School District commits to participating in this project by providing:

1. Implementation of the FlexFactor student engagement program  
2. Curriculum alignment and delivery  
3. Implementation of work-based learning (High School Earn and Learn Program) and dual-enrollment opportunities (Building IT Futures)  
4. Collaboration with LCCC and business/industry partners to promote student success  
5. Dedicated professional development for high school instructors.

We anticipate that this project will be replicable for other rural and Qualified Opportunity Zone communities seeking innovative workforce preparation models that enhance students’ transition from high school to postsecondary education and that connects workers to high-demand jobs in STEM-based and Computer Science careers.

This letter is an indication of our full commitment to this partnership. Thank you for your consideration of LCCC’s proposal.

Midview Local School District, Superintendent
June 14, 2019

Mrs. Betsy DeVos, Secretary of Education  
Office of Career, Technical, and Adult Education  
The U.S. Department of Education  
400 Maryland Avenue  
Washington, DC 20202

Dear Secretary DeVos:

This letter represents a commitment to support Lorain County Community College’s (LCCC) application to the Perkins Innovation and Modernization Grant program. Our school, along with other high schools in the region, is committed to partnering with LCCC to increase student access to high-quality Career-Technical Education programs that align with labor market needs and emphasize real-world skills in STEM-based and Computer Science pathways. Strong institutional leadership and an established network of school, industry, and business partners position LCCC for the successful development and implementation of this project.

This project develops, implements, and expands dual enrollment pathways with the following strategies: 1) Curriculum alignment to support transition from high school to post-secondary and employment and meet local labor market needs; 2) innovating new recruitment and student engagement programs to attract low-income students to STEM-based Computer Science CTE pathways, 3) expanding dual enrollment and transition pathways, 4) expanding Work-Based earn and learn opportunities, 5) expanding and enhancing student supportive services that serve low-income students and 6) enhancing teacher professional development.

As an LEA partner, North Ridgeville City Schools commits to participating in this project by providing:

1. Implementation of the FlexFactor student engagement program
2. Curriculum alignment and delivery
3. Implementation of work-based learning (High School Earn and Learn Program) and dual-enrollment opportunities (Building IT Futures)
4. Collaboration with LCCC and business/industry partners to promote student success
5. Dedicated professional development for high school instructors.

We anticipate that this project will be replicable for other rural and Qualified Opportunity Zone communities seeking innovative workforce preparation models that enhance students’ transition from high school to postsecondary education and that connects workers to high-demand jobs in STEM-based and Computer Science careers.
This letter is an indication of our full commitment to this partnership. Thank you for your consideration of LCCC's proposal.

North Ridgeville City Schools, Superintendent
APPENDIX D: LIST OF RURAL CODES

Documenting Rural Eligibility and Locale Codes
The applicant is: An institution of higher education primarily serving one or more areas served by an LEA with an urban-centric locale code of 32, 33, 41, 42, or 43, as determined by the Secretary.

Supporting Information
LCCC is requesting consideration for the rural set aside. This project meets the requirements of an institution of higher education primarily serving one or more areas served by a rural local educational agency based on demographics of the region served and the project’s intent to serve rural students.

Keystone Local Schools is a rural district, as designated by LEA Code 41. This project intends to target rural students from Keystone Local Schools and use this collaboration to establish a model for other rural LEA’s in LCCC’s service region.

Additionally, Lorain County Joint Vocational Schools and Lorain County Community College – Early College High School draw students from the entire county, including many students from rural designated areas.

<table>
<thead>
<tr>
<th>Partnering District</th>
<th>LEA Code</th>
<th>Qualified Opportunity Zone (Census Tract)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elyria City Schools</td>
<td>13 (City, Small)</td>
<td>390930708</td>
</tr>
<tr>
<td><strong>Keystone Local Schools</strong></td>
<td><strong>41 (Rural, Fringe)</strong></td>
<td></td>
</tr>
<tr>
<td>Lorain City Schools</td>
<td>22 (Suburb, Midsize)</td>
<td>390930224, 390930231, 390930230, 390930973</td>
</tr>
<tr>
<td><strong>Lorain County Joint Vocational Schools</strong></td>
<td><strong>Serves all districts</strong></td>
<td></td>
</tr>
<tr>
<td>Lorain County Community College – Early College High School</td>
<td>Serves all districts</td>
<td></td>
</tr>
<tr>
<td>Midview Schools</td>
<td>22 (Suburb, Midsize)</td>
<td></td>
</tr>
<tr>
<td>North Ridgeville Schools</td>
<td>21 (Suburb, Large)</td>
<td></td>
</tr>
<tr>
<td>Overall (Weighted Average)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Appendix D LCCC CTE 2019: List of Rural Codes
APPENDIX E: LOGIC MODEL FOR COMPUTER SCIENCE CTE PATHWAYS

The primary goal is to engage and support students in STEM-based Computer Science CTE pathways leading to transitions into postsecondary Computer Science programs and earn-and-learn opportunities resulting in employment in non-traditional Computer Science fields.

<table>
<thead>
<tr>
<th>Challenges</th>
<th>Objectives</th>
<th>Participation</th>
<th>Early (year 1)</th>
<th>Middle (Years 2-3)</th>
<th>Long (Year 4-5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Workforce shortage in Computer Science Fields</td>
<td>OBJ 1: Improve enrollment volume by implementing FlexFactor in Computer Science CTE pathways.</td>
<td>1. LCCC and seven school districts: Elyria, Lorain, Keystone, Midview, North Ridgeville, LCCC Early College HS, Educational Service Ctr. (ESC-LC)</td>
<td>All elements of the model implemented in all schools</td>
<td>400 students in FlexFactor</td>
<td>400 students in FlexFactor</td>
</tr>
<tr>
<td>Low enrollment in programs</td>
<td>OBJ 2: Implement Building IT Futures and Learn to Earn dual enrollment pathways.</td>
<td>2. Employer Partners: AgriNomix NextFlex RITE Board</td>
<td>PDSA process and evaluation implemented</td>
<td>140 students in dual enrollment program</td>
<td>140 students in dual enrollment program</td>
</tr>
<tr>
<td>Computer Science dual enrollment pathways not available for all students</td>
<td>OBJ 3: Support students to meet minimum MATH assessment standards for transition into postsecondary Computer Science programs.</td>
<td>3. Targeted student populations:</td>
<td>200 students are engaged in FlexFactor for Computer Science pathways</td>
<td>Greater than 50% of students are from low-income families</td>
<td>Greater than 50% of students are from low-income families</td>
</tr>
<tr>
<td>Math assessment readiness is a barrier</td>
<td>OBJ 4: Expand and integrate the TRAIN OH earn and learn program in Computer Science pathways</td>
<td>70 students enroll in targeted dual enrollment pathways</td>
<td>Greater than 50% of students are from low-income families</td>
<td>40 students graduate from HS and earn recognized postsec credential</td>
<td>40 students graduate from HS and earn recognized postsec credential</td>
</tr>
<tr>
<td>Limited opportunities to gain work experience</td>
<td>OBJ 5: Expand the STEM Success student supportive services program to serve low-income, Qualified Opportunity Zone or rural students.</td>
<td>75 percent of students in a targeted pathway pass the math assessment such that they require no remediation upon entering postsecondary.</td>
<td>20 students enrolled in a postsec pathway during the 2nd Q after grad.</td>
<td>20 students enrolled in a postsec pathway during the 2nd Q after grad.</td>
<td>20 students enrolled in a postsec pathway during the 2nd Q after grad.</td>
</tr>
<tr>
<td>Supportive services are under-provided for under-resourced students</td>
<td>OBJ 6: Leverage the University Partnership to recruit, qualify, and credential CTE instructors in Computer Science</td>
<td>2 teachers are recruited to participate in the University Partnership program</td>
<td>75% of students pass math assessment</td>
<td>100 students participate in TRAIN OH.</td>
<td>75% of students pass math assessment</td>
</tr>
<tr>
<td>Shortage of qualified instructors</td>
<td></td>
<td></td>
<td></td>
<td>100 students participate in TRAIN OH.</td>
<td>100 students participate in TRAIN OH.</td>
</tr>
</tbody>
</table>

Appendix E Logic Model LCCC Perkins CTE 2019

PR/Award # V051F190046
Page e90
June 10, 2019

Mrs. Betsy DeVos, Secretary of Education
Office of Career, Technical, and Adult Education
The U.S. Department of Education
400 Maryland Avenue
Washington, DC 20202

Subject:  Perkins Innovation and Modernization Grant, CFDA Number: 84.051F
          Matching Funds Assurance/Commitment

Dear Secretary DeVos:

On behalf of Lorain County Community College (LCCC), I hereby commit LCCC to the proposed development of the Computer Science Pathways proposed in the attached Perkins Innovation and Modernization grant application.

LCCC is eager to realize this opportunity and committed to successful project implementation. LCCC is providing the required 50% non-federal matching funds through in-kind contributions of staff time in the amount of $100,510 for Year 1 of the grant (October 1, 2019 - September 30, 2020). The breakdown of this contribution is provided in the Non-Federal Funds Budget Narrative attached to the application, and is likewise detailed below:

Ohio Dept. of Education/Ohio Dept. of Higher Education
  Career Technical Education 2019-2020
Nordson Corporation Foundation
  Regional IT Engagement Operating Grant
Lorain County Community College Foundation
  FlexFactor Campus Grant 2019-2020

Total

The Perkins grant award will support the partnership between LCCC and several local high schools, including schools serving rural and Qualified Opportunity Zone areas, in the development of Computer Science pathways that aligns with state Perkins V needs assessments, CTE programs of study, and labor market demands, while including industry partners in the curriculum design and delivery.

Importantly, the Perkins program is vital to the development of LCCC's innovative CTE program, expanding student achievement in STEM and increasing the region's economic
Office of the President

competitiveness. This innovative work also aligns with LCCC’s *Impact 2025 Strategic Plan* in expanding LCCC’s student focus to increase completion & foster future academic success.

If you have any further questions regarding this proposal and the identified 50% match, please do not hesitate to be in touch with [redacted].

Sincerely,

[redacted] PhD

President
The rates approved in this agreement are for use on grants, contracts and other agreements with the Federal Government, subject to the conditions in Section III.

**SECTION I: Facilities And Administrative Cost Rates**

<table>
<thead>
<tr>
<th>RATE TYPES:</th>
<th>FIXED</th>
<th>FINAL</th>
<th>PROV. (PROVISIONAL)</th>
<th>PRED. (PREDETERMINED)</th>
</tr>
</thead>
</table>

**EFFECTIVE PERIOD**

<table>
<thead>
<tr>
<th>TYPE</th>
<th>FROM</th>
<th>TO</th>
<th>RATE(%)</th>
<th>LOCATION</th>
<th>APPLICABLE TO</th>
</tr>
</thead>
<tbody>
<tr>
<td>PRED.</td>
<td>07/01/2018</td>
<td>06/30/2022</td>
<td>37.50</td>
<td>On Campus</td>
<td>All Programs</td>
</tr>
<tr>
<td>PROV.</td>
<td>07/01/2022</td>
<td>Until Amended</td>
<td></td>
<td></td>
<td>Use same rates and conditions as those cited for fiscal year ending June 30, 2022.</td>
</tr>
</tbody>
</table>

*BASE

Direct salaries and wages including all fringe benefits.
SECTION II: SPECIAL REMARKS

TREATMENT OF FRINGE BENEFITS:

The fringe benefits are specifically identified to each employee and are charged individually as direct costs. The directly claimed fringe benefits are listed below.

TREATMENT OF PAID ABSENCES

Vacation, holiday, sick leave pay and other paid absences are included in salaries and wages and are claimed on grants, contracts and other agreements as part of the normal cost for salaries and wages. Separate claims are not made for the cost of these paid absences.

FRINGE BENEFITS:

Retirement
Disability Insurance
Life Insurance
Tuition Remission
Worker's Compensation
Unemployment Insurance
Health Insurance
Dental Insurance

Per 2 CFR 200.414(g) - A rate extension has been granted.

Next Proposal Due -

Your next proposal based on actual costs for the fiscal year ending 06/30/2021 is due in our office by 12/31/2021.

Equipment means tangible personal property (including information technology systems) having a useful life of more than one year and a per-unit acquisition cost which equals or exceeds the lesser of the capitalization level established by the non-Federal entity for financial statement purposes, or
SECTION III: GENERAL

A. LIMITATIONS.
The rates in this Agreement are subject to any statutory or administrative limitations and apply to a given grant, contract or other agreement only to the extent that funds are available. Acceptance of the rates is subject to the following conditions: (1) Only costs incurred by the organization were included in its facilities and administrative cost pools as finally accepted; such costs are legal obligations of the organization and are allowable under the governing cost principles; (2) The same costs that have been treated as facilities and administrative costs are not claimed as direct costs; (3) Similar types of costs have been accorded consistent accounting treatment; and (4) The information provided by the organization which was used to establish the rates is not later found to be materially incomplete or inaccurate by the Federal Government. In such situations the rate(s) would be subject to renegotiation at the discretion of the Federal Government.

B. ACCOUNTING CHANGES.
This Agreement is based on the accounting system purported by the organization to be in effect during the Agreement period. Changes to the method of accounting for costs which affect the amount of reimbursement resulting from the use of this Agreement require prior approval of the authorized representative of the cognizant agency. Such changes include, but are not limited to, changes in the charging of a particular type of cost from facilities and administrative to direct. Failure to obtain approval may result in cost disallowances.

C. FIXED RATES.
If a fixed rate is in this Agreement, it is based on an estimate of the costs for the period covered by the rate. When the actual costs for this period are determined, an adjustment will be made to a rate of a future year(s) to compensate for the difference between the costs used to establish the fixed rate and actual costs.

D. USE BY OTHER FEDERAL AGENCIES.
The rates in this Agreement were approved in accordance with the authority in Title 2 of the Code of Federal Regulations, Part 200 (2 CFR 200), and should be applied to grants, contracts and other agreements covered by 2 CFR 200, subject to any limitations in A above. The organization may provide copies of the Agreement to other Federal Agencies to give them early notification of the Agreement.

E. OTHER.
If any Federal contract, grant or other agreement is reimbursing facilities and administrative costs by a means other than the approved rate(s) in this Agreement, the organization should (1) credit such costs to the affected programs, and (2) apply the approved rate(s) to the appropriate base to identify the proper amount of facilities and administrative costs allocable to these programs.

BY THE INSTITUTION:

Lorain County Community College

(SIGNATURE)

(POSITION)

(DATE)

ON BEHALF OF THE FEDERAL GOVERNMENT:

DEPARTMENT OF HEALTH AND HUMAN SERVICES

(AGENCY)

Arif M. Karim -S

(SIGNATURE)

(NAME)

Director, Cost Allocation Services

(TITLE)

12/17/2018

(DATE)

HHS REPRESENTATIVE: Matthew Dito

TelephoneNumber:
APPENDIX H: LIST OF PROPRIETARY INFORMATION

NOT APPLICABLE.
APPENDIX I: OTHER/SIGNED LETTER OF ASSURANCE REGARDING PROJECT EVALUATION AND VALIDATION

June 10, 2019

Mrs. Betsy DeVos, Secretary of Education
Office of Career, Technical, and Adult Education
The U.S. Department of Education
400 Maryland Avenue
Washington, DC 20202

Subject: Perkins Innovation and Modernization Grant, CFDA Number: 84.051F
Assurance Regarding Project Evaluation and validation

Dear Secretary DeVos:

Pursuant to Application Requirement (g) in Section 114 (e), Lorain County Community College (LCCC) is submitting this signed letter of assurance committing to the following:

(i) Provide information to the Secretary, as requested, for evaluations that the Secretary may carry out; and

If you have any further questions regarding this proposal and the assurance regarding project evaluation and validation, please do not hesitate to be in touch with LCCC VP/Treasurer or LCCC’s Dean of Engineering, Business and IT (EBIT) at or .

Sincerely,

President
U.S. Department of Education
Office of Career, Technical and Adult Education
PERKINS INNOVATION AND MODERNIZATION GRANT PROGRAM 2019
CFDA NUMBER: 94.051F

BUDGET NARRATIVE for Lorain County Community College (LCCC)

Federal Funds Amounted Requested:

<table>
<thead>
<tr>
<th>Years 1-3</th>
<th>Year 4-5</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(TBD)</td>
<td>(TBD)</td>
<td>(TBD)</td>
</tr>
</tbody>
</table>

1. PERSONNEL (See also Appendix B/Resumes):

Responsible for overall management of project communication, deliverables, reports, fiscal management, and Dept of Education liaison. Manages FlexFactor Program, Career and College Advantage, and High School Learn to Earn Program Director.

Annual Salary: [Redacted]; % of time required for project: 50% for Year 1, 80% for Years 2-5; Federal Funds Request: 50%; LCCC pays 30% for Years 2-5 (see matching funds narrative)

Year 1: [Redacted], Year 2: [Redacted], Year 3: [Redacted], Year 4: [Redacted], Year 5: [Redacted]

Total years 1-5: [Redacted]

LCCC’s Program Developer at the LCCC Entrepreneurial Innovation Institute (EII). will be responsible for Perkins CTE program linkage plus adaptation and implementation of TRAIN OH program within the larger CTE framework.

Annual Salary: [Redacted]; Percentage of time required for project: 12.5% for Year 1, 32.5% for Years 2-5; Federal Funds Request: 12.5%; LCCC pays 20% for Years 2-5 (see matching funds narrative)

Year 1: [Redacted], Year 2: [Redacted], Year 3: [Redacted], Year 4: [Redacted], Year 5: [Redacted]

Total years 1-5: [Redacted]

time will be donated in-kind to the Perkins CTE project as to connectivity to the LCCC University Partnership program.

Responsible for dual enrollment program development. Manages University Partnership Ridge Campus Coordinator and Building IT Futures Program Director
Annual Salary: $________ Percentage of time required for project: 20% for Year 1, 40% for Years 2-5; Federal Funds Request: 20%; LCCC pays 20% for Years 2-5 (see matching funds narrative)

Year 1: _______ Year 2: _______ Year 3: _______ Year 4: _______ Year 5: _______

Total years 1-5: _______

Working "out" from the Building IT Futures Program, _______ will assist the Perkins CTE program in Postsecondary Computer Science program delivery. For the Building IT Futures Program, _______ also assists with marketing, project management, teacher recruitment, high school admin coordination, teacher review and credentialing, employer recruitment/relationships/scheduling.

Annual Salary: $________ Percentage of time required for project: 20% for Year 1, 40% for Years 2-5; Federal Funds Request: 20%; LCCC pays 20% for Years 2-5 (see matching funds narrative)

Year 1: _______ Year 2: _______ Year 3: _______ Year 4: _______ Year 5: _______

Total years 1-5: _______

Management of program data for reporting, evaluation, and continuous improvement. _______ works in LCCC’s Office of Institutional Research and Effectiveness (IRE) and will work with the project’s external evaluator.

Annual Salary: $________ Percentage of time required for project: 10% for Year 1, 20% for Years 2-5; Federal Funds Request: 10%; LCCC pays 10% for Years 2-5 (see matching funds narrative)

Year 1: _______ Year 2: _______ Year 3: _______ Year 4: _______ Year 5: _______

Total years 1-5: _______

To be hired (Job Description included)

Will provide support for advisement and communication with students. See Job Description included with resumes in Appendix B.

Annual Salary: $________ Percentage of time required for project: 50% for Year 1, 100% for Years 2-5; Federal Funds Request: 50%; LCCC pays 50% for Years 2-5 (see matching funds narrative)

Year 1: _______ Year 2: _______ Year 3: _______ Year 4: _______ Year 5: _______

Total years 1-5: _______

PERSONNEL TOTAL:

Year 1: _______ Year 2: _______ Year 3: _______ Year 4: _______ Year 5: _______

Total years 1-5: _______
2. FRINGE BENEFITS
Fringe benefit rate of all personnel included under PERSONNEL is 33%. Federal dollars are requested for 100% of fringe for all personnel.

Year 1: _____ Year 2: _____ Year 3: _____ Year 4: _____ Year 5: _____
Total years 1-5: _____

3. TRAVEL
Annually requested, for local travel plus two (2) project representatives to attend an annual Perkins Innovation and Modernization Grant Program grantee meeting in Washington, DC. LCCC will cover the overage cost of expenses.

4. EQUIPMENT
No Equipment requested

5. SUPPLIES:
No Supplies requested

6. CONTRACTUAL
An Independent Evaluator will provide a rigorous evaluation as described in the Evaluation section of the project narrative. The scope of work will include impact and implementation evaluations and will produce quantitative and qualitative data, performance feedback and assessment of progress toward achieving intended outcomes, and guidance about effective strategies suitable for replication.

Year 1: $ Year 2: $ Year 3: $ Year 4: $ Year 5: $
Total years 1-5: $

7. CONSTRUCTION:
No Construction requested

8. OTHER: N/A

9. TOTAL DIRECT COSTS: The sum total of all direct expenditures, per budget category, of lines 1-8.

Year 1: $ Year 2: $ Year 3: $ Year 4: $ Year 5: $
Total: $
10. INDIRECT COSTS: In accordance with EDGAR §76.564(c), LCCC is charging indirect costs at 8% of the MTDC for the life of the grant.

Year 1: [Redacted] Yr. 2: [Redacted]; Yr. 3: [Redacted]; Yr. 4: [Redacted]; Yr. 5: [Redacted]
Total years 1-5: [Redacted]

11. TRAINING STIPENDS: N/A
No Training Stipends requested

12. TOTAL COSTS: Direct and Indirect costs for each year and for the entire project period (60 months)

Year 1: [Redacted] Yr. 2: [Redacted]; Yr. 3: [Redacted] Yr. 4: [Redacted]; Yr. 5: [Redacted]
Total years 1-5: [Redacted]
MATCH NARRATIVE

Non-Federal Funds/In-Kind Resources Match:

<table>
<thead>
<tr>
<th>Years 1-3</th>
<th>Year 4-5 (TBD)</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>(36-month initial project period)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1. PERSONNEL (See also Appendix B/Resumes):

Responsible for overall management of project communication, deliverables, reports, fiscal management, and Dept of Education liaison. Manages FlexFactor Program, Career and College Advantage, and High School Learn to Earn Program Director.

Annual Salary: % of time required for project: 80%; Non-Federal In-Kind Match: 30% for Years 2-5

<table>
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</thead>
</table>
| Time will be donated in-kind to the Perkins CTE project as to connectivity to the LCCC University Partnership program.

Responsible for Perkins CTE program linkage plus adaptation and implementation of TRAIN OH program within the larger CTE framework.

Annual Salary: $ Percentage of time required for project: 32.5%; Non-Federal In-Kind Match: 20% for Years 2-5

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</thead>
</table>

Responsible for dual enrollment program development. Manages University Partnership Ridge Campus Coordinator and Building IT Futures Program Director.

Annual Salary: $ Percentage of time required for project: 40%; Non-Federal In-Kind Match: 20% for Years 2-5

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Working “out” from the Building IT Futures Program, will assist the Perkins CTE program in Postsecondary Computer Science program delivery. For the Building IT Futures Program, also assists with marketing, project management, teacher recruitment, high
school admin coordination, teacher review and credentialing, employer recruitment/relationships/scheduling.

Annual Percentage of time required for project: 40%; Non-Federal In-Kind Match: 20% for Years 2-5
Year 1: [ ] Year 2: [ ] Year 3: [ ] Year 4: [ ] Year 5: [ ]
Total years 1-5: [ ]

Management of program data for reporting, evaluation, and continuous improvement.

[ ] works in LCCC’s Office of Institutional Research and Effectiveness (IRE) and will work with the project’s external evaluator.

Annual Salary: [ ] Percentage of time required for project: 20%; Non-Federal In-Kind Match: 10% for Years 2-5
Year 1: [ ] Year 2: [ ] Year 3: [ ] Year 4: [ ] Year 5: [ ]
Total years 1-5: [ ]

To be hired

[ ] (Job Description included)

Will provide support for advisement and communication with students. See Job Description included with resumes in Appendix B.

Annual Salary: [ ] Percentage of time required for project: 100%; Federal Funds Request: 50%; LCCC pays 50% for Years 2-5
Year 1: [ ] Year 2: [ ] Year 3: [ ] Year 4: [ ] Year 5: [ ]
Total years 1-5: [ ]

PERSONNEL TOTAL:
Year 1: [ ] Year 2: [ ] Year 3: [ ] Year 4: [ ] Year 5: [ ] Total years 1-5: [ ]

2. FRINGE BENEFITS
Fringe benefit rate of all personnel included under PERSONNEL is 33%. Federal dollars are requested for 100% of fringe for all personnel.

Year 1: [ ], Year 2: [ ], Year 3: [ ], Year 4: [ ], Year 5: [ ]
Total years 1-5: [ ]

3. TRAVEL: N/A
Two project representatives to attend an annual Perkins Innovation and Modernization Grant Program grantee meeting in Washington, DC. LCCC will cover the overage cost of expenses.

4. EQUIPMENT: N/A

5. SUPPLIES: N/A
6. CONTRACTUAL: N/A

7. CONSTRUCTION: N/A

8. OTHER:
The first year of the grant will be matched using funds from the Ohio Department of Education/Ohio Department of Higher Education, Nordson Corporation Foundation, and Lorain County Community College Foundation. (See Appendix F: Assurance of Match for additional details.)

Year 1: [Redacted] Year 2: [Redacted] Year 3: [Redacted] Year 4: [Redacted] Year 5: [Redacted]
Total years 1-5: [Redacted]

9. TOTAL DIRECT COSTS: The sum total of all direct expenditures, per budget category, of lines 1-8.

Year 1: [Redacted] Yr. 2: [Redacted] Yr. 3: [Redacted] Yr. 4: [Redacted] Yr. 5: [Redacted]
Total year 1-5: [Redacted]

10. INDIRECT COSTS: In accordance with EDGAR §76.564(c), LCCC is charging indirect costs at 8% of the MTDC for the life of the grant.

Year 1: [Redacted] Yr. 2: [Redacted] Yr. 3: [Redacted] Yr. 4: [Redacted] Yr. 5: [Redacted]
Total years 1-5: [Redacted]

11. TRAINING STIPENDS: N/A

12. TOTAL COSTS: Direct and Indirect costs for each year and for the entire project period (60 months)

Year 1: [Redacted] Yr. 2: [Redacted] Yr. 3: [Redacted] Yr. 4: [Redacted] Yr. 5: [Redacted]
Total years 1-5: [Redacted]