

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

APPLICATION FOR GRANTS
UNDER THE

Application for New Grants Under the Innovative Approaches to Literacy Program

CFDA # 84.215G

PR/Award # S215G210026

Grants.gov Tracking#: GRANT13444407

OMB No. 1894-0006, Expiration Date: 01/31/2022

Closing Date: Aug 11, 2021

PR/Award # S215G210026

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

Application for Federal Assistance SF-424

| | | |
|--|--|--|
| * 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application | * 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision | * If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/> |
|--|--|--|

| | |
|--|--|
| * 3. Date Received: <input type="text" value="08/10/2021"/> | 4. Applicant Identifier: <input type="text"/> |
|--|--|

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

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

d. Address:

| | |
|----------------------|---|
| * Street1: | <input type="text" value="P.O. Box 309"/> |
| Street2: | <input type="text"/> |
| * City: | <input type="text" value="Colorado City"/> |
| County/Parish: | <input type="text"/> |
| * State: | <input type="text" value="AZ: Arizona"/> |
| Province: | <input type="text"/> |
| * Country: | <input type="text" value="USA: UNITED STATES"/> |
| * Zip / Postal Code: | <input type="text" value="86021-0309"/> |

e. Organizational Unit:

| | |
|--|--|
| Department Name: <input type="text"/> | Division Name: <input type="text"/> |
|--|--|

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

| | |
|---|--|
| Prefix: <input type="text" value="Ms ."/> | * First Name: <input type="text" value="Carol"/> |
| Middle Name: <input type="text"/> | |
| * Last Name: <input type="text" value="Timpson"/> | |
| Suffix: <input type="text"/> | |

Title:

Organizational Affiliation:

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

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Innovative Approaches to Literacy, Full-service Community Schools; and Promise Neighborhoods

*** 12. Funding Opportunity Number:**

ED-GRANTS-071221-001

* Title:

Office of Elementary and Secondary Education (OESE): Innovative Approaches to Literacy (IAL)
Program Assistance Listing CFDA Number 84.215G

13. Competition Identification Number:

84-215G2021-1

Title:

84.215G Innovative Approaches to Literacy

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

Add Attachment

Delete Attachment

View Attachment

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

Colorado City Unified School District's Innovative Approaches to Literacy Request

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

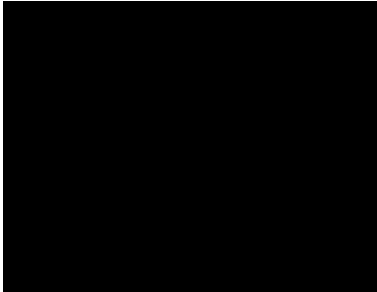
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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



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

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

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

- Yes
- No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

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

** I AGREE

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

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

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

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

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

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

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1241-CCUSD Response to GEPA Section 427.pdf

Add Attachment

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CCUSD Response to GEPA Section 427

The Colorado City Unified School District understands that certain barriers exist for students and members of the Colorado City, Arizona community that could impede their access to and participation in the proposed literacy programming in this federal request. These barriers include gender, race, national origin, color, disability, age, and language barriers.

In an effort to ensure that all activities and materials in the proposed programming are accessible to individuals facing these barriers, the district will take the following steps:

- Ensure that literacy packets contain activities appropriate for children ages birth through five years old and can be accessed by students entering Cottonwood Preschool and attending Roots for Kids, or visiting the Creek Valley Health Clinic.
- Promote the “Book Bucks” program to children ages five through eighteen using language that is inclusive and appropriate for each audience.
- Purchase books featuring individuals of varying genders, races, cultures, ethnicities, disabilities, and ages so students and community members can see themselves represented through available literature.
- Purchase books in other languages to support English language-learning individuals in the community.
- Display artwork throughout the library that features individuals of varying genders, races, cultures, ethnicities, disabilities, and ages so all students and community members feel welcome and included in the space.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

| | |
|---|--|
| * APPLICANT'S ORGANIZATION | |
| <input style="width: 100%;" type="text" value="Colorado City Unified School District"/> | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: <input style="width: 100px;" type="text" value="Ms."/> | * First Name: <input style="width: 200px;" type="text" value="Carol"/> Middle Name: <input style="width: 150px;" type="text"/> |
| * Last Name: <input style="width: 300px;" type="text" value="Timpson"/> | Suffix: <input style="width: 80px;" type="text"/> |
| * Title: <input style="width: 250px;" type="text" value="Superintendent"/> | |
| * SIGNATURE: <input style="width: 300px;" type="text" value="Ashley M Hawley"/> | * DATE: <input style="width: 150px;" type="text" value="08/10/2021"/> |

U.S. Department of Education Supplemental Information for the SF-424
Application for Federal Assistance

1. Project Director:

| | | | | |
|---------|---------------|--------------|--------------|---------|
| Prefix: | * First Name: | Middle Name: | * Last Name: | Suffix: |
| | Carol | | Timpson | |

Project Director Level of Effort (percentage of time devoted to grant):

Address:

* Street1:

Street2:

* City:

County:

* State:

* Zip Code:

Country:

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

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's notice inviting applications (NIA)?

Yes No

b. If the program competition NIA is giving competitive preference points for a new potential grantee or novice applicant, how many points are you claiming for your application? (the NIA will indicate how many are available)

3. Qualified Opportunity Zones:

If the NIA includes a Qualified Opportunity Zones (QOZ) Priority in which you propose to either provide services in QOZ(s) or are in a QOZ, provide the QOZ census tract number(s) below:

| | | |
|----------------------|----------------------|----------------------|
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |
| <input type="text"/> | <input type="text"/> | <input type="text"/> |

4. 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) #(s): 1 2 3 4 5 6 7 8

No Provide Assurance #(s), if available:

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

Add Attachment

Delete Attachment

View Attachment

Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Abstract

The Colorado City Unified School District (CCUSD) requests \$ [REDACTED] from the Office of Elementary and Secondary Education's Innovative Approaches to Literacy Program. The goal of this project is to improve literacy outcomes for the target population of 700 PreK-12 students who demonstrate a need for additional literacy support. The district will serve as the lead applicant and fiscal agent and no additional funding will be used to supplant project activities. As the CCUSD's libraries are the only libraries available to residents in Colorado City, students do not have another outlet for access to reading. To increase access and ensure high-quality services, the district will hire a full-time Librarian/Project Director, improve library collections with age-appropriate books and ebooks, and implement new library initiatives. This project will build local capacity by empowering CCUSD students to take charge of their own destinies.

This project meets the first absolute priority of this solicitation: **Projects, Carried Out in Coordination with School Libraries, for Book Distribution, Childhood Literacy Activities, or Both**. The district will focus on both book distribution and literacy activities to support students in grades PreK-12. This project also meets **Competitive Preference Priority One--Rural Applicants** (the district has a locale code of 32), as well as **Competitive Preference Priority Three--Supporting Students from Low-Income Families**. According to Small Area Income and Poverty Estimates data, 763, or 33.6% of 2,272 children within the district's focus area are from families below the poverty line.

The project objectives and activities are: By the end of the first quarter of the 2021-2022 school year, a full-time Librarian/Project Director will be hired, the "Book Bucks" program will launch

at the elementary and middle/high school, and the book club will be launched at the high school. The Librarian/Project Director will also create literacy packets to distribute to birth-five year old students both within the district and those served by collaborators Roots for Kids (special education intervention center) and the Creek Valley Health Clinic (local community and family health center).

By the end of the second quarter of the 2021-2022 school year, all elementary school students will participate in annual Literacy Month programming. The first Scholastic Book Sale of the year will also be held, as well as the second high school book club held. The Librarian/Project Director will also perform outreach to all homeschooled and charter school students to inform their families of the district's literacy services. By the end of the fourth quarter of the 2021-2022 school year, the second Scholastic Book Fair of the year will be held and summer programming will launch to help students retain and improve literacy during the summer months.

Project Outcomes:

- 25% of fourth graders (5% each year) will demonstrate growth on literacy assessments over the 60-month grant period.
- 25% of eighth graders (5% each year) will demonstrate growth on literacy assessments over the 60-month grant period.
- 15% of twelfth graders (3% each year) will graduate over the 60-month grant period.
- 100% of schools' book-to-student ratios will increase from the previous year.
- 100% of elementary, 50% of middle school, and 25% of high school students will receive at least one free, grade- and language-appropriate book of their own.

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

Cover Page

Application Narrative

Fiscal Year 2021: Innovative Approaches to Literacy Program

Applicant:

Colorado City Unified School District

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Colorado City Unified School District

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a. Significance and Competitive Preference Priorities

The Colorado City Unified School District (CCUSD) requests the support of the Office of Elementary and Secondary Education’s Innovative Approaches to Literacy Program, in the amount of \$ [REDACTED] over 60 months, to improve academic outcomes in literacy for the district’s target population of 700 PreK-12th grade students who attend Cottonwood Preschool (100 students), Cottonwood Elementary School (250 K-5th grade students), and El Capitan High School (250 6th-12th grade students), as well as those served through homeschooling or charter schools (100 students). CCUSD is a rural, PreK-12th grade district located in Colorado City, Arizona (Mohave County). According to the National Center for Education Statistics (NCES) School District search tool, the district has a locale code of 32, which makes it eligible for **Competitive Preference Priority One** in this solicitation (rural applicants). It is the only school district in Colorado City. The district covers 846 square miles and serves students in the towns of Hildale, Utah, Colorado City, AZ, Centennial Park, AZ, Cane Beds, AZ, Moccasin, AZ, and Fredonia, AZ. Of the 700 students served through the district, 88% (616) come from low socioeconomic backgrounds and 30% (210) have disabilities. According to Small Area Income and Poverty Estimates (SAIPE) data, 33.6% (763) of 2,272 children within the district’s focus area are from families below the poverty line. This makes the district eligible for **Competitive Preference Priority Three** under this solicitation--supporting students from low-income families.

In recent years, CCUSD has experienced an increase in students of all grade levels who exhibit a need for additional academic support. Over the past three school years, over half of all students attending Cottonwood Preschool have received special education services. Seventy-four out of

90 enrolled students (82%) received services in the 2018-2019 school year. Seventy-four out of 93 (80%) enrolled students received services in the 2019-2020 school year, and 81 out of 106 (62%) enrolled students received services in the 2020-2021 school year. The district currently projects that 85 out of 130 (65%) enrolled preschool students will require services in the 2021-2022 school year. This is significantly higher than the state average, which, as calculated in 2019, was at 2.27% (9,730 out of 429,444 children under the age of five received special education services, according to census and state reporting).

In addition to increases in special education services, kindergarten readiness has declined. In 2019, 38.5% (1,862) of the 4,836 individuals living in Colorado City lived in poverty (compared to the U.S. rate of 10.5%). Approximately 72.5% (3,506) of individuals are single and raising families on their own. Due to these factors, it is common that either the sole or both parents of children served by CCUSD work full-time. Research shows that spending time reading with or to children can instill necessary skills for future academic success. The learning program, Dilly's Treehouse, states that "with as little as 20 minutes of reading aloud a day, your child will experience a host of positive results including: increased self esteem, improved communication between parent and child, development of listening, vocabulary, language and memory skills, and more." When parents work full-time jobs, they do not have the time necessary to devote to engaging in literary activities with their children. This has led to many students entering the district's kindergarten program without literacy skills. Based on the district's iReady kindergarten assessments, only 23% (9) of the 40 students tested in the 2019-2020 school year were kindergarten ready.

As students enter the school district without literacy skills, this trend continues to impact their academic performance in elementary and high school. The percentage of 3rd-10th grade CCUSD students who met or exceeded expectations of the Arizona Measurement of Educational Readiness to Inform Teaching (AzM2) exam in English Language Arts (ELA) declined from 54% (187 out of 347 students) in 2018, to 47% (166 out of 355 students) in 2019, and finally to 44% (110 out of 251 students) in 2021. These delays follow students through their academic career; as such, the current graduation rate for students in CCUSD is only at 60%. The COVID-19 pandemic further exacerbated these literacy delays, as students lost three full months of potential reading gains due to the transition to a virtual schooling environment. As schools across the district return to in-person classes, it is clear that new supports will need to be in place to make up for this loss and improve literacy levels for all students.

While the schools throughout the district have on-site and digital libraries to support student learning, many of the books in these libraries are in need of replacement. Furthermore, the district recognizes students are in need of comprehensive support and fun activities to incentivise them to pursue literacy independently. The proposed project will build local capacity by empowering CCUSD students to take charge of their own destinies. Literacy builds self esteem and overall quality of life, breaks the cycle of poverty, fosters gender equality, and strengthens communities (Concern Worldwide US 2020, Benefits of Literacy). As CCUSD's libraries are the only libraries available to residents in Colorado City, students do not have another outlet for access to reading for education and enjoyment. By refreshing existing collections and implementing new programming that supports every grade level, more students will engage in

reading as a daily practice, sharpening their comprehension skills and achieving greater academic success.

As a result of this literacy program, the district intends to see significant improvements in student academic achievement over the 60-month period of the grant. All students will receive at least one age-appropriate book each year through the book distribution program. This grant will also provide additional books for the school libraries that will significantly increase the district's book to student ratios from 27:1 to 58:1 in the elementary school and from 17:1 to 48:1 in the high school. The percentage of fourth grade students who show individual growth on the ELA AzM2 exam will increase from 42% to 67% by the end of the 60-month period, the percentage of eighth grade students showing the same growth will increase from 34% to 59%, and the percentage of twelfth graders participating in the project who graduate from high school will increase from 60% to 75%.

b. Quality of the Project Design and Absolute Preference Priority

CCUSD, as the lead applicant and fiscal agent, seeks funding to address the first absolute priority of this solicitation: **Projects, Carried Out in Coordination with School Libraries, for Book Distribution, Childhood Literacy Activities, or Both**. The district intends to specifically focus on both book distribution and literacy activities to support students in grades PreK-12 through the 60-month period of the grant. The district will hire a full-time on-site Librarian to serve as the Project Director. This new position will receive the training necessary to integrate and expand age-appropriate literary support throughout the district's activities and help the district expand access to the libraries during non-school hours, thereby promoting the spaces as

community libraries in addition to district libraries. The Librarian/Project Director will be the main point of contact across the district's libraries. This position will oversee the purchase of all physical books and ebooks that are in line with student grade levels and interests, lead all outreach efforts, and coordinate library activities to ensure equitable access and high-quality services are being delivered at all times.

To increase access to literacy support for preschool students throughout the district's service area, CCUSD will collaborate with two local agencies: Roots for Kids and the Creek Valley Health Clinic. Roots for Kids is a local organization that provides early head start and intervention services for children (ages birth through three years old) in need of special education services across the Utah/Arizona border. This organization currently rents one of the buildings on CCUSD's campus and students who attend Roots for Kids transition to Cottonwood Preschool upon the age of three. The Creek Valley Health Clinic serves as Colorado City's community health center, offering maternal and family health services to district families. The Librarian/Project Director will create literacy packets, containing birth-three year old activities and resources, to be delivered to Roots for Kids and the Creek Valley Health Clinic. Roots for Kids staff will identify children in need of literary support and distribute the packets. The Librarian/Project Director will also coordinate with Roots for Kids to facilitate the library card signup process for parents interested in accessing books for their children. Creek Valley Health Clinic staff will also identify child patients in need of literary support, distribute the packets at health appointments, and prescribe literacy activities for children, stressing the importance of reading to the child's parents. In addition to the birth-three packets, the Librarian/Project Director will create three-five year old packets. These packets will be distributed to families of

children who are identified as being in need of special education services through Child Find. The distribution of these packets will enable CCUSD to address the need for early intervention for new and potential students, improve long-term literacy outcomes, and reduce reliance on special education services.

To incentivize elementary, middle, and high school students to increase their frequency of reading, the Librarian/Project Director will also launch a “Book Bucks” program in the 2021-2022 school year, which will continue through the 60-month period of the grant and beyond. “Book Bucks” will be awarded based on student reading achievement. For example, kindergarten students will receive a voucher buck for every hour of documented reading with parents. Second grade students will earn bucks through the completion of chapter books, and fifth grade students will receive bucks for every five Accelerated Reader points they earn. Middle and high school students will receive bucks for Accelerated Reader points and reading club participation. Book bucks can be redeemed for the purchase of a new physical or ebook of the student’s choosing at the district’s twice annual Scholastic Book Fair or upon a formal written request to the Librarian/Project Director. Ebooks that are purchased will be uploaded to the district’s digital library system using the Sora educational reading app. This will ensure that students have consistent and reliable access to literary materials at all times. Students will create reading logs where progress will be tracked, and teachers will monitor test scores and academic improvement within the classroom to assess the eligibility of book buck awards. The district will ensure that all students have access to at least \$ [REDACTED] in book bucks each year to guarantee the purchase of at least one book for every student. This program will encourage students to integrate literacy as a daily practice, improving their skills and comprehension.

Each year in February, Cottonwood Elementary School (K-5th grade) participates in Literacy Month, which is focused around particular themes of reading. Teachers set individual classroom reading goals and students decorate hallways and classrooms to reflect that year's theme. The Librarian/Project Director will support this celebration for the 60-month period of the grant and beyond by purchasing books that support the theme, offering prizes for students who meet reading goals, and performing outreach to parents to attend an event at the end of the month to celebrate their child's progress and keep them invested in their child's academic success. The first Scholastic Book Sale of the year will coincide with this month and students will be able to redeem their book bucks for purchases at the sale.

Throughout the 60-month period of the grant and beyond, the Librarian/Project Director will support the district's libraries during both after school hours and the summer months. During after school hours, students at El Capitan High School will be able to participate in biannual book clubs, which will focus on two books per year (one in the fall and one in the spring). These clubs will provide students with an outlet for community connection, debate, and greater learning comprehension and appreciation. Students will vote on which books will be discussed and the Librarian/Project Director will be tasked with purchasing the books and facilitating discussions. To help students retain and improve their reading skills over the summer months, the Librarian/Project Director will also facilitate a Summer Reading program for elementary and middle/high school students. This program will include events and activities based on particular themes (such as a Harry Potter Quidditch Tournament), and involve prizes from local businesses, like coupons for ice cream or pizza. Both of these activities will allow the district to expand

student access and exposure to the libraries as safe, welcoming, and fun locations for participation in activities that are a preferable educational alternative to more risky behaviors.

In addition to facilitating activities for students at all grade levels throughout the district, the Librarian/Project Director will also be responsible for performing outreach to promote activities and service support for all students, including the 100 students who are home-schooled and attend local charter schools. The Librarian/Project Director will ensure that all of these students can participate in free reading diagnostic exams and will help home-schooled parents create literacy improvement plans for their children. This will ensure that no student within the district's boundaries is left without a safety net to support their literacy achievement.

The primary goal for this project is to increase academic achievement levels in literacy for all 700 PreK-12th grade students throughout CCUSD. The objectives of this literacy program are:

- By the end of the first quarter of the 2021-2022 school year, the district will hire a full-time Librarian/Project Director and launch the “Book Bucks” program and first high school book club. The Librarian/Project Director will also create and distribute the literacy packets for preschool students. These activities will continue annually throughout the 60-month period of the grant.
- By the end of the second quarter of the 2021-2022 school year, all Cottonwood students will participate in annual Literacy Month programming. The first Scholastic Book Sale of the year will be held within this quarter, as well as the second high school book club. The Librarian/Project Director will also perform outreach to all homeschooled students. These activities will continue annually throughout the 60-month period of the grant.

- By the end of the fourth quarter of the 2021-2022 school year, the second Scholastic Book Fair of the year will be held and summer programming will launch in the libraries. These activities will continue annually throughout the 60-month period of the grant.

Project Results:

- The percentage of fourth graders participating in the project who demonstrate individual student growth on state reading or language arts assessments under section 1111(b)(2) of the ESEA will increase by 5% each year for a total growth of 25% over the 60-month period of the grant (from 42% in the 2020-2021 school year, to 47% in 2021-2022, 52% in 2022-2023, 57% in 2023-2024, 62% in 2024-2025, and 67% in 2025-2026).
- The percentage of eighth graders participating in the project who demonstrate individual student growth on state reading or language arts assessments under section 1111(b)(2) of the ESEA will increase by 5% each year for a total growth of 25% over the 60-month period of the grant (from 34% in the 2020-2021 school year, to 39% in 2021-2022, 44% in 2022-2023, 49% in 2023-2024, 54% in 2024-2025, and 59% in 2025-2026).
- The percentage of twelfth graders participating in the project who graduate from high school will increase by 3% each year for a total growth of 15% over the 60-month period of the grant (from 60% in the 2020-2021 school year, to 63% in 2021-2022, 66% in 2022-2023, 69% in 2023-2024, 72% in 2024-2025, and 75% in 2025-26).
- The percentage of schools participating in the project whose book-to-student ratios increase from the previous year will be 100%. All schools across the district will participate and increase their book-to-student ratios from 27:1 to 58:1 in the elementary school and from 17:1 to 48:1 in the high school.

- The percentage of participating children who receive at least one free, grade- and language- appropriate book of their own will be 100% at the elementary school level, 50% at the middle school level, and 25% at the high school level.

This proposed project represents an exceptional approach for meeting the statutory purposes and requirements of this solicitation, as it aims to support the “Every Student Succeeds” Act (formerly known as the “No Child Left Behind” Act) of 2015 and promote individualized activities for all grade levels throughout CCUSD. No student will be left without access to literary materials and support and the Librarian will be trained on current best practices for fostering a positive learning environment for all students.

The proposed project also demonstrates a rationale because the components of the logic model, as outlined in the proposal solicitation, are directed at specific groups. This design is evidence-based and has been proven to have a positive effect on literacy achievement. For example, according to a 2002 study by the National Early Literacy Panel, “home and parent programs [such as the homeschool services and books for at-home use proposed in this project] yielded statistically significant and moderate to large effects on children's oral language skills and general cognitive abilities. Studies of preschool and kindergarten programs [such as the packets and activities proposed in this project] produced significant and moderate to large effects on spelling and reading readiness.” The “Book Bucks” program has also been evaluated in a local charter school in the Colorado City region, and it has successfully instilled students with the motivation needed to practice independent reading and improve literacy comprehension.

c. Quality of Project Services

CCUSD understands that various barriers exist for students and members of the Colorado City community that are not within their control. These barriers include gender, race, national origin, color, disability, age, and language, and can impede access to literacy services. In an effort to ensure that the services provided by the proposed project are appropriate to the needs of all intended recipients regardless of their differences, the district will commit to researching diversity, equity, and inclusion training opportunities that the Librarian/Project Director (to be hired) can participate in. He/she will complete the following tasks to deliver equitable literacy-related services and programming:

- Ensure that literacy packets contain activities appropriate for children ages birth through five years old and can be accessed by students entering Cottonwood Preschool and attending Roots for Kids, or visiting the Creek Valley Health Clinic.
- Promote the “Book Bucks” program to children ages five through eighteen using language that is inclusive and appropriate for each audience.
- Purchase books featuring individuals of varying genders, races, cultures, ethnicities, disabilities, and ages so students and community members can see themselves represented through available literature.
- Purchase books in other languages to support English language-learning individuals in the community.
- Display artwork throughout the library that features individuals of varying genders, races, cultures, ethnicities, disabilities, and ages so all students and community members feel welcome and included in the space.

It is expected that the target population will develop an appreciation for and understanding of literature that aligns with their individual backgrounds. These activities will improve the students' experience and allow them to achieve greater academic success. Students will receive support aligned with their unique needs and interests and begin to integrate reading and literacy practice into their daily routines.

While the services proposed by this project will be open to all students throughout the district, the Librarian/Project Director will coordinate with teachers and other school personnel to perform specific outreach to students with the greatest need for support (i.e. those with the lowest reading assessment scores, those engaged in special education services, etc.). Teachers will monitor student achievement in class and on tests and recommend students to participate in certain proposed activities. The Librarian/Project Director and other district personnel will monitor specific groups of the students to analyze where additional support will be needed. Outreach to parents will be focused on those who struggle most with engagement in their child's education, and activities will be augmented and refined as needed to meet the needs of the district's most disadvantaged populations.

d. Quality of the Management Plan

CCUSD will serve as the primary applicant and fiscal agent for the proposed project. As such, the district's leadership team, which consists of the Superintendent, Business Office Manager, and the Librarian/Project Director (to be hired), will implement this program and provide continuous oversight to achieve the stated objectives on time and within budget limits. The district has the financial and staff capacity to successfully lead this initiative. It has managed

numerous federal and state grants, including a previous \$375,000 COPS School Violence Prevention grant.

The Librarian/Project Director will devote 100% of his/her time to the tasks of this project. This is appropriate to meet project objectives, as the Librarian/Project Director will oversee all library activities. The initial activities and implementation of the proposed project will be managed by Carol Timpson, Superintendent. Ms. Timpson has been with the district for 20 years and will devote 10% of her time to the tasks of this project until the Librarian/Project Director is hired and onboarded to the project. All grant funding received for the proposed program will be managed by the district's Business Office, which is led by Mary Timpson, Manager. Mary Timpson has been with CCUSD for 25 years and will devote 5% of her time to the tasks of this project. This is appropriate to meet the objectives of the proposed project, as she will be responsible for approving all purchases in accordance with federal grant and Arizona State Education procurement guidelines and monitoring grant compliance.

The district will launch all activities and services in the 2021-2022 school year. Throughout the 60-month period of the grant, the district will adhere to the following annual timeline:

- **October:** District leadership team will hire a new full-time Librarian/Project Director (2021). The Librarian/Project Director will coordinate with teachers to determine the student audience with the greatest need to target for outreach. Once determined, the Librarian/Project Director will launch the "Book Bucks" program and the first El Capitan High School book club meeting (ongoing throughout the 60-month period of the grant and beyond).

- **November-December:** The Librarian/Project Director will create and distribute literacy packets to preschool students, as well as children served through Roots for Kids and the Creek Valley Health Clinic (ongoing throughout the 60-month period of the grant and beyond).
- **January:** The Librarian/Project Director will perform outreach to homeschooled students, promote upcoming Literacy Month events, and schedule the first Scholastic Book Fair (ongoing throughout the 60-month period of the grant and beyond).
- **February:** The Librarian/Project Director will launch Literacy Month programming and students will participate in the first Scholastic Book Fair of the school year. El Capitan High School students will participate in the second book club meeting of the year (ongoing throughout the 60-month period of the grant and beyond).
- **June-September:** The Librarian/Project Director will launch summer programming, as well as the second Scholastic Book Fair of the year (ongoing throughout the 60-month period of the grant and beyond). The Librarian/Project Director will meet with the district's leadership team and teachers to assess success of service implementation and discuss plans for future programming/engagement (ongoing throughout the 60-month period of the grant and beyond).

The district will ensure that continuous feedback and improvement measures are included into the management plan for the proposed project. The Librarian/Project Director will note the popularity of proposed services through observation and attendance logs and report back to the leadership team. The Librarian/Project Director will also administer surveys to students and parents who participate in activities or receive items, including literacy packets, the “Book

Bucks” program, book clubs, summer programming, and book fairs. These surveys will be administered annually following the distribution of items or participation in activities to assess perceptions related to enjoyment and how well the activity or service prepared the student for improved literacy achievement. The Librarian/Project Director, leadership team, and teachers will meet annually to review attendance logs, surveys, and the overall implementation of activities to determine future areas for improvement.

e. Quality of Project Evaluation

The evaluation of this proposed project will include both qualitative and quantitative data that will support the project’s outcomes. The Librarian/Project Director will collect attendance and survey data from students and parents who participate in project activities in order to help the district create a consistent feedback loop for annual improvement. Throughout the project period, the district will document and analyze the number of students requiring special education services to assess the effectiveness of the preschool literacy packets. The effectiveness of the “Book Bucks” program will be assessed by the number of students who are eligible to purchase books. Effectiveness of the book clubs and book fairs will be assessed through attendance, Accelerated Reader test scores (elementary school), ELA scores on the AzM2 (elementary and high school), and iReady assessments at the kindergarten through high school level. The effectiveness of summer programming will be assessed through pre- and post- program surveys, and literacy achievement for homeschooled students will be assessed using diagnostic pre- and post-testing if requested by parents.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

[Add Mandatory Other Attachment](#)

[Delete Mandatory Other Attachment](#)

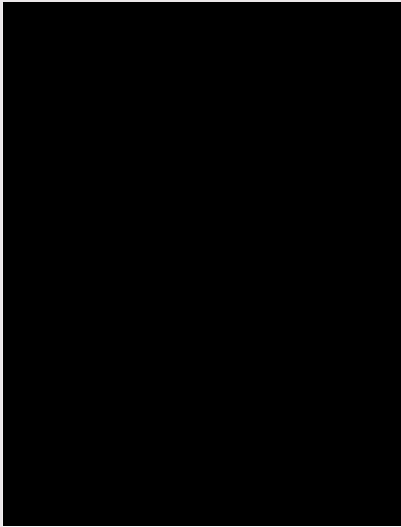
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CAROL TIMPSON

Superintendent

PROFILE

I have loved being an administrator for a K-12 school district. I enjoy the balance between human interaction and accounting. I am passionate about making a difference for the staff and students that I serve.

CONTACT

PHONE:



WEBSITE:

ccschools.us

EMAIL:



HOBBIES

Motherhood
Community Events
Piano Player
Nature Lover
Sports

EDUCATION

Northern Arizona University

1998 - 2006

Master's in Education Leadership, Principal Certificate, Superintendent Certificate

Southern Utah State College (Now Southern Utah University)

1986 – 1989

Bachelor's with a dual major in Business Education

WORK EXPERIENCE

Colorado City Unified School District, Superintendent

2006–Present

Brought District out from under state oversight

Built Cottonwood Elementary

Advocated and Received State Retirement for All Staff

Clean Financial Audits for 15 years

Mohave Community College, Business Faculty

[Dates From]–[To]

[Describe your responsibilities and achievements in terms of impact and results. Use examples but keep in short.]

Colorado City USD Teacher

1997–2002

Taught 4th grade, 6th grade, junior high, high school

CTE Director

SKILLS

Accounting

Business Management

Human Relations

PR/Award # S215G210026

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Leadership
Visionary
Quality Control
Data Driven



Mary Timpson

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Enthusiastic and passionate School Business Manger eager to contribute to team success through hard work, attention to detail and excellent organizational skills. Clear understanding of role of Finance and how this overall impacts the difference for kids. Motivated to learn, grow and excel in leadership and motivating others. Experienced Business Manager with 15+ years of experience in School Business Administration and education.

Skills

| | |
|---|--|
| <ul style="list-style-type: none">● Payroll and Budgeting● Staff Management● Accounting● Business Management | <ul style="list-style-type: none">● Policy and Procedure Modification● Strategic Planning● Collaboration● Workflow Planning |
|---|--|

Experience

JANUARY 5, 2006 – CURRENT

Business Manager / Colorado City Unified School District

- State Aid Review
- Responsible for all Budget related items
- All Grant Review and Submission
- Fiscal Year End State and Federal Audits
- Maintains SAMS documentation
- Oversees Payroll/Account Payable
- Ability to work closely with Maintenance Director, Food Service Director and Transportation Director
- Experience with working with Administrative team to support student achievement
- Tracked and recorded expenses and reconciled accounts to maintain accurate, current and compliant financial records
- Established efficient workflow processes, monitored daily productivity and implemented modifications to improve overall effectiveness of personnel and activities
- Managed costs and billing and resolved financial discrepancies effectively and timely

AUGUST 20, 1999 – JANUARY 5, 2006

Admin Assistant / Colorado City Unified School District

- Maintained all accounts payable and receivable records for the ESEA Grant
- Administered all reconciliations and cash management reports for ESEA Grant
- Filled ESEA Grant and completed all necessary reports to Arizona Department of Education

Education

2008

Associates Degree, School Finance / Central Arizona
College- Prescott AZ

2005

Associates of Applied Science / Mohave Community College-
Colorado City AZ

Colorado City Unified School District #14

Employee Job Description

Title: Librarian

REPORTS TO: Principal

QUALIFICATIONS:

- High school diploma or equivalent qualification, Bachelor's degree in Library Science or Teaching Certificate preferred.
- Knowledge of filing and records management or experience in the field
- IT skills for management of library database and educational research
- Organization skills
- Time management skills
- Project management skills
- Advocacy skills to promote literacy

JOB GOAL: To oversee the efficient operation of the library and media center

PERFORMANCE RESPONSIBILITIES:

1. Actively promote literacy with students, teachers, parents, and community.
2. Assist library visitors in locating reference and leisure reading materials, conducting research, and utilizing multi-media materials and services.
3. Maintain a comprehensive and efficient system for cataloging all library materials
4. Collaborate with teachers to incorporate literacy activities into their instruction.
5. Oversee the physical environment of the library including arranging book-related displays and learning centers to create high interest in the library's resources, creating a welcoming, engaging environment, and overseeing library patrons and students.
6. Maintain an accurate system of book inventory including check in, check out procedures, annual inventory, student supervision, book returns, late notices, etc.
7. Coordinate and create community programs that increase library awareness
8. Manage budgeting, planning, and employee activities
9. Clarify the use of library amenities and provide information about library policies.
10. Any other duties or responsibilities as assigned by supervisor.

TERMS OF EMPLOYMENT: Twelve month work agreement. Salary and benefits to be assigned by governing board.

EVALUATION: Performance of this job will be evaluated annually by the Principal in accordance with provisions of the Board's policy on Evaluation of Support Personnel.

Librarian

Date

CCUSD Certification of LEA Eligibility

Based on the following Small Area Income and Poverty Estimates (SAIPE) data from the U.S. Census Bureau, the Colorado City Unified School District meets the the statutory requirement that to be an eligible LEA, 20 percent or more of families served by the LEA must be from families below the poverty line:

763 (Estimated number of children 5 to 17 years old in poverty related to householder)

DIVIDED BY 2,272 (Population of relevant children 5 to 17 years of age)=.3358=**33.6%**

From: <noreply@egrantsmanagement.com>
Date: Tue, Feb 23, 2021 at 4:18 PM
Subject: Supplement - Indirect Cost Rate Award Letter
To: <[REDACTED]>

Restricted Rate: [REDACTED]
Unrestricted Rate: [REDACTED]

The FY 2022 approved indirect cost rate is shown above. The rate is based upon the actual expenditures as presented to the Arizona Department of Education (ADE) in the District's Indirect Cost Report. The Rate should be used for the entire grant period for grants that begin July 1, 2021 and extend through June 30, 2022.

Both rates should be used in congruence with Federal programs. The Restricted Rate is to be used for those programs that have supplement, non-supplant requirements such as Title I, Title VI, Vocational Education, Title VI-B of the IDEA, etc. The Unrestricted Rate is to be used for programs that do not have the supplement, non-supplant requirements, such as the Food Services Program.

All costs of an indirect nature may not be directly charged to federal projects. Such costs may only be charged to a project by using the above-identified rates. Some federal programs may limit or prohibit the use of indirect and other administrative costs; the ADE program offices will provide notification of grants that contain these restrictions. Indirect cost limitations may not be exceeded.

The above rates are approved without audit and are subject to change in the event of an audit. If you have any questions regarding these rates, please contact Grants Management by phone at [REDACTED] or online at [REDACTED]

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Budget Narrative

1. Personnel (\$ [REDACTED] over 60 months)

The Colorado City Unified School District (CCUSD) will hire one full-time Librarian/Project Director through this project to lead library initiatives and activities. This individual will be specifically responsible for the following duties as related to the grant, which will continue once the grant period ends:

- Actively promote literacy with students, teachers, parents, and community.
- Assist library visitors in locating reference and leisure reading materials, conducting research, and utilizing multimedia materials and services.
- Maintain a comprehensive and efficient system for cataloging all library materials.
- Collaborate with teachers to incorporate literacy activities into their instruction.
- Manage the physical environment of the library, including arranging book-related displays and learning centers to create high interest in the library's resources, creating a welcoming, engaging environment, and overseeing library patrons and students.
- Maintain an accurate system of book inventory including check in, check out procedures, annual inventory, student supervision, book returns, late notices, etc.
- Coordinate and create community programs that increase library awareness.
- Manage budget, purchase project materials, and project planning.
- Clarify the use of library amenities and provide information about library policies.
- Create and collect survey and attendance data from students and parents for the purpose of project evaluation.

The salary for this position is \$ [REDACTED] per year, as determined by the district's salary scale for a year-round teaching position. The total amount allocated toward the Librarian/Project Director's salary for the 60-month period of the grant is \$ [REDACTED] not including benefits. One-hundred percent of the Librarian/Project Director's time will be dedicated to this project. This position is crucial to the success of the project because the Librarian/Project Director will ensure all library functions run smoothly, organize and monitor the Book Bucks program, complete the outreach to community organizations, and oversee the summer reading program, Literacy Month events, and book clubs.

2. Fringe Benefits (\$ [REDACTED] over 60 months)

The new full-time Librarian/Project Director's fringe benefits amount to \$ [REDACTED] per year, which is approximately 35% of the base salary of \$ [REDACTED] (determined by the district's salary scale). Benefits include health insurance, retirement, and social security. The total amount allocated toward fringe benefits for the 60-month period of the proposed project is \$ [REDACTED]. Benefits are calculated upon a base pay of \$ [REDACTED] and a rate of approximately 35%.

3. Travel (\$ [REDACTED] over 60 months)

The district will send the Librarian/Project Director and an administrative staff member to a library conference each year throughout the 60-month period of the grant. Each staff member's travel and registration is estimated at \$ [REDACTED] each for a total of \$ [REDACTED] per year in travel for staff (based on historical per diems and cost rates for travel outside of Arizona). Possible conferences include the American Association of School Librarians conference, the LibLearnX Library Learning Experience annual conference, and the American Library Association's annual

Conference and Exhibition. This cost breakdown includes \$ [REDACTED] in conference registration fees for two staff members + \$ [REDACTED] for a two-person four-night hotel stay + \$ [REDACTED] in airfare for two staff members + \$ [REDACTED] to cover per diems for two staff members for all four days + \$ [REDACTED] to cover miscellaneous items for two staff members, including parking, car rental, etc. The total cost allocated toward this training for staff for the 60-month period of the grant is \$ [REDACTED]. The ability for district staff to attend these conferences is crucial for the success of the project, as they will allow staff to stay up-to-date on best library practices, create relationships with potential library product vendors, and learn how to effectively promote and advocate for the district's libraries in the greater Colorado City community.

4. Equipment

Not requested in this grant.

5. Supplies (\$ [REDACTED] over 60 months)

CCUSD intends to update and modernize its on-site libraries by purchasing 1,500 new physical hard- and soft-bound books each year (7,500 total books for the 60-month grant period). These books will come from vendors including Amazon, Barnes & Noble, Scholastic, Book Fairs/Exhibitions, etc. Each book costs approximately \$ [REDACTED] each, for a total of \$ [REDACTED] in on-site books each year. The grand total of books for on-site use for the 60-month period of the grant is \$ [REDACTED]. The purchase of these books relates to the success of the project, as they will be of various genres and cater to all students regardless of age, gender, ethnicity, or ability. These books will give students more options to choose from that meet their interests, which will encourage them to pursue independent reading more often.

The district also intends to purchase 2,000 new physical books each year (10,000 total books for the 60-month grant period) to distribute to students for at-home use through its “Book Bucks” program. Each book costs approximately \$ [REDACTED] each, for a total of \$ [REDACTED] in physical books for distribution each year. The grand total of books for distribution for the 60-month period of this grant is \$ [REDACTED]. The purchase of these books relates to the success of the project, as these books will be the main reward for the “Book Bucks” program. Students who receive book bucks will be able to redeem them at the library for a book to take home. This will incentivize each student to continue reading, give them a sense of choice in their reading selections, and encourage family engagement through the creation of at-home libraries.

The district will update its digital library through the purchase of 200 ebooks each year (1,000 total ebooks for the 60-month grant period). These books cost approximately \$ [REDACTED] each, for a total of \$ [REDACTED] in ebooks each year. The grand total of ebooks for the 60-month period of this grant is \$ [REDACTED]. These books will be uploaded to the district’s digital library system using Sora, an educational reading app. The purchase of these books relates to the success of the project, as providing ebooks will increase access to literary materials for all students across the district. No student will be without access to books in some format and those who cannot be on campus or visit the library will still be able to have a variety of new, interesting, and age-appropriate options to choose from to engage in independent reading.

Finally, the district will purchase \$ [REDACTED] in miscellaneous library supplies each year for in-library activities, promotional materials, etc.. Items include general office supplies, paper, art

supplies, printing supplies, cutters, packaging systems, crafts, activity materials, copy costs, etc. The grand total of supplies for the 60-month period of the grant is \$ [REDACTED]. The purchase of these supplies relates to the success of the project, as they will ensure the libraries remain fully functioning and contain all materials students need for reading and study.

6. Contractual

Not requested in this grant.

7. Construction

Not applicable to this program.

8. Other

Not requested in this grant.

9. Total Direct Costs (\$ [REDACTED] over 60 months)

The total direct costs applied to this program amount to \$ [REDACTED] per year, for a grand total of \$ [REDACTED] over the 60-month period of the proposed project.

10. Indirect Costs (\$ [REDACTED] over 60 months)

Indirect costs for the purpose of this request amount to \$ [REDACTED] per year, for a total of \$ [REDACTED] for the 60-month period of the proposed project. While the current restricted indirect cost rate for the district, as approved by the Arizona Department of Education, is [REDACTED] (indirect cost rate award

letter included in this application package), the district will only allocate 3.8% (\$ [REDACTED]) toward indirect costs to remain within reasonable costs, given the size of the district.

11. Training Stipends

Not applicable to this program.

12. Total Costs (\$ [REDACTED] over 60 months)

The total costs applied to this program, including indirect costs, is \$ [REDACTED] per year. The 60-month project total is \$ [REDACTED]. No additional grants funds will be used to supplant the activities proposed in this grant application.



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

OMB Number: 1894-0008
Expiration Date: 09/30/2023

Name of Institution/Organization

Colorado City Unified School 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**

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

***Indirect Cost Information (To Be Completed by Your Business Office):** If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No
- (2) If yes, please provide the following information:
 Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)
 Approving Federal agency: ED Other (please specify):
 The Indirect Cost Rate is %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? Yes No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?
 Yes No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
 Is included in your approved Indirect Cost Rate Agreement? Or, Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) -- Are you using a rate that:
 Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S215G210026

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| Name of Institution/Organization Colorado City Unified School 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 B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

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

SECTION C - BUDGET NARRATIVE (see instructions)

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|---|---|
| Name of Institution/Organization Colorado City Unified School 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. |
|---|---|

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to? (a) indirect and direct costs or, (b) only direct costs

| Budget Categories | Project Year 1 (a) | Project Year 2 (b) | Project Year 3 (c) | Project Year 4 (d) | Project Year 5 (e) | Project Year 6 (f) | Project Year 7 (g) | Total (h) |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|----------------------|
| 1. Personnel Administrative | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 2. Fringe Benefits Administrative | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 3. Travel Administrative | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 4. Contractual Administrative | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 5. Construction Administrative | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 6. Other Administrative | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 7. Total Direct Administrative Costs (lines 1-6) | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 8. Indirect Costs | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 9. Total Administrative Costs | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |
| 10. Total Percentage of Administrative Costs | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> | <input type="text"/> |

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