

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 # S215G230082

Grants.gov Tracking#: GRANT13885717

OMB No. , Expiration Date:

Closing Date: May 15, 2023

PR/Award # S215G230082

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



Application for Federal Assistance SF-424

* 1. Type of Submission:

- Preapplication
- Application
- Changed/Corrected Application

* 2. Type of Application:

- New
- Continuation
- Revision

* If Revision, select appropriate letter(s):

* Other (Specify):

* 3. Date Received:

05/15/2023

4. Applicant Identifier:

5a. Federal Entity Identifier:

5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name:

The Institute for Excellence in Education

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

* c. UEI:

d. Address:

* Street1:

Street2:

* City:

County/Parish:

* State:

Province:

* Country:

* Zip / Postal Code:

e. Organizational Unit:

Department Name:

Division Name:

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

Prefix:

Dr.

* First Name:

Sherry

Middle Name:

* Last Name:

Schock

Suffix:

Title:

Executive Director

Organizational Affiliation:

Institute for Excellence in Education

* Telephone Number:

Fax Number:

* Email:



Application for Federal Assistance SF-424

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

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

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

* 10. Name of Federal Agency:

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

Innovative Approaches to Literacy; Promise Neighborhoods; Full-Service Community Schools; and Congressionally Directed S

* 12. Funding Opportunity Number:

ED-GRANTS-031423-001

* Title:

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

13. Competition Identification Number:

84-215G2023-1

Title:

84.215G Innovative Approaches to Literacy

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

Add Attachment

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* 15. Descriptive Title of Applicant's Project:

I CAN Literacy

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments



Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

* b. Program/Project

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

Add Attachment

Delete Attachment

View Attachment

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

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

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

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

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

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

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

Yes No

If "Yes", provide explanation and attach

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21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)

** I AGREE

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

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

NOTICE TO ALL APPLICANTS

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

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

To Whom Does This Provision Apply?

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

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

What Does This Provision Require?

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

be discussed in connection with related topics in the application.

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

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

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

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

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

Estimated Burden Statement for GEPA Requirements

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

Optional - You may attach 1 file to this page.

1236-GEPA Statement.pdf

Add Attachment

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Statement of Equitable Access

General Education Provisions Act (GEPA 427)

The applicant and partnering LEA will ensure equitable access or participation in project activities across all potential barriers (gender, race, national origin, color, disability, or age). In order to overcome these barriers and best meet the needs of students, teachers and any other program beneficiaries with disabilities or special needs, special education personnel will collaborate with district administrators and planning team members in order to accommodate various needs to ensure equitable participation. All information disseminated by this project will be made available in a variety of formats for participants with varying disabilities and/or special needs, including different languages. All school buildings are handicapped accessible. The LEA will also make use of current technologies to ensure that materials relating to this initiative are made available to persons who face barriers such as being visually-impaired, hearing impaired and learning disabled, among others.

Institute for Excellence in Education fully subscribes to the purposes and principles of GEPA and is committed to equal opportunity and equal access for all. The CBO does not discriminate on the basis of gender, race, national origin, disability, color, age or homelessness status. Special efforts will be made to encourage persons from diverse backgrounds (e.g., older citizens, persons of color, persons of diverse ethnic backgrounds, etc.) to become involved in the project team.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

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

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

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

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

Statement for Loan Guarantees and Loan Insurance

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

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

| | |
|---|---|
| * APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="The Institute for Excellence in Education"/> | |
| * PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE | |
| Prefix: <input style="width: 100px;" type="text"/> | * First Name: <input style="width: 200px;" type="text" value="Jackie"/> Middle Name: <input style="width: 150px;" type="text"/> |
| * Last Name: <input style="width: 300px;" type="text" value="Mullikin"/> | Suffix: <input style="width: 80px;" type="text"/> |
| * Title: <input style="width: 250px;" type="text" value="Executive Director"/> | |
| * SIGNATURE: <input style="width: 300px;" type="text" value="Jackie Mullikin"/> | * DATE: <input style="width: 150px;" type="text" value="05/15/2023"/> |

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

OMB Number: 1894-0007
Expiration Date: 12/31/2023

1. Project Director:

| | | | | |
|----------------|-------------------------|--------------|------------------------|---------|
| Prefix: Dr. | * First Name: Sherry | Middle Name: | * Last Name: Schock | Suffix: |
|----------------|-------------------------|--------------|------------------------|---------|

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

Address:

* Street1:

Street2:

* City:

County:

* State:

* Zip Code:

Country:

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

* Email Address:

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

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

Yes No

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

3. Qualified Opportunity Zones:

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

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

4. Human Subjects Research:

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

Yes No

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

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

No Provide Assurance #(s), if available:

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

Add Attachment

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Abstract

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:

Project Abstract

The Institute for Excellence in Education is requesting [REDACTED] to launch the *ICAN* program in four rural Michigan school districts. *ICAN* will utilize a combination of interventions to improve access and equity in early childhood literacy education. The goal of *ICAN* is to improve the early literacy proficiency of preschool children in Hale, Bridgeport, Vassar, and Oscoda school districts. The project will target preschool children in four rural, low-performing districts in Michigan. Through *ICAN* literacy hubs in the four participating LEAs, *ICAN* complies with **Absolute Priority 1** to provide childhood literacy activities and book distribution through school libraries and **Absolute Priority 2** to provide equitable and identity-safe learning environments. *ICAN* also meets **Competitive Preference Priority 1** for rural applicants, as well as **Competitive Preference Priority 2** as a new IAL grantee, and **Competitive Preference Priority 4**, equity in access to education resources and opportunities. *ICAN* will implement a strong foundation for high-quality, differentiated early childhood literacy instruction supported by family engagement events, professional development in evidence-based instructional practices, and expanded literacy resources at the schools.

ICAN is expected to improve reading proficiency in preschool and entering Kindergarten children; improve reading progress for special population students; improve attitudes toward reading; increase access to texts; improve student self-efficacy; and build instructional capacity in early childhood programs. IEE is partnering with the four LEAs on this project.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

[Delete Mandatory Project Narrative File](#)

[View Mandatory Project Narrative File](#)

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

[Add Optional Project Narrative File](#)

[Delete Optional Project Narrative File](#)

[View Optional Project Narrative File](#)

ICAN: Identity, Confidence, Attention, & kNowledge

The Institute for Excellence in Education requests [REDACTED] to launch the ICAN literacy project to improve early literacy education and access to books for preschool children in four rural communities throughout Michigan. ICAN will bring innovative resources to Michigan’s underserved rural LEAs, advancing access and equity in early childhood education.



Figure 1.
Michigan

Absolute Priority 1 – Projects, Carried Out in Coordination with School Libraries, for Book Distribution, Childhood Literacy Activities, or Both

Through **ICAN**, we will create four literacy hubs in elementary school libraries in four rural communities – Vassar, Bridgeport, Hale, and Oscoda.

| Table 1. Elementary School Partners | | | |
|-------------------------------------|--|--------------------------------|--|
| Vassar | Bridgeport | Hale | Oscoda |
| Central Elementary (K-5) | <ul style="list-style-type: none"> • Thomas White School (PK-1) | Hale Area School (K-12) | Richardson Elementary (PK-5) |

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 **ICAN** literacy hubs will be spaces established at school libraries to provide access to diverse resources through learning spaces that are racially, ethnically, and culturally diverse. Children will have access to books, games, resources, and the evidence-based *Story Talk* instructional

approach. Creating culturally diverse, identity-safe spaces for children in these communities will address a systemic gap faced by rural districts, who struggle to attract and retain diverse teachers, including men of color and LGBTQ-identifying individuals.¹ Reading materials, including take-home materials, will include culturally diverse and dual-language books appropriate for emerging readers.

Competitive Preference Priority #1: Rural Applicants – Three of the school districts included in this project (Vassar, Hale, and Oscoda) are classified as rural LEAs with location codes of 41 or 43.

Competitive Preference Priority #2: New Grantees – Institute for Excellence in Education is a new grantee for the IAL program. Additionally, all four of our partnering LEAs have also not received an IAL grant award.

Competitive Preference Priority #4: Equity in Access – ICAN will strategically address equity in access to evidence-based early childhood education practices through partnership with school libraries to increase access to literacy materials and to ensure that rural children can access materials that reflect the rich cultural diversity of their communities, are culturally competent and linguistically appropriate, and present identity-safe and identity-affirming content.

Project Description

(a) Significance (up to 10 points)

(1) The significance of the problem or issue to be addressed by the proposed project. ICAN was developed to specifically address Michigan’s widening literacy and academic achievement gap between urban and rural students. A recent three-year study published by Michigan State University of 25 rural districts found that state education policy reforms have disproportionately

¹ <https://www.k12dive.com/news/rural-schools-are-lacking-necessary-resources-report-finds/444933/>

impacted rural school districts over the last two decades.² Policy reforms related to teacher recruitment and retention, student mental health, and broadband access have left rural districts behind. While the economic meltdown and associated population loss in the state’s major urban centers have been widely documented, rural districts have also experienced an equivalent loss of human capital; however, when coupled with the limited resources and geographic isolation, Michigan’s rural superintendents report that it is nearly impossible to recruit teachers. Amid this educational crisis, it is

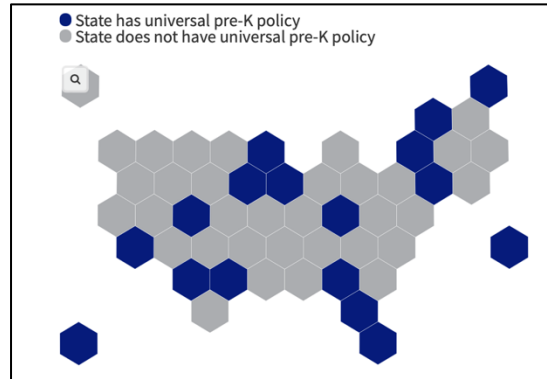


Figure 1. States with universal Pre-K programs in place.

supplemental and support positions that are often set aside. While there is a current campaign to support equitable access to pre-K instruction through the expansion of Michigan’s Great Start Readiness Program (GSRP) to a universal Pre-K program, Michigan currently does not have a universal Pre-K enrollment. Because of this, it is the low-income and minority children who arrive at kindergarten already behind.

While universal Pre-K programs have become more popular over the past two decades, only half of the states currently have a true universal Pre-K program. Pre-K programs facilitate early literacy instruction, including development of a rich vocabulary, self-expression, and reading comprehension – all critical skills for reading success and cultivation of lifelong learning

² <https://education.msu.edu/news/2022/msu-report-current-state-policies-are-failing-michigans-rural-schools-and-communities/>

interest.³ Currently only 32% of Michigan children enroll in a four-year-old pre-K program, which lags behind national averages. According to a 2018 National Institute for Early Childhood Research report, roughly half of all three and four-year-old children in the U.S. are enrolled in preschool. While the primary effects of Pre-K enrollment are improved academic readiness, a longitudinal study of Boston's 1997-2003 preschool lottery has generated even more meaningful data supporting evidence-based early childhood education. Researchers tracked the intervention and comparison groups of students from the Boston lottery for twenty years. They determined that the children who received Pre-K had fewer discipline infractions, improved long-term school attendance, increased likelihood of taking college entrance tests, were more likely to graduate from high school and were more likely to enroll in college.⁴ These profound impacts on the long-term educational trajectory of participating students stem from the robust impact that Pre-K programs have on families. In addition to the direct literacy preparation, Pre-K programs engage parents earlier in the educational process, identify children with disabilities earlier, and support earlier adoption of reading and literacy activities in the home. Students arrive at kindergarten ready to learn with a stronger support structure already in place.

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

We developed ICAN to pilot an innovative and layered approach to early literacy instruction in four underserved school districts. Roughly one-third of children are reading on grade-level by 3rd grade in these districts, which means two-thirds of their children are critically behind. Reading mastery by the end of third grade is now widely recognized as a key benchmark

³ [https://lblreaders.org/why-early-literacy-](https://lblreaders.org/why-early-literacy-matters/#:~:text=Early%20literacy%20means%20helping%20children,and%20a%20readiness%20to%20learn.)

matters/#:~:text=Early%20literacy%20means%20helping%20children,and%20a%20readiness%20to%20learn.

⁴ <https://www.npr.org/sections/money/2021/05/18/997501946/the-case-for-universal-pre-k-just-got-stronger>

in the academic achievement trajectory of a child. Reading mastery by third grade positions a child to transition from “learning to read” to “reading to learn” in more advanced courses. Since 2007, Michigan has consistently ranked at the bottom of fourth grade reading proficiency. In 2007, Michigan ranked 43rd. Since then, overall scale scores have dropped 6 points, placing Michigan children at the bottom of national reading achievement.⁵

We have selected four school districts for the ICAN pilot. Through this five-year project, we will engage 40 teachers annually (10 per district) in professional development and training, facilitate access to literacy services and materials for 200 families (50 per district), and impact the early educational experience for 200 children. A description of these schools is presented in Table 2 below.

| Table 2. Significance of the Problem in Rural Michigan | | | | | | | |
|---|-------------------|---------------|---------------------|------------------------|----------------------------|----------------|----------------------|
| School | Enrollment | Grades | School Grade | ELA Proficiency | Chronic Absenteeism | Title I | Location Code |
| <i>Thomas White School</i> | 217 | PK-1 | N/A | N/A | 21% | Yes | 22 |
| <i>Hale Area School</i> | 334 | K-12 | B | 44.5% | 19% | Yes | 43 |
| <i>Richardson Elementary</i> | 656 | PK-6 | C | 39.26% | 39% | Yes | 41 |
| <i>Central School</i> | 363 | K-5 | C | 28.07% | 53% | Yes | 41 |

⁵ <https://ed.psu.edu/sites/default/files/inline->

[files/Anne%20E%20Casey%202010%20Early%20Warning%20Special_Report_Executive_Summary.pdf](https://ed.psu.edu/sites/default/files/inline-files/Anne%20E%20Casey%202010%20Early%20Warning%20Special_Report_Executive_Summary.pdf)

ICAN is designed to build capacity at the student, classroom, school, and district levels through an innovative and layered approach. This approach is informed by the strong research associated with environmental models of student development.

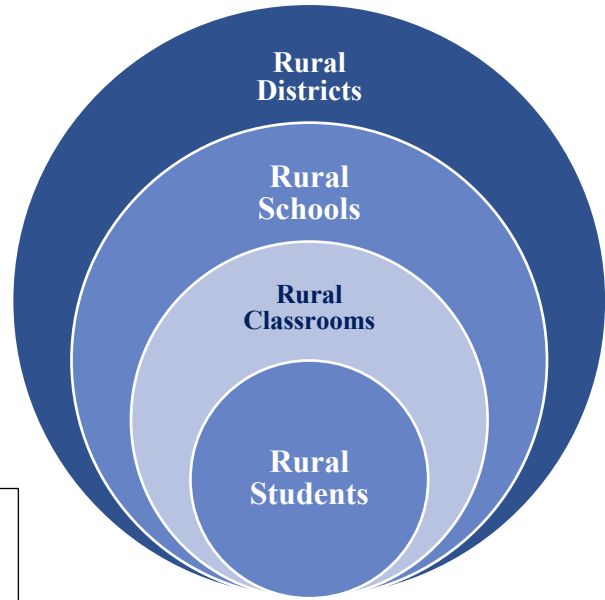


Figure 2. Expected capacity-building impact of ICAN on rural Michigan districts.

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

We intend to pilot ICAN at four rural school districts - Vassar, Bridgeport, Hale, and Oscoda – which includes four unique schools. Over five years, we will validate the ICAN model, which will generate meaningful data for potential scale-up to Michigan’s other rural districts. Over five years, we expect to accomplish the following: 1) improve family participation in child literacy activities and instruction, 2) improve student scores on the Michigan Kindergarten Readiness Assessment (KRA), 3) build home libraries for rural children, 4) increase teacher use of evidence-based early literacy instruction, and 5) establish literacy hubs that will be maintained at the four elementary schools.

(b) Quality of the project design (up to 20 points)

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

The overall goal of ICAN is to create a sustainable solution to early literacy challenges in rural Michigan, improving child readiness for Kindergarten and preparing our dedicated early childhood

educators to implement evidence-based early literacy instruction. Specific project objectives, to be measured annually throughout the 60-month project period, have been created in alignment with the unique needs of rural Michigan children and with required GPRA assessments.

1. At least 50% of preschool families will participate in an ICAN family literacy event each month throughout the project period, as measured by event attendance logs.
2. Increase by 3% annually the number of K students who meet/exceed proficiency levels on the Michigan Kindergarten Readiness Assessment (KRA) compared to benchmark data collected October 2023. (Supports **GPRA #1 & 2**).
3. IEE will add at least 100 books to the overall library collections annually at the four participating districts, increasing book-to-student ratios by at least 5 books annually when compared to benchmark data collected in October 2023 (**GPRA #3**)
4. 100% of preschool students in the four counties will receive at least 4 new language-appropriate and grade-appropriate books to keep free of charge each year, as measured by book inventory logs (**GPRA #4**)

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

ICAN will establish literacy hubs at 4 schools in four rural Michigan school districts. It will expand access to age-appropriate reading materials, including books to build home libraries. Additionally, preschool teachers will receive training in Story Talk, an evidence-based early literacy instructional program, and families will have the opportunity to participate in family literacy events and parent instructional sessions. As presented in Table 2, the partnering LEAs have an average literacy proficiency rate of 30-35% of elementary school children. Michigan currently ranks 43rd nationally in 4th grade ELA proficiency.

The innovative team at IEE developed ICAN to address early literacy achievement gaps through a focus on empowerment and cultivation of individual self-efficacy in the preschool years. Individual **efficacy**, or the belief in one's own ability to accomplish a task, is a critical component of early childhood literacy development.⁶ Children with a strong sense of efficacy in their reading and writing abilities are more likely to engage in literacy activities and persist in facing challenges. This in turn, can lead to improved literacy skills and long-term academic success. Research has shown that children who believe they are good at reading and writing are more likely to engage in literacy activities, such as reading books, writing stories, and practicing phonics skills. They are also more likely to persevere in the face of challenges and setbacks. This is because they have a strong sense of self-efficacy, which gives them the confidence to tackle difficult tasks and persist even when they encounter obstacles.

On the other hand, children who lack self-efficacy in their literacy skills may be less likely to engage in literacy activities and more likely to give up when faced with challenges.⁷ This can lead to a lack of literacy development progress and negatively impact academic achievement. Additionally, Robert Dilts' Nested Levels of Learning is a framework that identifies different levels of learning that are necessary to fully internalize new skills and knowledge. This framework is particularly relevant to teaching early literacy skills as it provides a comprehensive approach to ensure that children are able to develop a deep and lasting

⁶ *The relationship between self-efficacy and reading proficiency of first-year students: An exploratory study.*
<https://files.eric.ed.gov/fulltext/EJ1187544.pdf>

⁷ https://scholarworks.wmich.edu/cgi/viewcontent.cgi?article=1313&context=reading_horizons

understanding of the skills and concept they learn. The Nested Levels of Learning⁸ consist of several levels including:

- Environment,
- Behavior,
- Skills and Capacity,
- Values and Beliefs, and
- Identity

ICAN will address these recommended levels of learning by creating literacy hubs in the school libraries. Through these hubs, our team will create welcoming, diverse, and identity-safe spaces where children will receive evidence-based instruction and engage in inter-generational activities designed to build their individual self-efficacy as a learning and provide enhanced access to reading materials, resources, and services.

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

ICAN will utilize a multi-level approach to improving literacy instruction in four rural Michigan school districts. ICAN aligns with best practices recommendations for early literacy intervention, including evidence-based instruction, alignment with established ELA standards, multiple methods of instruction and engagement, support and training for early childhood educators, and parent involvement.⁹

ICAN will establish ICAN Literacy Hubs at four participating schools in four rural school districts. Additionally, we will provide professional development on Story Talk, an evidence-based practice that utilizes story maps in literacy instruction, family literacy events, parent educational sessions, and book distribution to preschool children.

⁸ <https://rowman.com/ISBN/9781442223639/The-Adaptive-School-A-Sourcebook-for-Developing-Collaborative-Groups-3rd-Edition>

⁹ <https://www.readingrockets.org/article/early-literacy-policy-and-practice-preschool-years>

Story Talk is a book reading intervention designed to increase children's vocabulary and language development using supportive materials and individualized strategic coaching. Story Talk is strategically focused on preschool vocabulary development. Teachers are trained to use Story Maps that include target vocabulary, open-ended questions to promote conversations during book reading, and extension activities that support use of target vocabulary. We selected Story Talk because of its strong evidence of effectiveness and limited cost as a resource-conservative intervention that can be integrated with any reading curriculum or library. Story Talk was evaluated through a randomized controlled trial involving 35 preschool teachers in 2019-2020. A What Works Clearinghouse review of the intervention model determined that the study meets WWC Standards without Reservations and Strong Evidence of Effectiveness.

Wasik, Barbara A.; Hindman, Annemarie H. (2020). Early Childhood Research Quarterly v50 p101-113. Retrieved from: <https://eric.ed.gov/?id=ED611720>

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

Logic Model included with attachments.

(c) Quality of project services (up to 30 points)

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

The ICAN Literacy Hub will provide early literacy learning opportunities to four rural communities to remove barriers to early literacy through a layered impact model that includes a variety of resources and programs. The ICAN Hubs will be located in school libraries and staffed by certified and uncertified personnel. The Hubs will provide a learning environment that is racially, ethnically, culturally, disability status, and linguistically responsive and inclusive, supportive, and identity safe. The resources and programs available at the Hubs will be reflective of the local community's needs in regard to race, ethnicity, culture, disability status, and linguistic needs, inclusivity, and identity.

Multi-pronged Approach Inclusive of Culturally Competent Instruction: ICAN will focus on closing equity gaps in literacy achievement by improving school-based instruction in tandem with stronger home support systems for literacy learning and development. One of the key components of the ICAN Hubs will be parent training program. These training sessions provide parents with the tools they need to support their child's literacy development at home. The Hubs will also offer literacy professional development for early childhood professionals, helping them stay current on the latest research and best practices in early literacy education. Our featured pedagogical strategy will use Story Talk, an evidence-based practice for building early literacy in minoritized urban child populations.

Access to Culturally Centered Materials: In addition to these training programs, the ICAN Hubs also offer a wide range of diverse resources that are reflective of the local community's

needs. These resources include books, toys, games, and other environmental learning materials that promote early literacy learning and are inclusive of diverse cultures, languages, and abilities.

Spaces for Cross-Cultural Collaboration: The I CAN Hubs also serve as the meeting point for many of the project's key activities. Professional learning events for early childhood and daycare professionals, parent training sessions, child-centered literacy activities, and book and material distribution events all take place at the Hubs.

Overall, the I CAN Literacy Hub is an innovative project that seeks to promote early literacy learning in rural communities. By providing access to high-quality resources and training programs that are inclusive and reflective of the local community's needs, the project aims to remove barriers to early literacy learning and promote educational equity.

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

ICAN was developed to improve literacy through empowering children and building academic self-efficacy. By leveraging Robert Nilts' Nested Levels of Learning, our ICAN model will provide rural children with a robust learning and development resource network that will simultaneously improve formal and informal instruction.

Identity: The Nested Levels of Learning framework identifies the Identity level as the most profound of the levels of learning. At this level, a learner sees themselves as someone who possesses and embodies the skill. In an early childhood environment, the identity level plays a crucial role in helping children identify as readers and learners.

When children identify as readers and learners, they view themselves as individuals capable of acquiring new skills and knowledge. The sense of identity helps foster a love of learning and can lead to improved academic achievement. Children who see themselves as

readers and learners are more likely to engage in literacy activities and persist in the face of challenges.

At the identity level, children internalize their literacy skills and begin to see themselves as readers and writers. This is a critical step in developing individual efficacy and a sense of self-efficacy, which is the belief in one's ability to accomplish a task. When children believe they are capable readers and learners, they are more likely to engage in literacy activities and persist in the face of challenges.

Values and Beliefs: The Values and Beliefs level plays a critical role in helping children identify as readers and learners in early childhood development. At this level learners develop an internal sense of importance and value of the skills they are learning. This means that they understand why it is important to learn to read and write and they see it as a valuable endeavor. This level of learning helps shape their personal values and beliefs around literacy, which can impact their engagement and success in literacy activities.

For children to identify as readers and learners in early childhood, they need to develop a positive attitude towards literacy. This means they need to see the value of literacy and beliefs that it is something that is worthwhile and beneficial to them. Teachers, caregivers and parents can help children develop these positive attitudes toward literacy by creating literacy-rich environments, that is engaging and supportive and explicitly teaching values and beliefs around literacy learning.

I Can Literacy: While traditional early childhood programs focus on other very important and vital levels of environment, behavior, and skills, and capabilities, the I CAN Literacy Training program includes those level and moves deeper too explicitly teach early literacy skills at the

identity and values and beliefs levels embedding a long-term disposition toward academic success in our youngest learners.

Teachers, caregivers, and parents play an important role in promoting individual efficacy in early childhood literacy. In addition to providing positive feedback and encouragement, setting achievable goals, and offering support and guidance as children learn new skills. They must explicitly teach non-cognitive skills that support long-term success, including identity, perseverance, self-efficacy, confidence, and persistence. They can also provide opportunities for children to practice their literacy skills in a variety of contexts and celebrate their successes.

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

Our ICAN model will address teacher capacity to deliver evidence-based early literacy instruction, child support networks to build literacy at home, and access to literacy resources and books to help children build a home library and ensure all children have access to inclusive and diverse reading materials.

Table 3. ICAN Components

Professional Learning for Early Childhood Caregivers and Teachers

Early Childhood Educator professional development will improve capacity to deliver evidence-based early literacy instruction with children in early childhood centers, and schools focused on improving teaching and learning in the following areas:

- Literacy skills and capacities thorough play, art, music, and other creative expression
- I CAN Training (Identity)
- I CAN Training (Values and Beliefs)

- Literacy Rich Environments
- Modeling literacy behaviors
- Long-term Non-Cognitive SEL skill development
- Collaboration, Inquiry, and Leadership for educators – Adaptive School
- Story Talk instructional framework

ICAN Parent Engagement

Family Engagement Events – Family dinners will be used to encourage healthy conversation, discussions about healthy eating, family conversation, and to increase intergeneration interaction. Additionally, through the hubs, we will:

- Host preschool learning groups for childcare during parent learning time
- Parent training on literacy support and engagement in the home space
- Distribute at home learning materials including games, books, and other resources that will build literacy skills and foster opportunities for increased engagement at home.
- Gas cards will be distributed to encourage parent engagement in family activities through the hubs.

ICAN Literacy Hubs at School Libraries

- Hubs will serve as repositories of resources to create literacy rich libraries that advance equity, increase engagement with high-interest reading materials, and promote access to identity-affirming and culturally competent materials.
- Staffing for hubs will enhance existing school library teams through credentialed and non-credentialed personnel

- Hubs will serve as learning spaces for both children and adults, as educators will connect with professional development opportunities through these spaces as well.

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

ICAN will pilot an innovative early childhood literacy model in four rural, Michigan school districts where children are not meeting ELA proficiency benchmarks. Michigan’s educational policies and practices have steadily widened the achievement gap between its urban and rural districts over the last two decades, rural minority children suffering the most in the process. Michigan currently ranks 43rd in elementary reading proficiency, which places it in the bottom quartile of the states. Its lack of universal pre-K programming further exacerbates the situation, as its rural districts have the fewest resources to address the achievement gaps independently.

(d) Quality of the management plan (up to 30 points)

i. Adequacy of the Management Plan (Responsibilities, Timelines, and Milestones)

The project will be under the direction of Sherry Schock, IEE Executive Director. Sherry Schock will serve as the Principal Investigator for this project. She has been in the role of Executive Director at the Institute for Excellence in Education since 2012. Recognizing that all schools must have effective leadership, ultimately inspiring teachers and engaging students, Sherry leads the way in offering innovative school improvement and professional development programs, impacting student and school success in Michigan and throughout the nation. She holds an Educational Specialist degree from Saginaw Valley State University (2009), a master’s degree in educational administration (2003), a master’s degree in Middle-Level Education (1999), and a bachelor’s degree in Education from Central Michigan University (1992). Sherry completed a Doctor of Education degree from Walden University in February 2021.

To launch the ICAN, Dr. Schock will build upon her existing relationship with the four school districts. Dr. Schock will be committed to the STEM Connect project for 50% of her time. She will be supported by a Project Manager, Financial Manager, and ICAN Hub staff.

a. **Project Director, Dr. Sherry Schock** – Dr. Schock will coordinate the multi-district pilot of ICAN. This launch will include establishing Hubs in each school library, negotiation and purchase of curriculum, materials, and software, district software license; and designing professional development sessions for early childhood educators. She will also oversee project evaluation and reporting activities to comply with all expectations of the Department of Education.

b. **Project Manager, TBD** – This position will also be committed at 50% effort and will provide Dr. Schock with support for project implementation and coordination. The Project Manager will coordinate with district technology staff for Hub hardware installation, as well as purchase, training, and set-up of all curriculum support materials; coordination with trainers for the professional development sessions, data collection to support project reporting, scheduling of parent engagement events, and purchase/distribution of books and take-home literacy materials.

c. **Financial Manager, Jackie Mullikin** – Ms. Mullikin will oversee the project budget, approve expenditures, and coordinate all financial reporting.

| Table 4. Management Plan Strategy | |
|-----------------------------------|--|
| Timeline | Activities and Responsible Team Member |
| Project Year One | |
| Year 1, Months 1-3 | <u>Project Director will:</u> |
| | ✓ Hire personnel |
| | ✓ Purchase software, materials, and supplies |
| | ✓ Provide training for Hub Staff |

| | |
|---|---|
| | <ul style="list-style-type: none"> ✓ Schedule first professional development sessions with ICAN trainers ✓ Secure quotes and purchase materials and minor equipment ✓ Purchase reading texts for take-home libraries <p><u>Project Manager will:</u></p> <ul style="list-style-type: none"> ✓ Develop professional development calendar ✓ Plan parent engagement events ✓ Assess unique needs of each participating school to maximize ICAN literacy hubs |
| <p>Year 1, Months 3-6</p> | <p><u>Project Director will:</u></p> <ul style="list-style-type: none"> ✓ Oversee launch of ICAN literacy Hubs ✓ Coordinate professional development sessions and supervise new personnel ✓ Engage in ongoing dialogue with school principals, library teams, and parent focus groups <p><u>Project Manager will:</u></p> <ul style="list-style-type: none"> ✓ Assist early childhood use of new pedagogical approaches ✓ Facilitate parent engagement events ✓ Oversee first book distribution ✓ Promote ICAN Literacy Hub events and resources |
| <p>Year 1, Months 6-12</p> | <p><u>Project Director will:</u></p> <ul style="list-style-type: none"> ✓ Monitor participation in professional development and teacher feedback on new literacy instructional practices ✓ Assess use of Story Talk with fidelity |

| | |
|---|--|
| | <ul style="list-style-type: none"> ✓ Collect teacher formative feedback from parents and early childhood educators ✓ Compile and submit APR for year 1 ✓ Coordinate formative adjustments for year 2 with rest of project team. |
| | <p><u>Project Manager will:</u></p> <ul style="list-style-type: none"> ✓ Distribute incentive books to preschool children ✓ Administer year one survey materials ✓ Assist with data collection and analysis for the Year 1 APR |
| Project Year Two | |
| <p>Year 2, Months 1-6</p> | <p><u>Project Director will:</u></p> <ul style="list-style-type: none"> ✓ Monitor utilization of ICAN resources and trainings ✓ Monitor parent child engagement with ICAN programming ✓ Schedule ongoing professional development sessions ✓ Engage in ongoing dialogue with school principals and early childhood educators regarding impact and effectiveness <p><u>Project Manager will:</u></p> <ul style="list-style-type: none"> ✓ Distribute incentive books to preschool children ✓ Coordinate resources, materials, and trainings for HUB staff ✓ Collect formative data as needed |
| <p>Year 2, Months 6-12</p> | <p><u>Project Director will:</u></p> <ul style="list-style-type: none"> ✓ Monitor utilization of ICAN resources and trainings ✓ Monitor parent child engagement with ICAN programming ✓ Schedule ongoing professional development sessions |

| | |
|-----------|--|
| | <ul style="list-style-type: none"> ✓ Engage in ongoing dialogue with school principals and early childhood educators regarding impact and effectiveness |
| | <p><u>Project Manager will:</u></p> <ul style="list-style-type: none"> ✓ Distribute incentive books to preschool children ✓ Coordinate resources, materials, and trainings for HUB staff ✓ Collect formative data as needed ✓ Administer year-one survey materials ✓ Assist with data collection and analysis for the Year 2 APR |
| Years 3-5 | Activities in Years 3-5 will mirror year 2, with the last six months of year 5 also including efforts to sustain or close-out project activities following conclusion of grant funding. |

The above timeline and management plan will be used to ensure that the project is implemented effectively, on-time, and successfully puts all required components in place to adequately measure impact of the ICAN project.

ii. **Time Commitments are Appropriate and Adequate:** Key personnel include the Project Director, Dr. Sherry Schock, a Project Manager, and a Financial Manager. The Project Director and Project Manager will be committed at 50% each. The Finance Manager will be committed at 25% effort.

| Table 5. Time Commitment of Key Personnel | | |
|--|------------|---|
| Position | FTE | Project Role |
| <i>Project Director</i> Dr. Sherry Schock | 50% | Oversee project launch and implementation; coordinate purchasing, staff hiring, data collection and monitoring, |

| | | |
|--------------------------|-----|--|
| | | educator training, and use of evidence-based instructional practices. |
| <i>Project Manager</i> | 50% | Coordinate with district technology staff for Hub hardware installation, as well as purchase, training, and set-up of all curriculum support materials; coordination with trainers for the professional development sessions, data collection to support project reporting, scheduling of parent engagement events, and purchase/distribution of books and take-home literacy materials. |
| <i>Financial Manager</i> | 25% | Project budget, approve expenditures, and coordinate all financial reporting. |

The ICAN Impact Team will be established to provide an additional layer of oversight. This team will meet quarterly to review formative data and provide ongoing support and feedback to the project team. It will be comprised of IEE staff, early childhood literacy specialists, and representatives from each participating school/district.

e) Quality of project evaluation (up to 10 points)
1. Extent to which the methods of evaluation are appropriate to the context within which the project operates.

ICAN will facilitate access to early literacy learning opportunities for children in rural Michigan communities through partnering school libraries. Because ICAN will involve a layered approach to improving literacy education and access, the evaluation approach will include assessment of each layer of the environmental model as outlined below:

Improving Literacy Education/Pedagogy – IEE will provide participating Early Childhood Educators with professional development and training on evidence-based early childhood

literacy instruction. Our primary EBP will be Story Talk. We will assess both success in reaching and engaging early childhood educators and their use of Story Talk following the training.

Parent Engagement – Because parents are a key component in their child’s early education, we will collect data related to their participation in parent engagement events, including family literacy-focused evenings and parent education sessions to support reading in the home.

ICAN Literacy Hubs: We will assess usage of the literacy hubs through a series of metrics associated with access, use, and engagement. We will also evaluate the impact on book collections and success in age and grade-level-appropriate books to rural children.

2. Extent to which the methods of evaluation provide for examining the effectiveness of project implementation strategies.

IEE will contract with Dr. Jane Sileo to conduct formative and summative evaluation activities (Resume appended). Dr. Sileo will continually monitor progress and create Quarterly Evaluation Reports (QERs), **Annual Evaluation Reports**, and all funder-required reporting. Benchmark data measures include:

- Number of Early Learning Professionals attending ICAN professional development sessions; Number of parents attending **ICAN Parent Events and trainings** (Quarterly); Number of children utilizing resources in the **school library hubs** (Monthly); Number of preschool children demonstrating age-appropriate literacy skills via Michigan Kindergarten Readiness Assessment (Annually); Number of students demonstrating growth in early literacy skills on online assessments (Quarterly); Number of books added to library collections (Annually); Number of books weeded from library collections (Annually); Number of books borrowed from

library collections (Monthly); Number of Take-Home books distributed to students (Quarterly);
Feedback on StoryTalk use by Early Childhood Educators

All benchmark data sets will be gathered and recorded by the **Project Director and Project Manager** and submitted to the **External Evaluator**. Data will be used to inform **QERs** and will be separated to demonstrate sub-group (race, ethnicity, and SES classification) and student, school, and district-level growth and impact. Presented quarterly to the **ICAN Impact Team**, (composition described on pg. 20), **QERs** will provide actionable data that will drive decision-making and inform the continuous feedback loop, ensuring all performance gaps are identified and addressed in a timely manner. The **External Evaluator** will work closely with the **Project Director** to design measuring tools to assess project aspects more closely when necessary.

The **ICAN Impact Team** will meet quarterly throughout the project period to provide oversight and troubleshooting. **ICAN** was designed to become a sustainable solution to the multiple challenges preventing rural Michigan children from achieving early literacy success at levels similar to peers nationwide. By integrating intensive training, expanding access to books and evidence-based early literacy instruction, promoting parental participation, and leveraging evidence-based literacy instructional tools and curricular supports, **ICAN** will create systems-based change in four rural Michigan school districts, resulting in dramatically enhanced literacy achievement levels for more than 200 preschool children each year.

Other Attachment File(s)

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Sherry Schock, Ed.D.

OBJECTIVE

Lead and serve with innovation and enthusiasm to ensure that EVERY child experiences academic excellence, social equity, and developmental responsiveness in their learning environment.

EDUCATION

| | |
|--|----------|
| Doctor of Education Walden University, Minneapolis, MN | Feb 2021 |
| Education Specialist Saginaw Valley State University, University Center, MI | Aug 2009 |
| Master's in Educational Administration Central Michigan University, Mt. Pleasant, MI | Aug 2003 |
| Master's of Middle Level Education Central Michigan University, Mt. Pleasant, MI | Dec 1999 |
| English Endorsement Western Michigan University, Kalamazoo, MI | Apr 1996 |
| Bachelor of Science in Education Central Michigan University, Mt. Pleasant, MI | Dec 1992 |

CERTIFICATIONS

Administrative: Central Office (Pending) Principalship

Teaching: English (BA) 6-12 Speech & Drama (BD) 6-12 Sociology (CF) 6-12

EDUCATIONAL LEADERSHIP EXPERIENCE

Executive Director Feb 2012 – Present
Institute for Excellence in Education, Mt. Pleasant, MI

- Implemented every aspect of the organization's mission to serve as a catalyst in empowering educators to exceed the demands of an ever-evolving education environment
- Managed turnaround professional learning processes in schools identified as the bottom 5th percentile in Michigan (Measurable results including these school improving and moving to 92nd percentile and 68th percentile on the state's Top to Bottom list)
- Built and deployed a collaborative team of skilled coaches and presenters to support educators around the globe

Director, Center for Excellence in Education Aug 2011 – March 2012
Central Michigan University, Mt. Pleasant, MI

- Managed all financial aspects of the soft-funded center ensuring financial growth, adherence of university policies and maximum impact for schools being served
- Ensured consistency and quality implementation of professional development services and support in schools administered by part-time and full-time staff

TEACHING - ADMINISTRATIVE EXPERIENCE

| | |
|--|--|
| Contributing Faculty Walden University, Minneapolis, MN <ul style="list-style-type: none">• Taught classes in Master of Science in Elementary Reading Program including courses in early literacy and adolescent literacy | Sep 2001 – Present |
| Principal Arrowwood Elementary School, Saginaw, MI <ul style="list-style-type: none">• Led the integration of staff and student from six different elementary schools during the first year of the district reorganization | July 2010 – Aug 2011 |
| 6th Grade/8th Grade Assistant Principal White Pine Middle School, Saginaw, MI <ul style="list-style-type: none">• Led designation teams for Michigan's Best and inaugural Schools To Watch Recognitions | July 2001 – June 2010 |
| English/Social Studies Teacher White Pine Middle School, Saginaw, MI <ul style="list-style-type: none">• Developed integrated and differentiated learning experiences for 8th grades students | Aug 1999 – June 2001 |
| Middle Level Education Instructor Central Michigan University, Mt. Pleasant, MI <ul style="list-style-type: none">• Taught courses focused on developing professional learning community practices and integrated curriculum | Jan 2001 – Aug 2002 |
| English Teacher Bullock Creek Public Schools, Midland, MI <ul style="list-style-type: none">• Taught 7th and 8th grade English | Aug 1997 – June 1999 |
| Substitute Teacher Comstock Public Schools, Comstock, MI | Jan 1997 – June 1997 |
| Teacher Social Studies Department Head International General Certificate of Secondary Education Coordinator Al-Sanawbar Private School, Al-Ain, United Arab Emirates <ul style="list-style-type: none">• Provided oversight to school testing program and all Social Studies instruction | Dec 1992 – June 1995 Sep 1993 – June 1995 Sep 1994 – June 1995 |
| Student Teacher American Community School of Abu Dhabi, Abu Dhabi, United Arab Emirates | Sep 1992 – Dec. 1992 |

LEADERSHIP EXPERIENCE

| | |
|---|----------------------|
| Project Director , Frankenmuth Employer Led Collaborative Grant | Oct 2019 – Present |
| Project Director , Michigan Work Region 5, In School Youth Support Program | Sep 2019 – Present |
| State Co-Director , Schools To Watch | Sep 2013 – Present |
| Fellow , Gerstacker Fellowship Cohort 3, Gerstacker Leadership Program | Nov 2009 – Present |
| Project Team , Outsmarting the Robots | June 2019 – Oct 2019 |

| | |
|--|----------------------|
| Mentor , Gerstacker Fellowship Cohort 13 | Sep 2018 – Nov 2019 |
| Project Director , Teacher and School Leader Instructional Support Grants | Oct 2018 – Sep 2019 |
| State Project Director , Supporting Effective Educator Development Grant | Oct 2015 – June 2019 |
| State Project Director , Investing in Innovation Grant 2013 | Jan 2013 – Dec 2018 |
| Project Director , School Improvement Grant | Aug 2011 – Oct 2016 |
| Board Member , Michigan Association of Middle School Educators | May 2007 – Aug 2010 |
| Board Member , National Forum to Accelerate Middle Grades Reform | Sept 2020 - Present |

PROFESSIONAL PRESENTATIONS

| | |
|---|---------------------|
| School Training Presentations | Aug 2011 – Present |
| International Keynote Presentations | Oct 2017 – May 2018 |
| Association of Middle Level Educators | Oct 2016 |
| Michigan Association of School Administrators | Oct 2014 |
| National Alliance Conference | June 2014 |
| Association for Supervision and Curriculum Development | Mar 2014 |
| Gerstacker Leadership Program | Feb 2014 |
| Michigan Association of Public-School Academies | Nov 2013 |
| Navigating the Common Core | Sep 2012 – Mar 2013 |

GRANTS AND AWARDS

| | |
|--|----------------------|
| Frankenmuth Employer Led Collaborative Grant | Oct 2019 – Present |
| <ul style="list-style-type: none"> Awarded \$150,000 grant from Michigan Department of Labor and Economic Opportunity to facilitate a talent pipeline for Frankenmuth businesses focused on the career pathway of computer science | |
| Michigan Work Region 5, In School Youth Support Program | Sep 2019 – Present |
| <ul style="list-style-type: none"> Awarded \$180,000 to provide In School Youth Support for students in Gratiot and Isabella counties. | |
| Teacher and School Leader Instructional Support Grants | Oct 2018 – Sep. 2019 |
| <ul style="list-style-type: none"> Awarded over \$1,000,000 to work with districts throughout the state to support teacher and school leader instructional practice | |
| Supporting Effective Educator Development Grant | Oct 2015 – June 2019 |
| <ul style="list-style-type: none"> Awarded \$6,000,000 as a team member of the National Forum to Accelerate Middle Grades Reform The Power of Two Grant, Focused on implementing mathematics and English Language Arts interventions in California, Illinois Michigan, and North Carolina | |
| Investing In Innovation Grant 2013 | Jan 2013 – June 2018 |
| <ul style="list-style-type: none"> Awarded \$3,000,000 as team member of National Forum to Accelerate Middle Grades Reform Middle Grades Leadership Development Grant, focused on developing distributed leadership teams in Michigan and Kentucky middle schools | |

PUBLICATIONS

Lambertson, Sherry. (2014). *Failure is Not an Option*, Journal for Staff Development, 35 (1) 42

Lambertson, Shery, (2014). *Focusing Reform Efforts: A Guide for School Leaders*, Institute for Excellence in Education Publication

Lambertson, Sherry and Neiderquill, Louanne. (2009) *Restructuring Instructional Supports for Success*, Michigan Middle School Journal, 33(1)

Barbara J. Huston

Education: Saginaw Valley State University, Saginaw, MI
Degree: Master of Arts of Teaching Early Childhood Education, August 2000

Saginaw Valley State University, Saginaw, MI
Degree: Bachelor of Arts in Education, April 1996

Delta Community College, Saginaw, MI
Degree: Associate Degree, April 1994

Certification: Certificate Type: Standard Teaching Certificate
Program: Elementary K-5 all subjects (K-8 All Subjects Self Contained Classroom)
Issue Date: 5/30/1996

Certificate Type: Professional Teaching Certificate Renewal
Program: Elementary K-5 all subjects (K-8 All Subjects Self Contained Classroom)
Expiration Date: 6/30/2027

Subject/Grade Level
ENGLISH (BA) 6-8
SCIENCE (DX) 6-8
EARLY CHILDHOOD EDUCATION PK-K (ZA)

Experience: **The Institute for Excellence in Education**
Instructional Coach, August 2021 – Present

Arrowwood Elementary – Saginaw Township Community Schools
Third Grade Teacher, September 2015 – 2021
Literacy/Numeracy Specialist, Sept 2013 – June 2015
Third Grade Teacher, September 2005 – June 2013

Arthur Eddy Academy – Saginaw Public Schools
PR/Award # S215G230082
First Grade Teacher, September 2004 – June 2005
Kindergarten Teacher, September 2002 – June 2004

Tracey Lenore McKenzie



Employment History

2012- Instructional Coach for the *Institute of Excellence in Education*. 711 West Pickard St., Suite M, Mt. Pleasant, Michigan 48858.

2011 Health Educator for Tuscola County Health Department-Teaching Adolescent Sexual Health- Caro, Michigan 48723.

2007-2008 Substitute teacher for White Pine Middle School – Saginaw Township.

2004-2006 Homebound teacher for Northside Alternative Education Center, Kalkaska Public Schools. 405 East Dresden, Kalkaska, Michigan 49646.

2000-2002 Pre-school teacher for the Owendale-Gagetown Public Schools. 7166 Main Street, Owendale, Michigan 48754.

1996-1999 Pre-school teacher for the Alcona County Preschool Cooperative. Alcona, Michigan 48762.

- Parent/Infant Playgroup Coordinator – evening classes through the Alcona Community Education Center.

1990-1995 Middle school math/English teacher for the Croswell-Lexington Community Middle School. 5461 East Peck Road, Croswell, Michigan 48422

Education

Co-designed a literacy model for K-2 and 3-11.

Adaptive Schools Training with Carolyn McKanders. Kalamazoo.

Cognitive Coaching Training with Carolyn McKanders. Saginaw Valley University. Four day training.

Masters Degree- Early Childhood Development/ ZA Endorsement. Michigan State University 1993-1994.

Bachelors Degree – Elementary Education. Northern Michigan University 1987-1990.

References

Upon Request



All Ages

Under Age 18

Ages 5 to 17 in Families

Under Age 5

Median Household Income

Reset

Notes:

In some states, separate school districts for elementary and secondary schools may cover the same geographic area. Districts that encompass the full range of grades are referred to here as 'unified.'

Table: The 'Map' link in the last column of the table will open another page with the district boundary map from data.census.gov.

Confidence intervals are not available for school district estimates.

* [Footnote](#)

| | ID | Name |
|------|---------|-------------------|
| 2021 | 2606780 | Bridgeport-Spaulo |
| 2021 | 2617370 | Hale Area Schools |
| 2021 | 2626970 | Oscoda Area Scho |
| 2021 | 2634710 | Vassar Public Sch |

Source: U.S. Census Bureau, Small Area Income and Poverty Estimates.

April 21, 2023

Secretary Cordona
U.S. Department of Education
400 Maryland Ave, SW
Washington, D.C. U.S. 20202

Dear Secretary Cordona,

I am writing to express my enthusiastic support for Oscoda Area School's participation in the USDOE Innovative Approaches to Literacy Grant led by the Institute for Excellence in Education (IEE) through their program called I CAN Literacy.

The IAL program presents a unique opportunity for Oscoda Area Schools to implement high-quality literacy programs that will support the development of literacy skills in our youngest learners, birth to kindergarten. The guidelines of the grant emphasize the importance of providing resources and services in settings that traditionally have limited access to high-quality literacy instruction and resources, including early learning programs. This aligns with our understanding of the challenges faced by our students of poverty and the need to address these disparities in access to educational opportunities.

The Absolute Priorities of the grant, particularly Absolute Priority 1 and Absolute Priority 2, emphasize the coordination with school libraries and the creation of inclusive, supportive, and identity-safe learning environments. These priorities align with our commitment to fostering a positive and inclusive school culture where all students feel valued, respected, and supported in their literacy development.

As we know, the COVID-19 pandemic has disproportionately affected students of poverty, exacerbating the existing challenges they face. The I CAN Literacy program through the USDOE Innovative Approaches to Literacy Grant will provide much-needed resources to enhance our school library programs, provide early literacy services, and ensure that high-quality books and learning experiences are available to children from low-income communities. This will increase reading motivation, performance, and frequency, and contribute to closing the literacy gap that has widened due to the pandemic.

I am confident that Oscoda Area Schools is well-equipped to implement a successful and impactful literacy program through the I CAN Literacy grant. The resources and support provided by this grant will greatly benefit our students and contribute to their academic success and well-being. I fully support IEE's application for this grant and urge the Department to consider it favorably. Thank you for your attention to this important matter.

Sincerely,



Scott Moore, Ph.D., Ed.S., MPA
Superintendent of Oscoda Area Schools





Hale Area Schools

311 N. Washington
Hale, MI 48739



April 15, 2023

Secretary Cordona
U.S. Department of Education
400 Maryland Ave, SW
Washington, D.C. U.S. 20202

Dear Secretary Cordona,

I am writing to express my enthusiastic support for Hale Area School's participation in the USDOE Innovative Approaches to Literacy Grant led by the Institute for Excellence in Education (IEE) through their program called I CAN Literacy.

The IAL program presents a unique opportunity for Hale Area Schools to implement high-quality literacy programs that will support the development of literacy skills in our youngest learners, birth to kindergarten. The guidelines of the grant emphasize the importance of providing resources and services in settings that traditionally have limited access to high-quality literacy instruction and resources, including early learning programs. This aligns with our understanding of the challenges faced by our students of poverty and the need to address these disparities in access to educational opportunities.

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I am confident that [School District Name] is well-equipped to implement a successful and impactful literacy program through the I CAN Literacy grant. The resources and support provided by this grant will greatly benefit our students and contribute to their academic success and well-being. I fully support IEE's application for this grant and urge the Department to consider it favorably. Thank you for your attention to this important matter.

[Redacted]
Jeffrey J. Yorke, Superintendent
Hale Area Schools
Phone: [Redacted]
Fax: [Redacted]
Email: [Redacted]

Mission Statement: Our mission is to empower all students to be successful, lifelong learners in an ever-changing society, confident and respectful individuals who are able to live safe, happy, and active lives, and responsible citizens who make a positive contribution to their community.

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: OCT 25 2006

Employer Identification Number:

DLN:

CHARTER SCHOOLS DEVELOPMENT &
PERFORMANCE INSTITUTE
2520 UNIVERSITY PARK
MOUNT PLEASANT, MI 48858-4464

Contact Person:

DEL TRIMBLE

ID#

Contact Telephone Number:

Public Charity Status:

170(b)(1)(A)(vi)

Dear Applicant:

Our letter dated August 2002, stated you would be exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, and you would be treated as a public charity, rather than as a private foundation, during an advance ruling period.

Based on the information you submitted, you are classified as a public charity under the Code section listed in the heading of this letter. Since your exempt status was not under consideration, you continue to be classified as an organization exempt from Federal income tax under section 501(c)(3) of the Code.

Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, [REDACTED]. Information is also available on our Internet Web Site at www.irs.gov.

If you have general questions about exempt organizations, please call our toll-free number shown in the heading.

Please keep this letter in your permanent records.

Sincerely yours,

[REDACTED]
Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

RECEIVED
BY: NB

Letter 1050 (DO/CG)

ICAN Logic Model

INPUTS →

ACTIVITIES →

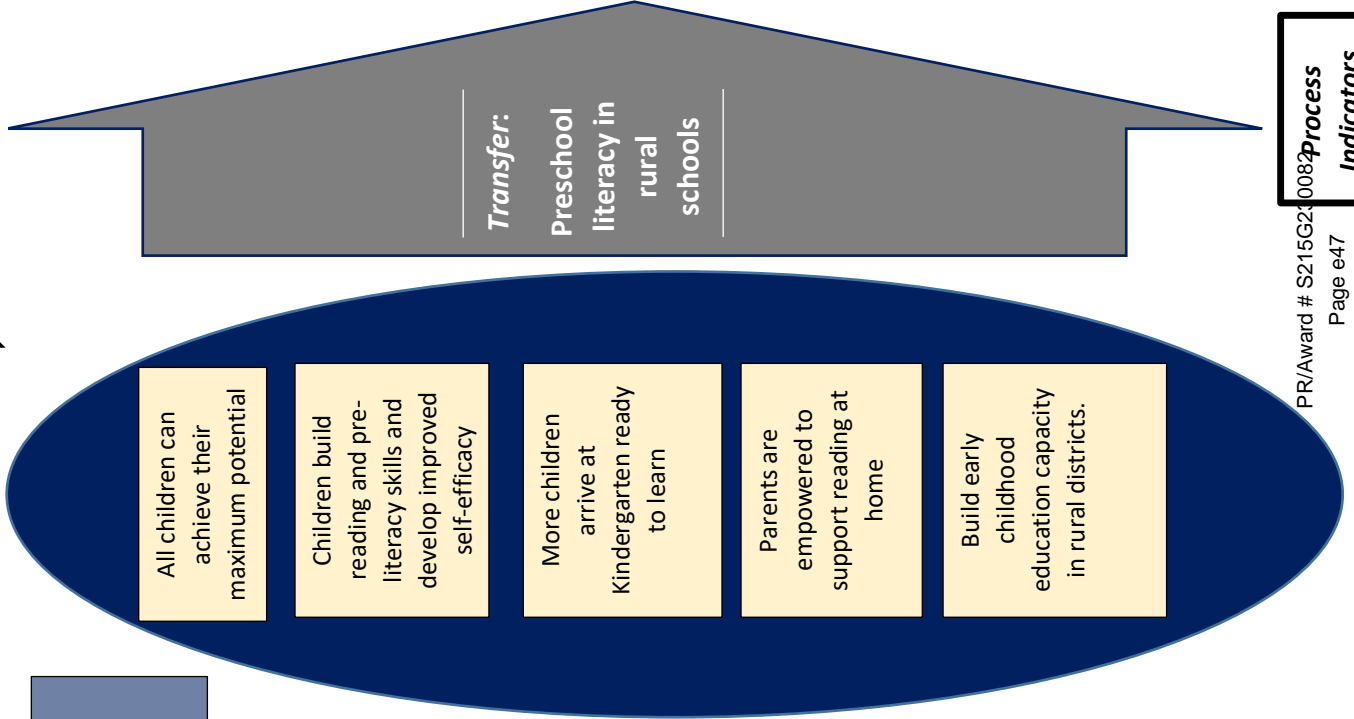
OUTPUTS →

OUTCOMES

| | |
|--|--|
| Expenses: Project Director Project Staff ICAN Hubs Professional Development Family Engagement Book Distribution Instructional Materials Supplies Participant Support Evaluation | Activities: ICAN multi-layered environmental approach to building early childhood education capacity in four rural districts |
|--|--|

Project Goal:
Improve student success and school climate

| | | | |
|---|---------------------------------------|---|---|
| Participation in ICAN literacy family engagement events | Improve Kindergarten readiness scores | Increase reading at home and build home libraries | Improve access to language and grade-appropriate books and literacy resources |
|---|---------------------------------------|---|---|



Transfer:
Preschool literacy in rural schools

| Short-Term | Mid-Term | Long-Term |
|--|----------|--|
| School Level <ul style="list-style-type: none"> Improved early childhood education capacity Close achievement gaps Improve equity and access in early childhood ELA instruction Schools are viewed as supportive and welcoming spaces Student needs are met Early childhood educators are supported to provide high-quality instruction Families, partners, and school staff work together collaboratively | | |
| Youth & Family Level <ul style="list-style-type: none"> Tiered services and supports to help children learn Parents and children learn together at home Parents engaged in learning and the school community Students are prepared for Kindergarten Continued behavior, attendance, and academic improvements Families and schools work together collaboratively | | |
| | | District Level <ul style="list-style-type: none"> Improved PK-12 pathway Resources are better aligned to meet the needs of preschool learners |

Outcome Indicators

PR/Award # S215G240082 **Process Indicators**

Budget Narrative File(s)

* **Mandatory Budget Narrative Filename:**

[Add Mandatory Budget Narrative](#)

[Delete Mandatory Budget Narrative](#)

[View Mandatory Budget Narrative](#)

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

[Add Optional Budget Narrative](#)

[Delete Optional Budget Narrative](#)

[View Optional Budget Narrative](#)

| ICAN Literacy Grant | | | | | | | |
|---|--------|--------|--------|--------|--------|------------|--|
| | YEAR 1 | YEAR 2 | YEAR 3 | YEAR 4 | YEAR 5 | TOTAL COST | DESCRIPTION |
| SENIOR PERSONNEL | | | | | | | |
| Project Director (Sherry Schock) | | | | | | | 28% of Time, project oversight 50% of time, communication with staff and parents , overseeing collection 20% of time |
| Project Manager | | | | | | | |
| Financial Manager | | | | | | | |
| Total Senior Personnel | | | | | | | |
| OTHER PERSONNEL | | | | | | | |
| HUB Staff | | | | | | \$ - | |
| Total Other Personnel | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| TOTAL ALL PERSONNEL | | | | | | | |
| FRINGE BENEFITS | | | | | | | |
| Principal Investigator (Sherry Schock) | | | | | | | |
| Curriculum LEAD | | | | | | | |
| Financial Manager | | | | | | | |
| HUB Staff | \$ - | \$ - | \$ - | \$ - | \$ - | \$ - | |
| TOTAL FRINGE BENEFITS | | | | | | | |
| TRAVEL | | | | | | | |
| Local travel | | | | | | | Project manager and Project director to travel to participating schools and project meetings, conference attendance |
| Long Distance Travel | | | | | | | |
| TOTAL TRAVEL | | | | | | | |
| EQUIPMENT | | | | | | | |
| Smartboards | | | | | | | smartboard for each site and training center, additional funds to replace Computer Equipment to perform services |
| Mac Computer | | | | | | | |
| TOTAL EQUIPMENT | | | | | | | |
| Supplies | | | | | | | |
| Training Materials | | | | | | | resources for participants for adaptive schools training, Ican Training, book and material distribution to kids and families [redacted] per site |
| Literacy Materials | \$ - | \$ - | | | | \$ - | |
| TOTAL SUPPLIES | | | | | | | |
| Other Direct Costs | | | | | | | |
| Literacy night | | | | | | | Includes a family meal, 30 families [redacted] per family, estimating 30 families per hub, Year 1 one 1 time, Year 2- conference presentations |
| Literacy Night Gas Cards Expense | | | | | | | |
| Dissemination | \$ - | \$ - | | | | | 70 days of coaching per year/4 hubs |
| Literacy Coaching-move to other | | | | | | | |
| TOTAL OTHER DIRECT COSTS | | | | | | | |
| Contractual Services | | | | | | | |
| Evaluation | | | | | | \$ - | Resource Associates project evaluation 70 days of coaching per year/4 hubs |
| Adaptive Schools Training | | | | | | | |
| Curriculum Resource Training | | | | | | | all training will go to library personel, and preschool and early childhood all training will go to library personel, and preschool and early childhood |
| ICAN Training | | | | | | \$ - | |
| HUB Contractors | \$ - | \$ - | | | | | |
| TOTAL CONTRACTUAL | | | | | | | |
| TOTAL DIRECT COSTS | | | | | | | |
| Indirect Costs - Negotiated IDC Rate 10% | | | | | | | minimis |
| TOTAL Project Budget (Direct & Indirect) | | | | | | | |

The Institute for Excellence in Education
ICAN



1. Personnel

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

Sherry Schock, Executive Director, will be the Project Director. She will be responsible for all deliverables outlined in the project and creating the annual reports for the Department of Education. In her role as Project Director, she will have the responsibility for overall project management and will manage all consultants.

Barb Huston, Project Manager. The Project Manager will have the responsibility of coordinating the work plan with all involved partners. Additional responsibilities will include all communication with staff and parents, overseeing collection of data and all trainings.

Jackie Mullikin, VP for Finance and Administration, will be the Financial Manager. In this role Jackie will assist the Project Director in the grant fiscal management and compliance. She will ensure that the organization complies with fiscal regulations and program guidelines set by the agency. As the Project Lead/Finance Director of previous grants awarded she ensured the organization was fiscally compliant.

Estimated Salaries

| Personnel | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-------------------------------------|--------|--------|--------|--------|--------|
| Sherry Schock—Project Director | | | | | |
| Barb Huston – Project Manager | | | | | |
| Jackie Mullikin – Financial Manager | | | | | |

Estimated Percent of Time on Project (FTE)

| Personnel | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 |
|-----------------------------------|--------|--------|--------|--------|--------|
| Sherry Schock—Project Director | 28% | 28% | 28% | 28% | 28% |
| Barb Huston – Project Manager | 50% | 50% | 50% | 50% | 50% |
| Jackie Mullikin—Financial Manager | 20% | 20% | 20% | 20% | 20% |

The salaries used in this application are based on current employee position and associated salaries and fringe benefits.

2. Fringe Benefits

Fringe Benefits for all positions are calculated at 24.5% of salary. This percentage is based on the following:

- Retirement 10%
- Worker’s Compensation 0.22%
- Social Security/Medicare 7.65%
- Health, Life, Dental Insurance 6.63%

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

3. Travel

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

Travel expenditure includes the cost of the Project Manager and Project Director traveling to participating schools and preschool centers once a month. Project Manager and Project Director will be attending project meetings and conferences that relate to the project.

4. Equipment

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

Equipment will include new smartboards for each site and training center and funds to replace equipment as needed for presentation. Two laptops will be purchased and used to perform the services by the Program Director and Project Manager.

5. Supplies

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

This is an estimated cost to cover the cost of resources for participants for Adaptive Schools training, ICAN training, and curriculum resource implementation training. Each site will also receive [redacted] per year for book and material distribution to kids and families.

6. Contractual

Total

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

Contractual includes the following:

- [REDACTED] - Resource Associates project evaluation, [REDACTED] per Year 1 – Year 5
- [REDACTED] – Adaptive Schools training for all library personal and preschool and early childhood teachers, [REDACTED] per Year 1 - 5
- [REDACTED] – Curriculum Resource training for all library personal and preschool and early childhood teachers, [REDACTED] per Year 1-5
- [REDACTED] – ICAN training for all library personal and preschool and early childhood teachers, [REDACTED] per Year 1-5
- HUB Contractors - [REDACTED] per Year 2-5

7. Construction

Not applicable

8. Other

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

In order to have successful family nights, where children are involved in literacy activities, the following expenditures will be incurred:

- Family meals for 30 families per hub (4) = 120 families x [REDACTED] per family = [REDACTED]
 Year 1 = 1 session [REDACTED]
 Year 2-5 = 4 sessions [REDACTED]
- Children’s literacy activity cost = [REDACTED] per session per hub (4)
 Year 1 = 1 session [REDACTED]
 Year 2-5 = 4 sessions [REDACTED]
- Gas Card for families transportation to participate = [REDACTED] per family per session per hub (4)
 Year 1 = 1 session [REDACTED]
 Year 2-5 = 4 sessions [REDACTED]

The estimated cost of dissemination is [REDACTED], [REDACTED] per Year 3-5. This includes the cost of publication of white papers, social media, and regional conference presentations.

70 days of Literacy Coaching will be included for all 4 hubs each year. The cost of the coaching is [REDACTED] per day.

9. Total Direct Costs

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

10. Indirect Costs

The Institute does not have an approved indirect cost rate. For the purposes of this grant application we will be using the de minimis rate of 10%.

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

11. Training Stipends

| Total |
|------------|
| ██████████ |

12. Total Costs

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

The total investment in this proposal is ██████████. The investment varies from year to year based on the amount of activity.

DISCLOSURE OF LOBBYING ACTIVITIES

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

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

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

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Institute for Excellence in Education

* Street 1: 711 Pickard St. Street 2: _____

* City: Mt Pleasant State: MI: Michigan Zip: 48858-001

Congressional District, if known: MI-004

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

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

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

10. a. Name and Address of Lobbying Registrant:

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable Suffix _____

* Street 1 Not Applicable Street 2 _____

* City Not Applicable State _____ Zip _____

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

Prefix _____ * First Name Not Applicable Middle Name _____

* Last Name Not Applicable Suffix _____

* Street 1 Not Applicable Street 2 _____

* City Not Applicable 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: Jackie Mullikin

* Name: Prefix Dr. * First Name Sherry Middle Name _____
* Last Name Schock Suffix _____

Title: _____ Telephone No.: _____ Date: 05/15/2023

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