

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 # S215G210051

Grants.gov Tracking#: GRANT13445832

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

Closing Date: Aug 11, 2021

PR/Award # S215G210051

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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.).

There were problems converting one or more of the attachments. These are: 1241-BrandiBurtonVita2021.docx, 1237-Budget Narrative.xlsx, 1239-Narrative.docx, 1235-3rd congressional district.png, 1236-3rd congressional district.png, 1242-Bibliography.docx, 1240-Job Descriptions.docx, 1238-GEPA.docx, 1234-Abstract.docx

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="08/11/2021"/>	4. Applicant Identifier: <input type="text" value="Starkville School District"/>
--	---

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:
Street2:
* City:
County/Parish:
* State:
Province:
* Country:
* Zip / Postal Code:

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

Title:

Organizational Affiliation:

* Telephone Number: Fax Number:

* Email:

Application for Federal Assistance SF-424

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

X: Other (specify)

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

K- 12 Public School DIstrict

*** 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.):

1235-3rd congressional district.png

Add Attachment

Delete Attachment

View Attachment

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

Reading 2 Succeed

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.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

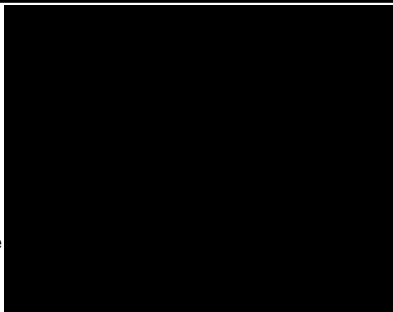
* c. State

* 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

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:

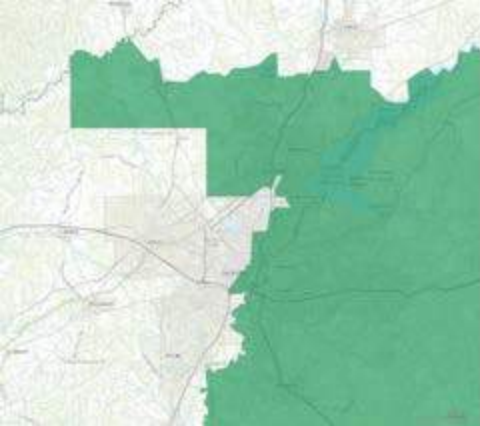
* Telephone Number:

Fax Number:

* Email:

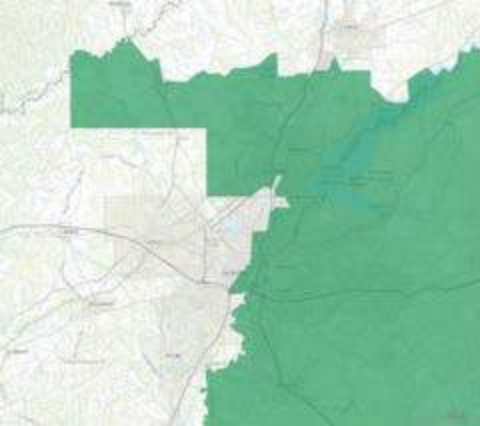
* Signature of Authorized Representative:

* Date Signed:



**Mississippi US District 3
Highlight of Jackson area**





**Mississippi US District 3
Highlight of Jackson area**



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.

1238-GEPA.docx

Add Attachment

Delete Attachment

View Attachment

Students Aren't Prepared for Changing Workforce Needs. Most SOCSO students, particularly those in poverty, do not pursue post-secondary education or leave their communities to seek employment in other regions of the state or nation. Without an educational foundation in multiple topics and strong literacy skills, many of our students will flounder in a geographic area that is growing opportunities. We have Makerspaces within SOCSO that provide students of all ages the ability to work with their hands and explore multiple fields of education and careers. We try to introduce them to the way that general education topics, like literacy, are braided into all job fields, but those that are not traditional students in the community do not have access to this resource. We feel that the creation of the Career Lab, within the Discovery Center would fill this need. We envision this as a place filled with literacy supports, supports for English Language Learners, and assistance on how these tools can inform job performance and job duties would be beneficial for so many. We would continue to add job skills information and materials to our school libraries but we feel the creation of this separate room would have a great impact for the community. We plan to create promotional materials in multiple languages that may be shared through multiple outlets in order to increase participation.

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 Starkville Oktibbeha Consolidated School District	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: Dr.	* First Name: Eddie Middle Name:
* Last Name: Peasant	Suffix:
* Title: Superintendent	
* SIGNATURE: Brandi Burton	* DATE: 08/11/2021

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

1. Project Director:


Prefix: Dr.	* First Name: Brandi	Middle Name:	* Last Name: Burton	Suffix:
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Project Director Level of Effort (percentage of time devoted to grant): 10

Address:

* Street1:	1504 Louisville St.
Street2:	
* City:	Starkville
County:	
* State:	MS: Mississippi
* Zip Code:	39759-8879
Country:	USA: UNITED STATES

* 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

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

Project objectives and activities

Objective 1: To enrich the home environment of young children with literacy resources and supports **Activities:** *Reading 2 Succeed* will address the literacy needs of young children (birth – 4 years) by working with families through early childhood programs, Head Start, medical community and low-income neighborhoods to 1) increase access to print and oral language in homes, 2) increase parents' knowledge and skills for helping children develop literacy skills, 3) facilitate adult-child interactive literacy activities, and 4) promote reading in the home.

Objective 2: To increase students access to high-quality print and digital reading materials **Activities:** *R2S* will work through school libraries, teachers, families, and community groups to meet literacy needs of students by increasing access to high-quality, engaging, relevant print and electronic reading materials through high-quality free book distributions, increasing school library holdings, and placing new and used books in low-income neighborhoods, public transit bus stops, and at the health department and medical offices.

Objective 3: To transform school libraries into 21st century media centers **Activities:** *R2S* will upgrade school libraries into 21st century media centers providing flexible spacing to accommodate collaborative, project-based learning opportunities and coding in a technologically equipped, environment; increase informational reading materials; offering professional development for librarians and teachers. *R2S* will infuse a differentiated, literacy-supported STEM curriculum science classes.

Objective 4: To decrease educational disparities of racial and economic groups **Activities:** *R2S* will provide low-performing, disadvantaged students after school and summer reading tutorial support and implement a home-based summer reading program.

Competitive preference priorities:

Competitive Preference #1 Serving Rural LEAs. R2S will serve Starkville Oktibbeha Consolidated School District, which is listed as a Rural and Low-Income School program authorized under Title VI, Part B of the ESEA. R2S provide high-quality literacy programming and distribute books.

Competitive Preference #3 Supporting Students from Low-Income Families. R2S will serve the families and students of the Starkville Oktibbeha Consolidated School District, and community. The majority of those students fall within the low-income range with over 70% of our students receiving free and reduced lunch. We also will provide support for literacy enrichment within family members, supports for ELL families as well as provide support for literacy information into job skills for older students/young adults.

Proposed project outcomes: By the end of the 5-year project period, the following outcomes will be achieved.

- 60% of participating 4-year old children demonstrate significant gains in oral language skills
- 50% of 4th and 8th grade students demonstrating individual growth over the previous year on ELA assessments
- Book-to-student ratio increased from the previous year
- 6000 free new or used books distributed each year
- Reading disparity gaps of the racial and economic groups of students reduced by 20%

Number of participants to be served: Over 7000 young and school-aged children will be served annually targeting economically disadvantaged and minority students.

Number and location of proposed sites: R2S will operate in Oktibbeha County, Mississippi through 8 schools of the Starkville Oktibbeha Consolidated School District and area low-income

neighborhoods. We are also proposing to add an additional library within the SOCSD Discovery Center, the department that would house Reading 2 Succeed, which focusses on literacy importance within job skills and supports for ELL families. This would be the 9th site that the grant would also operate out of allowing us to increase our reach and support for students and families within the SOCSD Community.

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](#)

Narrative

(a) Need for project

Located in the poorest and one of the least educated, rural states in the nation (i.e. Mississippi), Starkville Oktibbeha Consolidated School District (SOCSD) faces several challenges in its effort to provide high-quality Pre-K–12th grade education to over 5,200 students in 7 grade-level schools, encompassing 8 libraries. SOCSD is the only public school district in Oktibbeha County along with two private schools. The district’s student population is comprised of a majority of minority students who reside in poverty, as compared to the general population; i.e. SOCSD 66.56% black, 29.1% white as compared to the general population; Oktibbeha County 36% black, 59.2% white. More than 70% of the students receive free/reduced meals.

Vulnerable Families. Although there is a presence of a strong middle class, there are large pockets of residential areas that show the devastating effect of inter-generational poverty. In some cases, entire communities in the county are heavily impacted by poverty, single-parent households, and low education levels. In Starkville, there are multiple apartment dwellings and public housing units filled with such families as well. The impact of these circumstances on student academic performance can be overwhelming. “Children of parents with low literacy skills have a 72% chance of being at the lowest reading levels themselves” and more at-risk for poor grades, absenteeism, grade retention and dropping out of school. (ProLiteracy, 2016) Although there have always been a large number of chronically absent students, we have really seen absentee numbers surge after the onset of the pandemic in 2020. The district serves approximately 80 students annually who receive homeless services. Many of these students reside with extended family members because of economic hardships or parent incarceration.

Poor Academic Performance. The district's MS Department of Education **accountability rating** is C (i.e. average), which is important to consider due to Mississippi's low national educational rating. (Strauss, 2017) The accountability rating for the district school serving grades 2-4 dropped from B in 2016 to F in 2017 primarily due to a drop in state test scores. In 2016, 31.1% of students scored proficient on the ELA state test compared to 29.9% in 2017, 3.8% lower than the state average. In 2017, SOCSO students performed lower than state averages on all academic milestone measures (i.e. kindergarten entrance, proficiency scores in 3rd grade reading, 3-8 grades ELA and math, 5 and 8 grades science, English II and Algebra II). Due to test ratings not being completely accurate and reliable during the pandemic we were not able to include them in this proposal. However, the overall District rating remained the same.

Poor academic performance is even more profound among disadvantaged students. The **racial and economic disparities** of the district compared to that of the state are significant. MS Department of Education reports also show that the district's white (98.6%) students are more likely to graduate than black (85.8%). These disparities are a challenge for the district because of the number of minority and impoverished students it serves.

Summer Learning Loss Summer learning loss contributes to achievement gaps, squanders knowledge gained during the school year, and causes teachers to have to spend time at the beginning of the following year re-teaching the previous year's content. (Quinn & Polikoff, 2017) This is something that has always been prevalent in education, but now with the gaps caused due to COVID-19 we must be purposeful in guarding against any more learning loss. Although several summer learning opportunities are available for local students, those in poverty have less access to these resources and opportunities than students from privileged circumstances. For example, Mississippi State University offers over 100 summer opportunities

for K-12 students in programs such as engineering, arts, veterinary science, athletics, etc.

However, the fees for most of these camps are \$200 or more, which is cost prohibitive for many students. Students unable to afford summer programming fees are limited to a few free programs and/or the local Boys and Girls Club. The Starkville Public Library provides summer reading activities for children, but most of the children involved are from middle class families.

Currently, the SOCSO provides a robust range of summer learning opportunities that are funded through grants and federal funds. Some of the opportunities include a summer reading program with books, activities and a guided reading calendar included, reading camps that aid students in focusing on the important tools needed for the 3rd Grade Reading Assessment as well as encouraging reading on grade level, and creative writing camps for the middle-high school age students. It is our hope that if we are awarded this funding then we can continue with this level of summer enrichment related to literacy.

School Libraries Are Out-dated. Under ideal circumstances, libraries are the hub of the school learning environment providing vital support to the educational needs of the schools they serve. However, many school libraries often fall victim to budget cuts when funds are limited. As a result, library holdings quickly become dated and insufficient to meet the needs of the schools they serve. It was only until recently that SOCSO libraries were on probation for not satisfying state accreditation standards. Although the district is pleased to have sanctions lifted, there is still much to do before its libraries become vital contributors to the changing educational needs of students. Partnership for 21st Century Learning (P21) has identified the skill set for 21st century to include interdisciplinary themes in basic core competencies; innovation skills; information and technology literacy; and life and career skills. (Framework For 21st Century

Learning, 2018) District school libraries operate on the traditional school library environmental model and therefore are not conducive to promoting 21st century skills.

Two years ago, SOCSO librarians formed a Professional Learning Community (PLC) and at a recent PLC session, librarians were asked what would help them to make the transition from a library to a media center. In addition, a survey of librarians was conducted to assess individual school libraries. Results show that in a typical week, high school librarians reported that beyond class visits approximately 100 students visit the library and 30 items are circulated in a typical week; over 1,400 students enrolled at the high school. The average general collection copyright date among school libraries range from 1996 to 2002. (MS Dept. of Ed. Library Monitoring Rubric recommends <10 years.) Librarians reported the need for programming to motivate students to read, supporting students in the use of digital resources, increase collaboration with teachers, and incorporate more computer literacy into library services. A need for technology as well as flexible seating that fosters collaboration are another reported need. We also would like to be able to include the purchase on incentives that librarians can use for reading challenges and reading promotion within the schools.

We also feel that it is a need to have supports in place for students that fall within the age range of the grant parameters, but may not be traditional students. For instance, students that are homeschooled in the area or students that do not finish high school in a traditional setting, still are members of the community and need to be served. We are suggesting the creation of an additional library that would be housed within the Discovery Center (a SOCSO Department) that would be open to community members that need help with literacy skills development and make the connections on how those skills will overflow into the job market. It will be explained in more detail later in the narrative but we feel that will help us close gaps for community members

that need assistance but do not fall in the traditional student description as well as aid with local workforce development.

Students Aren't Prepared for Changing Workforce Needs. Most SOCS D students, particularly those in poverty, do not pursue post-secondary education or leave their communities to seek employment in other regions of the state or nation. Without an educational foundation in multiple topics and strong literacy skills, many of our students will flounder in a geographic area that is growing opportunities. We have Makerspaces within SOCS D that provide students of all ages the ability to work with their hands and explore multiple fields of education and careers. We try to introduce them to the way that general education topics, like literary, are braided into all job fields, but those that are not a traditional students in the community do not have access to this resource. We feel that the creation of the Career Lab, within the Discovery Center would fill this need. We envision this as a place filled with literacy supports, supports for English Language Learners, and assistance on how these tools can inform job performance and job duties would be beneficial for so many. We would continue to add job skills information and materials to our school libraries but we feel the creation of this separate room would have a great impact for the community. We plan to create promotional materials in multiple languages that may be shared through multiple outlets in order to increase participation.

(b) Significance

Reading 2 Succeed (R2S) will build extensive local capacity to ensure SOCS D students experience academic success and have the educational foundation for postsecondary education to compete in today's workforce. This project will provide, improve, and expand literacy resources and other educational supports for over 7,500 children ages birth – 12th grade, with a focus on the most at-risk as the target population, residing in Oktibbeha County, MS each year. *R2S's*

innovative, comprehensive approach will involve family, schools and the community working together to promote early childhood literacy and motivate school-age students to read and learn based on 21st century paradigms. Evidence-based activities and services will ensure confidence that *R2S* will have a lasting impact on current and future students.

Young Children (birth–4). Parents are a child’s first teacher; therefore, emergent literacy needs of 2,500 young children each year will be met by working with families through early childhood centers, Head Start, medical community and low-income neighborhoods. Literacy skills of young children will be improved by 1) increasing print and oral language in homes, 2) increasing parents’ knowledge and skills for helping children develop literacy skills, 3) facilitating adult-child interactive literacy activities, and 4) promoting reading in the home.

School-aged children Pre-K – 12th. *R2S* will work through school libraries, teachers, families, and community groups to meet literacy needs of over 5,200 students a year by 1) increasing access to high-quality, engaging, relevant print and electronic reading materials through high-quality free book distributions, increasing school library holdings, and placing new and used books in low-income neighborhoods, public transit bus stops, and at the health department and medical offices and 2) transforming school libraries into 21st century media centers providing flexible spacing to accommodate collaborative, project-based learning opportunities and coding in a technologically equipped, inviting, comfortable environment; 3) increasing professional development. In order to address the racial and economic disparity among students, educational needs of over 1,000 low-performing, disadvantaged students will be met annually through 1) after school reading tutorial support; 2) home-based summer reading program to prevent summer learning loss; and 3) reading tutorial/summer camp programs for students.

Project activities will be undergirded through local partnerships and the Advisory Council. Community groups will help with book donations and distributions and assist with neighborhood literacy events, enabling the project to saturate low-income neighborhoods with literacy supports and provide a lasting impact on the community.

(c) Quality of the project design

(i) Goals, objectives, and outcomes

Goal 1: To promote childhood literacy skills in the homes of 2500 young children residing in Oktibbeha County preparing them for kindergarten each year of the 5-year project. (Absolute Priority, Competitive Priority #1, #3)

Objective 1: To enrich the home environment of 2,500 children ages birth – 4 years with literacy resources and supports each year of the 5-year project.

Short-term Outcomes: (1) 500 young children will receive at least 12 free books annually beginning year 1. (2) 100 parents will be trained annually to understand why and how to increase literacy materials and activities in the home annually beginning year 1.

Intermediate Outcome: 80% of participating parents will read regularly to their children and involve them in home-based interactive literacy activities annually.

Long-term Outcomes: (1) 60% of participating 4-year old children will demonstrate significant gains in oral language skills by the end of Year 5. (2) The MKAS scale score for children enrolling in kindergarten will be 530 or higher by the end of Year 5.

Goal 2: To equip 5,200 Pre-K-12th grade students in the SOCSO with reading, STEM, and computer science literacy skills to place them on a trajectory to acquire 21st century educational and workplace skills by end of Year 5. (Absolute Priority, Competitive Priority #1 and #3)

Objective 2.1: To increase access to high-quality (in complexity and content) print and digital reading materials for 5,200 Pre-K–12th grade students each year of the 5-year project.

Short-term Outcomes: (1) The book-to-student ratio will increase from the previous year in each of the 8 district school libraries. (2) 5,200 students will receive at least one free, grade- and language-appropriate book of their own annually beginning year 1.

Intermediate Outcome: 60% of participating students will report increased reading activity each year.

Objective 2.2: To upgrade 8 Pre-K–12th grade libraries into 21st century media centers and create the Career Lab Library within the Discovery Center by the end of Year 5.

Short-term Outcomes: (1) 8 librarians and 50 teachers will participate in training pertaining to pedagogy in the field of differentiation, universal design for learning, technology and/or other educational literacy strategies annually beginning year 1. (2) 800 students will benefit from literacy infused problem-based learning annually beginning year 1. (Competitive Priority #1, #3) (3) Two libraries will be upgraded per year with emerging technologies and furnishings annually beginning year 1. Creation of the Career Lab Library will begin immediately after funding is awarded and completion by the end of Year 2 (Competitive Priority #1, #3)

Intermediate Outcomes: (1) 50% of the librarians will report increased involvement in providing direct instructional support to teachers and students from the previous year beginning year 2. (2) Student library use will increase by 20% annually from the previous year beginning year 2.

Objective 2.3: To decrease educational disparities of racial and economic groups of 2nd-8th grade students by 10% by end of Year 5.

Short-term Outcome: Over 300 disadvantaged students will receive tutorial support annually beginning year 1 either by one on one tutorial or in a summer camp experience. (Competitive Priority #1, #3)

Intermediate Outcome: 60% of participating disadvantaged students will demonstrate increased reading levels over the previous year beginning year 2.

Long-term Outcomes: (1) Reduce the reading disparity gaps of the racial and economic groups of 2nd-8th grade students by 20% by end of Year 5 (2) 50% of 4th and 8th grade SOCSO students will demonstrate individual growth over the previous year on MS State ELA by end of Year 5.

(ii) Linkages with agencies/organizations providing services to the target population.

R2S is designed to link with several local established programs, agencies, and organizations to provide literacy supports to birth-12th grade students. R2S will work in collaboration with

- Kiwanis of Starkville, United Way, Excel by 5, and Starkville-Oktibbeha Grade-Level Reading Network to supply children with free books and set up Little Free Libraries in low-income neighborhoods and Discovery Center to provide parent training to promote literacy-rich home environments. We also have been officially recognized as a Grade Level Reading Community, a national honor, and we work closely with this organization to promote the importance of reading on level;
- Pediatric clinics, local health department, OCH Regional Medical Center, Starkville Clinic for Women, Oktibbeha County Head Start, Parent Academy and Parent University to gain access to parents and children to promote shared reading and parent training and distribute books;
- Starkville Public Library will provide weekly Story Hour for young children;
- Mississippi Library Partnership, a consortium of 51 public, school, and university libraries to provide inter-library loan services for eBooks as well as print materials; and

- Mississippi Library of Congress to bring in free resources to help students with visual or reading disabilities.

(iii) The proposed project is part of a comprehensive effort to improve teaching and learning and support rigorous academic standards for students.

(1) Comprehensive effort. *R2S* is designed to support the district's effort to provide quality educational experiences for its students through collaborative support of families, schools, and community. District data and input from key SOCSO personnel, including school librarians, contributed to development of the goals, objectives and strategies for student literacy needs. *R2S* will operate through the district's Discovery Center which provides family education and support to the families in the district's service area as well as other innovative programs. The support of community stakeholders will ensure SOCSO students benefit from a wide-range approach.

(2) Improve teaching and learning and support rigorous academic standards. This proposal is developed based on MS Department of Education's curriculum guidelines and seeks to ensure all students receive high quality educational services and achieve academic proficiency. Parents' contributions to a child's literacy development in the first four years of life is well documented. In addition, research also shows that family influence continues into formal educational experiences. (Eric Dearing, 2004) (Usable Knowledge, 2008) Therefore, a Literacy Specialist (LS) will be employed to support teachers and librarians in their efforts to provide a literacy-rich environment at school. Equipping educators with high-quality literacy resources, activities and opportunities for engagement will prepare young children for school experiences and encourage home-based reading activity for school-aged children. The Literacy Specialist can work with teachers and librarians within their Professional Learning Communities and provide trainings to

help incorporate literacy into multiple topics, as well as aid them in making purchases that would benefit their students.

We also will employ a Community Literacy Specialist to aid with training and events related to parents and community. The person in this role will plan literacy nights in which families can come and participate together as well as work with outside organizations to incorporate literacy training and assistance into real work situations. This person will be housed in the Discovery Center Career Lab/Library and work with outside entities on skills needed in order to make our students successful in their job search abilities. Finding out information such as required reading levels, technical information that needs to be read and interpreted, languages that have a need for translators that our students might could fill, would be a few of the areas they would focus on.

Both of these roles would work with the Project Manager of the grant, the Principal Investigator, as well as teachers and tutors associated with the project to make sure that they are all working together to encompass the same vision for the project.

(iv) The extent to which the proposed project demonstrates a rationale.

(1) Demonstrates a rationale. Interventions proposed for R2S are supported by evidence-based practices in early child literacy skills development, family involvement in literacy development, prevention of summer learning loss, and problem based learning instruction. Extensive research shows the importance of **early language development** in school success and acquisition of literacy. (Senechal, 2011) (Hoff, 2006) The home and particular parent-child activities and language-rich, cognitively stimulating interactions affect vocabulary size (Biemiller, 2006) (Landry, 2006), mental development of young children, (Rathbun, n.d.), processing skills enabling children to learn language more quickly (Fernald, 2011), and later intellectual growth, regardless of race. (Hart, 1995) Providing high quality literacy activities for

young children through pediatric settings has been found effective for enhancing “early developmental and school readiness outcomes of at-risk young children.” (Mendelsohn, 2011)

The **influence of family on literacy development** of low-income, ethnically diverse children has been cited to impact kindergarten to fifth grade as well. (Usable Knowledge, 2008) Although low levels of maternal education places children at a higher risk for reading failure [V.A. Rauh, et al. (cited in Eric Dearing, 2004)], family involvement alone can have a positive impact on low-income children at risk of failure. (Usable Knowledge, 2008) (Eric Dearing, 2004)

Summer learning loss for students is well documented by research and contributes to economic disparity in academic achievement. (Cooper, n.d.) (Quinn & Polikoff, 2017) D. R. Entwisle, et. al attribute summer learning loss for disadvantaged students to the “faucet theory,” i.e. losing access to resources (human capital and financial) over the summer. (D. R. Entwisle, et. al cited in Quinn & Polikoff, 2017) Summer reading intervention programs can be improved by matching children appropriately to challenging books, instructing them to use comprehension strategies at home, and use of teacher scaffolding. (Kim J. S., 2006) (Kim J. S., 2007) (Kim & White, 2008). A meta-analysis of research on summer reading interventions revealed that classroom and home interventions have a positive effect on reading achievement and summer reading interventions can be particularly effective for low-income children. (Kim & Quinn, 2013).

(2) **Logic Model** The logic model included in the Appendix shows the theory of change that this project is based on for strengthening children and school libraries through extensive training, increased access to literacy materials, evidence-based programming and technology.

(d) Quality of project services

(i) Equal access and treatment. Project services will be available to all Pre-K–12th grade students and their families and to 2500 children ages birth – 4 years, including historically

underrepresented student populations (i.e. minorities, ethnic and disabled). SOCS D schools and libraries have facilities and services for people with a broad range of abilities, disabilities, and other characteristics – such as age, reading ability, learning style, language, culture, and physical ability. Project staff and school librarians will collaborate with student support services to identify students with specific needs/impairments and work with agencies such as Mississippi Library of Congress to secure appropriate accommodations (e.g. special devices/materials). Project events will be held at locations that allow for ease of physical access and convenience for participants. Proposed activities and services will be delivered in a manner to ensure children and parents feel welcome and that diverse cultures and values will be reflected in school and library print and electronic resources.

(ii) Services appropriate to the needs of the intended recipients or beneficiaries

(1) Birth – 4 years. Our young children reside in poverty and do not have literacy-rich home environments. Parents of these children are not equipped or resourced to provide early literacy instruction for their children. *R2S* will address the needs of young children by encouraging and equipping parents to provide a literacy-rich environment for their children.

- Promoting responsive parenting and shared reading in the home,
- Distributing materials to expectant mothers through the MS Dept. of Health office and OB-GYN clinics to encourage mothers to plan for literacy development from birth,
- Providing Books-for-Babies packets through the local hospital to encourage all new mothers to read to their babies,
- Provide literacy kits (including books for shared reading, games that encourage conversation, literacy informational materials for parents, fliers, and coupons for additional books) through pediatric clinics and health department to mothers of young children during well-child visits,

- Provide a monthly subscription to *Dolly Parton Imaginary Library* for young children,
- Facilitate weekly visits to local public libraries to enjoy Story Hour,
- Conduct family literacy activities and events such as book fairs, children story times, interactive PACT (Parent and Child Together) literacy activities, and
- Conduct parent literacy training and supports.

(2) Pre-K – 12th Grade. SOCSO students demonstrate poor academic performance on state tests scoring below the state average on all measures. The role of the librarian and library services are based on an antiquated model of a guardian of resources. Librarians and teachers are licensed but need additional training, resources, and supports for 21st century learning.

Key literacy strategies for motivating school-aged children to read are to increase access to high interest reading materials and hosting events that encourage reading.

- Conduct at least 4 annual free, new and used book distributions with support from Kiwanis of Starkville, *First Books*, and United Way of Starkville,
- Host family literacy events featuring guest authors, local celebrities, or seasons/ holidays to encourage children's interest in reading,
- Implement an evidence-based summer reading program and summer camp experiences to prevent summer learning loss among low-readers, providing participating students with 10 well-matched books, teacher-directed lessons, and at-home summer reading comprehension activities
- Encourage student participation in summer reading events at the local public library
- Partner with local service organizations to provide reading materials to families of children residing in low-income housing through Little Free Libraries book exchanges,

Libraries will be transformed to reflect a modern learning environment conducive to collaborative learning in a relaxed atmosphere, well-equipped with print and electronic reading materials and STEM learning centers.

- Libraries will receive additional computers, iPads, to allow for increased access to digital learning resources and making coursework, books, and other materials open access for students outside the walls of the library,
- Informational reading materials will be purchased to support classroom instruction, peak student interest in exploring subject areas on a deeper level.
- Librarians will assist students and teachers use of other technology-based tools and learning opportunities such as website literacy instruction to help students critically assess legitimacy of on-line resources.
- Librarians will visit classrooms to become knowledgeable about instructional topics and develop web-based and hands-on activities through the library to support classroom instruction.
- Librarians will collaborate with teachers to develop lesson plans.
- Media centers will be upgraded with charging tables, STEM Makerspaces, MakerCarts, robots, technologies, etc.
- R2S will address educational needs of targeted populations by incorporating
- Problem-based learning STEMscopes curriculum in grades 6 and 7 and
- Provide after school and summer tutorial support to promote reading fluency for students with reading difficulties.

(iii) Professional development. Extensive professional development (PD) support for librarians and teachers will equip them to address 21st century educational needs. Middle school science and math teachers will be trained in PBL STEM pedagogy. Peer PD will continue

through librarian Professional Learning Communities. The Literacy Specialist (LS) and Community Literacy Specialist (CLS) will provide technical assistance to teachers and librarians for integrating technology into the curriculum as well as parents and community members. Trainings will occur within the Discovery Center Career Lab/Library. Specifically, technology PD will focus on developing tech-infused units & lessons, aligned to academic standards and web publishing materials. The LS will also provide support for librarians in 8 schools to assist in planning and upgrading of libraries and training in implementation for Summer Learning Programs.

(e) Adequacy of resources

(i) Costs are reasonable...objectives, design, and potential significance of the proposed project. Funds required for full implementation of *R2S* are reasonable for achieving the stated project goals. A detailed description of the monetary needs is provided in the Budget Narrative. Project activities include annual books distributions for 5200 students; over 7000 additional books with supporting technology for school libraries, classrooms and home-based student libraries; increased student access to reading materials through interactive eBooks; summer reading programming involving 250 students, reading tutorial support for grades 2-8, and group and individualized professional development annually for 50 ELA teachers and librarians. Young children will have the literacy and language experiences to form a basis for early reading. School-age children will increase reading activity and improve reading skills. We will also provide resources to aid ELL students and their parents for an easier acclimation to the district and their classrooms.

R2S will build capacity and extend beyond the 5-year project period. *R2S* will develop literacy skills and increase student interest in reading. A large portion of the funds requested will

go toward high interest reading materials, training supports for teachers and librarians, and the creation of the Discovery Center Career Lab/Library.

(ii) Costs are reasonable...number of persons to be served...anticipated results and benefits. We will touch the lives of over 7,700 birth - 12th grade students reaching as many young children and students as possible with activities that promote reading and equip them with literacy skills to ensure academic success. *R2S* is designed to increase access to reading materials and improve literacy skills and impact thousands of children and their families over the 36-month project period. The average cost per child/student will be less than [REDACTED] for each year.

(f) Quality of the management plan

(i) Adequacy of the management plan...responsibilities, timelines, and milestones

(1) Organizational Structure. SOCSD's Discovery Center will administer *R2S*. The department provides services to families and their children leading to stronger schools and community. Discovery Center manages numerous school-based and community-wide programs funded by federal, state, local and private foundation grants. Some of Discovery Center's current programs include a preschool, after school for grades K-8, adult basic education, parenting classes and support groups, respite programs for parents of young children; family resource center, family life skills education, School Climate and Culture supports for schools, and Social Emotional Learning supports.

(2) Fiscal Management. SOCSD will be the fiscal agent and district hiring and fiscal policies will be followed. The school system's accrual accounting system, with appropriate job costing and coding, allows expenditures to be aggregated into appropriate categories, and tied to appropriate funding. The district has policies and procedures to ensure strong internal controls measures. Grant funds will be managed in a separate account from other district funds.

(3) Responsibilities. Project staff will be employees of SOCSO and will work under the direction of Dr. Brandi Burton, Director of the Discovery Center. She will provide in-kind support including recruiting and hiring of all R2S staff, monitoring implementation of project activities, participating on the Advisory Council, reviewing evaluation results and assisting in the development of progress reports to the federal IAL Program Officer. Project employees will include: 1) a Program Manager to manage the day-to-day coordination and implementation of project activities, 2) a Literacy Specialist to provide literacy supports to librarians and teachers of SOCSO students and facilitate tutorial support for children with reading problems, 3) a Community Literacy Specialist will work with parents and community entities to work on ways to infuse literacy, technology, and workforce skills into beneficial supports for students and community members supported by the project. Licensed teachers will provide tutorial support for struggling readers after school and summer. Project staff will submit monthly time and effort reports reflecting their daily project-related activities. Project staff will participate in orientation and training to ensure quality services are provided for students. The Program Manager will conduct monthly staff meetings to monitor the implementation of project activities as well as make needed adjustments to the program. An Advisory Council consisting of 12 members with representation from schools, families and community will meet bi-monthly to assist in planning activities and monitor the implementation and evaluation of project activities. A contractual relationship will be established with an external evaluator to conduct the project evaluation. The list of project activities, responsibilities, timeframe, and milestones below will assist project staff in implementing project activities in a timely fashion.

	Activities	Assigned	Timeframe	Milestones
Start-up	Hire and orient project staff	Director	Oct-Nov 2021	Project staffed by 11/30/21.
	Dev. policies/proced. manual	PM	Nov 2021	
	Dev. assessment measures and collect base-line data	Evaluator	Nov-Dec 2021	Base-line data collected by 12/31/21
	Organize Advisory Council	PM	Nov-Dec 2021	Advisory Council established by 12/15/21
	Purchase and disseminate early childhood literacy materials to families	PM & CLS	Nov 2021 – Sept 2026	Monthly: 20 literacy kits, 50 Books-for-Babies, 20 expectant mothers
	Provide <i>DP Imaginary Library</i> book subscriptions	PM & CLS	Feb 2022 – Sept 2026	Children receiving books through DPIL by 2/1/18
	Conduct parent literacy trainings	PM & CLS/LS	Jan 2022 – Sept 2026	3 trainings year 1; 5 trainings years 2-5
	Facilitate local library visits	PM & CLS	Jan 2022 – Sept 2026	Participating children attending 4 hrs/month
	Conduct family literacy/PACT activities, book signings, etc.	PM & CLS/LS	Jan 2022 – Sept 2026	Family literacy events held monthly
	Distribute books for young and school-aged children	PM, CLS, LS	Mar 2022 – Sept 2026	2 book distributions year 1; 3 in years 2-5

Provide professional development face-to-face & on-line for teachers and librarians (e.g. technology, PBL, STEM)	LS, Teachers, Librarians	Jan 2022 – Mar 2026	2 librarians & 15 teachers receive PD in year 1; 2 librarians and 21 teachers in years 2-5; PLCs meet monthly
Purchase technology for incorporation into learning	LS, Teachers, Librarians	Jan 2022 – Aug 2026	Purchase 75 eReaders/iPads in year 1 and 175 in years 2-5
Purchase furnishings & technologies for libraries and creation of the Discovery Career Lab/Library	PM, LS, CLS, Librarians	Jan 2022 – Apr 2026	All school libraries upgraded by Apr 2026
Distribute free books to students	PM, LS, CLS	Mar 2022 – Sept 2026	2 book distributions year 1; 3 in years 2-5
Implement summer reading program for K-4	PM, LS, CLS, Librarians	Jun – July 2000-2026	500 participating students in summer reading program each of 5-years
Host family literacy events	PM, LS, CLS	Apr 2022 – Sept 2026	One event held once per quarter
Replenish Little Free Libraries	PM, CLS, LS	Mar 2022 – Sept 2026	3 Little Free Libraries replenished weekly

	Assist students in use of technology, visit classrooms, and collaborate with teachers	Librarians, teachers, students, LS	Mar 2022 – Sept 2026	Daily assistance as needed
	Provide afterschool and summer tutorial support	Teachers, LS, students	Jan 2022 – Sept 2026	4 days a week school year & 4 weeks summer
<i>PM- Program Manager LS-Literacy Specialist CLS- Community Literacy Specialist</i>				

(ii) *Time commitments of key project personnel.* R2S will operate under the direction of Dr. Brandi Burton, Director of the Discovery Center, who will serve in-kind and delegate 10% of her time toward the successful monitoring of the implementation. A Project Manager will be employed full-time (100%) to manage the day-to-day activities. A full-time (100%) Literacy Specialist will work with teachers and librarians to provide literacy supports and a full-time (100%) Community Literacy Specialist will work with parents and community groups. Certified teachers will provide after school tutoring for struggling readers 8 hours a week throughout the school year and 80 hours in the summer. (See job descriptions in Appendix)

(g) Quality of the project evaluation

Evaluation of the R2S initiative will be under the direction of an external evaluator. District policy will guide the search process, which calls for advertising and soliciting quotes. Criteria for selection will include credentials and extensive experience in educational programming research, i.e. the individual will hold a PhD; experience evaluating large, national research projects; and extensively published in professional journals and literature.

Briefly, the program evaluation plan addresses both implementation of the planned interventions as well as outcomes so that the formative (implementation and initial outcomes) assessments can inform project staff to make adjustments for better fidelity to and impact of project activities. Outcomes assessments are linked to project objectives and will be implemented to maximize generalizability to potential, future adopters of program activities.

Data collected. Outcomes measures will include: (a) Surveys of parents of pre-school aged children to measure home-based literacy activities, parent knowledge/skills (b) Fall-spring MKAS assessments of participating 4-year old children's development of oral language skills development; (c) State-level entering Kindergarten Readiness scores on MKAS (d) State-adopted standardized test scores in reading/language literacy ; (e) Count of book to student ratios of nonfiction books less than 10 years old in the eight libraries; (f) Surveys of participating students ; (g) Count of grade- and language-appropriate books distributed to participating children each year of the project , and (h) Librarian surveys to measure student library use and librarian-teacher collaborations . Literacy achievement will be supplemented by district standardized test scores.

Implementation measures will include: (a) Monthly time and effort records of project staff; (b) Observation of Advisory Council meetings; (c) Monthly tracking of book, DPIL, and literacy kit distribution records; (d) Student attendance records at story hours; (e) Purchase records for literacy materials and technology; (f) Sample lesson plans or activities implemented; (g) Attendance records for literacy events; (h) Time logs and attendance records of tutoring sessions; (i) Attendance rosters for reading events. (j) Sign in sheets for attendees and visitors of the Discovery Center Lab/Library (k) number of community partners and parent contacts made monthly.

Data timeline. Implementation measures will be collected monthly, while outcome measures

will be collected quarterly or annually as available.

Methods used. Mixed methods analyses will be used, especially in the appraisal (and feedback) of project implementation. For outcomes, both quantitative and qualitative methods will be used, to provide a complete portrait of impact. Data collection methods are those implied by the types of outcome and implementation data sources listed above in *Data collected*.

Instruments developed. Survey measures, observation/interaction forms, and semi-schedule interview protocols will be developed during the first quarter of the project. Development will include input of the project staff, advisory committee (when in place), and be informed by related literacy enhancement projects, both in the schools and from professional literature.

Data analysis. Implementation data will be tied to project activities and logic model, and will be updated monthly for project staff; quarterly for the Advisory Council, and annually for the project evaluation record. In many cases, data analysis will comprise enumeration of activity, participants, and materials. This will be supplemented by mixed methods analysis of survey, observation, and interview data. Outcome data analyses will also comprise enumeration, student growth comparisons (using state scores and national norms), comparisons of student performance on state-wide reading/language achievement measures, and estimates of student attainment relative to that of comparable, non-participating students. For this latter comparison, we will use propensity score matching, which has been shown to yield more dependable estimates of impact than unadjusted methods. Further, within a year, we will compare outcome measures of literacy achievement to those of previous year students as well as to rising students.

Results availability. For implementation data, as mentioned above, results will be shared with project staff monthly, with a one-month lag (maximum), to permit timely changes to be made during the life of the project. Results will be shared with Advisory Council quarterly

allowing opportunity for elaboration and feedback at council meetings. For outcome data, results will be shared with relevant parties (school personnel and school board) at least annually.

Use of data. A significant amount of evaluation effort will be spent to determine the fidelity of implementation, to document the nature of the project activities as they involve staff, teachers, librarians, parents, and students, and to collect a rich range of data types from multiple sources--the purpose of which is to assure as careful and complete a portrait of what happened, under what circumstances, with whom, and with what results. In this way, our aim is to offer potential adopters elsewhere with the information they would need to make sound judgments as to what activities might be feasibly implemented in their locale, for their clients. The final evaluation report will furnish a careful summation of all of these elements along with the "lessons learned" that will assist decision-makers to ascertain the likely utility for their site and circumstances.

TITLE: **Program Manager**
LENGTH OF TIME: 12 Months
REPORTS TO: Project Director

JOB RESPONSIBILITIES:

Program Activities

1. Implement the goals and objectives of *Reading 2 Succeed* according to the program plan and scope of services
2. Coordinate the day-to-day activities.
3. Document and maintain records of program activities.
4. Monitor the progress of the program and make necessary adjustments to ensure successful completion of program activities.
5. Promote program activities through local and web-based media outlets.
6. Manage program funds according to district and funding agency policies and procedures.
7. Coordinate all purchasing for the program activities and monitor the budget.
8. Maintain an inventory of supplies and equipment purchased through the program.
9. Monitor timeline of activities to ensure project is on schedule
10. Promote the importance of literacy in the community.
11. Plan and conduct distribution of free reading materials
12. Provide for the planning and organization of materials.
13. Plan professional development workshops
14. Coordinate staff and volunteer training.
15. Coordinate activities and monitor after school literacy program
16. Assist in planning and conducting family interactive activities.
17. Establish and facilitate an advisory council for the program.
18. Communicate regularly with stakeholders regarding program activities and achievements.
19. Collaborate with local agencies and organizations that provide services related to the program and/or clients served by the program.
20. Assist as needed in the collection of evaluation data
21. Compile information and submit reports to the Director and Federal Project Officer

Supervisory

1. In consultation with the director, recruit, interview and select staff and/or volunteers with skills appropriate to the needs of the program.
2. Orientate program staff and/or volunteers according to the policies and practices of the district.
3. Supervise and evaluate performance of program staff.
4. Maintain and approve work effort reports on all program staff.
5. Coordinate staff and volunteer training (if applicable).

Professionalism

1. Report regularly and punctually to assigned work location and notify supervisor or designee of impending absence in a timely manner.
2. Maintain professional licensing (if applicable).

3. Maintain accurate time & effort reports.
4. Perform other duties as may be assigned by the director.

QUALIFICATIONS:

Bachelor's degree in education or related field. Prior project management experience. Experience working with family and school literacy programming. Proficient in use of computers for word processing, spreadsheets, e-mail, internet. Strong leadership, organizational, communication, interpersonal, and problem solving skills.

TITLE: Community **Literacy Specialists**

LENGTH OF TIME: 12 Months

REPORTS TO: Program Manager

JOB RESPONSIBILITIES:

1. Implement the goals and objectives of *Reading 2 Succeed* according to the program plan and scope of services
2. Selects and orders quality, age-appropriate children's books for distribution and other literacy materials and supplies
3. Conduct parent literacy training
4. Plans and conducts family literacy events/activities considering culture, learning styles, special needs, and socio-economic background of participants
5. Use technology resources effectively in literacy activities
6. Coordinate book distributions and reading incentive programs
7. Coordinates and maintains Little Free Libraries in low-income neighborhoods
8. Cultivates and maintains partnerships with community organizations and groups that support early literacy activities
9. Collaborate with teachers and librarians in the selection of materials, planning events, and working with families
10. Attend local events and inform public of importance of literacy
11. Recruit and maintain Dolly Parton Imagination Library, Books-for-Babies distributions at local hospital
12. Maintain records and complete reports for the Program Manager
13. Assist in collection of evaluation data both process and outcomes.
14. Perform other tasks as assigned by Program Manager.

QUALIFICATIONS:

Bachelor's degree in education; knowledgeable about child development, reading acquisition and children's literature; ability to model research-based reading techniques; skills in use of on-line tools, computers and other educational technologies, experience in working with schools and families in literacy programming, relates well to diverse cultures, good organizational, communication, problem-solving, interpersonal skills

TITLE: **Literacy Specialist**
LENGTH OF TIME: 12 Months
REPORTS TO: Project Manager

JOB RESPONSIBILITIES:

1. Implement the goals and objectives of *Reading 2 Succeed* according to the program plan and scope of services
2. Provide regular, job-embedded professional development for Pre-K – 12 librarians and teachers emphasizing co-planning, co-teaching, co-assessing units of study rooted in 21st century literacy and technology skills
3. Assist teachers and students in the use of literacy in all subject areas
4. Collaborate with librarians to encourage the use of literacy in all subject areas
5. Promote ethical use of technology
6. Assist teachers, librarians, and students in the development and use of digital information
7. Assist teachers and librarians in development of digital literacy and communication lessons
8. Assist librarian in the selection and purchase of equipment, furniture, and resources for library upgrades
9. Stays abreast of current research and emerging technologies that fosters the use of technology in education
10. Assist in planning and conducting literacy events/activities and book distributions.
11. Maintain records and complete reports for the Program Manager
12. Assist in planning and conducting parent leadership training
13. Collaborates with district curriculum department
14. Encourages the use of age appropriate literacy activities throughout the district and among families of students enrolled in the district
15. Provide assistance to families including workshops as needed
16. Work with school libraries to convert to 21st century libraries
17. Assist in collection of evaluation data both process and outcomes
18. Perform other tasks as assigned by Program Manager.

QUALIFICATIONS:

Bachelor's degree in instructional technology, education or related field; an understanding of key learning theories and methods of instruction including but not limited to differentiation, universal design for learning, technology integration, problem-based learning; skilled in the use of a wide range of technology equipment including assistive technology; experience in working with schools and families in literacy programming; relates well to diverse cultures, good organizational, communication, problem-solving, interpersonal skills

TITLE: **Tutor**
LENGTH OF TIME: Part-time
REPORTS TO: Program Manager

JOB RESPONSIBILITIES:

1. Teach reading intervention during after school and/or summer hours
2. Maintain students time on tasks
3. Monitor and records participants needs and progress
4. Conduct parent/family conferences with participants' families (as needed)
5. Coordinate teaching with regular school assignments
6. Work with teachers in providing service to students for successful accomplishment of special literacy assignments.
7. Maintain confidentiality
8. Perform any other duties as assigned by the Program Manager that relates to the successful implementation of the program goals and objectives.

QUALIFICATIONS:

Mississippi licensed teacher. Successful teaching experience. Strong interpersonal skills and management ability.

Brandi T. Burton, Ph.D.



EDUCATION

MISSISSIPPI STATE UNIVERSITY

Doctor of Philosophy in Curriculum and Instruction, August 2016

Dissertation title: **Perceptions of English Language Arts teachers in Mississippi on their preparedness for implementing technology dependent standards.**

MISSISSIPPI STATE UNIVERSITY

Masters of Technology Education, August 2007

MISSISSIPPI STATE UNIVERSITY

Bachelors in Business Administration, December 2000

EUPORA HIGH SCHOOL

High School Diploma, May 1997

WORK EXPERIENCE:

PROFESSIONAL AND ADMINISTRATIVE EXPERIENCE

STARKVILLE OKTIBBEHA CONSOLIDATED SCHOOL DISTRICT

*Director of Educational Enhancement and Innovative Research/Director of SOCS Discovery Center
July 2018- Present*

- Write proposals for SOCS to receive funding for multiple grant/innovative programs (Currently managing 11 projects and \$7,000,000 in budgets)
- Manages grant staff, assistant/bookkeeper, and all library/media specialists within SOCS
- Serve as the clearinghouse for all grants written for and by SOCS teachers, programs, etc.
- Manages Makerspace for SOCS and how they fuse with Academic Houses and Career Development
- Prepare and deliver presentations to appropriate groups (both in district, state, and national levels)
- Serve as Project Investigator for grant projects within the district
- Collects, analyzes, and aggregates data to reflect trends or issues within Innovative Projects within SOCS
- Serves as the SOCS liaison with Mississippi State University on partnering with grants or conducting research
- Give insight on innovative technological tools and teaching strategies
- Serve as the manager of all research projects to be conducted within the district
- Serve as manager of all seven libraries in the school district
- Identifies Summer Learning Opportunities for Students and Funding Streams so they are of no cost to students

STARKVILLE OKTIBBEHA CONSOLIDATED SCHOOL DISTRICT

Teacher Mentor for Reading 2 Succeed, January 2017- June 30, 2018

- Aid ELA teachers with teaching strategies for increasing assessment scores
- Implement technology based learning in SOCS ELA Classrooms
- Develop curriculum maps and set goals for ELA classrooms
- Help administrators identify lower level technology use teachers
- Cater professional development and work one-on-one with teachers
- Conducted summer tutoring for SOCS students
- Formed a Professional Learning Community for school librarians at SOCS

- Developed and led a summer reading program for struggling readers grades 4-6
- Guided and executed the purchase of books and technology for classrooms and libraries in SOCS
- Led the effort to make all SOCS Libraries compliant with the standards set forth by the Mississippi Department of Education
- Worked with Assistant Superintendent of Curriculum and Instruction to plan implementation of Balanced Literacy at SOCS
- Led the effort to have Starkville Oktibbeha Community recognized as an official Grade Level Reading Community

MISSISSIPPI STATE UNIVERSITY EXTENSION SERVICE, EARLY YEARS NETWORK

Director of Communications and Research, July 2012-December 2016

- Wrote and distributed early education curriculum and trainings
- Led a team of 6 daily that was responsible for all publications, curriculum, social media, print media, digital media, and graphic design projects related to the EYN. Coordinated public relations, press releases, and events that we could attend in order to share information on education in Mississippi. Attended multiple state and national level conferences for this reason
- Conducted research, compiled and analyzed data, and prepared papers, presentations, and research briefs
- Managed and coordinated the involvement of 160 statewide employees
- Organized events and professional development trainings that were held in all 18 of our offices across the state.
- Created and distributed statewide surveys related to our programs in order to gain insight on changes that need to occur to increase outreach.
- Created an Advisory Council comprised of members across the state that met quarterly to discuss education issues in MS as well as changes that could occur at the EYN in order to expand our reach and accessibility.
- Prepared and reviewed operational reports and schedules to ensure accuracy and efficiency.
- Created orientation manuals and training for new staff members.
- Oversaw/Managed a budget of over \$1,000,000 annually.
- Oversaw funding monitoring visits yearly with MDHS
- Evaluated personnel annually and discussed needed changes, recognized accomplishments, and set goals.
- Received a nomination for the 2015 Zacharias Distinguished Staff Award at Mississippi State University from the team that I supervised and managed.

TEACHING EXPERIENCE:

UNIVERSITY OF WEST ALABAMA

Adjunct Professor, August 2018-present

- Teach Educational Foundations, graduate course

WEBSTER COUNTY SCHOOLS

East Webster High School Teacher, Aug 2008-2012

- Taught STEM courses 2011-2012.
- Taught Intellectually Gifted both at the elementary level and the high school level 2008-2011
- Chaired committees during my tenure.
- Participated with the after school tutoring program.

Eupora High School Teacher, August 2005-May 2008

- Taught Family and Consumer Sciences.
- Taught business and accounting courses both on site as well as via distance education.
- Chaired many committees both academic and social during my tenure.

HOUSTON HIGH SCHOOL

Teacher, Aug 2003-2005

- Taught Business and Computer Courses.

- Taught STEM (Technology Discovery) Courses.
- Created school newsletter that the computer classes produced and distributed.
- Chaired the academic team.
- Received Teacher of the Year.

GRANT/FOUNDATION EXPERIENCE:

- Co-authored and received a grant in the amount of \$36,886,388 to add more services to the Early Years Network and operate on for a 27 month period.
- Authored and Received a Social Emotional Grant in the amount of \$25,000 to use with our English Language Learning Students to help ease their transition into the regular ed classroom. Funding through NeVo, Education First, and Rockefeller Philanthropy Group.
- Assisted in gathering information and research used for contributing to the Innovative Approaches to Literacy Grant Proposal for 2018, Funding award \$1.2 million. Serves as Principal Investigator for this project.
- Authored and Received a Walmart Community Grant to use at the SOCSO Expect Excellence Summit in the amount of \$5000, two consecutive years of this funding was received (2018 & 2019)
- Authored and Received a K-12 STEM grant for the creation of Makerspaces from the Mississippi Department of Education for \$120,000.
- Authored and Received a K-3 Literacy grant for summer reading programs from the Mississippi Department of Education for \$150,000.
- Authored and Received a grant for a Behavior Classroom from the Mississippi Council on Developmental Disabilities for \$25,000.
- Authored and Received a grant from the US Department of Education for School Climate transformation at Armstrong Middle School and The Partnership School for \$1.43 million.
- Authored and Received a grant from Blue Cross Blue Shield of MS to create Health and Wellness classes and opportunities at the Partnership School in Starkville, MS for \$900,000
- Authored and Received a grant from the Mississippi Council on Developmental Disabilities to create Cool Down Areas in classrooms for students with Behavior Plans \$25,000
- Authored and Received a Walmart Community Grant for Distance Learning materials due to the onset of COVID-19 \$5000

Total Grant Funding to Date: \$40,776,388

PROFESSIONAL PRESENTATIONS

Written and Presented:

- Davis, L.E., Bethay, L., Taylor, J., Burton, B., Elmore-Staton, L., Parker, J., & Dickson, L. (2016). *Nurturing parents: An evidence based approach to improving parenting behaviors in Mississippi*. Session presented at the Young Child Conference and Expo in New York, New York.
- Mays, J., Burton, B., King, A., Pegues, B., & Atkins, L. (2016). *Professional presentations: Creating and implementing effective training tools*. Session presented at the Southeastern Early Childhood Association in Tulsa, OK.
- Davis, L.E., Burton, B., Dickson, L., Parker, J., Elmore-Staton, L., Allgood, C. (2015). *Nurturing Parents: An evidence based approach in improving parenting behaviors in Mississippi*. Session presented at the Mid-South Education Research Association in Lafayette, LA.
- Burton, B., Davis, L.E., Allgood, C., Bethay, L. (2015). *Early years network: Growing Mississippi's Children*. Session presented at the Postsecondary Career Pathway Summer Conference in Biloxi, MS.
- Burton, B., Pegues, B., Mercer, A. (2015). *Relationships matter! Fostering relationships and strong connections*. Session presented at the McCormick Leadership Conference in Wheeling, IL.

Burton, B. (2014). *How 6-8 grade language arts teachers use technology to meet common core state standards*. Led roundtable discussion at the Society of Information Technology and Teacher Education International Conference in Jacksonville, FL

Burton, B. (2009). *Music through the years*. Break out session presented at the Mississippi Associational Gifted Conference in Philadelphia, MS.

POSTER SESSIONS

Written and Presented:

Davis, L.E., Elmore-Staton, L., Parker, J., Burton, B., Allgood, C., Bethay, L., Taylor, J., Gregory, T., Beck, A., & Crow, K. (2016). *Navigating an early childhood program through the aftermath of a natural disaster: A snapshot of success*. Refereed poster session at the Mid-South Educational Research Association Conference in Mobile, AL.

Davis, L.E., Elmore-Staton, L., Parker, J., Burton, B., Allgood, C., Bethay, L., Taylor, J., Gregory, T., Beck, A., & Crow, K. (2016). *A holistic approach to technical assistance: Allies for quality care*. Referred poster session at the Mid-South Educational Research Association Conference in Mobile, AL.

Davis, L.E., Elmore-Staton, L., Parker, J., Burton, B., Allgood, C., Bethay, L., & Taylor, J. (2015) *Nurturing parenting: An evidence based approach to improving parenting behaviors in Mississippi*. Referred poster session at the 30th National Training Institute Conference in Seattle, WA.

Davis, L.E., Dickson, L., Pegues, B., Mercer, A., & Burton, B. (2015) *When the unthinkable happens: Protecting relationships while negotiating vents on early childhood programs*. Referred poster session at the 30th National Training Institute Conference in Seattle, WA.

Davis, L.E., Dickson, L., Pegues, B., Mercer, A., Burton, B., & Bethay, L. (2015). *When stickers don't work: Promoting self-regulation, behavior, and guidance beyond the tyranny of the treasure box*. Refereed poster session at the National Association for the Education of Young Children Annual Conference in Orlando, FL.

Davis, L.E., Newman, M., Dickson, L., Burton, B., Warren, S., Gregory, T., Carmody, K. (2015) *Improving the learning environment of in-home family childcare*. Presented at the Society for Research in Child Development Conference in Philadelphia, PA.

RESEARCH BRIEFS

Davis, L.E., Elmore-Staton, L., Parker, J., Burton, B., Allgood, C., Bethay, L., Taylor, J., Gregory, T., Beck, A., Crow, K. (2016). *Nurturing parents: An evidence based approach to improve parenting behaviors in Mississippi*. (Early Years Network, Research Brief No. 1).

Davis, L.E., Elmore-Staton, L., Parker, J., Burton, B., Allgood, C., Bethay, L., Taylor, J., Gregory, T., Beck, A., Crow, K. (2016). *Negotiating adverse effects in early childhood programs: Protecting relationships when the unthinkable happens*. (Early Years Network, Research Brief No. 2).

Davis, L.E., Elmore-Staton, L., Parker, J., Burton, B., Allgood, C., Bethay, L., Taylor, J., Gregory, T., Beck, A., Crow, K. (2016). *Family, friend, and neighbor care: Providing for family home providers in Mississippi*. (Early Years Network, Research Brief No. 3).

Davis, L.E., Elmore-Staton, L., Parker, J., Burton, B., Allgood, C., Bethay, L., Taylor, J., Gregory, T., Beck, A., Crow, K. (2016). *The impact of technical assistance on quality in the early childhood classroom*. (Early Years Network, Research Brief No. 4).

Davis, L.E., Elmore-Staton, L., Parker, J., Burton, B., Allgood, C., Bethay, L., Taylor, J., Gregory, T., Beck, A., Crow, K. (2016). *Allies for quality care: A holistic approach to technical assistance*. (Early Years Network, Research Brief No. 5).

PROFESSIONAL ORGANIZATION MEMBERSHIPS

- Mississippi Early Childhood Association
- Mississippi Educational Research Association
- Society for Information Technology and Teacher Education
- Association for Supervision and Curriculum Development
- Phi Beta Kappa

Other Attachment File(s)

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Bibliography

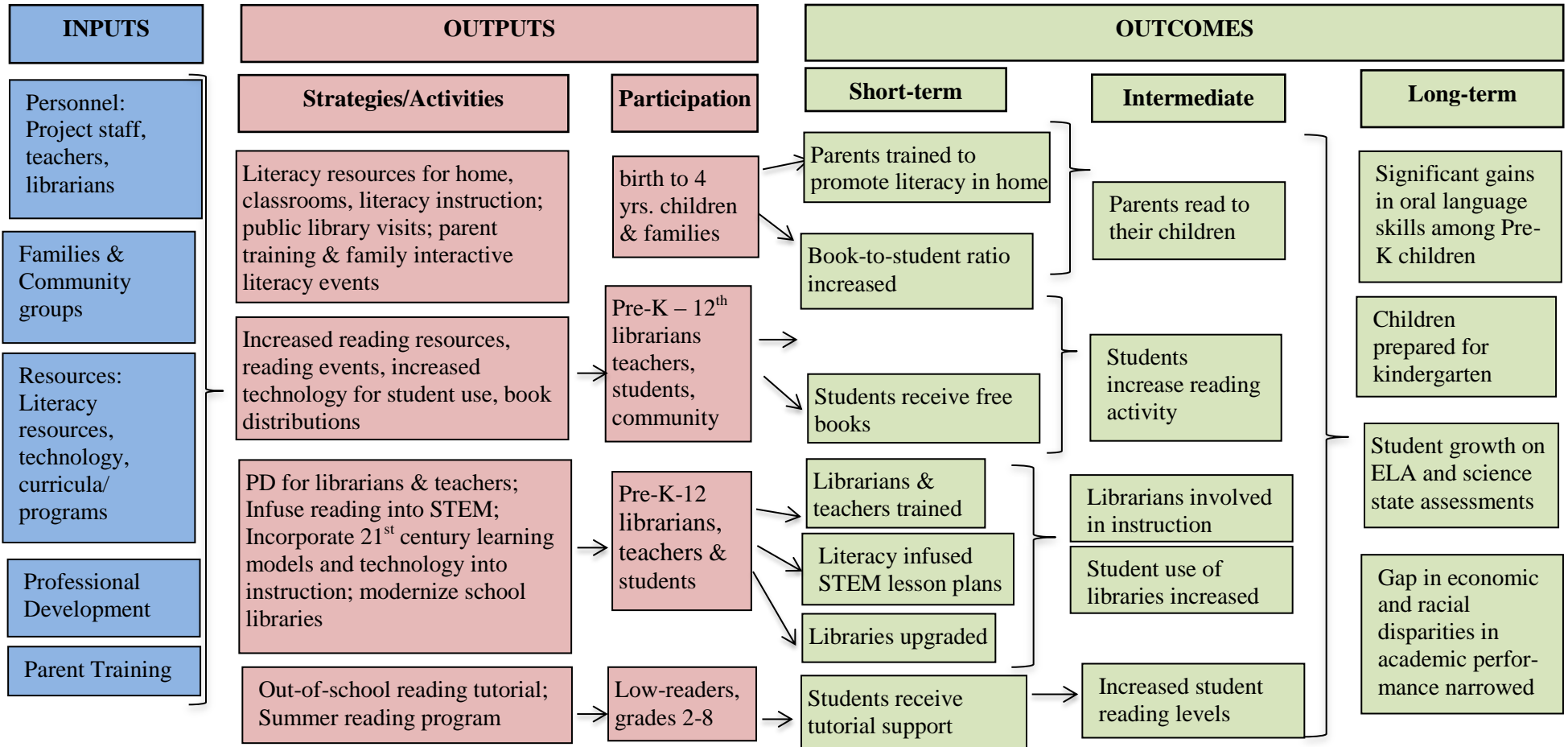
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- Cooper, H. (n.d.). *More Than a Hunch: Kids Lose Learning Skills Over the Summer Months*. Retrieved from National Summer Learning Association: Research in Brief: <http://www.summerlearning.org/wp-content/uploads/2016/06/MoreThanAHunchKidsLoseLearningSkillsOverTheSummerMonths.pdf>. Retrieved May 9, 2018
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- Fernald, A. a. (2011). Early Language Experience Is Vital to Developign Fluency in Understanding. In S. B. Neuman, *Handbook of Early Literacy Research* (Vol. 3, p. 3). New York, NY: The Guilford Press.
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- Han, S., Capraro, R., & Capraro, M. M. (2015). How sicence, technology, engineering, and mathematics (STEM) project-based learning (PBL) affects high, middle, and low achievers differently: The impact of student factors on achievement. *International Journal of Science and Mathematics Education*, 1089-1113.
- Han, S., Yalvac, B., Capraro, M. M., & Capraro, R. M. (2015). In-service teachers' implementation and understanding of STEM project based learning. *Eurasia Journal of Mathematics, Science & Technology Education*, 63-76.
- Hart, B. a. (1995). *Meaningful differences: in the everyday experience of young American children*. Baltimore, MD: Paul H. Brookes Publishing Co.
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- Kim, J. S. (2007). The effects of a voluntary summer reading intervention on reading activities and reading achievement. *Journal of Education Psychology*, 505-515.
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- Kim, J., & White, T. (2008). Scaffolding Voluntary Summer Reading for Children in Grades 3 to 5: An Experimental Study. *Scientific Studies of Reading*, 1-23.
- Landry, S. H. (2006). The Influence of Parenting on Emerging Literacy Skills. In D. K. Dickinson, *Handbook of Early Literacy* (Vol. 2, p. 144). New York, NY: The Guilford Press.
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- Mendelsohn, A. L. (2011). Fostering Early Development and School Readiness in Pediatric Settings. In S. B. Neuman, *Handbook of Early Literacy Research* (Vol. 3, pp. 279-290). New York, NY: The Guilford Press.
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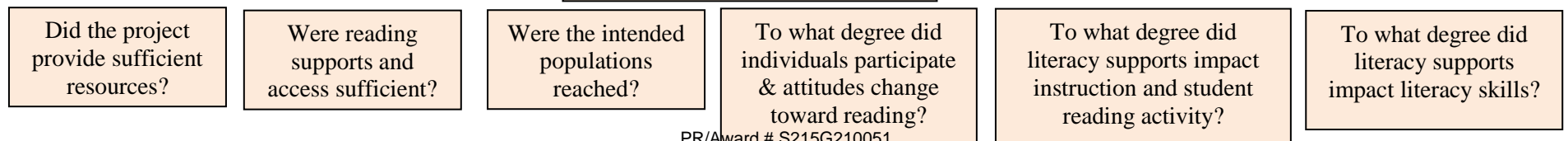
LOGIC MODEL

Need: Low academic performance and economic and racial disparities among students, outdated libraries and changing educational and workforce needs



Key Assumptions: (1) Access to reading materials increases reading activity. (2) Strong literacy skills lead to academic achievement (3) Use of digital content engages and challenges students to read. (4) Teachers are open to changing methods of instruction using new resources & technology.

EVALUATION QUESTIONS



Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

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Categories	Line Item Description/Narrative	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel	<p>Program Manager (100% FT) annual rate of pay [REDACTED]. Will coordinate the day-to-day implementation of project activities, manage budget, supervise staff, collaborate with evaluator. This position is critical to achieving project goals in a timely, efficient, effective manner.</p> <p>Literacy Specialist (100% FT) annual rate of pay [REDACTED]. Will facilitate use of literacy in libraries and classrooms and provide technical assistance and professional development for librarians and teachers. This position is critical for expanding effective use of instructional technologies.</p> <p>Community Literacy Specialist (100% FT) annual rate of pay [REDACTED]. Will promote literacy development and reading among families of children in the district's service area. This position is critical to reaching the support of families in and equipping them for literacy instruction in the home.</p> <p>Stipends for librarian teacher training. (PT) Rate of pay [REDACTED]/hr. 15 staff x 10 hours (yr 1; 20 yrs 2 & 3) x [REDACTED] Although most training will be job embedded and thus occur during normal working hours, there will be occasions that school staff will need to participate in trainings on weekends or summer. Use of stipends follows district practices of compensation for professional staff beyond normal duties.</p> <p>Reading Tutors/Summer Camp Teachers (PT) rate of pay [REDACTED]/hr.; 10 tutors x 8 hrs/wk x 20 weeks & 10 tutors x 20 hrs/wk x 4 wks in summer. Tutors will provide reading support to disadvantaged, low-reading students.</p>	[REDACTED]				
	Category Total					
Fringe Benefits	<p>FICA @ [REDACTED] x total salaries</p> <p>Workers Comp @ [REDACTED] x total salaries</p> <p>Retirement @ [REDACTED] x total salaries</p> <p>Health @ \$ [REDACTED]/mo x 3 FT staff</p> <p>Life (total salaries x 2/1000x [REDACTED] mo x # of months)</p>					
	Fringe Benefits Total					

Travel

Literacy Conference 2 days, 2 staff attending yr 1 & 10 staff yrs 2-5 (school staff & project staff) Registration [redacted], Hotel [redacted], per diem [redacted]/day x 2 days, mileage 550 miles x [redacted]

Mississippi Conference on Innovation 2 days, 2 staff yr 1 & 10 staff yrs 2-5 attending (7 librarians and 3 project staff) Registration [redacted], Hotel [redacted], per diem [redacted]/day, mileage 250 x [redacted]
International Reading Conference 4 days 3 staff, Registration [redacted], Hotel [redacted], per diem [redacted]/day, air fair [redacted]

Travel Total

Equipment

None

Supplies

Office supplies (paper, writing instruments, toner/ink, envelopes, folders, calculators, scissors, hold punch, stapler & staples, post-its, legal pads, desk organizers, labels, memo pads, roledex & cards, paper clips, transparencies, sheet protectors etc) [redacted]/mo x 12 mo; for program management

Literacy kit supplies (bags, materials, etc.)

Consumable instructional resources for literacy tutoring (writing supplies, writing boards & markers etc.) [redacted]/mo yr 1; [redacted]/mo yrs 2 & 3 x 12 mo. for tutoring

Books for Little Free Libraries, 4 book distributions per yr, literacy instruction, etc. 8000 books x av. [redacted]/book

Books, ebooks for libraries etc. [redacted] x 300 yr 1; 400 yrs 2 & 3 x 7 libraries

Little Free Libraries Kits [redacted] x 4 per year

Supplies for family interactive activities (e.g. reading materials, literacy games, writing/art supplies, etc.) [redacted] x 12 months

Laptop computers 6 per library x 2 libraries per years 1 & 3; 3 libraries year 2 x [redacted]; 5 replacements in year 3; 3 computers for staff member + 3 printers x [redacted]

eReaders, iPads, Swivls, ave [redacted] x 25 for years 2 & 3

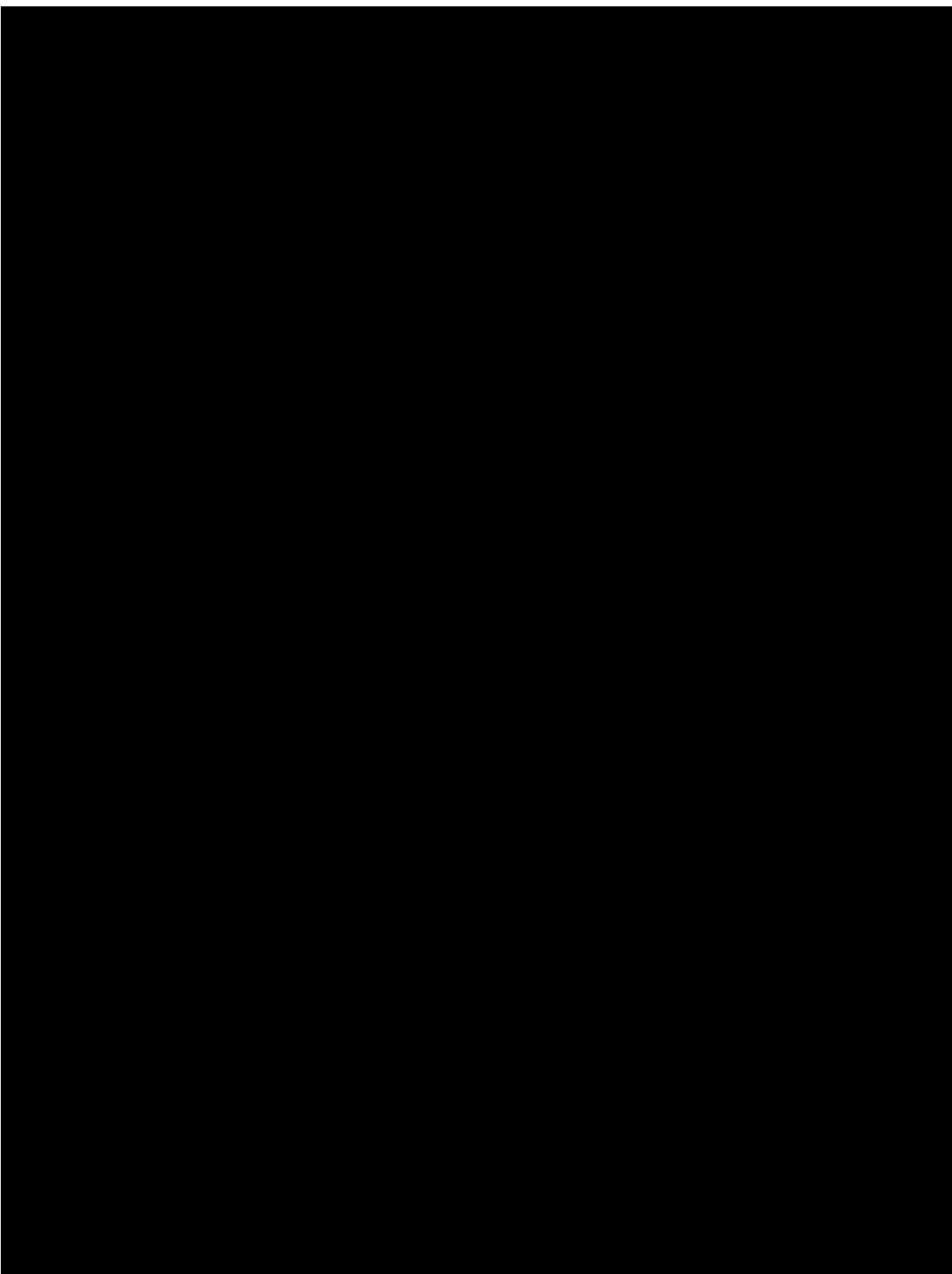
Media/charging tables 10 x [redacted] for years 1 & 2; 5 for year 3 council, parent workshops, etc.) 15 meetings yr 1; 20 yrs 2 & 3 x [redacted]

Supplies Total

Construction

None

Contractual



External Evaluator to evaluate project
Computer Repairs

Contractual Total

Other

Postage for communications, Dolly Parton Imagination Library, &
for obtaining free books
Copies/printing [redacted]/mo x 12 mo
Transportation Public library visits; 40 visits x [redacted]/trip
Advertising for family interactive events, reading promotions, etc.

Other Total

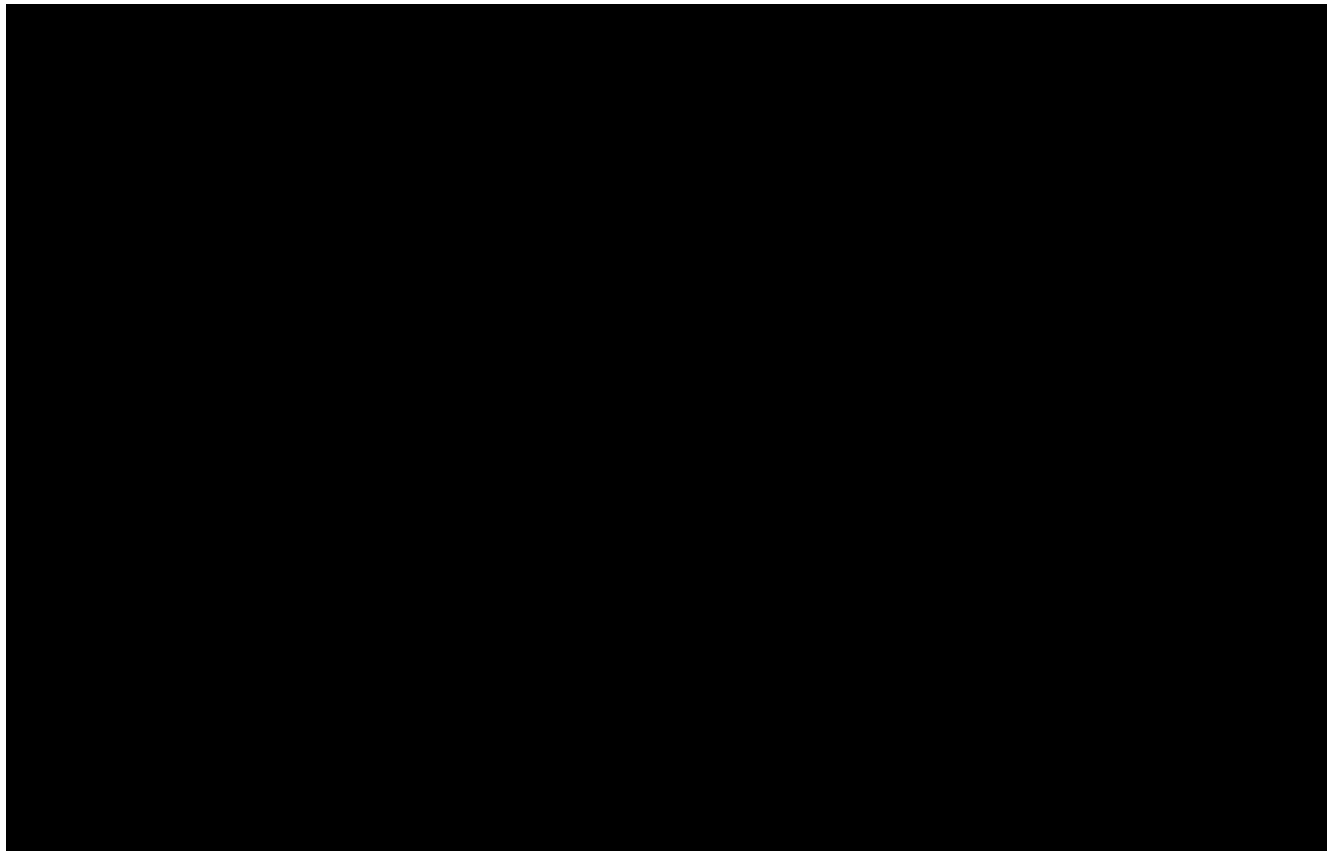
TOTAL DIRECT COSTS

Indirect Costs [redacted]

Stipends for librarian teacher training. (PT) Rate of pay
[redacted]/hr. 15 staff x 10 hours (yr 1; 20 yrs 2 & 3) x [redacted] Although
most training will be job embedded and thus occur during normal
working hours, there will be occasions that school staff will need to
participate in trainings on weekends or summer. Use of stipends
follows district practices of compensation for professional staff
beyond normal duties.

Training Stipends

TOTAL PROJECT COSTS





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

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

Name of Institution/Organization

Starkville Oktibbeha Consolidated 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))?

Name of Institution/Organization Starkville Oktibbeha Consolidated 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.	
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**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	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)

ED 524

Name of Institution/Organization Starkville Oktibbeha Consolidated 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.
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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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