



KENTUCKY DEPARTMENT OF EDUCATION
Reading Diagnostic and Intervention Grand Funds
SUMMARY

DEC. 17, 2021

MEMBERS PRESENT: Bobby Barrier, Dawn Sexton, Susan Cantrell, Sam Sams, Jessica Sparrow, Neil Chethik, Lisa King, Tammie Sherry, Whitney Hamilton, George Hruby

MEMBERS ABSENT: Nancy Hulan, Penny Howell, Dreama Gentry, Aaron Thompson

SUMMARY:

Agenda Item: Welcome

Presenter: Jason E. Glass, Ed.D., Commissioner of Education and Chief Learner

Summary of Discussion:

Whitney Hamilton opened the meeting by introducing Commissioner Glass, who provided the official welcome, and Vice Chair Sam Sams in the absence of committee chair, Dreama Gentry.

Glass explained that the Kentucky Department of Education (KDE) had received questions and concerns about the Read to Achieve (RTA) Request for Funding (RFA). Glass stated the meeting would explain the RFA amendments and include an extension to the deadline in response to feedback received by KDE. The amendments provide clarity and greater flexibility while continuing to comply with the requirements provided in law. Glass shared that the KDE is legally and ethically responsible for adhering to these statutory and regulatory requirements. Glass said the department hopes to get the amended RFA posted as soon as possible so funding could be in place by July 2022. The commissioner's final words acknowledged the huge need for coherent, high-quality early literacy instruction and intervention.

Agenda Item: Roll Call

Presenter: Sam Sams, Vice Chair

Summary of Discussion:

Sams called roll and reported that she is representing elementary school principals. A quorum was not present at the time of roll call, but an additional committee member was able to log-in and participate in the meeting. After managing technical difficulties in accessing the camera for adherence to open meetings laws, quorum was met.

Agenda Item: Approval of Agenda and Minutes from Sept. 30 Meeting

Presenter: Whitney Hamilton, Director of Read to Achieve Grant

Summary of Discussion:

The agenda for the Reading Diagnostic and Intervention Grant Steering Committee meeting was provided in a press release issued on Thursday, Dec. 9 and was posted on the screen for all to see. A motion to approve the agenda was made by Chethick and seconded by Barrier. A roll call was completed, and the motion carried. There was no further discussion.

The minutes from the Sept. 30 meeting were posted on the KDE website and an electronic copy was distributed to each committee member prior to the meeting. Sams moved to approve the minutes, seconded by Tammie Sherry. A roll call was completed. Seven committee members voted yes, and one member abstained from the vote. The motion carried.

Agenda Item: Overview of Amended FY22 RFA

Presenter: Whitney Hamilton, Director of Read to Achieve Grant

Summary of Discussion:

Hamilton provided an overview of the amendments to the FY 22 RFA. Primary changes to the RFA include the removal of all funding allocation percentages, the revised RFA timeline, and the removal of the phrase “science of reading.” Hamilton provided clarification regarding both the matching requirements and the professional learning (PL) requirements provided in the amended RFA. Hamilton also provided committee members with additional clarification on professional learning requirements for awardees and discussed the list of PL providers and explained to committee members how the providers were chosen. Specifically, none of the professional learning providers are program specific. The list is not intended to be a list of intervention programs to choose from like the previous RFA. Schools may select any intervention program they want if the program is a high-quality instructional resource. Nothing in the amended RFA has changed the school’s ability to select an intervention program. KDE is required under [KRS 158.792](#) to provide a list of professional learning providers; however, schools may submit a request for an off-list professional learning provider. Hamilton further clarified that the teachers are required to participate in the training if the educator serves grades K-3. The amended RFA also allows any portion of the base or matching funds to be used on the salary for an interventionist. Lastly, technology costs for the amended RFA have been aligned to the current MUNIS codes.

The committee discussed the updated funding allocations of the amended RFA. The intent of the initial RFA was to allow only a portion of the grant funds to be used for the salary. As noted previously, that funding allocation has been removed in the amended version.

Clarification also was provided to confirm that each awarded grantee will receive \$62,000.

In discussing changes to the narrative responses/evaluation criteria and corresponding rubric, further explanation was provided on the following:

- Part 4 addressing the students being served has increased from 10 points to 20 points.
- Part 5, relating to professional learning and sustainability has increased from 25 to 40 points.

The discussion of the amendments made to the FY22 RFA concluded. Committee members were invited to provide any additional feedback.

Feedback:

Clarification was requested on the professional learning requirement relative to intervention programs. Schools have local discretion as to the implementation and subsequent training needs of their chosen intervention programs. Hamilton added that only those providing instruction in the intervention program must be trained on the program. The committee felt it would be important to bold the language in the RFA related to professional development for the interventionist on the intervention program. A committee member shared that the addition of language focusing on the impact on social and cultural processes is important to both intervention and whole group instruction. Clarification was provided to the committee indicating that the grant requires schools to implement a comprehensive reading program. Therefore, the RFA requires all staff who teach the comprehensive reading program to be trained on implementation. KDE will support awardees with resources to help in the selection of high-quality instructional resources.

Reiteration was provided on the original intent of the RFA prior to its revisions. The grant, as it is written in law, requires diversification of the funds to meet the required professional learning components. The amended RFA removes allocations; therefore, local schools will need to determine how the funds are utilized.

Follow-up Required:

April 2022 – Anticipated convening of the RTA Grant Steering Committee

July 1, 2022 – Funds expected to be available to grant awardees

Agenda Item: Opportunity for Steering Committee Members Feedback

Presenter: Sam Sams, Vice Chair

Summary of Discussion:

Feedback: A member requested added clarification as it relates to training and intervention. A suggestion was made to bold the language as to create a better distinction.

Agenda Item: Adjournment

Presenter: Sam Sams, Vice Chair

Summary of Discussion: Sams asked for a motion to adjourn the meeting. Barrier made a motion to adjourn. King seconded. Motion carried.