

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 # S215G210035

Grants.gov Tracking#: GRANT13445018

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

Closing Date: Aug 11, 2021

PR/Award # S215G210035

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- ³⁸ Superville, D. R. (2020, December 8). *Will academia give rural schools the attention they need?* Education Week. <https://www.edweek.org/leadership/will-academia-give-rural-schools-the-attention-they-need/2020/01>.
- ³⁹ *What is an evidence-based practice or program (EBP)?* IRIS Center. https://iris.peabody.vanderbilt.edu/module/ebp_01/cresource/q1/p01/#content.
- ⁴⁰ Kindergarten Readiness 2019. <http://openhouse.education.ky.gov/Data>.
- ⁴¹ The authorizing legislation for can be found at <https://www2.ed.gov/documents/essa-act-of-1965.pdf> (see page 187 of the legislation).
- ⁴² *Archive*. Archive | Global Family Research Project. (n.d.). <https://globalfrp.org/Archive>.
- ⁴³ *Overcoming the Poverty Challenge to Enable College and Career Readiness for All. The Crucial Role of Student Supports*. (2013, February). http://new.every1graduates.org/wp-content/uploads/2013/02/StudentSupports_forScreenViewing.pdf.
- ⁴⁴ Ibid.
- ⁴⁵ Hoover, J. J. (1970, December 1). *Making informed INSTRUCTIONAL adjustments IN RTI Models: Essentials for practitioners - John J. HOOVER, 2011*. SAGE Journals. <https://journals.sagepub.com/doi/10.1177/1053451211414193>.
- ⁴⁶ Henderson, A. T. M. (2001, November 30). *A new wave of evidence: The impact of school, family, and community connections on student ACHIEVEMENT. Annual Synthesis, 2002*. ERIC. <https://eric.ed.gov/?id=ED474521>.
- ⁴⁷ Mapp, K. L., & Kuttner, P. J. (2013). *Partners in education: A dual capacity-building framework for family-school partnerships*. Austin, TX: SEDL & U.S. Department of Education. Retrieved from Henderson, A. T. M. (2001, November 30). *A new wave of evidence: The impact of school, family, and community connections on student ACHIEVEMENT. Annual Synthesis, 2002*. ERIC. <https://eric.ed.gov/?id=ED474521>.
- ⁴⁸ *Resources for the Family and Community Engagement Framework*. <https://www2.ed.gov/parents/academic/help/resources.html>.
- ⁴⁹ Mapp, K. L. (2002). *Having Their Say: Parents Describe How and Why They Are Involved in Their Children's Education*. Retrieved from <https://files.eric.ed.gov/fulltext/ED464724.pdf>. Warren, M. R., & Mapp, K. L. (2011). *A match on dry grass: Community organizing as a catalyst for school reform*. OUP USA and Mapp, K. L., & Hong, S. (2010). *Debunking the myth of the hard-to-reach parent. Handbook of school-family partnerships*, 345-361.
- ⁵⁰ Moore, K. A., & Carol Emig. (2014, February). *Integrated student supports: A summary of the evidence base for policymakers*. Child Trends. <https://www.childtrends.org/publications/integrated-student-supports-a-summary-of-the-evidence-base-for-policymakers>.

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Position Descriptions:

- Community Literacy Coordinator
- Literacy Coach
- Project Director

Resumes:

- Amon Couch, Principal Investigator
- Judy Kim, Evaluator

**HUMAN RESOURCES
POSITION DESCRIPTION**

Position Title: Community Literacy Coordinator

Title of Immediate Supervisor/Leader to Whom This Position Reports: Project Director

***Expected Daily Work Hours:** 8:00am – 5:00pm ***Expected Weekly Work Schedule:** Monday – Friday

Minimum Qualifications Required: *(please be specific and respond to every question; indicate none if not applicable)*

Education required to ensure success in this position:

- Bachelor's degree required; master's degree preferred in a field related to education, social work, or related field

Experience required to ensure success in this position:

- Minimum of three effective years of experience working in the field of literacy or literacy education
- Proven results in the area of literacy attainment
- Strong knowledge of how children learn to read
- Knowledge and experience working with multi-sector groups
- Experience leading community-wide initiatives

Special skills, knowledge and abilities:

- Experience working in high-poverty schools providing services to students and families
- Excellent written and oral communications skills and presentation skills
- Exceptional organizational skills and ability to multi-task

License, certification, or registration necessary:

- Valid driver's license
- Background check, including social media check

Physical requirements:

- Ability to work within a high energy office all day, ability to occasionally lift up to 20 pounds; strong verbal presentation skills; able to travel independently.

Environmental conditions:

- Routine office environment with interruptions and noise due to frequency of visitors, students, staff, faculty, and callers.

Ability to operate the following vehicles or equipment:

- Standard office equipment – computer, telephone, fax machine, ten-key calculator, copier, etc.
- Motor Vehicle

Brief summary of this position:

The Community Literacy Coordinator will engage families, community members and cross-sector stakeholders in developing a community literacy plan to ensure all young people are able to access educational opportunity and economic mobility. The CLC will connect public and private organizations to build robust, rigorous and relevant cradle to career literacy initiatives. The CLC will work closely with the literacy coaches to engage families of students who are below proficiency.

Primary duties and responsibilities:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Regular and predictable attendance is essential. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Coordinate and facilitate a locally-driven, cross-sector community literacy plan.
- Collaborate with school media specialists, the public librarian and other partners to align services to students and families.
- Align with Literacy Coaches to engage families of students performing below Proficient in reading and English language arts.
- Develop and implement out-of-school literacy programming for students and families.
- Design Family Literacy Nights.
- Coordinate distribution of literacy materials to students, families and community partners.
- Develop and facilitate literacy campaigns.
- Analyze data, identify trends, and report literacy data to the community.
- Communicate with leadership team on school-wide literacy progress.

Other roles/duties will be assigned as necessary to assist the School in the attainment of the goals set forth and the enhancement of a positive, respectful learning environment for all staff, faculty and students.

Leadership requirements:

- Does the person in this position directly supervise other staff/team members? Yes No
If yes, how many? _____
- Does the person in this position directly supervise students? Yes No
If yes, how many? _____

APPROVED BY:

Supervisor: _____ Date: ____/____/____

Staff Member Serving in this Role: _____ Date: ____/____/____

(To be completed by Human Resources Staff) Position #: _____ Job Family: _____

FLSA Status: Exempt Non-Exempt

Salary Grade: _____

If changes have been made to the information on this position description, revision date is: updated 08/9/2021

**HUMAN RESOURCES
POSITION DESCRIPTION**

Position Title: Literacy Coach (3 positions)

Title of Immediate Supervisor/Leader to Whom This Position Reports: Project Director

***Expected Daily Work Hours:** 8:00am – 5:00pm ***Expected Weekly Work Schedule:** Monday – Friday

Minimum Qualifications Required: *(please be specific and respond to every question; indicate none if not applicable)*

Education required to ensure success in this position:

- Bachelor's degree required; master's degree preferred in a field related to education, English Language Arts, or counseling

Experience required to ensure success in this position:

- Minimum of three effective years of experience as a certified ELA teacher
- Proven results when working with struggling readers
- Strong knowledge of how children learn to read
- Experience with digital learning
- Knowledge and experience working with high quality reading curriculum

Special skills, knowledge and abilities:

- Experience working in high-poverty schools providing services to students and families
- Excellent written and oral communications skills and presentation skill

License, certification, or registration necessary:

- Valid driver's license
- Background check, including social media check

Physical requirements:

- Ability to work within a high energy office all day, ability to occasionally lift up to 20 pounds; strong verbal presentation skills; able to travel independently.

Environmental conditions:

- Routine office environment with interruptions and noise due to frequency of visitors, students, staff, faculty, and callers.

Ability to operate the following vehicles or equipment:

- Standard office equipment – computer, telephone, fax machine, ten-key calculator, copier, etc.
- Motor Vehicle

Brief summary of this position:

The Literacy Coach ensures students receive high quality literacy instruction and leads the development and improvement for 10-12 teachers in a school building via training, observations, model lessons, feedback conversation, data analysis and more. The Literacy Coach serves as the literacy content expert and provides support on curriculum, high-quality interactions, and the science of teaching reading. The LC will collaborate with the School Library Media Specialist to identify and implement evidence-based literacy programs, activities and services. They will monitor student data related to reading and ELA and will ensure students not at the proficiency performance level are provided appropriate services. The Literacy Coach will collaborate with school district teachers and leadership to identify evidence-based literacy best-practices and connect teachers to impactful professional development.

Primary duties and responsibilities:

PR/Award # S215G210035

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Regular and predictable attendance is essential. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Coordinate and implement high quality reading curriculum
- Facilitate professional development for teachers
- Observe teachers, provide feedback, and identify next steps to improve instruction in core ELA instruction for the purpose of support and not evaluation
- Monitor interventions conducted by the classroom teacher
- Model exemplar lessons
- Support lesson preparation using high-quality curriculum
- Model and support high-quality interactions with students
- Analyze data, identify trends, and support teachers to adjust instruction based on data
- Support teachers with effective parent communication and family involvement
- Communicate a belief in all students' abilities to become successful readers
- Attend all required meetings and trainings
- Communicate with leadership team on school-wide literacy progress

Other roles/duties will be assigned as necessary to assist the School in the attainment of the goals set forth and the enhancement of a positive, respectful learning environment for all staff, faculty and students.

Leadership requirements:

- Does the person in this position directly supervise other staff/team members? Yes No
If yes, how many? _____
- Does the person in this position directly supervise students? Yes No
If yes, how many? _____

APPROVED BY:

Supervisor: _____

Date: ____/____/____

Staff Member Serving in this Role: _____

Date: ____/____/____

(To be completed by Human Resources Staff) Position #: _____ Job Family: _____

FLSA Status: Exempt Non-Exempt

Salary Grade: _____

If changes have been made to the information on this position description, revision date is: updated 08/9/2021

**HUMAN RESOURCES
POSITION DESCRIPTION**

Position Title: Project Director

Title of Immediate Supervisor/Leader to Whom This Position Reports: Principal Investigator

***Expected Daily Work Hours:** 8:00am – 5:00pm ***Expected Weekly Work Schedule:** Monday – Friday

Minimum Qualifications Required: *(please be specific and respond to every question; indicate none if not applicable)*

Education required to ensure success in this position:

- Master's degree in educational administration, or related field, with a doctorate preferred

Experience required to ensure success in this position:

- Minimum ten years' experience in personnel, program, and fiscal management;
- Demonstrated experience with federal grants management, including budget responsibility;
- Demonstrated knowledge and leadership in school reform, college/career readiness, and evaluation.

Special skills, knowledge and abilities:

- Familiarity with literacy initiatives and with rural communities and schools
- Belief that all students can succeed; familiarity with the community school model
- Ability to communicate effectively with a variety of stakeholders
- Proven ability to coordinate a multi-faceted program
- Ability to work successfully in a team environment
- Proficient computer skills; experience with data processing and financial spreadsheets
- Understanding of low-income youth and families
- Experience with supervision of other staff
- Strong organizational skills
- Strong verbal presentation skills
- Excellent written and oral communication skills

License, certification, or registration necessary:

- Valid driver's license
- Background check, including social media check

Physical requirements:

- Ability to work within a high energy office all day, ability to occasionally lift up to 20 pounds; strong verbal presentation skills; able to travel independently.

Environmental conditions:

- Routine office environment with interruptions and noise due to frequency of visitors, students, staff, faculty, and callers.

Ability to operate the following vehicles or equipment:

- Standard office equipment – computer, telephone, fax machine, ten-key calculator, copier, etc.
- Motor Vehicle

Brief summary of this position:

The Project Director has responsibility for the vision, leadership and management of the project. The PD will develop and refine program operations to ensure that objectives are met; ensure the program is in compliance

with the grant guidelines; will manage the daily operation of the program through hiring, supervising, and training; will guide staff in the development, implementation, and evaluation of program activities; will ensure the project is operated in a fiscally prudent manner and is in compliance with all fiscal requirements.

Primary duties and responsibilities:

To perform this job successfully, an individual must be able to perform each essential duty satisfactorily. The requirements listed below are representative of the knowledge, skill, and/or ability required. Regular and predictable attendance is essential. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

- Develop and refine project operations; supervise staff hiring, development, and performance evaluation; oversee budget planning
- Ensure services as proposed in the grant applications are being effectively and efficiently delivered
- Will ensure the project is operated in a fiscally prudent manner and is in compliance with all fiscal requirements Audit and approve all required reports and in compliance with ED guidelines
- Work with independent evaluator as necessary to ensure fidelity in delivery of services, alignment to logic model and progress toward outcomes
- Ensure data is collected in a timely and efficient manner and provide feedback to key stakeholders
- Guide development of yearly Results Plan ensuring strategies meet student, parent, and school professional development needs
- Identify and engage partners in supporting the model; develop a sustainability plan to expand and sustain the most effective programs.

Other roles/duties will be assigned as necessary to assist the School in the attainment of the goals set forth and the enhancement of a positive, respectful learning environment for all staff, faculty and students.

Leadership requirements:

- Does the person in this position directly supervise other staff/team members? Yes No
If yes, how many? 4
- Does the person in this position directly supervise students? Yes No
If yes, how many? _____

APPROVED BY:

Supervisor: _____

Date: ____/____/____

Staff Member Serving in this Role: _____

Date: ____/____/____

(To be completed by Human Resources Staff) Position #: _____ Job Family: _____

FLSA Status: Exempt Non-Exempt

Salary Grade: _____

If changes have been made to the information on this position description, revision date is: updated 08/09/2021

Amon W. Couch, Ed.D



| Educational Experiences |
|---|
| <p>The University of the Cumberlands – 2009-2012 Ed.D. – Educational Leadership Dissertation: “The Relationship Between Trust and Student Achievement in a K-12 Public School Setting”</p> |
| <p>Eastern Kentucky University – 2005-2006 Superintendency / Supervisor of Instruction</p> |
| <p>Cumberland College – 1996-1997 Rank 1, Administration, P-12 Principalship</p> |
| <p>Cumberland College – 1994-1995 Master’s Degree, Secondary Education</p> |
| <p>Cumberland College – 1987-1991 Bachelor of Arts Degree – Secondary Teaching Certification Grade 7-12 History & English Teaching Magna Cum Laude – 3.861 J.T. Valandingham Honors Society Presidential Scholar Research Project Participant Phi Alpha Theta National History Honors Society Sigma Tau Delta National English Honors Society Student Government Association</p> |

TEACHING AND PROFESSIONAL HISTORY:

| <i>Hiring Institution</i> | <i>Position</i> | <i>Date</i> |
|--|--------------------------|--------------------|
| Berea College – Partners for Education | Director of Programs | 2019-Present |
| University of the Cumberlands | Adjunct Prof / Ed L’ship | 2012-Present |
| Williamsburg Independent Schools | Superintendent | 2016-2019 |
| Williamsburg Independent Schools | Principal (P-12) | 2015-2016 |
| Clay County Public Schools | Superintendent | 2013-2015 |
| Clay County Public Schools | Assistant Superintendent | 2010-2013 |

| | | |
|----------------------------------|---------------------------------------|-----------|
| Kentucky Dept. of Education | Educational Recovery Leader | 2010 |
| Kentucky Dept. of Education | Highly Skilled Educator | 2008-2010 |
| Corbin Independent Schools | Principal – Central Primary | 2002-2008 |
| Corbin Independent Schools | Assistant Principal – CHS | 2001-2002 |
| Williamsburg Independent Schools | Principal/Athletic Dir – WHS | 2000-2001 |
| Whitley County Schools | Principal – Boston Elementary | 1999-2000 |
| Williamsburg Independent | Teacher – 6-12 History & English, G/T | 1992-1999 |

TEACHING / ADMIN CERTIFICATION(S):

- Grades 7-12 History & English
- K-12 Principalship
- Supervision of Instruction (P-12)
- Superintendent of Schools (P-12)
- Ed. D – Educational Administration

PUBLICATIONS, PRESENTATIONS, LEADERSHIP, & AFFILIATIONS:

District Instructional Leader

2010 – 2019

- As district Superintendent, I served as CEO for two different school districts, one rural county school district and one small independent district. I managed and oversaw all operations, financial and academic for the districts. I worked closely with the school boards to provide strategic leadership to the district and its stakeholders, both internal and external.
- As Assistant Superintendent in charge of curriculum and instruction, it is my job to coordinate all efforts in the district in regard to curricular and instructional issues. Currently, this pertains to the roll out of the new core standards in Kentucky and how we as a district will implement them.

District Contact For:

- District Policies / Procedures
- Employee Discipline
- Certified Evaluation / PGES
- Curriculum & Instruction
- District / School Improvement Planning
- Website Design

- Buildings & Grounds

Adjunct Professor of Educational Leadership (UC) 2012 – 2021

- As an adjunct professor of Educational Leadership, I have taught courses in the University of the Cumberland's educational leadership program. Courses taught include the following:
 - ADOL 644 Introduction to District Leadership
 - ADMOL 650 Introduction of School Leadership
 - ADMOL 675 School Principal's Role in Creating Org Structures & Operations
 - ELSOL 730 The Politics of Educational Decision Making
 - ADMOL 750 Superintendent as Instructional Leader

State wide Delivery of Professional Development / Presenter

- While serving as Highly Skilled Educator and Educational Recovery Leader, I had the opportunity to present at various conferences around the state, training schools and districts on various school improvement initiatives.

School Instructional Leader 1999-2008

- Served as principal of all grade levels P-12

Targeted Support Provider 2008-2010

- As a Highly Skilled Educator and as an Educational Recovery Leader, I assisted schools and districts in closing achievement gaps through comprehensive reworking of the school's total instructional program.

Professional Development Provider 1998-Present

- Provided professional development to a variety of audiences, both at the local school district level and the state level

Pre-Service Teacher Seminar Speaker 1994-Present

- Cooperated regularly with Cumberland College's teacher preparation program to better instruct pre-service teachers on efficacy in the classroom

PROFESSIONAL ASSOCIATIONS/AWARDS:

2009 University of the Cumberlands 21st Century Leadership Award
1998 Williamsburg High School Teacher of the Year
1998 Campbellsville College Excellence in Teaching Award

Cumberland College History Department Alumni Board

Kentucky Education Association (KEA)

Kentucky Association of School Administrators
Kentucky Association of School Superintendents

Association for Supervision and Curriculum Development (ASCD)



The Evaluation Consulting Group:

Current Projects

- Oct 2018 to 2020 **Prichard Committee for Academic Excellence** – Lexington, KY
Lead Evaluator
Duties: evaluating Kentucky’s **Statewide Family Engagement Center** awarded by the U.S. Department of Education; designing and implementing a quasi-experimental design (QED) to assess outcomes of the National Center for Family Literacy’s literacy program on student and parent outcomes; creating evaluation plan and design; setting benchmarks; analyzing student assessments; examining progress towards meeting goals and objectives conducting interviews and focus groups with students, teachers, school leaders, community members, state partners, and parents.
- Oct 2018 to present **College for Every Student Brilliant Pathways** – Essex, NY
Lead Evaluator
Duties: evaluating the U.S. Department of Education’s **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)** grant in upstate New York; designing and implementing a quasi-experimental design (QED) to assess outcomes of rigorous academic curricula on students’ college and career outcomes; creating evaluation plan and design; setting benchmarks; conducting interviews and focus groups with students, teachers, school leaders, and parents; assisting in development of database; creating evaluation forms, tools, and surveys; analyzing student assessment results and school accountability reports; data analysis.
- Oct 2014 to present **Council on Legal Education Opportunities** – Washington, D.C.
Lead Evaluator
Duties: evaluating **Multi-State Mentoring** project, awarded by the U.S. Department of Justice Office of Juvenile Justice and Delinquency prevention, assessing project effectiveness and impact on at-risk and underserved populations; designing a quasi-experimental research design in addition to a process evaluation; developing and improving evaluation instruments; analyzing quantitative data; conducting person-to-person interviews and focus groups; meta-analysis of literature; writing and presenting reports to Board.
- Sept 2007 to present **West Kentucky Educational Cooperative** – Murray, KY
Lead Evaluator
Duties: evaluating the U.S. Department of Education’s **Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)** and **Innovative Approaches to Literacy (IAL)** grant in rural western Kentucky; designing and implementing a quasi-experimental design (QED) to assess outcomes of rigorous academic curricula on college and career outcomes and a QED to assess outcomes on early childhood students’ literacy achievement; in 2015, began an evaluation on a state **Math and Science Partnership** grant funded by the Council on Postsecondary Education that provides math and science professional development to teachers in western Kentucky; created evaluation plan and

design; setting benchmarks; analyzing student and teacher assessments; examining progress towards meeting goals and objectives.

Sept 2005
to present

Berea College – Berea, KY

Lead Evaluator

Duties: evaluating eight federal grants funded by the U.S. Department of Education: **six Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP)**, **two Full Service and Community Schools (FSCS)** grants; and **PartnerCorps STEM** grant from Corporation for National and Community Service; conducting interviews and focus groups with students, teachers, school leaders, and parents; implementing a quasi-experimental design; selecting control groups; submitting human subjects IRB proposal to the state; assisting in development database; creating evaluation forms, tools, and surveys; analyzing student assessment results and school accountability reports; data analysis; developing annual school reports utilizing formative assessment data (state assessment, ACT, SAT, CERT, iREADY, MAP); facilitating workshops; producing evidence-based research; writing articles for submission in scholarly and professional journals; presenting findings at meetings and national conferences; writing annual evaluation reports. Evaluated US ED's **i3** grant and U.S. Department of Labor's **Performance Partnership Pilots for Disconnected Youth (P3)** grant.

Past Projects

Sep 2011
to Aug 2016

STEP PRIMES, University of Louisville – Louisville, KY

Lead Evaluator

Duties: evaluated the Partnership for Retention Improvement in Mathematics, Engineering, and Science (PRIMES) program, a University of Louisville cross-college collaboration aimed at reducing attrition among STEM majors, funded by **National Science Foundation** (NSF); assessed impact of university-wide STEM integration; designed evaluation plan; conducted one-on-one interviews with key participants; developed tools and instruments; analyzed student retention data; conducted site visits; and report-writing.

Jan 2013
to Oct 2013

GEAR UP Kentucky 3.0, Council on Postsecondary Education – Frankfort, KY

Lead Evaluator

Duties: research on the impact of **GEAR UP Kentucky II** on college-going and persistence, quasi-experimental design, statistical analysis, report-writing, presentations to the state and at national conference.

Mar 2012
to Jul 2014

Civility and Free Expression, American Bar Association – Chicago, IL

Lead Evaluator

Duties: evaluated the Civility and Free Expression in a Constitutional Democracy—A National Dialogue project funded by the **National Endowment for the Humanities** (NEH) and administered by the American Bar Association (ABA); developing evaluation design; creating evaluation tools and instruments; assessing needs; analyzing data; participating in site visits; conducting one-on-one interviews and focus groups with key stakeholders; document analysis; assisting in submitting annual reports; writing annual evaluation report.

July 2010
to Aug 2015

21st Century Education Enterprise, Morehead State University – Morehead, KY

Lead Evaluator

Duties: evaluating **Improving Educator Quality** grants for Reading and Math and the Increasing College Readiness Program, all three funded by the Kentucky Council on

Postsecondary Education; analyzing surveys, pre- and post-test data; conducting focus groups; document analysis; and site observations.

July 2009
to Feb 2010

National Center for Education Statistics – Washington, D.C.

Lead Evaluator

Duties: evaluated **National Center for Education Statistic's** federal contract with the American Institutes for Research federal statistics program, Education Statistics Service Institute; designed evaluation plan and instruments; conducted focus groups and interviews with key personnel; document analysis; and report-writing.

July 2009
to Dec 2013

Early STEM Noyce Scholarship Program – Louisville, KY

Lead Evaluator

Duties: evaluating a federal grant funded by the **National Science Foundation** with the University of Louisville; assessing impact of university-wide STEM integration; designing evaluation plan; conducting focus groups with key participants; developing tools and instruments; site visits; document analysis; and report-writing.

June 2009
to July 2014

East Kentucky GEAR UP, Morehead State University – Morehead, KY

Lead Evaluator

Duties: evaluated a federal grant, Gaining Early Awareness and Readiness for Undergraduate Programs (**GEAR UP**), funded by the U.S. Department of Education that creates opportunity and access to postsecondary education for low-income students; created evaluation plan and design; identified needs; developed evaluation forms, tools, surveys, and questionnaires; data analysis; analyzed student assessment results and school accountability reports; developed annual school reports utilizing EPAS (ACT) data; created and maintained web-based database; and wrote annual evaluation reports.

May 2009
to Dec 2011

Championing Our Students, American Bar Association – Chicago, IL

Lead Evaluator

Duties: conducted process evaluation of a U.S. Department of Justice, Office of Juvenile Justice and Delinquency Prevention-funded **National Mentoring program** that coordinates a legal mentoring program nationwide; assessed needs; developed evaluation design, tools, and instruments; conducted person-to-person interviews and focus groups; wrote reports to leadership team.

July 2005
to June 2011

Groundwork Education in Mathematics and Science – Louisville, KY

Lead Evaluator

Duties: evaluated a federal grant funded by the **National Science Foundation** that integrates the talents of math and science graduate students and middle school teachers; implemented formative and summative evaluation; created evaluation plan; designed evaluation forms, surveys, and questionnaires; conducted person-to-person and phone interviews; collected and analyzed quantitative and qualitative data attended conferences; wrote and presented reports to PI, Management Team, and NSF Program Manager.

WORK EXPERIENCES:

July 2007 to
July 2008

American Bar Association – Chicago, IL

Associate Director, Division for Public Education

Duties: contributed to developing strategic plans; developed and implemented program evaluation; managed juvenile justice programs, teen dating violence partnership program with Girls Scouts USA; developed new programs; enhanced and developed curriculum; wrote successful grants; supervised staff.

- Dec 2004 to April 2006 **Council on Postsecondary Education** – Frankfort, KY
Associate Director of Planning and Assessment, GEAR UP Kentucky
 Duties: developed strategic plans; oversight of the administration of statewide programs; ensured accountability of regional programs’ performance standards; directed the implementation and analyses of assessments; managed data and data collection; supervised statewide staff; provided guidance and support to school district activities and plans of GEAR UP schools throughout the state; facilitated workshops; designed in-house evaluations; created documents for marketing; prepared and conducted presentations and reports to advisory boards and state partners; successful grant-writing.
- Jan 2004 to June 2004 **Boyd County High School** – Catlettsburg, KY
English Teacher
 Duties: taught English literature, grammar, and composition to Freshman and Sophomore students of varying abilities and needs; evaluated writing portfolios for state assessment; reviewed state grants.
- Dec 2000 to Dec 2002 **Regional Institute for Community Policing** – Springfield, IL
State Project Coordinator
 Duties: coordinated a state-wide domestic violence training program funded by the Department of Justice; collaborated with experts, academics, professionals, and practitioners to produce a systems approach to utilizing community policing to reduce domestic violence; created a module focusing on the needs of immigrant populations; examined and altered curricula to best fit the needs of Illinois; assisted in creating training materials; facilitated training to domestic violence advocates, law enforcement officials, health/mental health care professionals, and criminal court officials.
- Jan 1998 to July 2000 **Institute for Government and Public Affairs** – Urbana, IL
Postdoctoral Research Associate
 Duties: designed and coordinated program evaluations; researched government best practices of performance measures nationwide; assessed women’s health policies in Illinois; analyzed the impact of health care policies in Illinois on underserved populations; examined effectiveness of a major government-funded community policing organization; designed questionnaires, conducted formal interviews with law enforcement officials, academic professionals, social service organizations, and community groups; analyzed data; prepared reports.

EDUCATION:

Ph.D. Educational Policy Studies, University of Illinois at Urbana-Champaign
 received December 1997

M.S. Education & Social Policy, Northwestern University, Evanston, IL
 received August 1992

B.A. English Literature, University of Illinois at Urbana-Champaign
 received May 1990

HONORS AND AWARDS:

Registry of Outcome Evaluators, What Works Clearinghouse
 National Institute of Justice Consulting Database, member

| 2019 Poverty Estimates for School districts Source: U.S. Census Bureau, Small Area Income and Poverty Program (SAIPE) Release date: December 2020 | |
|--|---------------------------------------|
| State Postal Code | KY |
| State FIPS Code | 21 |
| District ID | 04860 |
| Name | Pineville Independent School District |
| Estimated Total Population | 1,652 |
| Estimated Population 5-17 | 255 |
| Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder | 84 |
| Estimated percentage of relevant children 5 to 17 years old in poverty who are related to the householder | 33% |

Documentation of Non-Profit Status

- Partners for Education at Berea College
- Save the Children



BEREA COLLEGE

Berea, Kentucky 40404

Office of the President

Larry Dwight Shinn

(859) 985-3520

Fax: (859) 985-3915

July 1, 2007

TO WHOM IT MAY CONCERN,

Berea College has received a letter ruling from the Internal Revenue Service stating that it is exempt from federal income taxes under Section 501(c)(3) of the Internal Revenue Code and that contributions made to the College are deductible by the donors as provided in Section 170 of the Internal Revenue Code.

This is to certify that there has been no change in the purpose, character, or method of operation of Berea College subsequent to the issuance of the IRS determination letters and that such determination letter still applies.

Sincerely,

Larry D. Shinn
President

LDS/bb

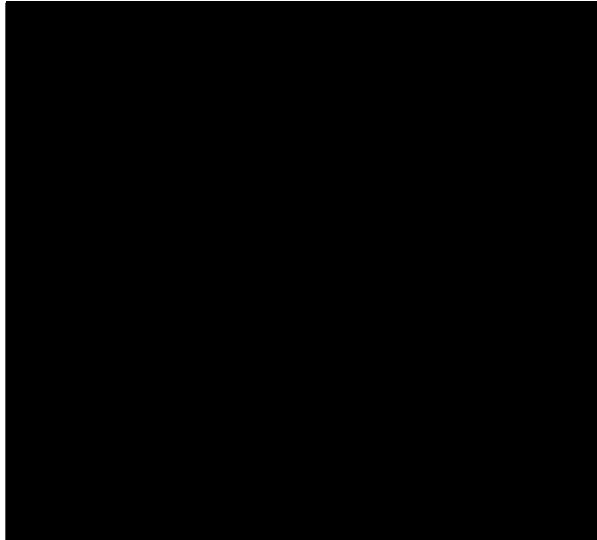
Federal Tax Id 

Internal Revenue Service

Department of the Treasury

Date: JUN 21 2000

Berea College
CPO 2214
Berea, KY 40404-0001



Dear Sir or Madam:

This is in response to your request for a letter affirming your organization's exempt status.

In February 1953 we issued a determination letter that recognized your organization as exempt from federal income tax under section 101(6) of the Internal Revenue Code of 1939 (now section 501(c)(3) of the Internal Revenue Code of 1986). That determination letter is still in effect.

Based on information submitted subsequently, we classified your organization as a publicly supported organization, and not a private foundation, because it is described in sections 509(a)(1) and 170(b)(1)(A)(ii) of the Code. This classification was based on the assumption that your organization's operations would continue as stated in the application. If your organization's purposes, character, method of operations, or sources of support have changed, please let us know so we can consider the effect of the change on the organization's exempt status and foundation status.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 587, sets forth guidelines and record keeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. Your organization must comply with this revenue procedure to maintain its tax-exempt status.

Your organization is required to file Form 990, Return of Organization Exempt from Income Tax, only if its gross receipts each year are normally more than \$25,000. If a return is required, it must be filed by the 15th day of the fifth month after the end of the organization's annual accounting period. The law imposes a penalty of \$20 a day, up to a maximum of \$10,000, when a return is filed late, unless there is reasonable cause for the delay.

As of January 1, 1984, your organization is liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more the organization pays to each of its employees during a calendar year. There is no liability for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Berea College


Organizations that are not private foundations are not subject to the excise taxes under Chapter 42 of the Code. However, these organizations are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please let us know.

Donors may deduct contributions to your organization as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to your organization or for its use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of sections 2055, 2106, and 2522 of the Code.

Your organization is not required to file federal income tax returns unless it is subject to the tax on unrelated business income under section 511 of the Code. If your organization is subject to this tax, it must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter, we are not determining whether any of your organization's present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

The law requires you to make your organization's annual return available for public inspection without charge for three years after the due date of the return. If your organization had a copy of its application for recognition of exemption on July 15, 1987, it is also required to make available for public inspection a copy of the exemption application, any supporting documents and the exemption letter to any individual who requests such documents in person or in writing. You can charge only a reasonable fee for reproduction and actual postage costs for the copied materials. The law does not require you to provide copies of public inspection documents that are widely available, such as by posting them on the Internet (World Wide Web). You may be liable for a penalty of \$20 a day for each day you do not make these documents available for public inspection (up to a maximum of \$10,000 in the case of an annual return).

Because this letter could help resolve any questions about your organization's exempt status and foundation status, you should keep it with the organization's permanent records.

If you have any questions, please call us at the telephone number shown in the heading of this letter.


John E. Ricketts, Director, TE/GE
Customer Account Services

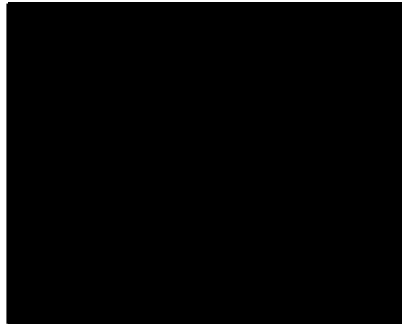
Internal Revenue Service

District
Director

•Berea College
Attn: Leigh A. Jones
Berea, KY 40404

Department of the Treasury

P.O. Box 3159
Cincinnati, Ohio 45201



Dear Sir or Madam:

In response to your inquiry Berea College

is exempt from Federal income tax by virtue of an individual ruling dated January 2, 1953. A copy of this determination letter is attached.

Please note, Section 101(6) of the 1939 Internal Revenue Code coincides with Section 501(c)(3) of the 1954 Code. Form 990 is your present filing requirement in lieu of the 990-A referred to in the determination letter.

Contributions to you are deductible as provided in Section 170 of the Internal Revenue Code. Bequests, legacies, devises, transfers or gifts are deductible for Federal, estate and gift tax purposes under Sections 2055, 2106 and 2522 of the Code.

Very truly yours



Enclosure



U. S. TREASURY DEPARTMENT
WASHINGTON 25

OFFICE OF
COMMISSIONER OF INTERNAL REVENUE

ADDRESS REPLY TO
COMMISSIONER OF INTERNAL REVENUE
AND REFER TO

T:S:EO5
MEM

JAN 2 1953

Berea College

Berea, Kentucky

Gentlemen:

It is the opinion of this office, based upon the evidence presented, that you are exempt from Federal income tax under the provisions of section 101(6) of the Internal Revenue Code as it is shown that you are organized and operated exclusively for educational purposes.

Accordingly, you are not required to file income tax returns unless you change the character of your organization, the purposes for which you were organized, or your method of operation. Any such changes should be reported immediately to the Director of Internal Revenue for your district in order that their effect upon your exempt status may be determined.

Contributions made to you are deductible by the donors in computing their taxable net income in the manner and to the extent provided by section 23(o) and (q) of the Code.

Bequests, legacies, devises or transfers, to or for your use are deductible in computing the value of the net estate of a decedent for estate tax purposes in the manner and to the extent provided by sections 812(d) and 861(a)(3) of the Code. Gifts of property to you are deductible in computing net gifts for gift tax purposes in the manner and to the extent provided in section 1004(a)(2)(B) and 1004(b)(2) and (3) of the Code.

It will not be necessary for you to file the annual return of information, Form 990A, generally required of organizations exempt under section 101(6) of the Internal Revenue Code, as you come within the specific exceptions contained in section 54(f) of the Code.

Berea College

In the event you have not filed a waiver of exemption certificate in accordance with the provisions of section 1426(1) of the Code, no liability is incurred by you for the taxes imposed under the Federal Insurance Contributions Act. Tax liability is not incurred by you under the Federal Unemployment Tax Act by virtue of the provisions of section 1607(c)(8) of such Act.

The Director of Internal Revenue for your district is being advised of this action.

Since the information submitted shows that your business activities are substantially related to the performance of your educational functions and further, that substantially all of the work in carrying on such so-called trade or business is performed by your students, you are not required to file Form 990-T for the purpose of reporting income derived therefrom.

Bureau ruling of May 31, 1928, holding you exempt under section 231(6) of the Revenue Act of 1926, which was affirmed April 5, 1938, under the Revenue Act of 1936, is hereby affirmed under section 101(6) of the Internal Revenue Code.

Very truly yours,

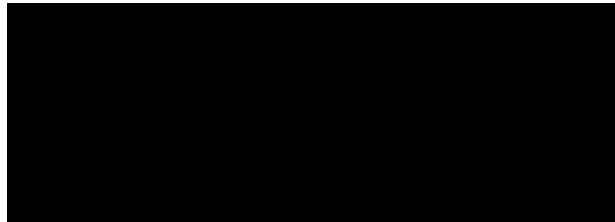
Assistant Commissioner

By 

Head, Exempt Organization Branch

Special Technical Services Division

CINCINNATI OH 45999-0038



SAVE THE CHILDREN FEDERATION INC
% STACY BRANDOM
501 KINGS HIGHWAY EAST
FAIRFIELD CT 06825



011546



Form 990 required: YES

Dear Taxpayer:

This is in response to your request dated June 01, 2016, regarding your tax-exempt status.

We issued you a determination letter in July 1964, recognizing you as tax-exempt under Internal Revenue Code (IRC) Section 501(c)(3).

Our records also indicate you're not a private foundation as defined under IRC Section 509(a) because you're described in IRC Sections 509(a)(1) and 170(b)(1)(A)(vi).

Donors can deduct contributions they make to you as provided in IRC Section 170. You're also qualified to receive tax deductible bequests, legacies, devises, transfers, or gifts under IRC Sections 2055, 2106, and 2522.

In the heading of this letter, we indicated whether you must file an annual information return. If a return is required, you must file Form 990, 990-EZ, 990-N, or 990-PF by the 15th day of the fifth month after the end of your annual accounting period. IRC Section 6033(j) provides that, if you don't file a required annual information return or notice for three consecutive years, your exempt status will be automatically revoked on the filing due date of the third required return or notice.

For tax forms, instructions, and publications, visit www.irs.gov or call 1-800-TAX-FORM (1-800-829-3676).

If you have questions, call 1-877-829-5500 between 8 a.m. and 5 p.m., local time, Monday through Friday (Alaska and Hawaii follow Pacific Time).

SAVE THE CHILDREN FEDERATION INC
% STACY BRANDOM
501 KINGS HIGHWAY EAST
FAIRFIELD CT 06825

Sincerely yours,


Doris Kenwright, Operation Mgr.
Accounts Management Operations 1

Kentucky Department of Education
Indirect Cost Rates used for FY 2021 - 2022
Based on FYE 2019- 2020

| District | Non Restricted Rates | Restricted Rates |
|--------------------------------|----------------------------|---------------------|
| 001 Adair County | 10.78 | 1.74 |
| 005 Allen County | 13.65 | 2.15 |
| 006 Anchorage Independent | 25.24 | 7.11 |
| 011 Anderson County | 11.37 | 1.97 |
| 012 Ashland Independent | 12.60 | 0.93 |
| 013 Augusta Independent | 14.47 | 2.99 |
| 015 Ballard County | 18.51 | 4.18 |
| 016 Barbourville Independent | 17.66 | 5.08 |
| 017 Bardstown Independent | 11.21 | 2.06 |
| 021 Barren County | 13.42 | 2.00 |
| 025 Bath County | 13.68 | 1.61 |
| 026 Beechwood Independent | 15.44 | 3.37 |
| 031 Bell County | 15.67 | 1.61 |
| 032 Bellevue Independent | 16.75 | 3.57 |
| 034 Berea Independent | 10.88 | 1.93 |
| 035 Boone County | 13.81 | 4.20 |
| 041 Bourbon County | 13.25 | 1.96 |
| 042 Bowling Green Independent | 18.01 | 1.85 |
| 045 Boyd County | 14.97 | 1.54 |
| 051 Boyle County | 14.04 | 3.95 |
| 055 Bracken County | 10.95 | 0.95 |
| 061 Breathitt County | 10.95 | 1.53 |
| 065 Breckinridge County | 16.24 | 3.64 |
| 071 Bullitt County | 10.39 | 1.57 |
| 072 Burgin Independent | 13.86 | 2.98 |
| 075 Butler County | 12.23 | 2.23 |
| 081 Caldwell County | 15.33 | 1.48 |
| 085 Calloway County | 11.45 | 1.79 |
| 091 Campbell County | 14.65 | 2.94 |
| 092 Campbellsville Independent | 15.90 | 1.58 |
| 095 Carlisle County | 12.69 | 2.66 |
| 101 Carroll County | 14.26 | 2.55 |
| 105 Carter County | 14.10 | 1.34 |
| 111 Casey County | 15.00 | 2.30 |
| 113 Caverna Independent | 9.69 | 0.05 |
| 115 Christian County | 15.96 | 3.24 |
| 121 Clark County | 14.22 | 1.77 |
| 125 Clay County | 9.72 | 0.88 |
| 131 Clinton County | 11.54 | 0.90 |
| 132 Cloverport Independent | 15.57 | 6.25 |
| 133 Corbin Independent | 11.82 | 2.54 |
| 134 Covington Independent | 16.07 | 3.96 |

| | | |
|----------------------------------|-------|------|
| 135 Crittenden County | 13.31 | 1.74 |
| 141 Cumberland County | 13.24 | 3.25 |
| 143 Danville Independent | 12.84 | 1.72 |
| 145 Daviess County | 10.63 | 1.86 |
| 146 Dawson Springs Independent | 14.93 | 3.93 |
| 147 Dayton Independent | 14.45 | 3.11 |
| 149 East Bernstadt Independent | 16.00 | 4.22 |
| 151 Edmonson County | 14.00 | 2.28 |
| 152 Elizabethtown Independent | 16.80 | 2.09 |
| 155 Elliott County | 17.67 | 3.46 |
| 156 Eminence Independent | 10.69 | 1.83 |
| 157 Erlanger-Elsmere Independent | 9.10 | 1.45 |
| 161 Estill County | 13.90 | 2.21 |
| 162 Fairview Independent | 21.77 | 6.29 |
| 165 Fayette County | 17.23 | 6.00 |
| 171 Fleming County | 12.73 | 0.15 |
| 175 Floyd County | 15.69 | 1.31 |
| 176 Fort Thomas Independent | 13.96 | 2.47 |
| 177 Frankfort Independent | 17.39 | 4.93 |
| 181 Franklin County | 11.45 | 1.78 |
| 185 Fulton County | 16.38 | 3.34 |
| 186 Fulton Independent | 13.33 | 2.98 |
| 191 Gallatin County | 16.81 | 3.52 |
| 195 Garrard County | 11.75 | 1.72 |
| 197 Glasgow Independent | 8.94 | 1.11 |
| 201 Grant County | 15.20 | 1.63 |
| 205 Graves County | 11.42 | 1.41 |
| 211 Grayson County | 10.18 | 1.20 |
| 215 Green County | 12.90 | 2.11 |
| 221 Greenup County | 14.07 | 1.66 |
| 225 Hancock County | 12.88 | 2.81 |
| 231 Hardin County | 11.08 | 1.36 |
| 235 Harlan County | 14.56 | 1.31 |
| 236 Harlan Independent | 11.84 | 1.87 |
| 241 Harrison County | 15.74 | 2.29 |
| 245 Hart County | 14.44 | 2.11 |
| 246 Hazard Independent | 14.34 | 2.55 |
| 251 Henderson County | 15.28 | 2.37 |
| 255 Henry County | 12.04 | 1.83 |
| 261 Hickman County | 16.56 | 2.73 |
| 265 Hopkins County | 18.16 | 4.20 |
| 271 Jackson County | 11.75 | 2.17 |
| 272 Jackson Independent | 13.36 | 1.62 |
| 275 Jefferson County | 14.63 | 3.57 |
| 276 Jenkins Independent | 21.74 | 5.86 |
| 281 Jessamine County | 13.98 | 3.77 |
| 285 Johnson County | 12.10 | 1.39 |

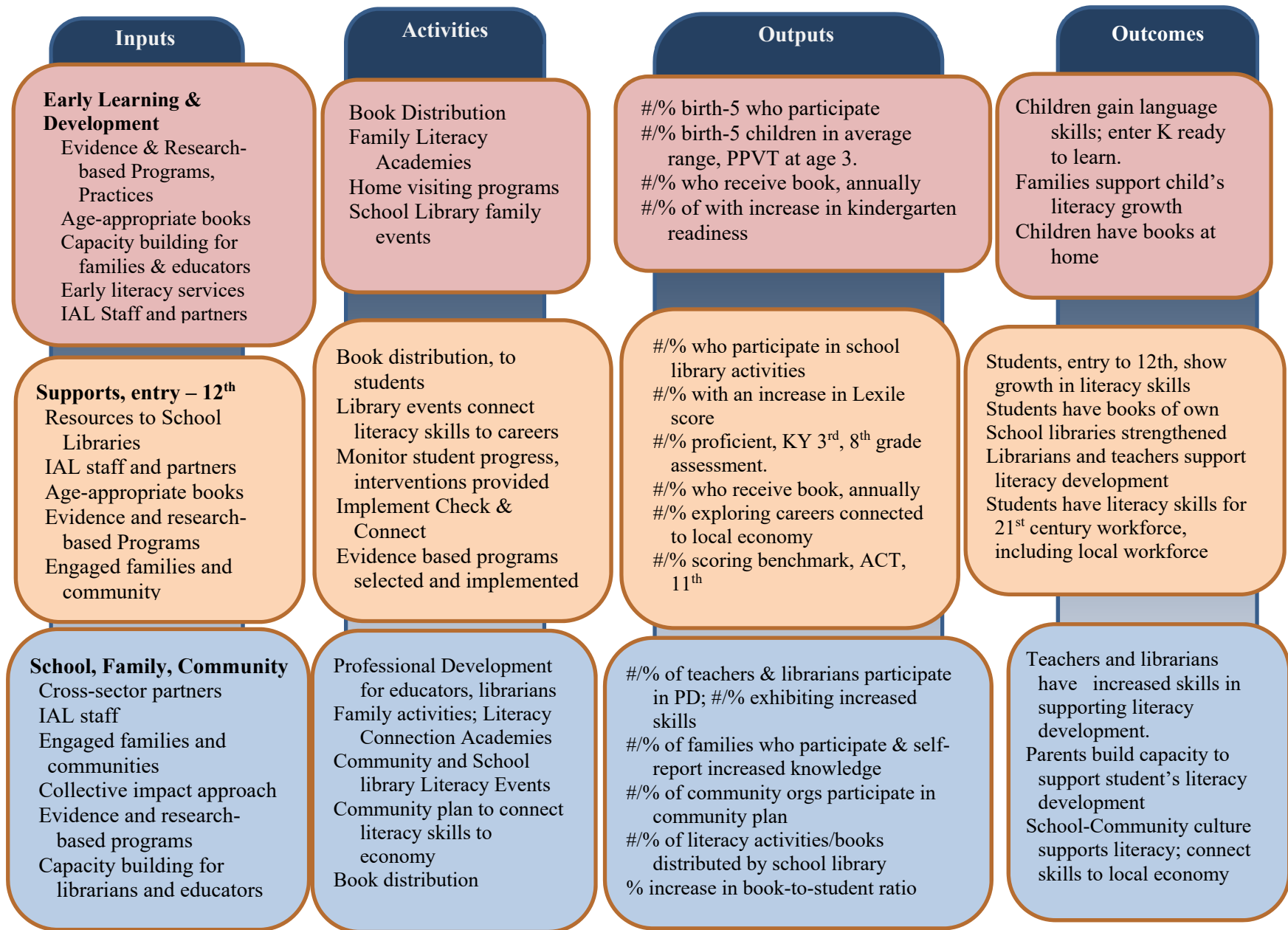
| | | |
|-----------------------------|-------|------|
| 291 Kenton County | 13.70 | 2.07 |
| 295 Knott County | 12.96 | 2.08 |
| 301 Knox County | 12.56 | 1.57 |
| 305 LaRue County | 11.73 | 2.45 |
| 311 Laurel County | 14.80 | 2.37 |
| 315 Lawrence County | 17.53 | 1.15 |
| 321 Lee County | 20.47 | 3.77 |
| 325 Leslie County | 13.57 | 1.26 |
| 331 Letcher County | 15.78 | 2.16 |
| 335 Lewis County | 13.94 | 2.96 |
| 341 Lincoln County | 13.92 | 2.36 |
| 345 Livingston County | 12.52 | 1.78 |
| 351 Logan County | 14.31 | 1.32 |
| 354 Ludlow Independent | 11.15 | 0.85 |
| 361 Lyon County | 16.45 | 2.56 |
| 365 Madison County | 11.66 | 1.39 |
| 371 Magoffin County | 12.02 | 1.51 |
| 375 Marion County | 11.55 | 2.38 |
| 381 Marshall County | 14.50 | 2.16 |
| 385 Martin County | 20.40 | 1.76 |
| 391 Mason County | 12.61 | 2.43 |
| 392 Mayfield Independent | 13.65 | 1.32 |
| 395 McCracken County | 15.90 | 2.68 |
| 401 McCreary County | 13.66 | 2.61 |
| 405 McLean County | 15.37 | 2.45 |
| 411 Meade County | 13.78 | 1.39 |
| 415 Menifee County | 14.78 | 2.94 |
| 421 Mercer County | 10.83 | 2.01 |
| 425 Metcalfe County | 14.68 | 2.96 |
| 426 Middlesboro Independent | 13.91 | 1.88 |
| 431 Monroe County | 18.12 | 2.49 |
| 435 Montgomery County | 15.96 | 3.18 |
| 441 Morgan County | 19.32 | 2.18 |
| 445 Muhlenberg County | 16.31 | 2.22 |
| 446 Murray Independent | 9.17 | 1.43 |
| 451 Nelson County | 14.08 | 2.65 |
| 452 Newport Independent | 16.60 | 2.63 |
| 455 Nicholas County | 12.32 | 1.73 |
| 461 Ohio County | 16.25 | 3.39 |
| 465 Oldham County | 12.10 | 3.43 |
| 471 Owen County | 13.72 | 1.66 |
| 472 Owensboro Independent | 13.55 | 3.07 |
| 475 Owsley County | 12.30 | 1.18 |
| 476 Paducah Independent | 18.49 | 3.04 |
| 477 Paintsville Independent | 12.10 | 2.19 |
| 478 Paris Independent | 18.35 | 4.40 |
| 481 Pendleton County | 15.63 | 3.05 |

| | | |
|----------------------------------|--------------|-------------|
| 485 Perry County | 16.28 | 2.26 |
| 491 Pike County | 17.35 | 1.42 |
| 492 Pikeville Independent | 16.74 | 1.02 |
| 493 Pineville Independent | 18.82 | 2.25 |
| 495 Powell County | 9.50 | 1.09 |
| 501 Pulaski County | 13.78 | 0.99 |
| 502 Raceland Independent | 20.09 | 2.11 |
| 505 Robertson County | 14.51 | 2.29 |
| 511 Rockcastle County | 10.82 | 0.76 |
| 515 Rowan County | 13.12 | 0.68 |
| 521 Russell County | 13.02 | 3.44 |
| 522 Russell Independent | 14.71 | 0.97 |
| 523 Russellville Independent | 16.06 | 2.54 |
| 524 Science Hill Independent | 12.37 | 2.54 |
| 525 Scott County | 12.56 | 1.67 |
| 531 Shelby County | 13.43 | 2.08 |
| 535 Simpson County | 14.43 | 2.68 |
| 536 Somerset Independent | 15.30 | 2.03 |
| 537 Southgate Independent | 6.98 | - |
| 541 Spencer County | 10.68 | 2.70 |
| 545 Taylor County | 14.76 | 2.79 |
| 551 Todd County | 15.24 | 2.57 |
| 555 Trigg County | 12.88 | 2.95 |
| 561 Trimble County | 16.53 | 4.39 |
| 565 Union County | 15.30 | 3.22 |
| 567 Walton Verona Independent | 12.41 | 1.49 |
| 571 Warren County | 15.14 | 2.41 |
| 575 Washington County | 15.30 | 2.84 |
| 581 Wayne County | 9.92 | 1.01 |
| 585 Webster County | 17.57 | 1.91 |
| 591 Whitley County | 10.36 | 1.63 |
| 592 Williamsburg Independent | 11.22 | 1.83 |
| 593 Williamstown Independent | 12.18 | 2.65 |
| 595 Wolfe County | 11.78 | 1.88 |
| 601 Woodford County | 14.10 | 2.65 |

Kentucky Department of Education
Office of Finance and Operations
Division of District Support
District Funding and Reporting Branch
Date: May 4, 2021

Source: based on 2019-2020 audited Annual Financial Reports (AFRs)

Pineville Innovative Approaches to Literacy Logic Model



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

**Pineville Innovative Approaches to Literacy
Federal Budget**

A five-year budget detailing annual costs is included with the grant application. The project budget supports the project implementation activities and the cost is reasonable compared to the long-lasting, systemic change we expect from the project. Each line item has been carefully calculated, using Pineville School District’s costing principles, procedures, guidelines, restrictions and limitations and the OMB Uniform Guidance.

Our budget and budget narrative display a clear link between the specific project activities and the proposed budget items. All items listed in the budget are also detailed in the project narrative. The budget narrative and worksheet support all costs included in the budget and explain how the costs of goods and services are determined and how they will fulfill the overall program objective.

All costs are linked to required and allowable activities. Over the five-year project, we anticipate more than 3,290 students and their families will receive increased access to high-quality literature and literacy resources, and the annual federal investment averages less than [REDACTED] per student. Additionally, the program will enable training of families, teachers and librarians to ensure the project's outcomes are sustainable past the federal funding period.

| Budget Category/Description of Cost | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|---|--------|--------|--------|--------|--------|-------|
| Personnel | | | | | | |
| Literacy Coach (LC) (3 positions, full-time, 100%): The LCs will report to the PD and will collaborate with the School Library Media Specialist to identify and implement evidence-based and research-based literacy programs, activities, and services. The LCs will monitor student data related to literacy development and will ensure students not at proficiency are provided appropriate services. The LCs will connect teachers to professional development. The LCs will spend 100% of their time on the project with a salary of [REDACTED]. The salary includes an annual cost of living increase and is based on our salary matrices and position classifications. | | | | | | |
| | | | | | | |
| | | | | | | |

**Pineville Innovative Approaches to Literacy
Federal Budget**

| Budget Category/Description of Cost | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|--|--------|--------|--------|--------|--------|-------|
| Community Literacy Coordinator (CLC) (1 position, full-time, 100%): The CLC will report to the PD and will engage families, community members and cross-sector stakeholders in developing a community literacy plan. The CLC will work with partners to align services to students and families, including book distribution. The CLC will spend 100% of their time on the project with a salary of [REDACTED]. The salary includes an annual cost of living increase and is based on our salary matrices and position classifications. | | | | | | |
| Total Personnel | | | | | | |
| Fringe | | | | | | |
| Fringe Benefits: Pineville School District's fringe benefits average [REDACTED] of wages and include employer paid taxes ([REDACTED] insurance ([REDACTED] Admin ([REDACTED] and retirement ([REDACTED] | | | | | | |
| Total Fringe | | | | | | |
| Travel | | | | | | |
| Local Travel: The CLC and LCs will travel locally to meet with partners and families. 500 miles x 12 months x [REDACTED] per mile. | | | | | | |
| Total Travel | | | | | | |
| Equipment | | | | | | |
| Not Applicable | | | | | | |
| Total Equipment | | | | | | |
| Supplies | | | | | | |

**Pineville Innovative Approaches to Literacy
Federal Budget**

| Budget Category/Description of Cost | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|---|--------|--------|--------|--------|--------|-------|
| <p>Book Distribution: Print and Digital books will be distributed through multiple project avenues. This project will provide books to each of the three schools served to be distributed to students and their families as well as to the school libraries. Save the Children will also be providing books for the distribution as in-kind resources.</p> | | | | | | |
| <p>Literacy Connection Academy Supplies: Supplies will be purchased for 80 families in years 1 and 2, 60 families in years 3 and 4 and 40 families in year 5 to attend Literacy Connection Academies. Family Engagement supplies include the cost for training and workshop materials for families. The instruction for families on technological devices is a key component of minimizing the digital divide. The cost per family is \$ [REDACTED]. This is based on historical cost for family literacy and engagement supplies.</p> | | | | | | |

**Pineville Innovative Approaches to Literacy
Federal Budget**

| Budget Category/Description of Cost | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total | | | | | |
|--|--------|--------|--------|--------|--------|-------|--|--|--|--|--|
| <p>Strengthening Libraries Supplies: Supplies will be provided for library literacy activities for students and families. These activities will provide students with literacy skills to develop students' 21st-century literacy skills - creativity, critical thinking, collaboration, and communication - that prepare them for economic mobility. The cost per activity is \$ [REDACTED]. There will be 8 activities in years 1 and 2, 6 activities in years 3 and 4 and 4 activities in year 5. This is based on the historical cost for library literacy activities.</p> | | | | | | | | | | | |
| Total Supplies | | | | | | | | | | | |
| Contractual | | | | | | | | | | | |
| <p>Early Literacy: Applicant Save the Children will provide professional development and services to students and families for literacy and early childhood programming. This cost is based on historical costs for similar projects.</p> | | | | | | | | | | | |
| <p>Community Results Planning and Job-Embedded Professional Development: Applicant PFE will provide job-embedded professional development for school library personnel and results action planning to develop a community results plan focused on literacy. This cost is based on historical costs for similar projects.</p> | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |
| | | | | | | | | | | | |

**Pineville Innovative Approaches to Literacy
Federal Budget**

| Budget Category/Description of Cost | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|---|--------|--------|--------|--------|--------|-------|
| <p>Evaluation: Evaluation Consulting Group will evaluate the program to monitor the progress toward the project objectives. Dr. Kim is the lead evaluator and has several years of experience working on project data and evaluation with federal grants. The evaluator will spend a total of 50 days at \$ [REDACTED] per day on evaluation for this project each year. This cost is based on historical costs for evaluation for similar projects.</p> | | | | | | |
| <p>Program Leadership and Management: Applicant PFE will provide oversight and management for the grant. The PD (100%) will oversee the project and coordinate with project staff and community partners. The PI (15%) will articulate IAL’s strategic direction and theory of change. An annual cost of living is included, as well as supplies, travel, and indirect.</p> | | | | | | |
| <p>Evidence-Based Programs: AmeriCorps members and community members will implement check and connect and other evidence-based programs. This cost is based on historical costs for similar projects.</p> | | | | | | |
| Total Contractual | | | | | | |
| Construction | | | | | | |
| Not Applicable | | | | | | |
| Total Construction | | | | | | |
| Other | | | | | | |

**Pineville Innovative Approaches to Literacy
Federal Budget**

| Budget Category/Description of Cost | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Total |
|--|--------|--------|--------|--------|--------|-------|
| Background Checks: A criminal background check will be requested for each staff person to ensure the protection of the students. Each background check is \$ [REDACTED]. There are 6 staff in year 1. | | | | | | |
| Total Other | | | | | | |
| Total Direct Costs | | | | | | |
| Indirect Costs: Pineville School District's approved restricted indirect cost rate is [REDACTED] of total direct costs of the project less excluded costs. | | | | | | |
| Training Stipends | | | | | | |
| Total Costs | | | | | | |



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

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

Name of Institution/Organization

Pineville Independent 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 # S215G240025

| | | |
|---|---|--|
| Name of Institution/Organization Pineville Independent 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 Pineville Independent 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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DISCLOSURE OF LOBBYING ACTIVITIES

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

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

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name:

* Street 1: Street 2:

* City: State: Zip:

Congressional District, if known:

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

| | |
|--|---|
| 6. * Federal Department/Agency: <input type="text" value="Department of Education"/> | 7. * Federal Program Name/Description: <input type="text" value="Innovative Approaches to Literacy, Full-service Community Schools; and Promise Neighborhoods"/> CFDA Number, if applicable: <input type="text" value="84.215"/> |
|--|---|

| | |
|--|--|
| 8. Federal Action Number, if known: <input type="text"/> | 9. Award Amount, if known: \$ <input type="text"/> |
|--|--|

10. a. Name and Address of Lobbying Registrant:

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 Street 2

* City State Zip

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

Prefix * First Name Middle Name

* Last Name Suffix

* Street 1 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 Suffix

Title: Telephone No.: Date:

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