



School Library Revitalization Grants

Background and Purpose

Purpose

We are thrilled to announce that ODE has received a federal grant to support Oregon's small and rural K-12 school districts to modernize and revitalize their school libraries. These grants will help diversify school library collections, modernize furnishings, support professional development for library staff and provide student engagement materials.

School libraries are essential to fostering student success and enriching the entire school community. A dynamic library program ignites a passion for reading, sparks curiosity, and enhances academic achievement by guiding students in navigating and analyzing information and honing critical thinking skills. Enhancing school libraries makes them more accessible and engaging and increases the diverse array of materials that reflect the broad range of voices within and beyond our students' communities.

Funding

This project is funded by Congressionally Funded Community Project funds under Title III of Division D of the Further Consolidated Appropriations Act, 2024.

Eligibility

Who may apply for the award

- Revitalization grants are available to school districts who qualify for either, or both federal categories: **SRSA (Small Rural School Achievement)** and **RLIS (Rural Low-Income School)**. See definitions at the end of the document for SRSA and RLIS criteria.
- **Districts administer the grant on behalf of their schools.** Each district may decide how many and which schools to include, based on priorities and needs. If a district has district-level staff who work with libraries, such as a district librarian, that person would be a good person to manage the grant. Grant applicants are encouraged to consult with district/school library staff about needs at their school library/libraries as they develop their spending plan.

Prioritization

The following school districts will be prioritized to receive this grant:

- School districts who did not receive funding from the ESSER III Library Revitalization Grant.
- School districts with higher percentages of multilingual learners and/or students with disabilities.

We encourage everyone who is interested to apply! The application is a short interest form and a draft spending plan. All applicants will be notified of the status of their application by Friday, October 25th, 2024.

Award Amounts

Each approved grant application will result in an award of up to \$9,400, with districts able to request less than the full \$9,400, according to their needs. Districts will indicate in their interest form and draft spending plan how much funding they are requesting.

Funds will be released in EGMS after a district submits a signed grant agreement.

All funds must be expended, and invoices/receipts submitted to ODE by September 30, 2025.

Next Steps for Eligible Districts

1. Fill out the [Smartsheet Interest](#) form by September 30th.
2. Draft a Spending Plan for the requested funding (up to \$9,400) and provide the link to your Spending Plan on the Smartsheet Interest Form.
 - i. [Spending Plan for grantees](#) who received round 1 of ESSER III School Library Revitalization funds
 - ii. [Spending Plan](#) for grantees who did *not* receive round 1 of ESSER III School Library Revitalization funds
3. Upon approval of grant application, return signed grant agreement to ODE.
4. Spend all funds on allowable activities and expenses by September 30, 2025.
5. Submit a final narrative report and reimbursement claim form (provided by ODE) by September 30, 2025.

Timeline

Date	Activity
September 9, 2024	Grant application notification
September 30, 2024	Interest Form and Spending Plan due Submit: Spending Plan for applicants who did not receive ESSER III School Library Revitalization funds or Spending Plan for applicants who received round 1 of ESSER III School Library Revitalization funds
October 25, 2024	Notification of application status
November 1, 2024 - September 30, 2025	Spend grant funds on allowable expenses aligned to grant purposes and spending plan
September 30, 2025	Submit final narrative report and reimbursement form provided by ODE

Allowable Activities & Expenditures

First-time Grantees (Did not receive School Library Revitalization ESSER III Grant)		
Allowable Expenditure Category	Maximum/Minimum Percent of Award	Description and examples of allowable expenses
School Library books	Must spend <u>at least</u> 60% of award on library materials purchases (can include vendor processing costs to prepare books with barcodes and appropriate binding); submit list of titles purchased	Library books, with a focus on equity, diversity, and inclusion. Titles may be in print, audiobook, and/or ebook format. <i>(Funds must be spent on school library collections, and may not be used for classroom libraries, novel sets, or textbooks. Books must be for students (vs. for a staff professional collection, for example).)</i>
Professional development for school library staff	Spend <u>up to</u> 20% of award* on professional development opportunities for library staff	Professional development opportunities for school library staff, and/or collaborative efforts with classroom educators to enhance accessibility to and use of the school library in instruction
Staffing costs to process materials	Spend <u>up to</u> 10% of award* on library staffing costs to process materials purchased	Library staffing costs to catalog, sort, organize, and inventory library materials
Student engagement materials	Spend <u>up to</u> 40% of award* on student engagement materials.	Books as prizes to incentivize student reading and accessing the school library's space and services, book vending machines.
School library furniture	Spend <u>up to</u> 40% of award* on durable goods within the library; submit list of items purchased	Furniture and other durable goods to modernize school library facilities and/or enhance student accessibility to the library materials (Examples: Furniture that can move flexibly to accommodate different groupings, social distancing, or collaborative learning, furniture that can be easily sanitized, reconfigured spaces and new furniture to allow ease of movement with mobility devices.)

**NOTE: percentages do not add up to 100% to provide grant recipients with flexibility in developing a spending plan best suited to their district needs*

Returning Grantees (Received School Library Revitalization ESSER III Grant)	
Allowable Expenditure Category	Description and examples for allowable expenses
School library books	Library books, with a focus on equity, diversity, and inclusion Titles may be in print, audiobook, and/or ebook format. <i>(Funds must be spent on school library collections, and may not be used for classroom libraries, novel sets, or textbooks. Books must be for students (vs. for a staff professional collection, for example).)</i>
Professional development for school library staff	Professional development opportunities for school library staff, and/or collaborative efforts with classroom educators to enhance accessibility to and use of the school library in instruction
Staffing costs to process materials	Library staffing costs to catalog, sort, organize, and inventory library materials
Student engagement materials	Books as prizes to incentivize student reading and accessing the school library's space and services, book vending machines.
School library furniture	Furniture and other durable goods to modernize school library facilities and/or enhance student accessibility to the library materials (Examples: Furniture that can move flexibly to accommodate different groupings, social distancing, or collaborative learning, furniture that can be easily sanitized, reconfigured spaces and new furniture to allow ease of movement with mobility devices.)

Collections

- Books must be in support of one or more EDI (equity, diversity, inclusion) and/or reading engagement goals or initiatives; this is flexible in that it could address ebooks or audiobooks for accessibility, hi-lo books for striving readers, materials in languages to support multilingual learners, popular books that students ask for, extra copies of books that have long holds lists, books with characters or by authors

that reflect the demographics of your student population, books as windows to cultures that are not heavily represented in your student population, etc.

Learn More

Learn more about the school library revitalization grants at [this website](#) or contact Tina Roberts: tina.roberts@ode.oregon.gov or the Literacy Team: K12literacy@ode.oregon.gov with any questions.

Definitions

Rural Low-Income School (RLIS) Definition: A Local Education Agency (LEA) is eligible to participate in the RLIS program if it meets the statutory criteria of being both low-income and rural (see ESEA section 5221(b)(1)).

- To be considered low-income, 20 percent or more of the children ages five to 17 served by the LEA must be from families with incomes below the poverty line, based on data from the U.S. Census Bureau's Small Area Income and Poverty Estimates (SAIPE). Rural non-geographic LEAs for which SAIPE data are not available are eligible based on the same State-derived equivalent of SAIPE data that the State uses to make allocations under Part A of Title I of the ESEA, consistent with 34 C.F.R. § 200.72, are also eligible for RLIS funds.
- To be considered rural, all schools comprising the LEA must have a school locale code of 32, 33, 41, 42, or 43 (assigned by NCES), or be located in an area of the State defined as rural by a governmental agency of the State.

Small Rural School Achievement (SRSA) Definition: An LEA is eligible to participate in the SRSA program if it meets the statutory criteria of being both small and rural (see ESEA section 5211(b)).

- To be considered small, an LEA must have a total average daily attendance (ADA) of fewer than 600 students or exclusively serve schools that are located in counties with a population density of fewer than 10 persons per square mile.
- To be considered rural, all schools within the LEA must have a school locale code of 41, 42, or 43 (assigned by the Department's National Center for Education Statistics (NCES)) or be located in an area of the State defined as rural by a governmental agency of the State.