

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 # S215G210064

Grants.gov Tracking#: GRANT13446532

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

Closing Date: Aug 11, 2021

PR/Award # S215G210064

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

Application for Federal Assistance SF-424

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

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

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name:

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

d. Address:

* Street1:	<input type="text" value="570 Oliver Street"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Scottsville"/>
County/Parish:	<input type="text" value="Allen"/>
* State:	<input type="text" value="KY: Kentucky"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="42164-7955"/>

e. Organizational Unit:

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

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

Prefix: <input type="text"/>	* First Name: <input type="text" value="Tara"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Thomas"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

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

* Email:

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-071221-001

* Title:

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

13. Competition Identification Number:

84-215G2021-1

Title:

84.215G Innovative Approaches to Literacy

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

1239-ACS READS Areas affected by the projec

Add Attachment

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

ACS READS

Attach supporting documents as specified in agency instructions.

Add Attachments

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Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

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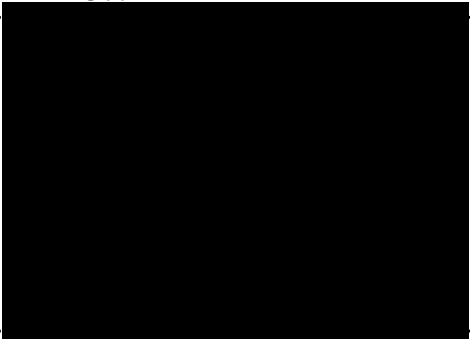
17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

- * a. Federal
- * b. Applicant
- * c. State
- * d. Local
- * e. Other
- * f. Program I
- * 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

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

** I AGREE

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

Authorized Representative:

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

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

Allen County Schools

US Department of Education Innovative Approaches to Literacy Program

Areas affected by the project:

Scottsville and Allen County in Kentucky

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.

1236-Section 427 of GEPA.pdf

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Section 427 of GEPA

Allen County Schools, a local education agency (LEA), has policies prohibiting discrimination on the basis of race, color, national origin, sex, religion, age or disability. Each school complies fully with Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990, including handicap-accessible facilities. These policies will be transferred automatically to this Innovative Approaches to Literacy project. In addition, the Project Director and all other participants in the program will be familiar with confidentiality guidelines pertaining to teachers and students. Program participants with special needs and/or handicapping conditions will receive appropriate accommodations such as assistive technology, health, and/or learning consultation.

To ensure equity, our schools disaggregate achievement data by gender, race, free/reduce lunch qualification, and disability. School leadership identifies and provides resources to student groups that – the data show – are in need of alternative teaching, learning and assessment strategies (i.e., project-based assessments vs. a quiz; performance assessments vs. essay responses). Principals and teachers can easily see the group performance of students on various types of open response and multiple-choice questions, scientific problems, writing prompts, etc. Additional professional development may be provided by the district to resolve identified issues among teachers.

Our project will serve students from our largest, traditionally underrepresented group – rural students of poverty/low-income. All of our schools are rural and located in a low-income community. In our four schools, 100% of students qualify for free/reduced lunch and breakfast.

Through this project we will address the potential barrier or issue of the school library not being accessible/usable for all students. To meet this potential need, we will equitably support all district students by creating library environments in each school which are welcoming and

responsive, inclusive, supportive and identity-safe. We will utilize our Director of Special Education, School Psychologists and Mental Health Professionals to assist in ensuring that the library environment meets the specific needs of students who are visually or hearing impaired, have psychological barriers to learning, or who need specific assistive technologies to take full advantage of the library.

In addition, we will also address the issue of books not being accessible or usable for students with specific disabilities (visual impairment, those who need specific assistive technologies, etc.). To meet this potential need, we will equitably support all district students by incorporating assistive technologies and specialized books (braille, large writing, etc.) to ensure all students can utilize the school libraries. We will also incorporate specialized books as part of our book giveaways so all students are able to have books at home.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION	
<input style="width: 90%;" type="text" value="Allen County Schools"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 250px;" type="text" value="Melissa"/> Middle Name: <input style="width: 180px;" type="text"/>
* Last Name: <input style="width: 420px;" type="text" value="Biggerstaff"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 320px;" type="text" value="Chief Academic Officer"/>	
* SIGNATURE: <input style="width: 350px;" type="text" value="Tara Thomas"/>	* DATE: <input style="width: 180px;" type="text" value="08/11/2021"/>

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

1. Project Director:

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

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

Address:

* Street1:

Street2:

* City:

County:

* State:

* Zip Code:

Country:

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

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

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

Yes No

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

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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

ACS READS Project Abstract

Project objectives include: 1) Increase the #/% of students reading at proficiency in 4th and 8th grades 10% by year 3, and an additional 10% by year 5; 2) Increase the effectiveness and knowledge of librarians as evidenced by increased use of resources by students and teachers across the project period as measured by increased circulation statistics and librarian self-report; 3) Increase available, age-appropriate, grade-appropriate updated books/materials/resources in school libraries by 25% by the end of the project; 4) Increase # of age and developmentally-appropriate books given to birth-preK children in the community as measured by number of medical provider relationships for book giveaways pre- and post-project, and total number of books disseminated; 5) Increase number of books provided to district students by 50% by end of the project period; and 6) Increase the effectiveness rating of teachers in reading.

Project activities include: 1) Multiple book giveaways for children and students from birth-12th grade each year; 2) New books, materials and resources for school libraries; 3) Creation of responsive/inclusive/supportive/identity-safe library environments; 4) The implementation of preK-3rd grade phonemic awareness curriculum (Heggerty); 5) Self-selected, content-specific professional development for librarians; 6) Explicit instruction in reading professional development via 6-week “Literacy Camps” for primary and intermediate teachers; 7) A Reading Coach in each school starting in year 3; 8) Implementation of a K-12 reading assessment system (FastBridge); and 9) Data collection (student assessment data, interviews, survey data, etc.).

Applicable Priorities include:

- Absolute Priority 1 – Projects carried out in coordination with school libraries for book distribution, childhood literacy activities, or both.
- Absolute Priority 2 – Projects carried out in coordination with school libraries that provide a

learning environment that is racially, ethnically, culturally, disability status and linguistically responsive and inclusive, supportive, and identity-safe.

- Competitive Preference Priority 1 – Rural Applicants

Proposed project outcomes include the following: a) increased librarian knowledge and effectiveness; b) increased teacher knowledge, skills and effectiveness in reading; c) increased number of students scoring proficient in reading in 4th and 8th grades; d) increased student engagement in reading; e) enhanced and effective school library programs; f) more children begin to learn earlier through age and developmentally appropriate books; g) increased reading motivation, performance and frequency in prek-12th grade students; h) increased use of school libraries by students and teachers; i) creation of responsive, inclusive, supportive and identity-safe library environments; j) increased number of updated books, materials and resources in school libraries; and k) increased number of young children in the community with access to age and developmentally appropriate books.

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](#)

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ACS READS

2021

Innovative Approaches
to Literacy Program
Grant

Allen County Schools

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A.1. Significance of issue. Much research has been done across the years of the influence poverty and low-income have on educational achievement and attainment. It is readily acknowledged in academic circles that there is a word-gap of up to 20,000 words for children from low income and impoverished homes. “The gap can widen when kids don’t have access to book or language-rich homes or high-quality learning experiences. And it can widen even more for kids growing up poor: Recent research on brain development indicates that the stress caused by poverty can impair children’s cognitive development.”¹ More than 50 years of research indicates that “children who are poor hear a smaller number of words with more limited syntactic complexity and fewer conversation-eliciting questions, making it difficult for them to quickly acquire new words and to discriminate among words.”² It has also been shown that by the time children from low-income families enter kindergarten, they are 12-14 months below national norms in language and pre-reading skills.³ And nationally, 82% of students eligible for the free or reduced lunch program are not reading at or above proficient levels by fourth grade.⁴

Research indicates that “the single most significant factor influencing a child’s early educational success is an introduction to books and being read to at home prior to beginning school.”⁵ Yet, overall, 61% of low-income families have no books at all in their homes for their children,⁶ and on-average in low-income neighborhoods the ratio of books/child is closer to one book for every three hundred children.⁷ While digital media and technology is important for students to have and understand, the importance and significance of books on children’s learning cannot be over-emphasized. In fact, researchers have discovered that:

- “the most successful way to improve the reading achievement of low-income children is to increase their access to print.”⁸
- “the only behavior measure that correlates significantly with reading scores is the number of

books in the home.”⁹ And

- “having books in the home is twice as important as the father’s education level.”¹⁰

The availability of having multiple books at home for children has been shown to increase interest in reading,¹¹ is the “critical variable affecting reading acquisition”,¹² and the lack of books has a negative, long-lasting impact.¹³

Allen County Schools (ACS) is a local education agency in Kentucky (KY) located in Scottsville, a rural, low-income/high-poverty community. According to SAIPE data, 20% of our students are from families with incomes below the poverty line, and the KY State Report Card shows students in the district are 66.5% disadvantaged.¹⁴ All of ACS participate in the National School Lunch and School Breakfast programs which are 100% free to all students.¹⁵ According to the 2019 Kids Count Data Book 67% of children in Allen County (Co.) under age 18 live in a high poverty area with a poverty rate of 20% or higher.¹⁶ In fact, nine percent of children in Allen Co. are considered in deep poverty (below 50% of federal poverty level), 30.2% of children are below 100% of the poverty level (higher than KY average of 22.1%), and 56% of children in Allen Co. are in low-income families below 200% of poverty level (higher than KY average of 47%). In 2019 the city of Scottsville had a poverty rate of 32.2%, and Allen Co. as a whole had a poverty rate of 20%¹⁷ - both two to three times (respectively) above the national poverty rate of 10.5%.¹⁸

As discussed earlier, the impact of poverty and low-income on reading is well documented, and the impact on Allen Co. students’ reading achievement has also been impacted. According to the Brigance Kindergarten Screener, more than half of entering kindergarteners were below average (51.7%) in academic/cognitive skills (such as how we think and learn, basic readiness skills like alphabet, number and shape knowledge),¹⁹ and more than half were deemed

not ready, or ready with enrichments (55.9%). By fourth grade, only 38% of students tested proficient or advanced, meaning 62% of fourth grade students in Allen County are not proficient in reading. By eighth grade, only 34% of students tested as proficient or advanced in reading, meaning a full 66% of students are not proficient in reading. The implication of the lack of reading proficiency for these students is dire. Low reading achievement in fourth grade “is a powerful predictor of high school and college graduation rates, as well as lifetime earnings.”²⁰ Surveys of adolescents and young adults involved with the justice system “show that about half have reading difficulties” and “about half of youths with a history of substance abuse have reading problems.”²¹ The importance of early proficiency in reading cannot be overstated. “There is almost a 90% probability that a child will remain a poor reader at the end of the fourth grade if the child is a poor reader at the end of first grade.”²² And “children who are not reading at grade level by the end of third grade are four times more likely to drop out of high school.”²³

A.2. Extent to which project builds local capacity. ACS READS will address multiple needs and build capacity by providing: a) books, materials, tools, and resources for school libraries which will improve availability and content of materials for students; b) content-specific professional development (PD) for librarians which will improve content knowledge and individual capacity to develop and create library programs; c) explicit instruction PD for educators which will improve reading content knowledge and individual capacity to meet student reading/literacy needs; d) preK-3rd grade Heggerty Phonemic Awareness curriculum²⁴ for students which will help students to manipulate sounds and sounds in words, making them better readers; e) regular book giveaways for students each year of the project (nine giveaways in years 1 and 2; seven giveaways in years 3-5; as well as a summer school giveaway each year) which will provide almost 40 books/student over the project period and build interest in, and allow the

opportunity for students to read at home; f) the FastBridge K-12 reading assessment system which will screen and allow for ongoing progress monitoring of students will provide educators the opportunity to intervene with students needing additional helps throughout the year, and provides a data-driven approach to intervention; g) a Reading Coach in each school to provide one-on-one help to students, as well as assist in improving core instruction, create a strong system of reading interventions (Response to Intervention (RtI) and/or a Multi-Tiered System of Supports (MTSS)), and provide feedback and instructional assistance to educators; and h) a library learning environment that is racially, ethnically, culturally, disability status, and linguistically responsive and inclusive, supportive and identity-safe which will assist all students in utilizing the library for needed information, create renewed interest in going to and utilizing library materials, and provide a welcoming environment for all.

The project will address the literacy needs of ACS students in multiple ways (early reading instruction, remedial reading instruction, early phonemic awareness curriculum (Heggerty), multiple book giveaways each year, etc.); will increase instructional effectiveness, engaging delivery, and improve classroom reading instruction in early reading/literacy; provide new books, materials and resources, as well as responsive, inclusive, supportive and identity-safe environments in all school libraries; provide FastBridge K-12 reading assessment system to assist in tracking progress of all students in all grades; and will place Reading Coaches in each school starting in year three to specifically focus on building educator capacities by providing job-embedded, personalized support and on-demand training, as well as provide hands-on help, feedback, and instructional input for educators. ACS READS will improve student achievement and engagement in reading/literacy, and we anticipate additional academic improvements in the upper grades as reading comprehension improves.

A.3. Importance/magnitude of results/outcomes. The importance and magnitude of potential student reading achievement gains and literacy skills by the end of the project period cannot be emphasized enough. In fact, the entirety of the project is designed to meet that goal. Providing the opportunity for self-selected, content-specific PD for librarians, and explicit instruction PD specifically for educators directly impacts the future of ACS students by increasing the capacity and effectiveness of librarians and educators. Research has shown that “40% of children will always struggle with reading if they are not taught the components of reading in a direct, explicit and systematic fashion.”²⁵ The same study stated, “findings revealed an absence of the explicit knowledge needed to effectively teach struggling readers in teachers located in low socio-economic status schools.” By incorporating explicit reading instruction PD as part of this project, this issue will be directly addressed and students struggling with reading should improve. As a rural, impoverished/low-income district, the needed services, supports, materials and books provided for students and educators through ACS READS, as well as the book giveaways for birth-pre-K children within the community through health providers will have a direct impact on children with the greatest need, and will create a paradigm shift around reading and literacy which will have an impact on the future of not only current students, but future students as well. Students who are in primary, intermediate and middle school at the start of the project will have approximately 40 books at home (provided by ACS READS) by the end of the project period – something most would not have otherwise. Research has shown that “children growing up in homes with at least twenty books get three years more schooling than children from bookless homes, independent of their parents’ education, occupation, and class.”²⁶ And through the creation of a school library environment which is responsive, inclusive, supportive and identity-safe, as well as providing updated library books, materials and resources ACS READS will

create a library students desire to go to, spend quality time in, and utilize in deeper ways.

Independently, ACS READS project elements may have some effect on student reading achievement, but together as a whole the likelihood of a broad impact across grades is magnified.

B. Quality of Project Design. B.1. Extent to which goals/objectives/outcomes are specified/

measurable. ACS READS has a primary **goal** of: developing and improving the literacy skills for children from birth through 12th grade. To meet this goal of increasing literacy skills, we will work to achieve the following **objectives**: 1) increase the number/percent of students reading at proficiency level in the 4th and 8th grade by 10% by year three, and an additional 10% by year five; 2) increase the effectiveness and knowledge of the school librarians as evidenced by an increased use of resources by students and teachers across the project period as measured by increased circulation statistics and librarian self-report; 3) increase the available, age and developmentally appropriate, updated books, materials, and resources in ACS libraries by 25% by the end of the project; 4) increase the number of developmentally appropriate books given to birth to preK children in the community as measured by the number of medical provider relationships utilized for book giveaways pre- and post-project, and the total number of books disseminated to these children; 5) increase the number of books given to district students by 50% by the end of the project period; and 6) increase the effectiveness of K-6th educators in reading as measured by their annual PSEL evaluation, classroom observation, and increased student proficiency on reading assessments.

The **outcomes** of the goal and objectives are as follows: 1) increased librarian knowledge and effectiveness; 2) increased educator reading knowledge, skills, and effectiveness; 3) increased number of students scoring proficient in reading in 4th and 8th grades; 4) increased student engagement in reading; 5) enhanced and effective school library programs, resources; 6)

a greater number of children begin to learn earlier through the use of developmentally appropriate books; 7) preK-12th grade students will have increased motivation to read, as well as increased reading performance and frequency; 8) school libraries will see an increase of use by students and teachers; 9) the creation of a responsive, inclusive, supportive and identity-safe library environment in all district schools; 10) an increased number of updated books, materials, and resources in school libraries; and 11) an increased number of young children in the community with access to developmentally appropriate books in their homes.

Additional information around the goal, objectives and outcomes may be found in the attached Logic Model.

B.2. Extent to which design is appropriate to, and successfully addresses needs. The entire project design was thoughtfully created to answer the identified needs discussed prior.

Specifically, we will seek to address: a) the lack of books in homes for children/students due to poverty/low-income - by providing multiple books to children/students each year of the project; b) the majority of pre-kindergarten children are not kindergarten ready academically nor cognitively - by providing age and developmentally appropriate books for children from birth to age five through local medical providers and the health department with additional instruction and encouragement to parents to read the books to/with their children each week; c) the majority of fourth grade students in the district (62%) are not proficient in reading - by training educators in explicit instruction in reading, using phonemic awareness curriculum (Heggerty), using the FastBridge reading assessment system, providing additional supports and remedial instruction through RtI and/or MTSS, providing multiple books to students, and providing Reading Coaches in years three through five; d) the majority of eighth grade students in the district (66%) are not proficient in reading - by using the FastBridge reading assessment system, providing additional

supports and remedial instruction through RtI and/or MTSS, providing multiple books to students, and providing Reading Coaches in years three through five; e) there is a need for explicit instruction in reading for primary and intermediate school (K-6th grade) educators to better understand the mechanics of reading, and how to teach reading so children make gains in understanding and putting letters and sounds together to form words – by providing a six-week afterschool Literacy Camp for K-6th educators in years one through three; Camp will include training in explicit instruction – letters and letter sounds, how to teach reading, phonics, and phonemic awareness, and training around the components of reading and how they fit together – as well as in-classroom observation of educators and debriefing afterward with specific feedback around their teaching moves and teaching the components of reading; and instruction in RtI/MTSS with a deeper dive into helping unsuccessful students; f) the need for updated books, materials, and resources in each school library - by providing funds for librarians to obtain needed updated books, materials and resources; g) the need to ensure each library is welcoming and inclusive for all students - by providing funds to “revamp” or update the library environment with assistance provided by the district’s Director of Special Education, School Psychologists, and Mental Health Professionals.

Each design element of the project has been specifically and intentionally included in ACS READS to assist in meeting the needs discussed in section A of this proposal. As a whole, the provided services will build the capacity of the district, district schools, and educators to meet the varied reading and literacy needs of students.

B.3. Extent to which project represents exceptional approach to purposes/requirements.

ACS READS has a holistic, exceptional design approach which addresses **Absolute Priority 1: Projects, carried out in coordination with school libraries to carry out grant activities, such**

as book distributions, childhood literacy activities, or both. The project design and plan incorporates multiple book distributions for children birth – 12th grade each year of the project; implementation of Heggerty preK-3rd grade Phonemic Awareness curriculum; explicit reading instruction for K-6th grade educators in years one through three; the implementation of FastBridge K-12 reading assessment system; Reading Coaches in each school beginning in year three to work with educators to improve core instruction, implement a strong system of interventions (RtI/MTSS) for students, improve student learning/achievement, and support all students in reading achievement; funds for each school library for updated books, materials and resources; as well as self-selected content-specific professional development for librarians to meet specific content training needs.

ACS READS also addresses **Absolute Priority 2: Projects, carried out in coordination with school libraries, that provide a learning environment that is racially, ethnically, culturally, disability status and linguistically responsive, inclusive, supportive, and identity-safe.** The project design specifically includes funds for, and will incorporate specific district staff (Director of Special Education, School Psychologists, and Mental Health Professionals) input to assist with ensuring each school’s library environment meets this priority. This will include identifying any potential barriers which lessen the appropriate use of, or which might be inhibiting use of library physical space or the use of available printed materials, books, or resources. It may also include the development of a collection of tools which could be implemented at the library, such as signage, supportive equipment/aids, accessible devices, device charging stations for students, etc. It could also include “modernizing” and rearranging the library physical space and look to make it more welcoming and inviting to students.

ACS READS also includes funds for obtaining updated books, materials, and resources

for each library to further assist in meeting this priority. Librarians may conduct a book audit to ascertain specific books needed within each library, and educators may also have books they have need of for class use. The Project Director will assist Librarians in ensuring the books, materials, and resources to be purchased meet the needs of students and educators.

ACS READS also meets **Competitive Preference Priority 1: Rural Applicants**. ACS is a rural district with an NCES locale code of 41 and participates in the Rural and Low-Income School (RLIS) program.

B.4. Extent to which project demonstrates a rationale. There are several aspects of ACS READS which demonstrate a rationale. First is the incorporation of Heggerty phonemic awareness curriculum. According to What Works Clearinghouse (WWC), five studies²⁷ of phonological processing met WWC standards and showed an average 27% improvement for students who received this intervention. Phonemic awareness is also a recommendation (Recommendation 2) with Strong Evidence in the WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade.²⁸ Secondly, utilizing the FastBridge reading assessment system to monitor students across the school year and providing MTSS and RtI is listed in the WWC Practice Guide: Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades.²⁹ Thirdly, to provide a rationale for book distribution throughout the project period to provide children and students with books in their home, the journal article “Family scholarly culture and educational success: Books and schooling in 27 nations”³⁰ details a study conducted in 2010 which showed that, “getting some books into (rural community children’s) homes is an inexpensive way that we can help these children succeed.” Specifically noted, “having as few as 20 books in the home still has a significant impact on propelling a child to a higher level of education, and the more books

you add, the greater the benefit.” Fourth, teaching educators to use explicit instruction in reading has been shown to be more effective than self-discovery through reading,³¹ and as a whole – more effective than core reading program lessons.³²

C. Quality of Project Services. Quality/sufficiency of strategies for ensuring equal access/treatment for underrepresented. In the first pages of this narrative we described the need in the community and of students; all students are from a rural, impoverished/low-income community. ACS is RLIS eligible, and 100% of students in the district participate for free in the national school lunch and breakfast programs. In the project community, poverty and rurality remain a key indicator of need with generational poverty a norm. Students in this community are the **primary population** to be served by this project. ACS students are comprised of the following races: 91.6% Caucasian; 4.18% Hispanic/Latino; 2.5% two or more races; 1.04% African American; .54% Asian; and .10% American Indian/Alaska Native. Additionally, 15.2% of students have a disability, and .99% are English learners. The services provided by the project will be provided equally to all students and the assessment system will be used with all students to screen and determine which students need additional Tier 2 or 3 supports for reading. Plans are in place to utilize district staff (such as the Director of Special Education, School Psychologists, Mental Health Professionals) to ensure the library environment is welcoming, responsive, inclusive, supportive, and identity-safe for all students.

C.1. Extent to which services provided are appropriate to needs of recipients/beneficiaries.

Each design element was developed and included to meet a specific identified need as outlined at the start of this proposal. Input on the project design was obtained from librarians, educators, and the district’s Chief Academic Officer to ensure project services are appropriate to meet the reading needs of all students. Additionally, the inclusion of specific staff (such as the Director of

Special Education, School Psychologists, Mental Health Professionals) to assist in the design and roll-out of the library “re-vamp” will ensure that the library environment will be inclusive to all and that all students receive the appropriate helps, aids, and assistance to be able to fully utilize the library. To be specific, below we outline the identified needs and the services to be provided to meet those needs:

a) Poverty/lack of books in homes: ACS READS is focusing a significant amount of time and the budget on ensuring children in Allen Co. from birth – 12th grade have books of their own in their homes. When you consider that: “more than 60% of low-income families cannot afford to have books in their homes;”³³ having books in the home has been linked to early school readiness and school success;⁵ and access to printed materials is critical to reading acquisition¹² – providing multiple books across the project period to community children (birth – 5 years) and to ACS students is a critical, integral part of meeting and addressing this need.

b) pre-kindergarten children not kindergarten ready: working with local medical providers (medical center, physicians/pediatricians, health dept.), ACS READS will provide books for children from birth to five years old, and medical providers will provide information to parents on the importance of reading to their children regularly. Research has shown that “children who are read to at least three times a week by a family member are almost twice as likely to score in the top 25% in reading compared to children who are read to less than three times a week.”³⁴ Additionally, “the single most significant factor influencing a child’s early educational success is an introduction to books and being read to at home prior to beginning school.”³⁵ Removing the barrier of not having age/developmentally appropriate books for these young children, and encouraging parents to read to their children a minimum of three times a week should assist in increasing vocabulary and literacy skills of these children prior to kindergarten.

c) 62% of ACS students are non-proficient in reading in 4th grade, and 66% of 8th grade students are non-proficient in reading: There are several aspects of ACS READS that we believe will meet this need. First, providing multiple books for children from birth through 12th grade during the project period will encourage parents to read to their young children, and students being able to self-select their own book out of a provided selection of various titles will encourage and motivate students to read on their own outside of their schoolwork. Providing new books, materials and resources for each school library will provide additional printed materials for students to check out and enjoy. As mentioned earlier, research has shown the most successful way to improve reading achievement is increasing access to printed materials.⁸ ACS READS will also provide Heggerty Phonemic Awareness curriculum for preK-3rd grade students which will assist in teaching sounds to help with word acquisition. Pre-K – 6th grade educators will also receive explicit instruction in reading during 6-week after school “Literacy Camps” in years 1-3 to increase their knowledge and build capacity in teaching the components of reading - how the components fit together, phonics, and phonemic awareness. A focus will be on letters and letter sounds with a focus on how students learn – not just recognizing letters as letters in isolation, but as parts of words and in a continuous flow. Year two will incorporate classroom observation with direct feedback for each educator on how they are teaching reading. Beginning in year three, Reading Coaches will provide additional helps and input for educators, as well as provide intensive and remedial support for students (of all grades) who are still unsuccessful in reading. Throughout the project period, educators and project staff will be able to follow the progress of students through the use of the FastBridge reading assessment system to ensure progress is being made, or students are assigned to Tier 2 or 3 in RtI/MTSS for additional support.

d) Need for educators to have explicit instruction in reading: in years one through three, grade K-

6th educators will attend a six-week afterschool “Literacy Camp”. The explicit instruction training will be provided by Kate Wintuska, a successful primary teacher and literacy coach for the third largest school district in KY, and a literacy coach for evidence-based practices at a regional educational cooperative. In year one, educators will receive Tier 1 (MTSS) core instruction on the core components of reading for all students. Year two will consist of in-classroom observation, de-briefing, and specific feedback for each educator around their teaching of the components of reading. Year three will cover the core components of reading for RtI and Tier 2 and 3 MTSS students, and the ACS READS Reading Coaches will take a deeper dive into helping students who need additional interventions.

e) the need for updated books, materials, and resources in ACS libraries: each school library in ACS has a small budget for purchasing books and the supplies needed to prepare them for circulation (such as labels, repair supplies, etc.); however the budget is minimal and the librarians often have to pursue grants or use their own money for additional needed books, materials, or resources for the library. ACS READS includes a budget specifically for updated books, materials, and resources for each school’s library. Project funds will allow each librarian to obtain books, etc., that are needed for students, as well as provide updated materials and resources for students and teachers.

f) creating a library learning environment that is racially, ethnically, culturally, disability status and linguistically responsive, inclusive, supportive and identity-safe. Ensuring that each school library is welcoming to and for all students within the school is imperative, and ACS READS includes a budget specifically to ensure this responsive, inclusive, supportive and identity-safe environment is enhanced and exists. The Project Director will work with each librarian and the district’s Director of Special Education to ensure each library is welcoming for all students and

contains any needed helps to ensure students with varied disabilities are also able to utilize the library effectively. The district's School Psychologists and Mental Health Professional(s) will also provide assistance and input to further ensure the library environment meets the needs of all students.

C.2. Likely impact of services on recipients. We anticipate the following impact/outcomes of project services on specific recipients:

- a) increased librarian knowledge and effectiveness due to: content-specific professional development;
- b) increased educator knowledge, skills and effectiveness due to: the use of Heggerty Phonemic Awareness curriculum, explicit instruction in reading, use of the FastBridge reading assessment system, and Reading Coach feedback and assistance;
- c) increased number of students scoring proficient in reading due to: increased educator skills/knowledge/effectiveness, Reading Coaches in each school, Heggerty phonemic awareness curriculum, ongoing FastBridge reading assessment system, and each student receiving multiple books each year across the project period;
- d) increased student engagement in reading due to: receiving multiple books each year across the project period, a "re-vamped" library environment (responsive/inclusive/supportive/identity-safe), new books/materials/ resources in each library, increased educator knowledge/skills/effectiveness;
- e) enhanced and effective school library programs due to: ensuring each library is responsive/inclusive/supportive/ identity-safe, and each library has funds to update books/materials/resources;
- f) more children begin to develop cognitive and academic skills earlier due to: conducting age

and developmentally-appropriate book giveaways each quarter during the project period for children from birth to age 5 through local physician/pediatrician offices, medical centers, and the health department;

g) increased reading motivation, performance, and frequency in preK-12th students due to: the receipt of multiple books each year during the project period, having a “re-vamped” library environment and updated books/materials/resources available in the library, regular reading assessments, and additional supports provided by Reading Coaches;

h) increased use of school libraries by students and educators due to the “re-vamped” environment and the addition of updated books, materials, and resources;

i) creation of responsive/inclusive/supportive/identity-safe library environment to ensure a welcoming environment for all students and educators;

j) increased number of updated books/materials/resources in school libraries to ensure all students have books, etc. that meet their interests and educational needs;

k) increased number of young children (birth-5 years) in the community with access to developmentally appropriate books due to regular, quarterly book giveaways through relationships with local medical providers and the health department.

C.3. Extent to which services are focused on those with greatest need. As mentioned prior in section A and detailed in sections B.2. and C.1., ACS students have a great need for the elements/services included in ACS READS, including more than half of the children entering kindergarten being below average in academic/cognitive skills, and more than half deemed not kindergarten ready or ready with enhancements. In addition, more than 60% of both fourth grade and eighth grade students are not proficient in reading. Studies have shown that when a student starts behind, they tend to stay behind³⁶ and if effective interventions are not received by early

second grade, students are less likely to ever become grade-level readers;³⁷ and “by fourth grade if students cannot read at grade level, they are unlikely to ever catch up.”³⁸ Each element/service of ACS READS is designed to speak directly to these needs (see section C.1.), work to meet these needs, and create a paradigm shift when it comes to early reading moving forward.

D. Quality of Management Plan. D.1. Adequacy of management plan to achieve objectives on-time/on-budget, with defined responsibilities/timelines/milestones. A management plan is in place to achieve ACS READS’ project objectives on-time and within budget, including milestones, timeline, and identified responsible persons to complete ACS READS successfully (see the Timeline document in the attachments). The work plan/timeline (see attachments) with key components/milestones, dates, and identified persons contains the primary tasks to be monitored throughout the project. The goal and associated objectives and outcomes have been provided in this proposal elsewhere (see section B.1. on page 6), and additional information regarding the goal, objectives and outcomes may be found in the Logic Model (see attachments).

Allen County Schools, established in 1880, is a public school district located in Scottsville, KY. Governed by a locally elected School Board, ACS supports approximately 3,000 students annually in four schools (primary center, intermediate center, middle school, high school), along with approximately 400 instructional personnel, educator support staff, district staff and administrators. ACS has a history of strong fiscal management and project performance, and will serve as fiscal agent, coordinating and overseeing all project activities and project implementation. Each initiative ACS operates, regardless of funding source, has operated on-time and within budget, from multi-million dollar state or Federal grants to small foundation grants of just a few thousand dollars. For each of our projects, we provide a strong leadership framework with internal financial, management, and administrative supports and policies. All

budgeted items are based on actual or historic costs for the items, and personnel positions are based on our Board-approved salary schedules. Each initiative has a half- or full-time director to oversee implementation, and larger initiatives have a clear summative and formative evaluation led by a third-party evaluator. As a public school district, ACS has policies and procedures in place around federal and state funding received to ensure proper financial and project management, and has a record of fiscal responsibility. ACS manages millions of dollars annually, and complies with OMB standards for A-133; our audit is performed annually by a firm designated by the Kentucky Department of Education.

Providing direct supervision of the ACS READS Project Director, the ACS Chief Academic Officer, Melissa Biggerstaff, has a wealth of experience in federal grant management and project implementation, as well as large-scale project management and management of the associated budgets. Her experience is derived in part from ten years as the Associate Executive Director of a regional Kentucky education cooperative which obtained multiple multi-million dollar federal grants for various education initiatives across those ten years. Biggerstaff was responsible for the oversight and successful implementation of all large-scale projects during that time. She is also skilled in data analysis, educational coaching, educational consulting, and leading professional learning, and has certifications as a K-12 superintendent, principal, and instructional supervisor. Biggerstaff's direct oversight of the project will ensure it meets all required deadlines, operates on budget, and is implemented with fidelity throughout. She and the Project Director will meet monthly to review the budget and timeline as a means to support fidelity of implementation.

It is the whole purpose of ACS to support our students, their educators, and school leaders as they work to meet the academic needs of all students. This project aligns with the

district's mission and vision addressing equity and access for all students.

D.2. Adequacy of procedures for feedback/continuous improvement for project operation.

ACS READS' Project Director will utilize a Continuous Improvement Cycle espoused by Dr. Diana Oxley.³⁹ The seven-step improvement model includes: taking stock of existing practice, identifying gaps between existing and desired practice, generating and studying strategies to adopt, developing consensus for adopting strategies, devising an implementation or action plan, creating a plan to monitor the implementation, and implementing the plan for improvement. Annual reading assessments from the NAEP, as well as initial assessments from FastBridge reading assessment system will serve as the "existing practice" from which we will progress. Annual and mid-year goal targets will be developed with the Advisory Council - comprised of the ACS Superintendent, ACS Chief Academic Officer, ACS READS Project Director (and Reading Coaches in year 3), and the External Evaluator. The Council will meet at least quarterly – more often if/as needed - and function in an oversight and continuous improvement role for the project, providing feedback and solutions to any identified issues or gaps in services on an ongoing basis for the duration of the project. Quarterly meetings will include specific appraisals of project elements as well as any data collected in the field. Meetings will assist in determining if progress is being made, whether any changes are needed, as well as feedback regarding project implementation. The implementation and operation of ACS READS provides an iterative process to enable the Advisory Council an opportunity to continually improve upon the project and its outcomes as needed. If something is not working as planned the Advisory Council and project staff will work together to develop a solution and make an appropriate change.

In addition, the Evaluator will regularly provide data to project staff and the members of the Advisory Council through a rapid-response feedback loop, ensuring timely findings support

warranted changes/improvements. Using a continuous feedback and improvement loop, the Council will ensure the project is meeting specified milestones. The Evaluator will work closely with the Project Director, meeting at least bi-monthly (more often if/as needed) in addition to the Advisory Council meetings. The Advisory Council will work to create appropriate action steps as needed throughout the project. The Project Director will work with the Evaluator to conduct individual and group interviews, conduct surveys, and obtain confidential feedback throughout the project period.

D.3. Extent to which time of project director, evaluator, & other key personnel are appropriate/adequate to meet objectives. ACS will hire a strong, highly-qualified educational leader with expertise and success in literacy as Project Director in October/November 2021 (see attached job description). The ACS READS Project Director is a full-time, 220-day position which ensures his/her availability across the school year, as well as during the summer for summer school giveaways (teacher/educators have 186 days/year). The Director will provide overall administration for ACS READS implementation and will be responsible for coordinating all activities and day-to-day operations of the project. S/he will provide management for project resources, budget, Reading Coaches, and all project elements and services. The Project Director will guide the work of the four Reading Coaches, oversee the work of the Evaluator, and regularly communicate with the Advisory Council. Specifically, s/he will be responsible for working with the librarians to source and purchase books for student and community child giveaways. S/he will also be responsible for obtaining the Heggerty phonemic awareness curriculum for preK-third grade educators, and obtaining the FastBridge reading assessment system, overseeing its installation across the district, ensuring educators receive any needed training on system use. The Project Director will also ensure librarian PD occurs in years one,

two and five, and that the librarian self-selected, content-specific PD is approved by the Chief Academic Officer. S/he will assist with, and oversee the purchase of books, materials and resources by each library each year, and will work with each librarian and district staff to ensure each library creates a racially, ethnically, culturally, disability status, and linguistically responsive/inclusive/supportive/identity-safe environment. The Project Director will organize and oversee the educator Literacy Camps in years one through three, and will ensure that each year's camp focus is maintained. The Project Director will also work with the external Evaluator throughout the project period and will maintain data, conduct required project reporting, and work with the Evaluator and Advisory Council for continuous improvement and oversee and implement any needed changes to the project.

ACS will also hire four full-time Reading Coaches (see attached job description). Reading Coaches are full-time, 215-day positions beginning in year three. Coaches will focus on building educator capacities by providing job-embedded, personalized support and on-demand training to improve teaching and learning - particularly around reading/literacy and ensuring student literacy needs are being addressed appropriately. Coaches will work collaboratively with educators to improve core instruction, and will create and implement a strong, robust system of interventions (RtI/MTSS). Reading Coaches will work during the school year as well as during student summer school (as appropriate) to assist students and improve student reading proficiency. Reading Coaches start in year three after the bulk of specific, explicit instruction in reading has occurred in the six-week afterschool Literacy Camps for educators in years one and two, and when FastBridge reading assessments and Heggerty phonemic awareness curriculum should be being fully utilized by educators to improve their practice. Coaches will provide in-classroom observation and feedback for educators to improve their reading instruction. They will

also assist educators in assigning MTSS/RtI for students needing additional supports, and will work one-on-one with readers who continue to struggle.

ACS' Chief Academic Officer (Biggerstaff) will spend 10% of her time providing project and Project Director oversight. This will include monthly meetings with the Project Director to review project and budget status, ensuring required project reporting is met, as well as participating in quarterly Advisory Council meetings. The CAO will also work with school and district leadership to ensure the successful implementation of specific project pieces, such as the FastBridge reading assessment system across all schools, and the Heggerty Phonemic Awareness curriculum in the Primary Center. She will also provide approval to the librarians for the self-selected, content-specific librarian PD in years one, two and five of the project.

BG Consulting is a small, woman-owned, independent research and evaluation company with more than 25 years of experience in conducting program evaluation and research. BG Consulting's experience includes: evaluation of professional development, instructional technology, academic content and school leadership development. The Evaluator will assist in instrument (survey) design, data collection, synthesizing data, formative and summative evaluations and reports, and use of evaluation findings through reporting, presentations and findings dissemination.

E. Quality of Project Evaluation. BG Consulting, a small, woman-owned research and evaluation company will serve as the external evaluator for ACS READS. Karen Bumgardner, owner and senior evaluator of BG Consulting, has more than 25 years of experience in conducting evaluations and building the skills, knowledge, and capacities of program staff and other collaborators.

E.1. Extent to which methods of evaluation are appropriate to the context of the project.

The ACS READS evaluation encompasses **three major components: formative, implementation (process), and summative**. Each component provides critical information (i.e., proactively informs program implementation, supports program improvement, and provides summary information on program effectiveness. Developed evaluation questions will guide the evaluation. The overarching goal of ACS READS is to develop and improve literacy skills for children and students from birth through 12th grade in a high-need LEA and schools. The three primary evaluation questions will assist with deciding what data will be collected, how the collected data should be analyzed, and how the analyzed data should be reported. Evaluation questions are aligned with the program goal to be achieved and the objectives, and are as follows:

1. To what extent were effective library programs developed and enhanced?
2. To what extent were age and developmentally appropriate books and recommendations provided to parents to encourage them to read aloud to their children?
3. To what extent were high-quality books provided on a regular basis to children and adolescents from the low-income community to increase reading motivation, performance, and frequency?

In addition to the three evaluation questions, the Government Performance and Results Act of 1993 (GPRA) requires reporting on four Outcome Performance Measures:

1. The percentage of fourth graders participating in the project who demonstrated individual student growth (i.e., an improvement in their achievement) over the past year on State reading or language arts assessments under section 1111(b)(2) of the ESEA.
2. The percentage of eighth graders participating in the project who demonstrated individual student growth over the past year on State reading or language arts assessments under section

1111(b)(2) of the ESEA.

3. The percentage of schools participating in the project whose book-to-student ratios increase from the previous year. And
4. The percentage of participating children who receive at least one free, grade- and language-appropriate book of their own.

E.2. Extent to which methods of evaluation examine effectiveness of implementation

strategies. The methods of data collection for ACS READS are robust, feasible and appropriate.

- Project Director and/or designee interviews – Years 1-5
- Reading Coach focus group interviews – Years 3-5
- Librarian focus group interviews – Years 2 and 4
- Parent focus group interviews – Years 2, 4, and 5
- Librarian PD event evaluation surveys – Years 1, 2, and 5; as appropriate/needed
- Educator Literacy Camp event evaluation surveys – Years 1-3
- Student assessments (i.e., Brigance Early Childhood Kindergarten Screen III, FastBridge grades K-12, K-PREP grades 4 and 8, and ACT Grade 11) – Years 1-5
- Project records (i.e., Librarian reporting forms; circulation statistics; meeting and training documentation; book distribution statistics; narrative and pictorial evidence of library improvements/enhancements, etc.) – Years 1-5

Additionally, a case study will be conducted where three cohorts of students receiving services will be followed throughout the life of the project – Cohort 1 (Years 1-5), Cohort 2 (Years 2-5), and Cohort 3 (Years 3-5). Finally, a nonequivalent control group pre-test/post-test design will be employed where student scores from matched Kentucky districts (similar in size, socio-economic factors, etc.) will be examined.

Data Analysis. Evaluators will utilize descriptive statistics, measures of central tendency, and measures of dispersion for any quantitative data collected. Additional analyses will be utilized, as needed. Qualitative data sources will be used to amass a body of contextual knowledge about ACS READS. Qualitative data will be coded, and prevalent themes and emerging issues will be identified.

Communication and Reporting. The lead evaluator from BG Consulting will intentionally and purposefully provide the Project Director (and any designees) and appropriate stakeholders (i.e., Advisory Council) with data and findings through scheduled meetings and deliverables so that the formative information regarding progress toward goals will be timely and support subsequent changes that may need to be made to improve implementation. Following each data collection effort, appropriate stakeholders will be provided with brief summaries/updates and the lead evaluator will regularly communicate with the Project Director. The project Evaluator will be responsible for developing and delivering annual updates in Years 1-4, meeting all Federal reporting requirements, and be responsible for developing a final, summative report at the conclusion of Year 5.

ACS READS BIBLIOGRAPHY

-
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- ² Neuman, S. B. (2008). *Educating the other America: Top experts tackle poverty, literacy, and achievement in our schools*. Baltimore, MD: Paul H. Brookes.
- ³ <http://www.urbanchildinstitute.org/articles/research-to-policy/policy/poverty-can-jeopardize-the-development-of-literacy-and-early>
- ⁴ <https://readingpartners.org/the-literacy-challenge/the-problem-we-are-tackling/>
- ⁵ <https://ferstreaders.org/resources/fifty-top-literacy-statistics>
- ⁶ Reading Literacy in the United States: Findings from the IEA Reading Literacy Study. (1996).
- ⁷ Neuman, Susan B. and David K. Dickinson, ed. *Handbook of Early Literacy Research*, Volume 2. New York, NY: 2006.
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- ¹¹ Harris, Louis. *An Assessment of the Impact of First Book’s Northeast Program*. January 2003.
- ¹² J McQuillan, J. (1998). *The Literacy Crisis: False Claims, Real Solutions*. Heinemann
- ¹³ <https://rednoseday.org/news/changing-illiteracy-and-poverty-in-america>
- ¹⁴ <https://www.kyschoolreportcard.com/organization/5499?year=2020>
- ¹⁵ [https://www.allen.kyschools.us/Downloads/Media%20Release%20\(CEP\)1.docx](https://www.allen.kyschools.us/Downloads/Media%20Release%20(CEP)1.docx)
- ¹⁶ https://kyyouth.org/wp-content/uploads/2019/11/2019_CountyDataBook.pdf
- ¹⁷ <https://www.welfareinfo.org/poverty-rate/kentucky/allen-county>
- ¹⁸ <https://poverty.ucdavis.edu/faq/what-current-poverty-rate-united-states>

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- ¹⁹ https://www.kyschoolreportcard.com/organization/52858/academic_performance/assessment_performance/kindergarten_screen?year=2020
- ²⁰ McKinsey & Company (April 2009). The Economic Impact of the Achievement Gap in America's schools. Washington, D.C.
- ²¹ National Information Center for Children and Youth with Disabilities. (1998). Children with reading disability. Washington, D.C.: Robert Bock
- ²² Boyer, The Carnegie Foundation for the Advancement of Teaching.
- ²³ Donald J. Hernandez, Double Jeopardy: How Third-Grade Reading Skills and Poverty Influence High School Graduation. The Annie E. Casey Foundation; Center.
- ²⁴ <https://heggerty.org/>
- ²⁵ <https://education.tamu.edu/a-teachers-knowledge-and-the-impact-on-student-achievement/>
- ²⁶ Evans, M. D., Kelley, J., Sikora, J., & Treiman, D. J. (2010). Family scholarly culture and educational success: Books and schooling in 27 nations. *Research in Social Stratification and Mobility*, 28(2), 171-197.
- ²⁷ <https://ies.ed.gov/ncee/wwc/Intervention/274>.
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<www.sciencedaily.com/releases/2010/05/100520213116.htm>.
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- ³² <https://www.jstor.org/stable/10.1086/674420>
- ³³ <https://www.savethechildren.org/us/what-we-do/education/literacy-in-us>

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³⁸ <https://www.savethechildren.org/us/what-we-do/education/literacy-in-us>

³⁹ https://www.lbschools.net/Asset/Files/Linked_Learning/Reading/From%20High%20School%20to%20Learning%20Commun%20-%20Tools.pdf

Other Attachment File(s)

* Mandatory Other Attachment Filename:

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



ACS READS

Other Attachments

Allen County Schools



ACS READS

Individual Resumes
&
Job Descriptions

Allen County Schools

Melissa Biggerstaff

PERSONAL BELIEF STATEMENTS

I believe in serving students by creating student-centered learning opportunities and experiences.
I believe in creating equitable systems for under-served students that inspire, engage, and challenge students.

I believe that leadership is key to creating data-driven, collaborative cultures that embrace deeper learning practices and innovative environments.

I believe it is our moral imperative to meet the needs of each student we serve.

I believe in continuous improvement.

I believe in being a lifelong learner.

I believe, in education, what we do today matters for a lifetime.

SKILLS PROFILE

Data analysis and decision-making

Strategic planning

Effective implementation practices

Organizational culture

Leadership development

Designing professional learning

Curriculum/Assessment development

Collaboration, communication, facilitation

Grant writing and grant management

Budget analysis and management

Leadership Coaching

School improvement consulting (K-12)

Strong interpersonal and computer skills

Problem solving

PROFESSIONAL EXPERIENCE

Chief Academic Officer, Allen County Schools
Scottsville, KY, July 2020 – Present

Associate Executive Director, Green River Regional Educational Cooperative
Bowling Green, KY, 2012 – 2014; 2015 – July 2020

School Improvement/Leadership Consultant, International Center for Leadership in Education
*Previously The Leadership and Learning Center
222 Berkeley St, Boston, MA, 2012 – Present

Reviewer for Proposed Publications, Solution Tree Press
555 North Morton Street, Bloomington, IN, 2015- 2019

Lead Solution Architect/School Improvement Lead, Houghton Mifflin Harcourt (HMH)

222 Berkeley St, Boston, MA, 2014 – 2015

PROFESSIONAL EXPERIENCE (Continued)

President, Biggerstaff Educational Services
Bowling Green, KY, 2012 – Present

Education Consultant/Specialist, Green River Regional Educational Cooperative
Bowling Green, KY, 2010 – 2012

School Culture Trainer and Facilitator, Center for Improving School Culture
Cloquet, MN, 2006 – Present

Principal and Assistant Principal, Monroe County Board of Education
Tompkinsville, KY, 2004 – 2008

Teacher and Instructional Specialist, Joe Harrison Carter and Tompkinsville Elementary
Tompkinsville, KY, 1997 – 2004

EDUCATION

Bachelor of Science Degree	Elementary Education
Masters of Arts Degree	Elementary Education
Rank I (60 hours above MA)	Education Administration, Leadership, and Research Level I and Level II School Principal K-12
Additional Certifications	Level I and Level II Instructional Supervisor K-12 Educational Consultant
Specialized Certifications	Data Teams Harvard’s Instructional Rounds Leadership Development and Coaching Common Formative Assessments, Scoring Guides, Rubrics Rigorous Curriculum Design Decision Making for Results Consultant Development Cognitive Coaching

PROFESSIONAL ACCOMPLISHMENTS

- Currently creating a personalized professional learning system for Allen County Schools
- Increased revenue for GRREC over 130% in one year
- Promoted to Lead Solution Architect for Houghton Mifflin Harcourt to manage multi-million-dollar School Improvement Partnerships; Created innovative solutions for school districts nationally and internationally through collaboration, data analysis, and strategic planning

- Proven track-record of K-12 school improvement, locally and nationally
- Consistently received exemplar ratings as a national and international Professional Development Associate and School Improvement and Leadership Consultant
- Assisted in the design and development of new intellectual property (data analysis and school improvement) for The Leadership and Learning Center/Houghton Mifflin Harcourt
- Selected by Dr. Douglas Reeves to join a small group of international experts as a Professional Development Associate for The Leadership and Learning Center
- Developed and co-developed content for federal and state grants receiving multimillion dollars in funding
- Tompkinsville Elementary School Top 10 School in Kentucky, from ranking 472
- Gamaliel Elementary School Named National Blue Ribbon School of Excellence
- Tompkinsville Elementary School Nominated a National Blue Ribbon School of Excellence - Named a National Blue Ribbon School (2014)
- Nominated for Disney's Outstanding Teacher Award

PERSONAL INTERESTS

I am a Christian, wife, mother, and lead learner. I love to spend time with my family, travel, swim, go to the movies, and read. I have a special interest in supporting families of children with congenital heart defects and other women and families who have lost a child.

KAREN L. BUMGARDNER

Owner, Senior Researcher/Evaluator
BG Consulting, LLC

EDUCATION

Marshall University, Huntington, WV	Education Administration	M.Ed., 1997
Marshall University, Huntington, WV	Business Administration	B.B.A., 1989

RESEARCH AND PROFESSIONAL EXPERIENCE

2018 present Owner and Senior Researcher/Evaluator, BG Consulting LLC, Cross Lanes, WV
2013 2018 Managing Evaluator, McREL International, Charleston, WV
2013 Project Management Specialist, Edvantia, Charleston, WV
2007 2012 Research and Evaluation Specialist, Edvantia, Charleston, WV
2005 2007 Research and Evaluation Associate, Edvantia, Charleston, WV
2002 2005 Research and Evaluation Specialist, Edvantia (then operating as AEL),
Charleston, WV
1999 2002 Research and Evaluation Associate, Edvantia (then operating as AEL),
Charleston, WV
1997 1999 Social Researcher, Consultant, Huntington, WV
1994 1997 Testing Coordinator, Marshall University Research Corporation, Huntington, WV
1994 Graduate Assistant/Data Collector, Marshall University Research Corporation,
Huntington, WV
1990 1993 Senior Supervisor, Kelly Services Inc., Huntington, WV
1989 1990 Marketing Representative, Rice and Associates, Huntington, WV

SELECT RESEARCH/EVALUATION GRANTMANSHIP

2021 Lead Evaluator, Green River Regional Educational Cooperative: *Kentucky Healthy Schools Supplement Grant* (\$27,814 for two years).
2019 External Evaluator, Goodwin University: *Evaluation of the STARS: Strengthening Technology and Advising to Retain Students* (\$15,500 for one year).

PRESENTATIONS

2018 Paper presented at the 13th International Conference of the Learning Sciences (ICLS), London, UK. Roschelle, J., Herman, P., Bumgardner, K., Shechtman, N., & Feng, M. *Teaching with a Fully Digital, Year-long Math Program: Learning Sciences Futures on the Front Line.*
2017 Paper presented at the annual meeting of the American Evaluation Association, Washington, D.C. Herman, P., Knotts, A., Bumgardner, K., & Knoster, K. *Developing a classroom observation protocol when treatment and control*

- classrooms don't look anything like each other.*
- 2017 Paper presented at the annual meeting of the Association of Educational Service Agencies, San Antonio, TX. Bumgardner, K., Cassady, K., Stevenson, G. *Leading to learn: Evaluation of an innovative school leadership program.*
- 2012 Paper presented at the annual meeting of the American Evaluation Association, Minneapolis, Minnesota. Bradley, K. L., Cowley, K. S., Finch, N. L., Good, K. D., & Maser, R. H. *Developing evaluators' capacity through a community of practice.*
- 2008 Paper presented at the annual meeting of the American Evaluation Association, Denver, Colorado. Bradley, K., D'Brot, J., Cowley, K. S., Finch, N., Good, K., & Hixson, N. *CC3: Lessons learned from the evaluation of three comprehensive centers.*
- 2005 Paper presented at the joint annual meeting of the American Evaluation Association and the Canadian Evaluation Society, Toronto, Canada. Bradley, K. L. *Evaluation of a five-year sustained professional development project across a four-state region.*
- 2005 Paper presented at the 14th annual meeting of the Consortium for Research on Educational Accountability and Teacher Evaluation, Memphis, Tennessee. Bradley, K. L. *Evaluation of a five-year sustained professional development project across a four-state region.*
- 2004 Paper presented at the annual meeting of the American Evaluation Association, Atlanta, Georgia. Bradley, K. L. *Evaluating on-going, sustained professional development across a four-state region.*
- 2004 Paper presented at the 13th annual meeting of the Consortium for Research on Educational Accountability and Teacher Evaluation, Colorado Springs, Colorado. Bradley, K. L., & Copley, L. D. *Evaluating on-going, sustained professional development across a four-state region.*
- 2003 Paper presented at the 12th annual meeting of the Consortium for Research on Educational Accountability and Teacher Evaluation, Louisville, Kentucky. Bradley, K. L., & Ermolov, L. D. *An evaluation of curriculum mapping and alignment in Nottoway County.*

PROFESSIONAL ASSOCIATIONS

2012-present Active member of Project Management Institute

2004-present Active member of American Evaluation Association

LICENSES AND CERTIFICATIONS

2012 Project Management Institute, Project Management Professional (PMP)®

2000 Collaborative Institutional Training Initiative, Protection of Human Subjects certification

Project Director Job Description

The position of Project Director with Allen County Schools (ACS) is designed to provide leadership and facilitation for the Innovative Approaches to Literacy grant program, a five-year project funded by the U.S. Department of Education.

The Project Director will be responsible for overall grant management and implementation. This position will provide oversight of project resources, budget, personnel, data, and project evaluation.

Qualifications

- Rank I in administration (or equivalent) and experience in supervision and leadership required
- Minimum of five years-experience in Federal grant management strongly preferred
- Experience in large-scale project management preferred
- Experience with Federal budgets and Federal reporting required
- Experience in continuous improvement preferred
- Excellent analytical skills; experience with data collection and data analysis
- Strong organizational and time management skills
- Strong oral and written communication skills
- Proven leadership skills and competencies
- Proficient computer skills with a variety of programs and software, and the ability to create word processing and desktop publishing documents, spreadsheets and databases
- Ability to work independently with little direction; self-motivated
- Good interpersonal skills; ability to be a team player, collaborate, and promote positive public relations on behalf of the project and ACS
- Ability to problem solve and to think critically and creatively
- High degree of familiarity with ACS preferred

Performance Responsibilities

1. Provide oversight on project implementation, budget, reporting, data gathering, and evaluation.
2. Lead Advisory Council's quarterly meetings to address ongoing needs, monitor project goals, objectives, timelines, and progress.
3. Collaborate with project staff, district personnel, community medical providers, and community members to support the goal and objectives of the grant.
4. Seek out and cultivate relationships with multiple medical providers, physicians/pediatricians, and the health department to support the scope of work as outlined in the program proposal.
5. Work in collaboration with project and district staff and the evaluator to collect, analyze, and report data and provide reports as identified by the USDoE.
6. Attend meetings, professional learning events, or trainings pertinent to the project.
7. Demonstrate ability to work independently, creatively, and innovatively with a goal of achieving the greatest possible outcomes for all students and project participants.
8. Exhibit positive interpersonal skills with co-workers, school personnel, and community members. Promote a positive image on behalf of ACS and all organizations involved in the project.

Reading Coach Job Description

The position of Reading Coach with Allen County Schools (ACS) is designed to build capacity and improve teaching and learning in schools and across the district as part of the Innovative Approaches to Literacy grant program, a five-year project funded by the U.S. Department of Education.

The Reading Coach will be responsible for working collaboratively to improve core instruction, implement a strong system of interventions, and support all students in achieving at high levels and improving student learning and achievement. This position will report to the Chief Academic Officer.

Qualifications

- Hold a Bachelor's degree or higher and the required Kentucky certificate for the assigned position with an emphasis in English Language Arts
- Experience as a classroom teacher and teacher leader
- Demonstrated ability to work effectively with students, colleagues, and leaders
- Ability to communicate effectively with students, parents, and faculty
- Understand adult learning theory and be able to model high-impact strategies and lessons that include pedagogy and engagement of students in the content
- Have a working knowledge of RtI and/or MTSS
- Be willing to commit to continuous improvement
- Strong organizational and time management skills
- Strong oral and written communication skills
- Proven leadership skills and competencies
- Proficient computer skills with a variety of programs and software, and the ability to create word processing and desktop publishing documents, spreadsheets and databases
- Ability to work independently with little direction; self-motivated
- Good interpersonal skills; ability to be a team player, collaborate, and promote positive public relations on behalf of the project and ACS
- Ability to problem solve and to think critically and creatively

Performance Responsibilities

1. Work collaboratively to create a proactive, systems-approach to strong, effective teaching and learning practices as part of a district-wide team.
2. Work collaboratively to coordinate strong core instruction and interventions in all reading classrooms.
3. Present a positive image of the school to parents, teachers, and other stakeholders and convey a genuine concern with each student's education, growth, and development.
4. Establish friendly and cooperative partnerships between coaches, classroom teachers, and school leaders.
5. Participate in district-level PLCs, coaches' meetings, and professional learning necessary to create systemic improvement across the district.
6. Carry out assignments on time with minimal oversight.
7. Be positive when interacting and carrying out responsibilities, and be a team player.
8. Cooperate with classroom teachers and building leaders to build capacity, collaborate, and problem solve.

9. Maintain confidentiality, both verbally and in written form, of each student's educational record.
10. Strive to maintain and improve professional competence.
11. Adhere to the School Board of Education Policies and Procedures.
12. Be willing to work in the assigned building as well as cross-collaborate with other Coaches to meet specific district, school and project needs.
13. Perform other duties as assigned by the immediate supervisor.

Salary commensurate with the school district's Certified Salary Schedule.



ACS READS

Documentation &
Certification of LEA
Eligibility
&
Documentation of
Non-Profit Status

Allen County Schools

**Small Area Income and Poverty Estimate (SAIPE)
Ages 5 to 17 in Families in Poverty
2019 - Selected State - Selected School District**

Year	State	District ID	District Name	Grade range of responsibility	Total Population	Relevant Ages 5 to 17 Population	Relevant Ages 5 to 17 in Families in Poverty	Relevant Ages 5 to 17 Ratio
2019	21	2100070	Allen County School District (KY)	PK-12	21,315	3,632	727	20.0

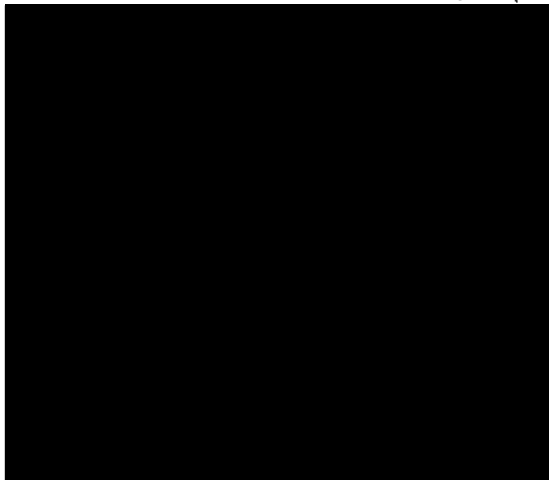
Source: U.S. Census Bureau, Small Area Income and Poverty Estimates (SAIPE) Program.

MODEL BASED ESTIMATES: The data provided are indirect estimates produced by statistical model-based methods using sample survey, decennial census, and administrative data sources. The estimates contain error stemming from model error, sampling error, and nonsampling error.

7/1/12

ALLEN COUNTY BOARD OF EDUCATION

570 Oliver Street
Scottsville, KY 42164-7955
(270) 618-3181



Dear Sir or Madam:

This is in response to your request for information concerning your organization's exemption from Federal income tax.

As an instrumentality of a governmental unit, your organization is not subject to Federal income tax under the provisions of Section 115(1) of the Internal Revenue Code of 1954, which states in part:

"Gross income does not include income derived from the exercise of any essential governmental function and accruing to a State or any political subdivision thereof ..."

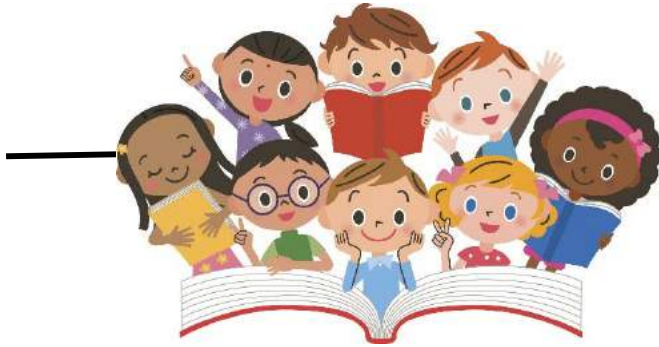
Because your organization is an instrumentality of a governmental unit, its income is not taxable as explained above. Contributions to instrumentalities are deductible under Section 170(c)(1) of the Code.

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

Sincerely,



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



ACS READS

Timeline with milestones &
responsibilities
&
Logic Model

Allen County Schools

Work Plan/Timeline	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023	Summer 2023	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Summer 2025	Fall 2025	Spring 2026	Summer 2026		
	Year 1	Year 2	Year 3	Year 4	Year 5	Responsibility											
Project awarded, October 2021	x																
Project Director job posting/hiring, October 2021	x																Chief Academic Officer (CAO)
Kick-off meeting with librarians to discuss plans & expectations for PD and book/material/resource purchasing; as well as including specified district staff to assist in creating a responsive, inclusive, supportive & identity-safe library environment, Oct 2021.	x																CAO, Project Director
Working with Librarians, source books for book giveaways for students, Oct. 2021	x																Project Director
Working with Librarians, source books for community birth-preK children first quarterly giveaway, Oct 2021	x																Project Director
Project Director and Evaluator meet bi-monthly starting in December 2021 (ongoing)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director & Evaluator
Heggerty Phonemic Awareness Curriculum obtained and use begins for grades PreK-3 (ongoing)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director
Initial baseline data & information gathered on students & educators, Oct-Nov 2021	x																Project Director
Community birth-preK children quarterly book giveaway, quarterly (ongoing)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director
ACS student book giveaways; 9 giveaways in years 1 & 2, 7 giveaways in years 3-5 (ongoing)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director
FastBridge reading assessments begin (ongoing)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director, CAO
Data & information gathered on students & educators (ongoing)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director, Evaluator
Librarians obtain books, materials & resources for their libraries (years 1-4)		x	x	x	x	x	x	x	x	x	x						Project Director
Librarian self-selected content-specific PD (Years 1,2, & 5)		x	x	x	x	x							x	x	x		Project Director, CAO
Advisory Council meets bi-monthly or quarterly beginning in spring 2022 (ongoing)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director, Advisory Council
Librarians & Project Director design/create responsive, inclusive, supportive & identity-safe library environment, & purchase materials, etc. to institute the design (ongoing)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director
Primary & Intermediate school educators attend "Literacy Camp" for 6 weeks after school to gain explicit instruction in reading (Years 1-3)		x			x			x									Project Director, CAO
Reading Coach job posting/hiring																	CAO, Project Director
Reading Coaches in each school beginning Fall 2023 (ongoing)								x	x	x	x	x	x	x	x	x	CAO, Project Director
Advisory Council & Project Director meet mid-grant to discuss/assess progress of project (Spring 2024).									x								Advisory Council, Project Director
Final evaluation/assessment in late Fall of 2025*														x	x	x	Project Director, Evaluator
Final evaluative results of project														x	x	x	Project Director, Evaluator
Final dissemination of project results																x	Project Director, Evaluator
*Evaluator reporting to the <u>Advisory Council</u> and <u>Project Director</u> will be at least quarterly. In addition, the Advisory Council will work with schools/teachers and the Evaluator to design improvements/action steps related to any findings.																	

PROJECT INPUTS

Advisory Council

ACS Superintendent
ACS Chief Academic Officer
Project Director
Reading Coaches
External Evaluator

LEA

Rural School District
Four schools
Anticipated to serve 3,000+ students (PreK-12th grade)

Project Staff

Chief Academic Officer
ACS READS Project Director
ACS READS Literacy Coaches (x4)

Continuous Improvement

External Evaluator
Advisory Council

DESIGN ELEMENTS

Multiple book giveaways for children/students from birth—12th grade each year
New books & materials for school libraries
Creation of responsive, inclusive, supportive & identity-safe library environments
preK-3rd grade phonemic awareness curriculum

- Self-selected, content-specific professional development for librarians
- Explicit instruction professional development in reading for educators
- Reading Coach in each school starting in year 3
- K-12 reading assessment system
- Data collection (student assessment data, interviews, survey data)

GPRA Measures

- % of 4th & 8th graders who demonstrated individual student growth on state reading or language arts assessments
- % of schools whose book-to-student ratios increase from the previous year
- % of children who receive at least one free, grade- and language-appropriate book of their own

ACS READS

PROJECT OUTPUTS

- Replicable Model
- Improved reading assessment scores
- # of new books, materials, resources obtained by school libraries
- # of new books disseminated to children (birth—12th grade)
- # of students provided with books
- # of students assessed via FastBridge, K-PREP, NAEP reading assessments, & Brigance Early Childhood screener
- # of teachers trained in Explicit Instruction
- # & type of PD utilized by Librarians
- # & type of connections made to facilitate dissemination of books for children birth-preK
- Types of evaluation data

Formative Data

- Reading Coach progress reports
- Individual interviews
- Completed tasks
- Teacher/student participation levels
- Pre- & post-assessment data
- Pre- & post prof. development surveys
- Ongoing surveys

Annual/Summative Data

- TPGES - increased educator effectiveness
- Increase course scores/academic outcomes
- Improved teacher self-efficacy

GOAL, OBJECTIVES, OUTCOMES

Goal: Develop & improve literacy skills for children birth—12th grade.

Objectives (not all inclusive):

- Increase #/% of students reading at proficiency in 4th & 8th grade 10% by year 3, & addtl. 10% by year 5.
- Increase effectiveness & knowledge of librarians as evidenced by increased use of resources by students & teachers across project period as measured by increased circulation statistics, & Librarian self-report.
- Increase available, age-appropriate, updated books, materials & resources in school libraries by 25% by the end of the project.
- Increase # of developmentally appropriate books given to birth to preK children in the community as measured by # of medical provider relationships for book giveaways pre- & post-project, & total # of books disseminated
- Increase the number of books provided to district students by 50% by the end of the project period.
- Increase effectiveness rating of educators.

Outcomes (not all inclusive):

- Increased librarian knowledge & effectiveness.
- Increased educator knowledge, skills, & effectiveness.
- Increased # of students scoring proficient in reading in 4th & 8th grades.
- Increased student engagement in reading.
- Enhanced & effective school library programs.
- More children begin to learn earlier through developmentally appropriate books.
- Increased reading motivation, performance & frequency in preK-12th students.
- Increased use of school libraries by students & teachers.
- Creation of responsive, inclusive, supportive & identity-safe library environment.
- Increased # of updated books, materials & resources in school libraries.
- Increased # of young children in the community with access to developmentally appropriate books.



ACS READS

Intergovernmental Review
State Single Point of
Contact

Allen County Schools



**OFFICE OF THE GOVERNOR
DEPARTMENT FOR LOCAL GOVERNMENT**

**Andy Beshear
Governor**

100 AIRPORT ROAD, THIRD FLOOR
FRANKFORT, KENTUCKY 40601
PHONE (502) 573-2382
FAX (502) 227-8691
www.kydlgweb.ky.gov

**Dennis Keene
Commissioner**

August 10, 2021

Ms. Tara Thomas
Allen County Schools
570 Oliver Street
Scottsville, KY 42164-7955

RE: ACS READS
SAI# KY202108091264
CFDA# 84.215

Dear Ms. Thomas:

The Kentucky State e-Clearinghouse is the official designated Single Point of Contact (SPOC) for the Commonwealth pursuant to Presidential Executive Order 12372, and supported by Kentucky Statutes KRS 45.031. The primary function of the SPOC is to streamline the review aforementioned process for the applicant and the funding agency. This process helps in vocalizing the statutory and regulatory requirements. Information in the form of comments, if any, will be attached to this correspondence.

This proposal has been reviewed by the appropriate state agencies in the e-Clearinghouse for conflicts with state or local plans, goals and objectives. After receiving this letter you should make it available to the funding agency and continue with the funding agencies application process. This e-Clearinghouse SPOC letter signifies only that the project has followed the state reviewing requirements, and is neither a commitment of funds from this agency or any other state or federal agency. Please remember if any federal reviews are required the applicant must follow through with those federal agencies.

The results of this review are valid for one year from the date of this letter. If the project is not submitted to the funding agency or not approved within one year after the completion of this review, the applicant can request an extension by email to Lee.Nalley@ky.gov. If the project changes in any way after the review, the applicant must reapply through the e-Clearinghouse for a new review. There are no exceptions.

If you have any questions regarding this letter or the review process please contact the e-Clearinghouse office at 502-892-3462.

Sincerely,

A handwritten signature in blue ink that reads "Lee Nalley".

Lee Nalley, SPOC
Kentucky State Clearinghouse

**TEAM
KENTUCKY**
PR/Award # S215G210064

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)



ACS READS

Budget Narrative

Allen County Schools

Budget Narrative

1 Personnel		Year 1	Year 2	Year 3	Year 4	Year 5
a	Chief Academic Officer (1): (10% FTE) , Base Salary [REDACTED] contract. Provides project and Project Director oversight.	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
b	Project Director (1): (100% FTE) , Base Salary [REDACTED] contract. Leads project implementation, data collection, supervises project staff, and oversees budget.	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
c	Reading Coaches (4): (100% FTE) , Base Salary [REDACTED], 215-day contract Years 3-5. Build capacity & improve teaching & learning, core instruction, implement a strong system of interventions to enable student learning & achievement to improve. 4 coaches [REDACTED]/year in years 3-5.	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total, Personnel						
2 Fringe Benefits						
a	Chief Academic Officer (1): (10% FTE) , TRS Retirement match 3% [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
b	Project Director (1): (100% Full Time Equivalent) , TRS Retirement [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
c	Reading Coaches (4): (100% FTE) , TRS Retirement match 3% (\$ [REDACTED]) [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total, Fringe Benefits						
3 Travel						
a						
Total, Travel						
4 Equipment						
a						
Total, Equipment						

5	Supplies	Year 1	Year 2	Year 3	Year 4	Year 5
a	Laptops (1): Full-time project staff will receive a laptop computer as appropriate for his/her role (Project Director, Reading Coaches). 1 unit in [REDACTED].	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
b	Staff Supplies: Routine office supplies, copy paper, file folders, staples, etc. \$ [REDACTED] r 5.	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
c	Books for birth-5 yr old children: books for approximately 500 children x estimated cost of \$5.05/t [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
d	Books for Primary Center students: books for 900 students x estimated cost of \$7/book [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
e	Books for Intermediate Center students: books for 700 students x estimated cost [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
f	Books for Middle School students: books for 460 students x estimated cost of \$11/book [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
g	Books for High School students: books for 900 students x estimated cost of [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
h	Books for Summer School students: books for 600 students x estimated cost of \$11 [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
i	Postage: Various mailing and postal supplies.	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
j	PreK Reading Curriculum: Heggerty Phonemic Awareness curriculum & aids	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
k	Kindergarten Reading Curriculum: Heggerty Phonemic Awareness curriculum & aids	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
l	1st - 3rd grade Reading Curriculum: Heggerty Phonemic Awareness curriculum & aids	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
m	FastBridge reading assessment system for K-12. \$8/student/year x 3,000 students = \$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
n	Books, materials & resources for Primary Center Library:	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
o	Books, materials & resources for Intermediate Center Library:	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
p	Books, materials & resources for Middle School Library:	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
q	Books, materials & resources for High School Library:	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
	Total, Supplies	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

6	Contractual	Year 1	Year 2	Year 3	Year 4	Year 5
a	Professional Development: PD for librarians, [REDACTED]	[REDACTED]				
b	Professional Development: Explicit instruction PD for Primary & Intermediate Center educators (grades K-6). Years [REDACTED]					
c	External Evaluation: We have contracted with a national third-party external evaluator for project evaluation to complete a quasi-experimental design study, develop data tools and surveys, collect data, and disseminate information and findings throughout the project period. The external evaluator will measure the effectiveness of the project. Estimated costs of 6% of the overall budget.					
d	External Audit: We prorated audit amount to cover the project's portion of the annual audit expense.					
Total, Contractual		\$				
7	Construction	Year 1	Year 2	Year 3	Year 4	Year 5
a		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total, Construction		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
8	Other	Year 1	Year 2	Year 3	Year 4	Year 5
a	Primary Center responsive learning environment - creation of a racially, ethnically, culturally, disability status, & linguistically responsive/ inclusive, supportive & identity safe library environment.	[REDACTED]				
b	Intermediate Center responsive learning environment - creation of a racially, ethnically, culturally, disability status, & linguistically responsive/ inclusive, supportive & identity safe library environment					
c	Middle School responsive learning environment - creation of a racially, ethnically, culturally, disability status, & linguistically responsive/ inclusive, supportive & identity safe library environment.					
d	High School responsive learning environment - creation of a racially, ethnically, culturally, disability status, & linguistically responsive/ inclusive, supportive & identity safe library environment.					
Total, Other		\$				
9	Direct Costs	Year 1	Year 2	Year 3	Year 4	Year 5
Total, Direct Funds						
10	Indirect Funds	Year 1	Year 2	Year 3	Year 4	Year 5
10% of Direct Charges						
Total, Indirect Funds						
11	Training Stipends	Year 1	Year 2	Year 3	Year 4	Year 5
		\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total, Training Stipends				\$0.00		
12	Total Cost	Year 1	Year 2	Year 3	Year 4	Year 5
Lines 9-11						
Total Cost:						



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

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

Name of Institution/Organization

Allen County Schools

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

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

PR/Award # S215G210001

Page e71

Name of Institution/Organization Allen County Schools	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	0.00	0.00	0.00	0.00	0.00			0.00
2. Fringe Benefits	0.00	0.00	0.00	0.00	0.00			0.00
3. Travel	0.00	0.00	0.00	0.00	0.00			0.00
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00	0.00	0.00			0.00
6. Contractual	0.00	0.00	0.00	0.00	0.00			0.00
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other	0.00	0.00	0.00	0.00	0.00			0.00
9. Total Direct Costs (lines 1-8)	0.00	0.00	0.00	0.00	0.00			0.00
10. Indirect Costs	0.00	0.00	0.00	0.00	0.00			0.00
11. Training Stipends	0.00	0.00	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	0.00	0.00	0.00	0.00	0.00			0.00

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Name of Institution/Organization Allen County Schools	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"/>

ED 524

DISCLOSURE OF LOBBYING ACTIVITIES

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

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

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Allen County Schools

* Street 1: 570 Oliver Street Street 2: _____

* City: Scottsville State: KY: Kentucky Zip: 42164-7955

Congressional District, if known: KY-001

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

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Innovative Approaches to Literacy, Full-service Community Schools; and Promise Neighborhoods CFDA Number, if applicable: 84.215
----------------------------------------------------------------------	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
-----------------------------------------------------	-----------------------------------------------

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

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

Prefix _____ * First Name N/A Middle Name _____

* Last Name N/A Suffix _____

* Street 1 N/A Street 2 _____

* City N/A State _____ Zip _____

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

* Signature: Tara Thomas

* Name: Prefix _____ * First Name Melissa Middle Name _____
* Last Name Biggerstaff Suffix _____

Title: Chief Academic Officer Telephone No.: _____ Date: 08/11/2021

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