U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

Application for New Grants Under the Innovative Approaches to Literacy Program

CFDA # 84.215G

PR/Award # S215G210089

Gramts.gov Tracking#: GRANT13447074

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

Closing Date: Aug 11, 2021

Table of Contents

Form	Page
1. Application for Federal Assistance SF-424	e3
2. ED GEPA427 Form	e6
Attachment - 1 (1239-IAL GEPA Statement)	e7
3. Grants.gov Lobbying Form	e8
4. Dept of Education Supplemental Information for SF-424	e9
5. ED Abstract Narrative Form	e11
Attachment - 1 (1240-SAISD IAL Abstract)	e12
6. Project Narrative Form	e13
Attachment - 1 (1235-SAISD 2021 Innovative Approaches to Literacy Grant Narrative)	e14
7. Other Narrative Form	e39
Attachment - 1 (1236-Resume and Job Description for Key Personnel)	e40
Attachment - 2 (1237-Partner Agencies Letters of Support MOUs)	e49
Attachment - 3 (1238-Logic Model.docx)	e52
8. Budget Narrative Form	e53
Attachment - 1 (1234-5-Year Federal Budget_Innovative Approaches to Literacy (1)-D67CRQV2)	e54
9. Form ED_524_Budget_1_4-V1.4.pdf	e57

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:	* 2. Type of Application:	* If Revision, select appropriate letter(s):
☐ Preapplication	☒ New	
☒ Application	☐ Continuation	* Other (Specify):
☐ Changed/Corrected Application	☐ Revision	

* 3. Date Received:	4. Applicant Identifier:
08/11/2021	

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: San Antonio Independent School District

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
[redacted]	[redacted]

d. Address:

* Street1:	514 W. Quincy St.
Street2:	
* City:	San Antonio
County/Parish:	Bexar
* State:	TX: Texas
Province:	
* Country:	USA: UNITED STATES
* Zip / Postal Code:	78212-5147

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:		* First Name:	John
Middle Name:			
* Last Name:	Strelchun		
Suffix:			

Title: Director, District Grants

Organizational Affiliation:

* Telephone Number:	Fax Number:
[redacted]	

* Email: [redacted]

Application for Federal Assistance SF-424

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

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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

Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.215

CFDA Title:

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

*** 12. Funding Opportunity Number:**

ED-GRANTS-071221-001

* Title:

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

13. Competition Identification Number:

84-215G2021-1

Title:

84.215G Innovative Approaches to Literacy

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

Add Attachment | Delete Attachment | View Attachment

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

SAISD IAL Project

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: TX-35 * b. Program/Project: TX-35

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 10/01/2021 * b. End Date: 09/01/2026

18. Estimated Funding ($):

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

[redacted]

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

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

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

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

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

☐ Yes ☒ No

If "Yes", provide explanation and attach

Add Attachment | Delete Attachment | View Attachment

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

☒ ** I AGREE

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

Authorized Representative:

Prefix: Mr. * First Name: Pedro

Middle Name:

* Last Name: Martinez

Suffix:

* Title: Superintendent

* Telephone Number: 2105542280 Fax Number:

* Email: pmartinez1@saisd.net

* Signature of Authorized Representative: John Strelchun * Date Signed: 08/11/2021

NOTICE TO ALL APPLICANTS

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.

1239-IAL GEPA Statement.pdf | Add Attachment | Delete Attachment | View Attachment

GEPA Statement

In meeting the provisional requirements of the Department of Education's General Education Provisions Act (GEPA) Section 427, the San Antonio Independent School District (SAISD) Innovative Approaches to Literacy project will take the following steps to ensure equitable access to, and participation in, its federally assisted program for students, teachers and other program beneficiaries of high standards.

SAISD's policy is to not to discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, gender expression, sexual orientation or disability in its any of its programs, services or activities, including this grant project.

To ensure equal access to grant-funded activities, all instruction and professional development will take place in facilities or virtual platforms that are accessible to individuals with physical and/or learning disabilities, and the SAISD Office of Special Education will ensure all students with disabilities have the accommodations they need to participate in library and literacy programs to their fullest potential.

Incorporating new digital materials, read-alouds, culturally relevant books, and virtual literacy opportunities into existing library collections has the potential to assist teachers in employing differential instruction, while helping emerging bilingual students, those from different backgrounds, and those with different learning styles build better literacy skills. And representatives from the SAISD Special Education Department will assist in the peer review of resources for the online teaching resource library to incorporate concepts of Universal Design for Learning (UDL) whenever possible.

To ensure equal treatment, all Library Instructional Specialists and Library and Digital Commons Coordinators will receive discrimination and sexual harassment awareness and prevention training as part of their onboarding process with SAISD, along with an emergency response overview; an orientation in teaching basics and best practices, including expectations for professional dress, etiquette, attendance, and record-keeping; and an in-depth overview of how to best support Alternative Education Plans (AEPs) for students with disabilities in collaboration with the district's Office of Special Education.

Vacant positions will be advertised via announcements on national online job boards such as Indeed.com and via postings on online job boards of associations for underrepresented individuals in the arts and in education. All job postings and announcements will state that "individuals who have succeeded in overcoming socioeconomic barriers will be highly preferred." SAISD's Senior Executive Director of Educational Technology and Extended Learning will assemble a diverse hiring committee to receive and screen all applications for full-time positions. Hiring committee members will ask specific questions about each applicant's extent of experience overcoming barriers similar to those confronting SAISD students.

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	San Antonio Independent School District
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix:	Mr.
* First Name:	Pedro
Middle Name:	
* Last Name:	Martinez
Suffix:	
* Title:	Superintendent
* SIGNATURE:	John Strelchun
* DATE:	08/11/2021

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

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Ms.	Rebecca		Landa	

Project Director Level of Effort (percentage of time devoted to grant): 5

Address:

* Street1: 514 W Quincy St.
Street2:
* City: San Antonio
County: Bexar
* State: TX: Texas
* Zip Code: 78212-5147
Country: USA: UNITED STATES

* Phone Number (give area code) [redacted]
Fax Number (give area code)

* Email Address: [redacted]

Alternate Email Address:

2. New Potential Grantee or Novice Applicant:

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

☐ Yes ☒ No

3. Qualified Opportunity Zones:

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

4. Human Subjects Research:

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

☐ Yes ☒ No

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

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

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

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

Add Attachment | Delete Attachment | View Attachment

Abstract

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

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

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

You may now Close the Form

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

* Attachment: 1240-SAISD IAL Abstract.pdf | Add Attachment | Delete Attachment | View Attachment

Tracking Number:GRANT13447074 Funding Opportunity Number:ED-GRANTS-071221-001 Received Date:Aug 11, 2021 08:32:08 PM EDT

San Antonio Independent School District (SAISD)

2021 Innovative Approaches to Literacy Abstract

San Antonio Independent School District (SAISD) is an urban school district serving approximately 48,000 students, 89% from economically disadvantaged homes, 92% of whom are Hispanic11% qualify for special education services, 20% are Emergent Bilingual, 73% At Risk, and 19% Bilingual/ESL. Most of these students suffer from below-grade-level reading skills and 55% of all families in the district speak a language other than English at home. And with many SAISD families struggling to provide basic necessities for their children, little funding is available to acquire home libraries on their own. The SAISD IAL project seeks to provide books for children's at-home libraries, increase book-to-student ratios in school library collections, enhance digital collections, extend library service hours, increase targeted professional development, offer engaging and high-interest events aligned to the SAISD Bi(Literacy) plan that will improve students' reading ability and motivation to read, provide inquiry-based practices via STEM-related events, and offer literacy-based family reading sessions. The project will use evidence-based practices, digital learning hubs, a book distribution program, differential learning and dual-language supports, and software. Outcomes will be measured via STAAR test results, MAP Lexiles and Growth, inventory audits, pre- and post-survey qualitative survey information, and Library Collection Management System information. This project is expected to directly impact approximately 6,000 students and 73 librarians, with an overall impact on all SAISD students and teachers, who will have the opportunity to access new digital collections, software, equipment, and more library service hours.

Project Narrative File(s)

*** Mandatory Project Narrative File Filename:** 1235-SAISD 2021 Innovative Approaches to Literacy Gran

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

San Antonio Independent School District (SAISD)

2021 Innovative Approaches to Literacy Application

Introduction to SAISD	**1**
Need for Project	**2**
Significance	**6**
Project Design	**8**
Project Services	**12**
Management Plan	**15**
Project Evaluation	**19**
Bibliography	**Bib. 1**
Partner Agencies	**Part. i**

Introduction

San Antonio Independent School District (SAISD) serves approximately 48,000 PK-12 students through 80 schools in the heart of San Antonio, Texas, the state's second-largest city located just 150 miles north of the U.S. border with Mexico. SAISD is Texas' 13th-largest school district out of 1,057 ISDs. Nearly all (90% of) SAISD students are low-income, meaning they are eligible for free or reduced-price lunch or other public assistance programs, 91% are Hispanic, 6.4% African American, 2.2% White, 11% qualify for special education services, 20% are Emergent Bilingual, 73% At Risk, 7% Gifted and Talented, and 19% Bilingual/ESL.

In the under-resourced communities SAISD serves, mastery of reading and language arts is an uphill battle for many students. The district educates approximately 10,000 English language learners each year and has over 60 schools with dual language programs -- comprising 19% of all students -- and 55% of all families in the district speak a language other than English at home, with 33% of those dual language families speaking English "less than very well," (U.S. Census). Nearly half (40%) of all SAISD families are living in poverty, and the overwhelming majority make $35,000 per year or less. Parents often work two and sometimes three jobs to support themselves and their children, leaving little time to read at home, to help with reading and writing homework, or to participate in programming offered by school or city libraries, activities that are essential for reinforcing reading and language learning at home. And with many SAISD families struggling to provide basic necessities for their children, little funding is available to acquire home libraries on their own.

Need for Project

If SAISD's students do not achieve literacy by the third grade, they are far less likely to graduate from high school and significantly less likely to enroll in college, (Hein & Smerdon, 2013; Fiester, 2010; Lesnick et al, 2010). Just above half (61%) of 3rd graders in the district demonstrated reading ability that approached or exceeded grade level in 2019-20 vs. 73% of their peers in our

region and 76% of their peers across the state.[1] Unfortunately, data shows this lack of reading and writing proficiency has a significant negative impact on students' performance throughout their time in school.

Literacy, Academic Performance, 2019*	**SAISD**	**Region**	**State**
3rd graders with reading approaching or exceeding grade level	61%	73%	76%
6th graders with reading approaching or exceeding grade level	52%	67%	68%
8th graders with reading approaching or exceeding grade level	70%	85%	86%
9th graders who passed end-of-course exam for English I	49%	67%	68%
Average SAT score	884	993	1027
% of Class of 2019 who dropped out	10.2%	7.5%	5.9%
% of Class of 2018 who enrolled in Texas public college immediately	47.1%	51.9%	53.4%
***Source:** 2019-20 SAISD Texas Academic Performance Report, Texas Education Agency.			

In the 2021-2022 academic year, SAISD is launching the Reading the World, a comprehensive Bi(Literacy) plan. The plan states, "in San Antonio ISD, teaching literacy is approached from an asset-based ideology grounded in *Funds of Knowledge* (Moll & Gonzalez, 1994). When teachers value and use students' bank of knowledge that includes events and activities of their households and communities, they create a rich, cultural, and relevant environment that can accelerate literacy & biliteracy instruction. On December 5, 2020, Dr. Gloria Ladson-Billings spoke to SAISD educators, leaders, and stakeholders about the need to

[1] 2019-2020 Texas Academic Performance Report, Texas Education Agency.

fundamentally rethink education and consider the pandemic as an opportunity to RE-SET education using a more robust and culturally centered pedagogy. The San Antonio ISD story of re-setting literacy instruction goes beyond the technical aspects of teaching literacy, as is recommended by the Science of Teaching Reading. Literacy & Biliteracy instruction in SAISD is grounded in the social, cognitive, and cultural theories that view learning as a social act."

These trends are particularly troubling given our nation's individual and professional environments are rapidly changing as technology advances and transforms our daily lives. Many SAISD students are not thoroughly prepared for this landscape -- only 63% of all 8th graders demonstrated adequate proficiency in science in 2018-19 vs. a 81% statewide average for their peers. SAISD must significantly increase the number of students who achieve literacy early on to ensure they are prepared to take advanced classes in high school and to succeed in the competitive degree programs that will prepare them to thrive in today's high-skill economy. In response to this challenge, SAISD's Bi(Literacy) plan will focus on the following components that offer a comprehensive approach to increasing literacy that includes, and is not limited, to educator professional development, family and community engagement, evidenced-based teaching practices, and an overall shift in mindset that values the students' background knowledge and social-cultural perspective.

In response to this challenge, SAISD's Bi(Literacy) plan will focus on — **High Expectations**: Educators and key stakeholders ensure all students read at or above grade level in one or two languages; **Evidence-Based Teaching:** Students receive evidence-based literacy & biliteracy instruction that develops listening, speaking, reading, writing, critical thinking, cross-linguistic connections and metacognitive linguistic skills; **Reading Engagement:** Educators and key stakeholders ensure all students engage in high volume of reading for pleasure and interest; **Professional Development:** Educators and key stakeholders receive professional development on evidence-based and culturally responsive literacy & biliteracy instruction; **Assets-Based Ideology:** Educators and key stakeholders amplify all students' background knowledge and socio-cultural

perspectives; **Family & Community Engagement**: Educators and key stakeholders engage with and empower families and the community to build strong literacy & biliteracy partnerships.

SAISD schools are also facing new regulatory challenges. The Texas Education Agency (TEA), Texas' regulatory agency for public schools, adopted new standards that call for widespread modernization of public school libraries in keeping with today's digital age and national best practice. These standards establish guidelines for Texas public school library programs at four levels -- exemplary, recognized, acceptable, and below standard. We estimate significant additional financial and professional development resources are needed to ensure all of the district's 80school libraries meet at least the "recognized" level of service within the next few years. The overwhelming majority of our school libraries, particularly those in elementary and middle schools, have limited print and digital collections that offer access to cultural diversity and language. In addition, library funding does not allow for extended hours of operation that afford a variety of extended learning opportunities. And, in the age of a COVID-19 pandemic, large school systems have had to divert funding to support virtual learning and increase e-collections while updating and enhancing the current collections that address relevant topics such as social and emotional learning as students return to school.

How these gaps will be addressed: The SAISD IAL project will benefit 80 school libraries that serve approximately 21,000 students in Kindergarten-5th grade (ages 5-10), nearly 2,000 students in 6th-8th grade (ages 11-13), and about 12,700 students in 9th-12th grade (ages 14-18) by increasing book-to-student ratios, enhancing digital collections, extending services after hours, increasing targeted professional development, offering engaging and high-interest events aligned to the SAISD Bi(Literacy) plan that will improve students' reading ability and motivation to read, providing inquiry-based practices via STEM-related makerspace resources, offering literacy-based family reading sessions, and building student home libraries. Currently, 33 of SAISD's 80 school campus libraries share one Certified Librarian and one Library Instructional Assistant. Six of SAISD's 80 school campus libraries have no Certified Librarian and one Library Instructional

Assistant. Also, in compliance with Competitive Preference Priority 1, grant funding will allow campus libraries to establish digital learning hubs and maker spaces that provide new, engaging resources for improving STEM literacy for elementary, middle, and high school students.

Significance

Building capacity to provide, improve, or expand services that address the needs of SAISD students: The differences in income and educational attainment in the inner-city neighborhoods SAISD serves vs. San Antonio's outlying suburbs is stark. The struggles our students experience from living in one of the most concentrated areas of poverty in the nation (Economic Innovation Group, 2016; Martin Prosperity Institute, 2015) puts them at higher risk for inadequate mastery of skills in reading and language arts (Fraumeni-McBride, 2017). This often results in being "held back" one grade or more in school, which significantly increases a student's chances of dropout.

While the work is ambitious, the need is extensive and has the highest elements of significance as literacy has the power to improve the lives of children and their families. San Antonio ISD has focused on supporting literacy & biliteracy achievement for its significant (90%) population of economically disadvantaged students. The causes of poor literacy among low income children are complex, but simple access to books is one of the biggest obstacles - and perhaps the biggest opportunity - in equalizing children's literacy (Bridges, 2013). Additionally, the number of books in a child's home has been shown to be a strong predictor on his or her reading exams (Children's Literacy Foundation, 2016). Research has also shown that increased access to libraries can make up for the effects of poverty on literacy development (Krashen, 2013).

Major findings of the Center for Early Literacy Learning's review of 21 experimental and longitudinal studies on the Effects of Parent-Mediated Joint Book Reading on the Early Language Development of Toddlers and Preschoolers noted, "...the longer the reading session, the use of novel books, and the more books that were read with a child, the larger the effect sizes." These findings demonstrate the continued need to have increased support beyond the school hours and offer

resources to families to engage students in literacy and facilitate early child language development at home.

The unique demographics of 90% Hispanic and 20% students identified as emergent bilinguals have led the District to consider language and culture in our approach to literacy & biliteracy. Most of SAISD's Hispanic students were born in the United States and have been exposed to both English and Spanish at home and at school. Some students are more fluent in Spanish and are classified as emergent bilinguals, and other students whose heritage language is also Spanish are more fluent in English and are not classified as emergent bilinguals. Students in this second group are known as "heritage speakers" (Thomas and Collier, 2012). Bilingualism is the dominant language of both emergent bilinguals and heritage speakers (Escamilla, 2014). This demographic of bilingual students born in the United States is referred to as the "New Normal" by Dr. Kathy Escamilla (Escamilla et al., 2014).

SAISD's IAL project will directly address the literacy needs of the majority low-income, Hispanic students we serve by 1) establishing a book distribution program to ensure that low-income elementary students have access to a variety of self-directed reading materials at home, a proven strategy to increase students' reading comprehension and motivation to read (Fraumeni-McBride, 2017); 2) teaching the mostly low-income parents of SAISD kindergarteners how to build a love and appreciation of reading at home via book giveaways and parent-child reading sessions that are known to "lead to positive development in language, recognition, social, emotional, aesthetics areas," (Cheng, Chen & Chou, 2015); 3) facilitating dual language and/or differentiated instruction in K-8th grade by acquiring additional educational software and training teachers to use these resources, a strategy that has been shown to support growth in reading for students with "very low reading fluency," (Ehri, et al, 2007); 4) modernizing and expanding school library collections and inquiry-based STEM/STEAM and maker space resources, which has been shown to positively impact students' performance on state assessment exams (Lance, 2000; Lance, 1993; Francis, Lance & Lietzau, 2010); by 5) increasing the level of collaboration between school librarians and teachers in

all of our elementary, middle, and high schools to facilitate instruction in information literacy, which "could improve educational quality, enhance children's self-esteem, adapt children to the future competitive world market" and address a lack of home computers and internet connectivity (Zhang, Washington & Yin, 2014); and by 6) extending library hours at all of the district's seven traditional high schools to ensure low-income students have access to technology, reading, and database resources they need to excel in school.

Project Design

The goals, objectives, and outcomes to be achieved: The goal of this IAL project is to increase reading growth as measured by STAAR and NWEA MAP for grades 3-8 every year of the grant. STAAR would offer summative assessment data while NWEA will be measured three times per year. In addition, students in grades 3-5 participating in the adaptive reading program through library campaigns and challenges will have a Lexile measurement within their personalized digital library.

Project Objectives	**Outcomes**
Establish a book distribution program for K-5 elementary students to build a home library.	By June March 2026, 90% of PK-5 elementary students will receive two or more free books via a variety of library events including book clubs, summer book distributions, and library fairs (baseline: 15% of K-5 students can receive up to 6 books through a district-sponsored book club three times per year).
Engage kindergarten parents in early literacy practices such as conducting read-alouds and offer parent-child reading sessions for young children to	By June 2026, at least 50 parents of kindergarteners will gain knowledge of the benefits for read-alouds and reading together as a result of their participation in a new parent-child reading program (baseline: to be established in the first year of the project).

cultivate a love and appreciation of reading at home.	
Facilitate dual language and/or differentiated instruction in K-8th grade by acquiring additional educational software and training teachers to use these resources.	By June 2026, the book-to-student ratio for elementary and middle school students will be at least 20:1 for print (baseline print: 17:1 in 2020-21); eBooks 40:1 multi-user books (baseline: 0:1 in 2016-17).
Modernize and expand school library collections and inquiry-based STEM/STEAM and makerspace resources to positively impact students' academic performance.	By June 2026, the book-to-student ratio for elementary and middle school students will be at least 20:1 for print (baseline print: 17:1 in 2020-21); eBooks 40:1 multi-user books (baseline: 0:1 in 2016-17)
	By June 2026, 80% of 4th graders, 70% of 6th graders and 80% of 8th graders will demonstrate growth in reading and language arts each year (baseline: 58% of all 4th graders, 37% of all 6th graders and 76% of all 8th graders demonstrated growth in 2019-20).
	By August 2023, districtwide reading campaign/challenge will be initiated, (baseline: 0, a similar initiative does not currently exist in the district).
Increase the level of collaboration between school librarians and teachers in all of our elementary, middle, and high schools to facilitate instruction in information literacy.	By 2026, 80% of K-5 teachers will be trained on information literacy in a variety of professional development settings (virtual and in-person) to increase information literacy in instruction during the day and after school.

Extend library hours at all of the district's seven traditional high schools to access library resources and Internet.	By September 2024, 100% of the district's twelve traditional high school libraries will offer extended after-school hours (baseline: 0, no high school libraries are currently offering extended hours).

The extent to which the proposed project demonstrates a rationale:

Project Activities	**Expected Outcomes**	**Supportive Findings**
New Library Media Services Instructional Specialist supports IAL district wide programming and use of IAL resources through professional development for librarians and teachers.	More K-12 students demonstrate growth in reading and language arts.	Collaborative planning between teachers and librarians results in better reading assessment scores (Lance, 2000; Lance, 1993).
Libraries receive updated, expanded collections and new software apps to facilitate hands-on learning and more frequent instruction in information literacy.	Book-to-student ratios increase for all elementary and middle school students that include cultural diversity, social emotional learning, and authentic literature to support dual language	Larger and newer collections support improved performance on reading portions of standardized tests (Lance, 2000; Lance, 1993); instruction in information literacy "could improve educational quality, enhance children's self-esteem, adapt them the future

	programming and linguistic support.	competitive world market" and address a lack of internet connectivity at home (Zhang, Washington & Yin, 2014).
School libraries extend hours to host parent-child reading/book giveaway events; high school libraries extend hours to ensure access to internet/technology to complete assignments, develop inquiry-based projects, or participate in literary-based competitions.	Parents of Kindergarteners in SAISD will learn of benefits to reading aloud and book reading sessions; and more 9th-12th graders demonstrate growth in reading and other core subjects.	Parent-child reading can "lead to positive development in language, recognition, social, emotional, aesthetics areas," (Cheng, Chen & Chou, 2015); low-income students have greater access to technology. Research has also shown that increased access to libraries can make up for the effects of poverty on literacy development (Krashen, 2013).
3rd through 5th grade elementary students will participate in book clubs and receive books for personal reading and building a home library.	Reading programs will increase students' motivation to read and book distribution will provide access to reading resources at home.	Self-directed reading is known to increase students' reading comprehension and motivation to read (Fraumeni-McBride, 2017).

School libraries will expand collections with both print and digital high-interest subject matter, digital literacy and databases that offer Spanish authentic and linguistic support, cultural diversity, and social emotional learning.	Increase collection check-out and access to digital resources; increase literacy with high-interest, diverse collections, and relevant topics.	Reading self-selected texts helps students with comprehension and language acquisition and builds life-long readers. It also provides a foundation for students to reach high levels of language proficiency (Krashen, 2004)

Project Services

Services are appropriate to student needs: Over the next five years, this IAL project will help SAISD increase the number of students who are proficient in reading by 1) creating a culture of reading in schools and in our community by re-imagining school libraries as flexible and adaptable learning centers that reinforce 21st Century skills; 2) ensuring low-income students' equitable access to print and digital books for self-directed pleasure reading; and by 3) supporting students leverage technology to construct knowledge and become innovative and creative communicators by using a variety of tools and developing an early interest in STEM.

Because of SAISD's largely-Hispanic population, the district has focused on providing culturally, racially, religious, and linguistically diverse and relevant materials that will engage and attract students from different backgrounds. SAISD has built digital collections that support all students with linguistic accommodations and digital accessibility tools that provide auditory and visual support.

Likely impact of services on intended recipients: The convergence of literacy and the leveraging of technology in reading instruction is not carried out in isolation, but rather as part of a comprehensive framework (Fisher, Frey, & Hattie, 2017), and the student agency necessary for

students to work independently. The IAL project goals will not only engage students in high-interest books and the building of home libraries, but a bridge of literacy and technology that can be propelled by school libraries as emerging technology tools and literacy platforms are introduced to students that will build the for college, career, and military readiness.

Service	**Description**
Book distribution	At least 40 kindergarteners and their parents/year receive books by participating in twice-annual Parent-Child reading sessions that are hosted by librarians and/or teachers during extended elementary school library hours.
	At least 3,700 elementary schoolers/year receive a book of their choosing to take home monthly starting with all 4th graders. LMS will determine which elementary grade benefits in subsequent years based on the highest needs for remediation in reading and writing.
	At least 2,250 elementary, middle, and high school students/year receive a book of their choosing to take home monthly for achieving criteria to be a "Super Reader," meaning they complete a predetermined number of hours/book of pleasure reading each month.
Professional Development	ESC Region 20 trains 73 elementary, middle, and high school librarians and library instructional assistants/year in how to assist teachers in the use of their library's ebooks, virtual reference collections, learning software, and STEM makerspaces.
	SAISD elementary, middle, and high school librarians share their experience, what they learned from Region 20 with at least all lead teachers (Academic

	Coordinating Teachers, Department Chairs, and Master Teachers) 650 teachers/year.
Developing, improving reading ability	Teachers and students will have access to new digital virtual reference collections aligned to core subjects to support literacy across content. Will provide a common resource across all SAISD schools and online tools that allow for language translations and auditory features (GALE). In compliance with CPP 1, STEM-focused titles, summer reading lists will be chosen.
	All K-12 students will be able to participate in a “Super Readers” challenge that includes 1) print materials and online promotional materials; 2) student committees that provide recommendations for traditional and eBook collections; 3) coordinated, district-wide literacy events that feature book discussions, giveaways, and/or bookmark design competitions at least three times each year; 4) a badging system for students and book giveaways to reward them for number of books read; 5) teacher or student-led development of book “trailers,” or previews, using Padcaster equipment; and 6) engaging students in the use of Sora to set goals for reading books.
	Teachers and students will have access to LightSail, a software tool that provides an online personalized library for all 3rd-5th grade students. Lexile measures are built into a wide variety of books for pleasure reading.
	Teachers and students will have access to software such as DoInk Green Screen and Book Creator for existing tablets in elementary and academy libraries to facilitate use of innovative education apps for creating authentic student work such as student-developed stories, book talks, and story plots.

	All grades 4-5 and grade 6 academy students will have access to an online learning management system to document student learning through book groups/discussions.
	All academy students and teachers have access to collaborative workstations, makerspaces, and digital tools in their campus library to facilitate active, collaborative STEM learning.
	All elementary and middle school teachers and students have access to Padcaster mobile production equipment for use in class or student club projects. In compliance with CCP 1, teachers will be trained and encouraged to use Padcaster equipment to enrich student voice and choice projects and/or STEM-based topics by allowing students to create multimedia presentations and engage students in public-facing library campaigns and challenges.
	All students have access to Chromebooks or iPads.
	All 9th-12th grade students, their families, and teachers have access to school libraries after hours at least once per week to ensure low-income students have greater access to the internet and technology resources to complete homework assignments and class projects.

Management Plan

Responsibilities, timelines, and milestones for accomplishing project tasks: The following chart summarizes the project's management plan.

Objective	Timeline/Milestones	Responsible
All students have access to expanded, modernized collections in their libraries.	Perpetual licenses for virtual references purchased by December 2022	Library Coordinator & Core Content Coordinators
	Updated books for library collections purchased, installed by December 2021; August 2022 and August 2023	Grant Facilitator & Library Coordinator Campus Librarians
	Licenses for online LMS to document student learning through book groups/discussions purchased by December 2021, August 2022, August 2023	Grant Facilitator & Library Coordinator
	Licenses for DoInk Green Screen and Book Creator purchased by January 2022, August 2023, August 2024	Grant Facilitator & Library Coordinator
	Collaborative workstations, makerspaces and digital tools purchased and installed by November 2021, September 2022	Grant Facilitator & Library Coordinator EdTech Coordinators
	Digital Teacher Librarian (DTL)/Grant Facilitator hired, trained by November 2018 to assist Library and Media Services staff	Sr. Exec. Dir. Educational Technology and Extended Learning & Library Coordinator
More students frequently use eBooks, learning	with training and supporting teachers, and to assist the Project Director with IAL grant management.	

software, publishing tools, and STEM learning resources in their classes and/or libraries.	73 SAISD Librarians complete approximately eight hours of training provided by ESC-20 each quarter.	Grant Facilitator & Library Coordinator
	Five to 10 K-12 teachers complete training provided by SAISD Librarians by the end of each quarter	Campus Librarian, monitored by Grant Facilitator
	By June 2026, at least 70% of all K-12 teachers in SAISD are using IAL resources for their classes and/or student clubs at least bi-monthly.	Campus Librarian, monitored by Grant Facilitator
Students and their families benefit from extended school library hours and programming that is designed to grow and support a culture of avid, proficient readers throughout SAISD.	Books for distribution program and books and supplies for the Super Readers campaign/competition purchased by February 2022, October 2023, October 2024 books distributed to students by semester; Super Reader campaign/competition announced to students and parents by January 2022, September 2022, September 2023.	Grant Facilitator & Campus Librarians
	Books for annual Parent-Child reading events purchased by January 2022, October 2023, October 2024; events take place fall of each year.	Campus Librarians monitored by Grant Facilitator

	High school library extended hours, tablet lending program announced to students and parents by August 2022	Librarians and Grant Facilitator

The Director for SAISD's IAL Project, Senior Executive Director of SAISD's Office of Educational Technology and Extended Learning will report on its progress to the Deputy Superintendent of Academics and School Leadership at least monthly. An IAL Implementation Team composed of the Project Director; the district Director of Reading/ELA; the district Coordinator of Library and Digital Commons; Digital Teacher Librarian; and Educational Technology Coordinators will be responsible for establishing the campus protocols and implementation plan. The team will meet at least four times each year to assess project progress and to discuss implementation/ lessons learned from the program. A comprehensive website page will be added to the Library and Digital Commons Website for ongoing communication and project updates and opportunities. Principals will receive quarterly updates through the district's official principal memorandums.

Time commitments of the project director, principal investigator and other key project personnel: The following chart lists the time commitments and qualifications for the Project Director and other key project personnel:

Job Title/Time Commitment	**Responsibilities/Qualifications**
Senior Executive Director of Educational Technology and Educational Technology (5%)	The Senior Executive Director of SAISD's Office Educational Technology and Extended Learning will serve as the Director for the project with overall program oversight and evaluation metrics. This position oversees Educational Technology, Library and Digital Commons, Technology and Instructional Materials Allotment (textbook adoptions and digital resources), Digital

	Instructional Systems, and K-5 STEM Education, Extended and Summer Learning, and Additional Days of Instruction Year (ADSY). Must have master's degree in curriculum/ instruction, education administration, or related field, at least five years of successful teaching experience and a minimum five years non-classroom leadership at the campus and central office level.
Library and Digital Commons Coordinator (15%)	Provides professional development, designs project implementation and supports program goals, library alignment, and oversight. Must have a master's degree in Library Science and at least three years of experience as a librarian. Must have a master's degree in Library Science, at least three years of experience as a librarian, and a minimum of two years of central office experience in library services.
District Coordinator, Library Innovative Approaches (Grant-funded 100%)	Provides professional development, collections curation, develops evaluation tools, library curriculum development, co-teaches/model teaches with librarians and teachers, develops reading incentive programs. Must have a master's degree in Library Science and at least three years of experience as a librarian.

Project Evaluation

The extent to which methods of evaluation are appropriate: The evaluation of this IAL project will provide continuous formative data related to the implementation of the project and progress toward achieving its objectives (continuous improvement), and assessment of progress toward achieving summative outcomes annually and at the end of the five-year

project. The evaluation design is robust and cost-effective, is framed by the GPRA Indicators, and focuses on IAL program-focused performance measures.

Project measures were developed with the proposal planning team and have shaped the development of the proposed work. The design includes benchmarks to monitor progress on meeting objectives and a summative evaluation design to assess the likely contribution of the project to improve student outcomes. Through a data-feedback loop, the evaluation will support continuous improvement throughout the grant period so that the Project Director can then use this data to make timely program adjustments. The following chart summarizes the summative evaluation of SAISD's IAL project:

Outcomes	**Data Source/** **Collection Dates**	**Benchmarks**
By June 2021, the book-to-student ratio for elementary and academy students will increase to at least 20:1 for print and 40:1 for eBooks	**Data source:** Purchasing records; licensing information; inventory audits through Library Collection Management System **Collection dates:** Weekly; inventory audits annually	By June 2023, print ratio increases to 18:1, eBooks 15:1; by June 2024, print ratio increases to 19:1, eBooks 30:1.
By June 2025, the book-to-student ratio for elementary and academy students will increase to at least 20:1 for print and 40:1 for eBooks	**Data source:** Purchasing records; licensing information; inventory audits through Library Collection Management System **Collection dates:** Weekly; inventory audits annually	By June 2023, print ratio increases to 18:1, eBooks 15:1; by June 2024, print ratio increases to 19:1, eBooks 30:1

By June 2025, 80% of 4th graders, 80% of 6th graders and 80% of 8th graders demonstrate growth in reading and language arts each year.	**Data source:** STAAR state assessment exam scores MAP Lexiles & Growth **Collection dates:** At the end of each school year	By June 2023, 70% of all 4th graders, 70% of all 6th graders, and 70% of all 8th graders demonstrate progress; By June 2025, 75% of all 4th graders, 75% of all 6th graders, and 75% of all 8th graders demonstrate progress.
By June 2026, at least 50 parents of Kindergarteners will gain knowledge of the benefits for read alouds and reading together as a result of their participation in a new parent-child reading program.	**Data source:** Pre- and Post-Survey **Collection dates:** Fall and spring semester (dates vary per campus schedules)	By June 2023, 40 parents/kindergarteners participate in Parent-Child reading events; by June 2023, 40 participate; by June 2024, 40 participate.
73 SAISD Librarians complete approximately 8 hours of training provided by ESC-20 each quarter to ensure innovative practices.	**Data source:** Pre- and Post-Survey **Collection dates:** Quarterly at trainings	20 librarians receive training each quarter.

Students and their families benefit from extended school library hours and programming that is designed to grow and support a culture of avid, proficient readers throughout SAISD.	**Data source:** Information on what books are picked, when, how frequently, self-reported qualitative surveys from parents and students, advisory group notes, etc. **Collection dates:** Ongoing	

The Project Director will be responsible for measuring progress toward achieving all program objectives and the IAL project's overall goal, assisted in data collection by the DLI/Grant Library Instructional Specialist. Once a year, the Director will prepare an evaluation report on: major outcomes; progress on goals, objectives and performance measures, with student outcome measures disaggregated into subgroups; any delays in reaching planned outcomes; and, recommendations for adjustment and improvement. The Project Director and Grant Library Instructional Specialist will use this data to provide evidence of progress or gaps related to the project goal and outcomes and to assess attainment of the project annual performance measures and show progress towards the overarching objectives of the project.

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Partner Agencies

San Antonio Public Library: Will share their fiction and nonfiction eBook and audiobook collections using the Overdrive platform that is established for all SAISD students exclusively and provide collaboration on e-collection development and curation for the portal. This in-kind donation, worth approximately [redacted], will allow all SAISD students to access the library's eBook collection without a library card from a secure online portal connected to the district's sign-on solution and accessible at home or in school, any time.

Bexar Bibliotech: Establishing the first digital library (Bibliotech Edu) housed in a public school for multi-use purposes. The Bibliotech Edu is an over one million dollar investment to SAISD on the Fox Tech/Advanced Learning Academy/CAST Tech campus and will provide digital resources, STEAM maker spaces, and meeting room spaces open to both SAISD students and the community through extended hours. A Bibliotech library card campaign will be initiated every year to provide these same resources to students throughout SAISD. And, access to Bibliotech resources on all district school buses.

SAISD Foundation: Book Buddies, a program of the SAISD Foundation, will provide approximately 5,000 gently used book donations to students K-8 for student home libraries.

Other Attachment File(s)

*** Mandatory Other Attachment Filename:** 1236-Resume and Job Description for Key Personnel.

Add Mandatory Other Attachment | Delete Mandatory Other Attachment | View Mandatory Other Attachment

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

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Rebecca T. Landa
[redacted]

AREAS OF EXPERTISE

Extensive Knowledge and Skills in

- K-12 standards-based curriculum, instruction, and assessment programming, development, and implementation
- Educational technology programming, integration, and professional development
- Needs assessment and strategic planning
- Instructional leadership capacity building
- Organizational development
- Student-centered support systems including extended learning
- Project management of large-scale initiatives and grants
- Budget management including Instructional Materials Allotment funds
- Learning, Content, and Assessment Management Systems
- Technology device and software analysis, and data migration
- Administrative regulation development
- STEAM K-8 educational programming
- Blended learning and synchronous and asynchronous methodology
- Extended learning program development
- Data analysis and problem-solving
- Web design and product branding

PROFESSIONAL EXPERIENCE

Executive Director, Educational Technology and Extended Learning, San Antonio Independent School District
Academics 2016-present

- Direct, manage, and lead six departments: Educational Technology, Library Media Services, Technology and Instructional Materials Allotment, Digital Instructional Systems, STEAM K-6, and Extended Learning and Summer School to support and implement the District goals.
- Facilitate digital transition through blended learning models with 1:1 devices and remote learning (synchronous and asynchronous) during a pandemic and conducted the highest number of educational technology professional development trainings (over 34,000 between Spring and Fall 2020), on-demand platforms, and instructional modules.
- Project manage the Canvas Learning Management System, ClassLink Single Sign-on, SeeSaw digital portfolios, and a plethora of digital instructional tools and resources to support remote learning.
- Develop planning resources, coordinate logistics, and prepare communication for the first deployment of the Additional Days School Year intersessions.
- Support Academics in the development of legacy documents such as the Mitigating Learning Loss, Literacy/Bi-Literacy plans, Digital Learning Plans, etc.
- Serve as the liaison between Academics and Technology Department for tech-based initiatives, procurement, data migration, and management system installations including single sign-on, learning management, and digital instructional resources.
- Provide ongoing support to Academic departments by leveraging technology in curricular programming, designing academic tools, protocols, and quality indicators.
- Project manage through program planning and metrics development including, but not limited to Library Media Services, Textbook Adoptions, Educational Technology models and professional development, and Additional Days School Year.
- Establish partnerships and write grants and charter applications to support departmental and district programming.
- Produce large scale district events such educational technology conference (over 148 sessions); and technology-based summer enrichment camps for students in coding, multi-media, and filmmaking.
- Design and conduct professional development for school leadership.
- Support cross-departmental district initiatives including school redesigns, technology deployments (Lighthouse and Flagship), and the Educational Specifications for construction.
- Project managed the largest summer school offerings with enrichment programming in PK-12 with over 13,000 students.
- Represent SAISD on the Council of Great City Schools academic collaborative.
- Facilitate the Verizon Innovative Learning Grants for Longfellow, Whittier, Harris, and Rhodes.

- Manage multi-million-dollar budgets.
- Present to district stakeholders, community and national organizations, and school board as needed.

Director of Science and Curriculum Management, San Antonio Independent School District, San Antonio, TX
Curriculum Management Dept. 2001-2019

- Managed the development and deployment of district curriculum-based assessments, STAAR simulations and semester exams for K-12 with over 200,000 print assessments processed per cycle.
- Deployed multiple Assessment Management Systems.
- Developed and managed the district's Curriculum Management System to access curriculum, assessment, and instructional toolkits online 24/7.
- Designed research-based curriculum frameworks, quality indicators, and protocols in response to curriculum audits and continuous improvement plans.
- Conducted professional learning for instructional teams on formative assessment practices, assessment management systems, report generation and data analysis.
- Established a district-wide data analysis process and formative assessment guide.
- Facilitated district-wide ASCD assessment workshops through Susan Brookhart and other experts in the field.
- Developed a formative assessment Website and toolkit for teacher use.

Science Department 2010-2016

- Directed and managed science K-12, science dual-credit, and advanced placement instructional programming
- Designed and implemented a TEKS-aligned Science curriculum with differentiation of instruction, ELPs, CCRS, curriculum resources, and formative assessments for science content in grades K-12.
- Led science instructional coaches in developing, implementing and evaluating the Science District Improvement Plan and vision through science programming and campus support.
- Wrote science-related administrative procedures, guidelines, proposals, correspondence, protocols and reports.
- Collaborated with teachers and support programs (Special Education, Bilingual/ESL, CTE, GT/Pre-AP/AP) to inform science programming and decision-making.
- Planned and conducted professional development for campus leadership teams, elementary ACTs, and department chairs.
- Provided a Summer Science Academy for 300 teachers.
- Conducted professional development face-to-face and online on models of instruction, science content, assessment, literacy, differentiation, STAAR, STEM, and technology tools.
- Designed custom professional development for identified improvement required campuses.
- Monitored student academic performance through learning walks, instructional rounds, district assessments, grades, Progress-Based Monitoring Analysis Systems (PBMAS) and accountability reports.
- Wrote specialized proposals for funding enhancements, special projects, and contracts/bids.
- Coordinated and facilitated the selection of K-12 science textbook adoptions.
- Wrote and implemented grants.
- Provided and integrated innovative technology tools for instruction: iPads, data probes, digital microscopes, and robotics.
- Implemented district-wide science fairs and engineering expos for science career field awareness and competition with over 1,200 participants (parents and students).
- Built and sustained partnerships with higher education, regional service center and local agencies.
- Facilitated student competitive higher education internships and science fairs.
- Facilitated recurring enhancement funding for campus consumable products, chemical removal, and living.
- Facilitated largest digital technology purchases in K-12 (interactive boards, ipads, and digital microscopes).
- Presented to school board as needed.

Grant Awards:

Verizon Innovative Learning Grant, SAISD, 2017-Present

- Serve as project facilitator for the VILS grant to provide 1:1 ipads, data plans, and professional development to four traditional middle schools. Awarded continuation grant.
- Initiated planning grant to install three innovative labs and computer science curriculum in three middle schools funded through Verizon. Awarded all three grants.
- Provided project implementation deliverables including parent communication, promotional resources, Website, student personalized learning modules, project resources, coaching collaboration and professional development.

Eastside Promise Neighborhood SAISD PK-8 STEM Strategic Plan 2014-2017

- Awarded the White House Bright Spot in Hispanic Education for the STEM Strategic Plan, February 2016.

- Wrote and awarded STEM Strategic Plan 2014-2017 for Tynan PK Center, Bowden ES, Pershing ES, Washington ES, Wheatley MS, and Sam Houston HS through a partnership with United Way for over $21 million dollars.
- Directed and project managed STEM project goals and objectives (Engineering Fridays, Field Experiences, Curriculum and Instruction Resources); and instructional coaches.
- Planned and conducted Summer STEM Institute for all participating teachers.

Technology Applications Grant Writing and Awards

- Wrote and awarded 2.2 million dollars to integrate technology in core instruction to reduce the digital divide through the Professional Development for Schools, Teachers, and Administration (STAR). Awarded three consecutive years.
- Wrote and awarded 1.5 million dollars for the Technology Applications Readiness Grant for Empowering Texas (TARGET) Grant, a competitive federal Tech Ed funds grant. Awarded three consecutive years with a social studies content focus.
- Implemented first distance learning professional development model in science.

Special Projects:

SAISD Professional Learning Conference

- Coordinated and launch the first three district-wide Professional Learning Conferences for over 4,500 teachers at over 20 district locations with more than 300 presenters (2010-2012). Model was replicated for the new Office of Organizational Learning.

Summer School

- Coordinated and launched the largest Summer School offering for 9,000 students in grades 3-8. Recruited and hired 350 teachers and administrative staff. Model was replicated for new Office of Summer School.

Curriculum and Instruction Audit

- Coordinated and facilitated the first district-wide Curriculum and Instruction Audit conducted by Dr. Fenwick English and the CMSi team; model was used by Dr. English for future audits. SAISD Science curriculum used by Dr. English as models for higher education coursework.

School Consolidation

- Served on initial district consolidation plan committee; created a comprehensive School Consolidation Website to support instructional resource management.

Assessment Consortium

- Served on TASA's Assessment Consortium of large districts in Texas to provide leadership and support in the initial implementations of assessment item banks and contracting for assessment management systems.

SPECIALIZED TRAINING

- Curriculum Management Systems, CMSi
- Curriculum Mapping, Alignment and Backwards Design
- Assessment Construction and DOKS
- TEA Content Academies
- TEKS Deconstruction
- SIOP Training
- Assessment for Learning
- College Board Pre-AP/AP Training
- Understanding by Design
- Project-based Learning
- Gradual Release and Responsibility Model
- Instructional Models
- Texas Accountability Intervention System
- STAAR/EOC/STAAR A/STAAR Alt
- STEM Education / Engineering Design
- Creating Innovators / 21st Century Skills
- Lexile Framework for Reading
- Professional Learning Communities
- Systems Thinking and Organizational Change
- Crucial Conversations / Powerful Conversations
- Organizational Health
- Qualities of Effective Teacher Recruitment Practices
- Digital Ecosystems

Presentations

- Panelist, *True Personalization Through Identify Management, Learning Counsel*, Virtual Conference, 2021
- Contributing Presenter, Council of Great City Schools, Virtual Meetings, 2020-2021
- Presenter, *Equity and Equality*, RTM Education Congress Conference, San Antonio, TX, 2021

- Presenter, *Hybrid Models*, Learning Counsel Fall Conference, 2020
- Presenter, Digital Transitions, Learning Counsel Conference, San Antonio, TX, 2019
- Presenter, *Digital Convergence & Integration at SAISD,* Edu-Tech & Edu-Tech Academics National Conference, San Antonio, Texas, 2018
- Presenter, San Antonio ISD Professional Learning Conferences, Science Summer Academies, Principal Leadership Summits, Parent Summits, and Principal Learning Academies on instructional design, formative assessment, instructional strategies for reading, writing, rigor, science instruction, special populations (LEP, GT, Special Education, CATE Science and Pre-AP), data collection and analysis, program evaluation, and technology integration, San Antonio, TX, 2002-Present
- Presenter, *Standards-based Curriculum Development,* National Science Teachers Association National Conference, San Antonio, TX, 2013
- Presenter, *Integrating Technology in the 8th Grade Science Content Area,* Fall Annual ASCD State Conference, Galveston, TX, 2008
- Presenter, *Professional Development in Your Pajamas-Innovative PD for Teachers,* National Educator Computing Conference (NECC), Philadelphia, PA, 2005
- Presenter, *District Benchmarking-State Consortium Lessons Learned,* Texas Computer Education Conference (TCEA), Austin, TX, 2005
- Presenter, *Successful Initiatives for Increasing Student Achievement,* Leadership in Education Conference, Chicago, IL, 2005
- Presenter, Texas Association of School Administrators Conference, Austin, TX, 2003
- Presenter, Fort Worth ISD Summer Teacher Training Program, *Assessment Construction,* Fort Worth, TX, 2003
- Presenter, National School Board Association Conference, San Francisco, CA, 2002
- Guest Speaker and Panelist, National Assessment Conference, Lightspan, Inc., San Diego, CA 2002
- Presenter, *Authentic Assessment Practices,* Louisiana State Bilingual Conference, New Orleans, LA, 2000
- Presenter, Expeditionary Learning Outward Bound, New York, NY, 1998 and 1999

Conferences and Trainings

- RTM Education Congress Conference, San Antonio, TX, 2021
- TCEA Virtual Conference, 2021
- Verizon Digital Promise, Virtual Conference, 2021
- CGCS Literacy Conference, Virtual, 2020
- IMCAT Virtual Conference, 2020
- NSTA STEM Conference, Philadelphia, PA, 2018
- ISTE Conference, Chicago, IL, 2018
- Verizon Digital Promise, Irving, TX, 2018
- RRR Technology Conference, Cypress, TX, 2018
- ASPEN Institute ULLN Conference, San Antonio, Texas, 2018
- Council of Great City School Annual Fall Conference, Pittsburgh, PA 2017
- 9th Annual Texas STEM Conference, San Antonio, Texas, January 2016
- Advancing Differentiation, Dr. Richard Cash, San Antonio, Texas, December 2015
- Qualities of Effective Teacher Recruitment Protocols, Dr. James H. Stronge, San Antonio, Texas, December 2015
- Gradual Release and Responsibility, Dr. Doug Fisher, San Antonio, Texas, November 2015
- "Challenging Convention: Leading Disruptive Innovation," 70th ASCD Annual Conference and Exhibit Show, Houston, TX, March 2015
- Texas STEM Education Training, Austin ISD, Austin, TX, October 2015
- 28th Texas Assessment Conference, Austin, TX, February 2010-2015
- Effective Instructional Coach Evaluation Process, Dr. James Stronge, San Antonio ISD, San Antonio, TX, 2015
- Lead4ward Professional Development with Dr. Erwin Knezek, San Antonio ISD, San Antonio, TX 2011-2015
- 69th ASCD Annual Conference and Exhibit Show, Los Angeles, CA, March 2014
- International Reading Association Conference, San Antonio, TX, March 2014
- 69th ASCD Annual Conference and Exhibit Show, Chicago, IL, March 2013
- "Next Generation Science: Learning, Literacy and Living," National Science Teachers Association (NSTA), National Conference, San Antonio, TX, April 2013
- Crucial Conversations 3-day Workshop, San Antonio, TX, 2013
- CLASS Fellows Program (Systems Thinking & Organizational Change) Austin, TX, 2010-2012
- "Depth of Knowledge," Assessment Construction Training, Dallas, TX, 2011

- "Tools to Maximum Engagement," Eric Jensen Training, San Antonio, TX, 2011
- College Board Science Pre-AP/AP Workshop, San Antonio, TX, 2011
- "Focus – Elevating the Essentials to Radically Improve Student Learning," Year-long training with Dr. Mike Schmoker on curriculum and assessment development, San Antonio ISD, San Antonio, TX, 2011
- College Board Conference, Dallas, TX, 2010
- Summer Technology Conference, Texas ASCD, Dallas, TX, 2010
- 65th ASCD Annual Conference and Exhibit Show, San Antonio, TX, March 2010.
  National Educational Computing Conference (NECC) National Conference, Washington, DC, 2009
- "Curriculum Management System Governing Policies and Administrative Regulations, Using Performance-Driven Budgeting, and Planning," CMSi Curriculum Audit Training by Dr. Fenwick English (Part II) 4-Day Workshop, Austin, TX, 2009
- National Educational Computing Conference (NECC) national conference, San Antonio, TX, 2008
- "Reading Web and Writing Web-Technology-based Lexile and Quantile Programs," Lexile National Conference, San Antonio, TX, 2008
- ASCD Understanding by Design 2-Day Workshop, San Antonio, TX, 2008
- "Creating Innovators," Leadership Training Session by Dr. Tony Wagner, San Antonio, TX 2008
- "Assessment for Learning," Texas ASCD Conference Workshop with Grant Wiggins, Austin, TX, 2008
- "Designing a Curriculum Management System: Curriculum and Instruction Frameworks, Alignment, Assessment, Delivery of Instruction, Technology, Evaluation, and Resources," CMSi Curriculum Audit Training by Dr. Fenwick English (Part I) 4-Day Workshop, San Antonio, TX, 2007
- 62nd ASCD Annual Conference and Exhibit Show, Atlanta, GA, March 2007
- "Using the Web to Collaborate on Curriculum Mapping and Resources," Heidi Hayes-Jacob 2-Day Workshop, Texas ASCD, Austin, TX, 2007
- "Preparing Schools for the 21st Century," Model Schools Conference, Washington, DC, 2007
- "21st Century Skills: Technology and Literacy," Model Schools Conference, Orlando, FL, 2006

OTHER PROFESSIONAL EXPERIENCE

National Strategic Educational Consultant, Lightspan, San Diego, CA, 2000-2002

- Provided consulting services to implement the Achieve Now educational software, Lightspan Network Website, and eduTest assessment management systems.
- Launched product deployments in large districts in Houston, Dallas, San Antonio, Dade County, FL and Chicago, IL.
- Recipient of the Eddy Award for the highest requests by school districts for custom professional development in Bilingual/ESL and Special Education support in South Texas schools.
- Developed professional development sessions in the areas of comprehensive school reform, reading, mathematics, statewide testing, technology integration, LEP and Special Education strategies.
- Collaborated on the design of the company's first Curriculum Management System prototype.
- Developed customized curriculums.
- Coordinated and led consultant teams in large district training.

Independent Contractor and National Faculty, Expeditionary Learning Outward Bound, Boston, MA, 1996-2000

- Provided professional development in project-based curriculum and balanced literacy in schools across the country.
- Conducted multi-week workshops in school districts in Utuado and Barranquitas, Puerto Rico, Cincinnati, OH, and Memphis, TN.
- Presented at conferences in Boston, San Antonio, and Los Angeles.
- Participated in two Expeditionary Learning Outward Bound Summits in New York, NY to study poetry writing and architecture and integrate that learning in high poverty, low performing urban schools.

Independent Contractor, Intercultural Development Research Association (IDRA), San Antonio, TX, 2000

- Provided consulting services for IDRA at the State Conference for Bilingual Educators in New Orleans, LA on alternative forms of authentic assessments in bilingual classrooms.

Elementary 5th Grade Teacher – Mary Hull Elementary, Northside ISD, San Antonio, TX, 1999-2000

- Integrated project-based learning within the district curriculum.
- Participated in district curriculum writing teams.
- Implemented balanced literacy.

Elementary 3rd-5th Grade Teacher-Douglass Elementary, San Antonio ISD, San Antonio, TX 1996-1999

- Implemented Expeditionary Learning Outward Bound a New American School Design methodology to transform schools that focused on intellectual learning expeditions (project-based learning practices) and design principles.
- Served as grade level chair for three years.
- Presented at national and state conferences for Expeditionary Learning curriculum development.
- Participated in Expeditionary Learning Summer Summits in New York (Poetry and Architecture).
- Implemented "looping" for three years.
- Taught bilingual students and achieved the highest overall performance in the district.
- Nominated as Teacher of the Year, Douglass Elementary, 1999.

Elementary 3rd Grade Teacher-Carvajal Elementary, San Antonio ISD, San Antonio, TX 1995-1996

- Implemented Roots and Wings, an integrated curriculum that built on the reading program Success for All.

Community Researcher, The Common Enterprise (non-profit), A Project of the Rockefeller Foundation, San Antonio, TX, 1994-1995

- Collected and analyzed PEIMS and TAAS data from seven Bexar County school districts for a grant proposal designed to support campus improvement plans. Proposal was awarded five million in seed money to launch the grant.
- Partnered and collaborated with Trinity University's School of Education to support project goals.
- Worked with seven high schools across Bexar County to implement grant goals on bridging schools and communities through educational programs.

Intern, Mexican American Legal Defense and Educational Fund, San Antonio, TX, 1994

- Organized and analyzed statistical data used in litigation case on statewide testing and its effect on minority groups.
- Conducted and analyzed field research through personal interviews of high school drop outs.

Education/Certification

M. Ed. – Educational Technology, University of Texas at Brownsville, 2008
BA – Sociology, University of Texas at San Antonio,1993
Principal Certificate – Texas
Teacher Certification – PK-6, Texas
Bilingual/ESL Education – PK-6, Texas

Professional Affiliations

San Antonio Hispanic Chamber of Commerce STEM
Council of Great City Schools
Learning Counsel
UTSA Academy for Teacher Excellence
International Society for Technology in Education
Association for Supervision and Curriculum Development

References

Available upon request.

Job Description

Position Title:	District Coordinator, Library Innovative Approaches
Job Title:	District Coordinator, Library Innovative Approaches
Function:	Program/Project Management
Family:	Program Management

Reports to:	Executive Director, Educational Technology & Extended Day	**Pay Grade:**	W6
Terms of Employment:	• 230 days per year. • Non-Chapter 21 employment agreement. • Salary is in the Administrative Programs Job Group W6 on the SAISD Compensation Plan. • Entry salary is at [redacted] with consideration for directly related experience.	**FLSA Classification:**	Exempt
Funding Source:	This position is grant funded. [redacted]		

Job Scope

Use significant independent judgment and familiarity with the field to perform work. May be responsible for the administration of various moderate and high complexity departmental programs and may lead a group of employees. May develop policies and procedures and oversee the implementation and execution of them.

Position Summary

Lead the development, coordination, implementation, communication and human resource functions of the Library Innovative Approaches Grant including professional development, library curriculum development and core content integration, literacy, technology, and STEAM/STEM alignment, and family engagement.

Essential Functions / Key Responsibilities

1. Develop, plan, coordinate, direct, implement, and manage the Library Innovative Approaches Grant.
2. Monitor grant timelines and manage grant reporting/compliance.
3. Oversee grant activity implementation.
4. Process the selection and purchase of instructional materials, including coordinating distributions.
5. Ensure high quality instructional programming aligned to the Bi(Literacy) Plan and Library Standards.
6. Conduct ongoing program assessment and evaluation.
7. Serve as the district liaison to community partners and governmental offices.
8. Manage budgets and reporting.
9. Keep supervisor informed on programs and activities.
10. Provide leadership and direction to district staff, teachers, and campus administration.
11. Coordinate with district and education service center staff on literacy and library supports.
12. Support the contracting and procurement processes.
13. Identity, analyze and apply research and best practices that support instructional programs.
14. Coordinate with campus face specialists and district family engagement staff to promote grant community activities/events.
15. Provide monthly updates at Library Professional Learning Network.
16. Provide effectives modes of communication of program offerings accessible by the District and community.

Job Description

17. Participate in community-based forums to support Library Program awareness.
18. Participate in professional learning in literacy and STEM education to support program development.
19. Participate in e-personalized professional learning opportunities to maintain informed on job-related knowledge and skills.
20. Conduct professional development to teachers, librarians, and instructional assistants.
21. Performs other related duties as assigned within the appropriate skill and experience capabilities expected for this position.

Minimum Requirements

- Master's degree in Library Science
- Valid Texas Teacher Certification [redacted]
- 3+ years of progressive related experience
- Experience in large, urban school district
- Candidate must have satisfactory outcome of fingerprinting background check. Non-refundable fee (approximately [redacted]) paid by the employee

Preferred Requirements

- 3+ years teaching
- 2+ years in administration or central office experience

Knowledge, Skills & Abilities

- Knowledge of reading and library standards
- Ability to analyze data from multiple sources to design, implement, monitor, and evaluate successful programs
- Experience in project management of large initiatives
- Ability to establish effective working relationships both within and outside of the organization including staff, parents, students, government agencies, and community
- Experience with large datasets and analyses
- Demonstrated written and oral communication skills including use of collaborative platforms
- Effective written and oral presentation skills
- Ability to effectively plan, prioritize, organize, and schedule work to meet established deadlines and goals
- Ability to manage resources and personnel
- Knowledge of local, state, and federal policies and procedures as pertains to grant program administration
- Ability to develop and deliver professional learning
- Strong organizational, communication and interpersonal skills
- Knowledge of 21st Century Learning Competencies: communication, collaboration, critical thinking, and creativity in the library environment
- Knowledge of learning management systems
- Knowledge of state curriculum (TEKS) for core content and technology applications
- Knowledge of current K-12 STEM education methodologies
- Ability to recognize sensitive issues and maintain confidentiality

Job Description

- Knowledge of cultural diversity and inclusivity as related to student performance and instructional methodology
- Demonstrated knowledge and skills using productivity tools (Microsoft Office Suite and Google); specifically, Excel/Sheets

Working Conditions

Work Environment:

- Computer, computer software programs and peripherals, teacher resource materials and equipment, copier, fax, and other equipment applicable to position.
- Frequent exposure to: temperature extremes (hot and cold), humidity extremes, noise. Occasional exposure to: biological hazards ([redacted]icable diseases, bacteria, insects, mold, fungi, etc.

Physical Demands/Requirements:

- Maintain emotional control under stress; work with frequent interruptions/deadlines; frequent sitting, standing, walkin[redacted]ping, balancing, pulling and pushing; reaching, repetitive hand motions, hearing, speaking clearly, visual acuity and prolonged data input; occasional lift/carry light, moderate 15-44 pounds.

Supervisory Responsibilities / Direct Reports

- Supervise and evaluate performance of assigned staff including professional and paraprofessional staff.

It is the policy of San Antonio ISD not to discriminate on the basis of race, color, religion, national origin, age, sex, gender identity, gender expression, sexual orientation or disability in its vocational programs, services or activities as required by Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended, and SAISD's board policies DIA, FFH, and FFI.

Employee Printed Name: ..... Date: .....

Employee Signature: .....

August 11, 2021

United States Department of Education
400 Maryland Avenue SW, Room 3E254
Washington, DC 20202-6450

To whom it may concern:

As the Director of BiblioTech, the nation's first all-digital public library, I am pleased to offer my enthusiastic support of San Antonio Independent School District's (SAISD) application for the Innovative Approaches to Literacy Program grant. BiblioTech stands in full support of SAISD's creative and engaging solutions to achieving successful learning outcomes for its students and has partnered with SAISD in many of these solutions since opening our doors in 2013.

BiblioTech is proud of the impact our cutting-edge digital library has had on residents of Bexar County, specifically, SAISD students. BiblioTech's mission ***"To provide all Bexar County residents technology access to enhance education and literacy, promote reading as recreation and equip all members of our community with necessary tools to thrive as citizens of the digital age"*** is well aligned to SAISD strategies. Our previous partnerships with SAISD included our Rolling Readers program, which transformed student commute time to digital story time for elementary students and reading time for middle and high school students through devices and wi-fi installed on school buses. Virtual book clubs, district literacy fairs, literacy based STEAM activities and the San Antonio 90 Second Newbery Film Festival, are among other partner programs.

2022 will see the opening of BiblioTech EDU a school library/public library hybrid to be housed on the shared campus of three SAISD schools. We are excited for the opportunity to provide library resources, including personalized student libraries, college ready databases, dedicated learning spaces, and supporting technology. We understand the role literacy plays in ensuring a thriving community for generations to come. Together with dedicated partners like SAISD, BiblioTech will continue to improve the quality of life SAISD students, and by extension, their families and our community.

We look forward to continuing our partnership with SAISD.
Sincerely,

[redacted]

Laura G. Cole
BiblioTech Director

MEMORANDUM OF AGREEMENT (MOA)
SAN ANTONIO INDEPENDENT SCHOOL DISTRICT (SAISD)
AND SAN ANTONIO PUBLIC LIBRARY (SAPL)

This Memorandum of Agreement (MOA), between San Antonio Independent School District (henceforth referred to as SAISD) and the San Antonio Public Library (henceforth referred to as SAPL), will outline the roles and relationship of the entities to cooperate and work together. For the benefit of children and teens in SAISD, SAPL and SAISD will provide access to SAPL's OverDrive Digital Resource Collection through SAISD's single sign-on platform. No financial exchanges will occur as part of this MOA.

The activities of SAISD and SAPL for the purpose of this MOA are as follows:

SAISD will:

- complete and abide by all forms required by OverDrive and SAPL
- complete technical setup and maintenance as required by OverDrive for authentication to SAPL OverDrive Collection
- authenticate SAISD credentials to allow access to the SAPL Overdrive collection

SAPL will:

- complete and abide by all forms required by OverDrive and SAISD
- allow SAISD to utilize the SAPL OverDrive Collection for users with authenticated SAISD credentials
- not have access to student information
- maintain its own Collection Development & Review Policy

Term
The terms of this agreement become effective on the date it is signed by both parties. Either party may terminate this MOU at any time and will give the alternate party thirty (30) days written notice prior to such termination.

Modification
Neither party may assign its rights or delegate its duties under this Understanding. Modifications within the scope of this memorandum shall be made by mutual consent of the parties, by the issuance of a written modification, signed and dated by all parties, prior to any changes being performed.

For San Antonio Independent School District

Pedro Martinez
Superintendent

Date

For San Antonio Public Library

[redacted]
Director

August 23, 2018
Date

SAISD FOUNDATION

Mission Statement:
To mobilize the community to invest in student and teacher success

Executive Board
Ernest Bromley
Board Chair

Suzanne Peterson
Immediate Past Chair

Kelly Boswell
Treasurer

Chris Quinn
Secretary

Shari Albright
Vice Chair, Development

Victoria Moreno-Herrera
Vice Chair, Teacher Grants

Pat DiGiovanni
Vice Chair, Strategic Initiatives

Board of Directors
Deborah Amini
Mario Barrera
Jose Ramon Campos
Julian Casillas
Rick Crider
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Rudy Garza
Connie Gonzalez
Amanda Keammerer
Tuesdaé Knight
Mike Grundon
Carlos Maestas
Tony Magaro
Andrea Narendorf
Robert Olivares
Victoria Oviedo
Debra Salge
Ron Thomas
Stephanie Ward
Christine Wong
Steve Young

Superintendent
Pedro Martinez

Executive Director
Judy Geelhoed

2411 San Pedro
San Antonio, TX 78212
210-554-2235
info@saisdfoundation.com
SAISDFoundation.com

August 11, 2021
United States Department of Education
400 Maryland Avenue SW, Room 3E254
Washington, DC 20202-6450

To whom it may concern:

As the Executive Director of the SAISD Foundation, a 501 c 3 organization that is focused on ensuring that all students and staff can thrive, I am pleased to offer my enthusiastic support of San Antonio Independent School District's (SAISD) application for the Innovative Approaches to Literacy Program grant. We stand in full support of SAISD's creative and engaging solutions to achieving successful learning outcomes for its students.

This past year in taking on Book Buddies as a program of the SAISD Foundation, we have worked closely with the Library Media Services and all school based Librarians on ensuring that tens of thousands of our students have free books to build their own personal home libraries. In doing so, we have become acutely aware of both the needs related to literacy in SAISD and the talented leadership and staff we have involved in making that work happen.

This past year, we also partnered in virtual book clubs during Covid times and are looking forward to a growing partnership with in-person book clubs this coming school year. Together with SAISD we are proud to be involved in working toward increased literacy. We know that our students first learn to read and then and only then, can read to learn.

Sincerely,

[redacted]

Judy Geelhoed
Executive Director

2021 Innovative Approaches to Literacy

San Antonio Independent School District

The problem: The causes of poor literacy among low income children are complex, but simple access to books is one of the biggest obstacles - and perhaps the biggest opportunity - in equalizing children's literacy (Bridges, 2013). Research has also shown that increased access to libraries can make up for the effects of poverty on literacy development (Krashen, 2013).

Resources	Activities	Outputs	Outcomes	Long-term Goals
Human Capital Facilities Funding Resources Partnerships	• Provide dedicated staff for project management and implementation • Provide differentiated programming at 90 school library locations • Provide literacy expert professional development in literacy and library information technology practices • Provide high-interest print and e-collections and software apps • Provide extended library hours to access library collections, databases, and internet • Provide books to build home libraries via book clubs, library fairs, parent reading sessions, and grade level book challenges • Coordinate funding opportunities with library partners to enhance book distribution and library event resource funding • Engage kindergarten parents in reading training and book giveaways	• Project is managed with efficiently and efficacy • All district libraries offer differentiated supports either through collections, resources, and/or book distributions • Teachers and librarians receive high-quality professional development • Parents receive high-quality expert training on reading for young children • Students will have access to new high-interest collections and supports to build a home library • Students will have opportunities to participate in library events and reading challenges • Students will have access to modern STEAM/STEM-related resources for inquiry • Partnerships will enhance resources for students and families • Students will have access to libraries after hours in a safe learning environment	• Project timeline and evaluation measurements are met to ensure project success • SAISD students identified as economically disadvantaged, emergent bilinguals, low reading performance, and emergent readers in have improved reading and/or content performance • Parents will increase reading engagement at home • Partners will increase local library collection usage and family participation • Students will experience early STEM fields exploration • Library collections will be diverse to meet student needs and interests • Increased use of high school libraries after hours • Teachers and librarians will utilize reading and information literacy practices	• Improved student achievement and growth • Improved library programs • Early STEM field exploration • Increased parent engagement in literacy

Budget Narrative File(s)

*** Mandatory Budget Narrative Filename:** 1234-5-Year Federal Budget_Innovative Approaches t

Add Mandatory Budget Narrative | Delete Mandatory Budget Narrative | View Mandatory Budget Narrative

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

Add Optional Budget Narrative | Delete Optional Budget Narrative | View Optional Budget Narrative

BUDGET CATEGORY	Year 1: Oct. 1, 2021-Sept. 30, 2022	Year 2: Oct. 1, 2022-Sept. 30, 2023	Year 3: Oct. 1, 2023-Sept. 30, 2024	Year 4: Oct. 1, 2024-Sept. 30, 2025	Year 5: Oct. 1, 2025-Sept. 30, 2026:

1. PERSONNEL

All personnel receive 2% cost-of-living increase each year Digital Teacher Librarian (DTL) Facilitator (100%): One (1) DTL to lead the coordination, facilitation and implementation of the grant project strategies aligned to library standards and professional learning activities. Provide a full range of technical and professional support to project schools. $[redacted]/year x 1	
Extra duty pay for Librarians to work extended hours at the high school level: 12 Librarians x 6 hours per week, 29 weeks (librarians @ $[redacted] /per hour)	
Extra duty pay for Librarians to work extended hours for kindergarten reading sessions: 57 Librarians x 2 hours per week, 18 days (librarians @ $[redacted] /per hour)	
TOTAL PERSONNEL:	

2. FRINGE BENEFITS

Social Security: [redacted] x total personnel cost
Worker's compensation: 1% x total personnel cost
Teacher Retirement System (TRS) contribution: [redacted] x total personnel cost
Unemployment: $[redacted] x
Health/dental/life insurance: $[redacted] /employee x
TOTAL FRINGE BENEFITS:

3. TRAVEL

Librarianss to attend the Region XX Conference in San Antonio in
TOTAL TRAVEL:

4. EQUIPMENT

TOTAL EQUIPMENT:

5. SUPPLIES

Laptop for Digital Teacher Librarian Facilitator: $[redacted] /each x 1	
Supplies for community engagement activities	

eBooks to promote reading across all core content areas including dual language supports: ~500 perpetual multi-user licenses for K-12 (40 per grade level to be accessed at the same time for every student in the same grade level.) + number of books to be	
Books for Read-A-Loud events for Kindergarten parents with book give-a-ways: 2 events (Fall & Spring) x $[redacted] for each event + number of books to be determined	
Books for free distribution during book readings, book talks, book trailers: Two (2) or more for all 4th graders in Year 1; two (2) or more for all 4th and 8th graders in Year 2 & 3	
Printing of library marketing posters, student created book markers, publications, and badging passports: $[redacted] per campus x 60 campuses in Year 1; [redacted] per campus x 60 campuses in Year 2-5	
Software such as Doink [redacted] n Screen and Book Creator for library tablets	
Online learning management system to document student campaigns and challenges: 13,000+ licenses per year	
Books to give as rewards through reading competitions held in Fall and Spring of each year	
Collaborative makespaces & digital tools to create a 21st century learning library at all participating campuses	
TOTAL SUPPLIES:	

8. OTHER

OTHER	
TOTAL OTHER:	

9. TOTAL DIRECT COSTS

10. INDIRECT COSTS** @ [redacted] of total direct costs

11. TRAINING STIPENDS

TOTAL TRAINING STIPENDS:	

12. TOTAL COSTS

[redacted]

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

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

Name of Institution/Organization

San Antonio Independent School District

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

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

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

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

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2021 To: 07/31/2021 (mm/dd/yyyy)

Approving Federal agency: ☐ ED ☒ Other (please specify): Texas Education Agency in cooperation with ED

The Indirect Cost Rate is 4.74 %.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?

☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

☒ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 4.74 %.

(6) For Training Rate Programs (check one) -- Are you using a rate that:

☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☒ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
San Antonio Independent School District		

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

SECTION C - BUDGET NARRATIVE (see instructions)

ED 524

Tracking Number:GRANT13447074 Funding Opportunity Number:ED-GRANTS-071221-001 Received Date:Aug 11, 2021 08:32:08 PM EDT

Name of Institution/Organization	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
San Antonio Independent School District		

IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES

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

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

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

ED 524