

**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 # S215G210090**

**Grants.gov Tracking#: GRANT13447095**

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

Closing Date: Aug 11, 2021

PR/Award # S215G210090

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

There were problems converting one or more of the attachments. These are: 1241-CISD INdirect Cost.docx

**Application for Federal Assistance SF-424**

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

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="960 E. Broadway"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Cuero"/>
County/Parish:	<input type="text"/>
* State:	<input type="text" value="TX: Texas"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="77954-0954"/>

**e. Organizational Unit:**

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

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

Prefix: <input type="text" value="Ms ."/>	* First Name: <input type="text" value="Ruby"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Rodriguez"/>	
Suffix: <input type="text"/>	

Title:

Organizational Affiliation:

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

\* Email:

**Application for Federal Assistance SF-424**

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.215

CFDA Title:

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

**\* 12. Funding Opportunity Number:**

ED-GRANTS-071221-001

\* Title:

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

**13. Competition Identification Number:**

84-215G2021-1

Title:

84.215G Innovative Approaches to Literacy

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

Add Attachment

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

Cuero ISD Innovative Approaches to Literacy targeting economically disadvantaged and minority students.

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424**

**16. Congressional Districts Of:**

\* a. Applicant

\* b. Program/Project

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

Add Attachment

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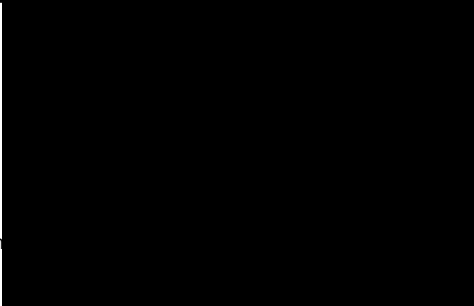
**17. Proposed Project:**

\* a. Start Date:

\* b. End Date:

**18. Estimated Funding (\$):**

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



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

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

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

- Yes
- No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

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

\*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title:

\* Telephone Number:  Fax Number:

\* Email:

\* Signature of Authorized Representative:  \* Date Signed:

**NOTICE TO ALL APPLICANTS**

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

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

**To Whom Does This Provision Apply?**

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

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

**What Does This Provision Require?**

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

be discussed in connection with related topics in the application.

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

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

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

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.
- (4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

**Estimated Burden Statement for GEPA Requirements**

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

**Optional - You may attach 1 file to this page.**

	Add Attachment	Delete Attachment	View Attachment
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## 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.

<b>* APPLICANT'S ORGANIZATION</b> Cuero Independent School District	
<b>* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>	
Prefix: Dr.	* First Name: Pam Middle Name:
* Last Name: Longbotham	Suffix:
* Title: Assistant Superintendent	
<b>* SIGNATURE:</b> Joel T Whitt	<b>* DATE:</b> 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:
	Jennifer		Hudgeons	

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

**Address:**

* Street1:	960 E. Broadway
Street2:	
* City:	Cuero
County:	
* State:	TX: Texas
* Zip Code:	77954-0954
Country:	USA: UNITED STATES

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

\* Email Address:  


Alternate Email Address:

**2. New Potential Grantee or Novice Applicant:**

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

Yes  No

**3. Qualified Opportunity Zones:**

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

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



**4. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #(s):  1  2  3  4  5  6  7  8

No Provide Assurance #(s), if available:

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

Add Attachment

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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.]

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## 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:

## **Cuero Innovative Approaches to Literacy Project Abstract**

### Project Objectives and Activities

Goal 1: Increase access to a wide range of literacy resources (both print and digital).

Objectives: 1) Improve size and age of library collections, 2) Increase electronic/digital resource access at each library to provide students with access to evidence-based literacy programs. To achieve this the libraries will purchase books and acquire new digital content and subscriptions.

Goal 2: Provide high-quality childhood literacy activities with parental engagement.

Objectives: 1) Increase family reading in the home. 2) Increase family engagement in early literacy. This will be accomplished through book distribution to children ages 0-3 and students grades Pre-K through 5<sup>th</sup> grade, family literacy activities, and parent training in Dialogic Reading

Goal 3. Strengthen literacy and STEM Skill development.

Objectives: 1) Provide diverse and wide range of complexity and content. 2) Increase dual language content in libraries and materials of interest all readers. This will be accomplished through increased access to diverse print and digital content.

Goal 4. Provide educational interventions for all readers with support from school libraries.

Objectives: 1) Increase access to libraries before and after school; as well as during summers. 2) Provide teacher professional (PD) development in Dialogic Reading. This will be accomplished by extended after library hours for literacy development.

Goal 5. Address diverse student needs.

Objectives: 1) Ensure that the library supports both on campus learning environments and a community learning environments that are Racially, Ethnically, Culturally, Disability Status and Linguistically Responsive and Inclusive, Supportive, and Identity-Safe.

Priority Points

CISD is a Rural School District with high poverty.

Proposed Project Outcomes

The targeted outcomes include the GPRA Performance Measures of increased book to student ratios, increased students from PK to 5<sup>th</sup> grades receiving a book of their own, increased children ages 0-3 years old receiving a book of their own, % of 4<sup>th</sup> and 8<sup>th</sup> graders meeting proficiency on state reading tests, increases in oral reading gains by 4-year-old students, increases in teacher and parent knowledge of Dialogic Reading.

Number of Participants to be Served

The Project will reach all students at CISD's four campuses. Enrollment is anticipated at approximately 2,000 annually. Additionally, the Project will provide services to 400 parents and provide books to 300 children ages 0-3 years of age.

Number and Location of Proposed Sites

CISD has four campuses that server grades Pre-K through 12 Grade (French Elementary, Hunt Elementary, Cuero Junior High School and Cuero High School). Each of the four sites are located within the city of Cuero, Texas.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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## A. Significance

### (1) The significance of the problem or issue to be addressed by the proposed project.

The Cuero Independent School District (CISD) is located rural in DeWitt County, Texas. in the city of Cuero, which is home to 8,236 residents (US Census Bureau 2019). CISD has an average enrollment of 2,000 students. Ethnically the student population is comprised of **49.8%** Hispanic or Latino, **37.6%** White, and **10.0%** African-American with the remaining **2.5%** Asian/Pacific Islander, Native American, or two or more races. CISD is considered “high-need” as, per the Texas Education Agency (TEA, 2019), **63.2%** of all CISD students are considered “economically disadvantaged” and according to the most recent U.S. Census Bureau’s Small Area Income and Poverty Estimates (SAIPE) **27.88%** children ages 5-18 are living in poverty. In addition, **1,009 (50.5%)** of all CISD students have one or more identifiable conditions (e.g., failed a grade, teen parent, etc.) that place them “at-risk” of educational failure by the Texas Education Agency’s (TEA, 2020). CISD provides services for **75** English Language Learners and **194** students with disabilities. CISD’s performance on State Standardized Tests fall below average at almost every grade level for Reading, English/Language Arts. When the State Standardized Test outcomes are reviewed thoroughly it is evident that minority, disabled, ELL, “at-risk” and economically disadvantaged students do not perform at the same level as their peers in the district or across the state. The 2020-2021 STARR Tests show very clearly which students need the most assistance to develop literacy skills that are needed in the transition from 5th grade where they are learning to read to middle school where they are reading to learn. The results of the 2020-201 STARR Reading Tests indicate that **62.3%** of all students could meet the State Standard. However, **80.3%** of White students met the standard in the 8th grade. White students total **41.5%** of all 8th graders but represent **53.5%** of those who meet the reading standard on

the STARR tests. In comparison, Hispanic/Latino students represent **45.5%** of all students but only **40.4%** of students meeting the standard. Black students represent 10% of all students but only **5%** of those who meet standards. Economically disadvantaged students represent **50.3%** of all students but only **41.4%** of those students who meet the standards. Special Education students represent **10.6%** of the student population but only **4.0%** of those who meet the standard.

Finally, students identified as “at-risk” represent **16.3%** of all students but only 8.1% of those who meet the standard. At the 3rd and 5th grade level these patterns of disparities begin to emerge. In the 3rd grade Hispanics are **52.9%** of all students and **50.0%** of students who meet the standard. Black students are **9.1%** of all students but only **3.3%** of students who meet standard. Whites are **37.2%** of all students and **46.7%** of students who meet standard.

Economically disadvantaged students are **69.4%** of all students but only **36.7%** of students who meet standard. Special Education and disabled students are **25.6%** of all students and **0%** of students who meet standard. At-Risk students are **24.7%** of all students but only **6.7%** meet standard. In the 5th grade Hispanics are **49.6%** of all students and **29.4%** of students who meet the standard. Black students are **6.2%** of all students but only **3.9%** of students who meet standard. Whites are **33.3%** of all students and **29.4%** of students who meet standard.

Economically disadvantaged students are **66.7%** of all students but only **52.9%** of students who meet standard. Special Education and disabled students are **15.5%** of all students and 0% of students who meet standard. At-Risk students are 35.6% of all students but only 3.9% meet standard.

Access to adequate up to date 21<sup>st</sup> Century Library Media Centers is a profound gap in Cuero. CISD teachers need professional development focused on early literacy. At the elementary school level CISD teachers have limited training of strategies and interventions for



students who are struggling with literacy. CISD has identified Dialogic Reading as an effective model for improving literacy skills that can be integrated through professional development and parent training. Book distribution for ages 0-3 and grades Pre-K through 5<sup>th</sup> is needed to encourage family engagement. With the ability to assess which students are falling behind as part of the Project, Literacy Coaches will work one-on-one with students who are behind in Letter Recognition, Definitional Vocabulary, and Phonological Awareness.

**(2) The extent to which the proposed project is likely to build local capacity to provide, improve, or expand services that address the needs of the target population.**

The IALP2 Project will significantly improve local capacity by utilizing the following:

(1) Enhancing local area intellectual capital by partnering with local area pediatricians and family physicians, and health care providers to empower CISD families to read to their children; (2) enhancing local area preschool providers' capacity to provide books and supports that encourage literacy skill development; (3) providing all Pre-K through 5<sup>th</sup> grade R/ELA faculty and parents with the professional development/training and supports to implement Dialogic Reading both in the classroom for faculty and in the home for parents; (4) building the institutional capacity of the campus libraries that provide a learning environment that is Racially, Ethnically, Culturally, Disability Status and Linguistically Responsive and Inclusive, Supportive, and Identity-Safe ; (5) building the intellectual capital in all R/ELA faculty (K through 12) on how to integrate school library resources into their classroom instructions; and (6) Providing early Literacy Coaches for parents of children ages 0 to 3 and parents and students in PK through 5<sup>th</sup> grades.

**(3) The importance or magnitude of the results or outcomes likely to be attained by the proposed project, especially improvements in teaching and student achievement.**

The importance of the Project can be identified in multiple areas that included improvements in teaching and student achievement. However most importantly is the projects' ability and intent to change the culture of early reading within the community. Over the five years of the project the Project will have to opportunity to impact literacy from birth though kindergarten and measure the differences in school readiness, letter recognition, phonological awareness and definitional vocabulary over the life of the grant. Additionally, the Project is designed to achieve the following:

- gains in oral language skills as measured by the Test of Preschool Early Literacy (TOPEL). This includes students showing a +3 increase over baseline in Letter Recognition, +4 increase over baseline in Definitional Vocabulary, and +5 increase over baseline in Phonological Awareness as established by the developers anticipated growth from pre to post administration.
- increase annually in the number of 4<sup>th</sup>-grade and 8<sup>th</sup>-grade participants who meet or exceed proficiency on both the State's Reading and Language Arts assessments under section 1111(b) (3) of the ESEA as measured by the annual results of the State of Texas Assessments of Academic Readiness (STAAR) compared to the 2021 baseline.
- Place age appropriate books for children ages 0 to 3 and PK through 5<sup>th</sup> grades.
- development of a learning environment that is Racially, Ethnically, Culturally, Disability Status and Linguistically Responsive and Inclusive, Supportive, and Identity-Safe at each campus library as measured by campus library reports.

**B. Quality of the project design:**

**(1) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project, are clearly specified and measurable.**

The CISD IALP22 Project design's intent is to ensure that literacy is impacted throughout CISD by achieving the following Goals, Objectives, and measurable Outcomes.

**Goal 1). Increase access to a wide range of literacy resources (including both print and electronic) that prepare students to read and provide learning opportunities.**

**Objective 1-1:** Improve the size and age of the collection at each library to meet the TSLs "Acceptable" rating.

**Objective 1-2:** Increase electronic resource access at each library to provide students with greater access to on-line resources proven to increase literacy.

**Objective 1-3:** Increase access to print, digital, and online content that is Racially, Ethnically, Culturally, Disability Status and Linguistically Responsive and Inclusive, Supportive, and Identity-Safe.

**Goal 2). Provide high-quality childhood literacy activities with meaningful opportunities for parental engagements that includes Reach Out and Read (ROR) modeled book distribution, Imagination Library, and Dialogic Reading education for parents.**

**Objective 2-1:** Increase family reading with children from birth through 5<sup>th</sup> grade by increasing community access to books through book distribution modeled after ROR, and Imagination Library book distribution.

**Objective 2-2:** Increase parent engagement in early childhood literacy development by providing Dialogic Reading Education and awareness campaign in the community.

**Goal 3). Strengthen literacy development by providing library and campus resources that span a wide range of both complexity and content to effectively support academic improvement.**

**Objective 3-1:** Ensure that all electronic, literature, and informational text acquired through the Project address all academic areas spanning a wide range of complexity and content, while increasing access to resources and materials of interest to the high percentage of minority students and families in CISD.

**Goal 4). Offer appropriate educational interventions for all readers with support from school libraries.**

**Objective 4-1:** Increase reader access to libraries both before and after school; as well as during the summer.

**Objective 4-2:** Increase teacher access to professional development (PD) focused on improving the teaching of literacy, reading skills, and Dialogic Reading.

**Objective 4-3:** Increase student access at each campus to evidence-based print and electronic library resources.

**Objective 4-4:** Provide Literacy Coaches for students and parents of the targeted populations an average of 40 hours per week.

**Goal 5). Establish libraries at each campus that provide a learning environment that is Racially, Ethnically, Culturally, Disability Status and Linguistically Responsive and Inclusive, Supportive, and Identity-Safe.**

**Objectives 5-1:** Increase the number of print, online, and digital content that provides access to equity in the proportion of the student body that is Racially, Ethnically, Culturally, Disability Status and Linguistically Responsive and Inclusive, Supportive, and Identity-Safe for all students.

**Objectives 5-2:** Utilize book distribution for ages 0-5 and PK through 5<sup>th</sup> grades to ensure that the library supports both on campus learning environments and a community learning

environments that are Racially, Ethnically, Culturally, Disability Status and Linguistically Responsive and Inclusive, Supportive, and Identity-Safe.

These Goal and Objectives are designed to achieve the following Performance Measures and Outcomes

1. 75% of Pre-K (4-year-old participants) will show gains in oral language skills as measured by the Test of Preschool Early Literacy (TOPEL). This includes students showing a +3 increase over baseline in Letter Recognition, +4 increase over baseline in Definitional Vocabulary, and +5 increase over baseline in Phonological Awareness as established by the developers anticipated growth from pre to post administration.
2. A 5% increase annually in the number of 4<sup>th</sup>-grade participants who meet or exceed proficiency on both the State's Reading and Language Arts assessments under section 1111(b) (3) of the ESEA as measured by the annual results of the State of Texas Assessments of Academic Readiness (STAAR) compared to the 2021 baseline.
3. A 5% increase annually in participating 8<sup>th</sup>-grade students who meet or exceed proficiency on both the State's Reading and Language Arts assessments under section 1111(b) (3) of the ESEA as measured by the annual results of the State of Texas Assessments of Academic Readiness (STAAR) compared to the 2021 baseline.
4. Increase and sustain the percentages of CISD campuses with the recommended ratio of books (less than 12 years of age) per student.
5. Increase the percentage of CISD children ages 0 to 5 who receive at least one free, age-, grade-, and language appropriate book of their own from 0% to 100% each year.

6. Sustain in the number of students in PK through 5th grade who receive at least one free, grade- and language appropriate book of their own at the current level of 100%.
7. Increase the percentage of library content by 10% annually that facilitates the development of a learning environment that is Racially, Ethnically, Culturally, Disability Status and Linguistically Responsive and Inclusive, Supportive, and Identity-Safe at each campus library as measured by campus library reports.

**(2) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.**

The Proposed IALP2 Is evidence-based and built on established best practices as shown in the rational section and logic model. It is the intent of the Project to address the literacy support needs for all students but focus on those identified as most in need based on performance, assessment and disability. The Project is designed to provide special supports, training, and materials that improve literacy outcomes for the targeted students.

**(3) The extent to which the proposed project represents an exceptional approach for meeting statutory purposes and requirements.**

According to the 2019 SAIPE data Cuero has a population of 8,356 and 17.5% live in poverty. Only 79.5% of residents graduated high school and 16.8% live without insurance. The Median income for males is \$32,347 per year but for females it is \$21,660. Females between the ages of 20 and 35 are the largest group that lives in poverty. As the data indicates, along with multiple studies all indicate that economically disadvantaged students do not achieve the same level of academic success as students who do not face poverty. The 2019 SAIPE Data sets indicate that there are 355 students in poverty and a total of 1,616, this meets the statutory requirement as 22% of CISD students live in poverty. SAIPE data also indicates that CISD is a

rural community and there are very limited resources available in the community. Based on these data CISD meets the statutory purposes and requirements with greater than 20% of students in poverty, located in a rural area, and State Standardized Testing indicates that less than 25% of “All” Third Grade Students Meet the Standard and less than 40% of Fifth Grade Students Meet the Standard.

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

CISD’s proposed project focuses on both Absolute Priority 1: Projects, Carried Out in Coordination with School Libraries, for Book Distribution, Childhood Literacy Activities; and 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. The principal rationale behind the IALP2 is to replicate evidence-based programs and practices that have been shown to achieve the targeted outcomes. This includes its own IAL grant from the 2018 cohort. Through that Project CISD has established a system for book distribution, childhood literacy activities and increased the diversity of materials available to students. The proposed IALP2 Project is modeled after the key components of evidenced-based programs; including the ROR Modeled Program; the Imagination Library (a book distribution program for low-income elementary school students); increased library access; increased access to bilingual content, increased access to technology and online/digital content ; and the “best practice” of using Dialogic Reading Professional Development. ROR is a book distribution program developed in partnership with the American Academy of Pediatrics (AAP) in the interest of making literacy promotion a standard part of pediatric well childcare visits. Doctors and nurses are trained to provide parents of young children (between the ages of 0 and 36 months) with advice on reading aloud and

giving age-, and culturally-appropriate books to each infant and preschooler at routine checkups. Studies have shown that ROR to be an evidence-based practice and that it is cost effective. Parents who received ROR were significantly more likely to read to their children daily and to have books at home and children in the program increased their expressive vocabulary. These outcomes held true even with low-income families with low levels of parental education (Weitzman, et al. 2004, Russ, et al. 2007; Bokony, 2009) and have been replicated in additional studies including those who utilized randomized control groups. Due to the rural setting of Cuero the Project will partner with family physicians and health care providers to reach as many children ages 0 to 3 as possible.

In addition to ages 0 to 3, Book distribution will be provided to all students in Pre-K through the 5<sup>th</sup> grades each month. This ensures that over the school year 100% of students of receive at least one book of their own and the majority received an average of nine books of their own. Providing elementary school students with free, age-, grade-, and culturally-appropriate, books each month, has been found to create a “literate home environment” (Rashid, et al., 2005). Literate home environments are directly related to a child’s language development (Kelly & Campbell, 2008; Embree, 2009), to early literacy development (National Reading Panel, 2001), to school readiness (American Library Association, 2007), to future reading performance (Molfese, Modglin, & Molfese, 2003), and to overall school achievement (Chall & Snow, 1982). These effects persist even in low-income households (American Library Association). The books selected for students will be Racially, Ethnically, Culturally, Disability, Status and Linguistically Responsive and Inclusive, Supportive, and Identity-Safe.

Flexible library scheduling “continues to exert a positive effect on test scores, regardless of per pupil spending, teacher-pupil ratio or students’ race/ethnicity” (Lance et al., 2005). Todd



et al., (2006) found that **98.2%** of students were helped by school libraries that provide extended (i.e., flexible) scheduling. Pressely (2002) found that providing access to school library collections is one way to stem summer reading loss, which primarily impacts students from lower-income communities. A child's reading requires exposure to a **home environment** that involves many different types of books and activities (Hiebert & Raphael, 1997).

Hispanics are currently the largest ethnic group at CISD; however, they score below White students in Reading on the State's standardized tests; African Americans also score below their White peers at CISD. When that occurs, based on the Bale and Atkins study (2004), the lack of Hispanic or African American focused materials was the primary reason minority group families provided for not visiting the library. In comparison, McCook and Geist (1994) illustrated increases in visit frequency by Hispanic readers when a library provides materials targeting the Hispanic and African American community. Based on these data, there must be a focus made by CISD in coordination with the school libraries to provide a Learning Environment That is Racially, Ethnically, Culturally, Disability Status and Linguistically Responsive and Inclusive, Supportive, and Identity-Safe. This includes increasing the ethnic diversity-focused literacy materials and provide access through on-line resources, audio books and dual language (English and Spanish) print.

There is significant research that warrants the IALP2 Project's strategy of increasing and improving the library collections. The 2001 Texas State Library and Archives Commission study found that the number of library volumes purchased in any preceding year significantly influenced reading scores of elementary and high school students (Texas State Library, 2001). A study of non-fiction trade books used in the primary grades concluded that young students gravitate toward non-fiction texts when offered a choice (Palmer & Stewart, 2003). Reports also

suggest that for students who enter school with poor letter-sound skills, the exposure to informational text resulted in growth in that area (Duke et. al, 2003). Research has also found that assistive technology and literacy kits can help to address the needs of struggling readers (National Reading Panel, 2000). Sufficient quantity and quality of books and electronic resources have a definite positive impact on student achievement. Lance, in *How School Librarians Help Kids Achieve Standards (2000)*, summarizing a study that compared the schools with the highest/lowest test scores, reported that media center resources were key factors and that “increasing the resources in media centers by **50% percent** caused test scores to increase by **100% percent.**” Another study found that students who are "at-risk" demonstrated continuous academic achievement when they had access to computers (Belanger, 2002). At CISD students identified “at-risk” perform lower than all others on State Literacy Testing.

Students with online access had significantly higher scores on measurements of information literacy, communication, and presentation of ideas (Follansbee, Hughes, Pisha & Stahl, 1997). Further, recent studies found high correlations between students’ access to the library catalog, access to licensed databases, and access to State links with improved academic achievement in reading (Burgin, Bracy, & Brown, 2003; Texas State Library, 2001; Rodney, Lance & Hamilton-Pennell, 2003).

Adults promote children’s active involvement in reading when they use Dialogic Reading (DR), which is a dialogue or conversation between an adult and child during shared book reading. It is a type of reading in which the child becomes the storyteller, and the adult is an active listener who asks questions, adds information, and prompts increasingly sophisticated descriptions from the child. As the child becomes more skillful in storytelling, the adult moves from simple labeling to open-ended questions described above. Adults who encourage children

to take an active rather than passive role during shared reading improve both language and emergent literacy skills. As the adult expands on the child's dialogue, the child uses more mature words and sentences. The child improves in use of vocabulary, syntax, semantics, pragmatics, and in the social skills of language (Hay, 2007; Wasik, 2001).

**(c) Quality of project services**

**(1) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.**

Like most of the State's school districts, one of the biggest challenges facing CISD is the increasing number of English Language Learners (ELL) and children whose families speak Spanish in the home. CISD has worked to ensure equal access and treatment of all members of groups that have been traditionally underrepresented based on race, color, national origin, gender, age, or disability. As previously mentioned, Hispanic youth, especially those who begin as ELL, struggle to achieve the same passage rates on standardized tests as their White peers at CISD. The same is also true for African American youth. To address this the IALP2 Project will use evidence-based strategies that have been found successful in increasing the literacy of these traditionally underrepresented youth. CISD has previously implemented some of the following IAL strategies; however, funding for the IALP2 Project will allow CISD to enhance and increase its efforts around literacy through all of the following strategies: (1) increase the number of and access to books, audio books, and digital books that are, written in both English and Spanish; (2) provide focus on underrepresented groups to increase interest and provide community outreach and recruitment efforts with bilingual staff; (3) ensure that the Project serves all students and their families regardless of background with dignity and respect; (4) increase communications between the school and the parents in their dominate language; (5) participation in and

recognition of significant cultural events and holidays; (6) effective family engagement programs including the diastolic reading education program; (7) hiring a diverse workforce that is representative of the community as a whole; and (8) utilizing of social media. The IALP2 Project expects to expand all of these proven strategies and to strengthen them with new components, including all of the following: (1) collaborations with local area pediatricians, family practitioners, local preschools, day cares and the Head Start Program to ensure book distribution and parent awareness of the importance of reading to their children from birth; (2) strengthening existing partnerships with the local library to assist in increased access to libraries, parent participation in diastolic reading, and book distribution to children from 0 through 3<sup>rd</sup> grade.

**(2) The likely impact of the services to be provided by the proposed project on the intended recipients of those services.**

IALP2 is designed to enhance and improve students' literacy skills. Specific emphasis has been placed on fostering and expanding the literacy skills of students from low-income households. Part of this strategy is based on the knowledge that many children from low-income households are less ready for school, especially in terms of literacy skills. The National Center for Education Statistics (2008), as well as others, have reported that children living in poverty are less likely to be read to and have fewer books in the home which accounts for individual differences in academic achievement (O'Donnell, 2008; ALA, 2007). Further, students who start school at a disadvantage generally continue to perform at a lower reading level throughout high school compared to peers who start school with enriched home reading experiences (American Library Association, 2007; Kelly & Campbell, 2008). Research indicates that "intervening early to improve the home learning environment for disadvantaged children will ensure that they are ready to learn when they enter school and succeed later in life" (ROR, 2008, p. 2). To address this weakness, IALP2 will implement the *Reach Out and Read* [ROR] modeled program. The

ROR program requires collaborating with local area pediatricians, family practitioners, nurse practitioners and dentists to place books into the hands of all new parents, including parents from low-income households. Having a doctor or nurse reinforce the need for reading aloud to young children has been found to increase parental reading to children (ROR, 2008; Golova et al., 1999). Sanders (2000) reported that parents exposed to ROR are three (3) times more likely to report reading to their children compared to non-ROR parents and that children in families exposed to ROR are approximately 1.5 times more likely to have 10 or more picture books in the home (Needlman et al, 2005).

For children already in preschool, IALP includes a book distribution program modeled after the *Imagination Library*. This practice has been found to increase the number of literate homes (Rashid, et al., 2005) and has been found to improve children’s language development (Kelly & Campbell, 2008; Embree, 2009), early literacy development (National Reading Panel, 2001), school readiness (American Library Association, 2007), future reading performance (Molfese et al., 2003), and overall school achievement (Chall & Snow, 1982). These effects persist even in low-income households (American Library Association, 2007).

To assist Pre-K through 5<sup>th</sup> grade students who experience difficulties in fully developing their literacy skills, CISD will utilize Dialogic Reading. The Dialogic Reading approach provides a structured way for children to engage in discussion about books and practice oral language skills during classroom “read-alouds” (Whitehurst et al., 1988; Whitehurst et al., 1994; Zevenbergen & Whitehurst, 2003). During these shared-reading experiences the adult becomes an active listener and interviewer. This approach results in the child using more sophisticated language. Children from low-income backgrounds and English language learners experience significant growth in their oral language skills using dialogic book reading (Lonigan &

Whitehurst, 1998; National Early Literacy Panel, 2008; Valdez-Menchaca & Whitehurst, 1992).

Expanding the library collection and providing up-to-date technology in the library has also been found to be effective. The number of library volumes purchased in any preceding year significantly influenced reading scores of elementary and high school students (Smith, 2001) and Lance (2005) found that schools with libraries with current collections had **13.5%** higher test scores. Research has shown that providing students with access to additional resources is strongly correlated with improved reading scores and enhanced academic achievement (Lance, 2007; Klinger, 2006; Smith, 2006). The Illinois Study (Lance, 2005) found that schools with newer library collections had students who achieved **10.3%** higher on reading and writing tests and had high school students with higher college admission scores.

Students with access to advanced technology succeed in school as noted in a University of Colorado (Lance et al., 2007) report, which found a strong link between academic achievement (represented by scores on standards-based state tests of Reading/Language Arts skills) and technology integration. Lance (2005) found that libraries that had adequate numbers of computers had **9.5%** higher test scores. The U.S. National Commission on Libraries and Information Science in 2008 noted that at every grade level, schools that had more library computers connected to the Internet had higher average test scores. Only by increasing numbers and quality of computers can the IALP2 Project campuses give students greater access to the resources of the school library and help to ensure their successes.

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reading level throughout high school compared to peers who start school with enriched home reading experiences (American Library Association, 2007; Kelly & Campbell, 2008). Research indicates that “intervening early to improve the home learning environment for disadvantaged children will ensure that they are ready to learn when they enter school and succeed later in life” (ROR, 2008, p. 2). To address this weakness, LEAP will implement the *Reach Out and Read* [ROR] program. The ROR program requires collaborating with local area pediatricians, family practitioners, nurse practitioners and dentists to place books into the hands of all new parents, including parents from low-income households. Having a doctor or nurse reinforce the need for reading aloud to young children has been found to increase parental reading to children (ROR, 2008; Golova et al., 1999). Sanders (2000) reported that parents exposed to ROR are three (3) times more likely to report reading to their children compared to non-ROR parents and that children in families exposed to ROR are approximately 1.5 times more likely to have 10 or more picture books in the home (Needlman et al, 2005).

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resources of the school library and help to ensure their successes.

**(3) The extent to which the services to be provided by the proposed project are focused on those with greatest needs.**

The majority of the proposed project is universal in focus as in some capacity all children and students will have increased access to materials that promote literacy and reading. However, the 2020-2021 STARR Literacy Tests show very clearly which students need the most assistance to develop literacy skills that are needed by the end of the 5th grade where they are learning to read to middle school where they are reading to learn. The results of the 2020-201 STARR Reading Tests indicate that economically disadvantaged students are in greatest need; however, Hispanics, Blacks, Special Education, English Language Learners, and students identified as “At-Risk” regardless of race or ethnicity are in greatest need of services and fall behind their peers. For this reason, these students are targeted for extended library access, literacy coaching, and additional literacy supports indicated in the strategies and outcomes to remove these disparities.

**(d) Quality of the management plan**

**(1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.**

Task	Year One Management Plan: Milestones/Timelines/Staff Responsible
Grant Acceptance and Staff Hiring. (CISD Superintendent, School Board and Administration)	1. CISD accepts the IAL Grant award. 2. By October 1, 2021 CISD appoints an Interim Director to oversee the Project Director hiring, the selection of contractors, and Project 3. By November 1, 2021, the Project Director is hired. 4. By November 15, 2021, the Project

	<p>Director assumes role with the Interim Director providing support as needed. By December 1, 2021, all Project staff hired.</p>
<p>Procurement of Supplies. (Project Director and Business Manager)</p>	<p>1. By December 1, 2021, the Project Director will work with the CISD Business Manager to order, receive, and inventory all materials for the Project. 2. By January 15, 2022, all materials distributed to campus libraries. 3. By February 1, 2022 ROR modeled, Imagination Library, and campus based book distribution begins.</p>
<p>Project Services Begin. (Project Director, Project Staff and Evaluation Team)</p>	<p>1. By November 1, 2021, The Evaluation Team (ET) will collect available baseline data and TOPEL data, the Evaluation Plan and the report schedule will be finalized, and the Management Team will have begun its monthly meetings. 3. By March 1, 2022, PD schedule for teachers and parent education schedule will be finalized and the IALP2 Project services will begin. 4. Information Dissemination Plan for Year Two through Year Five begins August 2022 for the new school year, reoccurring annually for the life of the Project.</p>
<p>On Going through September 2026. (Project Director, Project Staff, Management Team and Evaluation Team)</p>	<p>1. All IALP2 services continue as described, including extended hours, summer reading, assessments, ROR, Imagination Library, PD, and parent education. 2. The Project’s formative evaluations continue as described with data collection and implementation of the IALP2 Monthly, Quarterly, and Annual Reports. 3. Management Team meetings continue monthly to review progress and determine areas in need of improvement. 4. Year One Outcomes and Process</p>

	Measures reviewed at the beginning of Year Two through Year Five to ensure that by the end of Year Two all targeted IALP2 Goals and Objectives have been met. 5. Annual and Final Evaluation Reports completed and submitted as required by ED and provided to the MT, CISD Administration, and CISD's School Board for review in hard copy and with presentations by the ET.
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**(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.**

Continuous improvement will be achieved through ensuring on-going feedback from students, parents, and teachers. These will be done utilizing short but focuses on-line surveys each semester. These data will be reviewed by the Project, Management Team, and Evaluator to develop action plans that address any identified short comings of the Project. All IALP2 services continue as described, including extended hours, summer reading, assessments, book distribution, PD, and parent education. The Project's formative evaluations continue as described with data collection and implementation of the IALP2 Monthly, Quarterly, and Annual Reports. Management Team meetings continue monthly to review progress and determine areas in need of improvement. Annual Outcomes and Process Measures reviewed quarterly and monthly to ensure that by the end of each year all targeted IALP2 Goals and Objectives have been met. Annual and Final Evaluation Reports completed and submitted as required by ED and provided to the MT, Administration, and School Board for review in hard copy and with presentations by the Evaluation Team.

**(3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.**

CISD's IALP2 provides a full-time Project Director. This position will provide 40 hours per week devoted to the project over the life of the Project. The Project Director will provide oversight of the Project, implementation of each evidence-based component and monitor progress. The design of the IALP2 is to allow the Director to ensure implementation by hiring library assistants to support the libraries in the book distribution kits, weeding out old titles that will be replaced by the new titles; freeing the Director to focus on the design of the Project and not become tied down in the day to day operations. Essentially this position has the needed support to fully implement the project. The Evaluator/PI will provide an average of 25 hours per month to the IALP2 focusing on data collection, data analysis, feedback, communication, reporting and working with the Project Director to ensure all goals and objectives are met and directed at the intended outcomes. In addition to the Project Director CISD IALP2 will hire two full-time Literacy Coaches. These will be certified teachers who are literacy specialists and will work with Pre-K to 5<sup>th</sup> Grade students to ensure they have the supports necessary to perform at the same level as their peers.

**E. Quality of the project evaluation.**

**(1) The extent to which the methods of evaluation are appropriate to the context within which the project operates.**

To ensure that CISD'S IALP2 Project can produce evidence of promise, as defined by the U.S. Department of Education, the CISD will need to utilize an evaluator with extensive experience in working in school districts. Kyle Barrington, Ph.D., will lead the Evaluation Team

(ET). Dr. Barrington is the Lead Principal Investigator (PI) for Zajonc Corporation and has been involved in, and the PI for, over 120 different evaluation projects, including multisite, multistate, quasi-experimental evaluation projects involving over 100,000 students and staff. The *Project Evaluation Plan* is designed to address six research questions: 1) To what extent did the implementation of the Project follow the Logic Model/Management Plan (i.e., implemented as it was intended)?; 2) To what extent did participants (e.g. students, parents, community partners, teachers, library staff, principals, etc.) receive the intended intensity and duration of services?; 3) How many participants utilized different Project services?; 4) To what extent were Project participants satisfied with the services received?; 5) To what extent did Project services result in improved outcomes? ; and 6) to what extent did participants receiving Project services improve their desired outcomes compared to the non-Project participants in the comparison group? To answer these questions, the ET will utilize formative and summative evaluation procedures and methods that are linked with the Project Goals, Objectives, and Outcomes and the Project Management Plan, identified above, which details the sources of data for measuring Project progress and achievements on each Goal and Objective. The data sources include both quantitative and qualitative data collection processes. Each type of instrument, whether quantitative (e.g., STAAR, TOPEL etc.) or qualitative (e.g., classroom observation, focus groups, satisfaction surveys, etc.), will be integrated into a comprehensive and coherent evaluation plan for each goal and objective. Once the Project's Evaluation Plan is in place, the Project will be able to collect the needed data and to report on its progress on the desired Goals and Objectives, including the required *GPRA Performance Measures*. To ensure that the evaluation design will produce *evidence of promise*, as defined by the U.S. Department of Education, Zajonc will utilize quasi-experimental research design techniques by incorporating a

comparison group of students in a similar sized district with similar socio-economic settings. To assess the Project's statistically significant impact on its key objective of improving oral language development, the Project *ET* will implement a well-designed, quasi-experimental evaluation that utilizes clustered *regression discontinuity* (RD) methods, which were selected because the theory is grounded in causal inference and hierarchical-linear modeling (HLM) literature and because RD is a commonly used design in education research to test intervention effects (Institute of Education Statistics, 2008).

**(2) The extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.**

The ET will use information from all assessments and evaluation measures to produce both quantitative and qualitative data. Quantitative data will include the results of the TOPEL, for preschool students, and the STAAR assessments and benchmarks assessments for students in K through 8<sup>th</sup>. Qualitative data will include community partners, parents, teacher and library staff surveys, Focus group discussions and the short answer portions of the Project's Satisfaction Surveys. Since the evaluation design produces both quantitative and qualitative data, Dr. Barrington and his team will employ a mixed-methods design. The ET will compile the information and present key findings each month from the data analyzed to the Project staff, Management Team, and stakeholders. These reports will include information pertaining to each Gap, Goal, and Objective to provide sufficient data to determine if Project is being implemented effectively and efficiently. Formal data analyses and summaries of both quantitative and qualitative data, which can be used to identify and allow needed Project administrative and programmatic changes, will be published **semi-annually** and reported to the Project's staff, the MT, CISD Administration, the CISD School Board, community partners, parents, and ED as required. To the maximum extent possible, every analysis will include disaggregation of

subgroups to assess Project's effects on students from minority populations and students from low-income households. The Project's Semi-Annual Reports will be completed 30 days after the end of each six-month period. The Annual Evaluation Report will be available within 30 days of the end of each Grant year. The MT will receive the draft copy of the Annual Evaluation Report and will have 15 calendar days to review it and make recommendations and/or suggested edits.

## Other Attachment File(s)

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According to the 2019 SAIPE data Cuero has a population of 8,356 and 17.5% live in poverty. Only 79.5% of residents graduated high school and 16.8% live without insurance. The Median income for males is \$32,347 per year but for females it is \$21,660. Females between the ages of 20 and 35 are the largest group that lives in poverty. As the data indicates, along with multiple studies all indicate that economically disadvantaged students do not achieve the same level of academic success as students who do not face poverty. The 2019 SAIPE Data sets indicate that there are 355 students in poverty and a total of 1,616, this meets the statutory requirement as 22% of CISD students live in poverty. SAIPE data also indicates that CISD is a rural community and there are very limited resources available in the community. Based on these data CISD meets the statutory purposes and requirements with greater than 20% of students in poverty, located in a rural area, and State Standardized Testing indicates that less than 25% of “All” Third Grade Students Meet the Standard and less than 40% of Fifth Grade Students Meet the Standard.

**District Directory Information**  
(2020-2021 school year)

[Modify Search](#) [Data Notes/Grant IDs](#) [Help](#)

<b>District Name:</b> CUERO ISD <a href="#">schools for this district</a>	<b>NCES District ID:</b> 4815960	<b>State District ID:</b> TX-062901														
<b>Mailing Address:</b> 960 E Broadway Cuero, TX 77954-2132	<b>Physical Address:</b>  <a href="#">960 E Broadway</a> <a href="#">Cuero, TX 77954-2132</a>	<b>Phone:</b> (361)275-1914														
<b>Type:</b> Local school district	<b>Status:</b> Open	<b>Total Schools:</b> 4														
<b>Supervisory Union #:</b> N/A	<b>Grade Span:</b> (grades PK - 12) <table border="1" style="display: inline-table; border-collapse: collapse;"><tr><td>PK</td><td>KG</td><td>1</td><td>2</td><td>3</td><td>4</td><td>5</td><td>6</td><td>7</td><td>8</td><td>9</td><td>10</td><td>11</td><td>12</td></tr></table>		PK	KG	1	2	3	4	5	6	7	8	9	10	11	12
PK	KG	1	2	3	4	5	6	7	8	9	10	11	12			
<b>Website:</b> <a href="http://www.cueroisd.org/">http://www.cueroisd.org/</a>	<b>District Demographics:</b>  <a href="#">School District Demographic Dashboard</a>															

**District Details** (2019-2020 school year; Fiscal data from 2017-2018)

**Characteristics**

[Show Less](#)

<b>County:</b> Dewitt County	<b>County ID:</b> 48123
<b>Locale:</b> Town: Distant (32)	<b>Total Students:</b> 1,965
<b>CSA/CBSA:</b> †	<b>Classroom Teachers (FTE):</b> 156.67
	<b>Student/Teacher Ratio:</b> 12.54
	<b>Students with IEPs:</b> 286

**Staff**

## **GEPA Requirement**

Cuero Independent School District (CISD) has a growing number of minority students and students who are socio-economically disadvantaged who are not performing as well as their peers in the district or across the state in literacy and STEM. Part of the mission of the CISD's *Innovative Approaches to Literacy Project (IALP)* is to see that no child goes unrepresented due to race, ethnicity, disability, gender social status or other condition disparities in services.

CISD is committed to serving all children and improving literacy and STEM skills through the IALP; however, there are three specific groups the project will target. The first is economically disadvantaged students. Economically disadvantaged students are performing below the state and district average on State Mandated Standardized Tests, the SAT, and many do not reach the same academic attainment as their peers. Many of these students begin their academic career in Pre-K or Kindergarten below level academically and not prepared for Kindergarten in the area of oral language. CISD will implement the Reach Out and Read model book distribution for children ages 0-3 to provide resources and partner with health care providers to assist in the informing of parents of the great importance of reading allowed to their children. The second group is minorities. Minority students (Hispanic and African Americans) also fall below their peers at the state and district levels on State Standardized Testing. Evidence suggests that increasing library content to include areas of greater interest to Hispanic and African American students can increase the use of the library and literacy. Further, as the number of students from families who speak Spanish in the home increases in Cuero the need for dual language books (Spanish/English) increases. CISD will increase both content areas significantly with IAL funding in both print and digital. Finally, evidence indicates that many minorities and

females lose confidence in STEM as they enter secondary grades. The IALP is designed to create new ways for students to explore STEM and increase their interests and connect through the libraries as a resource by adding content and STEM Stations for group and independent study. The Project will provide student notification and incorporate strategies to increase the participation of minorities and females in STEM.

Further, CISD will work to ensure that all services and materials are available for students with visual impairments. This includes ordering large print books and providing enlarged text on monitors as needed for students with impaired vision and providing enlarged images of the computer screen during instruction through the use of a multimedia projector. Further, this means that CISD will ensure that all necessary materials (e.g. supplemental curriculum material) are made available on audiotape and/or on large print monitors, as needed. By specifically addressing the needs of the residents in the CISD, and specifically those in the IALP catchment area, the district will ensure that they address the special needs of students, teachers and other program beneficiaries in order to overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age.

**CURRICULUM VITAE**  
**KYLE D. BARRINGTON, Ph.D.**

**CURRENT POSITION:** Principal Investigator - Zajonc Corporation  
College Station, Texas  
January 1998 to present

**PHYSICAL ADDRESS:** 2112 Chippendale Street  
College Station, Texas 77845  
979-696-6373

**MAILING ADDRESS:** P.O. Box 10751  
College Station, Texas 77842-0751

**EDUCATION:** San Jacinto College  
Pasadena, Texas  
1983-1985  
Associate of Arts Degree

Texas A&M University  
College Station, Texas  
1985-1987  
Bachelor of Science Degree

University of Houston-Clear Lake  
Clear Lake, Texas  
1988-1989  
Master of Arts Degree

University of Houston-Central Campus  
Houston, Texas  
1992-1994  
All But Dissertation-College of Education

Capella University  
Minneapolis, Minnesota  
2004-2007  
Ph.D., College of Education

**ACADEMIC APPOINTMENTS:** University of Houston-Central Campus  
Houston, Texas  
Early Childhood Adjunct Professor  
1992-1994

College of the Mainland,  
Texas City, Texas  
Psychology/Sociology Instructor  
1990-1994

**PROFESSIONAL  
SERVICE:**

Zajonc Corporation  
Chief Executive Officer/Principal Investigator  
PO Box 10751, College Station, TX 77842-0751  
2000-Present

Oracle Corporation  
Managing Principal Consultant  
Redwood Shores, CA  
1998-2002

Connections, Inc.  
Executive Director  
PO Box 311268, New Braunfels, TX 78131  
1994-1998

Community Technologies, Inc.  
Consultant  
1991-1994

Harris County Juvenile Probation  
Casework Supervisor  
1200 Congress, Houston, TX 77022  
1985-1991

**EVALUATION SERVICES:**

Elgin Independent School District  
Innovative Approaches to Literacy  
2014-Present

Texans Standing Tall  
Drug Free Communities  
2012-Present

Karnes County Juvenile Probation  
Drug Free Communities  
2003-Present

The Institute for Public Health Education and Research  
Drug Free Communities  
2004-Present

Aransas County Independent School District  
Drug Free Communities  
2005-Present

Tulare County Office of Education  
Drug Free Communities  
2013-Present

South San Antonio Independent School District  
Head Start Program  
2013-Present

Atascosa County Juvenile Probation  
PREA Initiative  
2013-Present

Comal Independent School District  
School Counseling Program  
2012-Present

Poteet Independent School District  
School Counseling Program  
2012-Present

Poteet Independent School District  
After-School Program  
2011-Present

Tulare County Office of Education  
Student Mental Health Initiative  
2011-Present

Bard College  
Funds for Improvement of Post-Secondary Education  
2010-Present

Oakland Unified School District  
Smart Start Early Learning Program  
2009-Present

Bard College  
Rural Residency Program – Teacher Quality Initiative  
2009-Present

South San Antonio Independent School District  
Early Reading First - STARS Project  
2009-Present

Southwest Prevention Center  
Service to Science Consultant/Evaluator  
2009-

Pleasanton Independent School District  
Safe Schools Healthy Students  
2008-Present

Pleasanton Independent School District  
Drug Testing Program  
2008-2011

Elite Counseling Services  
Adult Substance Abuse Treatment Services

1997-Present

Elite Counseling Services  
HIV Prevention Services

1999-Present

Kenedy Independent School District  
Elementary School Counseling Program  
2006-2010

South San Antonio Independent School District  
Early Reading First Initiative  
2005-2010

Atascosa County Juvenile Probation  
Juvenile Justice Delinquency Prevention  
2005-Present

Cuero Independent School District  
Alcohol Reduction Program  
2005-2008  
Kenedy Independent School District  
Teaching American History  
2005-2008

Kenedy Independent School District  
Literacy Through School Libraries  
2005-2006

South San Antonio Independent School District  
Literacy Through School Libraries  
2008-2010

New Braunfels Independent School District  
Student Drug Testing Initiative  
2005-Present

New Braunfels Independent School District  
Safe Schools/Healthy Students  
2005-Present

New Braunfels Independent School District  
Alcohol Reduction Grant-Project BLAST II  
2005-Present

Karnes City Independent School District  
Alcohol Reduction Program-SmartChoices II  
2002-Present

Karnes City Independent School District  
Literacy Through School Libraries  
2005-2006



Kenedy Independent School District  
Safe Schools/Healthy Students  
2002-Present

New Braunfels Independent School District  
Alcohol Reduction Program-Project BLAST  
2002-Present

Karnes City Independent School District  
Alcohol Reduction Program-SmartChoices  
2002-Present

Karnes City Independent School District  
Literacy Through Libraries Grant  
2004-2005

Karnes City Independent School District  
21<sup>st</sup> Century Community Learning Centers  
2004-Present  
Benedictine Ministries Corporation  
Head Start Program  
2004-2005

Communities In Schools  
Character Education  
2004-2005

The Institute for Public Health Education and Research  
Aging Well Comal County  
2002-2004

1<sup>st</sup> Presbyterian Church  
West Side Community Center  
2001-2004

Karnes County Juvenile Probation Department  
ELITE Program Evaluation  
1998-Present

Connection Family Services  
Substance Abuse Intervention and Prevention Programs  
1994-1998

Motivation, Education and Training, Inc.,  
Head Start and Early Childhood Interventions Evaluation  
1993-1994

Deer Park Independent School District  
Train the Teacher: Substance Abuse Reduction Grant  
1991-1993

**OTHER PROFESSIONAL  
ACTIVITIES:**

United States Department of Justice  
Certified Auditor – PREA  
2014 - Present

CAPT Associate  
Center for the Application of Prevention Technologies  
2014 - Present

Advisory Board Member  
TIPHER  
Board Member 2010-present

Service to Science Consultant  
Southwest Regional Team  
Southwest Prevention Center  
University of Oklahoma  
2008-Present

Advisory Board Member  
ELITE Treatment Centers  
Board Member 1998-Present

Juvenile Delinquency Prevention Policy Board  
Karnes County  
Board Member 1998 – present

Juvenile Delinquency Prevention Policy Board  
Wilson County  
Board Member 1998 – present

Aging Well In Comal County  
Texas Department on Aging  
Board Member 2001- present

Comal County Community Planning Board  
State of Texas Governor’s Office  
Author of Comal County Community Plan  
1995-1999

Community Resource Planning Group  
Texas Department Health  
Resource Coordination for Comal County  
1994-1999

**THESIS/PUBLICATIONS:**

Voluntary, Randomized, Student Drug-Testing, *Journal of Alcohol and Drug Education*, 52, (April 2008).

The Effect of Voluntary, Randomized, Drug Testing on  
Secondary School Student's Self-Reported Rates of Illegal Drug  
Use: An Analysis of Secondary School Students Living in Rural,

Low-Income, South-Central Texas, (Doctoral dissertation, Capella University, 2007). *Dissertation Abstracts International*. (UMI No. 3274572).

Cooperative Gaming Effects on Pro-Social Behavior of "At-Risk Students," *Journal of Experiential Education*, Fall 1995.

Effects of Cooperative Games on Self-Esteem and Social Behavior in Institutionalized Adolescent Boys, unpublished Thesis (1994)

Treating the Chemically Addicted Family System, *Treatment Centers Magazine*, April 1991.

Ice: Danger in Paradise, *Police Investigator Magazine*, March 1990.

**PRESENTATIONS:**

Evaluations in Substance Abuse Prevention  
Center for the Application of Prevention Technologies  
Texas Partnerships for Success Grantees  
September 29, 2015

Partnerships for Success – Logic Modeling  
Center for the Application of Prevention Technologies  
Louisiana Partnership for Success  
August 26-27, 2015

Results of the Regional Scan for Technical Assistance  
Regional Lead Office – Region 7 – Afterschool Programs  
August 27, 2015 (via conference line)

Student Mental Health: Historical Perspective  
Tulare County Office of Education  
Region VII After-School Conference  
January 4, 2013

Evaluation 101: Outcome Evaluation  
Oklahoma Department of Mental Health and Substance Abuse Services  
Southwest Regional Expert Team  
University of Oklahoma  
February 21, 2012

Logic Model Development  
Oklahoma Department of Mental Health and Substance Abuse Services  
Southwest Regional Expert Team  
University of Oklahoma  
February 22, 2012

Evaluating Environmental Strategies

Cherokee Nation  
Southwest Regional Team  
University of Oklahoma  
August 18-19, 2011

Program Evaluation 102: Putting the Pieces Together  
Oklahoma Department of Mental Health and Substance Abuse  
Services  
Southwest Regional Expert Team  
University of Oklahoma  
January 12, 2011

Program Evaluation 101: Moving from Process to Outcomes  
Oklahoma Department of Mental Health and Substance Abuse  
Services  
Southwest Regional Expert Team  
University of Oklahoma  
October 20, 2010

Student Drug Testing: Impact on Substance Abuse Prevention. 4<sup>th</sup>  
Annual Southwest Prevention Convention, Dallas, Texas, October  
17, 2008

Increasing student achievement and prevention programming do  
go "Hand in Hand": Integrating social services into academic  
environments. United States Department of Education, GRAA  
Annual Technical Assistance Training, January 14, 2008.

Let's Play Nice: How Schools and Coalitions Cooperate to  
Collect Data and Solve Problems. National Community  
Coalition Conference (CADAC). February 14, 2007.

Securing Grants: A Small Rural School Districts Success,  
Texas Association of School Boards-Summer Governance  
Conference, July 14, 2006

Evaluators Roundtable. United States Department of Education,  
7<sup>th</sup> Annual Technical Assistance Training, February 23, 2006.

Bridging the Great Divide Between Prevention Services and  
Academics. United States Department of Education, 6<sup>th</sup> Annual  
Technical Assistance Training, April 21, 2005.

The Effects of Low Socio-Economic Status on Mental Health  
Services and Violence, United States Department of Education,  
Strengthening Our Future National Conference, April 27, 2004.

WE SHALL OVERCOME! Today's students need more than the  
3 "R"s, but when do you find the time? United States Department

of Education, 4<sup>th</sup> Annual Technical Assistance Training, April 14, 2004.

Finding and Securing Grant Funds  
Association of Juvenile Justice Professionals, 2002

Client Confidentiality and Grant Requirements  
Karnes County Juvenile Probation Department, 2002

Grant Writing: Money for Nothing and Your Checks for Free?  
Juvenile Justice Association of Texas, 2001

Grant Management Systems and Grant Accounting  
Oracle Application User Groups 1999

Grant Management Systems and Grant Accounting  
Oracle Application User Groups 1998

Domestic Disturbance: Its Current Manifestation  
State of Texas Home Economics Association, 1997

Handling a Hostile Emergency Rescue: Tips for Personal Safety,  
Life Flight Symposium, 1996

History of Substance Abuse and its Modern Effects, Deer Park  
Independent School District Conference 1994

Early Childhood Education and its Impact on Behavior  
Head Start Regional Conference, Dallas 1994

Program Evaluation and the OSPRI  
Head Start Regional Conference, 1994

**AWARDS/HONORS:**

Newman 10 Award Winner  
Recognition for business growth, 2008 & 2011

Aggie 100 Award Winner  
Recognition for business growth, 2008 & 2011

Karnes County Juvenile Probation Department  
Recognition for Outstanding Community Service, 2002

Comal County Commissioners Court  
Recognition for Outstanding Community Service, 1998

Teen Connection  
Recognition for Services to Youth, 1998

## **Executive Order 12372 Transmittal Letter**

The State of Texas is not reviewing the Innovative Approaches to Literacy Grant applications.

Per an email exchange with the State of Texas Governor's Office:

"The Office of the Governor (OOG) is no longer participating in the intergovernmental review process under Executive Order (EO) 12372 signed by President Reagan in 1982. As a result, the federal Office of Management and Budget has removed Texas from their list of states that have a state single point of contact for intergovernmental review. This means that applications for funding are no longer subject to review under EO 12372."

Thus, this correspondence will serve as our Transmittal Letter.

2022 ISD and Charter School Indirect Cost Rates  
Effective July 1, 2021 - June 30, 2022

CDN	LEA Name	Restricted Rate	Unrestricted Rate
057847	Village Tech Schools	4.758	14.995
057848	International Leadership Of Texas (Iltexas)	4.264	15.203
057850	Pioneer Technology & Arts Academy	4.293	15.643
057851	Bridgeway Preparatory Academy	4.418	13.397
057903	Carrollton-Farmers Branch ISD	4.627	13.919
057904	Cedar Hill ISD	5.326	16.817
057905	Dallas ISD	4.872	14.040
057906	Desoto ISD	5.730	14.888
057907	Duncanville ISD	5.034	15.918
057909	Garland ISD	4.590	10.072
057910	Grand Prairie ISD	4.117	13.232
057912	Irving ISD	3.732	11.004
057913	Lancaster ISD	7.021	17.323
057914	Mesquite ISD	4.143	14.721
057916	Richardson ISD	3.600	13.816
057919	Sunnyvale ISD	2.989	17.813
057922	Coppell ISD	4.759	13.325
058906	Lamesa ISD	5.129	20.699
059901	Hereford ISD	4.784	12.440
060902	Cooper ISD	2.606	16.187
060914	Fannindel ISD	2.867	17.341
061805	Trivium Academy	3.982	14.982
061901	Denton ISD	3.883	15.879
061902	Lewisville ISD	4.205	12.801
061903	Pilot Point ISD	3.629	16.411
061905	Krum ISD	4.931	19.490
061906	Ponder ISD	4.521	16.932
061907	Aubrey ISD	1.065	15.386
061908	Sanger ISD	4.301	11.316
061911	Northwest ISD	4.630	15.845
061912	Lake Dallas ISD	4.092	14.423
061914	Little Elm ISD	5.246	17.058
062901	Cuero ISD	5.401	21.409

## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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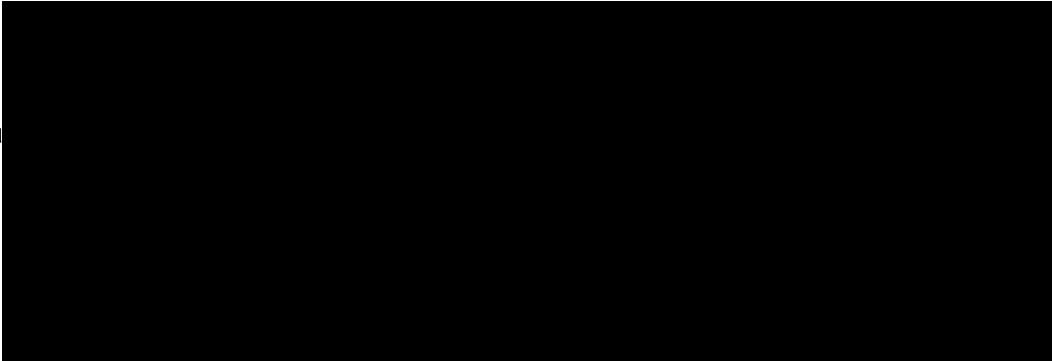


**CUERO ISD IALP2 Project**

**Budget Narrative**


**Year One**

**Personnel:**

<b>Position</b>	<b>Calculation</b>	<b>Year 1</b>
<b>Project Director (1)</b>		
<b>Literacy Coaches (2)</b>		
<b>Pre-K through 5<sup>th</sup> Extra Du</b>		
<b>Librarian Assistants</b>		

**Project Director** - The Project Director is experienced with early literacy and education. The Project Director has extensive grant's management experience including prior IAL grant supervision. The Project Director will be allocated at 25% of their time to the oversight of the Project, staff supervision, project services, and monitoring Project implementation. The Project Director is the point of contact for the Project and shall ensure all reporting requirements are completed on time and objectives met.

**Literacy Coaches (bilingual preferred)** - Community and family early literacy initiative with focus on the bridging gap between home and Pre-K. Literacy Coaches would provide teacher professional development, parent education and engagement, and Pre-K early literacy interventions for students who are below age level for oral language, vocabulary, and phonological awareness in the fall assessments to assist them in preparing for Kindergarten at grade level in literacy. This will be a full-time experienced Literacy Specialists who will also act as a Liaison between the regular school day and after school day programming.

**R/ELA Teacher Extra Duty Pay** – R/ELA Teachers of Pre-K through 3<sup>rd</sup> Grade students will attend a total of 12 hours of Professional Development (PD) that will occur outside of the normal work hours. These PD Sessions will include the DR, ROR, Imagination Library, New Resources Utilizing and Integration of new materials into the classroom. It is critical that the R/ELA Teachers understand the Project, its goals, objectives and targeted outcomes and the strategies that will be utilized to achieve the targeted outcomes. Ensuring that the 40 teachers as well as administrators at the Pre-K through 3<sup>rd</sup> Grade levels receive training on the Project and the new resources ensures that students and parents are also aware of these resources and how they will benefit the student’s literacy development. Extra Duty pay does not apply to administrators. (40 teachers x 12 hours x )

**Library Assistants** – As presented the Project will be extending the hours of each campus library until 7pm 1 day each week and opening each for six weeks each summer. To accommodate this a total 4 part-time Library Assistants will be hired to work 20 hours per week 36 weeks of the year. These positions will assist in keeping

the libraries open each week to allow for parents to utilize the Library with the children, students to have increased access to the library before, after, and during the summer. Additionally, these assistants will work to assist each library in “weeding out” outdated titles and replacing these titles with those purchased by the project. The Library Assistants will also help in preparation of ROR based distribution and Imagination Library distribution kits and the delivery of these kits to the Project’s partners.

**Fringe Benefits:**

Purpose	Calculation	Year 1
Fringe Benefits	[REDACTED]	[REDACTED]
	[REDACTED]	

CISD Fringe Rates are based-on the districts rate of [REDACTED] of salary based-on Federal Salary Spreadsheets.

**Travel:**

Purpose	Calculation	Year 1
Literacy Specialist	[REDACTED]	[REDACTED]
Local Travel	[REDACTED]	[REDACTED]
<b>Total</b>		<b>\$ [REDACTED]</b>

**Literacy Professional Development** - Summer Conference that is inclusive of travel, registration, a regional training day, and webinar follow-up mid-year. The focus is on literacy integration into the campus and classroom. Costs per staff are [REDACTED] per staff x 2 staff annually each year of the Project. Staff will provide professional development to other district staff.

**Local Travel** - Local travel costs will be required to allow for travel between the campuses and community sites. Travel costs are based on CISD’s approved travel policy and mileage is based on the projected estimated annual miles traveled annually.

**Equipment:**

NA

**Supplies:**

Purpose	Calculation	Year 1
Imagination Library	[REDACTED]	[REDACTED]

**Library Media Resource** [REDACTED]

**(Including Books, Periodicals, and Digital Media that focus on Priority 2)**

**Digital Licenses** [REDACTED]

**Office Supplies** [REDACTED]

**Books for Distribution for PK-5th Grad** [REDACTED]

**0-3 Book Distribution** [REDACTED]

**Literacy Backpacks** [REDACTED]

**Office Supplies** [REDACTED]

**Chrome Books** [REDACTED]

**GoGuardian** [REDACTED]

**Campus Library Books:** To bring the ratio of books under 12 years of age per student to 20 to 1 at each campus the Project will purchase 11,360 books for Elementary Grades, 3,102 books for Intermediate Grades, 8,228 books for Jr. High School Grades and 8,568 books for High School grades in Year One. In Year Two and Year Three the libraries will add additional content but at much smaller amounts to continue weeding old and worn books, increase the ratio, and improve access to STEM content. While this is an expensive piece of the Project it will be sustained for the next 10 years and ensure students at every campus have a library with books of acceptable ratios and age available that will be age and culturally appropriate; including books printed in Spanish and English combined. The cost estimates are based on the average cost per book from Scholastic by grade range.

**Books for Distribution:** The Project will provide age and culturally appropriate books to children in preschool through the 5<sup>th</sup> grade. Books will be distributed via collaboration with local area preschool providers and CISD. It is estimated that a total of 600 children will access this service and receive 9 books to keep in their homes annually.

**Imagination Library Book Distribution Kits:** Community based book distribution to reach children ages 0-3 years of age.

**Chromebooks:** To assist with collaboration and better utilization of the libraries resources each campus library needs Chromebooks that can be loaded with library resources and checked-out to CISD teachers and students. Use of tablet computers has been shown to increase student achievement. The iPads will increase student access

to library content through on-line resources in classrooms and expose students to supplemental literacy programming at all grade levels. To replace the outdated existing devices and to expand access, the Project will add 70 Chromebooks annually

**On-Line Subscriptions:** The Project will purchase subscriptions for both elementary and secondary school students to have on-line access to age appropriate content through Tumble Books and EBSCO.

**TumbleBooks:** This service provides an online collection of TumbleBooks (i.e., animated, talking picture books) that teach kids the joy of reading in a format they love. TumbleBooks are created by taking existing picture books, adding animation, sound, music and narration to produce an electronic picture book that students can read, or have read to them. The TumbleBook Library is a collection of licensed titles from children's book publishers such as Scholastic, Chronicle Books, Candlewick Press, Charlesbridge Press, Harcourt, Little Brown, Walker and Company, and others. The TumbleBook Library collection is accessed online from every computer in the school library that has Internet connection. The Project will provide this service to all elementary and middle school students.

**EBSCO Databases:** This service provides students and staff with approximately 250 full text and secondary databases. EBSCO is continually rated one of the best interfaces on the market because of its simple yet powerful search engine. EBSCO also provides access to an interface designed specifically for elementary and secondary school students that is customizable to the students' needs and search abilities.

**GoGuardian:** The Project identified access to digital content as a priority; however digital content remains less than an average of 1% of CISD's library content at all four campuses. To address this need in CISD proposes the addition of GoGuardian as a tool to assist in digital teaching and content for in-class or remote learning.

**Construction**

Purpose	Calculation	Year 1
NA	NA	NA
	<b>Total</b>	<b>\$0 \$0 \$0</b>

No construction costs will be incurred through the IAL grant.

**Contractual**

Purpose	Calculation	Year 1
<b>Evaluation</b>	Evaluator [REDACTED]	[REDACTED]
<b>TOPEL Administration</b>	TOPEL for 4-year old students Pre and Post Assessment and [REDACTED].	[REDACTED]

**Evaluation** - CISD will utilize Kyle Barrington Ph.D. as the Principal Investigator. Dr. Barrington is experienced with IAL evaluation and CISD. It is expected that the selected External Evaluator will produce, each year, nine monthly reports, three quarterly reports, one semi-annual report, one annual report, and will

need to collect and analyze data from comparison group sites. To accomplish these deliverables the following hours are anticipated: (1) 6 hours per monthly report [6 hours per report x 9 reports]; (2) 40 hours per quarterly report [3 quarterly reports a year x 40 hours per report]; (3) 60 hours per semi-annual reports [1 semi-annual report per year]; (4) 100 hours to complete the annual report [1 annual report per year]; and (5) 20 hours to create, collect data from and analyze comparison group sites. The costs reflect a formal Evaluation Plan that calls for the use of comparison groups, as appropriate, and with enough rigor so that outcome data can be submitted for publication. In addition, the selected evaluation provider will provide personnel twice per year to assess identified participating 4-year-old children with the TOPEL. This team will visit the CISD in the early fall and late spring of each school year. The costs of the TOPEL Assessment Team are anticipated to be \$ [REDACTED] annually.

**Other Costs**

<b>Purpose</b>	<b>Calculation</b>
NA	

	<b>Year 1</b>
<b>Total Direct Costs:</b>	<b>\$ [REDACTED]</b>

**Indirect Costs**

<b>Purpose</b>	<b>Calculation</b>	<b>Year 1</b>
<b>Indirect Costs</b>	CISD has an Indirect Cost Rate of [REDACTED]	[REDACTED]

<b>Cuero Innovative Approaches to Literacy Project Budget Totals Year One:</b>	<b>\$ [REDACTED]</b>
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**CUERO ISD IALP2 Project**

**Budget Narrative**

**Year Two**

**Personnel:**

<b>Position</b>	<b>Calculation</b>	<b>Year 2</b>
<b>Project Director (1)</b>		
<b>Literacy Coaches (2)</b>		
<b>Pre-K though 5<sup>th</sup> Extra</b>		
<b>Librarian Assistants</b>		

**Project Director** - The Project Director is experienced with early literacy and education. The Project Director has extensive grant's management experience including prior IAL grant supervision. The Project Director will be allocated at 25% of their time to the oversight of the Project, staff supervision, project services, and monitoring Project implementation. The Project Director is the point of contact for the Project and shall ensure all reporting requirements are completed on time and objectives met.

**Literacy Coaches (bilingual preferred)** - Community and family early literacy initiative with focus on the bridging gap between home and Pre-K. Literacy Coaches would provide teacher professional development, parent education and engagement, and Pre-K early literacy interventions for students who are below age level for oral language, vocabulary, and phonological awareness in the fall assessments to assist them in preparing for Kindergarten at grade level in literacy. This will be a full-time experienced Literacy Specialists who will also act as a Liaison between the regular school day and after school day programming.

**R/ELA Teacher Extra Duty Pay** – R/ELA Teachers of Pre-K through 3<sup>rd</sup> Grade students will attend a total of 12 hours of Professional Development (PD) that will occur outside of the normal work hours. These PD Sessions will include the DR, ROR, Imagination Library, New Resources Utilizing and Integration of new materials into the classroom. It is critical that the R/ELA Teachers understand the Project, its goals, objectives and targeted outcomes and the strategies that will be utilized to achieve the targeted outcomes. Ensuring that the 40 teachers as well as administrators at the Pre-K through 3<sup>rd</sup> Grade levels receive training on the Project and the new resources ensures that students and parents are also aware of these resources and how they will benefit the student’s literacy development. Extra Duty pay does not apply to administrators. (40 teachers x 12 hours x \$25 = \$12,000 annually)

**Library Assistants** – As presented the Project will be extending the hours of each campus library until 7pm 1 day each week and opening each for six weeks each summer. To accommodate this a total 4 part-time Library

Assistants will be hired to work 20 hours per week 36 weeks of the year. These positions will assist in keeping the libraries open each week to allow for parents to utilize the Library with the children, students to have increased access to the library before, after, and during the summer. Additionally, these assistants will work to assist each library in “weeding out” outdated titles and replacing these titles with those purchased by the project. The Library Assistants will also help in preparation of ROR based distribution and Imagination Library distribution kits and the delivery of these kits to the Project’s partners.

**Fringe Benefits:**

Purpose	Calculation	Year 2
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Fringe Benefits	[REDACTED]	[REDACTED]
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CISD Fringe Rates are based-on the districts rate of [REDACTED] of salary based-on Federal Salary Spreadsheets.

**Travel:**

Purpose	Calculation	Year 2
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Literacy Specialist	[REDACTED]	[REDACTED]
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Local Travel	[REDACTED]	[REDACTED]
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<b>Total</b>		<b>\$ [REDACTED]</b>
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**Literacy Professional Development** - Summer Conference that is inclusive of travel, registration, a regional training day, and webinar follow-up mid-year. The focus is on literacy integration into the campus and classroom. Costs per staff are \$ [REDACTED] per staff x 2 staff annually each year of the Project. Staff will provide professional development to other district staff.

**Local Travel** - Local travel costs will be required to allow for travel between the campuses and community sites. Travel costs are based on CISD’s approved travel policy and mileage is based on the projected estimated annual miles traveled annually.

**Equipment:**

NA

**Supplies:**

Purpose	Calculation	Year 2
---------	-------------	--------

Imagination Library	[REDACTED]	[REDACTED]
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**Library Media Resource**

**(Including Books, Periodicals, and Digital Media that focus on Priority 2)**

**Digital Licenses**

**Office Supplies**

**Books for Distribution for PK-5th Grad**

**0-3 Book Distribution**

**Literacy Backpacks**

**Office Supplies**

**Chrome Books**

**GoGuardian**

***Campus Library Books:*** To bring the ratio of books under 12 years of age per student to 20 to 1 at each campus the Project will purchase 11,360 books for Elementary Grades, 3,102 books for Intermediate Grades, 8,228 books for Jr. High School Grades and 8,568 books for High School grades in Year One. In Year Two and Year Three the libraries will add additional content but at much smaller amounts to continue weeding old and worn books, increase the ratio, and improve access to STEM content. While this is an expensive piece of the Project it will be sustained for the next 10 years and ensure students at every campus have a library with books of acceptable ratios and age available that will be age and culturally appropriate; including books printed in Spanish and English combined. The cost estimates are based on the average cost per book from Scholastic by grade range.

***Books for Distribution:*** The Project will provide age and culturally appropriate books to children in preschool through the 5<sup>th</sup> grade. Books will be distributed via collaboration with local area preschool providers and CISD. It is estimated that a total of 600 children will access this service and receive 9 books to keep in their homes annually.

***Imagination Library Book Distribution Kits:*** Community based book distribution to reach children ages 0-3 years of age.

***Chromebooks:*** To assist with collaboration and better utilization of the libraries resources each campus library needs Chromebooks that can be loaded with library resources and checked-out to CISD teachers and students. Use of tablet computers has been shown to increase student achievement. The iPads will increase student access



to library content through on-line resources in classrooms and expose students to supplemental literacy programming at all grade levels. To replace the outdated existing devices and to expand access, the Project will add 70 Chromebooks annually

**On-Line Subscriptions:** The Project will purchase subscriptions for both elementary and secondary school students to have on-line access to age appropriate content through Tumble Books and EBSCO.

**TumbleBooks:** This service provides an online collection of TumbleBooks (i.e., animated, talking picture books) that teach kids the joy of reading in a format they love. TumbleBooks are created by taking existing picture books, adding animation, sound, music and narration to produce an electronic picture book that students can read, or have read to them. The TumbleBook Library is a collection of licensed titles from children's book publishers such as Scholastic, Chronicle Books, Candlewick Press, Charlesbridge Press, Harcourt, Little Brown, Walker and Company, and others. The TumbleBook Library collection is accessed online from every computer in the school library that has Internet connection. The Project will provide this service to all elementary and middle school students.

**EBSCO Databases:** This service provides students and staff with approximately 250 full text and secondary databases. EBSCO is continually rated one of the best interfaces on the market because of its simple yet powerful search engine. EBSCO also provides access to an interface designed specifically for elementary and secondary school students that is customizable to the students' needs and search abilities.

**GoGuardian:** The Project identified access to digital content as a priority; however digital content remains less than an average of 1% of CISD's library content at all four campuses. To address this need in CISD proposes the addition of GoGuardian as a tool to assist in digital teaching and content for in-class or remote learning.

**Construction**

Purpose	Calculation	Year 1	Year 2
NA	NA	NA	
	<b>Total</b>	<b>\$0</b>	<b>\$0</b>

No construction costs will be incurred through the IAL grant.

**Contractual**

Purpose	Calculation	Year 1	Year 2
Evaluation			
TOPEL Admini			

**Evaluation** - CISD will utilize Kyle Barrington Ph.D. as the Principal Investigator. Dr. Barrington is experienced with IAL evaluation and CISD. It is expected that the selected External Evaluator will produce, each year, nine monthly reports, three quarterly reports, one semi-annual report, one annual report, and will

need to collect and analyze data from comparison group sites. To accomplish these deliverables the following hours are anticipated: (1) 6 hours per monthly report [6 hours per report x 9 reports]; (2) 40 hours per quarterly report [3 quarterly reports a year x 40 hours per report]; (3) 60 hours per semi-annual reports [1 semi-annual report per year]; (4) 100 hours to complete the annual report [1 annual report per year]; and (5) 20 hours to create, collect data from and analyze comparison group sites. The costs reflect a formal Evaluation Plan that calls for the use of comparison groups, as appropriate, and with enough rigor so that outcome data can be submitted for publication. In addition, the selected evaluation provider will provide personnel twice per year to assess identified participating 4-year-old children with the TOPEL. This team will visit the CISD in the early fall and late spring of each school year. The costs of the TOPEL Assessment Team are anticipated to be \$ [REDACTED] annually.

**Other Costs**

<b>Purpose</b>	<b>Calculation</b>
NA	

	<b>Year 2</b>
<b>Total Direct Costs:</b>	\$ [REDACTED]

**Indirect Costs**

<b>Purpose</b>	<b>Calculation</b>	<b>Year 2</b>
Indirect Costs	[REDACTED]	

<b>Cuero Innovative Approaches to Literacy Project Budget Totals Year Two:</b>	<b>\$ [REDACTED]</b>
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**CUERO ISD IALP2 Project**

**Budget Narrative**

**Year Three**

**Personnel:**

<b>Position</b>	<b>Calculation</b>	<b>Year 3</b>
<b>Project Director (1)</b>		
<b>Literacy Coaches (2)</b>		
<b>Pre-K though 5<sup>th</sup> Extra</b>		
<b>Librarian Assistants</b>		

**Project Director** - The Project Director is experienced with early literacy and education. The Project Director has extensive grant's management experience including prior IAL grant supervision. The Project Director will be allocated at 25% of their time to the oversight of the Project, staff supervision, project services, and monitoring Project implementation. The Project Director is the point of contact for the Project and shall ensure all reporting requirements are completed on time and objectives met.

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**R/ELA Teacher Extra Duty Pay** – R/ELA Teachers of Pre-K through 3<sup>rd</sup> Grade students will attend a total of 12 hours of Professional Development (PD) that will occur outside of the normal work hours. These PD Sessions will include the DR, ROR, Imagination Library, New Resources Utilizing and Integration of new materials into the classroom. It is critical that the R/ELA Teachers understand the Project, its goals, objectives and targeted outcomes and the strategies that will be utilized to achieve the targeted outcomes. Ensuring that the 40 teachers as well as administrators at the Pre-K through 3<sup>rd</sup> Grade levels receive training on the Project and the new resources ensures that students and parents are also aware of these resources and how they will benefit the student’s literacy development. Extra Duty pay does not apply to administrators. [REDACTED]

**Library Assistants** – As presented the Project will be extending the hours of each campus library until 7pm 1 day each week and opening each for six weeks each summer. To accommodate this a total 4 part-time Library Assistants will be hired to work 20 hours per week 36 weeks of the year. These positions will assist in keeping

the libraries open each week to allow for parents to utilize the Library with the children, students to have increased access to the library before, after, and during the summer. Additionally, these assistants will work to assist each library in “weeding out” outdated titles and replacing these titles with those purchased by the project. The Library Assistants will also help in preparation of ROR based distribution and Imagination Library distribution kits and the delivery of these kits to the Project’s partners.

**Fringe Benefits:**

Purpose	Calculation	Year 3
<b>Fringe Benefits</b>		

CISD Fringe Rates are based-on the districts rate of [redacted] of salary based-on Federal Salary Spreadsheets.

**Travel:**

Purpose	Calculation	Year 3
<b>Literacy Specialists</b>		
<b>Local Travel</b>		

**Literacy Professional Development** - Summer Conference that is inclusive of travel, registration, a regional training day, and webinar follow-up mid-year. The focus is on literacy integration into the campus and classroom. Costs per staff are \$ [redacted] per staff x 2 staff annually each year of the Project. Staff will provide professional development to other district staff.

**Local Travel** - Local travel costs will be required to allow for travel between the campuses and community sites. Travel costs are based on CISD’s approved travel policy and mileage is based on the projected estimated annual miles traveled annually.

**Equipment:**

NA

**Supplies:**

Purpose	Calculation	Year 3
<b>Imagination Library</b>		

**Library Media Resource**

**(Including Books, Periodicals, and Digital Media that focus on Priority 2)**

**Digital Licenses**

**Office Supplies**

**Books for Distribution for PK-5th Grad**

**0-3 Book Distribution**

**Literacy Backpacks**

**Office Supplies**

**Chrome Books**

**GoGuardian**

***Campus Library Books:*** To bring the ratio of books under 12 years of age per student to 20 to 1 at each campus the Project will purchase 11,360 books for Elementary Grades, 3,102 books for Intermediate Grades, 8,228 books for Jr. High School Grades and 8,568 books for High School grades in Year One. In Year Two and Year Three the libraries will add additional content but at much smaller amounts to continue weeding old and worn books, increase the ratio, and improve access to STEM content. While this is an expensive piece of the Project it will be sustained for the next 10 years and ensure students at every campus have a library with books of acceptable ratios and age available that will age and culturally appropriate; including books printed in Spanish and English combined. The cost estimates are based on the average cost per book from Scholastic by grade range.

***Books for Distribution:*** The Project will provide age and culturally appropriate books to children in preschool through the 5<sup>th</sup> grade. Books will be distributed via collaboration with local area preschool providers and CISD. It is estimated that a total of 600 children will access this service and receive 9 books to keep in their homes annually.

***Imagination Library Book Distribution Kits:*** Community based book distribution to reach children ages 0-3 years of age.

***Chromebooks:*** To assist with collaboration and better utilization of the libraries resources each campus library needs Chromebooks that can be loaded with library resources and checked-out to CISD teachers and students. Use of tablet computers has been shown to increase student achievement. The iPads will increase student access

to library content through on-line resources in classrooms and expose students to supplemental literacy programming at all grade levels. To replace the outdated existing devices and to expand access, the Project will add 70 Chromebooks annually

**On-Line Subscriptions:** The Project will purchase subscriptions for both elementary and secondary school students to have on-line access to age appropriate content through Tumble Books and EBSCO.

**TumbleBooks:** This service provides an online collection of TumbleBooks (i.e., animated, talking picture books) that teach kids the joy of reading in a format they love. TumbleBooks are created by taking existing picture books, adding animation, sound, music and narration to produce an electronic picture book that students can read, or have read to them. The TumbleBook Library is a collection of licensed titles from children's book publishers such as Scholastic, Chronicle Books, Candlewick Press, Charlesbridge Press, Harcourt, Little Brown, Walker and Company, and others. The TumbleBook Library collection is accessed online from every computer in the school library that has Internet connection. The Project will provide this service to all elementary and middle school students.

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**GoGuardian:** The Project identified access to digital content as a priority; however digital content remains less than an average of 1% of CISD's library content at all four campuses. To address this need in CISD proposes the addition of GoGuardian as a tool to assist in digital teaching and content for in-class or remote learning.

**Construction**

Purpose	Calculation	Year 3
NA	NA	NA
	<b>Total</b>	<b>\$0      \$0      \$0</b>

No construction costs will be incurred through the IAL grant.

**Contractual**

Purpose	Calculation	Year 3
<b>Evaluation</b>		
<b>TOPEL Administration</b>		

**Evaluation** - CISD will utilize Kyle Barrington Ph.D. as the Principal Investigator. Dr. Barrington is experienced with IAL evaluation and CISD. It is expected that the selected External Evaluator will produce, each year, nine monthly reports, three quarterly reports, one semi-annual report, one annual report, and will

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**Other Costs**

<b>Purpose</b>	<b>Calculation</b>
NA	

**Year 3**

**Indirect Costs**

**Purpose**

**Indirect Costs**

**Cuero Innovative**



# CUERO ISD IALP2 Project

## Budget Narrative

### Year Four

#### Personnel:

Position	Calculation	Year 4
Project Director (1)		
Literacy Coaches (2)		
Pre-K through 5 <sup>th</sup> Extra D		
Librarian Assistants		

**Project Director** - The Project Director is experienced with early literacy and education. The Project Director has extensive grant's management experience including prior IAL grant supervision. The Project Director will be allocated at 25% of their time to the oversight of the Project, staff supervision, project services, and monitoring Project implementation. The Project Director is the point of contact for the Project and shall ensure all reporting requirements are completed on time and objectives met.

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**R/ELA Teacher Extra Duty Pay** – R/ELA Teachers of Pre-K through 3<sup>rd</sup> Grade students will attend a total of 12 hours of Professional Development (PD) that will occur outside of the normal work hours. These PD Sessions will include the DR, ROR, Imagination Library, New Resources Utilizing and Integration of new materials into the classroom. It is critical that the R/ELA Teachers understand the Project, its goals, objectives and targeted outcomes and the strategies that will be utilized to achieve the targeted outcomes. Ensuring that the 40 teachers as well as administrators at the Pre-K through 3<sup>rd</sup> Grade levels receive training on the Project and the new resources ensures that students and parents are also aware of these resources and how they will benefit the student's literacy development. Extra Duty pay does not apply to administrators. [REDACTED]

**Library Assistants** – As presented the Project will be extending the hours of each campus library until 7pm 1 day each week and opening each for six weeks each summer. To accommodate this a total 4 part-time Library



Assistants will be hired to work 20 hours per week 36 weeks of the year. These positions will assist in keeping the libraries open each week to allow for parents to utilize the Library with the children, students to have increased access to the library before, after, and during the summer. Additionally, these assistants will work to assist each library in “weeding out” outdated titles and replacing these titles with those purchased by the project. The Library Assistants will also help in preparation of ROR based distribution and Imagination Library distribution kits and the delivery of these kits to the Project’s partners.

**Fringe Benefits:**

Purpose	Calculation	Year 4
Fringe Benefits	[REDACTED]	

CISD Fringe Rates are based-on the districts rate of [REDACTED] of salary based-on Federal Salary Spreadsheets.

**Travel:**

Purpose	Calculation	Year 4
Literacy Specialists	[REDACTED]	
Local Travel	[REDACTED]	

**Literacy Professional Development** - Summer Conference that is inclusive of travel, registration, a regional training day, and webinar follow-up mid-year. The focus is on literacy integration into the campus and classroom. Costs per staff are \$ [REDACTED] per staff x 2 staff annually each year of the Project. Staff will provide professional development to other district staff.

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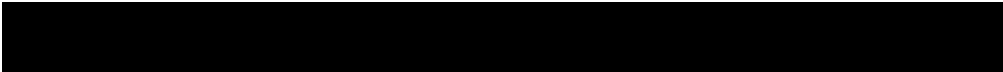
**Equipment:**

NA

**Supplies:**

Purpose	Calculation	Year 4
Imagination Library	( [REDACTED]	

**Library Media Resource**



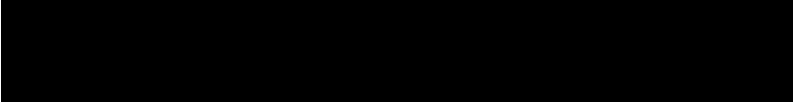
**(Including Books, Periodicals, and Digital Media that focus on Priority 2)**

**Digital Licenses**



**Office Supplies**

**Books for Distribution for PK-5th Grad**



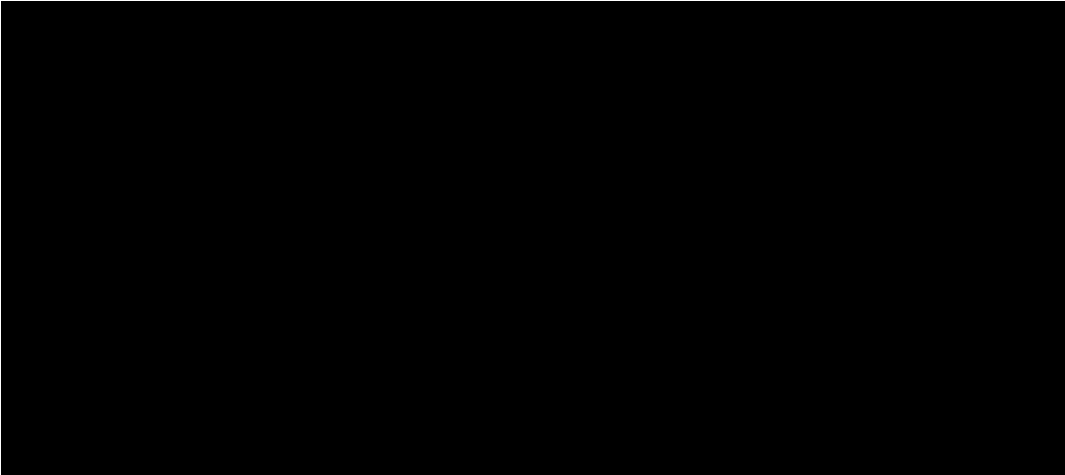
**0-3 Book Distribution**

**Literacy Backpacks**

**Office Supplies**

**Chrome Books**

**GoGuardian**



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**Construction**

Purpose	Calculation			Year 4
NA	NA	NA		
		<b>Total</b>	<b>\$0</b>	<b>\$0</b>

No construction costs will be incurred through the IAL grant.

**Contractual**

Purpose	Calculation	Year 4
<b>Evaluation</b>		
<b>TOPEL Administ</b>		

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**Other Costs**

<b>Purpose</b>	<b>Calculation</b>
NA	

	<b>Year 4</b>
<b>Total Direct Costs:</b>	<b>\$ [REDACTED]</b>

**Indirect Costs**

<b>Purpose</b>	<b>Calculation</b>	<b>Year 4</b>
<b>Indirect Costs</b>	[REDACTED]	[REDACTED]
<b>Cuero Innovative A</b>	[REDACTED]	[REDACTED]

**CUERO ISD IALP2 Project**

**Budget Narrative**

**Year Five**

**Personnel:**

<b>Position</b>	<b>Calculation</b>	<b>Year 5</b>
<b>Project Director (1)</b>		
<b>Literacy Coaches (2)</b>		
<b>Pre-K through 5<sup>th</sup> Extra Du</b>		
<b>Librarian Assistants</b>		

**Project Director** - The Project Director is experienced with early literacy and education. The Project Director has extensive grant's management experience including prior IAL grant supervision. The Project Director will be allocated at 25% of their time to the oversight of the Project, staff supervision, project services, and monitoring Project implementation. The Project Director is the point of contact for the Project and shall ensure all reporting requirements are completed on time and objectives met.

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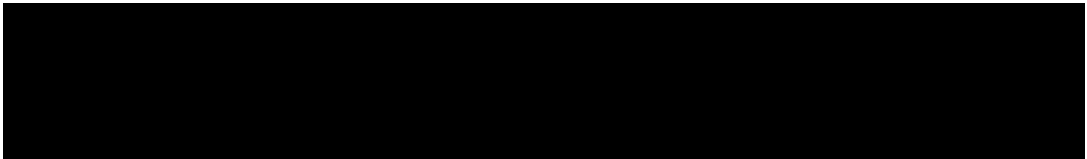


**Library Media Resource**



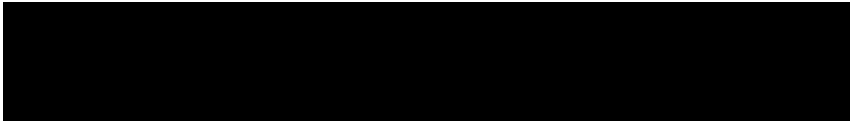
**(Including Books, Periodicals, and Digital Media that focus on Priority 2)**

**Digital Licenses**



**Office Supplies**

**Books for Distribution for PK-5th Grad**



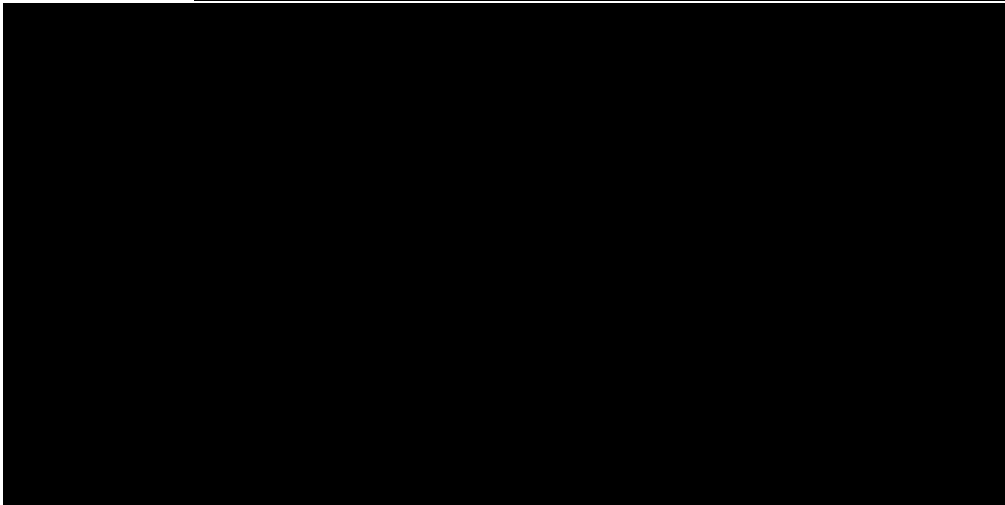
**0-3 Book Distribution**

**Literacy Backpacks**

**Office Supplies**

**Chrome Books**

**GoGuardian**



**Campus Library Books:** To bring the ratio of books under 12 years of age per student to 20 to 1 at each campus the Project will purchase 11,360 books for Elementary Grades, 3,102 books for Intermediate Grades, 8,228 books for Jr. High School Grades and 8,568 books for High School grades in Year One. In Year Two and Year Three the libraries will add additional content but at much smaller amounts to continue weeding old and worn books, increase the ratio, and improve access to STEM content. While this is an expensive piece of the Project it will be sustained for the next 10 years and ensure students at every campus have a library with books of acceptable ratios and age available that will age and culturally appropriate; including books printed in Spanish and English combined. The cost estimates are based on the average cost per book from Scholastic by grade range.

**Books for Distribution:** The Project will provide age and culturally appropriate books to children in preschool through the 5<sup>th</sup> grade. Books will be distributed via collaboration with local area preschool providers and CISD. It is estimated that a total of 600 children will access this service and receive 9 books to keep in their homes annually.

**Imagination Library Book Distribution Kits:** Community based book distribution to reach children ages 0-3 years of age.

**Chromebooks:** To assist with collaboration and better utilization of the libraries resources each campus library needs Chromebooks that can be loaded with library resources and checked-out to CISD teachers and students. Use of tablet computers has been shown to increase student achievement. The iPads will increase student access

to library content through on-line resources in classrooms and expose students to supplemental literacy programming at all grade levels. To replace the outdated existing devices and to expand access, the Project will add 70 Chromebooks annually

**On-Line Subscriptions:** The Project will purchase subscriptions for both elementary and secondary school students to have on-line access to age appropriate content through Tumble Books and EBSCO.

**TumbleBooks:** This service provides an online collection of TumbleBooks (i.e., animated, talking picture books) that teach kids the joy of reading in a format they love. TumbleBooks are created by taking existing picture books, adding animation, sound, music and narration to produce an electronic picture book that students can read, or have read to them. The TumbleBook Library is a collection of licensed titles from children's book publishers such as Scholastic, Chronicle Books, Candlewick Press, Charlesbridge Press, Harcourt, Little Brown, Walker and Company, and others. The TumbleBook Library collection is accessed online from every computer in the school library that has Internet connection. The Project will provide this service to all elementary and middle school students.

**EBSCO Databases:** This service provides students and staff with approximately 250 full text and secondary databases. EBSCO is continually rated one of the best interfaces on the market because of its simple yet powerful search engine. EBSCO also provides access to an interface designed specifically for elementary and secondary school students that is customizable to the students' needs and search abilities.

**GoGuardian:** The Project identified access to digital content as a priority; however digital content remains less than an average of 1% of CISD's library content at all four campuses. To address this need in CISD proposes the addition of GoGuardian as a tool to assist in digital teaching and content for in-class or remote learning.

**Construction**

Purpose	Calculation			Year 5
NA	NA	NA		
		<b>Total</b>	<b>\$0</b>	<b>\$0</b>

No construction costs will be incurred through the IAL grant.

**Contractual**

Purpose	Calculation	Year 5
<b>Evaluation</b>		
<b>TOPEL Administr</b>		

**Evaluation** - CISD will utilize Kyle Barrington Ph.D. as the Principal Investigator. Dr. Barrington is experienced with IAL evaluation and CISD. It is expected that the selected External Evaluator will produce, each year, nine monthly reports, three quarterly reports, one semi-annual report, one annual report, and will



need to collect and analyze data from comparison group sites. To accomplish these deliverables the following hours are anticipated: (1) 6 hours per monthly report [6 hours per report x 9 reports]; (2) 40 hours per quarterly report [3 quarterly reports a year x 40 hours per report]; (3) 60 hours per semi-annual reports [1 semi-annual report per year]; (4) 100 hours to complete the annual report [1 annual report per year]; and (5) 20 hours to create, collect data from and analyze comparison group sites. The costs reflect a formal Evaluation Plan that calls for the use of comparison groups, as appropriate, and with enough rigor so that outcome data can be submitted for publication. In addition, the selected evaluation provider will provide personnel twice per year to assess identified participating 4-year-old children with the TOPEL. This team will visit the CISD in the early fall and late spring of each school year. The costs of the TOPEL Assessment Team are anticipated to be \$ [REDACTED] annually.

**Other Costs**

<b>Purpose</b>	<b>Calculation</b>
NA	

	<b>Year 5</b>
<b>Total Direct Costs:</b>	\$ [REDACTED]

**Indirect Costs**

<b>Purpose</b>	<b>Calculation</b>	<b>Year 5</b>
Indirect Costs	[REDACTED]	

<b>Cuero Innovative Approaches to Literacy Project Budget Totals Year Five:</b>	<b>\$ [REDACTED]</b>
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**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

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

Name of Institution/Organization

Cuero Independent School District

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

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

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

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

PR/Award # S215G21000

Name of Institution/Organization Cuero Independent School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

**SECTION C - BUDGET NARRATIVE (see instructions)**

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Name of Institution/Organization Cuero Independent School District	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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**IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES**

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

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

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

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