

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 # S215G210096

Grants.gov Tracking#: GRANT13447239

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

Closing Date: Aug 11, 2021

PR/Award # S215G210096

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

Application for Federal Assistance SF-424

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
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* 3. Date Received: <input type="text" value="08/11/2021"/>	4. Applicant Identifier: <input type="text"/>
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5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>
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State Use Only:

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

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="160 S. Hollywood"/>
Street2:	<input type="text"/>
* City:	<input type="text" value="Memphis"/>
County/Parish:	<input type="text" value="Choose State..."/>
* State:	<input type="text" value="TN: Tennessee"/>
Province:	<input type="text"/>
* Country:	<input type="text" value="USA: UNITED STATES"/>
* Zip / Postal Code:	<input type="text" value="38112-4801"/>

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="Margaret"/>
Middle Name: <input type="text"/>	
* Last Name: <input type="text" value="Montgomery"/>	
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:**

Shelby County Schools - Innovative Approaches to Literacy (Libraries in the Blend) - See Abstract for more information

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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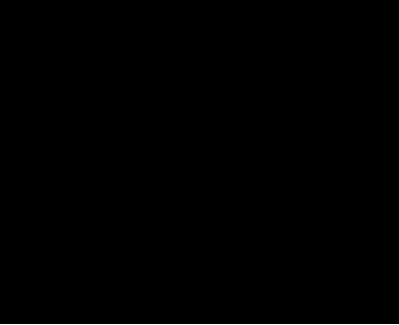
17. Proposed Project:

* 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

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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.

1236-SCS_IAL_2021_GEPA_Statement.pdf

Add Attachment

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View Attachment

As specified in Policy 4001, Shelby County Schools (SCS) promotes equal opportunities through vigorous recruiting practices as an integral part of its personnel policy and practice in the employment, development, advancement and treatment of employees and applicants. SCS does not on the basis of race, color, religion, sex, creed, age, disability, national origin, or genetic information discriminate against any qualified individual with respect to the employment relationship, including job application procedures, hiring, advancement, compensation, job training and other terms, conditions and privileges of employment.

SCS will ensure that all participants in the *Libraries in the Blend* project have access to all facilities, materials, and technologies used in the delivery of the program.

- All activities will be held in facilities completely accessible to people with physical handicaps/disabilities.
- Materials will be available in large print, Braille, and electronic/audio formats if needed.
- Materials created for student use through the project will include materials in the native languages of represented students and their families.
- Culturally appropriate materials for all students will be provided and will be monitored for prejudicial approaches and statements.
- Digital resources selected for purchase or subscription through the project will have robust adaptive features, as specified in SCS's procurement procedures.
- Students will be encouraged to explore non-gender-traditional academic and career areas.
- Professional development will include strategies for serving students with special needs or limited English proficiency.
- Interpreters, including sign language interpreters, will be available at parent engagement events as needed.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="Shelby County Board of Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Ms."/>	* First Name: <input style="width: 200px;" type="text" value="Carolyn"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Burr"/>	Suffix: <input style="width: 80px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Grant Writer Advisor"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Carolyn B Burr"/>	* DATE: <input style="width: 150px;" type="text" value="08/11/2021"/>

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

1. Project Director:

Prefix: Ms.	* First Name: Margaret	Middle Name:	* Last Name: Montgomery	Suffix:
----------------	---------------------------	--------------	----------------------------	---------

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

Address:

* Street1:	1384A Farmville Road
Street2:	
* City:	Memphis
County:	Shelby
* State:	TN: Tennessee
* Zip Code:	38122-1005
Country:	USA: UNITED STATES

* Phone Number (give area code)	Fax Number (give area code)
<input type="text"/>	<input type="text"/>

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

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

Yes No

3. Qualified Opportunity Zones:

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

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

4. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #(s), if available:

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

Add Attachment

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Abstract

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

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

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

You may now Close the Form

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

* Attachment:

Project Objectives, Activities, and Outcomes:

1. **Literacy resources:** Objective 1.1: Librarians in the 27 targeted schools will select print and electronic resources by November of each year (Outcomes: improved book to student ratio in libraries; increased library circulation; enhanced collection); Objective 1.2: New content-rich digital resources will be introduced in the 27 targeted schools by November 2021 (Outcomes: increased utilization of purchased digital resources; increased alignment of digital resources to classroom blended learning needs); Objective 1.3: The percent of families in the targeted schools reporting at least 20 age-appropriate books in the home will increase by 10% annually (Outcomes: one give-away book per year; increased number of families reporting age-appropriate books in the home).
2. **Community of practice:** Objective 2.1: By March 2022, participating librarians and classroom teachers will finalize recommendations for learning commons furnishing and learning supplies to support the library’s role in blended learning (Outcome: learning commons furnishings and supplies addressing needs in 27 high-need schools); Objective 2.2: *Libraries in the Blend* practices that have been identified as promising or effective by the community of practice will be 10% more prevalent in the targeted schools by August 2023 with continued growth in subsequent years (Outcome: Replication of best practices among targeted schools); Objective 2.3: By March 2026, participating librarians and classroom teachers will finalize a sustainability plan for useful STREAM-related resources (Outcome: Continued access to resources and subscriptions addressing correlational study findings and cores subject area and literacy needs in SCS K-8 libraries).
3. **Effective literacy support for blended learning:** Objective 3.1: The 27 schools will receive TVAAS scores in Reading of 4 or 5 each year of the project (Outcome: Schools progressing

as reading communities); Objective 3.2: Students will demonstrate increased student engagement in core content areas in Years 3 through 5, as measured by 10% annual increase compared to Year 1 baseline (Outcome: improved achievement in core academic topics including ELA); Objective 3.3: Librarians in the targeted schools will host a minimum of one event per year focusing on *Libraries in the Blend* strategies (Outcome: Increased parent awareness of literacy resources as a lever for enhanced engagement in blended learning).

Applicable Priorities: The proposal addresses both Absolute Priority 1 and Absolute Priority 2, with the set of 27 schools including the District’s 12 Focus Schools that serve the targeted grades (schools designated by the state of Tennessee as having low achievement among one or more subgroups of students, including groups identified in Absolute Priority 2). Overall, 91% of students within the 27 schools are Black, Hispanic, or Native American (BHNA), 9% are students with disabilities, and 11% are English Language Learners. The plan to address needs of these subgroups is described in Section (b)(3) of the narrative. SCS also requests consideration for Competitive Preference Priority 2: SCS has a locale code of 11 and is based in the urban setting of Memphis, TN. The 27 selected schools are geographically dispersed, and their libraries will become valuable exemplars for blended learning throughout Greater Memphis.

Number of Participants to Be Served and Number and Location of Proposed Sites: 19,786 students at 15 elementary (Brownsville Road, Bruce, Chimneyrock, Crump, Egypt, Ford Road, Fox Meadows, Oakhaven, Ross, Shelby Oaks, Sherwood, Treadwell, Wells Station, Westhaven, and Willow Oaks), ten middle (A. Maceo Walker, Bellevue, Colonial, Craigmont, Hickory Ridge, Highland Oaks, Kate Bond, Kingsbury, Sherwood, and Treadwell), and two K-8 schools (Lowrance and Snowden) within Shelby County Schools, 160 South Hollywood, Memphis, TN 38112

Project Narrative File(s)

* **Mandatory Project Narrative File Filename:**

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

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Other Attachments

Certification of LEA Eligibility

Competitive Preference Priority 2: NCES Profile

Logic Model

Resumes and Job Description

Bibliography

Indirect Cost Agreement

Project Narrative

Shelby County Schools (SCS) proposes to focus its Innovative Approaches to Literacy (IAL) project on 27 urban elementary and middle Title I schools (1) that have not been served by SCS's 2018 IAL project and (2) that have equity needs in one of more subgroup areas as indicated by the schools' Focus School status and/or that have poverty rates above the district-wide rate. ***SCS is a high-need LEA*** according to the most recent available SAIPE data: ***28% of the school-age children within its boundaries are estimated to be from families with an income below the poverty line (37,192 of 131,624 = 28.3%).***

SCS, based in the city of Memphis, has a locale code of 11, as documented in the attachments, and requests consideration under ***Competitive Preference Priority 2.***

The proposed project will address ***both Absolute Priorities*** in that it will (1) work with school librarians to ensure more than 19,000 students have access to up-to-date and engaging literacy materials promoting a learning environment that is racially, ethnically, culturally, disability status, and linguistically responsive and inclusive, supportive, and identity-safe, (2) integrate school librarians in the design of high-quality English Language Arts (ELA) and literacy-infused classroom resources for blended learning in schools with high numbers of fragile students, including new digital resources that will be made available to all of the District's 75,000+ Pre-K-8 students, and (3) increase the percentage of students on-track for readiness in ELA in 27 high-need elementary and middle schools. Further information about the Absolute Priority 2 is in Section (b)(3).

(a) Significance

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

Shelby County Schools is among the nation's 25 largest LEAs, and it is the largest within

Tennessee. *Its student demographics reflect priorities identified in Absolute Priority 2.*

According to Title I adjusted low income calculations for the 2021-22 school year, four out of five students (83.52%) in SCS are low income, and all but four of SCS's 202 schools are Title I (high-poverty) schools. All students are eligible for free and reduced-price lunch through the District's participation in the Community Eligibility Provision (CEP) program. A significant percentage of SCS's PreK-8 students are English Language Learners (9.3%) and Students with Disabilities (9.7%). SCS students in these grade levels are 71.8% African American, 16.3% Hispanic, 6.9% white, 2.7% multi-race, 1.1% Asian, 1.0% other, 0.1% American Indian/Alaskan Native, and 0.0% Native Hawaiian/Pacific Islander.

Literacy is a district-wide concern for SCS, identified as the first priority within the District's ten-year strategic plan that was launched in 2015, known as *Destination 2025*. In 2021, SCS unveiled *Reimagining901*, a pandemic-informed update to this plan, in which focus was brought to SCS's new 1:1 digital access for students, with a strong commitment to maximize the impact of this access by introducing innovative supports for fragile students. The *Reimagining901* plan emphasizes its prioritization of literacy in this 1:1 digital focus, noting that "Literacy is Life."

In the District's ten-year *Destination 2025* strategic plan, literacy is recognized as the foundational priority for all other priorities that build towards SCS goals for "ready graduates." SCS's own longitudinal study of its students has found kindergarten language skills to be one of the top three predictors of a student's persistence to high school graduation (Calaway, 2009). As outlined within *Destination 2025*, SCS's Strategic Priority #1 is that by the year 2025, 90% of

third graders within the District will be at grade level in ELA. Sadly, prior to the pandemic the District was not on track to achieve this goal, and since the pandemic the District has seen mixed progress. A March 2021 analysis of K-3 literacy reported the following:

- As measured by FastBridge assessments, the percentage of students with reading test scores in the bottom quartile increased for students in grades K-1 in fall 2020 compared to students in fall 2019. ***Notably, 50% of all students in grade 1 scored in the bottom quartile.***
- While the median reading achievement percentiles for SCS students in grade 2 was 57 and thus above the national average, ***the median Lexile score for grade 2 was not within the recommended CCR Lexile range.***
- Grade 3 was the only elementary grade for which students' median Lexile score was within the recommended range. When iReady reading scores for students in grade 3 in fall 2020 were compared to the same students' scores from winter 2019, a slight increase in median percentiles for the group was shown. However, of concern is that ***44% of grade 3 students showed decreases in their individual Lexile percentile ranks across the two times.***

An August 2 release of state-level achievement data indicates that Tennessee students have experienced learning loss at all grade levels during the pandemic, with the most precipitous drop in grade 2 ELA and with widening ELA achievement gaps across racial/ethnic groups¹.

Educators and state leaders have been closely watching ELA data because a Tennessee law passed in early 2021 requires third graders not reading on grade level to be held back.

On August 11, Tennessee began its release of district-level state assessment data. ***Available information indicates that only 9.1% of SCS students in grades K-2 are on track or have mastered grade-level ELA content (OTM Rate), the OTM Rate for SCS students in grades 3-5***

¹ <https://www.tn.gov/content/dam/tn/education/tcap/spring-2021/TN-AcademicPerformance2020-2021.pdf>

is 14.0%, and the OTM Rate for SCS students in grades 6-8 is 11.9%. At this time, subgroup OTM Rates are not available. However, the state has noted that OTM Rates have dropped most sharply statewide for economically disadvantaged students, African American students, and urban students, all of whom are heavily represented among SCS's student population.

In fall 2021, SCS classrooms will introduce rotation stations to their students as part of SCS's adaptation of Horn and Staker's blended learning model (2015), utilizing the District's newly available 1:1 digital access and other resources funded by ESSER (for example, additional staff in grades K-2 to lower student:teacher ratios) to drive innovation and enhance the District's Response to Instruction and Intervention (RTI²) approach. ***In Grades K-8, for ELA 84% of students are receiving only Tier 1 RTI² support (classroom teaching), 5% are receiving Tier 2 intervention, and 11% are receiving the more intensive Tier 3 intervention.***

School librarians, with their expertise in identifying resources for group instruction as well as individualized learning and inquiry, are a valuable school resource to support differentiated instruction and blended learning for ELA achievement and for infusion of literacy in other core academic areas. In addition, many school librarians serve as their schools' Microsoft Ambassadors and can provide powerful leadership in the implementation of technology-enhanced rotation stations or other models of blended learning that may be introduced in the five-year period of the IAL project. Finally, SCS sees this project as an opportunity to enhance 27 school libraries that currently have inadequate collections so that these libraries remain effective learning commons and centralized resources for schools impacted by the pandemic.

(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.

For this project, 27 elementary and middle schools have been strategically selected that have

a high number and a high percentage of fragile students. This group of schools includes 15 elementary (Brownsville Road, Bruce, Chimneyrock, Crump, Egypt, Ford Road, Fox Meadows, Oakhaven, Ross, Shelby Oaks, Sherwood, Treadwell, Wells Station, Westhaven, and Willow Oaks), ten middle (A. Maceo Walker, Bellevue, Colonial, Craigmont, Hickory Ridge, Highland Oaks, Kate Bond, Kingsbury, Sherwood, and Treadwell), and two K-8 schools (Lowrance and Snowden). Poverty among students in these schools is high – ranging from 63.59% to 100% at the school level, with an ***overall poverty percentage of 91.8%***. ***A total of 19,786 students are enrolled in these schools, representing approximately 18% of SCS’s total student population.***

Twelve of the schools have been designated by the state of Tennessee as Focus Schools (having one or more significantly and/or consistently underperforming subgroup on state assessments). The table below identifies subgroups for which the 12 Focus Schools received this designation (in several cases schools were designated because of multiple subgroups), as well as the overall percentage of students in the 27 selected schools who fall within these subgroups.

Subgroup	# Focus Schools	# and % of Students
Black, Hispanic, Native American (BHNA)	5	17,792 (91%)
African American	7	13,512 (69%)
Hispanic/Latino	3	4,230 (22%)
Economically Disadvantaged (ED)	3	18,173 (92%)
Students with Disabilities (SWD)	2	1,867 (9%)
English Language Learners (EL)	1	2,123 (11%)

In selecting schools, SCS considered not only need but also capacity within the schools. All 27 schools enroll at least 500 students and thus are expected to employ a full-time librarian throughout the grant period according to the state of Tennessee’s and SCS’s staffing formulas.

Additionally, the selected schools are not scheduled for any grade reconfiguration or consolidation during the grant period. The 27 schools are geographically located throughout SCS's service area, presenting an excellent opportunity for teacher-librarian teams to serve as professional development resources for teachers and librarians at other nearby schools. As described in subsequent sections of this narrative, a portion of grant funds will go towards equipping the libraries of these schools as learning commons conducive to rotation station learning and professional development on blended learning for classroom teachers not only from the school building but also from other nearby schools.

(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.

Moderate evidence of the effectiveness of engaging reading environments has been cited by the What Works Clearinghouse. Several studies focusing on urban settings and taking a multiple-practice approach are cited by the Clearinghouse and have particular pertinence to the SCS elementary and middle schools involved in this project (Taylor et al, 2000; Morrow, 1996).

Three engaging strategies are incorporated into the proposed project. First, new resources will add to existing resources and allow students to more easily access and interact with the growing online literacy world and participate in blended learning activities. Libraries will also receive money each year to build the selection of both fiction and non-fiction titles available to the students in each school. Funding will be set aside for distribution of books, with a focus on high-interest books reflecting the diversity of students, for students' personal libraries. As noted above, nine out of ten students in these schools are economically disadvantaged (92%).

Second, the proposed project will create a new community of practice for school librarians, classroom teachers, and professional development leaders in the District that centers the

experiences of struggling readers, low-income students, and students in racial/ethnic and other groups identified in Absolute Priority 2. This community of practice will be designed to build District-level capacity to serve those students, particularly in blended learning situations.

Funding will be set aside to allow visitations among sites and joint professional development.

Finally, a Project Coordinator with expertise in ELA or library science will be hired through the project to support the integration of library resources with blended learning and to foster innovative new programming. Grant funds for each school library will facilitate family engagement activities such as student-designed blended learning demonstrations for parents.

An additional goal of these engaging reading environments will be to support SCS's ELA vision that is aligned with the key instructional shifts called for in the Common Core and also Tennessee Academic Standards. These instructional shifts are described in greater detail in Section (b)(2).

(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 following goals, objectives, and outcomes have been established for the project. Where there is close alignment to a GPRA measure specific to IAL, that GPRA measure is noted.

1. Increase access to a wide range of *literacy resources* (both print and electronic) that prepare young children to read and provide learning opportunities to all participating students in English Language Arts and other core subject areas.
 - Objective 1.1: Librarians in the 27 targeted schools will select print and electronic resources by November 15 for each year of the project. Outcomes: improved book to student ratios in libraries (GPRA 3); increased library circulation; enhanced collection

with a range of text complexity and alignment to curriculum maps and/or themes.

- Objective 1.2: New content-rich digital resources will be introduced in the 27 targeted schools, bringing them into fuller alignment with Tennessee’s standards for access to digital materials by November 15, 2021. Outcomes: increased utilization of purchased digital resources; enhanced alignment of digital resources to blended learning needs in the classrooms.
 - Objective 1.3: The percent of families in the 27 targeted schools reporting at least 20 age-appropriate books in the home will increase by 10% annually (GPRA 4). Outcomes: at least one give-away book per year through grant funds; increased number of families reporting grade-appropriate books in the home.
2. Foster a *community of practice* for classroom teachers, school library personnel, and district-level blended learning experts with a focus on integrating resources on STREAM topics (Science, Technology, Reading, Engineering, Arts, and Math). into blended learning activities in high-poverty schools.
- Objective 2.1: By March 15, 2022, participating librarians and classroom teachers will finalize recommendations for learning commons furnishings and STREAM-related learning supplies to address needs of libraries and blended learning in high-poverty schools, with those recommendations updated annually throughout the project period. Outcome: learning commons furnishings and supplies addressing STREAM and literacy needs in 27 high-need schools.
 - Objective 2.2: *Libraries in the Blend* practices that have been identified as promising or effective by the community of practice will be 10% more prevalent in classrooms of the targeted schools by August 15, 2023, compared to a baseline established in August 15,

2022, with continued growth in use throughout the project period. Outcome: Replication of best practices within targeted schools.

- Objective 2.3: By March 15, 2026, participating librarians and classroom teachers will finalize a sustainability plan for STREAM-related resource purchases and subscriptions for the schools and the District, which will address the needs of libraries in high-poverty schools. Outcome: continued access to resources and subscriptions addressing correlational study findings and core subject area and literacy needs in SCS K-8 libraries.

3. Deliver *effective literacy support for blended learning* in the 27 targeted schools.

- Objective 3.1: The 27 targeted schools will receive Tennessee Value Added Assessment System (TVAAS) scores in Reading of 4 or 5 each year of the project (GPRA 1 and 2). Outcome: schools' progress towards becoming reading communities.
- Objective 3.2: Students in the 27 targeted schools will demonstrate increased student engagement in core content areas in Years 3 through 5, as measured by a 10% annual increase in circulation of curriculum-associated print and electronic books and utilization of STREAM-related digital resources and subscriptions, compared to a baseline established for each school in Year 1. Outcome: improved achievement in core academic topics including ELA.
- Objective 3.3: Librarians in the 27 targeted schools will host a minimum of one parent event per year focusing on *Libraries in the Blend* strategies. Outcome: Increased parent awareness of literacy resources as a lever for enhanced engagement in blended learning.

(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.

Destination 2025, the 10-year strategic plan for SCS, emphasizes that 80% of high school

seniors will be college-and-career ready by the year 2025. Goals are aligned with statewide goals of a *Drive to 55* – a PreK-16 initiative to ensure 55% of Tennesseans are equipped with a college degree or certificate by the year 2025. Local and state goal setting has resulted in a heavy emphasis on ELA professional development, which is widely seen as foundational for later educational attainment. In Tennessee, many students who are proficient in Grade 3 lose ground as they encounter more complex texts in upper grades, leading researchers to conclude “...the evidence suggests that our statewide efforts to provide students with skills and knowledge-based competencies—our efforts to produce decoders who are simultaneously thinkers—have been insufficient” (Setting the Foundation, 2016). Local and state educational leaders cite national research that has shown that “the cumulative impact of high-quality curriculum can be significant and matters most to achievement in the upper grades, where typical year-on-year learning gains are far lower than in previous grades” (Steiner, 2017). According to Lexile scores, SCS students make smaller annual achievement gains with each successive grade, on average.

To address these concerns, prior to the pandemic, SCS’s ELA professional development began focusing heavily on the three recent instructional shifts implicit in Tennessee Academic Standards and drawn from the Common Core body of knowledge: (a) regular practice with complex text and its academic language; (b) reading, writing, and speaking grounded in evidence from text, both literary and informational; and (c) building knowledge through content-rich nonfiction. SCS’s new ELA professional development is aligned with new curriculum selections that in many cases present STREAM topics in the ELA classroom – for example, a unit on “Fossils and the Changing Earth” in Grade 2 and a book study of the *Omnivore’s Dilemma* in Grade 8. Within SCS’s ELA professional development, school libraries have been identified as key places where students can accelerate their vocabulary learning in activities tied to their

interests and where they can expand and deepen their background knowledge for complex text.

With the changes brought by the pandemic, this emphasis on ELA professional development is now being braided with professional development on blended learning. Blended learning is described by Horn and Staker (2015) as “the engine that can power personalized and competency-based learning.” Personalized learning tailors learning for each student’s strengths, needs and interests – including enabling student voice and choice in what, how, when and where they learn – and has been linked with student success for many decades (Bloom, 1984; VanLehn, 2011). Similarly, competency-based learning has a strong track record for not only meeting the needs of diverse students but also delivering higher levels of student achievement than time-based learning (Levine, 1985; Davis & Sorrell, 1995; Gusky & Gates, 1986). Professional development in blending learning was launched by SCS in August 2021 for all instructional staff including librarians.

A full-time Project Coordinator will be hired through this project to coordinate project services, with primary job responsibility being to provide ongoing support for continuous improvement in the 27 schools involved in the project. This Project Coordinator will attend all ELA and blended learning professional development in order to facilitate integration of IAL performance feedback with District initiatives and to support fidelity of implementation of ELA strategies in ELA and other core subject areas within the *Libraries in the Blend* schools. As Project Coordinator, he/she will coordinate project-specific professional development and collaborative development of web resources. The Project Coordinator will meet regularly with the Research Analyst to obtain formative assessment data updates and incorporate this information in job-embedded support to librarians and classroom teachers in the 27 schools.

(3) The extent to which the proposed project represents an exceptional approach for

meeting statutory purposes and requirements. (also addressing Absolute Priority 2)

Blended learning represents an important opportunity to leverage school libraries to differentiate learning and to address SCS students’ open calls for greater representation and diversity in their content area learning. Historically, the digital access that is a prerequisite for blended learning has not been equitably distributed, nationally or within SCS. However, with the pandemic, SCS purchased and distributed over 90,000 student devices to achieve for the first time in its history 1:1 computing for students. Now that this hurdle has been cleared, SCS must focus on ensuring digital resources address gaps and do not widen them. As Taborn (2008), Jenkins and Kelly (2013), and others have pointed out, high-income or white students are more likely to be asked to develop their digital literacy skills in school through creating collaborative content, whereas low-income or non-white youth are more likely to use digital media to practice basic skills. Ito et al. (2015) have called for teachers to adopt principles of “learning connected civics” where teachers design curricula that are peer-supported, interest-driven, and academically oriented, thus engaging all learners and working toward creating equity. School librarians, with their backgrounds in supporting students’ individual learning interests, their knowledge of diverse resources, and their long tradition of working collaboratively with classroom teachers, are well positioned to play this role in blended learning in SCS and to design learning commons that are centralized resources for their schools.

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

ELA professional development for SCS librarians is grounded on the following statement: “Students with prior knowledge or experience with particular topics can more readily make connections between what they are reading and what they know. The more students know about a topic, the stronger their framework for reading (and listening) comprehension. A knowledge-

building literacy curriculum just makes sense for kids, but as we've seen, shifting from the randomly sequenced stories in the basal reader to such a curriculum would be an enormous change for many teachers and schools. The first barrier to making this shift is simply embracing the premise that knowledge, vocabulary, and literacy development start long before children begin learning to read, and that reading well depends on building broad knowledge. Actually finding high-quality materials and enhancing instruction is another huge barrier, one that requires a long-term commitment to intensive professional development and support" (Palmer, 2016).

Recht and Leslie's 1988 study of 64 high and low readers in Grades 6 and 7 with high or low knowledge of baseball provides a clear demonstration of the value of high knowledge when reading texts in a specific subject area. In this study, the low reading ability students with high knowledge outperformed the high reading ability students with low knowledge. In addition, there was little difference between the two high knowledge groups and the two low knowledge groups. Since the time of this study, the advantage of high knowledge has been demonstrated in numerous other studies in other areas of specialized knowledge.

Knowledge and vocabulary have been described as two sides of the same coin – our vocabulary grows as we make sense of the world, and our prior knowledge helps us in decoding new words (Priebe et al, 2012; Butler et al, 2010; McGregor et al, 2007; Nash & Snowling, 2006). Vocabulary, in turn, has been shown as the feature of complex text that causes greatest difficulty to struggling readers (Nelson et al, 2012; NCES 2012; Perfetti 2007), and vocabulary is also recognized as the primary culprit in achievement gaps (Becker, 1977; Baumann & Kameenui, 1991; Stanovich, 1986).

By creating an engaging environment with a variety of high-quality resources including STREAM resources in the targeted schools, this project will seek to support struggling readers in

acquiring both knowledge and vocabulary that will help them complete the catch-up they need. As one aspect of the work to be accomplished by the community of practice, a correlational study will be constructed and analyzed in collaboration with the Research Analyst, in which individual students' curriculum-related checkouts and formative assessment scores in ELA will be correlated, with control for total library checkouts. SCS uses MasteryConnect as its formative assessment tool, administering it at least twice a year to finely analyze components of student academic need. MasteryConnect yields data focusing on mastery of TN Academic Standards, including the state's new ELA standards, with these data readily available on data dashboards to teachers, librarians, and others to understand areas of key need. Analyses can be conducted to assess school progress over time and as compared to the District and like schools and students (via matched sampling). While only a basic correlational study is envisioned at this time, community of practice members will be encouraged to review emerging trends and propose additional analyses.

(c) Quality of the Project Services

The quality and sufficiency of strategies for ensuring equal access and treatment for eligible project participants who are members of groups that have traditionally been underrepresented based on race, color, national origin, gender, age, or disability.

The overwhelming majority of SCS students are from traditionally underrepresented groups, primarily African American and Hispanic/Latino. SCS has made a strong commitment to promote equity for its students, as outlined within its February 2019 *Resolution Promoting Equity and Becoming a Trauma Responsive District*² and as demonstrated in its action steps taken since that time including the creation of an Office of Equity and a recent equity audit that incorporated student voice through the Student Panorama survey. While 82% of survey

² <http://go.boarddocs.com/tn/scsk12/Board.nsf/goto?open&id=BDYS3V70C56A>

participants indicated adults at their school treat people fairly from different races, ethnicities, or cultures, only 54% reported their teachers frequently encouraged students to learn about people from different races, ethnicities, or cultures. This suggests the urgent need for emphasis of equity within the curriculum.

Approximately 22% of students within the targeted schools are Hispanic/Latino (a much higher percentage than for SCS as a whole), with varying degrees of mastery of the English language. Care will be taken to ensure Spanish-language and bilingual resources are among those selected for purchase or emphasis through grant activities, and take-home materials will include parent information in all languages represented. Also, resources will be promoted that present positive representations of all people, including members of groups based on race, color, national origin, gender, age, or disability. Section (b) describes strategies that will be used for differentiation of instruction and interventions to enhance equity.

(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.

In a District-wide survey, SCS parents were asked to identify their top priorities for educational spending. Parents' top priorities for spending are highly correlated to this project: 66.7% wanted schools to spend funds to “help [parents] understand what [their] child needs to learn and be able to do at his/her grade level,” and 64.3% wanted schools to spend funds to “buy and use educational materials and resources for helping [their] child achieve at higher levels.”

To involve parents in innovative approaches to literacy and new resources, a minimum of one parent event per year will be held in each of the school libraries, and the Project Coordinator will work with librarians and classroom teachers throughout the year to offer additional opportunities for family engagement. Schools will be encouraged to schedule the parent events in

such a way as to maximize parental attendance, perhaps in conjunction with parents' conference night, as a part of an open house, or in cooperation with a STREAM or literacy-themed community organization. The Project Coordinator will develop technical assistance tools to ensure high quality within parent events. Grant funds may be used by schools to promote these events to families. At the event, the *Libraries in the Blend* program will be emphasized. In schools where non-English speaking parents are part of the community, an interpreter will be obtained to help with these events. Also, parents will be invited to sign up for volunteer reading times in the library, and students will work with parents to expand the reach of school and public library offerings, including STREAM offerings, within the school neighborhoods.

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

With the District's emphasis on ELA professional development across all core academic areas, multiple professional development sessions on ELA have been offered for teachers and support staff — including librarians — over the past several years, and professional development will continue to be offered during the grant period. As such, no external professional development is envisioned for the implementation of the *Libraries in the Blend* program. Additionally, the Project Director and the Project Coordinator working under her supervision will collaborate with the District's librarians and literacy and content area advisors to select appropriate books to supplement current library titles that will simultaneously benefit the school and the *Libraries in the Blend* program. As detailed within the job description for the Project Coordinator, this position will offer job-embedded training and technical assistance to librarians and classroom teachers throughout the grant period.

Because the project is grounded in creating an engaging environment that supports the three

ELA instructional shifts called for by the Tennessee Academic Standards and other similar standards, there is immediate opportunity to disseminate emerging best practices through ELA and library networks in the state.

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

Subgroup state assessment performance information for 2020-21 is not yet available. However, the District’s provisional data for grade bands indicate that in grades 3-5 and in grades 6-8 the OTM Rates in the selected schools are lower than for the district as a whole: 12.7% for grades 3-5 (compared to 13.8% for that grade band district-wide) and 9.7% for grades 6-8 (compared to 11.9% for that grade band district-wide).

(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.

Margaret Montgomery, Educational Support Manager, will serve as Project Director. She has successfully administered four U.S. Department of Education library-focused projects and supervises Library Services for the District. [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]. Assisting Ms. Montgomery in the role of Project Director will be *Alicia Fields*, Library Services Advisor for SCS, who has extensive past experience as a school librarian and holds an M.S. as a Library Media Specialist as well as a K-12 Certificate in Instructional Computing Applications. [REDACTED]

[REDACTED]. A *Project Coordinator* will be hired through grant funds to provide services described in Section (C).

An advisory committee will ensure that both core curriculum and ELA concerns are addressed in project activities and that *Libraries in the Blend* successes can be sustained beyond the project period. Committed members of this advisory committee include Ms. Montgomery, Ms. Fields, and *Dr. Casey Jackson*, an SCS Professional Development Manager who has played a key role in roll-out of blended learning in Fall 2021. Additional members will be recruited from the community of practice to be formed as a project activity. The committee will meet at minimum twice a year.

Table 1. Project Timeline.

Activity	Responsible	Completed	Milestone
Collect data relevant to GPRA Measures 1 and 2	Research Analyst	October 2021, 2022, 2023, 2024, and 2025	Assessment data
Hire Project Coordinator	Project Director	October 2021	Filled position

Activity	Responsible	Completed	Milestone
Form library/teacher community of practice	Librarians and teachers, with support from the Project Director and Project Coordinator	October 2021	School-level and district level plans
Convene <i>Libraries in the Blend</i> advisory committee	Project Director	October 2021	Committee roster and semi-annual meeting schedule
Develop data tracking rubric for library-held data (e.g., circulation and survey data)	Project Coordinator, with support from the Research Analyst	October 2021	Data tracking rubric with assigned responsibilities
Order materials for the libraries	Librarians	November 2021, 2022, 2023, 2024, and 2025	Executed purchase orders
Order take home books for K-8 students	Librarians	January 2022, 2023, 2024, 2025, and 2026	Executed purchase orders
Weed libraries and incorporate new materials	Librarians, with support from the Project Coordinator and central-office Library Services staff	January 2022, 2023, 2024, 2025, and 2026	Updated catalogs

Activity	Responsible	Completed	Milestone
Recommend digital commons and supplies purchases	Community of practice, with support from the Project Coordinator	March 2022	Executed purchase orders
Order supplies to support library as blended learning hub	Project Director	March 2022, 2023, 2024, 2025, and 2026	Executed purchase orders
Participate in PD on ELA supports for core subject areas and blended learning	Librarians and classroom teachers, with support from the Project Coordinator	March 2022, 2023, 2024, 2025, and 2026; October 2022, 2023, 2024, and 2025	Professional development materials
Host parent event focusing on <i>Libraries in the Blend</i> strategies	Librarians, with support from the Project Coordinator	April 2022, 2023, 2024, 2025, and 2026; August 2022, 2023, 2024, and 2025	Parent surveys
Report formative assessment data and GPRA 1 and 2 data	Research Analyst, with support from the Project Coordinator	May 2022, 2023, 2024, 2025, and 2026	Annual report to the advisory committee

Activity	Responsible	Completed	Milestone
Distribute take-home books to K-8 students	Librarians	May 2022, 2023, 2024, 2025, and 2026	Count of book titles distributed
Order library furnishings to support digital commons use	Project Director	June 2022, June 2023	Executed purchase orders
Prepare sustainability recommendations for digital purchases/subscriptions	Community of practice, with support from the Project Coordinator	April 2026	Sustainability recommendations
Submit project reports	Project Director, with support from the Project Coordinator	As specified by the funder	Project reports

As part of indirect costs charged to the project, the District’s Federal Programs, Grants and Compliance (FPGC) will provide fiscal oversight, reviewing and approving all reimbursement requests for the project and following best accounting practices with project funds maintained in a separate account. FPGC manages the District’s federal and state funding, totaling over \$100 million per year. Additionally, as noted in Section (e), the District’s Research and Performance Management (RPM) will provide support for data analysis.

(2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

The Project Director, the Project Coordinator, and other centralized library staff working for

the District will review questionnaire responses from parents attending each school's family activity and address problems as documented. Additionally, the Project Director will work with the Research Analyst to develop a survey about *Libraries in the Blend* to gather feedback twice a year from students, STEM teachers, and librarians.

The District's benchmarking and formative assessment data will also be tapped for information on program progress. For Grades K-8, student data from Measures of Academic Progress, the District's formative assessment, will be used to compare students' actual growth in R/LA skills to their projected growth by comparing the average growth rate of R/LA skills of participating students to the average growth rate achieved by comparable students not participating in *Libraries in the Blend*.

(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.

Ms. Montgomery and her designee Ms. Fields will devote approximately 10% of their time to project administration (.2 FTE). Information regarding their experience is provided in (d)(1).

A full-time *Project Coordinator* will be hired through grant funding to coordinate project services. This position will be filled with an experienced and effective teacher or librarian who has at least four years' experience in an elementary or middle school setting. Active endorsement will be required, and Master's degree completion will be preferred. The full job description is included in the attachments.

Below are key job duties:

- Supports librarians through observations, feedback, and analysis of student results, demonstration lessons, curriculum implementation, team teaching, and instructional best

practices.

- Shares effective instructional strategies with librarians both individually and through in-service workshops; assists with lesson planning and delivery of instruction; observes librarians in the classroom; makes recommendations for improvement in performance as appropriate; offers advice and assistance as needed.
- Assists librarians and school administrators in meeting identified goals in library services and maintains on-going communication with librarians and school leadership as appropriate.
- Collaborates with librarians to build a knowledge base of literacy standards and repertoire of teaching skills to improve student achievement.
- Keeps abreast of developments in curriculum, instruction, and educational/content area research and assists in determining their appropriateness for implementation at the school level.
- Analyzes State and District assessment data to help target professional development needs; designs, plans, and implements individual-level professional development opportunities addressing instructional content, curriculum, instructional methods, and assessment in the library and the classroom.
- Reviews assessment data and assists with development of long-term literacy plans for assigned schools; works collaboratively with grade level teams, teacher leaders, or curriculum focus group sessions.
- Communicates instructional best practices with school leadership to provide maximum librarian effectiveness.
- Leads analysis of data related to student achievement in literacy and supports staff in

using this data in instructional decision making.

- Submits required documentation of instructional support provided to schools for the fulfillment of grant requirements; compiles data for and prepares various statistical, administrative, and professional reports as required.
- Attends training, conferences, workshops, and meetings as appropriate to enhance job knowledge and skills.

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

The evaluation of this project will be incorporated into ongoing research on the District's schools. *Jessica Lotz* supervises evaluation for the District, with that evaluation work conducted by advanced-degree professionals within the department of Research and Performance Management (RPM). An RPM Research Analyst assigned to the project will aid Ms. Montgomery in designing a web-based survey for participating librarians, parents, and classroom teachers at the school sites. The survey will be administered at the start of the school year to establish a baseline and in the final months of the school year. It will focus on *Libraries in the Blend* strategies and engaging reading practices. Additionally, the RPM Research Analyst will assist the community of practice in conducting a correlational study for STEM checkout and formative assessment data and also coordinate collection of student growth data on fourth graders and eighth graders in ELA (see Table 2). RPM staff will work with project staff to prepare and submit project reports that incorporate not only these data sources but also qualitative sources described in the continuous feedback section above.

Table 2. Evaluation Data Sources for Relevant GPRA Measures.

GPRA Measure	Evaluation Data Source			
	Assessment	Skills/Subscales	When Used	Validity & Reliability
(1) the percentage of fourth graders participating in the project who demonstrated individual student growth (i.e., an improvement in their achievement) over the past year on State reading or language arts assessments under section 1111(b)(3) of the ESEA, as amended by NCLB (target 100%)	TNReady	Reading/Language Arts (R/LA)	April at each site	Criterion-Referenced items for all students in Gr 3 - 8 in R/LA, Math, Science, and Social Studies
(2) the percentage of eighth graders participating in the project who demonstrated individual student growth (i.e., an improvement in their achievement) over the past year on State reading or language arts assessments under section 1111(b)(3) of the ESEA, as amended by NCLB (target 100%)	TNReady	Reading/Language Arts (R/LA)	April at each site	Criterion-Referenced items for all students in Gr 3 - 8 in R/LA, Math, Science, and Social Studies

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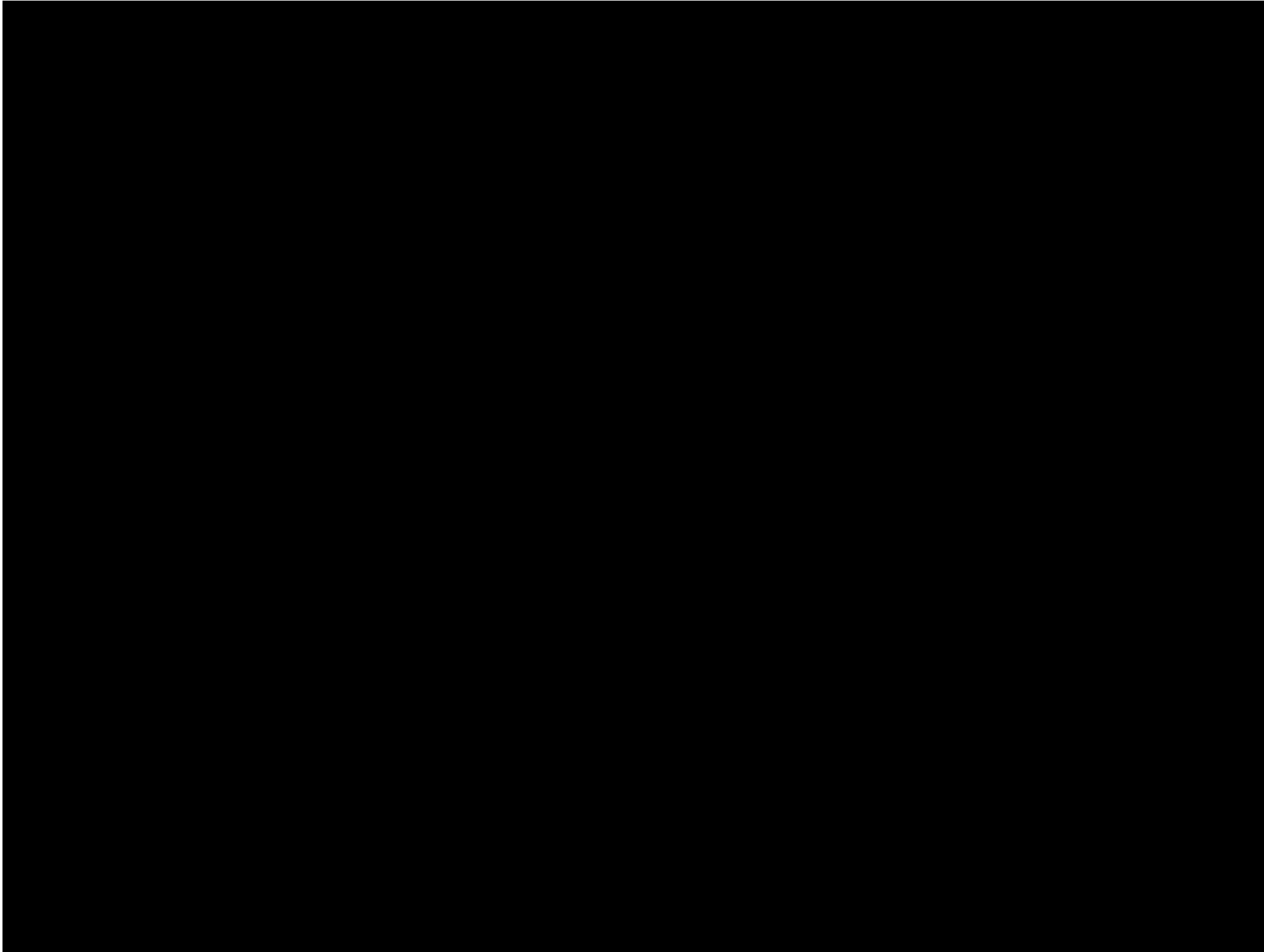
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Certification of LEA Eligibility

Source: <https://www.census.gov/data/datasets/2019/demo/saipe/2019-school-districts.html>

State Postal Code	State FIPS Code	District ID	Name	Estimated Total Population	Estimated Population 5-17	Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder
TN	47	00148	Shelby County School District	752,741	131,624	37,192

37,192 (est. number of relevant children ages 5-17 in poverty who are related to householder) **DIVIDED** by **131,624** (est. populations ages 5-17) = **28.26** % (poverty threshold)



National Center for Education Statistics

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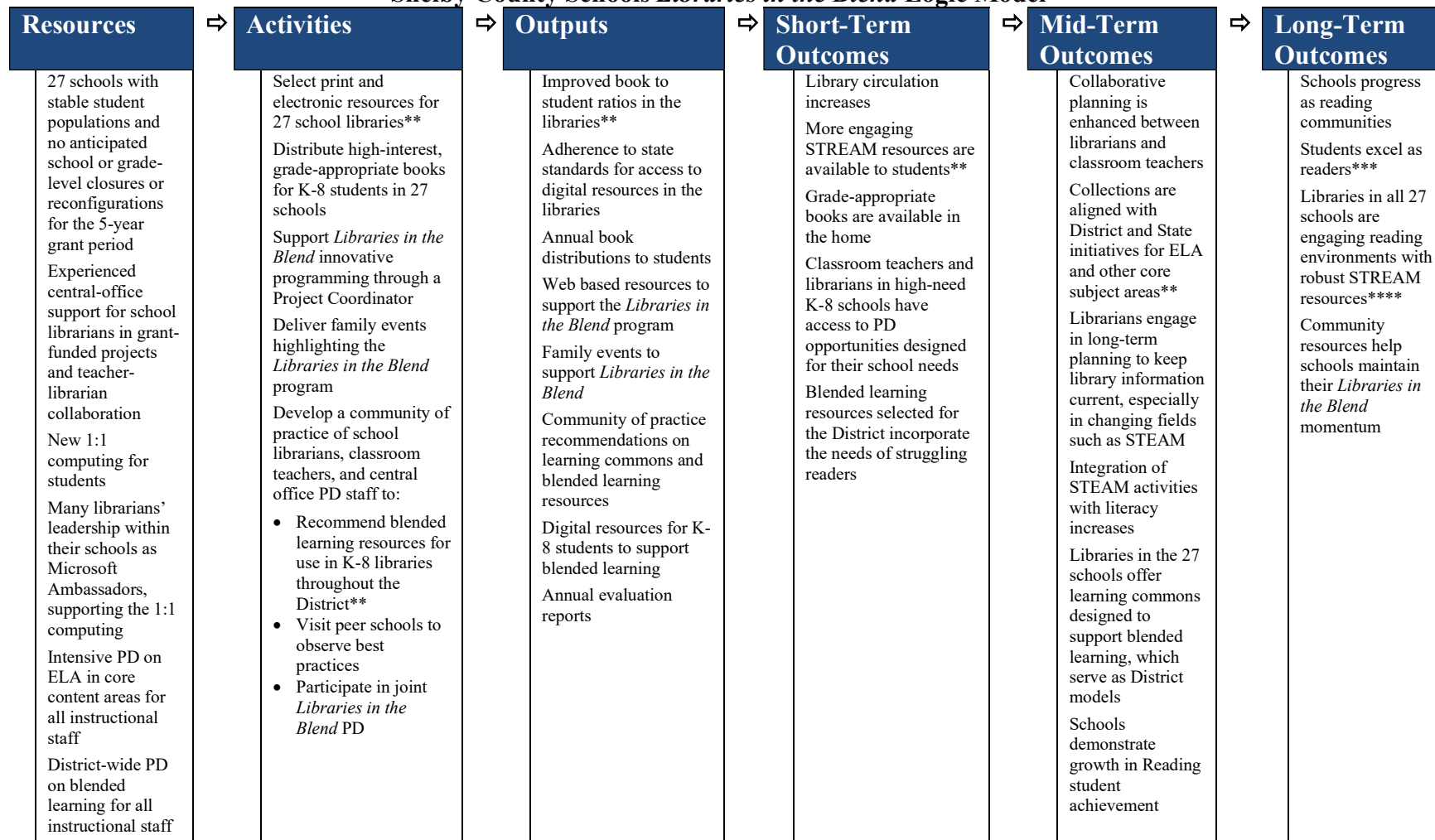
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Additional Resources

- ERIC
- Sitemap
- Organizational Chart

Shelby County Schools Libraries in the Blend Logic Model*

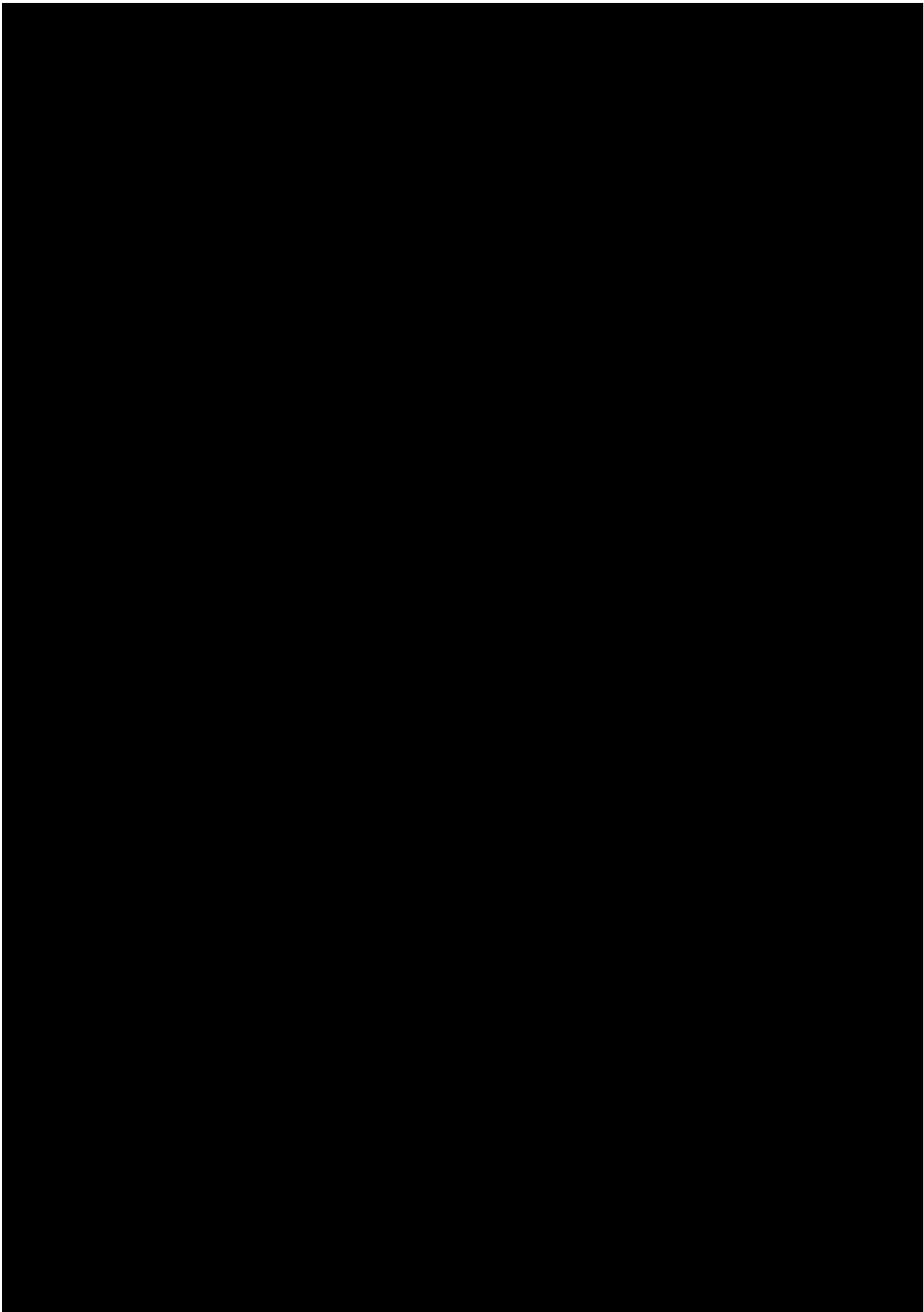


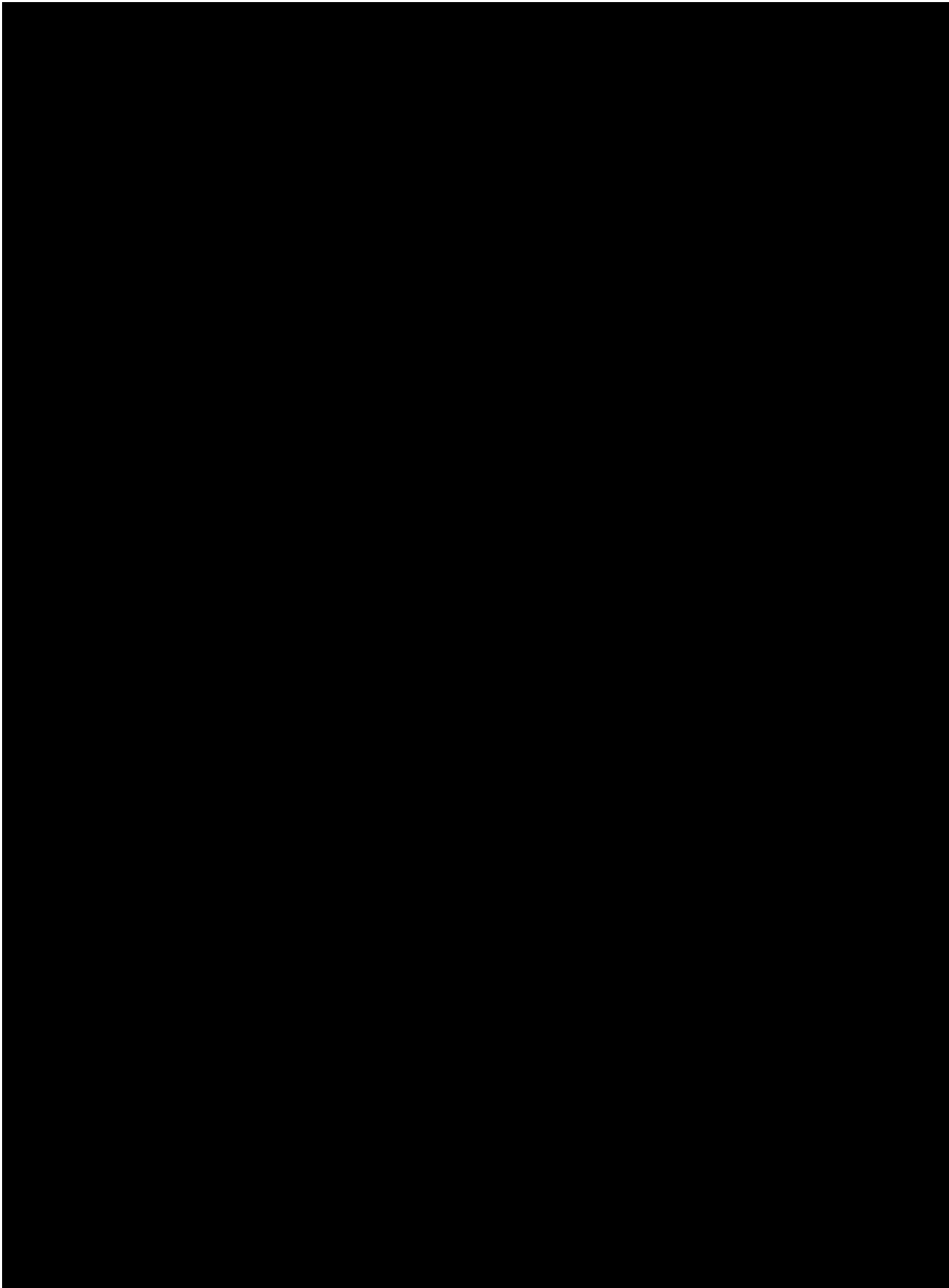
* Framework based on the Education Logic Model produced by Pacific Education Laboratory through IES

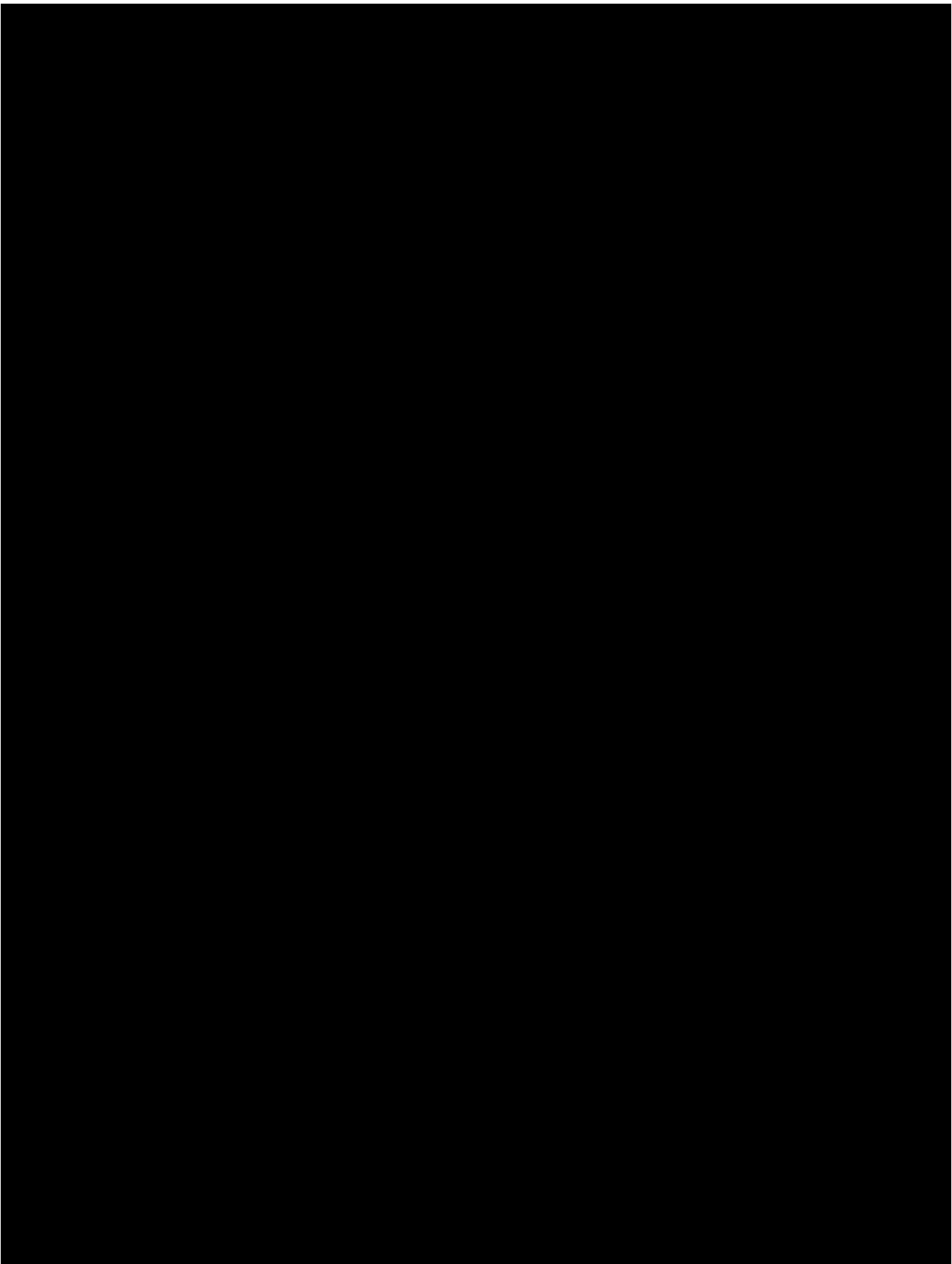
** Correlational study between curriculum-aligned checkout and formative assessment progress, designed to meet WWC Evidence of Promise standards

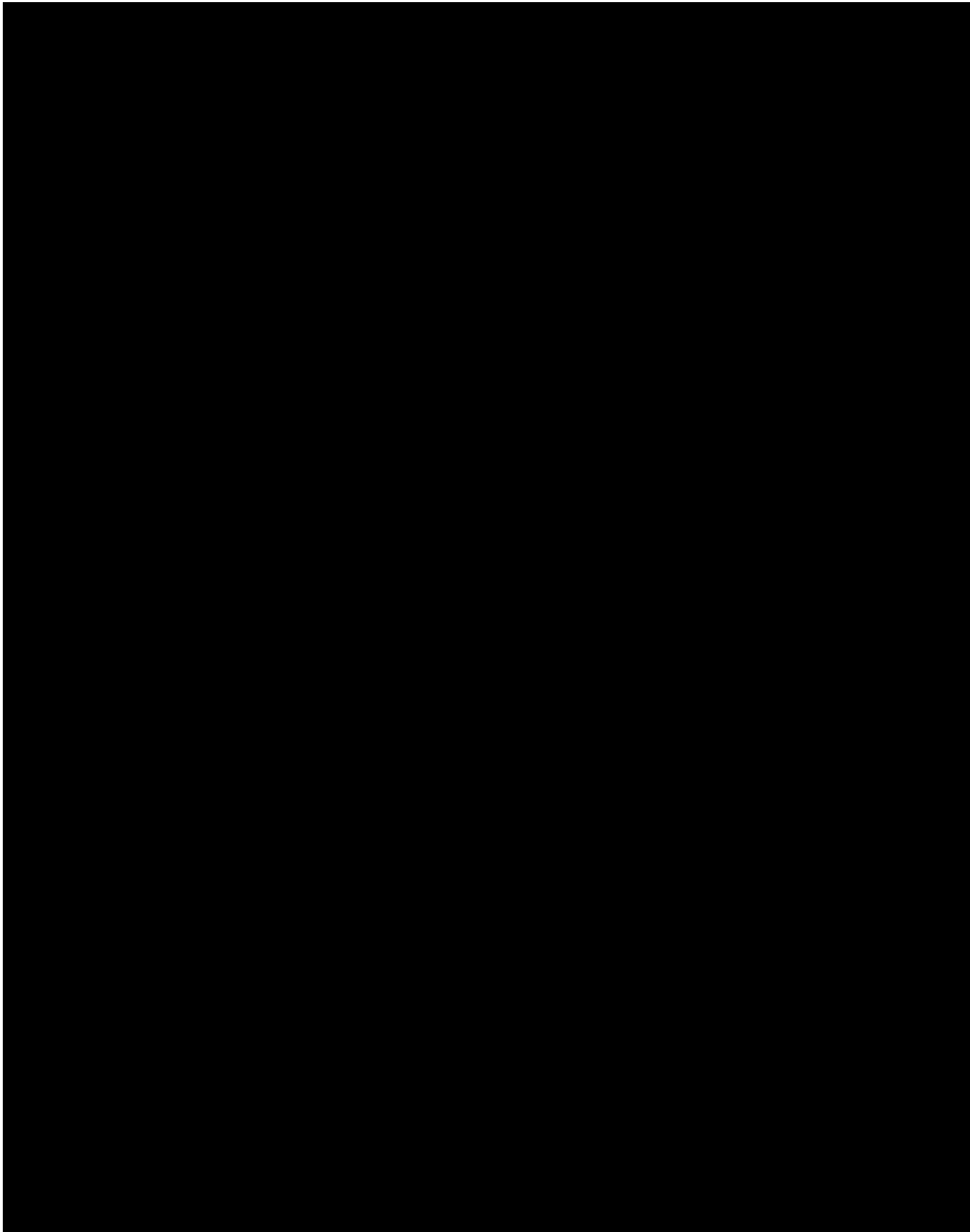
*** Priebe et al, 2012; Butler et al, 2010; McGregor et al, 2007; Nash & Snowling, 2006

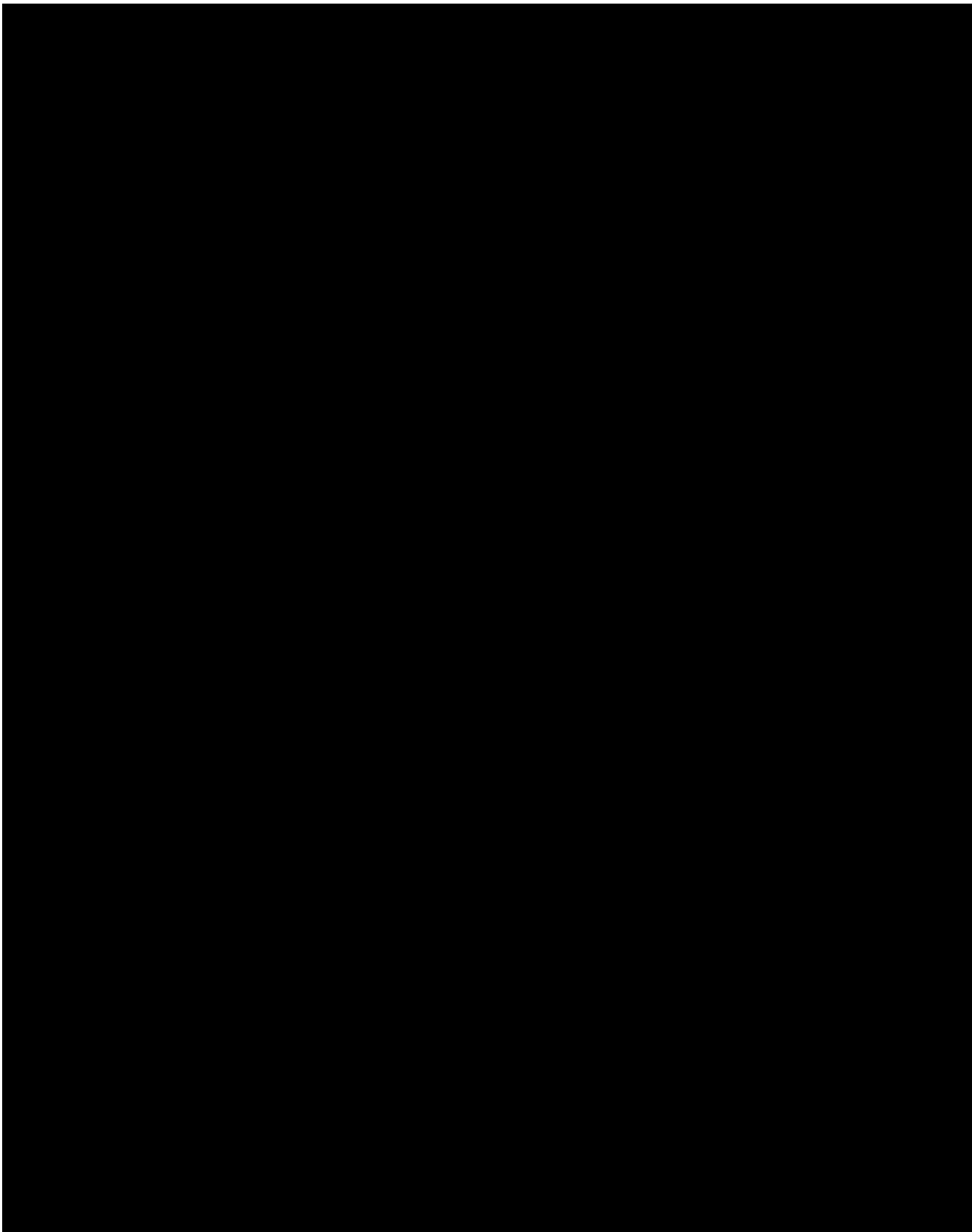
**** Taylor et al, 2000; Morrow, 1996











Job Position
Project Coordinator (1 FTE)
Innovative Approaches to Literacy (Libraries in the Blend)

Job Responsibilities:

1. Supports librarians through observations, feedback, and analysis of student results, demonstration lessons, curriculum implementation, team teaching and instructional best practices.
2. Shares effective instructional strategies with librarians both individually and through in-service workshops; assist with lesson planning and delivery of instruction, observes librarians in the classroom; makes recommendations for improvement in performance as appropriate; offers advice and assistance as needed.
3. Assists librarians and school administrators in meeting identified goals in library services and maintains on-going communication with librarians and school leadership as appropriate.
4. Collaborates with librarians to build a knowledge base of Literacy standards and repertoire of teaching skills to improve student achievement.
5. Keeps abreast of developments in curriculum, instruction, educational/content area research and assists in determining their appropriateness for implementation at the school level.
6. Analyzes state and district assessment data to help target professional development needs; designs, plans and implements individual-level professional development opportunities addressing instructional content, curriculum, instructional methods, and assessment in the library and the classroom.
7. Reviews assessment data and assists with development of long-term literacy plans for assigned schools. Works collaboratively with grade level teams, teacher leaders, or curriculum focus group sessions.
8. Communicates instructional best practices with school leadership to provide maximum librarian effectiveness.
9. Leads analysis of data related to student achievement in Literacy and supports staff in using this data in instructional decision making.
10. Submits required documentation of instructional support provided to schools for the fulfillment of grant requirements. Compiles data for and prepares various statistical, administrative and professional reports as required.
11. Attends training, conferences, workshops and meetings as appropriate to enhance job knowledge and skills.
12. Performs other related duties as assigned or directed.

Job Position
Project Coordinator

Innovative Approaches to Literacy (Libraries in the Blend)

Minimum Qualifications:

Graduation from an accredited college or university with a Master's Degree in Education, Curriculum and Instruction or other relevant field of study preferred and an endorsement in Library Information Specialist, English, Reading, or a related field; requires four (4) years of effective librarian or teaching experience (TEM and TVAAS level 3, 4 and 5) and a valid state of Tennessee teacher certification. Experience in integrating technology or personalized learning with literacy initiatives preferred.

Knowledge, Skills, and Abilities:

- Strong analytic and problem-solving skills, with the ability to swiftly and accurately understand complex data and perform analysis
- Skill in developing data-supported solutions and using fact-based logic; ability to translate complex analysis in easy-to-understand manner and present to a broad audience
- Strong written and verbal communication skills
- Outstanding leadership skills and ability to build high-performing teams through both recruitment and selection and professional development
- Ability to tackle the operational challenges of the merged school district in a complex, changing political and educational environment
- Ability to manage daily administrative tasks without losing sight of long-term goals and planning
- In-depth knowledge of principles of effective library services
- Knowledge of growth and development and learning theory
- Skill in assessment and evaluation of students
- Ability to manage curriculum development, in-service training, and related activities and provide a high level of instructional leadership for librarians and administrators
- Excellent human relations skills and ability to establish and maintain successful cooperative working relationship with appropriate school communities, and school-based and central office staffs

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INDIRECT COST RATE CERTIFICATION
Shelby County School District

I certify as the responsible official of the Shelby County School District that the information contained herein has been prepared in accordance with instructions issued by the Tennessee Department of Education and is correct to the best of my knowledge and belief. No costs other than those incurred have been included in the indirect cost rate application. The same costs that have been treated as indirect costs have not been and will not be claimed as direct costs, and similar types of costs have been accorded consistent treatment. All expenditures detailed on the application form are actual costs and supporting documents have been maintained for audit availability. Full responsibility is hereby assumed by the Shelby County School District for settlement of any audit

The Unrestricted rate is to be used for all Food Service purposes.

An Indirect Cost Rate of:

15.47% for Unrestricted Programs

3.66% for Restricted Programs

is proposed for use during fiscal year ending June 30, 2022

X _____
Superintendent, Shelby County School District

3/22/2021
Date

**DECLARATION OF NEGATIVE INTENT
TO DEVELOP AN INDIRECT COST PROPOSAL**

I hereby declare as the responsible official of Shelby County School District Schools that we do not intend to develop an indirect cost proposal for the fiscal year ending June 30, 2022.

Superintendent, Shelby County School District

3/22/2021
Date

ACCEPTED AND APPROVED BY TENNESSEE DEPARTMENT OF EDUCATION

Director, Office of Local Finance

Date

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

Budget Narrative

A total of [REDACTED] is requested over the five-year period (\$ [REDACTED] in Year 1, \$ [REDACTED] in Year 2, \$ [REDACTED] in Year 3, \$ [REDACTED] in Year 4, and \$ [REDACTED] in Year 5). Assuming an enrollment of 19,786 students, the cost per student for this project is estimated at less than \$ [REDACTED] per year. A summary of budget requests is presented in chart form on the last two pages of this narrative.

Personnel

Year 1	Year 2	Year 3	Year 4	Year 5	Total
[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

A full-time *Project Coordinator* will be hired to assist the Project Director in management of the project and to provide direct services to the librarians and community of practice in the 27 targeted elementary and middle schools. SCS currently employs two itinerant librarians as school-year positions to serve all schools in the District. The grant-funded position’s salary range represents the salary range for these two existing positions, pro-rated to work 12 months per year. A job description for the position is included within the attachments. Year 1 salary is budgeted for [REDACTED]. Salaries for Year 2 (\$ [REDACTED] Year 3 (\$ [REDACTED] Year 4 (\$ [REDACTED] and Year 5 (\$ [REDACTED] include a 1% cost of living adjustment, payable only if District-wide COLA adjustments are authorized. The position will report to Margaret Montgomery, Educational Services Manager. Ms. Montgomery’s resume is included in the attachments.

Substitute funding is requested to allow classroom teachers and school librarians participating in the community of practice (CP) to visit one another’s schools. The budgeted

amount is based on a daily non-certified substitute cost of \$ [REDACTED] x 2 CP members x 2 days x 27 schools, for an annual amount of \$ [REDACTED]

Personnel funds are also requested to cover *Saturday/Summer Community of Practice stipends* for community of practice members working in the 27 target schools. The budgeted amount is based on a daily certified teacher cost for summer instruction of \$ [REDACTED] x 2 CP members x 4 days x 27 schools, for an annual amount of \$ [REDACTED]

Fringe Benefits

Year 1	Year 2	Year 3	Year 4	Year 5	Total
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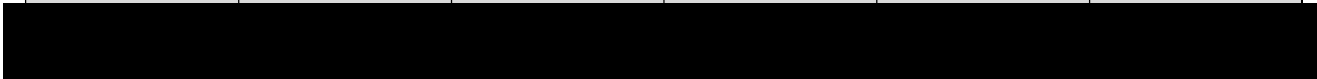
SCS’s current benefit package for *full-time classified employees* includes 7.65% FICA, 7.0% Retirement, \$ [REDACTED] Unemployment, and a variable amount for Health (estimated at \$ [REDACTED] for vacant positions).

Non-certified *substitutes* receive 7.65% FICA.

Teachers receiving pay for *professional development* receive the following benefits: 7.65% FICA and 10.3% Retirement.

Travel

Year 1	Year 2	Year 3	Year 4	Year 5	Total
--------	--------	--------	--------	--------	-------



Travel funds are requested for up to three District staff to attend a *Project Directors meeting or a national conference* related to project activities. Tentatively, the travel team in Year 1 will consist of the Project Director, the Project Coordinator, and the District’s lead Professional

Learning Manager for blended learning. In Year 2, the travel team may include the Research Analyst or a representative of CP. Travel costs are estimated based on Memphis-to-DC travel estimates [REDACTED]

Additionally, a *Professional Development Conference Fund* for school staff will be set up, to be managed with input from the community of practice and with an average of \$ [REDACTED] set aside per school per year to support teachers’ regional travel to attend conferences related to literacy or blended learning or to visit peer schools to observe best practices. A total of \$ [REDACTED] is requested each year of the project.

Finally, funds are requested for *local travel* undertaken by the Project Coordinator, with costs estimated at \$300 per month for ten months per year. Mileage reimbursement records will be maintained, with mileage reimbursed at the District’s approved rate. SCS financial policies and procedures regarding travel are available at <http://www.scsk12.org/finance/forms.php?PID=322>.

Equipment

Year 1	Year 2	Year 3	Year 4	Year 5	Total
[REDACTED]					

Although the requested items have a dollar value below the federal equipment threshold, they are considered equipment by SCS and thus are reflected in the Equipment budget line. SCS procurement policies, procedures, and price catalogs regarding the purchase of equipment are available at <http://www.scsk12.org/procurement/>.

One **staff computer or laptop** will be purchased through SCS’s approved computer vendor in Year 1, at an anticipated cost of \$ [REDACTED]. This computer or laptop will be assigned to the Project Coordinator.

Additionally, in Years 2 and 3, \$ [REDACTED] is set aside per year per library for **furnishings**, selected with input from the community of practice, to facilitate blended learning activities in the library – for example, flexible seating.

Supplies

Year 1	Year 2	Year 3	Year 4	Year 5	Total
--------	--------	--------	--------	--------	-------



Each year, all students in the target schools (estimated at 19,786) will receive a **book to take home**, with an estimated per-book cost of \$ [REDACTED]. The annual budgeted amount is \$ [REDACTED].

Each year of the project each school librarian will be able to identify \$ [REDACTED] in books and eBooks to be purchased for the **library collection**, with a focus on enhancing the libraries’ STREAM collections. The annual budgeted amount is \$ [REDACTED].

With input from the community of practice, the librarians will also have a budget of \$ [REDACTED] per year for **supplies to support blended learning in the library** – for example, makerspace kits that can be checked out for classroom use or used in the library. The annual budgeted amount is \$ [REDACTED].

In addition, each librarian will have access to supply funding to support **family engagement activities**, estimated at \$ [REDACTED] per event and one event per school in Year 1 and two events per school in Years 2 through 5.

The *community of practice* will have an annual budget of \$ [REDACTED] to fund needed supplies including notebooks, STREAM manipulatives, reference books, and other supplies identified by CP members.

Evaluation supply costs will cover standard office supplies (pens, paper, print cartridges, etc.) for evaluation activities including survey preparation and distribution (\$ [REDACTED] per year).

Contractual

Year 1	Year 2	Year 3	Year 4	Year 5	Total
[REDACTED]					

Digital subscriptions and purchases focused on support for blended learning will be informed by recommendations of the community of practice, with \$ [REDACTED] budgeted for this item in alignment with a price quotation gathered at the point of application.

Through a budget transfer, the project will internally contract with SCS’s Research and Performance Management to provide *research support*. Costs are based on an estimate of 550 hours per year and an hourly labor cost of \$50 per hour. Jessica Lotz, who supervises the RPM staff, will ensure that an appropriate staff member is assigned to work on the project. This staff member will have expertise in project evaluation related to literacy and/or blended learning. Jessica Lotz’s resume is included within the attachments.

Other

Year 1	Year 2	Year 3	Year 4	Year 5	Total
[REDACTED]					

Printing costs in Years 1 through 4 will be minimal and will be absorbed by SCS’s Library Services budget. In Year 5, printing costs (\$ [REDACTED]) are expected to be higher to cover dissemination of the evaluation results, both within the District and among state and national literacy networks.

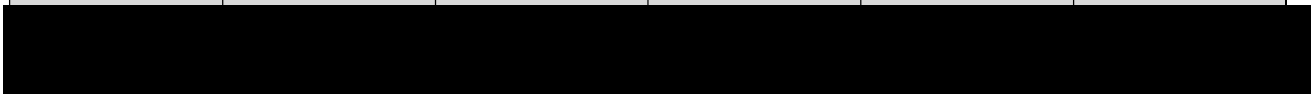
Direct Costs

Year 1	Year 2	Year 3	Year 4	Year 5	Total
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Indirect Costs

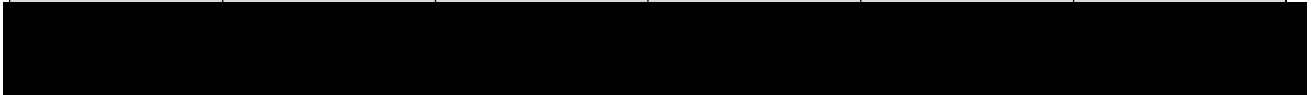
Year 1	Year 2	Year 3	Year 4	Year 5	Total
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SCS’s restricted indirect cost rate through June 30, 2022 is 3.66%. Among the services to be included in this indirect cost are the services of SCS’s Federal Programs, Grants & Compliance (FPGC), which will provide fiscal oversight and financial management for the grant.

Total Costs

Year 1	Year 2	Year 3	Year 4	Year 5	Total
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	Unit Cost in Year 1	#	Year 1	Year 2	Year 3	Year 4	Year 5	Total
PERSONNEL								
Project Coordinator (with 1% COLA)								
Subs (non-certified, to allow 2 staff per school to make 2 site visits to peer schools, \$95/day x 2 x 2 x 27)								
Saturday/Summer Community of Practice Stipends (up to 4 full days for 2 staff per school, \$197.61/day x 4 x 2 x 27)								
FRINGE BENEFITS								
Project Coordinator (7.65% FICA, 7.0% Retirement, \$8,801 Health, \$200 Unemployment, based on current formula for vacant positions)								
Subs (7.65% FICA)								
Saturday/Summer Community of Practice Stipends (7.65% FICA + 10.3% Retirement)								
TRAVEL								
Grantee Meeting / National Conference (to allow 3 staff to attend each year, reimbursable according to District policy and CONUS, \$1,400 x 3)								
Professional Development Conference Fund for school staff to enhance library/classroom collaboration in Blended Learning								
Local Travel for Project Coordinator (for 10 school months per year, reimbursable at District rate, \$300/month x 10)								
EQUIPMENT								
Computer for Project Coordinator (1 in Year 1, \$850/.computer)								
Furnishings to facilitate Blended Learning activities in the library - e.g., flexible seating (\$2,000 per library in Years 2 and 3)								
SUPPLIES								
Take-home books (estimated at \$10 per student per year)								
Supplies to facilitate Blended Learning activities in the library - e.g., maker spaces (\$2,500 per library per year, \$2,500 x 27)								
Family engagement activity supplies (1 event in Year 1, \$300/event x 27; 2 in Years 2-5, \$300/event x 2 x 27)								
Community of Practice supplies - e.g., notebooks, manipulatives (\$50 per school per year, \$50 x 27)								
Evaluation supplies (general office supplies, paper, print cartridges, etc.)								
Library books and eBooks to enhance libraries'								

	Unit Cost in Year 1	#	Year 1	Year 2	Year 3	Year 4	Year 5	Total
STREAM collection (\$5,000 per library per year, \$5,000 x 27)								
CONTRACTUAL								
Digital Subscriptions/Purchases to benefit all K-8 students - e.g., Learn 360, Discovery Education, Tumblebooks, Nearapod								
Research Support (estimated at 550 hours per year, \$50/hour x 550)								
CONSTRUCTION								
N/A								
OTHER								
Printing (for dissemination of the final report)								
TOTAL DIRECT COSTS								
INDIRECT COSTS - 3.66% (will cover financial services costs, etc.)								
TOTAL COSTS								



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

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

Name of Institution/Organization

Shelby County Board of Education

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 Cost (lines 1-8)								
10. Indirect Costs*								
11. Training Stipend								
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 based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

PR/Award # S215G210006

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

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

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

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

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

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

ED 524