

REQUEST FOR APPLICATION (RFA)

Read to Achieve (RTA) Grant

Reading Diagnostic and Intervention Grant

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| **Deadline:**  4:00 p.m. ET, Wednesday,  January 5, 2022 | **Issued by:**  Kentucky Department of Education, Office of Teaching and Learning |
| **E-mail All Questions to:**  Kentucky Department of Education  Grants Procurement Branch  [kderfp@education.ky.gov](mailto:kderfp@education.ky.gov)  ***\*Questions will only be accepted via e-mail. Deadline to submit questions is 4:00p.m. ET, Friday,***  ***December 3, 2021*** | **Submit Applications to:**  [kderfp@education.ky.gov](mailto:kderfp@education.ky.gov)  ***\*Only electronic applications will be accepted.*** |

**Specific Instructions:**

Failure to follow these specific instructions will deem an application non-responsive and will not be scored.

1. A public school that enrolls primary students, including the Kentucky School for the Blind and the Kentucky School for the Deaf, shall be eligible to apply.
2. Each eligible public school must submit a separate application. The fiscal agent for the application must be a local public-school district.
3. It is the responsibility of the applicant to continue to check the website for any changes or updates in the RFA document.
4. Submission and receipt of the electronic application (original copy and redacted copy without any identifying information) by Wednesday, January 5, 2022, at 4:00 p.m., ET via e-mail to [kderfp@education.ky.gov](mailto:kderfp@education.ky.gov).

Revisions: Pg. 10 – sentence removed.

**Read to Achieve:**

**Reading Diagnostic and Intervention Grant**

**Request for Competitive Application**

Deadline – Wednesday, January 5, 2022 4 p.m. (ET)

The Office of Teaching and Learning is issuing a Request for Application (RFA) for the *Kentucky Read to Achieve: Reading Diagnostic and Intervention Grant.* This fund is established in KRS 158.792 to “help teachers and library media specialists improve the reading skills of struggling readers in the primary program.” Per KRS 158.792, in order to “address the diverse learning needs of those students reading at low levels,” schools with the most need will be awarded extra points and special consideration.

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| **Date** | **Event** | **Location** | **Participation** |
| Late October/Early November 2021 | RFA released | Online | N/A |
| November 22, 2021, 1:00-3:00 p.m., ET | [Live Technical Assistance Webinar](https://teams.microsoft.com/l/meetup-join/19%3ameeting_YWJlOTBmMTYtYTI0OC00NmI0LThiMmMtODY3ZDg0ZmU0Yzkw%40thread.v2/0?context=%7b%22Tid%22%3a%229360c11f-90e6-4706-ad00-25fcdc9e2ed1%22%2c%22Oid%22%3a%22758ec682-112a-48d6-b0c1-76f1399e5874%22%7d) | Online | Attending live or watching the recorded TA session is recommended |
| December 3, 2021, by 4:00 p.m. ET | Deadline to Submit Questions | E-mail | N/A |
| On or Around December 10, 2021 | Frequently Asked Questions (FAQs) Released | Online | Recommended to review |
| December 1, 2021, 4:00 p.m., ET | Deadline to submit request for approval of off-list professional learning provider(s) | E-mail | N/A |
| January 5, 2022, 4:00 p.m., ET | Application deadline | E-mail to KDE | **Required** |
| TBD | Application review and scoring by independent evaluators | Online | N/A |
| On or around April 8, 2022 | Districts will receive preliminary notice of award | Online | N/A |
| TBD | MOA process (KDE & LEA) | N/A | Districts |
| TBD | District plans reviewed | N/A | N/A |
| July 1, 2022 | Funding available to LEA | N/A | Districts |

**Background**

The *Kentucky Read to Achieve: Reading Diagnostic and Intervention Grant* provides schools with competitive funds to support teachers in implementing a reading intervention program and evidence-based instructional strategies that address the diverse needs of primary students (K-3) reading at low levels and needing accelerated learning. Schools awarded the RTA grant must ensure implementation of a reading intervention program for [tiers two and three](https://kymtss.org/essential-elements/tiered-delivery-system-with-a-continuum-of-supports/) and a comprehensive reading program at the [tier one](https://kymtss.org/essential-elements/tiered-delivery-system-with-a-continuum-of-supports/) instructional level.

A teacher must be engaged in or have completed professional learning as specified in this document to implement the reading intervention program. The reading intervention program must:

1. Align to the *KAS for Reading and Writing;*
2. Offer short-term intensive instruction in the essential skills necessary to read proficiently;
3. Support tier two or three instruction;
4. Be research-based, reliable and replicable;
5. Be based on the ongoing assessment of individual student needs; and
6. Supplement, not replace, regular classroom instruction.

A teacher must be engaged in or have completed professional learning as specified in this document to implement the comprehensive reading program. The comprehensive reading program must:

* Align to the [*Kentucky Academic Standards (KAS) for Reading and Writing*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf)*;* and
* Emphasize the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension.

**Funding**

The Kentucky Department of Education (KDE) anticipates funding approximately 225 schools at an estimated $62,000 per year for a two-year period to support the following:

1. Professional learning in the science of reading, including the essential components of reading (phonemic awareness, phonics, fluency, vocabulary, and comprehension); and
2. Teacher implementation of a reliable, replicable research-based reading intervention program that:
   1. Uses a balance of the following to address the diverse learning needs of those students reading at low levels in the primary grades (K-3):
      1. Diagnostic tools and instructional strategies that emphasize:
         1. Phonemic awareness, phonics, fluency, vocabulary and comprehension;
         2. Connections between writing and reading acquisition; and
         3. Generating the motivation to read.

Schools that are awarded RTA grant funds must provide matching funds and assure the complete sustainability of the professional learning requirements and all costs associated with implementing the professional learning and intervention program into the appropriate tiers of instruction for the two-year period. After this two-year period, RTA schools will be eligible to request a grant renewal for an additional two years contingent upon implementation of all program components, grant requirement compliance, demonstrated student progress, the availability of funds and successfully meeting all assurances per [KRS 158.792](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=3589) Section 3(b):

1. A research-based comprehensive schoolwide reading program will be available;

2. Intervention services will supplement, not replace, regular classroom instruction;

3. Intervention services will be provided to struggling primary program readers within the school based upon ongoing assessment of their needs; and

4. A system for informing parents of struggling readers of the available family literacy services within the district will be established.

**Key Terms and Definitions**

"Comprehensive reading program" means any print, nonprint or electronic medium of reading instruction designed to assist students. For students in kindergarten through grade three (3), program instructional resources shall include instruction in the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to read.

“Progress Monitoring” means assessments are brief, repeated measures that capture a student’s progress or rate of improvement over time in response to instruction, intervention or supports.

"Reading diagnostic assessment" means an assessment that measures a student’s skills against established performance levels in each of the essential components of reading and identifies students who require intervention in at least one (1) of those components to accelerate the student’s progress toward proficient performance in reading.

"Reading intervention program" means short-term intensive instruction in the essential skills necessary to read proficiently that is provided to a student by a highly trained teacher. This instruction may be conducted one-on-one or in small groups; shall be research-based, reliable, and replicable; and shall be based on the ongoing assessment of individual student needs.

"Reliable, replicable research" means objective, valid, scientific studies that:

1. Include rigorously defined samples of subjects that are sufficiently large and representative to support the general conclusions drawn;

2. Rely on measurements that meet established standards of reliability and validity;

3. Test competing theories, where multiple theories exist;

4. Are subjected to peer review before their results are published; and

5. Discover effective strategies for improving reading skills.

“Tier 1 instruction” means all students receive high quality universal instruction aligned with grade-level standards, school-wide behavioral expectations, and core social-emotional competencies. Teachers use differentiation and scaffolding to ensure all students benefit from core instruction.

“Tier 2 instruction” means the targeted or supplemental level of support. Intended for some students who require more opportunities for practice and feedback beyond or enrichment beyond Tier 1. In sustainable systems, 5-15% of students access this level of support in addition to the universal level. Tier 2 supports are often provided to groups of students with similar targeted needs.

“Tier 3 instruction” means the most intensive level of support. It is intended for students with the most significant and persistent needs extending well beyond the reach of the Tier 1 level. In effective systems, 1-5% of students need access to this level of support. Tier 3 is characterized by increased intensity and individualization of instruction and targeted supports.

“Universal screener” means a process of providing a brief assessment to all students within a grade level to assess the students’ performance on the essential components of reading.

**Implementation Requirements**

1. **Comprehensive Reading Program**

Schools shall implement a comprehensive reading program in grades K-3 that meets the expectations of a [high-quality instructional resource](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf). Consider green ratings for all gateways by EdReports or positive and/or potentially positive effectiveness ratings according to What Works Clearinghouse in the Beginning Reading domain. The [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource is also available to assist schools in selecting high quality instructional resources. Schools also must ensure alignment to the *KAS for Reading and Writing.* The [Reading and Writing Instructional Resources Alignment Rubrics](https://kystandards.org/standards-resources/inst-mats-align-rubrics/) are available to guide districts and schools in assessing existing or purchasing new instructional resources to determine what revisions may be needed to ensure alignment to the *KAS for Reading and Writing.*

1. **Reading Intervention Program**

Schools shall implement a reading intervention program for grades K-3 that is reliable, replicable, evidence-based, meets the expectations of a [high-quality instructional resource](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and has been shown to improve student outcomes. Consider resources that earn positive and/or potentially positive effectiveness ratings according to What Works Clearinghouse in the Beginning Reading domain, convincing evidence according to the [Academic Intervention Tools Chart](https://charts.intensiveintervention.org/aintervention) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource. The intervention services for identified students must supplement, not replace, their classroom comprehensive reading program.

1. **Professional Learning**

Section 2 of KRS 158.792 requires the KDE to provide support to teachers in the implementation of reliable, replicable, research-based reading intervention programs. Yearly, at least fifty percent of grant funds must be used toward [high quality professional learning](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) (see page 2 of linked PDF). The professional learning must support implementation of a high-quality reading intervention program and/or high-quality comprehensive reading program AND one of four key areas to support teachers in implementing reading intervention each year of the grant cycle. These four areas are:

1. Building knowledge in the science of reading;
2. Implementing the essential components of reading, including instruction in phonics, phonemic awareness, fluency, vocabulary and comprehension;
3. Implementing high-quality, grade-level instruction and assignments aligned to the *KAS for Reading and Writing:* 
   1. *Foundational Skills Strand; and*
   2. *Reading Literature, Reading Informational Text, Composition and Language Strands; and*
4. Evidence-based instructional practices to support the reading-writing connection.

Within the first year, the majority of all K-3 reading instructional staff, including classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who assist struggling primary readers, must begin professional learning in the science of reading, with all said staff having started or completed the training by the end of year two. By the end of the full grant cycle, all K-3 instructional staff, including reading interventionists, special education teachers, library/media specialists and other staff who assist struggling primary readers must have completed the required professional learning in all four professional development areas. Hence, all named staff must be engaged in one of the four key areas of professional learning each year in order to complete all four areas by the end of the four-year grant cycle.

A school administrator and literacy instructional coaches assigned to the school are required to

participate in professional learning in the science of reading during year one of the grant cycle and may be included in the count to reach the requirement of the majority of all K-3 reading instructional staff beginning professional learning in building knowledge in the science

of reading in year one. In the following years, a school administrator and literacy

instructional coaches must participate in at least one 2-hour professional learning experience,

per year, in one of the other three professional learning areas so that a school receiving the

grant for a full cycle would train their administrators and literacy instructional coaches in all

four areas by the end of the grant cycle.

1. **Student Selection**

Students receiving intervention services must be enrolled in a public school primary (K-3) program and reading significantly below the grade-level benchmark (at-risk range) as indicated by universal screening and diagnostic assessment data. Data systems must be in place to ensure that valid and reliable assessments are selected and used with fidelity and that data is collected, analyzed, and used to monitor implementation and student outcomes over time.

1. **School Literacy Team**

The school must develop a literacy team or include on an existing school leadership team\* (e.g. MTSS, RTI or school improvement team) the following members:

* + 1. One reading interventionist (if available);
    2. Principal or assistant principal;
    3. Certified library media specialist\*\*;
    4. One classroom teacher from each primary (K-3) grade;
    5. One special education teacher who serves primary (K-3) students; and
    6. One literacy instructional coach (if available).

\* Please note the school literacy team, whether its own entity or part of an existing school leadership team, has a clearly defined role and is an integral part of literacy decision making within the team and for the school. The responsibilities of the team are described below.

\*\*Please note schools awarded the RTA grant must have a certified library media specialist in order to receive funds. The certified library media specialist may not be shared between more than three schools and must be available to the RTA school for at least 33% of the school day and uphold the position on the school literacy team. Schools employing a full-time certified library media specialist (no time is split between schools, 100% of his/her time is spent at the applying school) will be awarded extra points and special consideration.

The school literacy team will organize and/or help facilitate embedded professional learning supports throughout the school and school day to build literacy capacity. These supports may include, but are not limited to the following:

* Teachers teaching teachers through classroom observations and feedback;
* Teachers teaching teachers through modeling instructional strategies;
* Collaborative teaching;
* Collaborative planning; and
* Professional Learning Communities.

The literacy team will collaborate with the school certified library media

specialist to ensure a highly effective library media program is implemented as defined in

[BeyondProficiency@your library](https://education.ky.gov/school/diglrn/libmedia/Documents/Beyond%20Proficiency.pdf), the Kentucky Department of Education’s guidelines for

effective school library media programs. The team will refer to the [Library Media Program](https://education.ky.gov/school/diglrn/libmedia/Documents/Library_Media_Program_Rubric.pdf)  Rubric and [*Kentucky Academic Standards for Library Media*](https://education.ky.gov/districts/tech/Documents/KAS_for_Library.pdf)as resources for supporting and guiding collaboration with the library media specialist and teacher to ensure a highly effective library media program is implemented.

The literacy team will review initial universal screener results to determine which students require further diagnostic testing. The team will analyze diagnostic assessment data to develop a reading intervention plan that matches the reading intervention to the identified area(s) of need for students whose performance indicates reading interventions are necessary. A progress monitoring plan will be developed by the team and will include an outline of the progress monitoring tool, student goal and frequency of data collection and review. Consider the [Academic Progress Monitoring Tools Chart](https://charts.intensiveintervention.org/aprogressmonitoring) resource when selecting an effective tool. Data is graphed and students’ rate of progress is evaluated to determine if they are making progress to meet grade-level benchmarks. If so, the intervention is continued. If the progress is insufficient to meet the goal, a change to the intensity, frequency or duration of the intervention is made. The team will meet at least every 6-8 weeks to review progress-monitoring data, student placement status and next steps. The team will communicate the plan of reading intervention supports to students’ families within ten (10) school days from the time the plan is created and will provide an update on the plan as well as student progress at least once each grading period.

Classroom teachers and/or intervention teachers may make decisions that are best for students outside of literacy team meetings; however, the teacher(s) serving the student must be prepared to provide evidence to support all decisions made outside of the literacy team meeting. If the majority of the literacy team members do not agree with the decision(s) made outside of the literacy team meeting, the team will devise a plan, agreed upon by the majority, and move forward with the team’s decision and/or modified plan of intervention supports.

1. **Assessments and Reporting**
   1. A reliable, valid universal screener for reading to be administered to all students in kindergarten through grade three (3) will be used to identify the initial pool of struggling readers. The [Academic Screening Tools Chart](https://charts.intensiveintervention.org/ascreening) is available to assist the literacy team in reviewing the universal screening assessment currently in use or when selecting a new screening tool to ensure it is reliable and valid. Those performing in the bottom 25% will complete a diagnostic assessment for reading that is reliable and valid to be administered as part of a multi-tiered system of supports for students in kindergarten through grade three (3) to identify the most struggling readers and determine specific reading deficiencies. Based on the results of the diagnostic assessment, the literacy team and classroom teacher will develop a plan of reading intervention supports. The literacy team’s role is more clearly explained in Section 5 (above) of the Implementation Requirements.
   2. All primary teachers for (K-3) will receive professional learning on the universal screener and reading diagnostic assessment that shall address:
      1. How to properly administer the universal screener;
      2. How to properly administer the reading diagnostic assessment;
      3. How to interpret the results of the reading diagnostic assessment to identify students needing interventions;
      4. How to use the assessment results to design instruction and interventions;
      5. How to use the assessment to monitor the progress of student performance; and
      6. How to use accelerated, intensive and direct instruction that addresses students’ individual differences and enables students to achieve proficiency in reading, including but not limited to daily, one-on-one instruction.
   3. The Kentucky Student Information System (KSIS), currently Infinite Campus, Intervention Tab should be utilized to record intervention services, including program, tier movement and service results. When necessary and provided with feedback, the school must update and revise the records at the request of the KDE in a timely manner.
   4. The school must participate in statewide evaluations of their RTA state funded intervention, at the request of the KDE and/or the Collaborative Center for Literacy Development (CCLD)*.* The school also must maintain and formally report program implementation and progress-monitoring data as requested by the KDE and/or the CCLD. In order to be considered in compliance with the state-funded grant requirements, all data must be reported by the required deadlines. When necessary and provided with feedback, the school must update and revise the records at the request of the KDE in a timely manner.
   5. The district finance officer, on behalf of the individual school and the district, must provide RTA budget information and updates in the form of quarterly financial reports and is responsible for generating the MUNIS expenditure reports.
   6. The principal must submit an annual assurance statement and budget summary form at the request of the KDE each school year.
2. **Family Engagement**

To elevate family engagement, the school literacy team will establish a system for informing parents of struggling readers of the available literacy services within the district. This could be services, resources or opportunities offered by the school system, an individual school, community partners, private entities, human resources, or online resources, etc. If a system is already established, the literacy team must review and revise it, as needed, to reflect all family engagement expectations as described in this section.

The system must:

1. Streamline dissemination of literacy information to families;
2. Include a plan for increasing communication about literacy between educators and families;
3. Include digital and non-digital communication methods; and
4. Be advertised to families so they know how to access the literacy services/resources/opportunities.

Consider incorporating into the system these resources or ideas from these or similar family engagement resources: [Family, School and Community Partnerships](https://kymtss.org/essential-elements/family-school-and-community-partnerships/), [Kentucky’s Standards Family Guides](https://kystandards.org/standards-family-guides/), [National Center for Families Learning](https://www.familieslearning.org/), [Imagination Library Kentucky Project.](https://kentuckyliteracy.org/resources/imagination-library-kentucky-project/)

1. **Other Requirements and Responsibilities**

* RTA funding is intended to equip teachers with the necessary knowledge, tools, and resources to implement reading intervention to students. Funds may be used to purchase resources and professional learning associated with high-quality instructional resources needed to implement the reading interventions. The RTA intervention services identified for struggling primary readers must offer reading instruction above and beyond tier one instruction.
* The school must provide a certified substitute to implement intervention services in the event the person responsible for delivering intervention is absent or otherwise unable to provide services. Long-term substitutes with training in primary reading intervention services are preferred.
* The school and/or district will provide additional resources and funds. Matching funds may come from appropriate federal, state and/or local sources. ~~Matching funds may not be used for salary or to purchase comprehensive reading programs.~~
* The building principal and district grant coordinator/contact must monitor the implementation of the RTA intervention (e.g., student progress, appropriate spending, instructional practices, required trainings, professional learning) to ensure the school remains in compliance.
* The KDE and the CCLD will record and maintain documentation of grant compliance. Failure to meet compliance requirements and deadlines may result in partial or complete loss of funding of the RTA grant.
* If data collected by the RTA team determines an implementation requirement of the grant is unsuccessful and the team has a solution that meets the requirements of the grant, they may submit an amendment form for approval by the KDE. Note: Intervention programs and/or comprehensive reading programs must be implemented for at least two full academic years, accompanied by professional learning to support program implementation, before they may be considered for an amendment. Programs may not be changed mid-year.

**Professional Learning Providers**

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| **Professional Learning Providers** | | | | | |
|  | Building Knowledge in the Science of Reading (1) | Implementing Essential Components of Reading (2) | Implementing the *KAS for Reading and Writing* (3) | Supporting the Reading-  Writing Connection (4) | Leadership/  Administrator Training Available |
| [Literacy Live](https://www.mdek12.org/OAE/OEER/Science-of-Reading) | x | x |  |  | x |
| [Aim Institute](https://institute.aimpa.org/aim-pathways)  Karen Keesey  [Kkeesey@aimpa.org](mailto:Kkeesey@aimpa.org) | [Pathways to Proficient Reading](https://institute.aimpa.org/aim-pathways/aim-pathways-individual-cohort/ppr) | [Pathways to Proficient Reading](https://institute.aimpa.org/aim-pathways/aim-pathways-individual-cohort/ppr) |  | [Pathways to Proficient Writing](https://institute.aimpa.org/aim-pathways/aim-pathways-individual-cohort/ppw) | x |
| [Top Ten Tools\*](https://readingteacherstoptentools.com/)  Dr. Deb Glaser  [drdeb@toptentools.net](mailto:drdeb@toptentools.net) | x | x | x | x |  |
| [Language Essentials for Teachers of Reading & Spelling](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.voyagersopris.com%2Fprofessional-development%2Fletrs%2Foverview&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7Cb2c34446d53a469907fb08d9670e2970%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637654132800534222%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=%2BsTsPrE71w6AeQWTCSBS48XXsaYIb0gWtPkFQjS2kTk%3D&reserved=0) - LETRS Third Edition for K-3 Teachers  Robyn Rogers  [robyn.rogers@lexialearning.com](mailto:robyn.rogers@lexialearning.com) | Modules 1-4 | Modules 5-8 |  |  | x |
| [Orton-Gillingham Academy](https://www.ortonacademy.org/training-certification/training-locations/) | [Classroom Educator Level (Tier I and II Instruction)](https://www.ortonacademy.org/training-certification/classroom-educator-ogce-level/)  or  [Associate Level Training (Tier II and III Instruction)](https://www.ortonacademy.org/training-certification/associate-level/)  or  [Certified Level, 2 year commitment (Associate Level training prerequisite)](https://www.ortonacademy.org/training-certification/certified-level/) | [Classroom Educator Level (Tier I and II Instruction)](https://www.ortonacademy.org/training-certification/classroom-educator-ogce-level/)  or  [Associate Level Training (Tier II and III Instruction)](https://www.ortonacademy.org/training-certification/associate-level/)  or  [Certified Level, 2 year commitment (Associate Level training prerequisite)](https://www.ortonacademy.org/training-certification/certified-level/) | [Classroom Educator Level (Tier I and II Instruction)](https://www.ortonacademy.org/training-certification/classroom-educator-ogce-level/)  or  [Associate Level Training (Tier II and III Instruction)](https://www.ortonacademy.org/training-certification/associate-level/)  or  [Certified Level, 2 year commitment (Associate Level training prerequisite)](https://www.ortonacademy.org/training-certification/certified-level/) | [Classroom Educator Level (Tier I and II Instruction)](https://www.ortonacademy.org/training-certification/classroom-educator-ogce-level/)  or  [Associate Level Training (Tier II and III Instruction)](https://www.ortonacademy.org/training-certification/associate-level/)  or  [Certified Level, 2 year commitment (Associate Level training prerequisite)](https://www.ortonacademy.org/training-certification/certified-level/) |  |
| [Keys to Literacy](https://keystoliteracy.com/)  Lisa Klein  [lisa@keystoliteracy.com](mailto:lisa@keystoliteracy.com) | [Keys to Beginning Reading Course](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fkeystoliteracy.com%2Foffering%2Fkeys-to-beginning-reading%2F&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C099df365605745103aaa08d967063b56%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637654098833427010%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=eaRNafgSZ8XkhAReJaRNjWTPJkRUv9pV7%2FjlozvK66Q%3D&reserved=0) | [Keys to Beginning Reading Course](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fkeystoliteracy.com%2Foffering%2Fkeys-to-beginning-reading%2F&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C099df365605745103aaa08d967063b56%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637654098833427010%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=eaRNafgSZ8XkhAReJaRNjWTPJkRUv9pV7%2FjlozvK66Q%3D&reserved=0) | [Keys to Beginning Reading Course](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fkeystoliteracy.com%2Foffering%2Fkeys-to-beginning-reading%2F&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C099df365605745103aaa08d967063b56%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637654098833427010%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=eaRNafgSZ8XkhAReJaRNjWTPJkRUv9pV7%2FjlozvK66Q%3D&reserved=0)  or  [Keys to Early Writing Course](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fkeystoliteracy.com%2Foffering%2Fkeys-to-early-writing%2F&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C099df365605745103aaa08d967063b56%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637654098833427010%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=%2BpKWjGJqMtary4KWKVbPzOcClR9L%2F6Ntlt%2BvK%2B0OuK4%3D&reserved=0) | [Keys to Beginning Reading Course](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fkeystoliteracy.com%2Foffering%2Fkeys-to-beginning-reading%2F&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C099df365605745103aaa08d967063b56%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637654098833427010%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=eaRNafgSZ8XkhAReJaRNjWTPJkRUv9pV7%2FjlozvK66Q%3D&reserved=0)  or  [Keys to Early Writing Course](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fkeystoliteracy.com%2Foffering%2Fkeys-to-early-writing%2F&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C099df365605745103aaa08d967063b56%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637654098833427010%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=%2BpKWjGJqMtary4KWKVbPzOcClR9L%2F6Ntlt%2BvK%2B0OuK4%3D&reserved=0) |  |
| [The Big Dippers\*](https://www.thebigdippers.org/)  [info@thebigdippers.org](mailto:info@thebigdippers.org) | x |  |  |  | Administrator’s Course Guide is Available Upon Request |
| [Institute for Multi-Sensory Education](https://imse.com/training-descriptions/)  Amy Gulley [amy.gulley@imse.com](mailto:amy.gulley@imse.com)  Stephanie Swanson [stephanie.swanson@imse.com](mailto:stephanie.swanson@imse.com) | Comprehensive Orton  Gillingham Course for  K-2  (Virtual and in-person options available)  or  Orton Gilling-ham Intermediate Course for Grades 3-5 | Phonological Awareness  or  Comprehensive  Orton Gillingham Course for  K-2  (Virtual and in-person options available) |  |  | Available upon request |
| [The Writing Revolution](https://www.thewritingrevolution.org/services/courses/) |  |  |  | Advancing Thinking Through Writing (K-2)  or  Advancing Thinking Through Writing I (Grade 3) | x  (Review  prerequisite) |
| [Foundational Skills Mini-Course](https://achievethecore.org/page/3291/foundational-skills-mini-course)\* |  | x | x |  |  |
| [Getting to Know the *KAS for Reading and Writing* Module](https://kystandards.org/standards-resources/pl-mods/getting-to-know-your-kas-modules/)\* |  |  | x |  |  |
| Effective Literacy Modules: [Task Predicts Performance](https://kystandards.org/task-predicts-performance/) & [Improving ELA Tasks](https://kystandards.org/standards-resources/rw-resources/rw-pl-modules/improving-ela-tasks/)\* |  |  | x |  |  |
| [Kentucky Reading Project for Read to Achieve (KRP4RA)](https://kentuckyliteracy.org/initiatives/krp/)  Note: Possible connection to all four categories; some variation in PL content based on the provider.  Erin Powell  [Erin.wobbekind@uky.edu](mailto:Erin.wobbekind@uky.edu) | x | x | x | x |  |
| Structured Literacy  [Latricia.bronger@jefferson.kyschools.us](mailto:Latricia.bronger@jefferson.kyschools.us); [lschwallie@ovec.org](mailto:lschwallie@ovec.org) |  | x | x | x |  |

\*Suitable for non-certified instructional staff.

Please Note:

* Each provider only counts toward one professional learning area per year, even if the provider has an offering or offerings that address more than one of the required areas.
* The LETRS program is a two year commitment. Modules 1-4 (completed the first year of enrollment) count toward Building Knowledge in the Science of Reading and Modules 5-8 (completed the second year of enrollment) count toward Implementing the Essential Components of Reading.
* All approved professional learning experiences are suitable for administrators. The last column denotes a specific and separate course is available for administrators.

**Sample Professional Learning Schedules:**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **2022-2023** | **2023-2024** | **2024-2025** | **2025-2026** |
| **Sample A** | LETRS 1-4 (1) | LETRS 5-8 (2) | Aim Pathways to Proficient Writing (4) | Top Ten Tools (3) |
| **Sample B** | Keys to Literacy Beginning Reading Course (2) | Foundational Skills Mini-Course (3) | IMSE Phonological Awareness (2) | Advancing Thinking Through Writing K-2 (4) |
| **Sample C** | Effective Literacy Modules: Task Predicts Performance & Improving ELA Tasks (3) | LETRS 1-4 (1) | LETRS 5-8 (2) | Structured Literacy (4) |
| **Sample D** | Getting to Know the *KAS for Reading and Writing* Module (3) | The Big Dippers (1) | TWR Advancing Thinking Through Writing K-2 (4) | KRP4RTA (2) |

\*During year one (2022-2023), the majority of all K-3 reading instructional staff must participate in a Building Knowledge in the Science of Reading course with all K-3 reading instructional staff beginning or completing this category of training by the end of year two (2023-2024); therefore, the majority of the Sample Professional Learning (PL) Schedules above show learning experiences that qualify as Building Knowledge in the Science of Reading (marked as a 1 for Category 1) happening in year one. In all cases, a Category 1 PL must be scheduled to happen in year one or two.

**Other Professional Learning Providers:**

A request may be submitted to approve a high-quality professional learning experience not on the pre-approved professional learning list. The request must include completion of the [Elevating Evidence](https://education.ky.gov/school/evidence/Documents/Empowered%20by%20Evidence.docx) instrument, provide rationale for how the proposed other provider(s) would fulfill one or more of the required professional learning areas, and be submitted for approval to [kderfp@education.ky.gov](mailto:kderfp@education.ky.gov) no later than 4:00 p.m. on December 1, 2021. Requests submitted after 4:00 p.m., ET, on December 1, 2021, will not be reviewed and only preapproved professional learning experiences will be acceptable.

**Allowable Percentages of Base RTA and Matching Funds**

|  |  |  |  |
| --- | --- | --- | --- |
|  | **Base RTA Funds** | **Matching Funds** | **Total Funds** |
| **Professional Learning (PL)** | 50%-100%  $31,000 - $62,000 | 50%-100%  $31,000-$62,000 | 50%-100%  $62,000-$124,000 |
| **Instructional Resources for Intervention Services (IR-IS)** | Remaining available funds; $0-$31,000 | Remaining available funds; $0-$31,000 | Remaining available funds; $0-$62,000 |
| **Instructional Resources to Supplement Comprehensive Reading Programs (IR-CRP)** | 0%  $0 | Remaining available funds; $0-$31,000 | $0-$31,000 |
| **Salary (S)** | 0%-25%  $0-$15,500 | 0-25%  $0-$15,500 | 0%-25%  $0-$31,000 |
| **Other Allowable Expenses (O)** | 0%-50%  $0-$31,000 | 0%-50%  $0-$31,000 | 0%-50%  $0-$62,000 |
| **Total** | $62,000 | $62,000 | $124,000 |

**Allowable Expenses:**

Professional Learning (PL)

* Using funds to support high quality professional learning experiences, including registration fees, in the four required professional learning categories for all K-3 reading instructional staff (classroom teachers, reading interventionists, special education teachers, librarian/media specialists and any other staff who assist struggling readers) and administrators
* Registration fees for all K-3 reading instructional staff (classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who support struggling readers) and administrators participating in state and national literacy conferences directly related to the grant requirements
* Using funds to provide high quality professional learning on relevant topics that specifically target struggling readers in the primary program
* Providing or attending professional learning on how to support the home-school connection as it is directly related to improving literacy for struggling readers
* Resources required for professional learning directly related to the implementation of the intervention practices/program
* Professional learning required for the implementation of the **comprehensive reading program**; **matching funds only**, no portion of base funds may be used toward professional learning related to the implementation of resources to supplement the comprehensive reading program
* Release time or stipends for the RTA intervention teacher and K-3 reading instructional staff (classroom teachers, special education teachers, library/media specialists and other staff who support struggling readers) to participate in professional learning directly related to the grant requirements, including job-embedded professional learning such as study groups, observations and/or self- or peer reflection on teaching practices
* Using funds to cover substitute teacher expenses when necessary for teachers to participate in professional learning directly related to the grant requirements.

Instructional Resources (IR)

* High quality instructional resources to be used as part of the evidence-based reading intervention instructional practices/program directly related to the implementation of the intervention (IS)
* High quality instructional resources to supplement **comprehensive reading programs**; **matching funds only**, no portion of base funds may be used toward instructional resources to supplement comprehensive reading programs (CRP)

Salary (S)

* Using up to 25% of base funds toward the salary of a certified teacher to serve as a reading interventionist to support implementation of reading interventions; using up to 25% of matching funds toward the salary of a certified teacher to serve as a reading interventionist to support implementation of reading interventions

Other (O)

* Travel for all K-3 reading instructional staff (classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who support struggling readers) and administrators to attend professional learning, including state and national conferences, directly related to the grant requirements
* Using funds to purchase diagnostic tools that emphasize phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to read to address the diverse learning needs of those students reading at low levels
* Using up to 25% of **matching** funds for technology (hardware and/or supplies) expenses only if the purchase is critical to the implementation of the grant intervention program
* Dues or fees for certified K-3 reading instructional staff when directly related to the implementation of the grant requirements

**Non-Allowable Expenses:**

* Compensating administrative or indirect costs
* Covering cost of capital expenditures (i.e., reprogramming, renovating, renting, or purchasing space)
* Purchasing furniture (tables, desks, filing cabinets, book bins, pillows etc.)
* Using more than 25% of base funds toward the salary of a certified teacher to serve as a reading interventionist to support implementation of reading interventions
* Using more than 25% of matching funds toward the salary of a certified teacher to serve as a reading interventionist to support implementation of reading interventions
* Purchasing food
* Using base funds to purchase any technology (hardware and/or supplies)
* Using more than 25% of matching funds to purchase technology (hardware and/or supplies)
* Using base funds to pay for professional learning and/or resources to support the implementation of resources to supplement a comprehensive reading program

**Technical Assistance**

To assist districts in preparing a quality application, the KDE will offer one free virtual live technical assistance session available to all applicants. Attendance is not required but encouraged, as this will be the only opportunity for live Q&A. The live session will be recorded and posted on KDE’s competitive grants page.

Applicants should advise the KDE within seven working days of the scheduled technical assistance sessions of any special accommodations needed for attendees.

|  |  |  |
| --- | --- | --- |
| Technical Assistance Session | | |
| Monday, November 22, 2021 | 1:00-3:00 p.m., ET | [**Virtual Live Teams Session**](https://teams.microsoft.com/l/meetup-join/19%3ameeting_YWJlOTBmMTYtYTI0OC00NmI0LThiMmMtODY3ZDg0ZmU0Yzkw%40thread.v2/0?context=%7b%22Tid%22%3a%229360c11f-90e6-4706-ad00-25fcdc9e2ed1%22%2c%22Oid%22%3a%22758ec682-112a-48d6-b0c1-76f1399e5874%22%7d)  Recording will be available on the KDE competitive grants page. |

**Submission of Questions**

All questions must be submitted via e-mail to the KDE mailbox at kderfp@education.ky.gov by **Friday, December 3, 2021 at 4:00 p.m. ET**. All questions and answers will be posted with the RFA on the KDE Competitive Grants webpage as Frequently Asked Questions (FAQs) on or around **Friday, December 10, 2021**.

**Application Components**

The *RTA: Reading Diagnostic and Intervention Program Grant* application should include the following items in the order listed below. Each component should be clearly labeled within the application.

* Application Cover Page
* Table of Contents with page numbers (limited to 20, single-sided, double-spaced pages).
* Narrative Descriptions to match Parts 1-7 of the Evaluation Criteria (limited to a total of 20, single-sided, double spaced pages). The cover page and table of contents are not included in the 20-page limit.
* School Budget Summary Form

**Formatting Requirements**

The Proposal Narrative should be organized using the following format:

1. Double-spaced
2. Letter size (8 ½ x 11) settings with 1 inch side, top and bottom margins for all Narrative pages
3. Arial 12-point font. Do not use condensed or narrow versions.
4. 1 inch side margins and .5 inch top/bottom margins for narrative portions
5. 20 single-sided page maximum for the narrative – additional pages exceeding this limit will not be reviewed
6. Number pages consecutively starting with the first page of the Narrative. Do not number the application cover page or the Table of Contents.
7. Texts within charts and graphs may be 10 point Arial font and single spaced
8. Bullets may be single spaced. Utilize professional judgment when determining appropriate use of bullets; avoid overuse.
9. Charts may not comprise more than 50% of the total narrative

**Submission Requirements and Application Deadline**

**The KDE must receive, in its email inbox, the application by 4:00 p.m. (ET) Wednesday, January 5, 2022**. Applications received after this time and date will not be accepted. Furthermore, applications not complying with any of the technical requirements will be deemed non-responsive and will not be scored. Redacted copies should not contain any identifying information. Identifying information is **district name, school name, county name, and city name**. Names of Individuals and Signatures should NOT be blinded/redacted. It is the district’s responsibility to check the [KDE Competitive Grants webpage](http://education.ky.gov/districts/business/Pages/Competitive%20Grants%20from%20KDE.aspx) regularly for new information (including amendments) regarding this solicitation. Applicants are responsible for contacting the KDE confirming the receipt of their application.

1. Scan or save the completed application in its entirety, including all signatures, to PDF format. Save the original application as *RTA22-District-School Name-Original*. (For example: Southside Elementary School in Woodford County would save the original application as *RTA22-Woodford-Southside-Original*.)
2. Scan or save the completed redacted application in its entirety to PDF format. Save the redacted application as *RTA22-District-School Name-Redacted*. (For example: Southside Elementary School in Woodford County would save the redacted application as *RTA22-Woodford-Southside-Redacted*.
3. E-mail to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)
   1. The date/time on the received e-mail must be on or before 4:00 p.m. (ET), January 5, 2022.
   2. On the subject line of the email, type *RTA22-District-School Name*.
   3. ALL PARTS MUST BE RECEIVED-DATE/TIME STAMPED BY THE DEADLINE of January 5, 2022, by 4:00 p.m. (ET) and in one email when possible.
   4. Keep in mind that e-mail coming into the KDE is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that e-mail is not always received on the first try.
   5. Applications not received by the deadline will not be reviewed or considered for award.

**Contract Award**

Districts will receive preliminary notice of award on or around April 8, 2022. At the conclusion of the RFA process, Memorandums of Agreement (MOAs) will be developed with all awarded applicants. The first MOA effective date is anticipated to be July 1, 2022 and funds will be eligible for use from the MOA effective date through June 30, 2023. Additional MOA contracts will be developed as needed to extend grant awards. Activities prior to the effective date of the MOA are not allowable charges. The district must submit quarterly expenditure reports. The first payment will be made upon approval of the contract, submission of the RTA assurance statement and updated budget summary form.

**Evaluation of Application**

Independent reviewers will be trained and will evaluate applications using the RFA and a scoring rubric aligned to the criteria established in the RFA. Recommendations will be based on independent reviewer scores. The Kentucky Department of Education also reserves the right to consider demographic and programmatic diversity as factors in the selection of qualified funded applications. The KDE will select reviewers with grant experience, knowledge of the current state standards or who have experience in or knowledge of early reading instruction. A Call for Reviewers, including a reviewer application, is available on the [KDE Competitive Grants website](http://education.ky.gov/districts/business/Pages/Competitive%20Grants%20from%20KDE.aspx).

## **READ TO ACHIEVE NARRATIVE RESPONSES/EVALUATION CRITERIA**

The narrative description should be written in the chronological order indicated in the criteria below. Reviewers are not required to consider content criteria addressed outside the identified parts. All formatting requirements must be adhered to or the application will be deemed non-responsive. The budget summary is not included in the 20-page limit. **Do not include any additional attachments.**

**Part 1 Literacy Needs 10 points**

This section should describe the current literacy needs and trends at the school and describe a compelling need for the *Read to Achieve: Reading and Intervention Program* grant based on reliable and valid data. Per KRS 158.792, in order to “address the diverse learning needs of those students reading at low levels,” schools with the most need will be awarded extra points and special consideration.

**Describe** the current literacy needs and trends at the school. Based on [reliable and valid](https://charts.intensiveintervention.org/ascreening) data (i.e. iReady, K-PREP, MAP, DIBELS, easy CBM, Lexia RAPID), **provide** evidence to demonstrate a compelling need for the RTA grant.

**Part 2 Multi-Tiered System of Supports (MTSS) 15 points**

This section should describe the integration of assessment and intervention within the multi-leveled system implemented currently at the school.

Describe how the school’s current MTSS framework is implemented, including determining eligibility, data, assessment(s), scheduling, and tier movement for response to intervention.

**Part 3 Screeners, Assessments and Programs and Aligned Professional Learning Support 25 Points**

This section should explain how the school plans to utilize base and/or matching grant funds to support teachers in the implementation of screeners, assessments, reading intervention program(s) (Tier 2 and Tier 3) and comprehensive reading program(s) (Tier 1) to serve the needs of primary students at the school.

**Identify** the universal screener(s) and reading diagnostic assessment(s) currently in use for the primary grades or the screener(s) and diagnostic assessment(s) the school plans to adopt, including how they are reliable and valid and how the screener(s), assessment(s) align with the intervention and comprehensive reading programs. **Identify** the reading intervention program and comprehensive reading program currently in use for the primary grades or the programs the school plans to adopt, including an explanation of how the programs will meet the literacy needs and trends of the school. **Describe** how the programs meet the expectations of a [high quality instructional resource](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) as described in the implementation section. **Include** a professional learning plan that (1) supports teachers in effectively implementing the screener(s), assessment(s) and programs, (2) is aligned to the characteristics of [high quality professional learning](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and (3) includes a timeline to show how the plan will be sustained and continuous.

**Part 4 Students to be Served 10 Points**

This section should explain the identification process for determining which students need intervention, and then once identified, how students’ needs are monitored and what indicators will be used to determine if a student needs a new tier of instruction.

Explain the process the school will use to determine eligibility for intervention services, provide interventions based on on-going assessment of individual student needs and determine when a student’s performance indicates a need for a new tier of instruction, including an explanation for how students will be supported when intervention services end.

**Part 5 Professional Learning and Sustainability 25 Points**

This section should describe the ongoing professional learning plan and how the grant will impact and sustain overall literacy instruction, improve and sustain the reading skills of primary students reading at low levels as well as increase and sustain students’ motivation to read.

**Design** a [high quality professional learning](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) plan for all teachers and staff who provide reading instruction in the primary (K-3) program to support teachers in addressing the needs of struggling readers in these four areas: 1) Building knowledge in the science of reading; 2) Implementing the essential components of reading, including instruction in phonics, phonemic awareness, fluency, vocabulary and comprehension; 3) Implementing the *KAS for Reading and Writing*; and 4) Evidence-based instructional practices to support the reading-writing connection. **Explain** how the school literacy team will organize and/or help facilitate embedded professional learning supports throughout the school and school day to build literacy capacity and ensure effective implementation of reading intervention and comprehensive reading programs (Tier 1, Tier 2 and Tier 3 instruction). **Describe** the school’s history of supporting/funding the school library program, its commitment to supporting an effective library media program and commitment to allowing the certified library media specialist adequate time to fulfill his/her role on the school literacy team. **Describe** the system for informing parents of struggling readers of the available literacy services within the district. Be sure to include all required system elements as outlined in the family engagement section. **Discuss** how the positive impacts of the RTA program will be sustained beyond the grant.

**Part 6 Assessment and Evaluation 20 Points**

This section should provide a detailed and comprehensive plan for evaluating the impact, effectiveness, and implementation of the reading intervention plan.

Based on current data, identify the number of students you anticipate can be served/impacted as a result of the RTA grant, and explain how the anticipated number of students was determined. Discuss how multiple sources of data will be used throughout the RTA interventions to evaluate its impact on student achievement. Include specific and measurable long-term goals for achievement and instructional change over time.

**Part 7 Budget 10 Points**

This section should describe the fiscal resources needed for the program and a detailed explanation of how funds will be used to improve reading instruction.

Explain how the grant and resources will be used efficiently and how additional funds (matching funds and any other additional funds) will be used to fully implement your school’s RTA intervention program according to grant requirements (even if the total cost exceeds the amount awarded). Complete the RTA School Budget Summary form to match the explanation.

KRS 158.792 (4) In order to qualify for funding, the school council, or if none exists, the principal or the superintendent of schools, shall allocate matching funds required by grant recipients under subsection (3) of this section. Funding for professional development allocated to the school council under KRS 160.345 and for continuing education under KRS 158.070 may be used as part of the school's match.

Read to Achieve

**Budget Summary Form**

(This is a sample of the budget summary form. The form to complete will be provided as an attachment to the RFA.)

INSTRUCTIONS: Depending on the school’s overall intervention program needs, all MUNIS codes listed will not necessarily be used. Next to the appropriate MUNIS Code, enter the allowable expenditure in column 2. In column 3, provide a DETAILED explanation of the allowable expenditure (see example). In column 4, enter the amount of grant funds to be used. Column 5 should be used to identify the source and amount, if applicable, for matching funds. If you use an item that is not allowable under the grant funds, but may be used as a match, complete the information at the bottom of the budget summary form.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **District:** | | | | |
| **School:** | | | | |
| **1** | **2** | **3** | **4** | **5** |
| **MUNIS CODE** | **ITEM** | EXPLANATION OF EXPENDITURES | **Amt. Of Grant Funds** | **Source & Amt. Of Matching Funds** |
| ***Example****:* | *Communication: Postage* | *Communication: Postage – postage and fees associated with mailing family involvement information for all RTA students.* | *$100* |  |
| *550* |
| **110** |  |  |  |  |
| **111** |  |  |  |  |
| **113** |  |  |  |  |
| **120** |  |  |  |  |
| **211** |  |  |  |  |
| **212** |  |  |  |  |
| **214** |  |  |  |  |
| **221** |  |  |  |  |
| **222** |  |  |  |  |
| **231** |  |  |  |  |
| **251** |  |  |  |  |

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| --- | --- | --- | --- | --- |
| **Budget continued** | **ITEM** | **EXPLANATION OF EXPENDITURES** | **Amt. Of Grant Funds** | **Source & Amt. Of Matching Funds** |
| **MUNIS CODE** |
| **253** |  |  |  |  |
| **260** |  |  |  |  |
| **298** |  |  |  |  |
| **338** |  |  |  |  |
| **580** |  |  |  |  |
| **610** |  |  |  |  |
| **643** |  |  |  |  |
| **646** |  |  |  |  |
| **734** |  |  |  |  |
| **735** |  |  |  |  |
| **810** |  |  |  |  |
|  |  |  | **N/A** |  |
|  |  |  | **N/A** |  |
|  |  |  | **N/A** |  |
|  |  |  | **N/A** |  |
| **TOTALS** |  |  |  |  |

Note: Columns above that do not contain MUNIS codes may only be used to show matching funds that are not allowable expenditures to be taken out of grant funds. For example, refreshments cannot be purchased with grant funds, however, a match may be provided to do so and can be shown in these columns.

**Read To Achieve (RTA) Application Cover Page**

**Type of Application**

Please select one.

New applicant (never awarded the RTA grant) Repeat applicant (awarded the RTA grant previously)

|  |  |  |
| --- | --- | --- |
| **DISTRICT NAME** |  | |
| **DISTRICT ADDRESS** |  | |
| **SCHOOL NAME** |  | |
| **SCHOOL ADDRESS** |  | |
| **PRINCIPAL NAME** |  | Phone:  Email: |
| **CERTIFIED SCHOOL LIBRARY MEDIA SPECIALIST NAME** |  | Phone:  Email |
| Percent of certified library media specialist time currently dedicated to the school named on this application: ☐100% ☐ < 100%  \*Please indicate if the school does not have a certified Library Media Specialist. | | |
| **SUPERINTENDENT** |  | Phone:  Email: |
| **DISTRICT LEVEL POINT OF CONTACT** |  | Phone:  Email: |
| **GRANT CONTACT/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 requirements and deadlines could result in partial or complete loss of funding of grant and may impact future funding.

**Assurance of Commitment from the Superintendent, District Level Contact and Principal**

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

Superintendent Date

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

District Level Contact Date

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

Principal Date

**Read to Achieve:**

**Reading Diagnostic and Intervention Grant**

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Evaluation Criteria and Rubric** | | | | | **Maximum Points** |
| **Part 1** | | **Literacy Needs** | | | **10 points** |
| This section should describe the current literacy needs and trends at the school and describe a compelling need for the *Read to Achieve: Reading and Intervention Program* grant based on reliable and valid data. Per KRS 158.792, in order to “address the diverse learning needs of those students reading at low levels,” schools with the most need will be awarded extra points and special consideration. | | | | | |
| **Describe** the current literacy needs and trends at the school. Based on [reliable and valid](https://charts.intensiveintervention.org/ascreening) data (i.e. iReady, K-PREP, MAP, DIBELS, easy CBM, Lexia RAPID), **provide** evidence to demonstrate a compelling need for the RTA grant. | | | | | |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| No mention of the school’s current literacy needs and trends | Incomplete or vague description of the school’s current literacy needs and trends | | Description of the school’s literacy needs and trends lacks a focus on literacy instruction | Description of the school’s literacy needs and trends is present with a focus on literacy instruction | Detailed description of the school’s literacy needs and trends is present with an in-depth focus on literacy instruction |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| No or invalid data referenced to demonstrate need for RTA grant | One valid and reliable data source referenced with vague evidence of school’s need for RTA grant | | One valid and reliable data source referenced with evidence of school’s need for RTA grant | Two valid and reliable data sources referenced with evidence of school’s compelling need for RTA grant | Three or more valid and reliable data sources referenced with evidence of school’s compelling need for RTA grant by in-depth analysis of data trends |
| **Part 2** | **Multi-Tiered System of Supports (MTSS)** | | | | **15 points** |
| This section should describe the integration of assessment and intervention within the multi-leveled system implemented currently at the school. | | | | | |
| **Describe** how the school’s current MTSS framework is implemented, including determining eligibility, data, assessment(s), scheduling, and tier movement for response to intervention. | | | | | |
| 0-3 pts | 4-6 pts | | 7-9 pts | 10-12 pts | 13-15 pts |
| No mention of the MTSS framework  No mention of the process for determining RTI eligibility and/or tier movement  No mention of data and/or assessment(s)  No mention of scheduling | Incomplete or vague description of the MTSS framework  Incomplete or vague description of the process for determining RTI eligibility and/or tier movement  Incomplete of vague explanation of data and/or assessment(s)  Incomplete or vague overview of intervention scheduling | | Description of the MTSS framework is present but lacks detail  Description of the process for determining RTI eligibility and/or tier movement is present but lacks detail and clarity  Explanation of data and/or assessment(s) is present but lacks detail  Overview of intervention scheduling is present but lacks detail | Description of the MTSS framework is present with detail  Description of the process for determining RTI eligibility and tier movement is present with detail and clarity  Explanation of data and assessment(s) is present with detail  Overview of intervention scheduling is present with detail | Detailed description of the MTSS framework is present  Description of the process for determining RTI eligibility and tier movement is thorough and clear  Explanation of data and assessment(s) is thorough and clear  Explanation of intervention scheduling is thorough and clear |
| **Part 3** | **Screeners, Assessments and Programs and Aligned Professional Learning Support** | | | | **25 points** |
| This section should explain how the school plans to utilize base and/or matching grant funds to support teachers in the implementation of screeners, assessments, reading intervention program(s) (Tier 2 and Tier 3) and comprehensive reading program(s) (Tier 1) to serve the needs of primary students at the school. | | | | | |
| **Identify** the universal screener(s) and reading diagnostic assessment(s) currently in use for the primary grades or the screener(s) and diagnostic assessment(s) the school plans to adopt, including how they are reliable and valid and how the screener(s), assessment(s) align with the intervention and comprehensive reading programs. **Identify** the reading intervention program and comprehensive reading program currently in use for the primary grades or the programs the school plans to adopt, including an explanation of how the programs will meet the literacy needs and trends of the school. **Describe** how the programs meet the expectations of a [high quality instructional resource](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) as described in the implementation section. **Include** a professional learning plan that (1) supports teachers in effectively implementing the screener(s), assessment(s) and programs, (2) is aligned to the characteristics of [high quality professional learning](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and (3) includes a timeline to show how the plan will be sustained and continuous. | | | | | |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| No mention of how the screener(s) /diagnostic assessment(s) are reliable and valid and how they align with the intervention and comprehensive reading programs  Score of 0 will be awarded if the application does not identify a screener(s)/ diagnostic assessment(s), reading intervention program(s) (Tier 2 and Tier 3) and a comprehensive reading program. | Incomplete or vague explanation of how the screener(s)/ diagnostic assessment(s) are reliable and valid and how they align with the intervention and comprehensive programs | | Explanation of how the screener(s)/ diagnostic assessment(s) are reliable and valid and how they align with the intervention and comprehensive programs is present but lacks details | Explanation of how the screener(s)/ diagnostic assessment(s) are reliable and valid and how they align with the intervention and comprehensive programs is present with details | Explanation of how the screener(s)/ diagnostic assessment(s) are reliable and valid and how they align with the intervention and comprehensive programs is in-depth, thorough, and clear |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| No mention of how the comprehensive reading program and reading intervention program will serve the school’s specific literacy needs and trends  Score of 0 will be awarded if the application does not identify a reading intervention program(s) (Tier 2 and Tier 3) | Incomplete or vague explanation of how the comprehensive reading program and reading intervention program will serve the school’s specific literacy needs and trends | | Explanation of how the comprehensive reading program and reading intervention program will serve the school’s specific literacy needs and trends is present but lacks details | Explanation of how the comprehensive reading program and reading intervention program will serve the school’s specific literacy needs and trends is present with details | Explanation of how the comprehensive reading program and reading intervention program will serve the school’s specific literacy needs and trends is in-depth, thorough, and clear |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| No mention of how the reading intervention program and comprehensive reading program are **high quality instructional resources,** meaning there is noevidence for how they are aligned with the *KAS for Reading and Writing*, research-based and/or externally validated, comprehensive to include engaging texts and assessments, culturally relevant, free from bias and accessible for all students  Score of 0 will be awarded if the application does not identify a comprehensive reading program. | Description is incomplete or vague regarding how the reading intervention program and comprehensive reading program are **high quality instructional resources**, meaning there is incomplete or vague evidence for how they are aligned with the *KAS for Reading and Writing*, research-based and/or externally validated, comprehensive to include engaging texts and assessments, culturally relevant, free from bias and accessible for all students | | Description is present but lacks details of how the reading intervention program and comprehensive reading program are **high quality instructional resources**, meaning there is a lack of evidence for how they are aligned with the *KAS for Reading and Writing*, research-based and/or externally validated, comprehensive to include engaging texts and assessments, culturally relevant, free from bias and accessible for all students | Description is present with details of how the reading intervention program and comprehensive reading program are **high quality instructional resources**, meaning there are details to support how they are aligned with the *KAS for Reading and Writing*, research-based and/or externally validated, comprehensive to include engaging texts and assessments, culturally relevant, free from bias and accessible for all students | Description is in depth, thorough and clear of how the reading intervention program and comprehensive reading program are **high quality instructional resources**, meaning there is in-depth, thorough and clear evidence to support how they are aligned with the *KAS for Reading and Writing*, research-based and/or externally validated, comprehensive to include engaging texts and assess-ments, culturally relevant, free from bias and accessible for all students |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| No mention of how the **professional learning** support is high quality, meaning that it is content and program specific, supports collaboration between teachers and grade level teams to improve efficacy and ensures widespread use and effective teacher implementation of the screener(s)/assessment(s) and programs; | Explanation is incomplete or vague regarding how the **professional learning** support is high quality, meaning that it is content and program specific, supports collaboration between teachers and grade level teams to improve efficacy and ensures widespread use and effective teacher implementation of the screener(s)/assessment(s) and programs; | | Explanation is present but lacks details of how the **professional learning** support is high quality, meaning that it is content and program specific, supports collaboration between teachers and grade level teams to improve efficacy and ensures widespread use and effective teacher implementation of the screener(s)/assessment(s) and programs; | Explanation is present with details of how the **professional learning** support is high quality, meaning that it is content and program specific, supports collaboration between teachers and grade level teams to improve efficacy and ensures widespread use and effective teacher implementation of the screener(s)/assessment(s) and programs; | Explanation is in-depth, thorough and clear of how the **professional learning** support is high quality, meaning that it is content and program specific, supports collaboration between teachers and grade level teams to improve efficacy and ensures widespread use and effective teacher implementation of the screener(s)/assessment(s) and programs; |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| Does not include a professional learning timeline | Includes a professional learning timeline but it is vague or does not provide teachers with time to learn, practice, implement and reflect upon new strategies that facilitate changes in their practice over time | | Includes a professional learning timeline that provides teachers with some time to learn, practice, implement and reflect upon new strategies that facilitate changes in their practice over time | Includes a detailed professional learning timeline that provides teachers with adequate time to learn, practice, implement and reflect upon new strategies that facilitate changes in their practice over time | Includes an in-depth, thorough, and clear professional learning timeline that provides teachers with adequate time to learn, practice, implement and reflect upon new strategies that facilitate changes in their practice over time |
| **Part 4** | **Students to be Served** | | | | **10 points** |
| This section should explain the identification process for determining which students need intervention, and then once identified, how students’ needs are monitored and what indicators will be used to determine if a student needs a new tier of instruction. | | | | | |
| **Explain** the process the school will use to determine eligibility for intervention services, provide interventions based on on-going assessment of individual student needs and determine when a student’s performance indicates a need for a new tier of instruction, including an explanation for how students will be supported when intervention services end. | | | | | |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| No mention of the process the school will use to determine which students need intervention | Incomplete or vague explanation of the process the school will use to determine which students need intervention | | Explanation of the process the school will use to determine which students need intervention is present but lacks detail and clarity | Explanation of the process the school will use to determine which students need intervention is present with detail and clarity | Explanation of the process the school will use to determine which students need intervention is in-depth and articulated thoroughly |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| No mention of how the school will monitor students’ needs and/or determine when a student needs a new tier of instruction | Incomplete or vague explanation of how the school will monitor students’ needs and/or determine when a student needs a new tier of instruction | | Explanation of how the school will monitor students’ needs and determine when a student needs a new tier of instruction is present but lacks details and clarity | Explanation of how the school will monitor students’ needs and determine when a student needs a new tier of instruction is present with details and clarity | Explanation of how the school will provide interventions based on on-going assessment and determine movement out of interventions is in-depth, thorough, and clear |
| **Part 5** | **Professional Learning and Sustainability** | | | | **25 points** |
| This section should describe the ongoing professional learning plan and how the grant will impact and sustain overall literacy instruction, improve and sustain the reading skills of primary students reading at low levels as well as increase and sustain students’ motivation to read. | | | | | |
| **Design** a [high quality professional learning](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) plan for all teachers and staff who provide reading instruction in the primary (K-3) program to support teachers in addressing the needs of struggling readers in these four areas: 1) Building knowledge in the science of reading; 2) Implementing the essential components of reading, including instruction in phonics, phonemic awareness, fluency, vocabulary and comprehension; 3) Implementing the *KAS for Reading and Writing*; and 4) Evidence-based instructional practices to support the reading-writing connection. **Explain** how the school literacy team will organize and/or help facilitate embedded professional learning supports throughout the school and school day to build literacy capacity and ensure effective implementation of reading intervention and comprehensive reading programs (Tier 1, Tier 2 and Tier 3 instruction). **Describe** the school’s history of supporting/funding the school library program, its commitment to supporting an effective library media program and commitment to allowing the certified library media specialist adequate time to fulfill his/her role on the school literacy team. **Describe** the system for informing parents of struggling readers of the available literacy services within the district. Be sure to include all required system elements as outlined in the family engagement section. **Discuss** how the positive impacts of the RTA program will be sustained beyond the grant. | | | | | |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| No mention of the professional learning plan  Score of 0 will be awarded if the application does not identify approved professional learning providers in the professional learning plan. | Professional learning plan is incomplete or vague in its design; at least one area is missing and/or not all K-3 teachers and staff who instruct struggling readers are included | | Professional learning plan is present but lacks details and clarity in its design; includes all four areas and K-3 teachers and staff who instruct struggling readers | Professional learning plan is present with details and clarity in its design; includes all four areas and all K-3 teachers and staff who instruct struggling readers | Professional learning plan is in depth, thorough and clear in its design; includes all four areas and all K-3 teachers and staff who instruct struggling readers |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| No mention of how the school literacy team will organize and/or help facilitate embedded professional learning supports throughout the school and school day to build literacy capacity and ensure the comprehensive literacy program is implemented as intended | Incomplete or vague explanation of how the school literacy team will organize and/or help facilitate embedded professional learning supports throughout the school and school day to build literacy capacity and ensure the comprehensive literacy program is implemented as intended | | Explanation of how the school literacy team will organize and/or help facilitate embedded professional learning supports throughout the school and school day to build literacy capacity and ensure the comprehensive literacy program is implemented as intended is present but lacks details and clarity | Explanation of how the school literacy team will organize and/or help facilitate embedded professional learning supports throughout the school and school day to build literacy capacity and ensure the comprehensive literacy program is implemented as intended is present with details and clarity | Explanation of how the school literacy team will organize and/or help facilitate embedded professional learning supports throughout the school and school day to build literacy capacity and ensure the comprehensive literacy program is implemented as intended is in-depth, thorough and clear |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| No mention of the school’s library media program history and commitment to supporting an effective library media program and allowing the certified library media specialist adequate time to fulfill his/her role on the school literacy team. | Description of the school’s library media program history and commitment to supporting an effective library media program and allowing the certified library media specialist adequate time to fulfill his/her role on the school literacy team is incomplete or vague and/or does not indicate a history of support and commitment to ensuring the implementation of an effective library media program facilitated by a certified library media specialist at least 33% of the school day. | | Description of the school’s library media program history and commitment to supporting an effective library media program and allowing the certified library media specialist adequate time to fulfill his/her role on the school literacy team is present but lacks details and/or does not clearly indicate a history of support and commitment to ensuring the implementation of an effective library media program facilitated by a certified library media specialist at least 33% of the school day. | Description of the school’s library media program history and commitment to supporting an effective library media program and allowing the certified library media specialist adequate time to fulfill his/her role on the school literacy team is present with details and clearly indicates a history of support and commitment to ensuring the implementation of an effective library media program facilitated by a certified library media specialist at least 33% of the school day. | Description of the school’s library media program history and commitment to supporting an effective library media program and allowing the certified library media specialist adequate time to fulfill his/her role on the school literacy team is in-depth, thorough and clearly indicates a history of support and strong commitment to ensuring the implementation of an effective library media program facilitated by a certified library media specialist at least 33% of the school day. |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| No mention of a system for informing parents of struggling readers of the available literacy services within the district | Description of the system for informing parents of struggling readers of the available literacy services within the district is incomplete or vague | | Description of the system for informing parents of struggling readers of the available literacy services within the district is present with all system elements but lacks details and clarity | Description of the system for informing parents of struggling readers of the available literacy services within the district is present with details and clarity, and includes all system elements. | Description of the system for informing parents of struggling readers of the available literacy services within the district is in-depth, thorough, and clear and includes all system elements. |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| No mention of how the work of the RTA program will be sustained beyond the grant | Incomplete or vague explanation of how the work of the RTA program will be sustained beyond the grant | | Explanation of how the work of the RTA program will be sustained beyond the grant is present but lacks details and clarity | Explanation of how the work of the RTA program will be sustained beyond the grant is present with details and clarity | Explanation of how the work of the RTA program will be sustained beyond the grant is in-depth, thorough, and clear |
| **Part 6** | **Assessment and Evaluation** | | | | **20 points** |
| This section should provide a detailed and comprehensive plan for evaluating the impact, effectiveness, and implementation of the reading intervention plan. | | | | | |
| Based on current data, **identify** the number of students you anticipate can be served/impacted as a result of the RTA grant, and **explain** how the anticipated number of students was determined. **Discuss** how multiple sources of data will be used throughout the RTA interventions to evaluate its impact on student achievement. **Include** specific and measurable long-term goals for achievement and instructional change over time. | | | | | |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| Identified an anticipated number of students to be served/impacted  No explanation of how the number was determined | Identified an anticipated number of students to be served/impacted  Incomplete or vague explanation of how the number was determined | | Identified an anticipated number of students to be served/impacted  Explanation of how the number was determined is present but lacks clarity | Identified an anticipated number of students to be served/impacted  Explanation of how the number was determined is present with details and clarity | Identified an anticipated number of students to be served/impacted  Explanation of how the number was determined is in-depth, thorough, and clear |
| 0-1 pts | 2 pts | | 3 pts | 4 pts | 5 pts |
| No mention of how multiple sources of data will be used throughout the RTA interventions | Incomplete or vague description of how multiple sources of data will be used throughout the RTA interventions | | Description of how multiple sources of data will be used throughout the RTA interventions is present but lacks details and clarity | Description of how multiple sources of data will be used throughout the RTA interventions is present with details and clarity | Description of how multiple sources of data will be used throughout the RTA interventions is in-depth, thorough, and clear |
| 0—2 pts | 3-4 pts | | 5-6 pts | 7-8 pts | 9-10 pts |
| No mention of goals for achievement or instructional change over time | Incomplete or vague description of goals for achievement or instructional change over time | | Description of goals for achievement or instructional change over time is present but lacks details and clarity | Description of goals for achievement or instructional change over time is present with details and clarity | Description of goals for achievement or instructional change over time is in-depth, thorough, and clear |

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| --- | --- | --- | --- | --- |
| **Part 7** | **Budget** | | | **10 points** |
| This section should describe the fiscal resources needed for the program and a detailed explanation of how funds will be used to improve reading instruction. | | | | |
| Explain how the grant and resources will be used efficiently and how additional funds (matching funds and any other additional funds) will be used to fully implement your school’s RTA intervention program according to grant requirements (even if the total cost exceeds the amount awarded). Complete the RTA School Budget Summary form to match the explanation.  KRS 158.792 (4) In order to qualify for funding, the school council, or if none exists, the principal or the superintendent of schools, shall allocate matching funds required by grant recipients under subsection (3) of this section. Funding for professional development allocated to the school council under KRS 160.345 and for continuing education under KRS 158.070 may be used as part of the school's match. | | | | |
| 0-1 pts | 2 pts | 3 pts | 4 pts | 5 pts |
| No mention of how the grant and resources will be used efficiently  Score of 0 will be awarded if the RTA School Budget Summary Form is not included or the allowable percentages from the chart on page 15 are not adhered to. | Incomplete or vague explanation of how the grant and resources will be used efficiently and/or does not match the RTA School Budget form | Explanation of how the grant and resources will be used efficiently is present but lacks details and clarity and/or does not match the RTA School Budget form | Explanation of how the grant and resources will be used efficiently is present with details and clarity and matches the RTA School Budget Summary form | Explanation of how the grant and  resources will be used efficiently is in-depth, thorough, and clear and matches the RTA School Budget Summary form |
| 0-1 pts | 2 pts | 3 pts | 4 pts | 5 pts |
| No mention of how additional funds (matching and other) will be used to fully implement the RTA intervention program according to grant requirements  Score of 0 will be awarded if the RTA School Budget Summary Form is not included or the allowable percentages from the chart on page 15 are not adhered to. | Incomplete or vague explanation of how additional funds (matching and other) will be used to fully implement the RTA intervention program according to grant requirements | Explanation of how additional funds (matching and other) will be used to fully implement the RTA intervention program according to grant requirements is present but lacks detail and clarity | Explanation of how additional funds (matching and other) will be used to fully implement the RTA intervention program according to grant requirements is present with detail and clarity | Explanation of how additional funds (matching and other) will be used to fully implement the RTA intervention program according to grant requirements is in-depth, thorough, and clear |
| **Part 8** | **Competitive Priorities** | | | **25 points** |
| KDE will give priority to Read to Achieve applicants who performed in the lowest 20% of applicants based on grade 3 KPREP reading data from school year 2018-2019. | | | | |
|  | | | | |
|  | **Competitive Priorities** | | | **10 points** |
| KDE will give priority to Read to Achieve applicants employing a full-time certified library media specialist (no time is split between schools, 100% of his/her time is spent at the applying school). | | | | |
| **Total Point Possible** (excluding competitive priority) **115** | | | | |