REQUEST FOR APPLICATION

Kentucky Comprehensive Literacy (KyCL) Grant: Round 2

|  |  |
| --- | --- |
| **DEADLINE****4:00 p.m. (ET)****Wednesday, December 16, 2020** | **ISSUED BY** Kentucky Department of EducationOffice of Next Generation Learners |
| **ADDRESS QUESTIONS TO:**Jennifer BryantKentucky Department of Education KDERFP@education.ky.gov **Question Deadline:** **4:00 p.m. (ET), Friday, November 20, 2020** | **SUBMIT APPLICATIONS TO:**Jennifer BryantKentucky Department of EducationKDERFP@education.ky.govOnly Electronic Applications AcceptedNo 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). Use the 2019-2020 Qualifying Data from KDE to determine eligibility. It is located at the KDE Qualifying Data site: [2019-2020 Qualifying Data](https://education.ky.gov/federal/SCN/Documents/2019-2020FinalQualifyingData.xlsx)
* 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 early childhood education provider(s) as active partners, including them as members of the District and School Literacy Leadership Teams and as participants in the development and implementation of a community and 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.
* Monetary allocations are based on the student enrollment in the application’s proposed feeder system.
* District submissions **must** include a blinded copy.
* Districts **must** ensure that blinded copies of applications include all pages and attachments. Blinded copies will be scored as received.
* Districts **must** ensure that blinded copies of applications are completely and fully blinded electronically. Effective 10/01/2020 failure to do so **WILL** deem the application **non-responsive** (ineligible for funding). Review all parts of the blind copy before submitting to ensure all identifying information is completely blinded. Identifying information includes school name, district name, county, city, and names of individuals

### Types of Applications

* Districts new to Kentucky Striving Readers grants may apply.
* Districts currently awarded grant funds in Striving Readers Comprehensive Grant (SRCL) may apply.
* Districts currently awarded grant funds in Round 1 of Kentucky Comprehensive Literacy Grant (KyCL) are ineligible to apply (even if they have an additional feeder pattern that meets the application criteria).

**New Applicants:** A new applicant is defined as a district that does not currently have a Kentucky Striving Readers Grant.

**Continuation Applicants:**  A continuation applicant is defined as a district that currently has a SRCL grant. Continuation applicants must demonstrate baseline data and percent of growth in academic achievement achieved through SRCL. The applicant must provide successes and lessons learned.

Continuation applicants must also be in good standing and have no instances of non-compliance based on the Official Submissions Document, Annual Progress Report, Project Specific Measures, information and/or desk reviews or monitoring reports available to the KDE in order to be eligible for Continuation.

# **Solicitation Schedule**

| **Date** | **Event** | **Location** | **Participation** |
| --- | --- | --- | --- |
| On or around October 1, 2020 | RFA Released | Online |  |
| WednesdayOctober 14, 2020 | Informational Sessions & Vendor Fair on Grant  Part 19 a.m. to 3 p.m. ET[Join Microsoft Teams Meeting](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_M2Q3MGEwMzItNTlkZC00OGZmLThkY2YtNDY5YmU1ZGU2NWFl%40thread.v2/0?context=%7b%22Tid%22%3a%229360c11f-90e6-4706-ad00-25fcdc9e2ed1%22%2c%22Oid%22%3a%223d9d73e6-5f11-4aa7-b463-ad4bfaef5b7b%22%7d) +1 502-694-1960   United States, Louisville (Toll) Conference ID: 440 977 690#  | Online | Attendance is encouraged for any potential applicants. |
| ThursdayOctober 15, 2020 | Informational Sessions & Vendor Fair on Grant Part 2 9 a.m. to 3 p.m. ET[Join Microsoft Teams Meeting](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_ZGRjNDIzY2MtOTdiMi00Mjc2LWIyMWUtMGQ5MGU2ZjIwODZj%40thread.v2/0?context=%7b%22Tid%22%3a%229360c11f-90e6-4706-ad00-25fcdc9e2ed1%22%2c%22Oid%22%3a%223d9d73e6-5f11-4aa7-b463-ad4bfaef5b7b%22%7d) +1 502-694-1960   United States, Louisville (Toll) Conference ID: 505 356 884#  | Online | Attendance is encouraged for any potential applicants. |
| ThursdayOctober 22, 2020 | Informational Session about Process to Vet Additional Programs  10 a.m. to 11 a.m. ET [Join Microsoft Teams Meeting](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_NzA0ZDVkMzItOGVkNS00MTExLTg2YzAtODAzMjk3ZGMxNTc3%40thread.v2/0?context=%7b%22Tid%22%3a%229360c11f-90e6-4706-ad00-25fcdc9e2ed1%22%2c%22Oid%22%3a%223d9d73e6-5f11-4aa7-b463-ad4bfaef5b7b%22%7d) +1 502-694-1960   United States, Louisville (Toll) Conference ID: 405 750 299#  | Online | Attendance is encouraged for potential applicants. |
| TuesdayNovember 3, 2020 | Online Q & A Session 1 1 p.m. to 2 p.m. ET [Join Microsoft Teams Meeting](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_ZTU1ZmZlN2MtMzk2ZS00MDUxLWIxM2EtOGJiNWZiZWIwYjkz%40thread.v2/0?context=%7b%22Tid%22%3a%229360c11f-90e6-4706-ad00-25fcdc9e2ed1%22%2c%22Oid%22%3a%223d9d73e6-5f11-4aa7-b463-ad4bfaef5b7b%22%7d) +1 502-694-1960   United States, Louisville (Toll) Conference ID: 260 445 395#  | Online | Attendance is encouraged for potential applicants.Applicant questions will be answered.All questions and answers will be posted on the KDE Competitive Grants Website by November 27, 2020. |
| ThursdayNovember 5, 2020 | Online Q & A Session 2 10 a.m. to 11 a.m. ET[Join Microsoft Teams Meeting](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_OWI2ZWVhMGEtOGM3MS00MDY5LTlkZGYtZTA0YzVlYzdmOWFi%40thread.v2/0?context=%7b%22Tid%22%3a%229360c11f-90e6-4706-ad00-25fcdc9e2ed1%22%2c%22Oid%22%3a%223d9d73e6-5f11-4aa7-b463-ad4bfaef5b7b%22%7d) +1 502-694-1960   United States, Louisville (Toll) Conference ID: 808 521 55#  | Online | Attendance is encouraged for potential applicants.Applicant questions will be answered. All questions and answers will be posted on the KDE Competitive Grants Website by November 27, 2020. |
| Friday November 6, 2020 | Elevating Evidence forms are due for districts seeking approval to use a Professional Learning Provider not on the Approved Professional Provider Grid | Send to KDERFP@ education.ky.gov  | **Optional: Required if requesting Professional Learning providers not on the Approved Provider Grid** |
| WednesdayNovember 18, 2020 | Technical Assistance for grant proposal developmentPart 1 9 a.m. to 12 p.m. ET [Join Microsoft Teams Meeting](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_MzllOTk5YTYtZDU2Yi00YmQzLWJiZWItMGFmYWUxZWI1OWI1%40thread.v2/0?context=%7b%22Tid%22%3a%229360c11f-90e6-4706-ad00-25fcdc9e2ed1%22%2c%22Oid%22%3a%223d9d73e6-5f11-4aa7-b463-ad4bfaef5b7b%22%7d) +1 502-694-1960   United States, Louisville (Toll) Conference ID: 828 826 243# | Online | Attending technical assistance sessions is **strongly** recommended. |
| ThursdayNovember 19, 2020 | Technical Assistance for grant proposal developmentPart 29 a.m. to 12 p.m. ET [Join Microsoft Teams Meeting](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_MjE2YmE5ZTUtMjNmMi00OWJjLTkyMDEtZTc0NmFhZmIwOWI4%40thread.v2/0?context=%7b%22Tid%22%3a%229360c11f-90e6-4706-ad00-25fcdc9e2ed1%22%2c%22Oid%22%3a%223d9d73e6-5f11-4aa7-b463-ad4bfaef5b7b%22%7d) +1 502-694-1960   United States, Louisville (Toll) Conference ID: 756 169 44#  | Online | Attending technical assistance sessions is **strongly** recommended. |
| FridayNovember 20, 20204 p.m. ET | Deadline for submitting questions | Online | Email to: KDERFP@education.ky.gov |
| FridayNovember 27, 2020 | Districts submitting Elevating Evidence forms for approval to use a Professional Learning Provider not on the Approved Professional Provider Grid will be notified of the status of their submission | Email will be sent to the person submitting the request |  |
| FridayNovember 27, 2020 | All questions and answers gathered through email and through the Q & A sessions will be posted to the KDE Competitive Grants Website | Online | KDE Competitive Grants Website |
| WednesdayDecember 16, 2020 | Proposal Deadline | Email to KDERFP@ education.ky.gov  | **Required** |
| On or around TuesdayMarch 17, 2021 | Awardees are posted to KDE website | Online | **N/A** |
| ThursdayJuly 1, 2021 | Funding available to LEA | NA |  |

# Background

The purpose of the Kentucky Comprehensive Literacy (KyCL) grant is to support schools in improving the reading and writing achievement for all learners from birth to grade 12. Through a literacy needs assessment, the district and school will develop comprehensive literacy plans with three (3) year funding for initial implementation. Districts will create a Literacy Leadership Team that will guide the school-level Literacy Leadership Teams, birth to grade 12, in the feeder systems. The KyCL projects will establish collaborative relationships among all providers of educational opportunities to learners (e.g., early childhood providers, schools and districts, community partners). Additionally, projects will focus on closing the literacy learner gaps of the disadvantaged by establishing specific supports for at-risk learners, birth to grade 12. The goal is to increase the numbers of disadvantaged learners ready for transitioning successfully at various points on this continuum.

The KyCL grant subgrantees will develop and implement a comprehensive and integrated literacy plan for birth through grade 12 that includes internal and external partners. The district will conduct a literacy needs assessment through the Literacy Program Effectiveness Review for Kentucky Schools (PERKS) tool and use the data to create a comprehensive literacy plan. The plan **must** include:

* Each of the characteristics of comprehensive literacy instruction and the four language skills: reading, writing, speaking and listening, at each range of the continuum (birth-grade 12);
* Evidence of professional learning opportunities in literacy based on the PERKS needs assessment, including instructional strategies for at-risk learners (e.g., rural communities, foster children, English Language Learners) and students with disabilities;
* Alignment to the Interdisciplinary Literacy Practices outlined in the *Kentucky Academic Standards for Reading and Writing;*
* An explanation of the district’s assessment plan, including universal screeners, diagnostic assessments and progress monitoring as well as the use of formative and summative data (i.e., valid and reliable screening, diagnostic, and progress monitoring);
	+ to track and monitor literacy attainment
	+ to inform instruction, intervention, accommodations, professional learning and program improvement
* **New Districts**-A plan to select teachers for three (3) cohorts over the three-year life of the grant. The plan must include 100% of teachers by cohort 3 (2023-2024).
* **Continuation Districts**-A plan to continue the professional learning started in SRCL. KyCL focuses on professional learning in comprehensive literacy. Therefore, 100% of teachers at all feeder schools are required to receive professional learning hours focused on comprehensive literacy. The cohort model was already utilized in SRCL. The continuation plan can continue work started in SRCL, can add professional learning in a complementing comprehensive literacy strategy or can utilize both. Continuation districts should work with their selected professional learning providers to create a professional learning plan that continues and/or adds to teacher learning in comprehensive literacy. Districts should link SRCL work to the KyCL literacy plan in their application.

**New districts will follow the cohort model for implementation.**

| **2021-2022** | **2022-2023** | **2023-2024** |
| --- | --- | --- |
| Cohort 1 | Cohort 2 | Cohort 3 |
| 30% of teachers | additional 50% of teachers | remaining 20% of teachers |

**By the end of the grant 100% of teachers will be receiving professional learning focused on comprehensive literacy and implementing strategies learned.**

* A minimum level of professional learning for each participating teacher will include at least the number of professional learning hours listed in the table below.

| **Professional Learning Requirements****Number of Required Hours per Cohort** |
| --- |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Cohort #1 | Cohort #2 | Cohort #3 |
| 2021-2022 | 60 |  |  |
| 2022-2023 | 40 | 40 |  |
| 2023-2024 | 24 | 24 | 24 |
| **Total** | **124** | **64** | **24** |

**New districts should explain their cohort plan in their application.**

**Continuation districts should explain how they plan to train teachers who have already been part of the SRCL cohort model.**

**Continuation districts can choose to use the cohort model with a new area of comprehensive literacy, or they can continue professional learning that was started in SRCL. Districts could also choose to do a combination of both-supporting what was started in SRCL and focusing on a new area of comprehensive literacy. If a cohort model is chosen, continuation districts should follow the table below.**

|  |
| --- |
| **Continuation Districts Using the Cohort Model with a New Professional Learning Provider****Professional Learning Requirements****Number of Required Hours per Cohort** |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Cohort #1 | Cohort #2 | Cohort #3 |
| 2021-2022 | 60 |  |  |
| 2022-2023 | 40 | 40 |  |
| 2023-2024 | 24 | 24 | 24 |
| **Total** | **124** | **64** | **24** |

|  |
| --- |
| **Continuation Districts** **Continuing the Professional Learning started in SRCL****Professional Learning Requirements****Number of Required Hours**  |

|  |  |  |  |
| --- | --- | --- | --- |
|  | Minimum hours All Teachers |  |  |
| 2021-2022 | 30 |  |  |
| 2022-2023 | 30 |  |  |
| 2023-2024 | 24 |  |  |
| **Total** | **84** |  |  |

**Continuation districts should explain their professional learning plans for all teachers in the application – cohort and/or continuation. Continuation districts should work with selected professional learning providers to create a professional learning plan and submit it with their application. The professional learning plan must support the work already started in SRCL and should address the district and school literacy plans.**

After awards are made the Kentucky Department of Education (KDE) will work with all awardees to assure their plans meet the full intent of the grant.

The 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 specific requirements of the U.S. Department of Education KyCL program, the KDE has set the following requirements for all subgrantees.

**Blinding:** The process of removing any personal, identifying information from an application.

**Non-Responsive:** An application that is ineligible for funding due to an error in the application.

**New Applicant**. Kentucky public school districts that include grades K-12 that do not currently have a Striving Readers Comprehensive Literacy grant award. The school district will serve as the fiscal agent.

**Continuation District**. Kentucky public school districts that currently have the Striving Readers Comprehensive Literacy Grant (SRCL). The school district will serve as the fiscal agent.

**Comprehensive Literacy Instruction**. As outlined by the federal CLSD program, Comprehensive Literacy Instruction includes 12 specific requirements. Definition of Comprehensive Literacy is included at the end of this document.

**Disadvantaged Child**.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 many disadvantaged children are served, poverty will be a key indicator for eligibility for KyCL 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 2019-2020 Qualifying Data report found at [Qualifying data](https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx). Feeder systems that include Community Eligibility Provision (CEP) qualifying schools should consult KDE individually regarding their eligibility calculation.

**Endorsed Programs**. The KyCL program provides subgrants for schools that implement comprehensive literacy instruction. While interventions are a part of a comprehensive plan, they are not the driver of whole system improvements. To ensure all applicants have access to appropriate, evidence-based professional learning that meets the requirements of this federal program, subawards will only be made to districts that utilize at least one program at each level (early childhood, elementary, middle/high) from KDE’s Matrix of Approved Programs (below) unless the district is approved to use a different provider after submitting an Elevating Evidence form.

**Feeder System.** A feeder system is made up of all the schools that feed into a high school. All schools that feed into the eligible high school along with the high school should be considered a part of the feeder system and a part of the district’s plan for KyCL unless certain schools are excluded, and these exclusions are approved by KDE. While the applicant is the school district, the project must serve young children and students along the birth to grade 12 continuums. 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.

**Provider**. The professional learning provider/providers utilized by the district to provide professional learning to early, elementary, middle and high school.

Each district is required to choose and purchase a professional learning provider from the approved list at each level-early, elementary, middle and high school.

**KyCL Approved Providers-** [**Approved Grid can be found at this link**](https://classroom.google.com/c/OTc2MTQwNDc2NTRa/m/MTE2ODM3NTIwMDEz/details)

Early Childhood

* Early Language and Literacy Project (ELLP) (Collaborative Center for Literacy Development)
* Governor’s Office of Early Childhood (GOEC) (Approved GOEC trainings focused on comprehensive literacy)
* Head Start
* Artful Reading (Collaborative for Teaching and Learning)

Elementary

* Artful Reading (Collaborative for Teaching and Learning)
* Kentucky Reading Project (Collaborative Center for Literacy Development)
* Kentucky Writing Project
* Literacy Design Collaborative (LDC)

Middle/High School

* Adolescent Literacy Model (Collaborative for Teaching and Learning)
* Adolescent Literacy Project (Collaborative Center for Literacy Development)
* Literacy Design Collaborative (LDC)
* Kentucky Writing Project

**District can also use KyCL funds for:**

* National Board Certification-KyCL Funds can pay for teachers to participate in National Board Certification
* National Center for Families Learning (NCFL)-KyCL Funds can pay for districts to work with NCFL to increase family engagement and support
* Imagination Library-KyCL Funds can pay for children to receive books from Imagination Library (This requires training and participation in ELLP)

**Additional information on each professional learning provider will be provided during technical assistance sessions provided by the KDE. Cost of the professional services from each of these programs is covered by district grant funds. See Solicitation Schedule for training day/time.**

**Optional Professional Learning Provider**

Districts may request approval to use a professional learning provider that is not listed on the approved grid. Districts seeking approval to use a provider not on the approved Professional Learning Provider Grid are required to fill out and submit an Elevating Evidence form by **November 6, 2020.**  Elevating Evidence forms will be posted to the KDE Competitive Grants Website. **See Solicitation Schedule for training day/time.**

Elevating Evidence forms guide districts to identify research that supports the use of the provider/literacy strategy the district would like to use. Districts should explain how the research supports their literacy plan and the needs of their students and teachers. Districts are encouraged to use multiple sources of research and should not use only vendor supplied research whenever possible. Research can focus on the use of a specific literacy strategy and could include data on specific professional learning providers when available.

**Continuation** districts should explain how the requested provider/strategy compliments SRCL work, strengthens comprehensive literacy, supports the district and school literacy plans, and how it will help them scale and sustain their current SRCL work.

The final application should explain the professional learning provider selected off the approved gird or the professional leaning provider approved by KDE after submitting the Elevating Evidence form.

Districts will be notified on the status of the submitted Elevating Evidence form by November 27, 2020.

* **GEPA Statement.** The applicant must provide a statement of equitable access that meets the requirements of the General Education Provision Act (GEPA, Section 427). [U.S. Department of Education General Education Provisions Act](https://www2.ed.gov/policy/elsec/leg/esea02/pg122.html)
* **Literacy Intervention**. Intervention is one part of a comprehensive literacy instruction system. For this program, the 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 students;
	+ 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;
	+ Provided to a student by a highly trained teacher;
	+ Delivered one-on-one or in small groups;
	+ Based on evidence, reliable and replicable;
	+ Based on ongoing assessment of individual student needs.
* **Partners**. For KyCL, 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.
* **Professional Learning**. In terms of this grant, professional learning refers to the ongoing, specialized adult learning to further understanding and practice in literacy instruction. Professional learning may occur during or after the school day but must focus on comprehensive literacy and be in accordance to the approved literacy plan established by the District Literacy Leadership Team (DLLT) and School Literacy Leadership (SLLT) Teams. Professional learning indicates a continuous cycle of learning, putting learning into practice and evaluating results to determine the next steps in learning. All professional learning must be approved by the KDE KyCL Grant Directors.

**Funding**

The Kentucky Department of Education (KDE) will make $28 million available for subgrants through the KyCL program. The KDE anticipates making approximately 15 subawards in Round 2 to districts in support of birth to grade 12 feeder patterns. A district may apply for only one (1) feeder system. The number and size of the district awards will depend on the number of students in each district or feeder system. The size (small, medium or large) of the district determines the amount awarded.

To be eligible for Round 2 funding, a district must:

* Qualify as high poverty.
* Have significant deficits in literacy in at least three of the four continuum levels (birth to age 5, Kindergarten-grade 5, middle school, high school) as evidenced by assessment data.
* Agree that early education provider(s) will be engaged as active members of the District Literacy Leadership Team (DLL) 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 system and seven for large systems.
* Agree to provide literacy services at each level-early, elementary, middle and high. This includes teacher and administration professional learning focused on comprehensive literacy, Multi-Tiered System of Support (MTSS) and balanced literacy assessment plans including the use of TELD 4 to assess the oral language development of all 4-year-old children.
* Agree to utilize evidence-based strategies to improve comprehensive literacy instruction that will create district and community capacity that can continue after grant funding ends.
* Agree to assure all teachers receive the required number of professional learning hours focused on comprehensive literacy and share all professional learning logs with KDE.
* Agree to provide KDE with all required documents-Official Submissions Document, Project Specific Measures, Annual Report of Progress, Yearly Budgets with narratives, District and School Literacy Plans, Reimbursement Requests and other required documents.
* Agree to seek approval from the KDE for requested expenditures.

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

**District Identification of Schools/Partnering Agencies**

As part of the district application for KyCL, 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 school in the feeder system.
* Early Education Providers (includes independent, home-based, and faith-based childcare and preschool providers; Head Start centers; public preschool providers, etc.). A minimum of three for small feeder systems, five for medium and seven for large.
* Community Partners (includes nonprofits and for-profit agencies that provide literacy supports for children in the continuum, including public libraries, afterschool programs, mentoring programs, etc.). A minimum of three for small feeder systems, five for medium and seven for large.

Each individual Letter of Interest from **schools** must describe:

* The support and commitment to improving the literacy achievement of all learners
* The need/plan of the school to create community partnerships relative to literacy and early literacy
* How the project will align with other programs and funding sources in the district having a literacy component
* The current strategies to improve literacy and/or early literacy outcomes in the community (brief description)

Each individual Letter of Interest from **Early Education Providers and Community Partners** must describe:

* The current and 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
* The plan describing how the partner’s staff will be involved in the development and implementation of the literacy leadership team and literacy plan
* The plan describing how the parents-especially parents of children who are high poverty and high-risk populations-will be involved
* The types of support needed by the partner related to professional learning and leadership capacity building, specifically for improved literacy and pre-literacy
* 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

Letter of Interest from the **district** will:

* Provide assurance that schools and educational partners are represented on the District Literacy Leadership Team and that partners will assist in developing the District Literacy Plan
* 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 Plan

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

**Requirements for Funded Districts**

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

* Establish and/or maintain previous District Literacy Leadership Team that includes early education providers to assist in the development and implementation of a district literacy plan.
* Show through assurances and narrative how other funding sources and initiatives align with the district comprehensive literacy plan.
* Demonstrate specific needs related to high-poverty and at-risk groups within the feeder system, including risks at each of the four levels on the continuum (birth to age 5, Kindergarten to grade 5, middle school, high school).
* Support participating schools and early education partners by demonstrating a commitment to improving the literacy achievement of all learners, particularly disadvantaged learners.
* Provide time for teachers and partners to attend professional learning opportunities focused on comprehensive literacy and directed at supporting the literacy plan, improving literacy achievement and accelerating literacy performance.
* Build literacy leadership capacity among administrators and instructional leaders as included by the approved comprehensive literacy instruction program and supports.
* Participate in state and federal program evaluations as requested, including engaging in a local collaborative, online surveys, interviews, self-evaluation and monitoring, desk monitoring and other data collection as requested.
* Include early childhood and community partners.

**Allowable and Required Activities**

The district must use subgrant funds for the following activities:

* Implementation of an approved comprehensive and coherent literacy plan that is aligned to *the Kentucky Academic Standards for Reading and Writing* and serves birth to grade 12. The literacy plan should include each of the components of comprehensive literacy. Subgrantees must ensure the programs align across and within all bands of the birth to grade 12 continuums.
* Professional learning in comprehensive literacy from the KDE approved provider grid or from a provider approved through the Elevating Evidence process, including instructional strategies for learners with special needs (e.g., English Language Learners, Special Education, children with characteristics of dyslexia, acceleration opportunities, birth-age 5).
* Implementation of one or more intervention(s) that align to the proposed comprehensive literacy program as well as professional learning for the intervention(s).
* Instructional resources aligned with *the Kentucky Academic Standards for Reading and Writing*, including components of comprehensive literacy instruction.
* A balanced assessment system (i.e., valid and reliable screening, diagnostic, formative and progress monitoring) aligned with *the Kentucky Academic Standards for Reading and Writing.*
* Use of data (i.e., valid and reliable screening, diagnostic, and progress monitoring)
	+ to track and monitor literacy attainment
	+ to inform instruction, intervention, accommodations, professional learning and program improvement

Other allowable activities may be included in the local KyCL project, such as:

* Purchasing resources needed for implementation of the professional learning strategies learned and for engaging and motivating language and text-rich learning environments
* Purchasing assessments for screening, diagnostic and progress monitoring (You may not supplant the purchase of assessments currently used in the district)
* Personnel support (choose one)
	+ 30% of the salary and fringe for a Grant Manager
	+ 50% of the salary and fringe for a District Literacy Instructional Coach/Grant Manager

**Personnel purchased with KyCL funds must support the grant the percentage of time matched to the salary paid from grant funds. A time and effort document will be required.**

* Other resources or supports needed for successful implementation of the district literacy plan. Seek prior approval from KDE.

**Restrictions on Use of Funds**

All expenditures must align to the approved district literacy plan developed by the District Literacy Leadership Team. This grant focuses on professional learning in comprehensive literacy. Grant funds should support professional learning and the implementation of strategies learned. Each subgrantee should seek approvals from the KDE KyCL Grant Directors for all expenditures in advance.

**Allocation of Funds**

To ensure small, medium, and large feeder systems can meet their very different needs, the KDE has designed a funding structure based on student enrollment in the project’s feeder system. While this chart does not determine eligibility, it does provide guidance for district planning and application

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| **KyCL Round 2 Funding Chart** |

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Year 1****(per feeder)****July 1, 2021-****Sept. 30, 2022** | **Year 2****(per feeder)****Oct. 1, 2022-****Sept. 30, 2023** | **Year 3** **(per feeder)****Oct. 1, 2023-****Sept. 30, 2024** | **Total****(per feeder)** |
| **Small** | 235,000 | 255,726 | 175,000 | **$665,726** |
| **Medium**  | 300,000 | 323,726 | 230,000 | **$853,726** |
| **Large** | 350,000 | 376,726 | 270,000 | **$996,726** |

All schools within the feeder system will be a part of the implementation plan. A district may request that certain schools be outside of the KyCL program under special circumstances. In their proposals, districts will be required to discuss the decision-making process used to determine why specific schools were chosen to participate. The KDE reserves the right to work individually with districts to provide flexibility for feeder systems based on demonstrated local need; but in no case will a feeder system be included in the subaward funding process without the inclusion of a high-need high school (eligibility).

Finally, all schools **must** allocate their funds to meet the requirements of the federal KyCL program, including the designation of funds to each level of the birth to grade 12 continuums. Specifically, districts must allocate:

* 16% of funds to services and supports for birth to age 5
* 42% of funds to services and supports for kindergarten to grade 5
* 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. Second blinded copy of all parts of the submission is required.

* District Cover Sheet (RFA attachment)
* School Principal/Partner Signature Pages (RFA attachment)
* School Council Signature Pages (RFA attachment)
* GEPA 427 Statement (RFA attachment) (Not included in the 25-page limit)
* District Assurances Document (RFA Attachment) (Not included in the 25-page limit)
* Birth to Grade 12 Feeder System Form (RFA attachment) (Not included in the 25-page limit)
* District Eligibility Narrative, Historic and Current Literacy and Pre-Literacy Practices, Literacy Plan Narrative and Professional Learning Plan (not to exceed 25 double-spaced pages)
* Itemized District Budget with a Budget Narrative (RFA Attachment) (Not included in the 25-page limit)
* Letters of Interest from each participating school and early childcare or community partner that describes:

 **School Letters Should Include (Not included in the 25-page limit)**

* The support and commitment to improving the literacy achievement of all learners
* The support and commitment to adhering to the professional learning requirements as outlined in the grant, including a plan to support the new learning through PLC meetings, modeling and coaching.
* The plan for the school to create community partnerships relative to literacy and early literacy
* How the project will align with other programs and funding sources having a literacy component
* The current use of a School Literacy Leadership Team/Literacy Plan to guide instruction and teacher learning and how the School Literacy Leadership Team/School Literacy Plan will be used as part of the grant
* The current strategies implemented to improve literacy and/or early literacy outcomes (brief description)

**Partner Letters Should Include (Not included in the 25-page limit)**

* The current and historic relationship (if available) between Early Childcare providers and/or community partner and the district, including the reason for participating in this project
* How the Early Childcare provider and/or the community partner plan to be involved in the District Literacy Leadership Team and the development/implementation of the district and school literacy plans
* The types of support given by the community partners related to family engagement and improved literacy and pre-literacy learning-especially families of children who are high poverty and high-risk populations
* The Early Childhood provider’s commitment to participate in the professional learning cohort model and collaboration with the school district, specifically regular meetings with kindergarten teachers
* The community partner’s commitment to support literacy training, collaboration and literacy improvement for birth to grade 12

Note: Reviewers will evaluate the quality of partnerships, in part, based on the content of partner letters and whether/how the partner addresses these components. Additional partner letters beyond the requirement are beneficial, but not required and may not be scored individually by reviewers.

**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.
* Texts 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, the KDE will offer virtual technical assistance sessions and a series of online Q&A sessions. Attendance in one of the virtual sessions is strongly encouraged. Technical assistance sessions are free and available to all applicants.

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| **Virtual Technical Assistance Sessions** |

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| **Wednesday****November 18, 2020** | 9 a.m. to 12 p.m. ET [Join Microsoft Teams Meeting](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_MzllOTk5YTYtZDU2Yi00YmQzLWJiZWItMGFmYWUxZWI1OWI1%40thread.v2/0?context=%7b%22Tid%22%3a%229360c11f-90e6-4706-ad00-25fcdc9e2ed1%22%2c%22Oid%22%3a%223d9d73e6-5f11-4aa7-b463-ad4bfaef5b7b%22%7d) +1 502-694-1960   United States, Louisville (Toll) Conference ID: 828 826 243#  | Virtual Platform |
| **Thursday****November 19, 2020** | 9 a.m. to 12 p.m. ET[Join Microsoft Teams Meeting](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_MjE2YmE5ZTUtMjNmMi00OWJjLTkyMDEtZTc0NmFhZmIwOWI4%40thread.v2/0?context=%7b%22Tid%22%3a%229360c11f-90e6-4706-ad00-25fcdc9e2ed1%22%2c%22Oid%22%3a%223d9d73e6-5f11-4aa7-b463-ad4bfaef5b7b%22%7d) +1 502-694-1960   United States, Louisville (Toll) Conference ID: 756 169 44#  | Virtual Platform  |

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| **Virtual Q&A Sessions** |

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| **Tuesday November 3, 2020** | 1 p.m. to 2 p.m. ET [Join Microsoft Teams Meeting](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_ZTU1ZmZlN2MtMzk2ZS00MDUxLWIxM2EtOGJiNWZiZWIwYjkz%40thread.v2/0?context=%7b%22Tid%22%3a%229360c11f-90e6-4706-ad00-25fcdc9e2ed1%22%2c%22Oid%22%3a%223d9d73e6-5f11-4aa7-b463-ad4bfaef5b7b%22%7d) +1 502-694-1960   United States, Louisville (Toll) Conference ID: 260 445 395#  | Virtual Platform  |
| **Thursday November 5, 2020** | 10 a.m. to 11 a.m. ET[Join Microsoft Teams Meeting](https://teams.microsoft.com/l/meetup-join/19%3Ameeting_OWI2ZWVhMGEtOGM3MS00MDY5LTlkZGYtZTA0YzVlYzdmOWFi%40thread.v2/0?context=%7b%22Tid%22%3a%229360c11f-90e6-4706-ad00-25fcdc9e2ed1%22%2c%22Oid%22%3a%223d9d73e6-5f11-4aa7-b463-ad4bfaef5b7b%22%7d) +1 502-694-1960   United States, Louisville (Toll) Conference ID: 808 521 55#  | Virtual Platform  |

Questions about the KyCL grant or application process may only be answered by attending a question and answer session or by emailing a question to the KDE procurement branch KDERFP@education.ky.gov by Friday, November 20, 2020. All questions and answers will be posted by the KDE. Applicants should review the grants page periodically for updated answers.

**Submission of Proposal**

**Application must be received in the KDERFP email inbox no later 4:00 p.m. ET, Wednesday, December 16, 2020.** Applications received after this time and date stamp will not be reviewed or considered for award.

Applicants are responsible for contacting the KDE (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 open attachments to check for accuracy.

* Scan the completed application in its entirety, including all signatures, to PDF format.  Save the original application as ***KyCL2sub\_21\_Districtname\_Original***.  (For example:  Franklin County would save the original application as *KyCL2sub\_21\_FranklinCounty\_Original*.)
* Scan One Blind copy. The blind Copy must be completely blinded electronically. (Black highlighting or X’d out using the find and replace feature - ex: XXXXX), failure to do so **WILL** deem the application **non-responsive**. Please review blind copy before submitting to ensure all identifying information is blinded and all required pages and attachments are present. Identifying information includes school name, district name, county, city, and names of individuals. **Label blind copy as “KyCL2sub21\_ DistrictName blind copy.**
* To submit applications:
* On the subject line of the email, type ***KyCL2sub-21/name of district***.
* Attach original copy and blind copy separately.
* Email to KDERFP@education.ky.gov.
* **The date/time on the received email must be on or before 4:00 p.m. ET, Wednesday, December 16, 2020.**
	+ Keep in mind, email coming into the KDE is routed for security purposes through multiple networks and servers.  Allow ample time for this and the possibility that email is 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 **Wednesday, March 17, 2021**.

**Evaluation of Proposals**

The KyCL grant competition is subject to an independent peer-review process, conducted through the KDE Procurement 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. The KDE reserves the right to consider geographic and demographic factors in the selection of funded proposals.

| **Criteria** | **Maximum Points** |
| --- | --- |
| **Part 1: Literacy and Pre-Literacy Need*** Describethe 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, provideevidence to demonstrate a compelling need for the implementation of a comprehensive literacy instruction initiative. **Continuation** districts should also provide evidence to demonstrate the need for continuing a comprehensive literacy instruction initiative and must provide baseline data and percent of growth in academic achievement achieved through SRCL.
* Describe the disadvantaged students and young children to be served.
* Describe the process and criteria the district used to select participating schools and partners.
* As appropriate, explain why the district did not select some schools and partners.
* Describe the need for improved assessment literacy and how it could support a comprehensive literacy initiative.
 | **15** (3 per bullet) |
| **Part 2: Current and Historic Literacy Services*** Identify the current literacy programs, services and supports provided to students in participating schools in the selected feeder system. **Continuation** districts should also explain SRCL work in the district.
* Identify the current literacy programs, services and supports provided by selected community partners, particularly services for young children from birth to age 5. **Continuation** districts should also explain the SRCL supported literacy programs, services and supports provided by selected community partners, including services for young children from birth to age 5.
* Identify the current assessment plan and needs to assure the district has a balanced assessment plan.
* Describe current and past efforts to align literacy services in a comprehensive manner to ensure literacy success for all students, including identified gaps in services to disadvantaged students. **Continuation** districts should also explain the professional learning made available through SRCL.
 | **12** (3 per bullet) |
| **Part 3: District Support and Commitment*** Clearly demonstrate strong district commitment and support for establishing a District Literacy Leadership Team charged with developing and implementing a district literacy plan for improving literacy achievement of all learner’s birth to grade 12, specifically describing the district’s plans for overcoming barriers or challenges in meeting the needs of disadvantaged learners.

**Continuation** districts should also explain how the District Literacy Leadership Team supported the Literacy Plan in SRCL.* Explain how 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.
* Explain how 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).

**Continuation** districts should also explain how the district assured SRCL funds were spent in the required percentages.* Explain how the district will support principals in meeting with teachers at least monthly for collegial conversations focused on literacy and to assure instruction and professional learning are aligned to the School Literacy Plan.

**Continuation** districts should also explain how the district supported principals and teachers in SRCL. | **12** (3 per bullet) |
| **Part 4: Partner Commitments*** Appropriate partners are identified, and each has provided a letter of interest as required. (5 points)
* Partner Letters of Interest clearly describe each partner’s commitment to the project, including: (10 points)
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 the identified birth to grade 12 feeder system.
 | **15** (as detailed at left) |
| **Part 5: High-Quality District Literacy Plan*** Describe the process used to create the attached district literacy plan, including the individuals involved and, as appropriate, their capacity and expertise in literacy instruction and support. (4 points)
* Demonstrate how the literacy plan, partnerships and literacy approaches or programs are aligned to the need’s assessment and *the Kentucky Academic Standards for Reading and Writing*. (10 points)
* The literacy plan is of high quality and utilizes state tools to align plans *the Kentucky Academic Standards for Reading and Writing*, instructional design and the state comprehensive literacy plan (e.g., Literacy PERKS) (10 points). **Continuation** districts should explain how the current literacy plan will be continued or changed to meet the needs of students and teachers.
 | **24** (as detailed at left) |
| **Part 6: Professional Learning Aligned to Plan*** Describe current professional learning needs of school-based educators and their education partners (daycares), including pre-literacy and cross-content needs.
* Describe the current professional learning provided within the feeder schools related to literacy and comprehensive literacy strategies. **Continuation** districts should describe professional learning provided with SRCL funds.
* Describe the current process for evaluating the impact of the professional learning provided and how adjustments are made, if needed.
* Demonstrate the allocation of time and other resources that will be made to support intensive and ongoing professional learning that includes-at a minimum-deliberation, dialogue and discussion.
* Describe the roles classroom teachers and school administrators will have in ongoing professional learning initiatives.
* Describe the use of collaborative teams to implement projects, particularly for projects with multi-school and community-level connections.
* Describe how Professional Learning Communities will be utilized in the project schools.
 | **14** (2 points per bullet) |
| **Part 7: Budget*** Demonstrate the district’s ability to provide enough fiscal oversight for the allocation of funds in an effective manner.
* Describe the district’s plan to monitor required allocation of funds to Early Childhood (16%), Elementary (42%) and Middle/High (42%).
* Describe the district’s methods for determining reasonable costs relative to proposed activities.
* 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.
* Describe historic support, coordination and alignment of programs/projects with other programs and funding sources having a literacy component.

**Continuation** districts should also describe how the SRCL budget supported your literacy plan.* Include a detailed budget narrative explaining the specific use of funds and corresponding MUNIS object codes.
 | **18** (3 points per bullet) |
| **Part 8: Other Required Attachments*** Signed and dated assurance forms from all participating districts, schools, and school councils
* GEPA Statement
* Feeder System Form with Data
 | **10**  |
| **Total Points**  | **120** |
| **Competitive Preference Priority #1: Serving Disadvantaged Children*** 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 (including Dyslexia), etc., as defined in this RFA. This competitive preference should be noted specifically in the pages of the narrative. The KDE will determine the application of points based on proposals submitted.
 | **Up to** **5 points** |
| **Competitive Preference Priority #2: Alignment of Birth to 5th Grade*** To ensure alignment of birth to age 5 and Kindergarten to grade 5, the KDE will award up to an additional 5 points for applicants who have demonstrated in their proposals 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 the 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. The KDE will award these competitive points based on the number and quality of early learning partners.
 | **Up to** **5 points** |
| **Competitive Preference Priority #3: Homelessness, Foster, Grandparenting*** To meet Competitive Preference Priority #3, an applicant clearly identifies the numbers or percentages of school-aged children with high-mobility, including homelessness, foster and grand-parented students. For homelessness, districts must 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. The KDE will determine the application of points based on proposals submitted.
 | **Up to** **5 points** |
|  |  |

**Kentucky Department of Education**

**Kentucky Comprehensive Literacy (KyCL) District Assurances**

|  |  |
| --- | --- |
| **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 Kentucky Comprehensive Literacy grant and may impact future funding.***

**Check application type** (Must be indicated for application to be reviewed.)

**☐**Small Feeder System **☐**Medium Feeder System **☐**Large Feeder System

**☐** New District **☐** Current SRCL District

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Superintendent Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

 Notary Public My commission expires

**Principal Signature Page**

**(Required for all Schools in the KyCL Feeder Pattern)**

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 KyCL RFA and will comply with the assurances applicable to this grant.

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| --- | --- | --- |
| **School** | **Principal Signature** | **Date** |
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**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 KyCL RFA.

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| **Printed or Typed Name** | **Signature** | **Date** |
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 **Birth to Grade 12 Feeder System**

 In the following table, please list the data for each school and partner that will be served.

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| **District name:** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **School/Partner Name** | **Age/Grade Range Served** | **Anticipated** **Number of Students Served** | **Assessment Name** | **Year** | **% Meeting Benchmarks\*** |
| **School/Partner** | **Kentucky** |
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**†**Use the most recent year available for all indicators

**\***Include available data including state and local assessments (e.g., Brigance, MAP, KPREP, etc.).

**District Budget Narrative**

Instructions: Indicate the MUNIS Object Code, provide a description and amount to be expended. While matching funds are not a requirement of the grant, the ability and willingness of the district and its partners to leverage other funds and services is a key sign of capacity and potential sustainability of the project.

| **MUNIS Code** | **Description****(Explanation of Expenditure; Source of Match)** | **Amount Budgeted** | **Amount Matched** |
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 **General Education Provisions Act (GEPA) Section 427**

**District Name\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Date\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Superintendent Signature\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**GEPRA Statement** Section 427 requires each applicant for funds 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.

**Explain in a short narrative how you will ensure equitable access to, and participation in, the plan the KyCL Grant will fund.**

**Comprehensive Literacy Instruction Defined**

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

1. Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;
2. Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;
3. 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;
4. Makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;
5. Uses differentiated instructional approaches, including individual and small group instruction and discussion;
6. Provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;
7. Includes frequent practice of reading and writing strategies;
8. 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;
9. Uses strategies to enhance children’s motivation to read and write and children’s engagement in self-directed learning;
10. Incorporates the principles of universal design for learning;
11. Depends on teachers’ collaboration in planning, instruction, and assessing a child’s progress and on continuous professional learning; and
12. 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 priced meals. Districts are eligible to apply on the behalf of a feeder system if the Free/Reduced percentage in the high school of the feeder system is 65% or greater. ([2019-2020 Qualifying Data](https://education.ky.gov/federal/SCN/Documents/2019-2020FinalQualifyingData.xlsx) )

| Small | Medium | Large |
| --- | --- | --- |
| Anchorage Ind  | Adair Co | Barren Co |
| Augusta Ind | Allen Co | Boone Co |
| Ballard Co | Anderson Co | Bowling Green Ind |
| Barbourville Ind | Ashland Ind | Bullitt Co |
| Beechwood Ind | Bardstown Ind | Campbell Co |
| Bellevue Ind | Bath Co | Christian Co |
| Berea Ind | Bell Co | Clark Co |
| Bracken Co | Bourbon co | Covington Ind |
| Burgin Ind | Boyd Co | Daviess Co |
| Campbellsville Ind | Boyle Co | Fayette Co |
| Carlisle Co | Breathitt Co | Franklin Co |
| Caverna Ind | Breckinridge Co | Graves Co |
| Cloverport Ind | Butler Co | Grayson Co |
| Crittenden Co | Caldwell Co | Hardin Co |
| Cumberland Co | Calloway Co | Henderson Co |
| Dawson Springs Ind | Carroll Co | Hopkins Co |
| Dayton Ind | Casey Co | 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 | Madison Co |
| Frankfort Ind | Elizabethtown Ind | Marshall Co |
| Fulton Co | Erlanger-Elsmere Ind | McCracken Co |
| Fulton Ind | Estill Co | Meade Co |
| Gallatin Co | Fleming Co | Montgomery Co |
| Green Co | Floyd Co | Muhlenberg Co |
| Harlan Ind | Garrard Co | Nelson Co |
| Hazard Ind | Glasgow Ind | Ohio Co |
| Hickman Co | Grant Co | Oldham Co |
| Jackson Ind | Greenup Co | Owensboro Ind |
| Jenkins Ind | Hancock Co | Perry Co |
| Lee Co | Harlan Co | Pike Co |
| Leslie Co | Harrison Co | Pulaski Co |
| Livingston Co | Hart Co | Scott Co |
| Ludlow Ind | Henry Co | Shelby Co |
| Lyon Co | Jackson Co | Warren Co |
| McLean Co | Johnson Co | Whitley Co |
| Metcalfe Co | Knott Co | Woodford Co |
| Menifee Co | LaRue Co |   |
| Middlesboro Ind | Lawrence Co |   |
| Murray Ind | Letcher Co |   |
| Newport Ind | Lewis Co |   |
| Nicholas Co | Lincoln Co |   |
| Owsley Co | Logan Co |   |
| Paintsville Ind | Magoffin Co |   |
| Paris Ind | Marion Co |   |
| Pikeville Ind | Martin Co |   |
| Pineville Ind | Mason Co |   |
| Raceland-Worthington Ind | Mayfield Ind |   |
| Robertson Co | McCreary Co |   |
| Russellville Ind | Mercer Co |   |
| Science Hill Ind | Monroe Co |   |
| Silver Grove Ind | Morgan Co |   |
| Somerset Ind | Owen Co |   |
| Southgate Ind | Paducah Ind |   |
| Trimble Co | Pendleton Co |   |
| Walton-Verona Ind | Powell Co |   |
| West Point Ind | Rockcastle Co |   |
| Williamsburg Ind | Rowan Co |   |
| Williamstown Ind | Russell Co |   |
| Wolfe Co | Russell Ind |   |
|   | Simpson Co |   |
|   | Spencer Co |   |
|   | Taylor Co |   |
|   | Todd co |   |
|   | Trigg Co |   |
|   | Union Co |   |
|   | Washington Co |   |
|   | Wayne Co |   |
|   | Webster Co |   |