

U.S. Department of Education
Washington, D.C. 20202-5335

APPLICATION FOR GRANTS
UNDER THE

84.215G Innovative Approaches to Literacy

CFDA # 84.215G

PR/Award # S215G230048

Grants.gov Tracking#: GRANT13884716

OMB No. , Expiration Date:

Closing Date: May 15, 2023

PR/Award # S215G230048

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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:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

05/15/2023

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

Partners for Rural Impact, Inc

* b. Employer/Taxpayer Identification Number (EIN/TIN):

* c. UEI:

d. Address:

* Street1:

Street2:

* City:

County/Parish:

* State:

Province:

* Country:

* Zip / Postal Code:

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Dr.

* First Name:

Heather

Middle Name:

* Last Name:

Dufour

Suffix:

Title:

AVP of Public and Private Grants

Organizational Affiliation:

* Telephone Number:

Fax Number:

* Email:



Application for Federal Assistance SF-424

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

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

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; Promise Neighborhoods; Full-Service Community Schools; and Congressionally Directed S

* 12. Funding Opportunity Number:

ED-GRANTS-031423-001

* Title:

Office of Elementary and Secondary Education (OESE): Well-Rounded Education Programs: Innovative Approaches to Literacy (IAL) Program, Assistance Listing Number 84.215G

13. Competition Identification Number:

84-215G2023-1

Title:

84.215G Innovative Approaches to Literacy

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

1245-Areas Affected by the Project.pdf

Add Attachment

Delete Attachment

View Attachment

* 15. Descriptive Title of Applicant's Project:

Knott County Innovative Approaches to Literacy

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

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text"/>	<input type="text"/>
* b. Applicant	<input type="text"/>	<input type="text"/>
* c. State	<input type="text"/>	<input type="text"/>
* d. Local	<input type="text"/>	<input type="text"/>
* e. Other	<input type="text"/>	<input type="text"/>
* f. Program Income	<input type="text"/>	<input type="text"/>
* g. TOTAL	<input type="text"/>	<input type="text"/>

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

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

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

Yes No

If "Yes", provide explanation and attach

Add Attachment

Delete Attachment

View Attachment

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 18, 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:

Areas Affected by Project:

- Knott County, KY

NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005
Expiration Date: 06/30/2023

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.

1234-GEPA.pdf			
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EQUITABLE ACCESS AND PARTICIPATION:

Section 427 of the General Education Provisions Act

Section 427 of the Department of Education's General Education Provisions Act (GEPA) identifies six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Knott County Innovative Approaches to Literacy is designed for equal and quality participation for all program participants regardless of participant race, color, national origin, gender, age or disability. In developing this IAL grant proposal, Partners for Rural Impact, Inc. has identified no barriers to program access for participants or employees. Thus, the program will serve all students and families in the targeted area, regardless of gender, race, national origin, color, disability or age.

Partners for Rural Impact, Inc. has a solid record of encouraging applications from persons who are members of underrepresented groups. Special attention will be given to encourage community members who belong to groups that have traditionally been underrepresented based on gender, race, national origin, color, disability or age to participate in program events and services.

One potential barrier to equitable participation is disability in the form of limited mobility or physical challenges. In regard to participants, all program services and activities will be held in places accessible to people with physical challenges. In regard to potential employees, the staff offices at Partners for Rural Impact, Inc., Knott County School District and other partners are fully accessible with an elevator and accessible restroom facilities. Program materials and publications will state that arrangements will be made to accommodate potential participants with limited mobility or physical challenges.

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

Partners for Rural Impact, Inc

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: Dr. * First Name: Heather Middle Name:

* Last Name: Dufour Suffix:

* Title: AVP of Public and Private Grants

* SIGNATURE: Heather N Dufour

* DATE: 05/15/2023

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

1. Project Director:

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

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

Address:

* Street1:

Street2:

* City:

County:

* State:

* Zip Code:

Country:

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

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

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

Yes No

b. If the program competition NIA is giving competitive preference points for a new potential grantee or novice applicant, how many points are you claiming for your application? (the NIA will indicate how many are available)

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

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.

Abstract

An abstract is to be submitted in accordance with the following:

1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that the 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, and dependent, independent, and control variables, as well as 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:

Applicant Name: Partners for Rural Impact

Project Objectives and Activities:

Objectives:

- **Obj 1.1:** Participating pre-school children, birth-5, will achieve significant gains in oral language skills
- **Obj 1.2:** Participating children will enter kindergarten ready to learn
- **Obj 2.1:** Participating school-age children will exhibit student growth by the end of 4th grade
- **Obj 2.2:** Participating school-age children will exhibit student growth by the end of 8th grade
- **Obj 2.3:** Participating school-age children will achieve benchmark on the ACT by the 11th grade
- **Obj 3.1:** Teachers and librarians exhibit increased skills in supporting literacy development
- **Obj 3.2:** Parents indicate increased knowledge in supporting their student's literacy development
- **Obj 3.3:** School-Community culture supports literacy

Activities: Early literacy (birth to 5): Providing developmentally appropriate books, strategies to parents; encouraging families to read aloud to children from infancy through preschool;

Strengthening libraries: Developing effective school library professional learning programs

using books, technology, up-to-date materials; **Book distribution:** Providing high quality books on a regular basis to all young children and students for reading motivation and literacy growth

from birth to 12th grade; **Evidence-based literacy programs:** Implementing integrated student supports and tiered interventions to provide services to students to ensure growth in literacy skills from entry into school to 12th grade; **Job embedded professional learning:** Providing coaching, networking, and other job embedded learning to teachers and librarians to support students' literacy development; **Community literacy plan:** Developing a literacy plan in and with the community through community partners, educators, librarians, families, and IAL staff

Applicable Priorities: Partners for Rural Impact is applying under the following priorities:

- **Absolute Priority 1** - Projects, Carried Out in Coordination with School Libraries, for Book Distribution, Childhood Literacy Activities.
- **Competitive Preference Priority 1**- Rural Applicants.
- **Competitive Preference Priority 2** – New Potential Grantee.
- **Competitive Preference Priority 3** – Supporting Students from Low-Income Families.
- **Competitive Preference Priority 4** – Promoting Equity in Student Access to Educational Resources and Opportunities.

Proposed Project Outcomes: Significant gains in oral language (birth-5); Young children enter kindergarten ready to learn; Student growth (grades 1-12); Students demonstrate literacy growth by 4th grade; Students demonstrate literacy growth by 8th grade; Students achieve the ACT benchmark (11th grade); School, family, and community support literacy (cradle-to-career); Increased skills in supporting literacy development (teachers, librarians); Increased knowledge in supporting students (parents); School-Community culture supports literacy.

Proposed Project Partners: Knott County School District

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

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

TABLE OF CONTENTS

A. SIGNIFICANCE (10 points).....Pages 1-8

1. The significance of the problem or issue to be addressed by the proposed project
2. Project builds local capacity to provide, improve, or expand services that address needs
3. Magnitude of results or outcome likely to be attained, especially improvements in teaching and student achievement

B. QUALITY OF THE PROJECT DESIGN (20 points).....Pages 8-18

1. Goals, objectives, and outcomes to be achieved are clearly specified and measurable
2. Project is appropriate to, and will successfully address, the identified needs of the target population or other identified needs
3. Project represents exceptional approach meeting statutory purposes and requirements
4. Proposed project demonstrates a rationale

C. QUALITY OF PROJECT SERVICES (30 points).....Pages 18-23

1. Quality and sufficiency of strategies for ensuring equal and treatment for eligible project participants who are members of group that have traditionally been underrepresented based on race, color, national origin, gender, age or disability
2. Project services are appropriate to the needs of the intended recipients or beneficiaries of those services
3. Likely impact of the project services provided on the intended recipients of services
4. Services to be provided are focused on those with greatest needs

D. QUALITY OF MANAGEMENT PLAN (30 points).....Pages 23-28

1. Adequacy of the management plan to achieve objectives on time and within budget, including clearly defined responsibilities, timelines, and milestones for project tasks
2. Adequacy of procedures for ensuring feedback and continuous improvement
3. Time commitments of project director and principal investigator and key personnel are appropriate to meet project objectives

E. QUALITY OF PROJECT EVALUATION (10 points).....Pages 28-32

1. Methods of evaluation are appropriate to context within which the project operates
2. Methods of evaluation examine the effectiveness of project implementation strategies

Project Priorities

Partners for Rural Impact (PRI) is the fiscal agent and lead applicant for this Innovative Approaches to Literacy project. In collaboration with Knott County (Kentucky), PRI will address **Absolute Priority 1**. Activities demonstrating our AP1 focus are found throughout this proposal and specifically on the following pages:

- Carried out in coordination with a school library(ies)7, 9, 15
- Book distributions for young children, students21, 28, 30
- Childhood literacy activities for young children, school-age students, families10, 14, 20

In addition, PRI meets Competitive Preference Priorities (CPPs) 1, 2, 3c, and 4a and 4b.

Rural (CPP1): PRI, a **national nonprofit**, will serve the Knott County Schools, an LEA located in rural Knott County, KY. Knott County has an **NCES locale code of 43 (rural remote)**.

New Grantees (CPP2): While an experienced federal grantee with a large portfolio of federal and foundation grants, **PRI will be a new grantee** for Innovative Approaches to Literacy.

Poverty (CPP3): PRI, an eligible **national nonprofit**, will serve young children and students in Knott County Schools. The Small Area Income and Poverty Estimates (SAIPE; U.S. Census) reports that **33.7% of Knott County students** are from families in poverty.

Equity (CPP4): PRI will promote education equity and adequacy in resources and opportunity for underserved students and young children in multiple settings (CPP4a), including:

- Early learning and family engagement centers, school libraries (7), and career and technical education programs as well as in out-of-school-time settings.
- Seven public schools serving more than 2,050 PreK-12 students in the Knott County School District, including children and students in their elementary, middle, and high school programs during the school day.

- Through our staff and partners, work with children, students, and families in their homes, at community locations like churches, doctor’s offices, etc. and at the public library (partner).

PRI will meet CPP4b as we examine the sources of inadequacy and expand access to high-quality early literacy in school-based and community-based settings. PRI is an eligible **national nonprofit** organization that will serve children and students within the attendance boundary of Knott County School District. PRI leads a national movement to accelerate rural student success, cradle to career. Our mission is to fundamentally reimagine schools, addressing the challenges of persistent poverty in rural communities that constrain access to opportunity and upward mobility for students. Among other strategies, we will incorporate the nationally recognized **Dual Capacity-Building Framework for Family School Partnerships** by Dr. Karen Map¹. In addition, we bring our ongoing experience in barrier removal through family engagement—including the operation of two federal Family Engagement Center—and our Rural Library Network (RLN). The RLN is founded on research that recognizes local libraries as critical connectors in rural communities. Our rural network ensures rural libraries have coaching on literacy and early literacy, opportunities to collaborate and develop strategies around literacy (PRI’s federal Institute of Museum and Library Services Fellowship), and in-kind support in the form of books, family engagement strategies, educational resources, etc., in both school-based and community settings (cradle to career). Using a holistic approach based on evidence and research, PRI addresses the needs of young children and students inside and outside the classroom to accelerate educational outcomes for all students.

A. Significance

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

Young children and students in Knott County attend one of seven schools: three PreK-8 schools, one PreK-12 school, two K-8 schools, and one high school (9-12). Each school and its students share key characteristics. For example, all are Title IA school-wide program eligible, and all are located in rural high-poverty communities. In fact, 73% of Knott County families earn less than other areas of the state. Critically, more than half of Knott County's young children (56%) are **not** Kindergarten-ready. And 58% of students at all grade levels **fail to read** at appropriate age and grade levels (Table 1). Both indicators predict long-term impacts on overall school success.

- **Significant gaps exist in early learning:** Children from low-income, less educated homes arrive at elementary schools less prepared to learn—up to 18 months behind. The unrefuted Hart-Risley study (2018²) compared 3- and 4-year-olds from low-income homes where parents do not have college degrees to more affluent households where at least one parent holds a 4-year college degree. They found a gap of **30 million words heard** between the two that resulted in a significant deficit that is ultimately revealed in kindergarten. This is certainly evident in Knott County where children are assessed by the Brigance Kindergarten Screener III, a developmentally appropriate early learning measure. Pre-pandemic K-ready rates hovered at 50%; but post-pandemic, the rate has declined. This year, **70%** of the young children entering kindergarten were not ready for “big school” learning.³
- **Continuing impacts in elementary, secondary schools:** Without early, direct, and intensive intervention, young children never catch up or keep up with their peers. Overall, **half** of all elementary, middle, and high school students do not meet proficient on state reading assessments. Specifically, 58% of 3rd grade students and 51% of middle school students were below proficiency on state assessments; and 54% of 11th-graders scores below benchmark in

reading on the ACT. These gaps in reading ability and, therefore, overall academic success, are most prevalent in students who are economically disadvantaged.⁴ In Knott County, 64% of 3rd graders, 53% of 6th graders, and 57% of 11th graders who are economically disadvantaged scored below proficiency.⁵ Being able to read proficiently by the end of 3rd grade drastically changes the odds of whether a student graduates; students without reading proficiency are **six times more likely to drop out** in high school. In layman’s terms, most K-12 students in Knott County will find curriculum materials “incomprehensible,” limiting learning—and eventual earning—potential. To be clear, more than half of our families are low-income,⁶ and only 75% have a high school diploma.⁷ Just 16% of adults in Knott County over the age of 25 hold a bachelor’s degree.⁸ The lack of parental role models who advocate for academic and collegiate achievement for our students is small, leading to numbers showing that 10% of Knott County students who enrolled in 9th grade failed to graduate four years later. **Lacking vital literacy skills holds a person back at every stage of their life:** The 2022 Kentucky Education Report Card for Knott County paints a grim picture of current elementary, middle, and high school student literacy skills.⁹ Table 1 provides the current levels of literacy as novice, apprentice, proficient, or distinguished for grades 3-11. More than half of all children fail to meet proficiency—the state benchmark for success.

Table 1:¹⁰ Reading Proficiency¹¹	Novice/Apprentice		Proficient/Distinguished	
	All students	Economically Disadvantaged	All Students	Economically Disadvantaged
Elementary	58%	64%	42%	36%
Middle School	51%	53%	49%	47%
High School	54%	57%	46%	43%

Partners for Rural Impact employs a **broad definition of literacy** that connects academic skills to the essential skills needed in a 21st-century workplace. PRI believes that the power of

literacy skills is not only in reading, but also in the ability to apply reading skills to connect, explain, and distinguish the complexities of the world. We seek to create a school community where students develop 21st-century literacy skills—creativity, critical thinking, collaboration, and communication—that prepare them for economic mobility. To do so, we must **extend our work into early learning arenas** as well. The literature is clear: gaps in early learning impact elementary reading which further impacts education in secondary and beyond. A child lacking literacy proficiency won't be able to succeed at school, will be locked out of the job market as a young adult, and as a parent won't be able to support their own child's learning. This inter-generational cycle in rural communities like Knott makes economic mobility more difficult.

Knott County, population 13,874, has declined in size by 2.7% since 2020 (US Census, 2022). One-fifth of the Knott County population (20%) is under 18. Single parents with children under age 18 are 8.5% of the under-18 population. The median household income is just \$35,583 compared to \$69,021 nationally, resulting in 32% of the population living in poverty. There are 77% of Knott County families categorized as low-income (below 200% of the federal poverty level), in comparison to 44% in the state of Kentucky (Kentucky Kids Count 2020).

Our families are living in poverty, navigating the collapse of the coal industry and the opioid crisis, and recovering from the impacts of the COVID-19 pandemic. Kentucky

ranks 4th nationally in overdose deaths per 100,000 (55.6)¹².

Our schools report that every family in Knott County

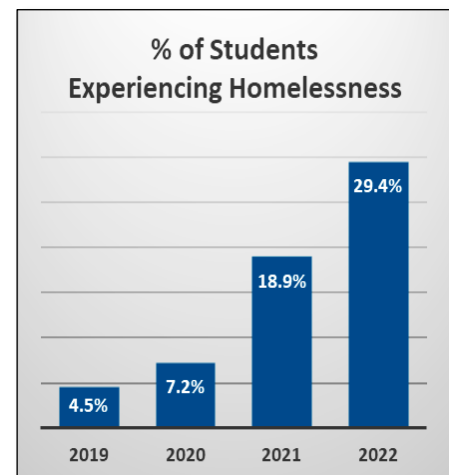
Schools has a direct relative who is/has been struggling with

opioid use disorder (OUD); they are either currently using,

recovering (in or out of rehab), have suffered an overdose, or

are in prison. Young children and students experiencing

homelessness (PreK-12) have increased from 4.5% in 2019



to 29.4% at the end of the 2021-22 school year.¹³ **And then came the flood.** On July 28, 2022, ten to twelve inches of rain fell over very steep terrain in eastern Kentucky in 9 hours' time, resulting in the deaths of 39 individuals. In all, 13 counties were impacted, but none felt and continue to feel the pain as intensely as Knott. Seventeen of the total 39 lives lost to the flood were lost in Knott; that includes four Knott County siblings, ages 8, 6, 4 and 1.5, who were washed away in flood waters. A few days later, a Knott County HS senior died as a result of his work helping victims in the clean-up. He had worked for three days to help others. The raging flood waters ravaged buildings and roadways. Many businesses and homes remain uninhabitable, and dozens of bridges, culverts, and roadways are still under construction.

Our project is designed to serve all students in Knott County, with an emphasis on those who are economically disadvantaged, and those at the edge of that economic state.

The longer families struggle economically, the greater the likelihood that associated problems become systemic, affecting both low-income and non-low-income residents. The number of Knott children living in food insecure households is nearly double the state rate (22% vs 13%).¹⁴ Young people are particularly impacted by poverty; all Knott students receive free-or reduced lunch benefits vs. 79% statewide. As noted (CPP3), 39% of Knott children live in poverty; that compares to just 21.3% statewide and 17% nationally.¹⁵ In addition, rural Knott County reflects the color and ethnicity of Kentucky Appalachia; nearly all Knott students (97.3%) are white, with only 1.3% Black/African America and .9% Hispanic.¹⁶

Our project design focuses on rural places, rural schools, and rural communities. Of the poorest 250 counties in the United States, 244 are rural.¹⁷ One in five poor children in this country live in a rural area.¹⁸ These young students are seldom on the minds of the public or policy makers when they talk about child poverty in the United States. Rural schools and rural education are typically overlooked within both policy arenas and academic scholarship.¹⁹ Too

often, education becomes a primary instrument of rural “out-migration.”²⁰ Rural places face the critical issue of “brain drain” as young people leave their small towns for better economic situations.²¹ Career paths in rural places require marketable skills connected to the local economy—skills developed through literacy-based instruction during a student’s school years. As we build the literacy skills of our students, we will connect these skills to the 21st century workplace in the Knott County community. Our program’s success will also be significant to other regions of the country where there is poverty—places with a cycle of under-education and rural places where youth need literacy skills aligned to the local economy.

2. Extent to which the project builds local capacity to provide, improve, expand services...

PRI will build the capacity of librarians, library media specialists, and teachers to improve and expand services to address the literacy needs of all students. We will provide direct and job-embedded professional development through trained literacy coaches who will support Kentucky teachers’ current work in literacy improvement. Job-embedded professional development refers to teacher learning grounded in day-to-day teaching practice—strategies critical to our Knott County inexperienced teachers (20% with 1-3 years of experience) and out-of-field teachers (11%)²²; professional learning with coaches will expand the capacity of teachers, librarians, and media specialists to design and present activities to deepen student content knowledge within the local context. The stability of staff (current turnover rate is 19.7% annually) and the ability of staff to reach high-need learners is critical. Currently 29% of students in Knott County schools are taught by inexperienced teachers.²³ The locale (rural) and lower wages are detriments to new teachers who work 1-2 years before leaving for higher-paying districts. Our IAL coaches will engage staff in learning and provide collegial support that our teachers will not find in neighboring districts. PRI will hire and train three highly qualified Literacy Coaches for early learning and elementary grades as well as middle and high school

students. Coaches will work with school librarian/media specialists to enhance literacy lessons and practices that increase student ELA success. Librarians also will be invited to join our Rural Library Network—a network of school and community-based librarians from across the nation who work in rural places to accelerate outcomes for children and students with a specific focus on literacy outcomes. Dr. Regina Washington, Director, will connect with each IAL librarian and serve as a coach to them as they work to improve outcomes cradle to career in their local place. These libraries/media specialists will attend regular webinars, our annual Rural Summit with sessions focused on libraries (school and community). Importantly, RLN connects rural libraries to resources (book donations, other resources/materials), opportunities (placement of VISTA members, funding through mini-grants for summer learning, early literacy, etc.)

PRI uses a place-based, collective impact approach that builds local capacity. PRI understands that schools alone cannot accelerate results for all children. A place-based, collective impact approach develops **local solutions** to community-level problems.²⁴ We will bring together a wide range of community stakeholders that are committed to student success —families and teachers, parent councils and support groups, businesses, civic organizations, recreational facilities, nonprofits, and investors. These stakeholders will help develop a shared **community literacy plan** that ensures every student develops literacy skills needed to be successful. Core to the plan will be strategies to develop the capacity of our stakeholder group—our co-design Steering Committee—to support secondary students in literacy development connected to employment and work-based participation in the local economy. The Steering Committee will include school, library, community, family, and student representatives. PRI will employ a **Community Literacy Coordinator** who knows the population to work with and facilitate the work of the Committee around overall literacy improvements.

3. The magnitude of results to be attained in teaching and student achievement

Our IAL is part of a comprehensive effort to **improve teaching and learning** and to support **student achievement**, cradle to career. We include a continuum of services that support literacy development from early childhood to high school graduation for all Knott County’s students. As we build the capacity of teachers, school library staff, families, and community stakeholders, we will improve the student literacy skills of all children.

Our project will use rigorous academic standards to **measure improvements** in student achievement. To illustrate, incoming kindergarten students will be assessed using the required Common Kindergarten Entry Screener (K-SCREEN) for literacy benchmarks. In grades 3-10, the district will use the Kentucky Summative Assessment (KSA) to identify student percentages in English Language Arts as novice, apprentice, proficient, and distinguished. Growth is reported on Kentucky’s growth model, with numbers above 50% representing positive growth. Summary and detailed results from KSA exams, grade level End of Course (EOC) tests, and Kentucky Assessment Program-Alternate Assessment (KSA-A) will be provided to evaluators for each district school. At grade 11 and an optional grade 12, student achievement will be measured on the required ACT.²⁵ Our significant impact on student achievement is further illustrated by our goals and outcomes (Table 7).

Our project includes evidence-based practices and programs. To effectively improve the quality of instruction students receive and the outcomes they achieve, it is critical that schools implement evidence-based practices or programs (EBPs).²⁶ An EBP is one whose effectiveness is supported by rigorous research. In other words, research shows that the practice or program works. Evidence-based practices and programs are foundational to our continuum of services for teachers, librarians, families, and the community. It is important to recognize the rural research gap in student achievement. More than 20% of students in the United States—

nearly 10 million children—attend rural schools. Resulting data indicate too few evidence-based practices/programs are focused on rural schools.²⁷ Thus, we include in our IAL research-based practices that are studied in rural environments and are showing promise.²⁸

In the Knott County schools and the state of Kentucky, the evidence-based program recently adopted is **LETRs** for instruction in English Language Arts.²⁹ Multi-tiered Systems of Support (**KyMTSS**) will be used to determine which students need additional interventions in order to succeed as ELA learners.³⁰ These two programs are implemented by the Kentucky Department of Education and teachers are offered and receive statewide training in program delivery. An additional EBP that will be implemented through this ILA is the **Check and Connect** program (described in the Project Design Section) that will connect students with mentors to focus on literacy achievement.³¹

B. Quality of the Project Design

1. Goals, objectives, and outcomes to be achieved are clearly specified and measurable

Our PRI project will address identified needs through a structured IAL that provides, improves, and expands services that address the needs of our student population. Table 7 (page 11) links our objectives and performance measures to identified needs and includes increased vocabulary and K-readiness; increases in the number of students reaching proficiency and ACT benchmarks; and an increase annually in the student-to-books ratio. Table 7 (page 11) connects our project services to identified performance measures.

Identified Need #1: Students entering kindergarten need to be ready to learn. Students are assessed in the fall using the Common Kindergarten Entry Screener (KSCREEN); the BRIGANCE Early Childhood Kindergarten Screen III, provides a quick and accurate assessment of a child's development in five areas: Academic/Cognitive, Language, Development, Physical Development, Self-Help and Social-Emotional Development. Initial assessment is critical, and

the community component of this IAL will assist in helping parents understand the requirement and making sure that all students are screened before school starts.

Identified Need #2: Few Kentucky students and even fewer Knott County students are academically proficient in content areas. In 2022, less than half of the students in Knott County failed to reach proficiency in content areas, including English Language Arts. More concerning is that the ELA state proficiency rate (44.6% in 2022) is lower than the rate of 46.4% in 2018³². ELA instruction is the backbone of successful student achievement, highlighting the need for improved literacy. Table 2 indicates overall proficiency levels combined for grades 3-10 by district by content area.

Table 2:³³ 2022 Proficiency, Grades 3-10	ELA	Math	Science	Social Studies
Knott County Schools	45.8%	33.1%	23.6%	35.6%

In addition, data disaggregated by race/ethnicity and income shows the great disparity in Knott County 3rd grade literacy proficiency between white students, students of color, and low-income students.

Table 3:³⁴ 3rd Grade ELA Proficiency 2022	% Prof.
White	43%
Students of Color	0%
Low Income	24%

Identified Need #3: School librarian staff lack time and training to support literacy instruction. School librarians and library media specialists are expected to play a literacy support role that includes instruction³⁵. Research suggests this instruction has a positive impact on students’ literacy attainment.³⁶ However, recent research suggests librarians struggle to find time for this aspect of their role or that they have not been fully trained. More librarians have become media specialists to match the need for staff who can provide services requiring technological expertise. While school librarians are prepared to collaborate with classroom teachers, teachers often do not understand what school librarians

have to offer or how to use the library as a literacy extension. Our IAL is designed to build the capacity of librarians, media specialists, and teachers to support a culture of literacy with the help of trained PRI Literacy Coaches, the Rural Library Network, and communities of practice for library/classroom teams. Librarians and media specialists from each Knott County school library will participate in this professional development and subsequent programming.

Identified Need #4: School and community libraries are changing rapidly beyond reading

materials. The Pew Research Internet Project found that libraries are transforming into technological spaces and library users are increasingly thinking of libraries as spaces where they can get access to technology and as a source of digital literacy.³⁷ American 9- to 13-year-olds who say they read a book for fun on a daily basis have dropped from a decade ago and are at the lowest levels since at least the mid-1980s, according to a survey conducted in 2020 by the National Assessment of Educational Progress (NAEP). Only 25% of 9-year-olds said they read books once or twice a week; 8% said they do this a few times a year.³⁸ Both school and community libraries are challenged to meet current needs of patrons, particularly the desire for digital materials, while maintaining their role in building literacy skills.

2. Project design is appropriate to, and will successfully address, identified needs

Our program is designed to successfully address **the unique needs** of young children, students, teachers and librarians/library media specialists in rural Knott County, Kentucky.

Tables 4-6 identify specific characteristics/needs of the target population. Table 4 indicates that Knott County has fewer students of color, but as noted in Table 3, the students in these lowest population groups are not succeeding in literacy, an issue for the district to address.

Table 4:³⁹ Race, Ethnicity	Black	Hispanic	Other	White
	1.3%	.9%	.5%	97.3%

Students with specific needs in Knott County include:

Table 5:⁴⁰ Subgroups	Free/Red.	Special Ed.	Homeless	Gifted
	100%	24.3%	29%	.42%

Students attend school at seven district sites, noted in Table 6.

Table 6:⁴¹ Schools, students, teachers	Grades	Students	Teachers
Beaver Creek Elementary	K-8	228	18
Carr Creek Elementary	K-8	354	28
Cordia School	PreK-12	187	20
Emmalena Elementary	PreK-8	188	19
Hindman Elementary	PreK-8	430	37
Jones Fork Elementary	PreK-8	147	10
Knott County Central High School	9-12	517	42

Our program is designed to successfully address the needs of our population. Table 7

links identified student and family needs with our planned objectives and performance measures.

Goal 1: Children enter kindergarten ready to learn.		Table 7
Project Objectives	Outcome Performance Measures	
Obj 1.1: Participating preschool children, birth-5, will achieve significant gains in oral language skills.	PM 1.1.1: #/% of young children (birth-5) who participate PM 1.1.2: #/% of participating children with average receptive vocabulary functioning measured by district assessment at age 3 PM 1.1.3: #/% of parents of participating children, birth-5 who receive one free, grade- and language-appropriate book, annually	
Obj 1.2: Participating children will enter kindergarten ready to learn	PM 1.2.1: #/% of children 3-6 participating in activities PM 1.2.2: #/% of participating children with increase in kindergarten readiness as measured by K-SCREEN (Brigance Screener)	
<p><i>Identified Need Addressed—#1: Students entering kindergarten need to be ready to learn.</i></p> <ul style="list-style-type: none"> • Only 56% of Knott County district children entered kindergarten ready to learn. • More than 60% of low-income families do not have any children’s books in their home. • There are no accredited childcare facilities in Knott County 		

- 77% of Knott County children are from families with an income at below 200% of the federal poverty level.
- Students in poverty tend to have less academic background knowledge and more limited vocabularies, which further challenge the pace with which they read and absorb material.

Goal 2: Students in Grades 1-12 will demonstrate individual student growth in literacy

<p>Obj 2.1: Participating school-age children will exhibit student growth by the end of 4th grade</p>	<p>PM 2.1.1: #/% of elementary school age students who participate in school library programs and activities</p> <p>PM 2.1.2: #/% of participating students with increases in on-going district monitoring assessment</p> <p>PM 2.1.3: #/% of participating students scoring proficient or above on KSA annual assessment</p> <p>PM 2.1.4: #/% of elementary school age students who receive one free, grade- and language-appropriate book of their own, annually</p>
<p>Obj 2.2: Participating school-age children will exhibit student growth by the end of 8th grade</p>	<p>PM 2.2.1: #/% of middle school age students who participate in school library programs and activities</p> <p>PM 2.2.2: #/% of participating middle school students with on-going increases on district monitoring assessments</p> <p>PM 2.2.3: #/% of participating students scoring proficient or above on KSA annual assessment</p> <p>PM 2.2.4: #/% of middle school age students who receive one free, grade- and language-appropriate book, of their choice, annually</p>
<p>Obj 2.3 Participating high school-age children achieve benchmark on the ACT by the 11th grade</p>	<p>PM 2.3.1: #/% of high school age students who participate in school library programs and activities</p> <p>PM 2.3.2 #/% of participating high school students engaged in career exploration through their school library</p> <p>PM 2.3.2: #/% of participating students scoring benchmark or above on ACT assessment at 11th grade</p> <p>PM 2.3.4: #/% of high school age students who receive one free, grade- and language-appropriate book of their choice, annually</p>

Identified Need Addressed

#2: Few Knott County District students are academically proficient

#3: School librarian staff lack time and training to support literacy instruction

- Only 43% of 3rd graders are at proficiency/distinguished on state ELA; at the 8th grade level, only 47% meet proficiency/distinguished.
- On the ACT only 42% scored at benchmark or above

- The number of students taking the ACT has declined
- Rural places face “brain drain.” Career paths require skills connected to a local economy. Emerging career paths in rural areas require complex literacy skills.

Goal 3: School, Family and Community support literacy development, cradle to career.

Obj 3.1: Teachers and librarians exhibit increased skills in supporting literacy development	PM 3.1.1: #/% of teachers who participate in job-embedded professional development and coaching from Literacy Coaches PM 3.1.2: #/% exhibiting increased skills as measured through pre/post classroom observations PM 3.1.3: #/% of librarians, media specialists who participate in job-embedded professional development
Obj 3.2: Parents indicate increased knowledge in supporting their student’s literacy development	PM 3.2.1: #/% of parents who participate in literacy at home training PM 3.2.2: #/% self-reporting increased knowledge of strategies to support their student’s literacy development
Obj 3.3: School-Community culture supports literacy	PM 3.3.1: #/% of community organizations that participate in development of a community literacy plan PM 3.3.2: #/% of literacy activities provided by school library PM 3.3.3: #/% of book distribution events provided by school library PM 3.3.4: % annual increase, book-to-student ratio

Identified Needs Addressed

#3: School librarian staff lack time and training to support literacy instruction

#4: School libraries are changing rapidly beyond reading materials

- Only 16% of residents have a bachelor’s degree or higher; 30% of our residents have less than a high school education; these adults are the family members of our students.
- Only 38.8% of the Knott County population age 16 and older are employed
- School librarians lack training to support literacy instruction. Teachers often do not understand what school librarians have to offer and need training to work in partnership with them to increase literacy.

3. Project represents an exceptional approach to meet statutory purposes requirements

Our IAL project aligns to Section 2226 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 6646) and provides high-quality approaches to the three statutory purposes

(strengthening school libraries, early literacy supports, high-quality books to children and adolescents). Activities noted briefly below are also found in our logic model (p. 16).

Table 8 Exceptional Activities	School Libraries	Early Learning	Books in Hands
Coaching, professional learning (librarians/LMSs, teachers)	✓		
Born Learning academies for families		✓	✓
Collection inventories in our 7 libraries to fill gaps	✓		✓
Twice-weekly off-campus afterschool reading time/events			✓
Pediatrician, health department book giveaways for families		✓	✓
Connecting rural resources to schools, families	✓	✓	✓
Quarterly events and giveaways with book themes	✓	✓	✓
Classroom sets of books coordinated by libraries	✓	✓	✓
Home visiting program for young children		✓	✓
School library family events (at least quarterly)	✓	✓	✓
Linking literacy skills to careers	✓		✓
Community Literacy Plan designed and implemented	✓	✓	✓

As noted in our Budget, spending may also be categorized across these three statutory purposes. For example, 41% of the budget will be used for professional learning (embedded coaches, direct PD events); 7% will target early learning (Born Learning, home visits, coaches); and 12% will be used to purchase and distribute books to young children and K-12 students.

Our comprehensive and exceptional approach is further illustrated in our logic model, page 16, **which we will use throughout the lifecycle of our program to ensure our approach remains exceptional—the design stage to evaluation, and all steps in-between.** In the design phase, our logic model served as a planning tool for shaping program strategies, clarifying and setting priorities, and illustrating program approaches to stakeholders. It helped us identify gaps in program logic while also negotiating roles and responsibilities of PRI and Knott County leaders. Upon award, the logic model will guide program management and maintain

accountability to the activities and services listed. Our logic model will also support program monitoring and evaluation, ensuring our program stays on track and/or identifies areas in need of adjustment. The logic model will guide us in assessing how program components affect each other and will facilitate when an intervention is delivered as intended. During our evaluation, our PI and the PRI evaluator will periodically review the logic model and make revisions as necessary to keep the model current and useful to help staff and stakeholders stay focused on program outcomes.

Our evidence-based project is grounded in empirical research that demonstrates how creating connections between and among family, school, and community maximizes the impact on student learning and literacy development. Critical to our strategy is the presence of the school library as a key place for building capacity of and engaging family, school, and community. Our logic model adheres to the Harvard Family Research Project's complementary learning approach based on research exhibiting the effectiveness of integrated supports in promoting student's learning and contributing to their school success.⁴² Our approach adopts complementary-learning best practices and applies them to isolated, rural settings. By combining and building upon our collective services, we will accomplish the project's goals through a unique approach that surrounds children and youth, birth to 12th grade, in an intentional and integrated structure of home, school, and community resources. In this way, we will deliver a more meaningful and sustainable collective impact than any single program delivered in isolation. The infusion of high-quality books, a powerful Community Literacy Coordinator who engages stakeholders and develops a community literacy plan, literacy coaches housed in the schools and school libraries, librarians and library media specialists collaboratively learning in our Rural Library Network will foster literacy in Knott County.

Inputs	Activities	Outputs	Outcomes
<p>Implementation Team ● ● ● Principal Investigator (1) Project Director (1) Literacy Coaches (3) Community Literacy Coordinator (1) Community Engagement Council (15+ members)</p> <p>Project Partner ● ● ● Knott County School District Beaver Creek (K-8) Carr Creek (K-8) Cordia (PreK-12) Emmalena (PreK-8) Hindman (PreK-8) Jones Fork (PreK-8) Knott Co. Central (9-12)</p> <p>Local Educators 7 School Librarians 7 Principals 174 Teachers</p> <p>PRI's Rural Library Network ● ● ● External Evaluator (TBD)</p>	<p>Early literacy (birth to 5) Providing developmentally appropriate books, strategies to parents; encouraging families to read aloud to children from infancy through preschool</p> <p>Strengthening libraries Developing effective school library professional learning programs using books, technology, up-to-date materials</p> <p>Book distribution Providing high quality books on a regular basis to all young children and students for reading motivation and literacy growth from birth to 12th grade</p> <p>Evidence-based literacy programs Implementing integrated student supports and tiered interventions to provide services to students to ensure growth in literacy skills from entry into school to 12th grade</p> <p>Job embedded professional learning Providing coaching, networking, and other job embedded learning to teachers and librarians to support students' literacy development</p> <p>Community literacy plan Developing a literacy plan in and with the community through community partners, educators, librarians, families, and IAL staff</p>	<p>Number, percentage of services delivered</p> <ul style="list-style-type: none"> • Participating young children (birth-5), families • Young children, students receiving at least 1 book annually (target: All) • Children, students participating in school library activities • Families participating in K-12 literacy events • Students career exploration connected to local economy • Students participating in afterschool reading time • Classroom book sets • Home visits (birth to 5) • Teachers, librarians in professional learning • Librarians networking nationally • School library collections improved (gaps closed) • Community organizations participating in lit. plan • Quarterly literacy events for children, students, families, community • Meetings of staff, stakeholders • Literacy plan developed • External eval. completed 	<p>Goal 1 Young children are K-Ready</p> <ol style="list-style-type: none"> 1.1 Significant gains in oral language (birth-5) 1.2 Young children enter kindergarten ready to learn <p>Goal 2 Student growth (grades 1-12)</p> <ol style="list-style-type: none"> 2.1 Students demonstrate literacy growth by 4th grade 2.2 Students demonstrate literacy growth by 8th grade 2.3 Students achieve the ACT benchmark (11th grade) <p>Goal 3 School, family, and community support literacy (cradle-to-career)</p> <ol style="list-style-type: none"> 3.1 Increased skills in supporting literacy development (teachers, librarians) 3.2 Increased knowledge in supporting students (parents) 3.3 School-Community culture supports literacy



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

PRI's IAL project design **demonstrates a rationale** that builds upon three evidence-based components as well as other key strategies to strengthen local capacity to support literacy. We clearly meet the U.S. Department of Education's definition of "demonstrating a rationale" by presenting key project components in the project's logic model that are informed by research or evaluation findings that suggest the project component is likely to improve relevant outcomes.

Our **three evidence-based programs**—Language Essentials for Teachers of Reading and Spelling (LETRs) Literacy Program (Grades K-5); Multi-tiered Systems of Support (MTSS); and the Check and Connect mentoring program for 8th grade transition to high school—are informed by research and evaluation findings that suggest **each is likely to improve relevant outcomes**.

- **LETRs** is a foundational knowledge and skills program for educators that follows a **structured literacy approach** based on the science of how children learn to read. Educators, over two years, will focus on key components of literacy—phonological awareness, phonics, fluency, comprehension, writing and language—shown to positively affect long-term literacy outcomes. LETRs focuses on how the brain creates and develops connections necessary for successful readers. It is part of the Lexia comprehensive program that has nine peer-reviewed research studies that **meet the two highest standards of evidence under ESSA—Strong and Moderate**, at both elementary and secondary levels.⁴³ The program, provided by the Kentucky Department of Education, will be supported in Knott County schools by our three highly-qualified and LETRs-trained literacy coaches.
- **KyMTSS** (Kentucky Multi-Tiered System of Support) is a teacher-led learning and continuous improvement framework with a tiered structure, often used in collaborative educator teams. Educators use data to match academic and social-emotional behavior assessment and instructional resources to each student's needs. Teachers ensure the

majority of students respond to core literacy instruction; then, students needing more support for enrichment or remediation are identified by data and provided support with the right focus and intensity. PRI and the Knott County district will pair the MTSS framework with critical elements of evidence-based instruction, collaboration between staff, the state's assessment driving decision-making, and an evidence-based student monitoring program.⁴⁴

- **Check and Connect**, found in the What Works Clearinghouse,⁴⁵ has two main components: the “Check” continually monitors student performance and progress in student attendance, test scores, course grades, and credits. The “Connect” component involves mentors giving individualized attention to students. School staff (via stipends) along with community volunteers will be trained by PRI's team of C&C trainers to serve as our mentors for all students at that critical time of transition between middle and high school. Mentoring activities will **start at the end of 8th grade** and continue through the summer following 9th grade, the time when too many students ‘check out’ and lose their passion for school and learning. Mentors in our IAL project will also connect and will engage students through literacy related to career exploration, including career pathways connected to the local economy. Mentors will assist students in identifying books and other reading materials that grab and hold their interests and will distribute these books to them. By providing students with a literacy-focused mentor as they transition through 9th grade, we increase the likelihood that these students will remain engaged in school, continue to develop their literacy skills, and will identify career pathways that lead to economic stability.

C. Quality of Project Services

1. Ensuring equal access and treatment for ... traditionally underrepresented groups...

The ultimate goal for all we do is to see an America where all kids are successful, regardless of zip code, income, background, or ability. At PRI, our focus is on ensuring that all children in

rural places—including those from underrepresented groups—achieve success. Through our national work, we have a well-developed plan to ensure equal access and treatment for all participants including members of groups that have been underrepresented based on race, color, national origin, gender, or disability. Upon notification of funding, the Principal Investigator (PI) will work with schools and partners, including radio stations, the local newspaper, and social media sites to announce IAL and its services. To ensure equal access, **all students enrolled in the district and all children living in the district will be presumptively eligible for services.**

Particular attention will be placed on informing special populations of their eligibility for services. For example, we will work with the McKinney-Vento representatives to notify youth experiencing homelessness and their families of their eligibility for services. We also recognize that intensive, personalized, recruitment and outreach are necessary to engage participants and their families, particularly when participants are from groups traditionally underrepresented. Our staff and community partners will actively engage through home visits and recruiting in partnership with the faith-based community and other community groups that serve the underrepresented populations.

Finally, recruitment and outreach are not enough. We will also identify and address barriers to participation. During our prior programs, we developed the capacity to understand and to meet accommodation needs. Examples of accommodations provided include tailored materials to meet the needs of vision impaired participants, translators to meet the needs of hearing-impaired participants, and specialized transportation to accommodate wheelchair-bound participants as they seek to attend events. Our data review process will gauge and help us make decisions to improve participation of individuals from under-represented groups as compared to others and progress of participants from underrepresented groups to others (i.e., comparable gains)

2. Extent to which services are appropriate to the needs of intended recipients...

At the heart of our IAL is our culturally competent approach. Language and culture, as experienced in the context of one's family, offers young children and youth a sense of belonging, an understanding of family history and values, and the security that is attendant in knowing who they are and where they come from. Our project will hire employees and find mentor volunteers from our community, who also receive training on cultural sensitivity and as needed, specialized training in literacy development. From cradle to career, we will ensure students and their families receive services from staff that understand and respect their culture.

PRI designed this IAL to serve students and families who face the impacts of rural poverty each day. Students living in poverty start their educational experience significantly behind in terms of precursor reading skills and the knowledge they bring to school. Different experiences during summers (between grades) widen these gaps. As they grow, students in poverty tend to have less academic background knowledge and more limited vocabularies, further challenging the pace with which they read and absorb material.⁴⁶ More than 60% of low income families likely **do not have any children's books** in their home.⁴⁷ Yet it is essential for kids to have a sense of book ownership—given that children who own books enjoy reading more and are more likely to read for at least 30 minutes each day.⁴⁸ Children who own books are 20% more likely to read above their expected reading level.⁴⁹ We know that reading achievement is also strongly linked to a child's success in school and life. Our project is designed to build school and community capacity to serve all students whose opportunity to read is hampered by poverty.

Researcher Balfanz⁵⁰ notes that schools like ours must address poverty challenges in an appropriate program design where the challenges of poverty can be overcome. Additional person power, Balfanz says, is essential to effectively implement student support at the **scale and intensity required** in higher poverty schools. As Balfanz states:

Schools have to harness the power of the nonprofit sector, well-trained community volunteers, and full-time national service members. Critical to the success of this deployment is employing different combinations of nonprofit organizations, community volunteers and fulltime national service members depending on the scale and intensity of student needs.⁵¹

We will deploy consistent caring individuals to provide support from kindergarten entry through 12th grade, including school-based literacy coaches, staff, and volunteers serving as Check and Connect mentors.

3. The likely impact of services to be provided on the intended recipients of those services

Our pipeline of services will lead to improvements in student achievement. IAL was designed in a manner to where the services reflect up-to-date knowledge from evidence and research-based practice (See pages 15-18 for details on the evidence base). Our coordinated pipeline of services, below, ensures we will positively impact intended recipients of the services.

Pipeline of Services to be provided by PRI		Table 9
Service	Anticipated Impact of Services	
Early literacy: Provide developmentally appropriate books and recommendations to parents to encourage them to read aloud to their children starting in infancy and continuing through pre-school.	PM 1.1.1: #/% of children, birth-K participating in programs PM 1.1.2: #/% of parents of participating children, birth-K that participate in training and activity programs PM 1.1.3: #/% parents self-reporting increased knowledge of strategies to support their student’s literacy development	
Strengthening Libraries: develop effective school library prof. development programs using books, and up-to-date materials.	PM 2.1.1: #/% of librarians & media specialists participating in job-embedded professional development with a Literacy Coach PM 2.1.2: #/% of literacy activities provided by each school library	
Book Distribution: provide high quality books on a regular basis to all students for reading motivation and literacy growth	PM 3.1.1: #/% of children who receive at least one free age-appropriate book annually PM 3.1.2: #/% of book distribution events provided by school library	

Pipeline of Services to be provided by PRI

Table 9

Service	Anticipated Impact of Services
<p>Evidence-Based Literacy Programs: Implement integrated student supports and tiered interventions to provide services to students to ensure growth in literacy skills from entry into school to 12th grade</p>	<p>PM 4.1.1: #/% of elementary students participating in school library programs</p> <p>PM 4.1.2: #/% of participating elementary students scoring proficient or above on Kentucky ELA assessment (MAP)</p> <p>PM 4.1.3: #/% of participating middle school students scoring proficient or above on the Kentucky ELA assessment</p> <p>PM 4.1.4: #/% of middle school students participating in school library programs</p> <p>PM 4.1.5: #/% of high school students participating in school library programs</p> <p>PM 4.1.6: #/% of participating 11th grade students scoring at benchmark on the ACT assessment</p>
<p>Job embedded Professional Development: provided to teachers and librarians to support students’ literacy development</p>	<p>PM 4.1.1: #/% of teachers participating in job-embedded professional development to support student literacy</p> <p>PM 4.1.2: #/% teachers exhibiting increased skills, measured through pre/post observations of student literacy</p> <p>PM 4.1.3: #/% of school librarians and media specialists participating in job-embedded professional development to support student literacy</p>
<p>Community Literacy Plan: developed with community partners, educators, librarians, mentors, families</p>	<p>PM 5.1.1 #/% of participating high school students exploring careers tied to local economy with School Librarians, Media Specialists, and mentors</p> <p>PM 5.1.2 #/% of community organizations participating in community literacy plan development</p>

4. Extent to which services are focused on those with greatest needs.

Our comprehensive model is built on the recognition that all students need varied levels of support—targeted and intensive. We will use tiered interventions so that each student receives literacy support at the appropriate level. Project staff will work with educators to conduct needs assessments, then develop or locate needed supports in the community and work with providers to coordinate those supports. Students will receive a set of mutually reinforcing supports tailored to their individual needs, addressing both academic and non-academic barriers

to success. Programs will be delivered in close partnerships with school educators and leadership to enhance program effectiveness; therefore, project staff providing integrated student supports will be based in schools. Our data-driven staff will track student needs and outcomes over time.

Research has consistently linked school achievement with the influence of families.⁵² Our approach to family engagement is based on the research of Dr. Karen Mapp and her **Dual Capacity-Building Framework for Family School Partnerships** (Framework),⁵³ adopted by the U.S Department of Education. The Framework has been implemented effectively in rural communities.⁵⁴ It is constructed from research that found school and home partnerships flourish when family and educators alike have the knowledge, skills, and abilities to interact in a positive, productive, and intentional way. Mapp found that academic achievement increases if parents are involved and engaged in a child's learning. Our IAL design **incorporates these critical characteristics** in our use of tiered interventions, the development of a community literacy plan including literacy resources from community partners, and our dual capacity building approach to family engagement (Mapp Framework).

We will also note that state training for teacher implementation of LETRS in Kentucky will be integrated into our IAL program. Knott County staff will also continue engagement at the district and state levels in learning the Kentucky Multiple Tiers of Student Support Framework (MTSS) so that teachers can effectively recognize student needs and provide timely interventions based on those needs. Our project staff, including the three Literacy Coaches, will all be well-versed in these methods to provide another layer of support for school educators.

D. Management Plan

Partners for Rural Impact is a national nonprofit born out of our place-based partnership in Appalachia, where we've worked for more than 25 years to create student opportunity and success. We learned that creating sustainable change in rural places means holding multiple

roles. It means running programs, engaging rural practitioners in national learning opportunities and networks and developing local capacity to move outcomes and long-lasting partnerships. We accelerate educational outcomes in rural places from cradle to career and do so with a team of 250 staff based in rural communities across the U.S.

1. Adequacy of the management plan to achieve objectives on time and within budget...

PRI has extensive experience managing complex federal grants. Policies and procedures are in place for data collection, recordkeeping, and reporting—financial, student, and services. Personnel, financial, and management policies are in place to ensure compliance with all federal and state regulations. In compliance with ED regulations, all personnel will certify project effort and records will be maintained. The IAL office will be located at the PRI district office; the Project Director and the Community Literacy Coordinator will be based in this office. Literacy Coaches will be based in the schools, and the principal will serve as their on-site supervisor. The school principal will review and sign the Literacy Coach’s time and effort logs and submit them to the Project Director. Our Year One timeline with milestones for accomplishing project tasks and responsible parties follows, with no major changes anticipated during the subsequent years.

Table 10: Year One Operational Timeline and Personnel Responsible
Principal Investigator (PI), Project Director (PD), Community Literacy Coordinator (CLC), Literacy Coaches (LC), Principal (P), School Librarian (SL), Public Library Media Specialist (PLMS), Evaluator (E), Community Engagement Council (CEC)
<p><u>Weekly Ongoing Activities</u></p> <ul style="list-style-type: none"> • Leadership meeting: review Dashboard data, discuss caseload of students and implementation of evidence-based practices and programs (PD) (LC) (SL) • Review literacy services, cradle to career, in and out of school (LC) (CLC) • Maintenance of Time and Effort Logs and Service Reports (All)

Monthly Ongoing Activities

- Meetings: Co-Applicant Meetings at District Office (PI) (PD) (P)
- Professional Development for school librarians/media specialists and teachers (P) (LC)
- IAL staff and partner meetings at each school (P) (LC) (SL) (PD)
- Principal Investigator and Project Director Meeting (PI) (PD)
- Community Engagement Committee meetings (PD) (CLC)
- Book Distribution and planning (PD) (CLC) (SL) (PLMS) (LC)
- Activities, services, and training planning meetings (PD) (CLC) (PLMS) (SL) (LC)

Quarterly Ongoing Activities

- Community Literacy Council Meetings (PI) (PD) (CLC) (LC) (PLMS)
- Coaching Visits (PD) (P) (LC) (SL)
- Literacy Connection Academies, with family involvement (CLC) (SL)

Following Grant Award Announcement

- Kick-off meeting led by PI with Knott County School District leadership (P) and (E), to discuss major projected milestones of the project staff recruitment for the PD, LCs and CLC, book and technology acquisition and distribution, program delivery, and program evaluation

First Quarter Project Year One:

- Hire staff, establish PRI office - including LCs, CLC (PI) (PD)
- Acquire evidence and research-based literacy programs (PI) (PD)
- Conduct program training for school staff (PD) (P) (LC) (CLC)
- Set project benchmarks and targets (PD) (CLC) (LC) (SL) (PLMS)
- Recruit multi-sector stakeholders for community results planning (PD) (CLC) (PLMS)

Second Quarter Project Year One

- Distribute technology and literacy programs (PD) (LC) (CLC) (SL)
- Begin collecting baseline data on student district monitoring assessments (LC)(E)
- Visits with school librarians to develop capacity building plan (PD) (LC) (SL)
- Conduct Literacy Connection activities with eligible and participating families (CLC)(PLMS)
- Community results planning continues (PD) (CLC) (PLMS)

Third Quarter Project Year One

- Collect data around implementation and performance/end of year evaluation (PD)(E)
- Co-applicants collaborate to plan Year 2 programs and teacher trainings (PD)(CLC) (PLMS) (LC) (SL)
- Coaching visits with school librarians to plan literacy opportunities (PD) (LC)
- Community results plan shared with stakeholders for refinement (PD) (CLC)

Fourth Quarter Project Year One

- Activities at Public Library (CLC) (PLMS) (PD)
- Literacy Connection activities and parental involvement (LC) (CLC) (SL)(PLMS)
- Training and capacity building for teachers and school librarians (LC) (P) (PD)
- Community results plan implementation begins (ALL)

2. Adequacy of the procedures for ensuring feedback and continuous improvement

We will implement a continuous improvement and assessment model to refine services and service delivery (Table 11) to ensure we continuously meet project goals and objectives. PRI routinely includes a continuous feedback and improvement loop within all projects/programs.

Table 11: Procedures for Ensuring Feedback and Continuous Improvement

Services to students, parents, teachers continually evaluated using facilitated debriefings, online surveys, and pre/post-tests. Results compiled by Project Director and shared with staff monthly.

Community Engagement Committee meets monthly (Year 1) then quarterly to review stakeholder input; will share discussions/findings with the Project Director.

All stakeholders (students, families, staff, school personnel, and partners) annually give feedback on program and specific services in focus groups, interviews, and online surveys.

Project Director continually reviews individual, student-level data. Project Director provides regular feedback to all staff.

All project and supporting PRI staff stay up to date on current research and best practices in their specialty areas and participate in training by US and KY departments of education and other credible service providers.

Project Director will send regular updates to all partners and share information on activities and modifications to services and service delivery.

Project Director will report feedback and improvements to the community planning team.

This **continuous improvement and assessment model** will ensure staff do not work in a vacuum, that feedback is used to improve the program, and that IAL continues to meet the needs of our students, parents, teachers, librarians, schools and community partners for literacy achievement.

3. Time commitments are appropriate to meet objectives

IAL will provide intensive services to all students enrolled in Knott County and to children birth to five living within the district boundaries. We will build the capacity of school librarians, educators, and community members. The number of IAL personnel and their time commitments are adequate for the size and complexity of the program. PRI has more than 25 years of experience in program design, implementation, and management utilizing a diverse funding stream that includes, among other things, federal, state, and foundation grant funding. The project will have full access to PRI's teams of trainers and facilitators to ensure IAL staff are full prepared and updated in operating our place-based community and evidence-based processes.

Principal Investigator (15% FTE) is Dr. Amon Couch, PRI. As PI, his responsibilities include articulating IAL's strategic direction and theory of change; facilitating the partnership between the school district and PRI; collaborating with the evaluation team to ensure data is driving IAL implementation; and aligning IAL to other district and state literacy initiatives. Couch has received training in collaborative action approaches, grants, and fiscal management, and is familiar with the mission and goals of IAL. His resume is attached.

Project Director (1 position, 100% FTE) will be hired upon funding notification. The size and the complexity of our IAL requires a 100% Project Director. They will be hired from within the local area and work out of the PRI office in Knott County, KY to ensure connection with the school and community. Reporting to the Principal Investigator, the PD has responsibility for the vision, leadership and project management; developing and refining program operations to meet objectives; ensuring compliance with ED guidelines; managing daily operations of the program

through hiring, supervising, and training; and guiding staff in development, implementation, and evaluation of program activities. The PD will confirm that the project is operated in a fiscally prudent manner and in compliance with all fiscal requirements. A position description is attached that outlines the Project Director's qualifications, relevant training, and experience.

Additional key personnel are listed below. Position descriptions are attached that outline the qualifications, relevant training and experience required for each position.

Literacy Coach (3 positions, 100% FTE): The elementary schools (collectively), middle school, and high school will each have a full-time Literacy Coach. Project design necessitates a full-time role working directly with the school librarian, teachers, and students. Supervised daily by the school principal, the Literacy Coach will report to the Project Director and collaborate with School Librarians/ Media Specialists to implement evidence-based literacy programs, activities, and services. The Coaches will monitor student data related to literacy development and will ensure students not at proficiency are provided appropriate interventions. The Literacy Coach will connect teachers to appropriate professional development.

Community Literacy Coordinator (1 position, 100% FTE): IAL's focus on family and community engagement, including the development of a community literacy plan necessitates a full-time position. The Community Literacy Coordinator will report to the Project Director and will engage families, community members and cross-sector stakeholders in developing a community literacy plan. Located in the district office, this position will work with partners to align services to students and families, including book distribution.

E. Quality of Project Evaluation

1. Methods of evaluation are appropriate to the context within which the project operates

Embedded throughout the evaluation design is the importance of the environment of the school district and the rural context of the community within which the school, the students,

families, and community members reside. The evaluation team will integrate findings from published reports in designing and analyzing the data for impact, but because the literature on student outcomes in rural settings is sparse, the evaluation team will consider the unique experiences of the community. The design, methodology and analysis will be undergirded by Knott County's rural context and with the knowledge of the importance of the findings from the outcome evaluation and its potential contribution to the literature.

The evaluation plan will include a mixed methodology, integrating quantitative and qualitative data. Instruments will be developed to measure program accomplishments and performance indicators; collect data for the Annual Performance Reports (APR); and implement the model for continuous improvement (p. 26). Data will be collected to measure the impact on students, teachers, librarians, and schools. For all Kentucky public schools, a standards-based School Report Card system is used, providing specific information on the level of proficiency on learning targets that are taught through the school year.⁵⁵ Analyses will be disaggregated by race, gender, ethnicity, and school. Data will also be collected to assess **fidelity** to program design and organizational health to secure the vigor of program implementation. The **four goals** of the proposed evaluation are: (1) To produce a valuable **process evaluation** that will assess the quality of project components, service delivery, and fidelity to the model; (2) To engender an effective **summative evaluation** that will measure the impact of the project on students, parents, teachers, and community, particularly academic achievement; (3) To generate **comprehensive, useful, and erudite data** that is derived from a rigorous and robust research methodology; and (4) To **develop practical and functional tools** that stakeholders and participants will be able to use during and beyond the life of the project.

The evaluation design will be re-visited by the Evaluator, Principal Investigator, and staff annually to ensure the evaluation is meeting program needs. An annual evaluation will be

prepared and submitted to the principal investigator and the partners. The collection and effective use of both quantitative and qualitative data (summarized in Table 12) is essential in demonstrating the efficacy of the project, assessing child and student outcomes, and taking immediate action toward improving child and student performance.

Date	Evaluation Dimensions	Quantitative & Qualitative Data
October	Professional Development	PRI Professional Development Form
	Baseline literacy performance	K-SCREEN Brigance test; district assessment monitoring tools; prior year KSA for continuing students
	Baseline school library count	Count of books by type, subject, grade/age level, ELL/IEP appropriate, etc.
November	Characteristics of students	Student demographic data, KY Report Card
December	Curriculum and Instruction	District assessment monitoring tools; Classroom observations
	Quarterly book distribution counts	Counts of books distributed to individuals, school library, community public library
January	Academic Support Program	Teacher surveys; Parent surveys; Service reports; counts of KyMTSS contacts and interventions
February	Outcomes & Performance	District assessment monitoring tools, KSA tests, ACT Exams
March	Parent Involvement	Parent surveys; Service reports
April	Delivery of Services	Service reports
May	Level of engagement	Stakeholder survey, interviews, focus groups

2. Methods provide for examination of effectiveness of implementation strategies

For all major programs, including our IAL, we include an **independent evaluator**. A specific evaluator will be selected upon award through our procurement process—typically a 30-day solicitation that meets the Uniform Guidance and our own procurement policies for competitive bidding. For example, Allison Crean Davis, PhD, is Associate Director for Education

Studies at Westat is a current evaluator for PRI (vita attached). Evaluations at Westat test approaches organizations adopt to alleviate social problems. Westat studies how programs are implemented, measures program effectiveness, and compares costs and benefits. Westat work helps clients to learn what works and make course corrections to better achieve their goals. Dr. Davis has expertise in partnering with and supporting stakeholders at the state, district, school, and community levels across the continuum of pre-K to postsecondary institutions.

Our evaluation effort will have three major purposes. First, it will provide the applicants with formative feedback, helping to shape the project as it proceeds. Second, the evaluation team will assess ways and degrees to which the partnership is meeting project objectives. And third, the evaluation will produce viable findings on outcomes of this reading program on rural students, families, and community, expanding the scholarship in the field of education by contributing to the scant literature on rural education.

Quarterly written updates will be provided to the principal investigator and project director, encompassing brief summaries of data collection, progress on project implementation, and next steps. Annual written progress reports will include data by project, by student, and by school. School data will be disaggregated by grade level and school. Finally, discussions of progress toward meeting goals and objectives will be included as part of the summative evaluation. In combination, these measures will be used to gauge the overall efficiency and efficacy of the project, which will be provided in a detailed, written annual evaluation, along with a comprehensive biennial report, to the project director.

Formative: Annually, the evaluator will independently study all components of the work— student services, parent engagement, and whole school reform. Using a logic model approach, they will document the evolving theory of action for each component and compare those strategies with realities observed in the field and through data. Annually, they will meet with the

PI, PD, and project partners to report findings and facilitate a discussion on the implications for change. The evaluator will be given the responsibility and license to assess and document the health of the program and to report both strengths and weaknesses.

Summative: The evaluator will study program components and the degree to which they are interacting with and supportive of each other. At the beginning of the grant period, the evaluator will assist in establishing baseline data and targets to measure progress toward the objectives. The evaluation will assess the degree to which the program is achieving its stated benchmarks.

The evaluation will study the program, both its operation and impact, at different levels. These levels include individual student achievement, quality of instruction, local school system capacity, and program activity. At the first level, the evaluation will monitor the influence of the program on student achievement. In level two, the evaluation will look at the nature and quality of instruction in schools correlated with program activities. At level three, the summative evaluation includes an assessment of staff and partner performance. The summative evaluation results will be used to measure program efficacy. Evaluation data and results of the 5-year project will be shared by PRI with the Knott County Board of Education and staff, the community partners, parents and families, and the larger Knott County community through school publications, social media, and other outlets that reach a large number of community members without a direct connection to the school. The evaluation will also be used by PRI to further research the needs of rural communities and schools that may be impacted by similar projects. We feel strongly that this project will provide a catalyst for enhanced use of school and public libraries and the important work to grow a more literate society.

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Other Attachment File(s)

* Mandatory Other Attachment Filename:

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

Position Descriptions:

Community Literacy Coordinator
Literacy Coach
Project Director

Resumes:

Amon Couch – Principal Investigator

POSITION DESCRIPTION

Position Title: Community Literacy Coordinator

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

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



Education required to ensure success in this position:

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

Experience required to ensure success in this position:

Minimum of three effective years of experience working in the field of literacy or literacy education

Proven results in the area of literacy attainment

Strong knowledge of how children learn to read

Knowledge and experience working with multi-sector groups

Experience leading community-wide initiatives

Special skills, knowledge and abilities:

Experience working in high-poverty schools providing services to students and families

Excellent written and oral communications skills and presentation skills

Exceptional organizational skills and ability to multi-task

License, certification, or registration necessary:

Valid driver's license

Background check, including social media check

Physical requirements:

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

Environmental conditions:

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

Ability to operate the following vehicles or equipment:

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

Brief summary of this position:

Reporting to the project director, the Community Literacy Coordinator will engage families, community members and cross-sector stakeholders in developing a community literacy plan.

Located in the district office, this position will work with partners to align services to students and families, including book distribution.

Primary duties and responsibilities:

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

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

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

Leadership requirements:



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



POSITION DESCRIPTION

Position Title: Literacy Coach (3 positions)

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

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

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

Education required to ensure success in this position:

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

Experience required to ensure success in this position:

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

Special skills, knowledge and abilities:

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

License, certification, or registration necessary:

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

Physical requirements:

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

Environmental conditions:

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

Ability to operate the following vehicles or equipment:

PR/Award # S215G230048



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

Brief summary of this position:

Reporting to the project director, the literacy coach will collaborate with School Librarians/ Media Specialists to implement evidence-based literacy programs, activities, and services. The Coaches will monitor student data related to literacy development and will ensure students not at proficiency are provided appropriate interventions. The Literacy Coach will connect teachers to professional development.

Primary duties and responsibilities:

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

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

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

Leadership requirements:

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



POSITION DESCRIPTION

Position Title: Project Director

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

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

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

Education required to ensure success in this position:

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

Experience required to ensure success in this position:

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

Special skills, knowledge and abilities:

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

License, certification, or registration necessary:

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

Physical requirements:

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



Environmental conditions:

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

Ability to operate the following vehicles or equipment:

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

Brief summary of this position:

Reporting to the Principal Investigator, the project director has responsibility for the vision, leadership and management of the project; developing and refining program operations to meet objectives; ensuring compliance with ED guidelines; managing daily operations of the program through hiring, supervising, and training; and guiding staff in development, implementation, and evaluation of program activities. The PD will confirm that the project is operated in a fiscally prudent manner and in compliance with all fiscal requirements. The Project Director will work to achieve the result *All Rural Students Succeed*.

Primary duties and responsibilities:

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

Develop and refine project operations; supervise staff hiring, development, and performance evaluation; oversee budget planning

Ensure services as proposed in the grant applications are being effectively and efficiently delivered

Will ensure the project is operated in a fiscally prudent manner and is in compliance with all fiscal requirements Audit and approve all required reports and in compliance with ED guidelines

Work with independent evaluator as necessary to ensure fidelity in delivery of services, alignment to logic model and progress toward outcomes

Ensure data is collected in a timely and efficient manner and provide feedback to key stakeholders

Guide development of yearly Results Plan ensuring strategies meet student, parent, and school professional development needs

Identify and engage partners in supporting the model; develop a sustainability plan to expand and sustain the most effective programs.



Partners for Rural Impact

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

Leadership requirements:

Does the person in this position directly supervise other staff/team members? Yes No If yes, how many? ___4___

Amon W. Couch, Ed.D

Email: [REDACTED]; a [REDACTED]

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

PROFESSIONAL HISTORY:

<i>Hiring Institution</i>	<i>Position</i>	<i>Date</i>
Partners for Rural Impact	Associate VP – PRI Appalachia	2022-Present
Berea College – Partners for Education	Director of Programs	2019-2022
University of the Cumberlands	Adjunct Prof / Ed Leadership	2012-Present
Williamsburg Independent Schools	Superintendent	2016-2019
Williamsburg Independent Schools	Principal (P-12)	2015-2016
Clay County Public Schools	Superintendent	2013-2015
Clay County Public Schools	Assistant Superintendent	2010-2013

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

TEACHING / PROFESSIONAL CERTIFICATION(S):

Grades 7-12 History & English
 K-12 Principalship
 Supervision of Instruction (P-12)
 Superintendent of Schools (P-12)
 Ed. D – Educational Administration
 Results Count Practitioner
 Results Based Facilitation
 Co-Active Professional Coach (August 2022)
 International Coaching Federation (ACC Designation)

PUBLICATIONS, PRESENTATIONS, LEADERSHIP, & AFFILIATIONS:

Continuous Improvement / Systems Leader* *2019-2022

As Director of Programs at Partners for Education at Berea College, I have led a diverse portfolio of grants, including two Promise Neighborhoods, two Full-Service Community Schools grants, two Innovative Approaches to Literacy grants, and a regional AmeriCorps grant. My job focused on providing strategic leadership and coaching of Project Directors in the service of achieving grant performance measures. In addition to the oversight and leadership involved in leading this portfolio of grants, my work has also focused on building systems and partnerships that help facilitate the advancement of the organizational and grant results. The majority of this work took place in the middle of a global pandemic.

District Instructional Leader

2010 - 2019

As district Superintendent, I served as CEO for two different school districts, one rural county school district and one small independent district. I managed and oversaw all operations, financial and academic for the districts. I worked closely with the school boards to provide strategic leadership to the district and its stakeholders, both internal and external.

As Assistant Superintendent in charge of curriculum and instruction, it was my job to coordinate all efforts in the district regarding curricular and instructional issues. Currently, this pertains to the roll out of the new core standards in Kentucky and how we as a district will implement them.

District Contact For:

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

Adjunct Professor of Educational Leadership (UC)

2012 - Present

As an adjunct professor of Educational Leadership, I have taught courses in the University of the Cumberland's graduate educational leadership program. Courses taught include the following:

- | | |
|-----------|---|
| ADOL 644 | Introduction to District Leadership |
| ADMOL 650 | Introduction of School Leadership |
| ADMOL 675 | School Principal's Role in Creating Org Structures & Operations |
| ELSOL 730 | The Politics of Educational Decision Making |
| ADMOL 750 | Superintendent as Instructional Leader |
| EDOL 634 | Curriculum and Assessment Management |
| EDOL 520 | Clinical I (Masters of Arts in Teaching) |

Statewide Delivery of Professional Development / Presenter

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

School Instructional Leader

1999-2008

Served as Principal of all grade levels P-12

Targeted Support Provider

2008-2010

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

PROFESSIONAL ASSOCIATIONS/AWARDS:

2009 University of the Cumberland's 21st Century Leadership Award

1998 Williamsburg High School Teacher of the Year

1998 Campbellsville College Excellence in Teaching Award

Whitley County Retired Teachers' Association

KEA Retired Teachers' Association

International Coaching Federation

2021 Poverty Estimates for School Districts Source: U.S. Census Bureau, Small Area Income and Poverty Program (SAIPE) Release date: December 2022	
State Postal Code	KY
State FIPS Code	21
District ID	03120
Name	Knott County School District
Estimated Total Population	14,053
Estimated Population 5-17	2,122
Estimated number of relevant children 5 to 17 years old in poverty who are related to the householder	716
Estimated percentage of relevant children 5 to 17 years old in poverty who are related to the householder	33.7%



Department of the Treasury
Internal Revenue Service
Tax Exempt and Government Entities
P.O. Box 2508
Cincinnati, OH 45201

PARTNERS FOR RURAL IMPACT INC
[REDACTED]

Date: 03/11/2022
Employer ID number: [REDACTED]
Person to contact:
Name: Customer Service
ID number: [REDACTED]
Telephone: [REDACTED]
Accounting period ending:
June 30
Public charity status:
170(b)(1)(A)(vi)
Form 990 / 990-EZ / 990-N required:
Yes
Effective date of exemption:
July 27, 2021
Contribution deductibility:
Yes
Addendum applies:
No
DLN:
[REDACTED]

Dear Applicant:

We're pleased to tell you we determined you're exempt from federal income tax under Internal Revenue Code (IRC) Section 501(c)(3). Donors can deduct contributions they make to you under IRC Section 170. You're also qualified to receive tax deductible bequests, devises, transfers or gifts under Section 2055, 2106, or 2522. This letter could help resolve questions on your exempt status. Please keep it for your records.

Organizations exempt under IRC Section 501(c)(3) are further classified as either public charities or private foundations. We determined you're a public charity under the IRC Section listed at the top of this letter.

If we indicated at the top of this letter that you're required to file Form 990/990-EZ/990-N, our records show you're required to file an annual information return (Form 990 or Form 990-EZ) or electronic notice (Form 990-N, the e-Postcard). If you don't file a required return or notice for three consecutive years, your exempt status will be automatically revoked.

If we indicated at the top of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

For important information about your responsibilities as a tax-exempt organization, go to www.irs.gov/charities. Enter "4221-PC" in the search bar to view Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, which describes your recordkeeping, reporting, and disclosure requirements.

Sincerely,

[REDACTED]
Stephen A. Martin
Director, Exempt Organizations
Rulings and Agreements

Letter 947 (Rev. 2-2020)
Catalog Number 35152P

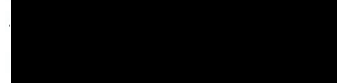
Letters of Support:

Hindman Settlement School
Knott County Public Library
Knott County School District
Save the Children



May 3, 2023

Dreama Gentry, President, and CEO
Partners for Rural Impact, Inc.



Dear Ms. Gentry,

The Hindman Settlement School is pleased to partner with the Partners for Rural Impact, Inc. in the U.S. Department of Education's Innovative Approaches to Literacy (IAL) grant in Knott County, Kentucky. We believe that significant learning will occur with the significant relationships between students, teachers, parents, and our community. Literacy is vital to our mission to provide a learning community committed to continuous improvement focused on high levels of learning and student engagement.

We have been involved early in the planning process for the IAL project including the design and needs analysis development, and we also look forward to continuing our work with Partners for Rural Impact, Inc. to build a high-quality program designed to develop and improve literacy skills for children and students from birth through 12th grade in Knott County, Kentucky.

In addition, we will work with Partners for Rural Impact to develop a multi-year financial and operating model and accompanying plan to serve the students and families of Knott County, Kentucky beyond the length of the Innovative Approaches to Literacy grant.

Thank you for including our team in this proposal and making this opportunity available to the students and families of Knott County, Kentucky.

Sincerely,



Hindman Settlement School

Celebrating Heritage, Changing Lives

PR/Award # S215G230048



www.HindmanSettlement.org

KNOTT COUNTY PUBLIC LIBRARY

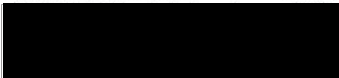
P.O. BOX 667

HINDMAN, KY 41822



May 3, 2023

Dreama Gentry, President and CEO
Partners for Rural Impact, Inc.



Dear Ms. Gentry,

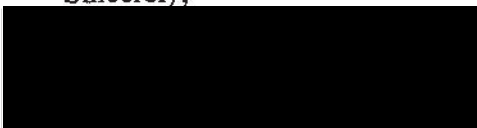
Knott County Public Library is pleased to partner with Partners for Rural Impact, Inc. on the U.S. Department of Education's Innovative Approaches to Literacy (IAL) grant in Knott County, Kentucky. Our Library believes that significant learning will occur with significant relationships between students, teachers, parents and our community. Literacy is vital to our mission to provide a learning community committed to continuous improvement focused on high levels of learning and student engagement.

We have been involved early in the planning process for the IAL project, including the design and needs analysis development, and we also look forward to continuing our work with Partners for Rural Impact, Inc. to build a high-quality program designed to develop and improve literacy skills for children and students from birth through 12th grade in Knott County, Kentucky.

In addition, we will work with Partners for Rural Impact to develop a multi-year financial and operating model and accompanying plan to serve the students and families of Knott County, Kentucky beyond the length of the Innovative Approaches to Literacy grant.

Thank you for including our team in this proposal and making this opportunity available to the students and families of Knott County, Kentucky.

Sincerely,



Tammie Owens
Head Librarian
Knott County Public Library

Knott County Board of Education

1156 Hindman Bypass

PO Box 869

Hindman, KY 41822

Brent Hoover

Superintendent

"We shape the future, one student a time"

May 3, 2023

Dreama Gentry, President and CEO
Partners for Rural Impact, Inc.

Dear Ms. Gentry,

Knott County Schools is pleased to partner with Partners for Rural Impact, Inc. on the U.S. Department of Education's Innovative Approaches to Literacy (IAL) grant in Knott County, Kentucky. Our District believes that significant learning will occur with significant relationships between students, teachers, parents and our community. Literacy is vital to our mission to provide a learning community committed to continuous improvement focused on high levels of learning and student engagement. Our success as a district will be determined by the success of each student, and we welcome the opportunity to implement evidence-based programs and student-focused activities to improve their outcomes.

We have been involved early in the planning process for the IAL project, including the design and needs analysis development, and we also look forward to continuing our work with Partners for Rural Impact, Inc. to build a high-quality program designed to develop and improve literacy skills for children and students from birth through 12th grade in Knott County, Kentucky.

In addition, we will work with Partners for Rural Impact to develop a multi-year financial and operating model and accompanying plan to serve the students and families of Knott County, Kentucky beyond the length of the Innovative Approaches to Literacy grant.

Thank you for including our team in this proposal and making this opportunity available to the students and families of Knott County, Kentucky.

Sincerely,

Brent Hoover
Superintendent
Knott County School District

We aspire to ensure our students will be lifelong learners, engaged citizens and thoughtful innovators, by providing them with the opportunity for success today and preparedness for a future tomorrow.



Save the Children.

May 3, 2023

Dreama Gentry, President and CEO
Partners for Rural Impact, Inc.

[REDACTED]

Dear Ms. Gentry,

Save the Children is pleased to partner with Partners for Rural Impact, Inc. on the U.S. Department of Education's Innovative Approaches to Literacy (IAL) grant in Knott County, Kentucky. Save the Children believes that significant learning will occur with significant relationships between students, teachers, parents and our community. Literacy is vital to our mission to provide a learning community committed to continuous improvement focused on high levels of learning and student engagement.

We have been involved early in the planning process for the IAL project, including the design and needs analysis development, and we also look forward to continuing our work with Partners for Rural Impact, Inc. to build a high-quality program designed to develop and improve literacy skills for children and students from birth through 12th grade in Knott County, Kentucky.

In addition, we will work with Partners for Rural Impact to develop a multi-year financial and operating model and accompanying plan to serve the students and families of Knott County, Kentucky beyond the length of the Innovative Approaches to Literacy grant.

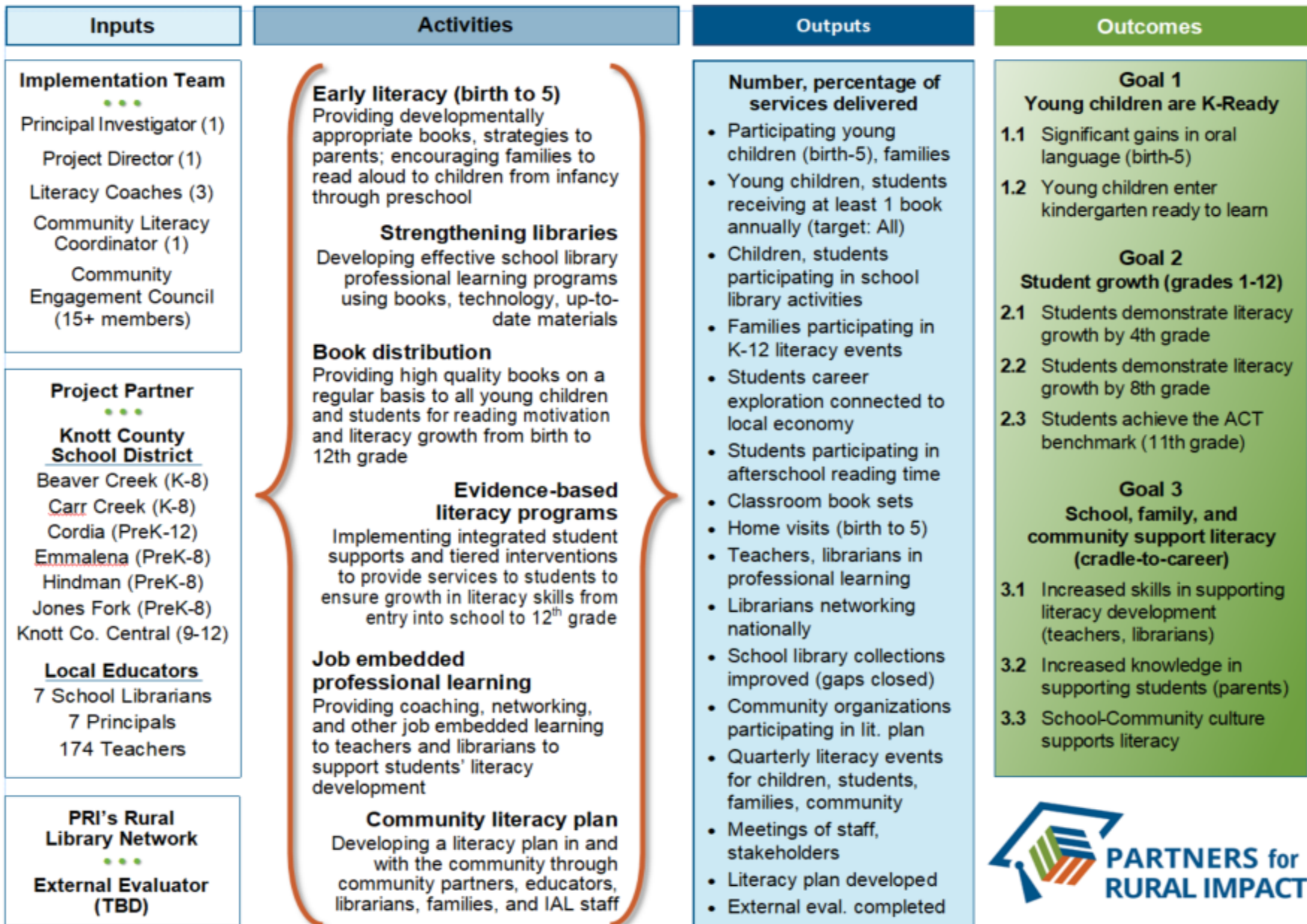
Thank you for including our team in this proposal and making this opportunity available to the students and families of Knott County, Kentucky.

Sincerely,

[REDACTED]

Alissa Taylor
Kentucky State Director
Save the Children

Partners for Rural Impact, Inc. does not have a federally approved indirect cost rate agreement, so PRI normally elects to use the “de minimis” rate; however, this is a restricted rate program, so we are using 8% MTDC that complies with 34 CFR 76.564(c)(2).



Proprietary Information:

Partners for Rural Impact, Inc. does not include proprietary information in the application.

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](#)

**Knott County Innovative Approaches to Literacy
Federal Budget**

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

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

All costs are linked to required and allowable activities. Over the five-year project, we anticipate more than 2,051 students and their families will receive increased access to high-quality literature and literacy resources, and the annual federal investment averages less than \$366 per student. Additionally, the program will enable training of families, teachers and librarians to ensure the project's outcomes are sustainable past the federal funding period.

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Personnel						
<p>Project Director (PD): (1 position, full-time, 100%) The PD has responsibility for the vision, leadership and management of the project; developing and refining program operations to meet objectives; ensuring compliance with ED guidelines; managing daily operations of the program through hiring, supervising, and training; and guiding staff in development, implementation, and evaluation of program activities. The PD will confirm that the project is operated in a fiscally prudent manner and in compliance with all fiscal requirements. The PD will spend 100% of their time on the project with a salary of [REDACTED]. The salary includes an annual cost of living increase and is based on our salary matrices and position classifications.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

**Knott County Innovative Approaches to Literacy
Federal Budget**

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
<p>Literacy Coach (LC): (3 positions, full-time, 100%) The LCs will report to the PD and will collaborate with the School Library Media Specialist to identify and implement evidence-based and research-based literacy programs, activities, and services. The LCs will monitor student data related to literacy development and will ensure students not at proficiency are provided appropriate services. The LCs will connect teachers to professional development. The LCs will spend 100% of their time on the project with a salary of [REDACTED]. The salary includes an annual cost of living increase and is based on our salary matrices and position classifications.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>Principal Investigator (PI): (1 position, full-time, 15%) The PI will articulate IAL’s strategic direction and theory of change; facilitating the partnership between the school district and PRI; collaborating with the evaluation team to ensure data is driving IAL implementation; and aligning IAL to other district and state literacy initiatives. The PI will spend 15% of their time on the project with a salary of [REDACTED]. The salary includes an annual cost of living increase and is based on our salary matrices and position classifications.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
<p>Community Literacy Coordinator (CLC): (1 position, full-time, 100%) The CLC will report to the PD and will engage families, community members and cross-sector stakeholders in developing a community literacy plan. The CLC will work with partners to align services to students and families, including book distribution. The CLC will spend 100% of their time on the project with a salary of [REDACTED]. The salary includes an annual cost of living increase and is based on our salary matrices and position classifications.</p>	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
Total Personnel	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

**Knott County Innovative Approaches to Literacy
Federal Budget**

Fringe Benefits: Partners for Rural Impact's fringe benefits average 30% of wages and include employer paid taxes (7.65%), insurance (13.35%), Admin (1%) and retirement (8%).	██████	██████	██████	██████	██████	██████
	██████	██████	██████	██████	██████	██████
Local Travel: The PD, CLC and LCs will travel locally to meet with partners and families. The total costs is ██████ per year (500 miles x 12 months x .65 cents per mile).	██████	██████	██████	██████	██████	██████
	██████	██████	██████	██████	██████	██████
Rural Summit Travel: Ten Staff and Rural librarian participants will travel to the Rural Summit each year for professional development and rural networking. The cost is ██████ per trip and includes: airfare (█████), lodging (█████), meals (█████), registration (█████) and ground transportation (█████).	██████	██████	██████	██████	██████	██████
	██████	██████	██████	██████	██████	██████
Not Applicable	█████	█████	█████	█████	█████	█████
	█████	█████	█████	█████	█████	█████
Book Distribution (PreK-12): Print and Digital books will be distributed through multiple project avenues. This project will provide books to each of the five schools served to be distributed to students and their families as well as to the school libraries.	██████	██████	██████	██████	██████	██████

**Knott County Innovative Approaches to Literacy
Federal Budget**

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Book Distribution (Birth to 5): Supplies will be purchased to provide developmentally appropriate books and recommendations to parents to encourage them to read aloud to their children starting in infancy and continuing through preschool. This is based on historical costs for early literacy supplies.	██████	██████	██████	██████	██████	██████
Evidence-Based Literacy Program Supplies: Supplies will be provided to implement integrated student supports and tiered interventions to provide services to students to ensure growth in literacy skills from entry into school to 12th grade. This is based on historical costs for evidence-based literacy programs.	██████	██████	██████	██████	██████	██████
Strengthening Libraries Supplies: Supplies will be provided for library literacy activities for students and families. These activities will provide students with literacy skills to develop students' 21st-century literacy skills - creativity, critical thinking, collaboration, and communication - that prepare them for economic mobility. This is based on the historical costs for library literacy activities.	██████	██████	██████	██████	██████	██████
Total Supplies	██████	██████	██████	██████	██████	██████
Contractual						
Evaluation: An independent evaluator will conduct baseline, formative and summative evaluation of the project. The is based on historical costs of evaluation for similar programs. We will identify the evaluator through our internal procurement policies, which comply with the Uniform Guidance. The process typically takes 30 days or less.	██████	██████	██████	██████	██████	██████

**Knott County Innovative Approaches to Literacy
Federal Budget**

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Early Literacy Programs: Partners and vendors will provide professional learning services to address providing developmentally appropriate books and recommendations to parents to encourage them to read aloud to their children starting in infancy and continuing through pre-school. This is based on historical costs for early literacy programs.	██████	██████	██████	██████	██████	██████
Evidence-Based Literacy Programs: Partners and vendors will provide professional learning services to address evidence-based literacy programs. Programming includes: Check and Connect, Language Essentials for Teachers of Reading and Spelling (LETRS) Literacy Program (Grades K-5), Multi-tiered Systems of Support (MTSS) to implement integrated student supports and tiered interventions to provide services to students to ensure growth in literacy skills from entry into school to 12th grade. This is based on historical costs for evidence-based literacy programs.	██████	██████	██████	██████	██████	██████
Job embedded Professional Development: Professional development will be provided to teachers and librarians to support students' literacy development. Professional learning with coaches will expand the capacity of teachers, librarians, and media specialists to design and present activities to deepen student content knowledge within the local context. This is based on historical costs for literacy professional development.	██████	██████	██████	██████	██████	██████
Strengthening Libraries Programs: Partners and vendors will provide services to develop effective school library professional development programs using books, and up-to-date materials. This is based on historical costs for library literacy activities.	██████	██████	██████	██████	██████	██████
Total Contractual	██████	██████	██████	██████	██████	██████

**Knott County Innovative Approaches to Literacy
Federal Budget**

Budget Category/Description of Cost	Year 1	Year 2	Year 3	Year 4	Year 5	Total
Construction						
Not Applicable						
Total Construction						
Other						
Background Checks: A criminal background check will be requested for each staff person to ensure the protection of the students. Each background check is [REDACTED]. There are 6 staff in year 1.						
Total Other						
Total Direct Costs						
Indirect Costs: Partners for Rural Impact is utilizing a restricted indirect cost rate of 8% MTDC.						
Training Stipends						
Total Costs						

DISCLOSURE OF LOBBYING ACTIVITIES

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

OMB Number: 4040-0013
Expiration Date: 02/28/2025

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

Prime SubAwardee

* Name: Partners for Rural Impact, Inc

* Street 1: [REDACTED] Street 2: [REDACTED]

* City: [REDACTED] State: [REDACTED] Zip: [REDACTED]

Congressional District, if known: [REDACTED]

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

6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Innovative Approaches to Literacy; Promise Neighborhoods; Full-Service Community Schools; and Congressionally Directed S CFDA Number, if applicable: 84.215
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8. Federal Action Number, if known: [REDACTED]	9. Award Amount, if known: \$ [REDACTED]
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10. a. Name and Address of Lobbying Registrant:

Prefix [REDACTED] * First Name N/A Middle Name [REDACTED]

* Last Name N/A Suffix [REDACTED]

* Street 1 N/A Street 2 [REDACTED]

* City N/A State [REDACTED] Zip [REDACTED]

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

Prefix [REDACTED] * First Name N/A Middle Name [REDACTED]

* Last Name N/A Suffix [REDACTED]

* Street 1 N/A Street 2 [REDACTED]

* City N/A State [REDACTED] Zip [REDACTED]

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

* Signature: Heather N Dufour

* Name: Prefix Dr. * First Name Heather Middle Name [REDACTED]
* Last Name Dufour Suffix [REDACTED]

Title: AVP of Public and Private Grants Telephone No.: [REDACTED] Date: 05/15/2023

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