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 # S215G230064

Gramts.gov Tracking#: GRANT13885313

OMB No. , Expiration Date:

Closing Date: May 15, 2023

Table of Contents

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:	**4. Applicant Identifier:**
05/15/2023	

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: Allen County Schools

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

* c. UEI: ███████

d. Address:

* Street1: 570 Oliver Street

Street2:

* City: Scottsville

County/Parish: Allen

* State: KY: Kentucky

Province:

* Country: USA: UNITED STATES

* Zip / Postal Code: 42164-7955

e. Organizational Unit:

Department Name:	**Division Name:**

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

Prefix: *** First Name:** Tara

Middle Name:

* Last Name: Thomas

Suffix:

Title:

Organizational Affiliation:

* Telephone Number: ███████   **Fax Number:**

* Email: ███████

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Innovative Approaches to Literacy; 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.):

| | Add Attachment | Delete Attachment | View Attachment |

* 15. Descriptive Title of Applicant's Project:

READ2ME

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	KY-001	* b. Program/Project	KY-001

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

	Add Attachment	Delete Attachment	View Attachment

17. Proposed Project:

* a. Start Date:	10/01/2023	* b. End Date:	09/30/2028

18. Estimated Funding ($):

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

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

☒ a. This application was made available to the State under the Executive Order 12372 Process for review on ` 05/14/2023 ` .

☐ 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:	Melissa
Middle Name:			
* Last Name:	Biggerstaff		
Suffix:			

* Title:	Chief Academic Officer

* Telephone Number:	▮▮	Fax Number:	

* Email:	▮▮

* Signature of Authorized Representative:	Tara Thomas	* Date Signed:	05/15/2023

PR/Award # S215G230064

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Tracking Number:GRANT13885313   Funding Opportunity Number:ED-GRANTS-031423-001 Received Date:May 15, 2023 04:53:57 PM EDT

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.

| 1235-Section 427 of GEPA.pdf | Add Attachment | Delete Attachment | View Attachment |

Section 427 of GEPA

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

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

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

Through this project we will address the potential barrier or issue of the school library not being accessible/usable for all students. To meet this potential need, we will equitably support all

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

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

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

* APPLICANT'S ORGANIZATION

Allen County Schools

* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: * First Name: Melissa   Middle Name:

* Last Name: Biggerstaff   Suffix:

* Title: Chief Academic Officer

* SIGNATURE: Tara Thomas   * 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:
	Tara		Thomas	

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

Address:

* Street1: 570 Oliver Street

Street2:

* City: Scottsville

County: Allen

* State: KY: Kentucky

* Zip Code: 42164-7955

Country: USA: UNITED STATES

* Phone Number (give area code)

Fax Number (give area code)

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

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

☐ Yes ☒ No

3. Qualified Opportunity Zones:

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

4. Human Subjects Research:

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

☐ Yes   ☒ No

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

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

☐ No   Provide Assurance #(s), if available:

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

| | Add Attachment | Delete Attachment | View Attachment |

Abstract

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: | 1234-READ2ME Project Abstract.pdf | Add Attachment | Delete Attachment | View Attachment

READ2ME Project Abstract

Project objectives: 1) Increase student reading proficiency in 4th/8th grades; 2) Increase # of preK students kindergarten ready; 3) Increase effectiveness/knowledge of librarians; 4) Increase available age-appropriate, updated books/materials/resources in school libraries; 5) Increase # of developmentally-appropriate books given to birth-preK children in community; 6) Increase # of books provided to district students; 7) Increase effectiveness rating of teachers; and 8) Increase outreach/training to parents of students and pre-students.

Project activities: 1) Multiple book giveaways; 2) Monthly student parent outreach/training events; 3) Bi-monthly community parent outreach/training; 4)JumpStart Kindergarten for preK children each summer with book giveaways & parent training; 5) New books/materials/resources for libraries; 6) Creation of responsive/inclusive/supportive/identity-safe library environments; 7) Content-specific professional development for librarians; 8) Explicit instruction in reading training via 6-week "Literacy Camps" for all teachers; 9) Reading Coach in each school starting in year 4; and 10) Data collection.

Applicable Priorities: Absolute Priority 1 and 2, Competitive Preference Priority 1 and 4.

Proposed project outcomes: a) increased librarian knowledge/effectiveness; b) increased teacher knowledge/effectiveness in reading/literacy; c) increased # of students scoring proficient in reading in 4th/8th grades; d) increased student engagement in reading; e) enhanced/effective school library programs; f) more children learn earlier through age appropriate books, and parent outreach/training in early literacy; g) increased reading motivation/ performance/frequency in prek-12th students; h) increased use of school libraries; i) creation of responsive/inclusive/ supportive/identity-safe library environments; j) increased # of updated books/materials/ resources in school libraries; k) increased # of young children with age appropriate books.

Project Narrative File(s)

* Mandatory Project Narrative File Filename: | 1237-READ2ME Narrative.pdf |

| Add Mandatory Project Narrative File | | Delete Mandatory Project Narrative File | | View Mandatory Project Narrative File |

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

| Add Optional Project Narrative File | | Delete Optional Project Narrative File | | View Optional Project Narrative File |

2023
Innovative Approaches to Literacy Program Grant

Allen County Schools

READ2ME Table of Contents

A.1. Significance of problem/issue to be addressed by project. Research has discussed and studied the influence of poverty/low-income on student educational achievement/attainment for many years. Much of the research shows a direct correlation between poverty/low-income and educational achievement and future adult income attainment. It is readily acknowledged in academic circles there is a word-gap of up to 20,000 words for children from impoverished/low-income homes. "The gap can widen when kids don't have access to book or language-rich homes or high-quality learning experiences. And it can widen even more for kids growing up poor. Recent research on brain development indicates…stress caused by poverty can impair children's cognitive development.[1] We know from 50 plus years of research that "children who are poor hear a smaller number of words with more limited syntactic complexity and fewer conversation-eliciting questions, making it difficult for them to quickly acquire new words and to discriminate among words."[2] Low-income children "are less likely to have experiences that encourage the development of fundamental skills for reading acquisition, specifically phonological awareness, vocabulary and oral language."[3] These "low quality early home literacy environments (increase) the risk a child will struggle to learn to read."[3] By the time children from low-income families enter kindergarten, they are 12-14 months below national norms in language and pre-reading skills.[4] Nationally, 82% of students eligible for free/reduced lunch programs are not reading at or above proficient levels by 4th grade.[5]

From research we have learned that "the single most significant factor influencing a child's early educational success is an introduction to books and being read to at home prior to beginning school."[6] "Children who have lots of experiences with books absorb the rhythms and patterns of language and…begin to imitate the language and gestures their parents and caregivers use while sharing stories…."[7] "Children from disadvantaged families are less likely to have

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experiences that encourage development of fundamental skills for reading acquisition, specifically phonological awareness, vocabulary, and oral language. These skills underlie cognitive processes in the 'simple view' of reading – word identification and language comprehension."[8] Statistics show overall, 61% of low-income families have no books at all in their homes for their children,[9] and in low-income neighborhoods the average ratio of books/ child is close to one book for every three hundred children.[10] Anecdotal evidence shows reading decline across the U.S. in general is being attributed to fewer print books being used in homes and schools, and increased use of technology. The importance and significance of books on child learning cannot be overstated. Additional research indicates: a) "the most successful way to improve the reading achievement of low-income children is to increase their access to print";[11] b) "having books in the home is twice as important as the father's education level";[12] c) "the only behavior measure that correlates significantly with reading scores is the number of books in the home;"[13] and d) "…omnivorous reading in childhood and adolescence correlates positively with ultimate adult success."[14] Having multiple books available at home for children has been shown to increase interest in reading,[15] is the "critical variable affecting reading acquisition",[16] and a home lacking books has a negative, long-lasting impact.[17]

Allen County Schools (ACS) is a local education agency in Kentucky (KY) located in Scottsville, a rural, low-income/high-poverty community. According to SAIPE data, <u>21.7% of our students are from families with incomes below the poverty line</u>,[18] and the KY State Report Card shows students in the district are 63.8% disadvantaged.[19] All of ACS participate in the National School Lunch/School Breakfast programs which are free to 100% of the students.[20] According to the 2019 Kids Count Data Book 67% of children in Allen County (Co.) under age 18 live in a high poverty area with a poverty rate of 20% or higher.[21] In fact, nine percent of

children in Allen Co. are considered in deep poverty (below 50% of federal poverty level), 30.2% of children are below 100% of the poverty level (higher than KY average of 22.1%), and 56% of children in Allen Co. are in low-income families below 200% of poverty level (higher than KY average of 47%). In 2021 the city of Scottsville had a poverty rate of 32.6%[22], and Allen Co. as a whole had a poverty rate of 18.4%[23]- both more than 1½ to 2½ times higher (respectively) than the national poverty rate of 11.6%.[24]

The impact of poverty/low-income on reading is well researched and documented, and the impact on Allen Co. students' reading achievement has demonstrably been impacted as well. According to 2021 Brigance Kindergarten Screener, more than half of entering kindergarteners were below average (62%) in academic/cognitive skills (how we think/learn, basic readiness skills like alphabet, number and shape knowledge)[25] and more than half were deemed not ready, or ready with enrichments (60%). By 4th grade, only 31% of students tested proficient or advanced in reading[26], meaning 69% of 4th grade students in Allen Co. are not proficient. By 8th grade, only 29% of students tested proficient/advanced in reading, meaning a full 71% of 8th grade students are not proficient. This is a dire implication. Low reading achievement in 4th grade "is a powerful predictor of high school and college graduation rates, as well as lifetime earnings."[27] We also know that in young people involved with the justice system, "about half have reading difficulties," and "about half of youths with a history of substance abuse have reading problems."[28] Early reading proficiency importance cannot be overstated. "There is almost a 90% probability that a child will remain a poor reader at the end of the fourth grade if the child is a poor reader at the end of first grade."[29] "…children who are not reading at grade level by the end of 3rd grade are four times more likely to drop out of high school."[30]

A.2. Extent to which project builds local capacity. READ2ME addresses multiple needs and

will build capacity by providing: a) monthly book giveaways for students during the school year each year of the project (nine giveaways/year), plus a summer school giveaway each year thus providing a minimum of 45 books/student over the project period and creating/building reading interest and the opportunity for students to read at home; b) bi-monthly book giveaways for community children from birth to pre-kindergarten (preK) via multiple community locations, providing a minimum of 30 books/child prior to school entrance and creating opportunity for parents to begin building early literacy skills in their children; c) books/materials/tools/resources for school libraries to improve availability and vary content of materials for students to drive interest in reading; d) content-specific professional development (PD) for librarians to improve content knowledge/capacity to further develop/create library programs; e) a library learning environment that is racially, ethnically, culturally, disability status, and linguistically responsive and inclusive, supportive, and identity-safe which will aid students in library use and provide a welcoming environment for all students; f) monthly outreach/training events for parents of ACS students around strategies for teaching their child to read, how to help further reading skills, etc.; g) bi-monthly community parent/guardian preK outreach/training events focused on early literacy strategies, training, and tools for use at home; h) JumpStart Kindergarten, a week-long summer camp for children preparing to enter kindergarten focusing on literacy, language development, phonics, and phonemic awareness for participating children, providing simple trainings and make and take lessons for parents to use at home to reinforce camp lessons, and providing age-appropriate books for children to take home; i) explicit literacy instruction PD for all ACS educators (k-12) to improve student reading content knowledge and individual capacity to meet student reading/literacy needs; and j) a Reading Coach in each school in years four and five to provide one-on-one help to students, assist in improving core instruction, create a system

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of reading interventions (Response to Intervention(RtI) and/or a Multi-Tiered System of Supports (MTSS)), and provide feedback/instructional assistance to teachers.

READ2ME addresses student literacy needs in multiple ways (early reading instruction, remedial reading instruction, early phonemic awareness, multiple book giveaways each year, parent outreach and training events); will increase instructional effectiveness, create engaging delivery, and improve classroom reading instruction in early reading/literacy; provides new books/materials/resources for and a responsive, inclusive, supportive, and identity-safe environment in all school libraries; will place Reading Coaches in each school starting in year four to specifically focus on building teacher capacities and provide job-embedded, personalized support and on-demand training, hands-on help, feedback, and instructional input for educators. READ2ME will improve student achievement/engagement in reading/literacy, and we anticipate additional academic improvements in upper grades as reading comprehension improves.

A.3. Importance/magnitude of results/outcomes. The potential importance/magnitude of student reading achievement and literacy skill gains by the end of the project period cannot be emphasized enough. In fact, the entire project is specifically designed to meet that goal. Providing content-specific PD for librarians and explicit instruction PD for all district teachers directly impacts the future of ACS students by increasing capacity/effectiveness of all educators. Research shows "40% of children will always struggle with reading if they are not taught the components of reading in a direct, explicit and systematic fashion."[31] As well, "findings revealed an absence of the explicit knowledge needed to effectively teach struggling readers in teachers located in low socio-economic status schools." Incorporating explicit reading instruction PD in READ2ME directly addresses the issue and students struggling with reading across all grades should improve. Being a rural, impoverished/low-income district the needed services, supports,

materials, and books provided for students/educators, and book giveaways/parent training for birth-preK children in the community will have a direct impact on children with the greatest need and begin a paradigm shift around reading/literacy impacting the future of current and future ACS students. Students in the primary, intermediate, and middle school at the start of the project will have approximately 45 books at home by the end of READ2ME – something most students would not otherwise have. Studies show "children growing up in homes with at least 20 books get three years more schooling than children from bookless homes, independent of their parents' education, occupation, and class."[32] Creating a library environment that is responsive, inclusive, supportive, and identity-safe, and updating library books/materials/resources will create a library students desire to go to, spend quality time in, and use in deeper ways. Individual READ2ME design elements may have some effect on student reading achievement, but as a whole, the likelihood of broad impacts across all grades is magnified.

B. Quality of Project Design. B.1. Extent to which goals/objectives/outcomes are clearly specified/measurable. READ2ME has a primary **goal** to develop and improve literacy skills for children from birth - 12th grade. To meet this goal, we will work to achieve the following **objectives:** 1) increase the number/percent of students reading at proficiency in 4th and 8th grade by 10% by year three, and an additional 10% by year five; 2) increase the number/percent of pre-K students who are kindergarten ready; 3) increase effectiveness/knowledge of school librarians evidenced by increased use of resources by students/teachers, and as measured by increased circulation statistics and librarian report; 4) increase available, age/developmentally appropriate, updated books/materials/resources in school libraries by 25% by end of project; 5) increase number of age/developmentally appropriate books given to birth - preK children in community measured by number of books disseminated; 6) increase number of books provided to district

students 50% by end of project; 7) increase effectiveness of educators as measured by certified teacher evaluations, classroom observation, and increased student proficiency on reading assignments; and 8) increase outreach/training to parents/guardians of students/pre-students.

Outcomes are as follows: 1) increased librarian knowledge/effectiveness; 2) increased educator literacy knowledge/skills/effectiveness; 3) increased number of 4th and 8th grade students scoring proficient in reading; 4) increased student engagement in reading; 5) enhanced/ effective school library programs/resources; 6) increased number of children gaining early literacy skills via age/developmentally appropriate books and parent/guardian outreach/training in early literacy tools; 7) increased student reading motivation/performance/frequency in preK-12th students; 8) increased use of school libraries by students/teachers; 9) creation of responsive/ inclusive/supportive/identity-safe library environments; 10) increased number of updated books/ materials/resources in school libraries; 11) increased number of children in community with access to developmentally appropriate books. Additional information around goal, objectives, and outcomes may be found in the attached Logic Model.

B.2. Extent to which design of project is appropriate to/successfully addresses needs. The entire project design was thoughtfully created to answer identified needs discussed prior. Specifically, we will seek to address: a) lack of books in homes for children/students due to poverty/low-income by providing multiple books to children/students each year of the project; b) majority of preK children in county not kindergarten ready academically nor cognitively – by providing age/developmentally appropriate books for children from birth to age five bi-monthly through local entities (healthcare providers, early learning programs, churches, etc.) with additional scheduled educational/informational events for parents/guardians to obtain literacy training/tools to use with their child(ren) at home, and encouragement to read books to/with their

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children each week; c) the majority of 4th grade students (65%)[33] are not proficient in reading – by training <u>all</u> educators in the district in explicit instruction in reading, utilizing phonemic awareness curriculum (Heggerty), using FastBridge reading assessment system, providing additional supports and remedial instruction through RtI and/or MTSS, providing multiple books to students, and providing Reading Coaches in years four and five; d) majority of 8th grade students (51%) are not proficient in reading - by training <u>all</u> educators in the district in explicit instruction in reading, using FastBridge reading assessment system, providing additional supports and remedial instruction through RtI and/or MTSS, providing multiple books to students, and providing Reading Coaches in years four and five; e) there is a need for explicit instruction in reading for <u>all</u> educators in the district to better understand the mechanics of reading, how to teach reading so children make gains in understanding and put letters and sounds together to form words, and helping teachers in all grades make the connection between reading and writing skills, literacy, and the ability of those students to succeed in the classroom in all grades and subjects – by providing a six-week afterschool Literacy Camp for <u>all</u> district teachers across the project period; Literacy Camp will include training in explicit instruction – letters and letter sounds, how to teach reading, phonics, and phonemic awareness, and training around components of reading and how they fit together – as well as in-classroom observation of educators and debriefing afterward with specific feedback around their teaching and components of reading; and instruction in RtI/MTSS with a deeper dive into helping unsuccessful students; f) the need for updated books/materials/resources in each school library – by providing funds for librarians to obtain needed updated books/materials/resources; g) the need to ensure each library is welcoming/inclusive for <u>all</u> students – by providing funds to "revamp" or update the library environment with assistance provided by district's Director of Special Education (DOSE),

School Psychologists, and Mental Health Professionals (MHPs). Each design element of READ2ME has been specifically/intentionally included in the project to assist in meeting needs discussed in section A of this proposal. As a whole, provided services will build capacity of the district, district schools, and educators to meet the varied reading/literacy needs of students.

B.3. Extent to which project represents exceptional approach for meeting statutory purposes/requirements. READ2ME has a holistic, exceptional design approach which addresses **Absolute Priority 1: Projects, carried out in coordination with school libraries, for book distribution, childhood literacy activities, or both.** The project design and plan incorporates multiple book distributions for children from birth through 12th grade each year of the project; explicit instruction in reading for <u>all</u> district educators across project period; Reading Coaches in each school beginning in year four to work with educators to improve core instruction, implement strong system of interventions (RtI/MTSS) for students, improve student learning/achievement, and support all students in reading achievement; funds school libraries for updated books/materials/resources; content-specific PD for librarians to meet specific content training needs. READ2ME also addresses **Absolute Priority 2: Projects, carried out in coordination with school libraries, that provide a learning environment that is racially, ethnically, culturally, disability status and linguistically responsive and inclusive, supportive, and identity-safe.** The project design specifically includes funds for, and will incorporate specific district staff (DOSE, School Psychologists, and MHPs) input to assist with ensuring each school's library environment meets this priority. This will include identifying any potential barriers which lessen the appropriate use of, or which might be inhibiting use of library physical space or use of available printed materials/books/resources. It may also include development of a collection of tools which could be implemented at the library, such as signage,

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supportive equipment/aids, accessible devices, device charging stations for students, etc., and/or "modernizing" and rearranging library physical space/look to make it more welcoming/inviting to students. READ2ME includes funds to obtain updated books/materials/resources for libraries to further assist meeting this priority. Librarians may conduct a book audit to ascertain specific books needed, and educators may have books needed for class use. The Project Director will assist in ensuring books/materials/resources to be purchased meet needs of students/ educators.

READ2ME meets **Competitive Preference Priority 1: Rural Applicants.** ACS is a rural district with an NCES locale code of 41 and participates in the Rural and Low-Income School (RLIS) program. READ2ME also meets **Competitive Preference Priority 4: Promoting Equity in Student Access to Educational Resources and Opportunities.** READ2ME has within its design a desire to increase access to books for all children in our county – from birth - 12th grade. This includes children in early learning programs, in our career and technical education programs, in out-of-school-time settings, and in our alternative school program. We are incorporating explicit instruction in reading training for all teachers to ensure the impact of READ2ME continues throughout the student's education at ACS, in all education settings in our district. We will have bi-monthly community book giveaways for children from birth - preK, and will provide books in other languages to ensure multi-lingual households are able to provide their child(ren) the best start in early reading. We will ensure community book giveaways are available for all parents to pick up for their child(ren) from birth - preK, placing books in various facilities throughout the community to have the broadest reach for community parents with children in this age range. We will also host bi-monthly parent/guardian outreach/ training events to help all parents in the community with children from birth - preK gain insight, knowledge, and tools around early literacy to better help their child be kindergarten/education

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ready. We will ensure we communicate these opportunities in multiple languages as appropriate, to reach all parents/children in the county. Book giveaways and parent/guardian outreach events are open to every member of the community with a child who falls within age range mentioned.

B.4. Extent to which project demonstrates a rationale. There are several aspects of READ2ME demonstrating a rationale. First, teaching all educators in ACS to use explicit instruction in reading has been shown more effective than self-discovery through reading,[34] and as a whole – more effective than core reading program lessons.[35] Second, using FastBridge reading assessment system to monitor students across the school year and providing MTSS/RtI is listed in WWC Practice Guide: Assisting Students Struggling with Reading: RtI and Multi-Tier Intervention in the Primary Grades.[36] Third, to provide a rationale for book distribution throughout READ2ME providing children/students with books in their home, the journal article "Family scholarly culture and educational success: Books and schooling in 27 nations"[37] details a study conducted in 2010 showing that, "getting some books into (rural community children's) homes is an inexpensive way that we can help these children succeed." Specifically noted, "having as few as 20 books in the home still has a significant impact on propelling a child to a higher level of education, and the more books you add, the greater the benefit." And finally, utilizing phonemic awareness curriculum. According to What Works Clearinghouse (WWC), five studies[38] of phonological processing met WWC standards and showed an average 27% improvement for students receiving this intervention. Phonemic awareness is a recommendation (Recommendation 2) with Strong Evidence in WWC Practice Guide: Foundational Skills to Support Reading for Understanding in Kindergarten through 3rd grade.[39]

C. Quality of Project Services. Quality/sufficiency of strategies for ensuring equal access/ treatment for underrepresented. In the first pages of this proposal we described needs in the

community and of our students; all students are from a rural, impoverished/low-income community. ACS is RLIS eligible, and 100% of students in the district participate for free in the national school lunch/breakfast programs. For the community, poverty and rurality remain a key indicator of need with generational poverty a norm and reality. Students and future students in this community are the **primary population** to be served. ACS students are comprised of the following races: 90.4% Caucasian; 5% Hispanic/Latino; 3% two or more races; 1% African American; 0.5% Asian; and 0.06% American Indian/Alaska Native.[40] Additionally, 17.4% of students have a disability, and 1.3% are English learners. READ2ME services will be provided equally to all students and to all children from birth - preK in the community, and all students will be assessed to screen and determine which students need additional Tier 2 or 3 supports for reading. Plans are in place to use district staff (such as DOSE, School Psychologists, MHPs) to ensure the library environment is welcoming/responsive/inclusive/ supportive/identity-safe for all students.

C.1. Extent to which services are appropriate to needs of recipients/beneficiaries. Each design element was developed/included to meet a specific identified need as outlined prior. Input on project design was obtained from librarians, teachers, and the district Chief Academic Officer (CAO) to ensure project services are appropriate to meet reading needs of all students. The inclusion of specific staff (such as DOSE, School Psychologists, MHPs) to assist with designing the library space will ensure the library environment will be inclusive to all students and all students receive the appropriate helps/aids/assistance to fully utilize the library. Specifically, we outline the identified needs and services to be provided to meet those needs: A) poverty/lack of books in homes: READ2ME has focused a significant amount of time and budget on ensuring children from birth – 12th grade have books of their own in their homes. When you consider that:

"more than 60% of low-income families cannot afford to have books in their homes;"[41] having books in the home has been linked to early school readiness/success,[42] and access to printed materials is critical to reading acquisition[43] -providing multiple books across the project period to community children (birth-preK) and to ACS students is a critical, integral part of meeting/ addressing this need. B) preK children not kindergarten ready: working with local facilities and providers, READ2ME will provide books throughout the community for children birth-preK, and facilities will provide information to parents on the importance of reading to their children regularly. Research shows "children who are read to at least three times a week by a family member are almost twice as likely to score in the top 25% in reading compared to children who are read to less than three times a week."[44] And, "the single most significant factor influencing a child's early educational success is an introduction to books and being read to at home prior to beginning school."[45] Removing the barrier of not having age/developmentally appropriate books for these young children, and giving parents the information/tools needed and encouraging them to read to their children a minimum of three times/week should assist in increasing vocabulary and literacy skills prior to kindergarten. And instituting JumpStart Kindergarten for a week each summer will allow kindergarten and preK teachers/instructional assistants to assess each child and provide specific needed information, tools, and lessons to parents to help them work with their preK child on becoming kindergarten ready. C) 65% of ACS 4th grade students and 51% of 8th grade students are not proficient in reading; READ2ME addresses this in several ways: first, providing multiple books for children from birth – 12th grade during project period will encourage parents to read to young children, and students self-selecting their own book encourages/motivates students to read on their own outside of schoolwork. Providing libraries with new books/materials/resources provides additional printed materials for students to enjoy.

Research has shown the most successful way to improve reading achievement is increasing access to printed materials.[46] PreK – 12th grade teachers in the district will also receive explicit instruction in reading during 6-week after school "Literacy Camps" across the project period to increase their knowledge/build capacity in teaching the components of reading – how components fit together, phonics, phonemic awareness – and using explicit instruction across all grades and subjects. There will be a focus on letters, letter sounds, and how students learn – not just recognizing letters as letters in isolation, but as part of words in a continuous flow. We will incorporate classroom observation with direct feedback for each teacher on how they are teaching reading or using explicit instruction. In year four and five Reading Coaches will provide additional direct helps and input for educators, and provide intensive/remedial support for students in all grades who are still unsuccessful in reading. During READ2ME, teachers and project staff will follow the progress of students using FastBridge reading assessment system to ensure progress is being made, or students are assigned for additional supports to Tier 2 or 3 in RtI/MTSS. D) Need for teachers to have explicit instruction in reading: during the project, all ACS teachers will attend a 6-week after school "Literacy Camp" to receive explicit instruction training. This training will be provided by Kate Wintuska, a successful primary teacher and literacy coach for the 3rd largest school district in KY, and a literacy coach for evidence-based practices at a regional educational cooperative. Teachers will receive Tier 1 (MTSS) core instruction on core components of reading for all students, followed by in-classroom observation, de-briefing, and specific feedback for each teacher around their teaching of or inclusion of the components of reading. Teachers will also receive instruction on the core components of reading for RtI and Tier 2 and 3 of MTSS, and Reading Coaches will take a deeper dive and help students who need additional interventions. E) Need for updated books/materials/resources in

ACS libraries: each library has a small budget for purchasing books and needed supplies to prepare them for circulation, however the librarians often have to pursue grants or use their own money for additional needed books, materials, or resources for the library. READ2ME includes funds specifically to update books/materials/resources in each library. Funds will allow each librarian to obtain books, etc. that are needed for students, as well as provide updated materials and resources for students and teachers. F) Creating a racially/ethnically/culturally/disability status/linguistically responsive/inclusive/supportive/identity-safe library learning environment. Ensuring all students feel welcomed in the library is imperative, and READ2ME includes a budget specifically to ensure this environment exists and is enhanced. The Project Director will work with each librarian and the DOSE to ensure each library is welcoming for all students and includes any needed helps for students with varied abilities so they are able to use the library effectively. District School Psychologists and MHPs will also provide input to further ensure the library environment meets the needs of all students.

C.2. Likely impact of services on intended recipients. We anticipate the following impact/ outcomes of READ2ME services on specific recipients: a) increased librarian knowledge and effectiveness from content-specific PD; b) increased teacher knowledge/skills/effectiveness from explicit instruction in reading, use of FastBridge reading assessment system, Reading Coach feedback/assistance; c) increased number of students scoring proficient in reading from the increased teacher skills/knowledge/effectiveness, Reading Coaches in each school, FastBridge reading assessment system, receiving multiple books each year during the project, and monthly parent outreach/training; d) increased student engagement in reading from receiving multiple books each year during READ2ME, a responsive/inclusive/supportive/identity-safe library environment, new books/materials/resources in the libraries, and increased teacher knowledge/

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skills/effectiveness; e) enhanced/effective school library programs from creating a responsive/ inclusive/supportive/identity-safe library environment and funds for updated books/materials/ resources; f) more children begin to develop cognitive/academic skills earlier from age and developmentally appropriate book giveaways and parent outreach and training events bi-monthly; g) increased reading motivation/performance/frequency in preK-12th students from receiving multiple books each year, having a revised library environment and updated books/ materials/resources available in each library, regular reading assessments, from all teachers receiving explicit instruction in reading training, and additional support through Reading Coaches; h) increased use of school libraries by students/teachers from the revised library environment and the addition of updated books/materials/resources; i) creation of responsive/ inclusive/supportive/identity-safe library environment to ensure a welcoming environment for all students and teachers; j) increased number of updated books/materials/resources in school libraries to meet the needs and interests of all students; and k) increased number of young children (birth to preK) in community with access to age/developmentally appropriate books from regular bi-monthly book giveaways via local communities facilities.

C.3. Extent to which services are focused on those with greatest needs. As mentioned in section A, and detailed in B.2. and C.1., ACS students and community children need the elements/services contained in READ2ME, including more than half of children being below average in academic/cognitive skills and more than half deemed not kindergarten ready or ready with enhancements. As well, 65% of 4th grade students and 51% of 8th grade students are not proficient in reading. Studies show when a student starts behind they tend to stay behind[47]and if effective interventions are not received by early 2nd grade students are less likely to ever become grade-level readers;[48] and "by 4th grade if students cannot read at grade level, they are unlikely to

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ever catch up."[49] Each of READ2ME's design elements and services are designed to speak directly to these needs (see section C.1.), work to meet these needs, and create a paradigm shift when it comes to early reading moving forward.

D. Quality of Management Plan. D.1. Adequacy of management plan to achieve objectives on-time/on-budget, with defined responsibilities/timelines/milestones. A management plan is in place to achieve the objectives of READ2ME on-time and on-budget, including milestones, timeline, and identified responsible persons to complete READ2ME successfully (see Timeline document in attachments). The work plan/timeline (see attachments) with key components/ milestones, dates, and identified persons contains the primary tasks to be monitored throughout the project. The goal and associated objectives and outcomes have been provided elsewhere in this proposal (see section B.1.), and additional information regarding the goal, objectives, and outcomes may be found in the Logic Model (see attachments).

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

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

Providing direct supervision of the READ2ME Project Director, the ACS CAO, Melissa Biggerstaff, has a wealth of experience in federal grant management and project implementation, as well as large-scale project management and management of the associated budgets. Her experience is derived in part from ten years as the Associate Executive Director of a regional KY education cooperative which obtained multiple multi-million dollar federal grants for various education initiatives across those ten years. Biggerstaff was responsible for the oversight and successful implementation of all large-scale projects during that time. She is skilled in data analysis, educational coaching, educational consulting, and leading professional learning, and has certifications as a K-12 superintendent, principal, and instructional supervisor. Biggerstaff's direct oversight of the project will ensure it meets all required deadlines, operates on budget, and is implemented with fidelity throughout. She and the Project Director will meet monthly to review the budget and timeline as a means to support fidelity of implementation.

It is the whole purpose of ACS to support our students, educators, and school leaders as they work to meet the academic needs of all students. This project aligns with the district's mission and vision addressing equity and access for all students.

D.2. Adequacy of procedures for feedback/continuous improvement for project. Read2Me's

Project Director will utilize a Continuous Improvement Cycle espoused by Dr. Diana Oxley.[50]

The seven-step improvement model includes: taking stock of existing practice, identifying gaps

between existing and desired practice, generating and studying strategies to adopt, developing

consensus for adopting strategies, devising an implementation or action plan, creating a plan to

monitor the implementation, and implementing the plan for improvement. Annual reading

assessments from the NAEP, as well as the FastBridge reading assessment system will serve as

the "existing practice" from which we will progress. Annual and mid-year goal targets will be

developed with the Advisory Council – comprised of the ACS Superintendent, ACS CAO,

Read2Me Project Director, Read2Me Outreach Coordinator (and Reading Coaches in year 4),

and the External Evaluator. The Council will meet at least quarterly – more often if/as needed –

and function in an oversight and continuous improvement role for the project, providing

feedback and solutions to any identified issues or gaps in services on an ongoing basis for the

duration of the project. Quarterly meetings will include specific appraisals of project elements as

well as any data collected in the field. Meetings will assist in determining if progress is being

made, whether any changes are needed, as well as feedback regarding project implementation.

The implementation and operation of Read2Me provides an iterative process to enable the

Advisory Council an opportunity to continually improve upon the project and its outcomes as

needed. If something is not working as planned the Advisory Council and project staff will work

together to develop a solution and make an appropriate change.

In addition, the Evaluator will regularly provide data to project staff and members of the

Advisory Council through a rapid-response feedback loop, ensuring timely findings support

warranted changes/improvements. Using a continuous feedback and improvement loop, the

Council will ensure the project is meeting specified milestones. The Evaluator will work closely

with the Project Director, meeting at least bi-monthly (more often if/as needed) in addition to the Advisory Council meetings. The Advisory Council will work to create appropriate action steps as needed throughout the project. The Project Director will work with the Evaluator to conduct individual and group interviews, conduct surveys, and obtain confidential feedback throughout the project period.

D.3. Extent to which time of project director/principal investigator/other key personnel are appropriate/adequate to meet objectives of project. ACS will hire a strong, highly-qualified educational leader with expertise and success in literacy as Project Director in the fall of 2023 (see attached job description). The Read2Me Project Director is a full-time, 220 day position which ensures his/her availability across the school year, as well as during the summer for summer school and community book giveaways (teachers/educators have 186 days/year). The Director will provide overall administration for Read2Me implementation and will be responsible for coordinating all activities and day-to-day operations of the project. S/he will provide management for project resources, budget, Outreach Coordinator, Reading Coaches, and all project elements and services. The Project Director will guide the work of the Outreach Coordinator and four Reading Coaches, oversee the work of the Evaluator, and regularly communicate with the Advisory Council. Specifically, s/he will be responsible for working with the librarians to source and purchase books for student and community child giveaways. S/he will also be responsible for ensuring all teachers/educators across the district attend "Literacy Camp" for six weeks after school during the project period to gain explicit instruction in reading. The Director will ensure librarian PD occurs each year, and that the librarian self-selected, content-specific PD is approved by the CAO. S/he will assist with, and oversee the purchase of books, materials and resources by each library each year, and will work with each librarian and

district staff to ensure each library creates a racially, ethnically, culturally, disability status, and linguistically responsive/inclusive/supportive/identity-safe environment. The Project Director will organize and oversee the educator Literacy Camps after school. S/he will work with the external Evaluator throughout the project and will maintain data, conduct required project reporting, and work with the Evaluator and Advisory Council for continuous improvement and oversee and implement any needed changes to the project.

ACS will hire a full-time Outreach Coordinator (see attached job description) whose primary responsibility is to create and oversee parent/community outreach/training events bi-monthly throughout the project period around early reading/literacy, conduct ACS parent outreach/training events monthly during the school year, oversee procurement of books in collaboration with Project Director and librarians for monthly student book giveaways and bi-monthly community book giveaways, assist Project Director and Evaluator with data collection and reporting.

ACS will also hire four full-time Reading Coaches (see attached job description). Reading Coaches are full-time, 215-day positions beginning in year four. Coaches will focus on building educator capacities by providing job-embedded, personalized support and on-demand training to improve teaching/learning – particularly around reading/literacy and ensuring student literacy needs are being addressed appropriately. Coaches will work collaboratively with educators to improve core instruction, and will create and implement a strong, robust system of interventions (RtI/MTSS). Reading Coaches will work during the school year as well as during student summer school (as appropriate) to assist students and improve student reading proficiency. Reading Coaches start in year four after much of the specific, explicit instruction in reading training has occurred in Literacy Camps for teachers. Coaches will provide in-classroom

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observation and feedback for teachers to improve reading instruction. They will assist teachers in assigning RtI/MTSS for students needing additional supports, and will work one on one with readers who continue to struggle.

ACS' Chief Academic Officer (Biggerstaff) will spend 5% of her time providing project and Project Director oversight. This will include regular meetings with the Project Director to review project and budget status, ensuring required project reporting is met, as well as participating in quarterly Advisory Council meetings. The CAO will work with school/district leadership to ensure successful implementation of specific project pieces as needed. She will also provide approval to librarians for self-selected, content-specific librarian PD each year.

E. Quality of Project Evaluation. ACS will select an evaluator via a Request for Qualifications/ Request for Bids process in line with district and State procurement regulations. The selected external evaluator will have multiple years' experience providing evaluation services for federal grants in education.

E.1. Extent to which methods of evaluation are appropriate to the context of project. The READ2ME evaluation will encompass **three major components: formative, implementation (process), and summative.** Each component will provide critical information (i.e. proactively inform program implementation, support program improvement, and provide summary information on program effectiveness. Developed evaluation questions will guide the evaluation. The overarching goal of READ2ME is to develop and improve literacy skills for children from birth through 12th grade in a high-need LEA and schools. The three primary evaluation questions will assist in deciding what data will be collected, how the collected data should be analyzed, and how the analyzed data should be reported. Evaluation questions are aligned with the goal to be achieved and the objectives, and are as follows:

1. To what extent were effective library programs developed and enhanced?

2. To what extent were age and developmentally appropriate books and recommendations provided to parents to encourage them to read aloud to their children?

3. To what extent were high-quality books provided on a regular basis to children and adolescents from the low-income community to increase reading motivation, performance, and frequency?

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

1. The percentage of 4th graders participating in the project who demonstrated individual student growth (i.e. an improvement in their achievement) over the past year on State reading or language arts assessments under section 1111(b)(2) of the ESEA.

2. The percentage of 8th graders participating in the project who demonstrated individual student growth over the past year on State reading or language arts assessments under section 1111(b)(2) of the ESEA.

3. The percentage of schools participating in the project whose book-to-student ratios increase from the previous year. And

4. The percentage of participating children who receive at least one free, grade- and language-appropriate book of their own.

E.2. Extent to which methods of evaluation examine effectiveness of implementation strategies. The methods of data collection for READ2ME are robust, feasible, and appropriate.

- Project Director and/or designee interviews – years 1-5

- Reading Coach focus group interviews – years 3-5

- Librarian focus group interviews – years 2 and 4

- Parent focus group interviews – years 2, 4, and 5

- Librarian PD event evaluation surveys – years 1-5; as appropriate/needed

- Educator Literacy Camp event evaluation surveys – years 1-5

- Student assessments (i.e. Brigance Early Childhood Kindergarten Screen III, FastBridge grades K-12, K-PREP grades 4 and 8, and ACT Grade 11) – years 1-5

- Project records (i.e. librarian reporting forms; circulation statistics; meeting and training documentation; book distribution statistics; narrative and pictorial evidence of library improvements/enhancements, etc.) – years 1-5

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

Data Analysis. The evaluator will use descriptive statistics, measures of central tendency, and measures of dispersion for any quantitative data collected. Additional analyses will be utilized, as needed. Qualitative data sources will be used to amass a body of contextual knowledge about READ2ME. Qualitative data will be coded, and prevalent themes and emerging issues identified.

Communication and Reporting. The evaluator will intentionally and purposefully provide the Project Director (and any designees) and appropriate stakeholders (i.e. Advisory Council) with data and findings through scheduled meetings and deliverables so that the formative information regarding progress toward goals will be timely and support subsequent changes that may need to be made to improve implementation. Following each data collection effort, appropriate stakeholders will be provided with brief summaries/updates and the evaluator will regularly

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communicate with the Project Director. The project evaluator will be responsible for developing

and delivering annual updates in years 1-4, meeting all Federal reporting requirements, and be

responsible for developing a final, summative report at the conclusion of year 5.

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Other Attachment File(s)

* Mandatory Other Attachment Filename: | 1238-READ2ME Attachments.pdf |

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[Add Optional Other Attachment]   [Delete Optional Other Attachment]   [View Optional Other Attachment]

READ2ME

Attachments

Resumes & Job Descriptions
Documentation of LEA Eligibility
Certification of NonProfit Status
READ2ME Logic Model
READ2ME Timeline, Milestones, Responsibilities
READ2ME Project Abstract
Indirect Cost Rate Agreement
State Single Point of Contact

Allen County Schools

READ2ME

Resumes & Job Descriptions

Melissa Biggerstaff

███████████████

PERSONAL BELIEF STATEMENTS

I believe in serving students by creating student-centered learning opportunities and experiences.

I believe in creating equitable systems for under-served students that inspire, engage, and challenge students.

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

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

I believe in continuous improvement.

I believe in being a lifelong learner.

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

SKILLS PROFILE

Data analysis and decision-making	Collaboration, communication, facilitation
Strategic planning	Grant writing and grant management
Effective implementation practices	Budget analysis and management
Organizational culture	Leadership Coaching
Leadership development	School improvement consulting (K-12)
Designing professional learning	Strong interpersonal and computer skills
Curriculum/Assessment development	Problem solving

PROFESSIONAL EXPERIENCE

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

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

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

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

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

222 Berkeley St, Boston, MA, 2014 – 2015
PROFESSIONAL EXPERIENCE (Continued)

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

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

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

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

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

EDUCATION

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

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

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

PERSONAL INTERESTS

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

READ2ME Project Director Job Description

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

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

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

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

Annual Contract: Up to 220 days
Reports to: Chief Academic Officer
Salary: Salary commensurate with the school district's Certified Salary Schedule.

READ2ME Outreach Coordinator

The position of READ2ME Outreach Coordinator with Allen County Schools (ACS) is designed to provide support for program implementation and data analysis as part of the Innovative Approaches to Literacy grant program, a five-year project funded by the U.S. Department of Education.

The READ2ME Outreach Coordinator will be responsible for coordinating all monthly outreach events/trainings for parents of ACS students around reading and literacy, as well as community outreach events/trainings for parents of children from birth to pre-kindergarten. This includes the planning, material preparation, and organization of all project events, including professional development and meetings. The Outreach Coordinator will also be responsible for day-to-day administrative tasks as well as implementing a data collection and analysis system. The Outreach Coordinator will support project staff and the project evaluator, and assist with book purchases and book giveaways.

Qualifications:

- A bachelor's degree in education or a related field required, Master's degree preferred
- Strong organizational and time management skills
- Experience in project management and facilitation
- Experience working with adults
- Proven strong leadership skills and abilities
- Strong oral, written, and interpersonal skills
- Ability to work both independently with limited direction, and as part of a team
- Excellent technology skills are essential, including use of Microsoft Office Suite, Adobe, etc., and utilization of cloud-based communication and collaboration
- Ability to promote positive public relations on behalf of READ2ME and Allen County Schools
- Ability to problem-solve and think critically and creatively
- Experience in a k-12 setting
- Excellent analytical skills; experience with data collection

Responsibilities:

- Collaborate with Project Director, project staff, Advisory Council, ACS staff to ensure the successful implementation of READ2ME
- In collaboration with Project Director, coordinate/oversee outreach and training events and assist with book giveaways for READ2ME
- Work with project staff, evaluator, and participants to collect data
- Handle procurement of office supplies and maintenance of office records, inventory, etc., and assist with book procurement and giveaway events, as well as stocking community facilities with books for community children

- Effectively communicate with all stakeholders, internally and externally, to fulfill the goals and outcomes of the project, and the mission and vision of Allen County Schools

Annual Contract: Up to 238 days
Reports To: Project Director
Salary: Salary commensurate with the school district's Salary Schedule.

READ2ME Reading Coach Job Description

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

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

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

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

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

Annual Contract: Up to 215 days
Reports to: Project Director and Chief Academic Officer
Salary: Salary commensurate with the school district's Certified Salary Schedule.

READ2ME

Documentation of LEA
Eligibility
Certification of Non Profit
Status

Year	ID	Name	Grades	Total Population	Relevant Ages 5 to 17	Relevant Ages 5 to 17 in Families in Poverty	Relevant Ages 5 to 17 Poverty Ratio
2021	2100070	Allen County School District	PK-12	20797	3513	762	21.7

Internal Revenue Service

Department of the Treasury

P. O. Box 2508
Cincinnati, OH 45201

7/1/12

ALLEN COUNTY BOARD OF EDUCATION
570 Oliver Street
Scottsville, KY 42164-7955

▮▮▮▮▮▮▮

Person to Contact:
  Shawndea Krebs 31-02330
  Customer Service Representative
Toll Free Telephone Number:
  8:00 a.m. to 9:30 p.m. EST

▮▮▮▮▮▮

Fax Number:

▮▮▮▮▮▮

Employer Identification Number:

▮▮▮▮▮▮

Dear Sir or Madam:

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

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

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

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

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

Sincerely,

▮▮▮▮▮▮

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

READ2ME

Logic Model

Timeline, Milestones, Responsibilities

Project Abstract

READ2ME

PROJECT INPUTS

Advisory Council
ACS Superintendent
ACS Chief Acad. Officer
Project Director
Reading Coaches
External Evaluator

Project Staff
Project Director
Outreach Coord.
Literacy Coaches (x3)

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

Continuous Improvement
External Evaluator
Advisory Council

DESIGN ELEMENTS

- Multiple book giveaways for children/students from birth—12th grade each year
- Monthly parent literacy nights to teach strategies for teaching children to read
- Jumpstart Kindergarten for preK children each summer with book giveaways & parent training
- New books & materials for school libraries
- Creation of responsive, inclusive, supportive & identity-safe library environments
- Self-selected, content-specific professional development for librarians
- Explicit instruction professional development in reading for all educators (k-12)
- Reading Coach/school starting in year 4
- Parent/guardian student literacy outreach & training monthly; pre-K parent outreach & training bi-monthly
- Data collection (student assessment data, interviews, survey data)

- % of schools whose book-to-student ratios increase from the previous year
- % of children who receive at least one free, grade– and language-appropriate book of their own

PROJECT OUTPUTS

- Replicable Model
- Improved reading assessment scores
- # of new books, materials, resources obtained by school libraries
- # of new books disseminated to children (birth—12th grade)
- # of students provided with books
- student assessments via FastBridge, KSA, NAEP, & Brigance
- # of teachers trained in Explicit Instruction
- #/type of PD received by Librarians
- # of books disseminated to children birth-preK
- # of parents/guardians reached
- Types of evaluation data

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

Annual/Summative Data
- Certified Teacher Evaluations - increased educator effectiveness
- Increase course scores/academic outcomes
- Improved teacher self-efficacy

GPRA Measures
- % of 4th & 8th graders who demonstrated individual student growth on state reading or language arts assessments

GOAL, OBJECTIVES, OUTCOMES

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

Objectives (not all inclusive)**:**
- Increase #/% of students reading at proficiency in 4th & 8th grade - 10% by year 3, & additional 10% by year 5.
- Increase #/% of pre-K students kindergarten ready
- Increase effectiveness & knowledge of librarians as evidenced by increased use of resources by students & teachers across project period as measured by increased circulation statistics, & Librarian self-report.
- Increase available, age-appropriate, updated books, materials & resources in school libraries by 25% by the end of the project.
- Increase # of developmentally appropriate books given to birth to preK children in the community as measured by # of books disseminated
- Increase the number of books provided to district students by 50% by the end of the project period.
- Increase effectiveness rating of educators.
- Increased outreach & training to parents/guardians of students and pre-students

Outcomes (not all inclusive):
- Increased librarian knowledge & effectiveness.
- Increased educator knowledge, skills, & effectiveness.
- Increased # of 4th/8th graders scoring proficient in reading.
- Increased student engagement in reading.
- Enhanced & effective school library programs.
- More children begin to learn earlier via developmentally appropriate books, and parental/guardian outreach & training in early literacy
- Increased reading motivation, performance & frequency in preK-12th students.
- Increased use of school libraries by students & teachers.
- Creation of responsive, inclusive, supportive & identity-safe library environment.
- Increased # of updated books, materials & resources in school libraries.
- Increased # of young children in the community with access to developmentally appropriate books.

Milestones/Key Components	Fall 2023	Spring 2024	Summer 2024	Fall 2024	Spring 2025	Summer 2025	Fall 2025	Spring 2026	Summer 2026	Fall 2026	Spring 2027	Summer 2027	Fall 2027	Spring 2028	Summer 2028	Responsibility
	Year 1			Year 2			Year 3			Year 4			Year 5			
Project awarded, Fall 2023	x															
Project Director & Outreach Coord. job posting/hiring, Fall 2023	x															Chief Academic Officer (CAO)
Evaluator RFQ/RFP posting, Fall 2023	x															CAO
Kick-off meeting with librarians to discuss plans & expectations for PD and book/material/resource purchasing; as well as including specified district staff to assist in creating a responsive, inclusive, supportive & identity-safe library environment, Fall 2023.	x															CAO, Project Director
Initial baseline data & information gathered on students & educators, Fall 2023	x															Project Director, Evaluator
Source books for book giveaways for students each month during the school year, starting Fall 2023, ongoing	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director
Source books for bi-monthly community birth-preK children first giveaway, starting Fall 2023, ongoing	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director
Project Director and Evaluator meet bi-monthly starting in December 2023 (ongoing)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director & Evaluator
ACS student book giveaways; 9 giveaways/year (ongoing)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director
Data & information gathered on students & educators (ongoing)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director, Evaluator
FastBridge reading assessments starting in spring 2024 (ongoing)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director
Librarians obtain books, materials & resources for their libraries (ongoing)		x	x	x	x	x	x	x	x	x	x	x				Project Director
Librarian self-selected content-specific PD (ongoing)		x	x	x	x	x							x	x	x	Project Director, CAO
Advisory Council meets bi-monthly or quarterly beginning in spring 2024 (ongoing)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director, Advisory Council
Librarians & Project Director design/create responsive, inclusive, supportive & identity-safe library environment, & purchase materials, etc. to institute the design (ongoing)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director
All school educators attend "Literacy Camp" for 6 weeks after school to gain explicit instruction in reading (Yearly)		x			x			x			x			x		Project Director, CAO
Parents/Guardians of students engagement events monthly (ongoing)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director/Outreach Coord.
Parent/Family engagement events bi-monthly for preK children to coincide with book giveaways (ongoing)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director/Outreach Coord.
Community birth to preK children bi-monthly book giveaway (ongoing)		x	x	x	x	x	x	x	x	x	x	x	x	x	x	Project Director/Outreach Coord.
JumpStart Kindergarten camp for one week each summer for children preparing to enter kindergarten the following fall			x			x			x			x			x	Project Director/Outreach Coord.
Advisory Council & Project Director meet mid-grant to discuss/assess progress of project (Spring 2026).								x								Advisory Council, Project Director
Reading Coach job posting/hiring									x							CAO, Project Director
Reading Coaches in each school beginning Fall 2026 (ongoing)										x	x	x	x	x	x	CAO, Project Director
Final evaluation/assessment in late Fall of 2027*													x	x	x	Project Director, Evaluator
Final evaluative results of project													x	x	x	Project Director, Evaluator
Final dissemination of project results															x	Project Director, Evaluator

*Evaluator reporting to the Advisory Council and Project Director will be at least quarterly. In addition, the Advisory Council will work with schools/teachers and the Evaluator to design improvements/action steps related to any findings.

READ2ME Project Abstract

Project objectives: 1) Increase student reading proficiency in 4th/8th grades; 2) Increase # of preK students kindergarten ready; 3) Increase effectiveness/knowledge of librarians; 4) Increase available age-appropriate, updated books/materials/resources in school libraries; 5) Increase # of developmentally-appropriate books given to birth-preK children in community; 6) Increase # of books provided to district students; 7) Increase effectiveness rating of teachers; and 8) Increase outreach/training to parents of students and pre-students.

Project activities: 1) Multiple book giveaways; 2) Monthly student parent outreach/training events; 3) Bi-monthly community parent outreach/training; 4)JumpStart Kindergarten for preK children each summer with book giveaways & parent training; 5) New books/materials/resources for libraries; 6) Creation of responsive/inclusive/supportive/identity-safe library environments; 7) Content-specific professional development for librarians; 8) Explicit instruction in reading training via 6-week "Literacy Camps" for all teachers; 9) Reading Coach in each school starting in year 4; and 10) Data collection.

Applicable Priorities: Absolute Priority 1 and 2, Competitive Preference Priority 1 and 4.

Proposed project outcomes: a) increased librarian knowledge/effectiveness; b) increased teacher knowledge/effectiveness in reading/literacy; c) increased # of students scoring proficient in reading in 4th/8th grades; d) increased student engagement in reading; e) enhanced/effective school library programs; f) more children learn earlier through age appropriate books, and parent outreach/training in early literacy; g) increased reading motivation/ performance/frequency in prek-12th students; h) increased use of school libraries; i) creation of responsive/inclusive/ supportive/identity-safe library environments; j) increased # of updated books/materials/ resources in school libraries; k) increased # of young children with age appropriate books.

READ2ME

Indirect Cost Rate Agreement

Kentucky Department of Education
Indirect Cost Rates used for FY 2022 - 2023
Based on FYE 2020 - 2021

District	Non Restricted Rates	Restricted Rates
005 Allen County	12.75	2.48

Kentucky Department of Education

Office of Finance and Operations

Division of District Support

District Funding and Reporting Branch

Date: May 9, 2022

Source: based on 2020-2021 audited Annual Financial Reports (AFRs)

READ2ME

State Single Point of Contact

Workbasket

MY PROJECTS

SAI	Project Type	County	Title	Status	Assignments Complete	
KY202305150872	Education	Allen	READ2ME	Under Review	Not Assigned	VIEW
KY202209261249	Education	Allen		Approved	Not Assigned	VIEW
KY202207160980	Education	Allen		Approved	Not Assigned	VIEW
KY202204070313	Education	Allen		Approved	Not Assigned	VIEW
KY202108091264	Education	Allen		Approved	Not Assigned	VIEW
KY202106171030	Other (Specify)	Allen		Approved	Not Assigned	VIEW

INFORMATION REQUESTS

SAI	Requestor	Agency	Subject	Date	Days	Status

Budget Narrative File(s)

* Mandatory Budget Narrative Filename: 1236-READ2ME Budget.pdf

| 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 |

		READ to ME	**Allen County Schools**

Budget Narrative

1	Personnel	Year 1	Year 2	Year 3	Year 4	Year 5
a	**Chief Academic Officer (1): (5% FTE)**, Base Salary ▮▮ 238-day contract. Provides project and Project Director oversight.	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮
b	**Project Director (1): (100% FTE)**, Base Salary ▮▮ 220-day contract. Leads project implementation, data collection, supervises project staff, and oversees budget.	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮
c	**Outreach Coordinator/Project Assistant (1): (100% FTE)**, Base Salary ▮▮ 238-day contract. Leads daily parent/community outreach, data collection, and literacy supports for parents/community members, provides administrative support for the project.	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮
d	**Reading Coaches (4): (100% FTE)**, Base Salary ▮▮ 215-day contract. Years 4-5. Build capacity & improve teaching & learning, core instruction, & implement a strong system of interventions to enable student learning & achievement to improve. 4 coaches x ▮▮ = ▮▮ year in years 4-5.	▮	▮	▮	▮▮▮	▮▮▮
	Total, Personnel	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮
2	Fringe Benefits	Year 1	Year 2	Year 3	Year 4	Year 5
a	**Chief Academic Officer (1): (5% FTE)**, TRS Retirement match 3% (▮); FICA 0% ($0) Medicare 1.45% (▮); Worker's Compensation .29% (▮). **Total Fringe: $232 annually**.	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮
b	**Project Director (1): (100% Full Time Equivalent)**, TRS Retirement match 3% (▮); FICA 0% (▮) Medicare 1.45% (▮); Annual Life Insurance (▮); Kentucky Insurance Administration Fee (▮); Unemployment Insurance (▮); Worker's Compensation .29% (▮); Health Insurance (▮). **Total Fringe:** ▮ **annually.**	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮
c	**Outreach Coordinator/Project Assistant (1): (100% Full Time Equivalent)**, TRS Retirement match 23.34% (▮); FICA 6.2% (▮) Medicare 1.45% (▮); Annual Life Insurance (▮); Kentucky Insurance Administration Fee (▮); Unemployment Insurance (▮ ; Worker's Compensation .29% (▮); Health Insurance (▮). **Total Fringe:** ▮ **annually.**	▮▮▮	▮▮▮	▮▮▮	▮▮▮	▮▮▮

		Year 1	Year 2	Year 3	Year 4	Year 5
d	**Reading Coaches (3): (100% FTE)**, TRS Retirement match 3% (███); FICA 0% (██ Medicare 1.45% (███ ; Annual Life Insurance; Kentucky Insurance Administration Fee (███); Unemployment Insurance (██); Worker's Compensation .29% (███); Health Insurance (███). **Total Fringe:** ███ annually.	██	██	██	██	██
	Total, Fringe Benefits	██	██	██	██	██

3	**Travel**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
a		██	██		██	██
	Total, Travel	██	██	██	██	██

4	**Equipment**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
a		██	██	██	██	██
	Total, Equipment	██	██	██	██	██

5	**Supplies**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
a	**Staff Supplies:** Routine office supplies, copy paper, file folders, staples, etc. ██/mo. = ██ year.	██	██	██	██	██
b	**Laptops:** laptop computers for Project Director and Outreach Coordinator appropriate for their roles. 2 units in year 1 at ██ each.	██	██	██	██	██
c	**Books for birth-5 yr old children:** books for approximately 500 children x estimated cost of ██ book (██ x 6 bi-monthly give-aways/year (██ yr).	██	██	██	██	██
d	**Books for Primary Center students:** books for 900 students x estimated cost of ██ book (██ x 9 give-aways/school year = ██ year	██	██	██	██	██
e	**Books for Intermediate Center students:** books for 700 students x estimated cost of ██ book (██) x 9 give-aways/school year = ██ /year	██	██	██	██	██
f	**Books for Middle School students:** books for 460 students x estimated cost of ██ book (██ x 9 give-aways/school year= ██ /year	██	██	██	██	██
g	**Books for High School students:** books for 900 students x estimated cost of ██ /book (██ x 9 give-aways/school year = ██ yr	██	██	██	██	██
h	**Books for Summer School students:** books for 600 students x estimated cost of ██ book x 1 give-away/year = ██ /year	██	██	██	██	██
i	**Books, materials & resources for Primary Center Library:** ██ /year in years 1-3	██	██	██	██	██
j	**Books, materials & resources for Intermediate Center Library:** ██ /year in years 1-3	██	██	██	██	██

		Year 1	Year 2	Year 3	Year 4	Year 5
k	**Books, materials & resources for Middle School Library:** ▮ year in years 1-3	▮	▮	▮	▮	▮
l	**Books, materials & resources for High School Library:** ▮ year in years 1-3	▮	▮	▮	▮	▮
m	**JumpStart Kindergarten supplies:** literacy & kindergarten preparatory information for parents, make-&-take lessons for parents to use, age-appropriate books & materials for participating children. ▮/year.	▮	▮	▮	▮	▮
n	**Parent/Guardian Outreach/Training Supplies/Materials:** supplies and materials for trainings, & for parent/guardian take-home use for teaching children early literacy skills. ▮/year.	▮	▮	▮	▮	▮
	Total, Supplies	▮	▮	▮	▮	▮
6	**Contractual**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
a	**Professional Development:** PD for librarians, ▮/librarian/year = ▮	▮	▮	▮	▮	▮
b	**Professional Development:** Structured Literacy Approach PD for district educators of grades K-6: ▮/year.	▮	▮	▮	▮	▮
c	**Professional Development:** Explicit Instruction PD for district educators of grades 7-12: ▮ year.	▮	▮	▮	▮	▮
d	**External Evalution:** We will contract with a national third-party external evaluator for project evaluation to complete a quasi-experimental design study, develop data tools and surveys, collect data, and disemminate information and findings throughout the project period. The external evaluator will measure the effectiveness of the project. Estimated costs of 10% of the overall budget.	▮	▮	▮	▮	▮
e	**JumpStart Kindergarten teacher/instructional assistant stipends:** Pre-K and Kindergarten educators & instructional assistants host a week-long summer camp for pre-K children to develop components of reading, build vocabulary & language development, & assist parents/guardians by providing information on what their child needs to know, should be able to do, etc. to create more tangible gains in kindergarten readiness. 14 staff @ ▮/day stipend x 5 days = ▮/yr.	▮	▮	▮	▮	▮
	Total, Contractual	▮	▮	▮	▮	▮
7	**Construction**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**
a		▮	▮	▮	▮	▮
	Total, Construction	▮	▮	▮	▮	▮

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Allen County Schools

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READ2ME

Budget narrative

8	Other	Year 1	Year 2	Year 3	Year 4	Year 5
a	**Primary Center responsive learning environment** - creation of a racially, ethnically, culturally, disability status, & linguistically responsive/ inclusive, supportive & identity safe library environment. ▮ bi-annually.	▮	▮	▮	▮	▮
b	**Intermediate Center responsive learning environment -** creation of a racially, ethnically, culturally, disability status, & linguistically responsive/ inclusive, supportive & identity safe library environment. ▮ bi-annually.	▮	▮	▮	▮	▮
c	**Middle School responsive learning environment** - creation of a racially, ethnically, culturally, disability status, & linguistically responsive/ inclusive, supportive & identity safe library environment. ▮ bi-annually.	▮	▮	▮	▮	▮
d	**High School responsive learning environment** - creation of a racially, ethnically, culturally, disability status, & linguistically responsive/ inclusive, supportive & identity safe library environment. ▮ bi-annually.	▮	▮	▮	▮	▮
	Total, Other	▮	▮	▮	▮	▮
9	Direct Costs	Year 1	Year 2	Year 3	Year 4	Year 5
		▮	▮	▮	▮	▮
	Total, Direct Funds	$3,777,666.01				
10	Indirect Funds	Year 1	Year 2	Year 3	Year 4	Year 5
	2.48% of Direct Charges	▮	▮	▮	▮	▮
	Total, Indirect Funds	$93,686.12				
11	Training Stipends	Year 1	Year 2	Year 3	Year 4	Year 5
		▮	▮	▮	▮	▮
	Total, Training Stipends	$0.00				
12	Total Cost	Year 1	Year 2	Year 3	Year 4	Year 5
	Lines 9-11	▮	▮	▮	▮	▮
	Total Cost:			▮		

Allen County Schools   READ2ME   Budget narrative

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:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime   [ ] SubAwardee

* Name

* Street 1   Street 2

* City   State   KY: Kentucky   Zip 42164-7955

Congressional District, if known: KY-001

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

6. * Federal Department/Agency:

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

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*

$

10. a. Name and Address of Lobbying Registrant:

Prefix   * First Name   Middle Name

* Last Name   Suffix

* Street 1   Street 2

* City   State   Zip

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

Prefix   * First Name   Middle Name

* Last Name   Suffix

* Street 1   Street 2

* City   State   Zip

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

* Signature: Tara Thomas

*Name: Prefix   * First Name   Middle Name

* Last Name   Suffix

Title: Chief Academic Officer   Telephone No.: █████   Date: 05/15/2023

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