



REQUEST FOR APPLICATION

Striving Readers Comprehensive Literacy (SRCL) Grant

DEADLINE 4:00 P.M. (ET) Friday, March 2, 2018	ISSUED BY Kentucky Department of Education Office of Next Generation Learners
ADDRESS QUESTIONS TO: Jason Kendall Kentucky Department of Education KDERFP@education.ky.gov Questions Deadline: 4:00 P.M. (ET), February 23, 2018	SUBMIT APPLICATIONS TO: Jason Kendall Kentucky Department of Education KDERFP@education.ky.gov Only Electronic Applications Accepted No Hard Copies

SPECIAL INSTRUCTIONS:

- ❑ Eligibility is **limited** to **districts** on behalf of a feeder system (K-12) with a significant number of high school students (65% or greater) who qualify for Free/Reduced meals (F/R). Of those districts, competitive preference will be given to those who show, through data, that they serve significant numbers of disadvantaged students.
- ❑ Eligible districts **must** agree to engage and serve educational provider(s) as active partners, including members of the district and school Literacy Leadership Teams and as participants in the development and implementation of a Community/District Literacy Plan.
- ❑ Schools within a district's feeder system (Birth-Grade 12) must agree to participate fully in the evaluation and progress monitoring processes, including purchase and use of required assessments.
- ❑ Monetary allocations are based on the number of schools in the application's proposed feeder system (p. 8).
- ❑ All subgrantees will be required to attend a regional professional learning event in mid-April 2018 to begin design of the local Community and District Literacy Plan.

Amendment on 1/9/18 to correct qualifying data information. On page 22 changed using qualifying data from 2016-2017 to **2017-2018.**

Amendments on 2/5/2018 (1) an omission under the heading “District Identification of Schools” (p. 6), “school” is removed in the paragraph that describes stakeholders and partners and what must be included in those letters. (2) Times were updated for online Q&A sessions. (3) “Budget Summary” was removed from “Proposal Components”. (4) The order of “Proposal Components” was clarified by adding “1a. District Letter of Intent” and “4a. Letters from Partners.” (5) The superintendent signature page was updated. The last line of the paragraph above the signature now states “Failure to continuously meet compliance requirements and deadlines could result in partial or complete loss of funding of the Striving Readers Comprehensive Literacy grant and may impact future funding.” (6) Cumberland County was added to the Tier Classification Chart (p. 22).

Solicitation Schedule

Date	Event	Location	Participation
8 January 2018	RFA Released	Online	N/A
1 February 2018	Technical Assistance for grant proposal development	Frankfort	Attending one of the three TA sessions is <u>strongly</u> recommended
2 February 2018	Technical Assistance for grant proposal development	Hazard	
5 February 2018	Technical Assistance for grant proposal development	Bowling Green	
8 February 2018	Online Q&A Session #1	Online	Optional FAQ document will be posted w/in 1 week
15 February 2018	Online Q&A Session #2		
22 February 2018	Online Q&A Session #3		
9 February 2018	District Intent to Apply Notice Due	Send to KDE	<u>Strongly</u> recommended
2 March 2018	Proposal Deadline	Send to KDE	Required
12-16 March 2108	Proposal Peer Review	Frankfort	N/A
On or before 9 April 2018	Commissioner emails state superintendents; awardees are posted to KDE website	Online	N/A
8-27 April 2018	MOA Process (KDE & LEA)	N/A	Districts
1 July 2018	Funding available to LEA	N/A	Districts

Background

The purpose of the federal Striving Readers Comprehensive Literacy (SRCL) grant is to support schools and other centers of learning in improving the reading, writing, speaking, and listening skills as well as academic achievement of all learners. The Kentucky Department of Education (KDE) will help districts and their partners to develop and implement a District Literacy Leadership Team (LLT) that guides the school Literacy Leadership Teams of one or more Birth-to-12th-Grade feeder systems, guiding local school-level teams through the process. The SRCL projects will establish collaborative relationships among all providers of educational

opportunities to learners (early care, school system, out-of-school time, etc.). Additionally, projects will focus on closing the literacy learner gaps of the disadvantaged by establishing specific supports for at-risk learners, Birth-Grade 12. The goal is to increase the numbers of disadvantaged learners ready for transitioning successfully at various points on this continuum.

The SRCL grant will offer subgrants to local school districts to assist them and their participating partners in developing and implementing a comprehensive and integrated literacy plan for Birth through Grade 12. The plan **must** include:

- Each of the components of effective literacy instruction (reading, writing, speaking, and listening) at each range of the continuum (Birth to Grade 12)
- Evidence of professional learning opportunities in literacy, including instructional strategies for learners with special needs (e.g., English Language Learners, Special Education, acceleration opportunities, birth-age 5)
- Integration of technology and Universal Design for Learning (UDL) principles
- Use of data to inform instruction, intervention, accommodations, professional learning, and program improvement
- An assessment system (i.e., valid and reliable screening, diagnostic, and progress monitoring) aligned with state standards

The Kentucky Department of Education (KDE) will coordinate the project and provide direct assistance with the development and implementation of new literacy plans as well as technical assistance for project monitoring and evaluation.

Key Terms and Definitions

To meet the requirements of specific U.S. Department of Education SRCL requirements, KDE has set the following requirements for all subgrantees.

- **Applicant.** Only public school districts that include grade K-12 may apply for funds. The school district will serve as the fiscal agent.
- **Comprehensive Literacy Instruction.** As outlined by the federal SRCL program, Comprehensive Literacy Instruction includes 12 specific requirements. These are found on page 21 of this RFA.
- **Disadvantaged Child.** Disadvantaged children means a child from Birth to Grade 12 who is at risk of educational failure or otherwise in need of special assistance and support, including a child living in poverty, a child with a disability, or a child who is an English learner. This term also includes infants and toddlers with developmental delays or a child who is far below grade level, who has left school before receiving a regular high school diploma, who is at risk of not graduating with a diploma on time, who is homeless, who is in foster care, or who has been incarcerated. Other indicators may include, for example, children from migrant families.
- **Eligibility.** To ensure a large number of disadvantaged children are served, poverty will be a key indicator for eligibility for SRCL subgrants. Applicants must have a significant feeder-

wide free/reduced priced meals rate as measured by at least 65% or greater at the system's high school, as reported on the most recent Final Qualifying Data report.

- **Endorsed Programs.** The SRCL program provides subgrants for schools that implement comprehensive literacy instruction. While interventions are a part of a comprehensive

Characteristics of Comprehensive Literacy Programs x = confirms component	Early Childhood				Elementary				Middle/High				Other
	CCLD	KIDS Now	Imagination Library	Head Start	Artful Reading	Ky Reading Project	Ky Writing Project	LDC	Adolescent Lit. Model	LDC	Ky Writing Project	KLIP	National Board Cert.
Strong (S) or Moderate (M)	M	•	M	S	•	M	S	S	M	S	S	M	S
Developmentally Appropriate	x	x	x	x	x	x	x	x	x	x	x	x	†
Explicit, Systemic Instruction	x	x		x	x	x	x	x	x	x	x	x	†
Freq. reading & writing across content		x	@	@	x	x	x	x	x	x	x	@	†
Phonological awareness	x	x		x	x	x		x		x			†
Phonic decoding	x	x	x	x	x	x		x		x			†
Vocabulary development	x	x	x	x	x	x	x	x	x	x	x	x	†
Reading comprehension	x	x	x	x	x	x	\$\$	x	x	x	\$\$	x	†
Writing w/clear purpose, feedback					#	#	x	x	x	x	x	x	†
Diverse, high quality print	x	x	x	x	x	x	x	x	x	x	x	x	†
Peer to peer language & discourse	x	x		x	x	x	x	x	x	x	x	x	†
Peer to teacher language, discourse	x	x		x	x	x	x	x	x	x	x	x	†
Frequent practice	x	x	x	x	x	x	x	x	x	x	x	x	†
Screening assessments	x			x									†
Motivation and engagement	x	x	x	x	x	x	x	x	x	x	x	x	†
Universal Design for Learning	**				**	**	**	^	**	^	**	**	†
Teacher PD, PLCs, collaboration	x	x		x	x	x	x	x	x	x	x	x	†
Linked to literacy, content standards	x	x			x	x	x	x	x	x	x	x	†

@ Early Childhood program centered around reading
 ^ Not specified but some modules have been adapted for UDL; the process works with all LDC modules with support
 • See pp. 21-25 for study support, framework clarification
 \$\$ Uses NWP's Nat. Reading Initiative as part of the Writing Proi. Approach
 # Incorporates writing, but reading is primary focus
 † See description of NBCT (pp. 10, 24, 49)

Table 3

plan, they are not the driver of whole system improvements. To ensure all applicants have access to appropriate, evidence-based programs that meet the requirements of this federal program, subawards will only be made to districts that utilize at least one program for each category in the continuum (Early Childhood, Elementary, Middle/High) from KDE's Matrix of Endorsed Programs (below).

Additional information on each model will be provided during technical assistance sessions provided by KDE. Cost of the professional services from each of these programs may be covered by grant funds.

- **Feeder System.** While the applicant is the school district, the project must serve young children and students along the Birth to Grade 12 continuum. Each district application for funding must **clearly** identify partners along that continuum and include disadvantaged students who are likely to be served as they progress from agency to agency and school to school.
- **GEPA Statement.** The applicant must provide a statement of equitable access that meets the requirements of the General Education Provision Act (GEPA, Section 427).

- **High Poverty.** For the purposes of this grant, a feeder system designated as high poverty is determined by high schools with a significant number—65% or greater—of students who qualify for Free/Reduced meals.
- **Literacy Intervention.** Intervention is one part of a comprehensive literacy instruction system. For this program, KDE has defined an appropriate intervention to align with other state-supported literacy initiatives. That is, a reading intervention program or practices must address the needs of identified students reading at low levels. The selected intervention program must: promote effective instruction and be based on trend data specific to the needs of the struggling readers in the feeder system. In addition, the intervention must:
 - Promote effective instruction for the identified schools
 - Be based on trend data specific to the needs of the struggling readers in the feeder system
 - Allow for short-term, intensive instruction in the essential skills necessary to read proficiently
 - Be provided to a student by a highly trained teacher
 - Be delivered one-on-one or in small groups
 - Be evidence-based, reliable, and replicable
 - Be based on ongoing assessment of individual student needs
- **Partners.** For these SRCL projects, partners **must** include agencies (including nonprofits and for-profit agencies) that provide literacy and pre-literacy services to young children and students. This may, for example, include independent, home-based, and faith-based childcare and preschool providers; Head Start centers; public preschool providers; and other nonprofits and for-profit agencies that provide literacy supports for children in the continuum, including public libraries, afterschool programs, mentoring programs, etc.

Funding

The Kentucky Department of Education (KDE) will make \$23.5 million available for subgrants through the SRCL program. KDE anticipates making 40-45 subawards to districts in support of Birth to Grade 12 feeder patterns. The number and size of the district awards will depend on the number of students in each district or feeder system. The average two-year total for an eligible district is \$500,000; page 8 provides detail related to the amounts per eligible Birth to Grade 12 feeder system.

To be eligible for funding, a district must:

1. Qualify as “high poverty,” as outlined on page 4.
2. Have significant deficits in literacy in at least three of the four continuum levels (birth to 5 year old, K-5th, middle school, high school).
3. Agree that early education provider(s) will be engaged as active members of the district literacy leadership team and participate fully in the development and implementation of a

district literacy plan. A minimum of three early learning centers/agencies are required for small feeder systems, five for medium systems, and seven for large systems.

4. Provide literacy services at each level of the Birth to Grade 12 continuum, including specific professional learning, response to intervention (RtI) services, and other supports.
5. Utilize **approved programs** to improve comprehensive literacy instruction that will create district and community capacity that can continue after grant funding ends.

In addition, districts may receive additional competitive preference points if they demonstrate the significant risk factors of specific populations in their communities (p. 14).

1. Comply with the [Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards in 2 CFR Part 200](#).
2. Have a Data Universal Numbering System (DUNS) number.
3. Be registered in the System for Award Management at <https://www.sam.gov>.

District Identification of Schools

As part of the district application for SRCL funds, eligible districts must solicit **Letters of Interest** from appropriate partners and stakeholders who will participate in the district's Literacy Plan and Literacy Leadership Team. This should include each preschool center or agency, child care agency, nonprofit organization, etc. Each individual Letter of Interest must describe:

1. the current and historic relationship between the district and/or at least one school in the district as well as partner's reason for participating in this project.
2. how the partner's staff will be involved in the development and implementation of the literacy leadership team and plan.
3. how the parents—especially parents of children who are high poverty and high-risk populations—will be involved.
4. the types of support needed by the partner related to professional learning and leadership capacity building, specifically for improved literacy and pre-literacy improvement.
5. the partner's commitment to the project, including (if available) prior work in literacy and pre-literacy within the district and the specific Birth to Grade 12 feeder system.

Letters of Interest from the district will:

1. Provide assurance that schools and educational partners are represented on the District Leadership Team and that partners will assist in developing the District Leadership Plan.
2. Ensure commitment and approval from school councils and the authorizing governing bodies of partners to participate in the development and implementation of the District Literacy Leadership Plan.

To be clear, each proposal should include appropriate partner letters for each participating organization (center, nonprofit, etc.) and at every level of the Birth to Grade 12 continuum (Birth to 5, K-Grade 5, middle school, high school).

Intent to Apply

To assist in determining the number of peer reviewers needed to read and score applications, applicants should submit an Intent to Apply form via email no later than 9 February 2018. The form and instructions for its submission may be found on the KDE SRCL website (<https://education.ky.gov/teachers/Pages/Striving-Readers-Comprehensive-Literacy-Grant.aspx>).

Requirements for Funded Districts

If funded, the districts and, where applicable, partners must agree to:

1. Establish a District Literacy Leadership Team that includes early education provider(s) to assist in the development and implementation of a district literacy plan.
2. Show through assurances and narrative how other funding sources and initiatives align with the District comprehensive literacy plan.
3. Demonstrate specific needs related to high-poverty and at-risk groups within the feeder system, including risks at each of the four levels of the continuum (Birth to 5, K to Grade 5, middle school, high school).
4. Support participating schools and early education partners through technical assistance that demonstrates a commitment to improving the literacy achievement of all learners particularly disadvantaged learners.
5. Provide time for teachers and partners to attend professional learning opportunities directed at supporting the literacy plan, improving literacy achievement, and accelerating literacy performance.
6. Build literacy leadership capacity among administrators and instructional leaders as included by the approved comprehensive literacy instruction program and supports.
7. Participate in state and federal program evaluations as requested, including engaging in a local collaborative self-evaluation and monitoring.
8. Include a proportional number of non-school, early literacy partners, including at a minimum at least as many early literacy programs as elementary school sites.

Allowable and Required Activities

The district is required to use subgrant funds for the following activities:

1. Implementation of an approved comprehensive and coherent literacy program or programs that serves Birth to Grade 12 and includes each of the components of effective literacy instruction (p. 21). Subgrantees must ensure the program or programs align across and within all bands of the Birth to Grade 12 continuum (i.e., comprehensive literacy instruction).
2. Professional learning opportunities in literacy aligned to the selected literacy program(s), including instructional strategies for learners with special needs (e.g., English Language Learners, Special Education, acceleration opportunities, birth-age 5).
3. Implementation of one or more interventions that align to the proposed comprehensive literacy program as well as professional learning for the intervention(s).
4. Curriculum and instructional materials aligned with state standards, including components of effective literacy instruction and integration of technology and Universal Design for Learning (UDL).
5. An assessment system (i.e., valid and reliable screening, diagnostic, and progress

monitoring) aligned with state standards.

6. Analyzing, monitoring, and reporting data to inform instruction, intervention, accommodations, professional learning, and improvement of implementation of the literacy plan.

Other allowable activities may be included in the local SRCL project. Such as:

1. Engaging in motivating language and text-rich learning environments
2. Up to 50% of the salary of and fringe for a Literacy Instructional Coach(es)
3. Any other materials or supports needed for successful implementation. Such purchases will require prior approval by KDE.

Restrictions on Use of Funds

All expenditures must align to the approved Local Literacy Plan developed by the Literacy Leadership Team (June 2018). Each subgrantee is encouraged to seek approvals for all large expenditures in advance.

Allocation of Funds

To ensure small, medium, and large school districts can meet their very different needs, KDE has designed a funding structure based on student enrollment, the number of schools and early learning centers in the project's feeder system. Refer to Tier Classifications Chart (p. 22-23) for complete school classifications.

	Year 1 (per feeder)	Year 2 (per feeder)	Total (per feeder)
Small	\$250,000	\$190,000	\$440,000
Medium	\$290,000	\$217,917	\$507,917
Large	\$360,000	\$271,250	\$631,250

In addition, larger school districts—that is districts with more than one high school—may submit up to three proposals for feeder patterns within their districts. For example, a district with five high schools may choose to submit two proposals for the neediest of their feeder patterns. In their proposals, districts will be required to discuss their decision-making process in a) determining why to apply, and b) why specific schools were chosen to participate.

Finally, all schools must allocate their funds to meet the requirements of the federal SRCL program, including the designation of funds to each level of the Birth to Grade 12 continuum. Specifically, districts must allocate

- 16% of funds to services and supports for Birth to 5-year olds;
- 42% of fund to services and supports for kindergarten to grade 5; and,
- 42% of funds to services and supports for middle and high schools, ensuring an equitable distribution of funds between middle and high school.

Proposal Components

Each component shall be clearly labeled within the application and should be included in the order stated here. Failure to include any of the components may deem your application non-responsive.

1. District Cover Sheet (form, p. 15)
 - 1a. District Letter of Intent (p. 6)
2. School Principal/Partner Signature Pages (Assurances, p. 16)
3. School Council Signature Pages (Assurances, p. 17)
4. Authorized Governing Bodies of Partners Signature Pages (Assurances, p. 18)
 - 4a. Letters from Partners
5. District Narrative (not to exceed 25 double-spaced pages)
6. Itemized District Budget
7. Completed Birth to Grade 12 Feeder System form (p. 20)
8. Letters of Interest from each participating school that describes:
 - a. The support and commitment to improving the literacy achievement of all learners
 - b. The needs of the partner relative to literacy and early literacy (brief description)
 - c. How the project will align to other programs and funding sources having a literacy component
 - d. The current strategies to improve literacy and/or early literacy outcomes in the community (brief description)

Note: Reviewers will evaluate the quality of partnerships, in part, based on the content of each letter and whether/how the partner addresses these four components.
9. GEPA 427 Statement

Formatting Requirements

The proposal Narrative should be organized in the order of the Evaluation Criteria and should use the following format:

- All pages should be double-spaced and use either 12-point Times New Roman or 12-point Arial fonts. Do not use condensed or narrow versions.
- All margins for the Narrative section should be 1 inch (top, sides, bottom).
- The Narrative is limited to 25 pages; additional pages exceeding this limit will not be reviewed.
- Pages should be numbered consecutively starting with the first page of the Narrative.
- Text within charts and graphs may be 10-point and single-spaced.
- Bullets may be single-spaced and should be 12-point.

Technical Assistance

To assist districts in preparing a quality application, KDE will offer three regional technical assistance sessions and a series of online Q&A sessions. Attendance in one of the regional face-to-face sessions is strongly encouraged. Technical assistance sessions are free and available to all applicants.

Face-to-Face Technical Assistance Sessions		
Thursday 1 February 2018	10 a.m. – 4 p.m. ET	Kentucky Department of Education, 1 st Floor Sower Blvd, Frankfort, KY 40601
Friday 2 February 2018	10 a.m. – 4 p.m. ET	Kentucky Valley Educational Cooperative 412 Roy Campbell Dr., Hazard, KY 41701
Monday 5 February 2018	9 a.m. – 3 p.m. CT	Green River Regional Educational Cooperative 230 Technology Way, Bowling Green, KY 412101
Online Q&A Sessions		
Thursday 8 February 2018	10 a.m.-11:30 a.m. ET	Call-in Instructions will be posted on the grants page & the SRCL page in the timeline
Tuesday 20 February 2018	11 a.m.-12:30 p.m. ET	
Tuesday 27 February 2018	2 p.m.-3:30 p.m. ET	

Questions may also be submitted to the KDE Grants Division by emailing KDERFP@education.ky.gov. All questions and answers will be posted by KDE. Applications should review the grants page periodically for updated answers.

Submission of Proposal

Application must be received in the KDERFP email inbox no later than 4:00 p.m. ET, Friday, 2 March 2018. Applications received after this time and date stamp will not be reviewed or considered for award.

Applicants are responsible for contacting the Kentucky Department of Education (at kderfp@education.ky.gov) confirming the receipt of their applications. Upon request, the KDE will confirm the receipt of the email and attachments (if any). Please note the KDE does not open attachments to check for accuracy.

1. Scan the completed application in its entirety, including all signatures, to PDF format. Save the original application as **SRCLsub-17-DistrictName-Original**. (For example, Franklin County would save the original application as SRCLsub-17-Franklin County-Original.)
2. To submit applications:
 - On the subject line of the email, type **SRCLsub-17/name of district**.
 - Email to KDERFP@education.ky.gov.
 - The date/time on the received email must be on or before 4:00 p.m. ET, Friday 2 March 2018.**

- Keep in mind, email coming into KDE is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that email in not always sent or received on the first try.
- Applications not received by the deadline will not be reviewed or considered for award.

Award Notification

Districts will receive preliminary notice of award on or around 9 April 2018.

Evaluation of Proposals

The SRCL grant competition is subject to an independent peer-review process, conducted through the KDE Grants Branch. Persons with demonstrated knowledge of comprehensive literacy planning and implementation will evaluate the proposals using specified evaluation criteria. Based on the scores of these peer reviewers, proposals will be ranked and awarded as funding allows. KDE reserves the right to consider geographic and demographic factors in the selection of funded proposals.

Criteria	Maximum Points
<p>Part 1: Literacy and Pre-Literacy Need</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the current literacy needs and trends of young children and students within the Birth to Grade 12 continuum who will be served by this project. Based on reliable and valid data, provide evidence to demonstrate a compelling need for the implementation of a comprehensive literacy instructional initiative. <input type="checkbox"/> Describe the disadvantaged students and young children to be served. <input type="checkbox"/> Describe the process and criteria the district used to select participating schools and partners. <input type="checkbox"/> As appropriate, explain why the district did <u>not</u> select some schools and partners. 	10
<p>Part 2: Current and Historic Literacy Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the current literacy programs, services, and supports provided to students in participating schools in the selected feeder system. <input type="checkbox"/> Identify the current literacy programs, services, and supports provided by selected community partners, particularly services from young children from birth to age 5. <input type="checkbox"/> Describe current and past efforts to align literacy services in a comprehensive manner to ensure literacy success for all students, including identified gaps in serves to disadvantaged students. 	10
<p>Part 3: Districts Support and Commitment</p> <ul style="list-style-type: none"> <input type="checkbox"/> Clearly demonstrate strong district commitment and support for establishing a local Literacy Leadership Team charged with developing and implementing a district literacy plan for improving literacy 	10

<p>achievement of all learners Birth to Grade 12, specifically describing the district’s plan for overcoming barriers or challenges in meeting the needs of disadvantaged learners.</p> <ul style="list-style-type: none"> <input type="checkbox"/> The district will provide ongoing support to the District Literacy Leadership Team in the phases of designing, implementing, monitoring, and sustaining the District Literacy Plan. <input type="checkbox"/> The district will ensure the funds are used effectively and equitably as stated in the requirements (16% for early learning; 42% for elementary; 42% for middle and high school). 	
<p>Part 4: Partner Commitments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Appropriate partners are identified and each has provided a Letter of Interest as required. <input type="checkbox"/> Partner Letters of Interest clearly describe each partner’s commitment to the project, including: <ol style="list-style-type: none"> 1. The historic relationship between the district and/or at least one school in the district as well as the partner’s reason for participating in this project. 2. How the partner’s staff will be involved in the development and implementation of the Literacy Leadership Team and plan. 3. How parents—especially parents of children who are high poverty and high-risk populations—will be involved. 4. The types of support needed by the partner related to professional learning and leadership capacity building, specifically for improved literacy and pre-literacy improvement. 5. The partner’s commitment to the project, including (if available) prior work in literacy and pre-literacy within the district and identified Birth to Grade 12 feeder system. 	10
<p>Part 5: Current and Historic Response to Intervention Services</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe how the school’s current Rtl framework is implemented, including determining eligibility, data, assessment(s), scheduling, and tier movement. <input type="checkbox"/> Describe how schools and districts currently address and remedy risk factors for targeted students. 	10
<p>Part 6: Professional Learning</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe current professional learning needs of school-based educators and their education partners (whole staff, small group, individualized), including pre-literacy and comprehensive literacy strategies. <input type="checkbox"/> Describe the current professional learning provided within the partner schools related to literacy and comprehensive literacy strategies. <input type="checkbox"/> Describe the current process for evaluating the impact of the professional learning provided and how adjustments are made, if needed. 	20

<ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the allocation of time and other resources currently provided to support intensive and ongoing professional learning that includes—at a minimum—deliberation, dialogue, and discussion. <input type="checkbox"/> Describe the historic roles of classroom teachers and school administrators in ongoing professional learning initiatives. 	
<p>Part 7: Capacity for Continued Success and Improvement</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the district’s capacity to implement successful short-term programs with great effect. Provide specific examples of sustained initiatives within the district and the identified schools, particularly for projects with multi-school and community-level connections. <input type="checkbox"/> Demonstrate the effective use of Professional Learning Communities in the project schools. 	10
<p>Part 8: Assessments and Monitoring</p> <ul style="list-style-type: none"> <input type="checkbox"/> Describe the data collection and analysis habits of each school within the identified feeder system. <input type="checkbox"/> Provide the specific measures used in each identified school and agency and how those measures are used for continuous student improvement. 	10
<p>Part 9: Budget</p> <ul style="list-style-type: none"> <input type="checkbox"/> Demonstrate the district’s ability to provide sufficient fiscal oversight for the allocation of funds in an effective manner. <input type="checkbox"/> Describe the district’s methods for determining reasonable costs relative to proposed activities. <input type="checkbox"/> Describe the district’s methods of assuring all expenditures for grant and other initiatives are clearly connected to both the need and the intended results. <input type="checkbox"/> Describe historic support, coordination, and alignment of programs/ projects with other programs and funding sources having a literacy component. <input type="checkbox"/> Include a detail budget narrative explaining the specific use of funds. 	10
<p>Part 10: Required Attachments</p> <ul style="list-style-type: none"> <input type="checkbox"/> Signed and dated assurance forms from all participating districts, schools, school councils, partners, and partners governing bodies <input type="checkbox"/> Letters of Interest from all partners and schools <input type="checkbox"/> GEPA Statement 	
Total Points	100

<p>Competitive Preference Priority #1: Serving Disadvantaged Children</p> <p>To meet Competitive Preference Priority #1 (Serving Disadvantaged Children), an applicant clearly identifies the numbers or percentages of disadvantaged children, including children living in poverty, English learners, and children with disabilities, etc., as defined in this RFA. This competitive preference should be noted specifically in the pages of the narrative. KDE will determine the application of points based on proposals submitted.</p>	<p>Up to 5 points</p>
<p>Competitive Preference Priority #2: Alignment of Birth to 5th Grade</p> <p>To ensure alignment of Birth to 5 and K-5th Grade, KDE will award up to an additional 5 points for applicants who have demonstrated in their proposal a significant focus on alignment to early learning. This may be demonstrated through the numbers and types of partnership with early learning providers, including but not limited to proportional number of early learning partners to be included in this project, demonstrated through high quality Letters of Interest. This competitive preference should be noted specifically in the pages of the narrative. KDE will award these competitive points based on the number and quality of early learning partners.</p>	<p>Up to 5 points</p>
<p>Competitive Preference Priority #3: Homelessness</p> <p>To meet Competitive Preference Priority #3 (Homelessness), an applicant clearly identifies the numbers or percentages of school-aged children who are counted as homeless in the school district and meet or exceed a level of 125% of the state's rate. This competitive preference should be noted specifically in the pages of the narrative. KDE will determine the application of points based on proposals submitted.</p>	<p>Up to 5 points</p>

Kentucky Department of Education Striving Readers Comprehensive Literacy (SRCL) Plan

District:		
Superintendent:		Phone:
District Contact:		Phone:
	Email:	
Grant Writer:		Phone:
	Email:	

I assure the attached application contains accurate information. I understand grant applications with incorrect or falsified information will not be considered for review or will be revoked once awarded. I assure the application has been reviewed and approved for implementation by all shareholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. Failure to continuously meet compliance requirement and deadlines could result in partial or complete loss of funding of the Striving Readers Comprehensive Literacy grant and may impact future funding.

Superintendent

Date

Notary Public

My commission expires

Principal Signature Page

I/We confirm by the signature(s) below that the attached proposal was reviewed and approved for implementation by the school and SBDM council. I/We agree to the requirements listed in the SRCL RFA and will comply with the assurances applicable to this grant.

School	Principal Signature	Date

School Council Signature Page (One form required for each school)

The members of the SBDM Council at (Name of School) confirm by the signature(s) below that

1. We reviewed and approved on (date) the attached proposal for implementation.
2. We agree to the requirements found in the SRCL RFA.

Printed or Typed Name	Signature	Date

Comprehensive Literacy Instruction Defined

***Comprehensive literacy instruction* means instruction that—**

- (a) Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;
- (b) Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;
- (c) Includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;
- (d) Makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;
- (e) Uses differentiated instructional approaches, including individual and small group instruction and discussion;
- (f) Provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;
- (g) Includes frequent practice of reading and writing strategies;
- (h) Uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child's learning needs, to inform instruction, and to monitor the child's progress and the effects of instruction;
- (i) Uses strategies to enhance children's motivation to read and write and children's engagement in self-directed learning;
- (j) Incorporates the principles of Universal Design for Learning;
- (k) Depends on teachers' collaboration in planning, instruction, and assessing a child's progress and on continuous professional learning; and,
- (l) Links literacy instruction to the state's challenging academic standards, including standards relating to the ability to navigate, understand, and write about complex subject matters in print and digital formats.

Small, Medium, Large Tier Classifications Chart

The chart below does not reflect eligibility for grant awards, but rather groups districts into small, medium, and large tiers. Eligibility is determined by the percentage of Free/Reduced meals. Districts are eligible to apply on the behalf of a feeder system if the Free/Reduced percentage is in the high school of the feeder system is 65% or greater. ([2017-2018 Qualifying Data](#))

Small	Medium	Large
Anchorage Ind	Adair Co	Barren Co
Appalachian Challenge Academy	Allen Co	Boone Co
Augusta Ind	Anderson Co	Bowling Green Ind
Ballard Co	Ashland Ind	Bullitt Co
Barbourville Ind	Bardstown Ind	Campbell Co
Beechwood Ind	Bath Co	Carter Co
Bellevue Ind	Bell Co	Catholic School Bd of Covington
Berea Ind	Bourbon co	Christian Co
Bluegrass Challenge Academy	Boyd Co	Clark Co
Bracken Co	Boyle Co	Covington Ind
Burgin Ind	Breathitt Co	Daviess Co
Campbellsville Ind	Breckinridge Co	Fayette Co
Carlisle Co	Butler Co	Franklin Co
Caverna Ind	Caldwell Co	Graves Co
Cloverport Ind	Calloway Co	Grayson Co
Crittenden Co	Carroll Co	Hardin Co
Cumberland Co	Casey Co	Henderson Co
Dawson Springs Ind	Catholic School Bd of Lex	Hopkins Co
Dayton Ind	Catholic School Bd of Owensboro	Jefferson Co
East Bernstadt Ind	Clay Co	Jessamine Co
Elizabethtown Ind	Clinton Co	Kenton Co
Elliott Co	Corbin Ind	Knox Co
Eminence Ind	Danville Ind	Laurel Co
Fairview Ind	Edmonson Co	Louisville Catholic BOE
Father Maloney's Boys Haven	Elizabethtown Ind	Madison Co
Frankfort Ind	Erlanger-Elsmere Ind	Marshall Co
Fulton Co	Estill Co	McCracken Co
Fulton Ind	Fleming Co	Meade Co
Gallatin Co	Floyd Co	Montgomery Co
Gateway Juvenile Diversion Pro	Fort Campbell Dependent BOE	Muhlenberg Co
Green Co	Fort Knox Community Schools BOE	Nelson Co
Harlan Ind	Garrard Co	Ohio Co
Hazard Ind	Glasgow Ind	Oldham Co
Hickman Co	Grant Co	Owensboro Ind
Home of the Innocents	Greenup Co	Perry Co
Hope Hill Youth Services	Hancock Co	Pike Co
Jackson Ind	Harlan Co	Pulaski Co
Jenkins Ind	Harrison Co	Scott Co
Lee Co	Hart Co	Shelby Co
Leslie Co	Henry Co	Warren Co
Livingston Co	Jackson Co	Whitley Co
Ludlow Ind	Johnson Co	Woodford Co
Lyon Co	Knott Co	
Mayhurst	Larue Co	
McLean Co	Lawrence Co	
Metcalfe Co	Letcher Co	
Menifee Co	Lewis Co	
Middlesboro Ind	Lincoln Co	

