



Narrative

Comprehensive Literacy



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Introduction

In October of 2017, the Kentucky Department of Education (KDE) was awarded a Comprehensive Literacy grant (Striving Readers) to serve high-need communities statewide. During the summer of 2019, representatives from the 45 districts, and their 600+ schools, will gather to build on the literacy learning foundation established by Striving Readers Comprehensive Literacy (SRCL) Cohort 1 of teachers, leaders, and early learning providers in 2018. As teams, they will adjust their local and district Literacy Plans as appropriate and build new or more expansive partnerships with families and early care providers. After a full year of implementation, the growth of Cohort 1 confirms the goals and objectives identified in the original grant proposal and the State Literacy Plan are being met. These goals include:

- Identify high-need communities through a peer-reviewed sub-award competition and support sub-awardees as they implement evidence-based practices;
- Use a feeder-pattern model to reach nearly 200,000 young children and students statewide, including participants from birth to Grade 12;
- Build teacher and early caregiver capacity through ongoing literacy professional learning and networking via an inter-community monitoring process (implementation fidelity);
- Provide resources, including books, technology, training, coaching, and other supports; and
- Serve 30% of all teachers (Cohort 1) and begin work with an additional 50% this summer and school year (Cohort 2); the final 20% of new/unserved teachers begins in 2020.

Our new Comprehensive Literacy proposal builds on successful, effective processes and adjusts areas for improvement. We will identify **25 high-need communities** in a peer-reviewed sub-award process and provide resources to support literacy plans at the school and district levels.

Competitive priorities are noted throughout the narrative and explicitly addressed (pp. 32-36).

Need for the project

Kentucky is a high-poverty state, ranking fourth in the nation for individuals who live in poverty, behind Mississippi, New Mexico, and Louisiana (U.S. Census, 2018). Poverty remains a key

indicator of risk. Last year, 73% of all students (K-12) received Free or Reduced (F/R) priced meals. Therefore, to ensure the greatest numbers of disadvantaged students are served, we will first focus on high-poverty communities. The Kentucky Comprehensive Literacy ([KyCL](#)) program will serve school feeder systems with a high school that has a 65% F/R meal eligibility rate or higher (National Qualifying Data). An estimated **75 feeder systems** will be eligible.

Poverty, however, is but one indicator of the need. Kentucky is a diverse state with specific gaps and weaknesses in services. Nearly half of the state is considered rural (NCES, 2018); many schools are located in small towns or counties with a population of less than 15,000 residents. Thus, a large percentage of children are served by rural local education agencies. On the other hand, Louisville in Jefferson County is urban with 750,000 residents county-wide; the second largest area—Lexington in Fayette County—is 300,000. Statewide significant educational gaps exist. And, while 14% of schools have significant minority populations (> 20%), students of color/ethnicity perform far below White peers academically (Tables 1, 2).

Adults also have limited levels of education; in fact, Kentucky is at the top of the list of states with the lowest levels of four-year college degrees. Kentucky ranks 3rd nationally with 23% of adults over the age of 25 with a 4-year degree, just behind West Virginia and Mississippi.

Unfortunately, the news is not any better at the other end of the educational spectrum. According to the 2018 Brigance Kindergarten Readiness Screener results, nearly half of all 5-year-olds this year were **not** ready for kindergarten. Gaps between White and other student populations are evident even at this early age, and low-income students, those on F/R meals, are 10 percentage points below the overall K-Readiness mark statewide (Table 1).

Regrettably, gaps in early years are not lessened as students progress from kindergarten to elementary, middle, and high

% Ready for Kindergarten

All students	51%
Free/Red. Meals	41%
Disabilities	34%
White/Caucasian	53%
African American	47%
Hispanic	30%
Brigance Screener 2018, Table 1	

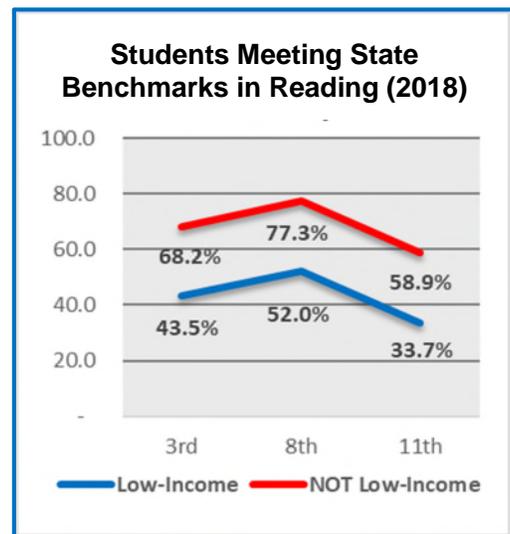
school. Table 2, below, shows Proficiency levels in reading and math—key accountability marks—for the 2017-18 school year (reported Sept. 2018). The data clearly show achievement gaps for key groups of students as compared to their peers.

% of Students Meeting Proficiency on State Assessments (KDE, 2017-18)							Table 2
Reading	White	Afr. Amer.	Hispanic	LEP	F/R meals	Disability	
3 rd grade	57.0	28.6	38.3	27.6	43.5	36.0	
8 th grade	67.0	37.6	51.3	11.8	52.8	24.5	
11 th grade	49.7	21.1	32.3	2.5	33.7	14.7	
Math	White	Afr. Amer.	Hispanic	LEP	F/R meals	Disability	
3 rd grade	51.3	26.1	35.1	27.7	38.0	28.4	
8 th grade	67.0	37.6	51.3	11.8	52.8	24.5	
11 th grade	41.1	15.0	26.1	3.9	24.5	3.9	
Grad. Rate	White	Afr. Amer.	Hispanic	LEP	F/R meals	Disability	
2017-18	91.9	82.0	83.1	70.3	87.7	74.8	

But other critical points are seen as well. For example, twice as many African American students (more than 40%) perform at the lowest level (Novice) on state reading tests compared to White students; by 11th grade, **most** students with disabilities and students who are limited English proficient are at the Novice level (60% and 81%, respectively). Also, as also seen in Table 2 (above), performance improves by 8th grade only to be lost by 11th grade.

Finally, pointing back to poverty, students who qualify for free or reduced meals perform **more than 25 percentage points below** students who do not qualify (chart). Additional data for student populations is included in Appendix A.

Many of these opportunities, or challenges, are simply layers within the overall system of poverty. According the late Ron Thorpe of the National Board for



Professional Teaching Standards, “Teaching is a complex undertaking” that is dependent upon knowledge of content, of the teaching and learning process, and of children.

The lack of consistency in the quality of teaching is most apparent in U.S. schools serving large numbers of poor children, where the job of teaching is more difficult and requires greater knowledge and skills for success than it does in schools serving more affluent children (Thorpe, 2014).

Students in high-poverty schools are disproportionately taught by inexperienced and novice teachers, less likely to be taught by a National Board Certified Teacher (NBCT), and more likely to lose their teachers to turnover. (KDE, 2015) This project provides **opportunities** to dig deeper into gaps and address identified weaknesses in services through the priorities of the grant, including those aligned to state priority areas. Briefly, these gaps in services include:

- **Students with Characteristics of Dyslexia** (p. 22, 34; Competitive Priority 2). The Kentucky Ready to Read Act of 2018 (House Bill 187) ensures toolkits for teachers and families of students with Characteristics of Dyslexia in grades K-3. The bill requires actionable supports that will be addressed through KyCL. Currently, Kentucky does not track the number of students with identified characteristics; national data leads us to estimate the number of Kentucky students impacted at 30% of all students.
- **Foster, Homeless, Grandparenting** (p. 34; Competitive Priority 2). An increasing number of Kentucky students live in crisis. These include nearly 10,000 children and students in foster care as well as more than 30,000 birth-to-12th graders who are homeless; and 96,000 children live with relatives other than parents. As noted by Cutuli et al. (2012), just being at school is a challenge for high-mobility students. Highly mobile students, however, tend to be resilient with the proper supports, including using integrated services (Sulkowski, 2014). Local Literacy Plans will target students in high-mobility communities impacted by Opioid use, incarceration, etc.
- **Rural** (pp. 2, 22, 34; Competitive Priority 2). KyCL provides a comprehensive literacy framework to build literacy skills in low-income rural communities. As noted, nearly half of the state is rural (NCES, 2018). Only two cities—Louisville and Lexington—top 100,000 in population. Most schools are in small and very small towns with populations of less than 15,000. Decades of research point to the challenges of rural communities in maintaining teacher quality, a lack of financial stability, and fewer opportunities for professional learning. (Bell, 2012; Eppley, 2009; Lowe, 2006; NEA, 1999) Local literacy plans and targeted KyCL professional learning support will address gaps in these communities.
- **Replication of Pathways** (p. 35; Competitive Priority 2). KyCL enables us to replicate alternative pathways developed in Kentucky for secondary students. “Get the Picture?!” is an evidence-based program developed by the Green River Regional Educational Cooperative in

Bowling Green, KY. The 4-year i3 project will end this fall and is expected to meet **What Works Clearinghouse** standards with reservations (quasi-experimental) for effectiveness in student graduation and college/career readiness rates for **students with disabilities** by using one-on-one supports and alternate learning environments (e.g., internships).

- **Novice Reduction.** KDE has established Novice Reduction as a key goal for all work in the state across all content areas, including reading. Novice reduction entails improving practices for all students with the six key core work processes for continuous school improvement. Districts are required to provide specific strategies to target their individual Novice populations. This may look different at Price Elementary in Louisville—an urban school where 75% of students are African American—than at rural North Todd Elementary in Elkton. There, only 6 of the 331 students are African American. However, at both, nearly all students (>94%) are low-income.
- **Foundational pre-literacy and K-3 skills.** KyCL will provide community resources in early learning to build necessary foundational skills for the youngest children. This is particularly needed for students in poverty (Hart & Risley, 2003) and highly mobile students (foster, homeless; Herber, 2012). Students in poverty must meet literacy benchmarks by 1st grade if they are to carry that learning forward into later grades. Nearly half of all kindergarteners are behind when they arrive (data, p. 2). Early academic skills for young children (birth to 5) build school readiness (Foorman, 2016).

Quality of the project design

KyCL was designed with a simple theory in mind. Helping schools and early learning providers **create their own frameworks** of success in comprehensive literacy will mean better outcomes for kids. In collaboration with multiple stakeholders over many years, larger supports and specific tools have been created and sustained for this work—the State Literacy Plan, KY’s Literacy PERKS guiding document, cohorts of coaches, and the 2017 Striving Readers project.

The latter includes various points of success:

- Partnerships between daycares, schools, and districts (600+ sites)
- Connections with families to promote early reading strategies and access to books
- Extended literacy focus for **all** teachers (schools, daycares, preschools, Head Starts)
- Required literacy plans that ensure districts use a data-driven, instructional format (PERKS)
- Choice for districts and communities to meet their own needs
- Monitoring visits that built partnerships between schools, conversations around literacy
- **All teachers** from every school in professional learning through an annual cohort process

1. Extent to which goals, objectives, and outcomes are clearly specified and measurable.

KyCL will support improvement in literacy at every stage—birth to Grade 12—by guiding districts, schools, and partners in a literacy-specific needs assessment, Literacy Plan development process, resource alignment process, and iterative plan improvement cycle in Year 1.

Professional learning for teachers and early learning professionals begins in July 2020 and continues over 4 years (Timeline, pp. 17-18).

Goal #1: All young children are ready to read.	Table 3
<p>1.1 Increase the number of participating 4-year-olds achieving significant gains in oral language skills GPRA*</p> <p style="padding-left: 20px;">▶ <i>TELD-3 findings in 2021, 2022; measures of Spoken, Receptive, Expressive Language)</i></p> <p>1.2 Increase the number of children K-ready upon arrival in feeder schools</p> <ul style="list-style-type: none"> • Compared to 2020 baseline of partner agencies • Compared within and across feeder patterns • Compared to non-participating, demographically-matched schools/feeders <p>▶ <i>The Brigance Early Childhood Kindergarten Screen III (Kentucky's Common Kindergarten Entry Screener); baseline will be 2020 Brigance</i></p> <p>1.3 Increase in the self-efficacy of early learning providers</p> <p>▶ <i>Personal and collective; annual pre/post/retrospective survey, improved site observation results over time</i></p> <hr style="border-top: 1px dashed black;"/> <p>Process outcomes (activities) include: improved connections to early care centers and kindergarten • increased age-appropriate and high-quality materials in early learning centers, homes • daycare, preschool, other early learning staff in ongoing trainings • coaching/support visits in early care agencies • literacy plans aligned to K-5 • evidence-based strategies used in early care centers • participants in literacy plan development, alignment • 100 sites impacted • 14,000 children exposed to trained ECs • 475 early learning/caregivers impacted • increase in K-Readiness percentages</p>	
Goal #2: All elementary students are excellent readers.	
<p>2.1 Increase the number of participating students in grades 3-5 who meet Proficiency in 2021-2024, including all students and students with disabilities and learning difficulties (including Dyslexia), low-income students, African Americans and English language learners, and high-mobility students (homeless, foster, grand-parented). GPRA*</p> <ul style="list-style-type: none"> • Compared to 2020 baseline of schools, districts • Compared within and across feeder patterns • Compared to non-participating, demographically-matched schools/feeders 	

▸ *Measured by the state K-PREP assessment annually; baseline will be Sept. 2020 proficiency rates for reading*

2.2 Decrease in the number of students in grades 3-5 who perform at Novice (lowest level) on the state assessment in Reading, both overall and including students with disabilities and learning difficulties (including Dyslexia), low-income students, African Americans and English language learners, and high-mobility students (e.g., homeless, foster, grand.) in 2021-2024

- Compared to 2020 baseline of schools, districts
- Compared within and across feeder patterns
- Compared to non-participating, demographically-matched schools/feeders

▸ *Measured by the state K-PREP assessment annually; baseline will be Sept. 2020 proficiency rates for reading*

2.3 Increase the number of participating students who meet reading Proficiency in grades 3-5 in 2021-2024 as compared to non-participating students in demographically-matched comparison schools (i.e., greater gains), including all subgroup/gap populations (disability, income, homelessness, etc.)

▸ *Measured by the state K-PREP assessment annually; baseline will be Sept. 2020 proficiency rates for reading*

2.4 Increase in the self-efficacy of participating elementary school teachers

▸ *Personal and collective; annual pre/post/retrospective survey, improved site observation results over time*

Process outcomes (activities) include: staff participating in professional learning in comprehensive literacy instruction • coaching/support visits by professionals, networks • professional learning events, attendance • PLC sessions • NBCT applications, engagement plans • school plans linked to early care providers and middle schools • implementation of evidence-based programs, strategies • participants in literacy plan development, alignment • 150 sites impacted • 44,500 elementary students impacted • 3,500 teachers impacted

Goal #3: All middle and high school students are reading to learn (cross-content).

3.1 Increase the number of participating students in grades 6-8 who meet proficiency in 2021-2024 on the state assessment in Reading, both overall and for students with disabilities and learning difficulties (including Dyslexia), low-income students, African Americans and English language learners, and high-mobility students (e.g., homeless, foster, grand.). **GPR^A***

- Compared to 2020 baseline of schools, districts
- Compared within and across feeder patterns
- Compared to non-participating, demographically-matched schools/feeders

▸ *Measured by the state K-PREP assessment annually; baseline will be Sept. 2020 proficiency rates for reading*

3.2 Decrease in the number of participating students in grades 6-8 who perform at Novice (lowest level) in 2021-2024 on the KY assessment in Reading, both overall and for students with disabilities and learning difficulties (including Dyslexia), low-income students, African Americans and English language learners, and high-mobility students (e.g., homeless, foster.

- Compared to 2020 baseline of schools, districts

- Compared within and across feeder patterns
 - Compared to non-participating, demographically-matched schools/feeders
 - *Measured by the state K-PREP assessment annually; baseline will be Sept. 2020 proficiency rates for reading*
- 3.3 Increase in the number of participating students in high school who meet or exceed Proficiency or national Benchmarks in 2021-2024 on state and national assessments in reading/language arts, both overall and for students with disabilities and learning difficulties (including Dyslexia), low-income students, African Americans and English language learners, and high-mobility students (homeless, foster, grand-parented). **GPRA***
- Compared to 2020 baseline of schools, districts
 - Compared within and across feeder patterns
 - Compared to non-participating, demographically-matched schools/feeders
 - *Measured by multiple sets of assessments in high school, including a to-be-named predictor (e.g., CERT) and the ACT; baseline will be the fall 2020 measures*
- 3.4 Overall increases in the number of students in middle (6-8) and high school (9-12) who perform at increased levels across **interdisciplinary areas** (cross-content), both overall and for gap groups). **GPRA***
- *Measured by multiple sets of assessments in middle and high school, including K-PREP, a to-be-named predictor (e.g., CERT) and the ACT; baseline will be the fall 2020 measures*
- 3.5 Increase in the self-efficacy of participating middle and high school teachers
- *Personal and collective; annual pre/post/retrospective survey, improved site observation results over time*
- 3.6 Increase in the number of high school students who feel more prepared for the next level of learning, including postsecondary
- *Personal and collective; annual pre/post/retrospective survey, improved site observation results over time*

Process outcomes (activities) include: staff participating in prof. learning in comprehensive literacy instruction • coaching/support visits by professionals, networks • professional learning events, attendance • PLC sessions • NBCT applications, plans • school plans linked from early care providers to elementaries to middle schools to high schools • implementation of evidence-based programs, strategies • participants in literacy plan development, alignment • 75 sites impacted • 52,000 middle and high school students impacted • 4,150 teachers impacted

**GPRA indicators 1-4 are addressed*

2. Extent to which feedback and continuous improvement are integral to project design

KyCL is built on a literacy plan framework with informed improvements embedded throughout, beginning in the earliest days of project implementation. Kentucky also applied significant changes based on the 2017 Striving Readers project. Previously, a two-tier sub-award process was used: In April 2018, applicants submitted a needs assessment only in response to the

Request for Application (RFA) (Tier 1), followed by working with project staff and partners through June 2018 to develop their literacy plans (Tier 2). The process was rushed and provided little time for plan improvement. The use of an evidence-based matrix for curricula and program selection was both a bold move and a limiting factor. Districts wanted more choice, which is now included in an expanded selection process (below).

In KyCL, districts will work through a **single tier** peer review process. Districts will conduct a local needs assessment **and** develop a literacy plan within their grant proposals. The process begins when the federal award is received (October), the work is publicized (November), and then the four-month KyCL Sub-award Competition is rolled out (Dec.-April 2020). At every stage, information is provided, questions are answered, and reviews are conducted to improve the work **and** the process of the Striving Readers program and Literacy Teams.

The anticipated timeline including the RFA (Appendix A) will be released in early December. In January 2020, three regional KyCL information sessions will include formal presentations and informal discussions on literacy plan development from state literacy specialists who work in every level of literacy. They will focus on how to identify and close gaps with evidence-based practices. Additionally, the sessions will include a Vendor Fair format so that approved providers can share and answer questions about their evidence-based products and resources.

Vendors from the 2017 matrix of evidence-based strategies will be invited (p. 27). Districts will also be asked to **help improve** the initial selections; they may request the addition of resources or processes to the matrix. Project

Director Danna Green (p. 28) will work with staff to analyze

Year 1 Literacy Plan Design	
Oct.	SEA award announced; RFA finalized
Nov.	Information campaign
Dec.	RFA released
Jan.	Info sessions, vendor fair
Feb.	Product vetting (matrix)
March	Grant TA sessions; online Q&A continues
April	Grants due 4/13; peer review 4/21-4/28
May	Sub-awards announced
June	Literacy Plans revised

Table 4

district-requested resources and share those with grant applicants by February 20. She will use the What Works Clearinghouse (WWC) standards for promising evidence as a key part of program selection. A new program will not be added to the matrix without evidence of effectiveness, and districts may only use grant funds to implement approved resources and strategies. Recommendations for programs will be accepted through Feb. 20. (RFA; Appendix. A)

As part of the KyCL sub-grant process, each district will perform a needs assessment and select the appropriate resources, processes or approaches from the approved matrix to address those needs; districts are required to address each level of learning along the Birth to Grade 12 continuum. To ensure districts can develop strong grant proposals, three additional regional sessions held in February will be offered to provide technical assistance for districts as they move from needs assessment to development of the required District Literacy Plan (example, Appendix D). Districts will be expected to present their local needs assessment and the District Literacy Plan to ensure the plan addresses the gaps in achievement and/or services. Sub-grant proposals also will identify the local **District Literacy Team** that will support local **School Literacy Teams**; school teams will be chosen by May 2020 (post-award).

Proposals will be due April 13, 2020, and peer reviews will be completed by April 28, 2020, through a facilitated training and review process. Peer reviewers will be selected based on specific areas of expertise along the birth-to-Grade-12 continuum. Reviewers will work in groups of three to read and score proposals based on the RFA criteria and grant requirements.

In May, the State Literacy Team will meet for a three-day retreat to critique and align **225-275 District and School Literacy Plans** to the State Literacy Plan and the Kentucky Literacy PERKs Planning Booklet (Appendix C). Each District Literacy Team will work in June to revise and resubmit improved plans to the State Team. This iterative process, used throughout the project, ensures district and school plans remain high-quality.

At each phase of the sub-grant proposal process, grant applicants are supported in making improvements. This continues throughout the implementation of the project (p. 20+; monitoring for continuous improvement). Process improvements will also occur through the **tiered roll out**. Finally, the Logic Model (below) reflects improvements in teaching and learning for the three cohorts of teachers, partners, students, and families.

Quality of the management plan

In 2010, a State Literacy Team was established to develop a **comprehensive state literacy plan** that, for the first time, pulled together the disparate past efforts related to literacy. The multi-dimensional supporting document—the Literacy Program Effectiveness Review for Kentucky Schools (PERKS)—guided efforts then and now to improve literacy instruction and performance for all, especially for disadvantaged children and youth. The State Literacy Plan, developed by the State Literacy Team, addresses key components of school and district literacy plans as well as state responsibilities to support and monitor those plans.

1. Adequacy of the management plan to achieve objectives on time, within budget...

The Literacy PERKS provided the framework for the Literacy Team and Plan. A wide array of professional learning models as well as templates, presentations, and facilitator guides are in place to support full literacy plan development in schools and districts. Color coding outlines each of the essential elements of comprehensive schoolwide literacy programs. The elements are aligned to the KY Literacy Plan (Appendix C) for quick reference. The State Literacy Plan is organized along the Birth-to-Grade-12 continuum and provides evidence-based actions to guide local literacy teams.

Continued, p. 13...

Literacy Team & Plan					
Aligned Curriculum	Instruction & Intervention	Professional Learning	Literate Environment	Multiple Assessments	Partnerships
Elements			Outcomes		
Literacy Team & Plan			Leverage the influence and expertise of committed Literacy Leadership Team partners		
Use the State Literacy Planning Guide to develop, implement, monitor and refine a comprehensive literacy curriculum that meets the needs of all students.			Outcome: The Literacy Leadership Team monitors, adapts, scales a comp. literacy plan.		
Aligned Curriculum			Use the State Literacy Planning Guide to develop, implement, monitor and refine a comprehensive literacy curriculum that meets the needs of all students.		
Provide research-based literacy instruction and interventions that meet the learning needs of students across the learning continuum.			Outcome: Curriculum is rigorous, intentional, and aligned to promote student learning success.		
Instruction & Intervention			Provide research-based literacy instruction and interventions that meet the learning needs of students across the learning continuum.		
Use needs assessments to inform professional learning to improve literacy outcomes through effective instruction and interventions.			Outcome: The literacy team and educators have a large repertoire of instructional strategies to meet students' learning needs.		
Professional Learning			Use needs assessments to inform professional learning to improve literacy outcomes through effective instruction and interventions.		
Use a wide range of literacy tools, resources, and strategies to meet students' literacy needs.			Outcome: A shared accountability for learning is evident across the learning continuum.		
Literate Environment			Use a wide range of literacy tools, resources, and strategies to meet students' literacy needs.		
Use multiple assessment strategies to monitor and modify instruction to meet students' needs			Outcome: A shared value of literacy learning is evident across the learning continuum.		
Multiple Assessments			Use multiple assessment strategies to monitor and modify instruction to meet students' needs		
Leverage family and community partners to encourage attainment of literacy goals and remove barriers to learning.			Outcome: Achievement gaps are significantly reduced, especially at transition points		
Partnerships			Leverage family and community partners to encourage attainment of literacy goals and remove barriers to learning.		
			Outcome: Community partners value literacy, remove educational barriers, promote learning.		

Full document, Appendix C

PROJECT INPUTS

KyCL

 KY Dept. of Education
 Kentucky Literacy Team
 National Center for Families Learning
 Governor's Office of Early Childhood
 KY Division of Childcare
 Pritchard Committee for Excellence
 Approved providers (evidence-based matrix)

Districts, Schools & Partners

 25 Feeder Systems including (approx.):
 100 early learning agencies
 150 elementary schools
 60 middle schools
 25 high schools

External Evaluator

 Selected through the Kentucky Department of Education procurement process for professional services
 -
 Oct.-Nov. 2019

Comprehensive Literacy



IMPLEMENTATION	
<u>Strategies</u>	<u>Participants</u>
Dec 2019—Apr 2020 Peer review sub-grant competition	✓ 6 tech. asst. sessions for 300-400 participants ✓ 150 applications received
April 2020 Local Literacy Leadership Teams	✓ 23-25 teams in place ✓ Revise/Refine Literacy Plans (April-June)
June 2020 Refine Literacy Plans	✓ 225-275 district and school plans in place ✓ KDE approves, July 1
July 2020 Professional learning connected to Literacy Plans	✓ 1-day Convening 23-25 Lit. Lead. Teams 350+ participants ✓ Provider Institutes 8-10 regional events 25-30% of teachers and partners trained
Aug 2020—May 2021 Cohort 1 Implementation of Literacy Plans	✓ 2,000 participants begin implementing strategies across Birth to Grade 12 ✓ 35,000 children served
Sept/Oct 2020 Reliability training for Monitor Teams	✓ 135 teachers and early care specialists trained in walkthrough
Spring 2021 Monitoring visits	✓ Minimally 275 sites
Summer 2021 Summer Institutes	✓ Up to 70% of teachers, partners (~6,500)
2021-22 Cohort 2 + Teacher Leaders Networking	✓ 3,500 participants ✓ 70,000 children served ✓ Up to 325 sites
2022, 2023, 2024 Institutes, implementation	✓ 8,125 teachers, partners serving 110K students

PROJECT OUTPUTS

Products
 School/Community Literacy Plans
 School/Community Literacy Teams
 Embedded literacy frameworks
 Embedded data analysis protocols
 Daycare/Caregiver partnerships
 Cross-district monitoring process
 Classrooms with comprehensive literacy practices
 Teacher leadership models
 PERKS-based performance rubric
 Teacher efficacy survey

Formative Measures
 Site/Monitoring visits • District, school reports • # of books, resources • Screeners, diagnostics • Training event evaluations, attendance • Participation levels (all participants) • Ongoing surveys • Interviews • PLC agendas • Vendor agreements • Ongoing budget review/approvals • # of 0 to age-5 partners

Annual / Summative
 Early learning improvements (Brigance, TELD-3) • State, national assessments • Pre/Post teacher surveys • Implementation report (Eval) • GPRA measures

GOALS/OBJECTIVES

Goal #1
All young children ready to read

- Significant gains in oral language skills
- Increased K-readiness rates
- Increased self-efficacy of early care/early learning providers

Goal #2
All elementary students are excellent readers.

- Increased numbers of students who meet proficiency
- Decreased numbers of students who are Novice (lowest level)
- Greater gains in participating students as compared to nonparticipating students
- Increased self-efficacy of participating teachers

Goal #3
All MS & HS students are reading to learn (cross-content).

- Increased # of MS students at Proficient (reading)
- Decreased # of MS students at Novice (reading)
- Increased # of HS students meeting state and/or national benchmarks in reading/LA
- Increased # of MS and HS students at increased levels across content areas
- Increased self-efficacy of participating teachers
- Improved HS student preparedness for next level of learning

Outcomes
 110,000 children and students participating • 325 sites • 8,125 teachers/ECs learning • Plans, frameworks in place

KyCL continues the **actualization of the Literacy PERKS implementation** by providing support to districts, schools, and agencies as they develop needs-based plans **and** the specific resources needed to implement those plans across multiple schools and communities year by year. Pre-award supports begin with the application process and continue through the gradual release of the project in fall 2020 (pp. 26, 32), as districts and schools continue their newly embedded literacy frameworks. The detailed timeline on pages 17-18 lists many key activities; here, the summarized components are specific to KyCL.

Districts and schools will develop their Literacy Plans as part of the sub-grant competition; plans will be reviewed by the State Literacy Team and refined by schools/districts in June 2020. Beginning July 1, participants will move from planning to implementation. Teams of teachers and care-givers from up to 25 communities (feeder patterns) will convene with the State Literacy Team to kick-off the project; and, Cohort 1 will begin professional learning based on the evidence-based programs their team has selected. Most district Literacy Leadership Teams—made up of teachers from all schools and levels—will support **12-15 sites**. The sites include a minimum 3-7 early childhood agencies, 3-6 elementary schools, 2-4 middle schools and the feeder high school.

The school districts range from single-building districts of fewer than 300 students to Jefferson County Public Schools, the 30th largest district in the U.S. with 150 schools and 100,000 students. Developing individual feeder system

Feeder System Size	Estimated # of feeders
Small 1 high, 1 middle, 1 elem., 3 early	5
Medium 1 high, 2 middles, 4 elem., 5 early	15
Large 1 high, 3 middles, 8 elem., 7 early	5
Table 5	25

plans allow each, regardless of the size, to design a **personalized** plan. For example:

- Rural Metcalf County includes three schools—one elementary, one middle, one high school—and serves 1,650 students. This **small** feeder system will serve the three schools

along with a minimum of three early learning/EC partners, including perhaps the local Head Start center, two or three daycare centers, and a library literacy program.

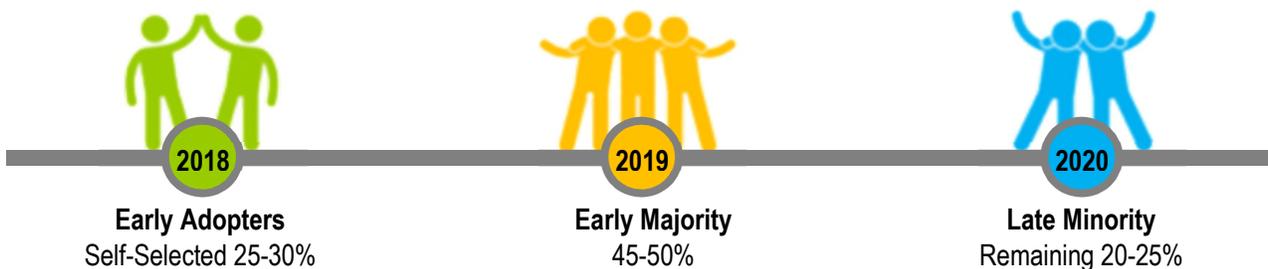
- Small-city Owensboro Independent has 10 schools serving 5,275 students, including a public preschool, five elementary schools, two middle schools, two academies, and a single high school. This **medium** feeder system will serve 5-7 early learning centers, including the local Head Start, and 10 school sites.
- Metropolitan Lexington (Fayette County Schools) includes 60 schools, serving 41,625 students annually. The district has at least five feeder patterns (K-12); however, only one feeder system (Bryan Station High School) would meet eligibility requirements for poverty. Bryan Station is a **large** feeder system (14 schools.)

Local literacy plans will be developed based on the state plan during the sub-award proposal development process (Jan/Feb. 2020), but plans will directly align to their own communities and needs. Schools will also develop individual literacy plans to ensure connection from grade to grade and across critical school-to-school transition points. To ensure Birth to Grade 5 connections, elementary schools will work directly with local early learning partners and child care providers on a single Birth-to-Grade-5 team. In addition, the Community Early Childhood Councils will provide ongoing support. Plan development also includes an explicit review of approved programs, each of which meet the standard of moderate or strong evidence and/or include state supported frameworks (matrix, pp. 9-10; 27; evidence detail, Appendix B).

As noted above, the State Literacy Team will meet in June 2020 to critically review the anticipated **225-275 district and school literacy plans**. Local plans will be approved by July 1 and will include revised budgets for implementation of selected and approved resources. Memoranda of Agreement (MOAs) from KDE will be issued the first week of July 2020 to ensure districts—fiscal agents—may begin in earnest to implement the literacy plan.

The framework also includes a **tiered roll-out** to build teacher leadership networks and sustainability. Overall, work will be done with **all teachers** in each awarded district; but it is not practical to train and support everyone in a single year. Rather, an anticipated 25-30% of

teachers from multiple content areas, administrators, and early learning specialists, caregivers and other early childhood partners (ECs) will be **early adopters**, as noted by Baskin (2004), embracing the new Comprehensive Literacy Plans and resources. By June-July 2022, a team of Cohort 1 teacher leaders will co-present professional learning alongside KDE and program providers. As Baskin notes, the **early majority** will come on board next (45-50% of all teachers, administrators, and ECs). They will attend professional learning beginning in June-July 2021 and also receive 3 years of direct support. The **late minority** (final 20-30% of teachers, administrators, and ECs) will receive 2 years of professional learning with a third year of embedded support as the project enters the final phase and shifts to sustainability (2024). A full timeline of activities with key benchmarks and responsibilities begins on page 17.



Another key component of working with sub grantee sites is building and supporting shared literacy **leadership teams**. According to DeWitt (2017), school leader actions promote teacher development, collaboration, and ultimately student success. Among these are building the individual and collective self-efficacy of teachers and the power of shared or distributed leadership. School Comprehensive Leadership Teams will be teacher-operated. Principals will work with teacher teams to implement the developed Literacy Plans, set goals and benchmarks for schoolwide actions and feedback, and create ongoing opportunities for teachers to work with each other from classroom-to-classroom and site-to-site. Principals will meet with the teachers **at least monthly** for collegial conversations and to promote professional interaction.

The pre-approved evidence-based matrix of literacy services and resources are also key. It

streamlines work with providers. As professional learning begins in earnest, work will be done with districts and providers to group/regionalize training locations to lessen costs and participant travel time. This replicates a successful process from the 2017 Striving Readers project.

Funding and support are strategically leveraged through partnerships with, among others, the Governor's Office of Early Childhood, Kentucky's Division of Child Care, the Prichard Committee for Academic Excellence, and state-funded Community Early Childhood Councils.

2. Procedures for ensuring feedback, continuous improvement in project operation

Earlier, ongoing process improvements for project design and roll out is outlined (Project Design). Included here are the strategic components of the ongoing improvement processes, which include a local evaluation, fidelity of implementation, and monitoring and a formative evaluation. First, a high-quality evaluation team will be procured. In the 2017 project, the Center for Research and Reform at **Johns Hopkins University** worked with state education agency staff and contracted researchers to ensure validity of data collection and analysis. The evaluator will provide access to a data management system to house and analyze collected information and maintain school and district status in implementation (project benchmarks). Parallel evaluation approaches—formative and summative—will be used to help determine whether outcome objectives are met (pp. 6-8). Initial questions include:

1. What are the impacts on student outcomes of KyCL on early literacy as well as literacy at elementary, middle and high school? [GPRA Indicators]
2. What are the impacts and best practices in customized district-wide professional learning and the connections to localized literacy plans?
3. What is the fidelity of implementation across schools and communities?
4. How do project outcomes vary over time and for different grades, levels, schools, agencies, and types of students?

Timeline of activities and milestones	Date	Responsible
RFA finalized: The KyCL team will finalize the sub-award RFA w/ KDE and its legal department (draft attached, Appendix A). RFA is given to Grants Branch.	Oct. 1-20, 2019	KyCL staff, KDE
Co-director: Assignment or hiring of Co-Director (to join Director Green)	Oct. 15, 2019	KDE
Outreach, information: Working with partners, share information about the KyCL award and competition with districts, early learning providers, etc.	Oct. 15, 2019	KyCL staff, state partners
Program/PD providers: Planning providing summer PD support for grantees	Nov 2019	KyCL, KDE, providers (ven.)
RFA released: RFA posted and shared via KDE Commissioner, partners, web	Dec. 4, 2019	KyCL staff, Grants Branch
Regional info sessions: 3 regional events to help districts determine which evidence-based programs they will use (includes Vendor Fair format)	Jan. 14, 16, & 17, 2020	KyCL staff, State Literacy Team, state partners, vendors,
Program vetting: Deadline for districts to propose new evidence-based products for use in the KyCL program (Evidence-Based Matrix)	Deadline Feb. 20, 2020	KyCL staff, KDE, districts
Technical assistance: Proposal TA, including 3 full-day, face-to-face grant-writing sessions (regional) and 3 online Q&A sessions. Dates in the RFA, on web.	March 10-20, 2020	KyCL staff, KDE, Grants Branch
Grant deadline: Electronic proposals due by April 13, 2020	April 13, 2020	Grants Branch, districts
Peer review: Reviewers with “demonstrated knowledge of comprehensive literacy planning and implementation” (RFA p. 11) are selected (Feb.), then participate in 3-day training and review process (face-to-face) in Frankfort, KY	Mar.-April 2020	Grants Branch
Sub-Awards posted: Awards are posted; awardees notified	May 2020	Grants Branch, KDE Com.
Literacy Plans reviewed: State Literacy Team retreat to review; will provide feedback to subgrantees; adjustments made prior to sub-award approval	June 2020	KyCL staff, State Lit. Team, districts, partners
MOAs: Contracts to subgrantees for 2020-21 school year	July 2020	KDE Finance, Grants Branch
Summer convening: Summer kick-off convening for Literacy Leadership Teams	July 15, 2020	KyCL staff, subawardees
Vendors institutes for Early Adopters (30%): Program providers host regional PD institutes for districts purchasing their programs, aligned to district lit. plans	July-Aug 2020	KDE, program providers (vendors)
Implementation, job-embedded learning: Programs support participants with ongoing, local, job-embedded prof. learning as they implement (Cohort 1)	2020-21 school year	Program providers (vendors), schools, early learning agencies
Reliability training: Monitoring Teams selected (6-10 teachers per feeder system); includes 1-day reg. training, multiple site visits to schools, EC agencies	October 2020	TBD ¹ via procurement process

State Activities and Supports	Milestone	Responsible
Monitoring: Site monitoring w/neighborhood districts (at least 250 sites)	Feb, Mar 2021	KyCL, District Teams, TBD ¹
Summer convening #2: 30% early adopters + 50% remaining teachers, caregivers/ECs, admin. attend; includes key networking, planning, & plan updates	June 2021	KyCL, KDE, subawardees (Cohorts 1, 2)
Vendors institutes: Program providers host regional multi-day institutes. Early adopters (30%) + additional 50% of all feeder teachers, admin., caregivers/ECs	June-Aug 2021	KyCL, subawardees (Cohorts 1, 2), program providers (vendors)
Implementation, job-embedded learning: Programs support participants with ongoing, local, job-embedded prof. learning as they implement (Cohorts 1, 2)	2021-2022 school year	Program providers (vendors), schools, early learning agencies
Summer convening #3: Convening of subgrantees with final 20% + new teachers, administrators	June 2022	KyCL, KDE, subawardees (Cohorts 1, 2, 3)
Vendors institutes: Program providers host regional multi-day institutes. Includes all feeder teachers, admin., ECs (Cohorts 2, 3; Cohort 1 helps train)	June-Aug 2022	KyCL, subawardees (Cohorts 2, 3), program providers (vendors)
Implementation, job-embedded learning: Programs support participants with ongoing, local, job-embedded prof. learning as they implement (Cohorts 2, 3)	2022-2023 school year	Program providers (vendors), schools, early learning agencies
Reliability training: Additional day for Monitoring Teams (Year 3)	October 2022	TBD ¹ via procurement process
Monitoring: Site monitoring w/neighborhood districts (at least 250 sites)	Feb, Mar 2023	KyCL, District Teams, TBD ¹
Vendors institutes: Program providers host regional multi-day institutes. Includes all feeder teachers, admin., ECs (Cohort 3; Cohorts 1, 2 help train)	June-Aug 2023	KyCL, subawardees (Cohort 3), program providers (vendors)
Implementation, job-embedded learning: Programs support participants with ongoing, local, job-embedded prof. learning as they implement (Cohorts 3)	2023-2024 school year	Program providers (vendors), schools, early learning agencies
Note 1: The Evaluation Team will include an <u>evaluator</u> and an <u>educational service provider</u> with expertise in comprehensive literacy programs (implementation, research). The two will be engaged by KyCL through the Kentucky State Procurement Process (October 2019). In the current Striving Readers program (2017-2020), the Evaluator is the Center for Research and Reform at Johns Hopkins University; the Service Provider is the Louisville-based Collaborative for Teaching & Learning.		

The formative evaluation includes data collected by Monitoring Teams (below); annual surveys and interviews of teachers, leaders, and partners; analysis of ongoing and state assessments as completed; review of evaluations from learning events; and more. The evaluator will share findings in multiple formats with the KDE and other stakeholders.

The formative process also includes **ongoing monitoring** at each participating site. Local observations will begin in spring 2021 in at least 240 of the 325 anticipated project sites. Reliability training will be provided to Monitoring Teams—groups of at least six teachers from each district who work together to collect data across sites. Monitors, guided by the evaluation team, will execute the protocols of a performance rubric based on the **defined characteristics of comprehensive literacy instruction** of the CLSD authorizing statute. They will individually and in small groups observe practices in multiple classrooms, looking at student activities and work (which tell much about teacher practice). Observers also will note existing intervention strategies practices in each classroom, particularly regarding literacy, and how teachers support students.

Following observations, monitors will use an affinity protocol to quickly and accurately see patterns at the school or site level (debrief). The entire process—training and observations—will be repeated in spring 2023, making sure to include any unvisited sites as part of the second round of 325 visits. All teams will debrief at the end of the day, then repeat the process with another set of sites. Districts will be encouraged to utilize their own teams and teachers and/or make cross-district monitoring visits with other sites; and, in non-monitoring years, **networking sessions** (virtual; gathering each semester by region) will be coordinated. All site-level findings will be shared with the site and district as well as the Evaluator for collective analysis. The State Literacy Team will use the information as part of the continuous improvement cycle (below).

The Evaluator's **summative** evaluation will measure oral language improvements (TELD-3)

and increased K-readiness (Brigance), teacher perceptions of training events (survey), state assessments of reading and content, and more. Comparison groups of **nonparticipating districts** will be used as a control for state/national data (Brigance, K-PREP, CERT/ACT). The evaluation will also control for shifts between socio-economic and demographic groups. The Evaluator will work with the KDE to file all federal reports and will coordinate analysis across the Birth to Grade 12 continuum to determine project impact. Other data—qualitative and quantitative—will be collected through direct efforts and from publicly available sources (KDE, Kentucky Center for Education and Workforce Statistics) and is included in the Objectives (p. 6-8).

The evaluation will support **continuous improvement** in each District Literacy Team via ongoing webcasts as districts use the seven-step Continuous Improvement Cycle espoused by Dr. Diana Oxley (2007; below). The model includes taking stock of existing practice; identifying gaps between existing and desired practice; generating and studying strategies to adopt; developing consensus for adopting strategies; devising an implementation or action plan; creating a plan to monitor the implementation; and finally, implementing the plan for improvement. District teams will meet **at least monthly** as key elements are implemented with each cohort of teachers (early, majority, minority adopters). Available data will be reviewed to determine if progress is being made and **changes that need to be made**. Quarterly, teams will work through the full cycle, using student data and activity indicators.

Each spring, all teachers, leaders and ECs will be surveyed regarding activities and attitudes toward different practices aligned to KyCL. The Evaluator will supplement survey data by a series of phone interviews on implementation, practices and recommendations (cross-district, cross-grades random sample of teachers/ECs). In developing this literacy project,



recently collected survey data was reviewed to ensure components that a) work, and b) have a high user rating with participants were kept. In addition, the Evaluator will provide information to schools and districts as available through a **rapid-response feedback loop**, ensuring timely findings support warranted changes/improvements. Quarterly, feedback will be provided to project leadership, and regional gatherings and networking events will provide discussion opportunities with participants, KDE, and other stakeholders.

Finally, the **State Literacy Team** is key to monitoring and implementation of appropriate strategies. The team includes a broad array of educational partners, teachers, professional learning providers, and division leaders from state and educational government roles. Currently, 20% of the team represents early learning, including the Executive Director of the Kentucky Governor's Office of Early Childhood, the KDE Race to the Top-ELC Preschool Coordinator, and the KDE School Readiness Branch Manager. They will assess district and school level plans (225-275) in June 2020; this will include the approval (or refinement) of plans based on appropriate, differentiated solutions included in those plans. The KDE will not issue awards to applicants who do not submit acceptable plans that:

- Connect learning transitions at each level from Birth to Grade 12
- Connect early learning (Birth to 5) to the elementary school (K-5)
- Commit to resources that meet moderate or strong evidence approved by KDE
- Have appropriate representation on the Leadership Literacy Team, including early learning

The KDE and the State Literacy Team will monitor local team composition to ensure early learning is well and appropriately represented and that early learning agencies attend professional learning events. Programs purchased at the elementary level will be monitored by project staff and evaluators; therefore, we can ensure the presence of early learning and K-5 differentiation. Other checks will include quarterly performance reporting, spring site

visits/monitoring, performance checklists from the Evaluator, reviews of plan alignment to the PERKS Literacy guides to grant participants, and monthly District Literacy Team reports.

Quality of project services

The majority of Kentucky students are low-income (73%). Half live in rural communities and small towns, where the county-wide populations are 15,000. To be even more specific, 62 people on average live in each square mile in the state—unless they live in Louisville (pop. 621,349), where 1,837 people live in each square mile. The needs of the two areas are in some ways the same but in others very different. Therefore, while students in rural poverty are under-represented participants, the needs of urban (Louisville) will also be addressed. Additionally, where the state is predominantly Caucasian/White (76%), the academic achievement of African American students lags far behind peer groups (including low-income and Hispanic students; p. 3). Across the state, 10-15% of students are students with disabilities. Scores more—according to state estimates—struggle with characteristics of dyslexia and need simple accommodations now mandated in KY House Resolution 187. Through KyCL and all other state educational programs, Kentucky continues to support the use of the Dyslexia Toolkit and embeds targeted strategies in nearly all professional learning offerings for district, school and classroom personnel as well as pre-service (university) programs beginning in the 2020 school year.

As part of KyCL, each community will—through the required needs assessment—determine specific populations in need of support services and align strategies to that assessment. The State Literacy Team will monitor District and School Literacy Team plans to ensure supports are provided through their selected programs and resources; and in each convening, will provide targeted supports for each identified student population. The Evaluator will monitor improvements in and across all student populations and alert the State Team as warranted.

1. Likely impact of services on the intended recipients

According to Hood, Roussin, and James (2013), “If implementation proceeds well, and staff learn how to use new practices and processes in a high-quality way, there is a good chance that such practices may be sustained and become routinized into the daily life of the school.” Thus, by pre-approving evidence-based components, many of the issues with new professional learning programs are avoided. Each approved program includes well-developed professional learning components used in the state and in conjunction with existing school structures. Each align to or exceed the National Standards for Professional Learning (Learning Forward, 2011), increasing the likelihood of generalization; teachers who receive intense one-on-one support during implementation—as they will with any program they choose from the expanded matrix of evidence-based resources—are more likely to be effective (Ray, 1998; Reinke, 2012). Teachers are also more likely to continue using the strategies beyond the project’s end if supported during implementation (Ray, 1998). KyCL includes 10 fundamental components that underpin the work, beginning with a strong **theory of practice**, evidence-based program selection, intense professional learning, and more.

Theory of practice. Both Striving Readers and the KyCL project are designed with a simple theory in mind: Helping schools and early learning providers create their own frameworks of success in comprehensive literacy will mean better outcomes for kids. This is perhaps best seen in the Theory of Action (if/then statement below) and the Logic Model (p. 12).

If we... work with Literacy Leadership Teams to identify local literacy needs along the Birth to Grade 12 continuum, including needs at key transition points at each level; provide schools and partners with evidence-based resources and aligned supports to both implement and build local, sustainable capacity for comprehensive literacy instruction; and, formatively monitor and strengthen practices over four years,

then... we will build a Birth to Grade 12 literacy instruction continuum that eliminates gaps in learning for all young children and students.

Evidence-based services. More than a decade ago, the KDE received a federal award under the Reading First program. A subgrant competition was announced, and hundreds of schools applied for grades K-3. The first subgranting process in Kentucky to require the use of “scientifically based” reading instruction, schools and districts were deluged by vendors boasting of their scientifically-based products that could fix all the ills of every child. It was a confusing time.

But times have changed. In 2017, for example, the Kentucky-funded Read to Achieve program granted more than 300 awards to elementary schools for interventions for struggling readers in K-3. Grantees were required to **select a program(s)** aligned to their local needs from an approved, evidence-based slate. That same year, preparing for Striving Readers, work was done with literacy experts from the Collaborative Center for Literacy Development (CCLD) to determine which programs met the evidence burden. CCLD, created by the KY General Assembly in 1988, is aligned to Kentucky’s 8 state universities and the National Center for Family Learning.

Initially, available comprehensive literacy instruction products and services were researched, first looking for single solutions that could comprehensively address the Birth to Grade 12 continuum; **there were and still are none.** This fact was verified with the Center for Research and Evaluation at Johns Hopkins University, which created at JHU the new “Evidence for ESSA” site for products and programs in literacy. More than 50 evidence-based products are listed there but none serve the entire continuum; in fact, it could take half a dozen products to cover a single feeder system. Therefore, the search for individual “programs” was concluded and available **support systems** were looked at more closely. The resulting **matrix of approved services and supports**, page 27, lists each characteristic of comprehensive literacy as defined by federal statute. A brief description of each program is in Appendix B. Notably, none of the single solutions address each and every component of comprehensive literacy instruction; again, that appears impossible to find. But, for example, Universal Design for Learning (missing from most

programs) is easily adaptable and **will be included** as part of the KyCL programs through vendor and state convening supports. In fact, the KDE will support subgrantees as they work to address any gaps in the components of comprehensive literacy. In addition, the matrix includes frameworks that provide added supports (e.g., National Board Certification, KIDS Now).

Evidence based was the initial reason for considering each of these structured programs as well as some that did not make the list. In the end, evidence-based programs were prioritized based on the sustainable, embedded frameworks each will provide for schools and communities. Each brings expert coaching and/or professional supports. Each has the capacity for statewide implementation in multiple sites and to provide connected comprehensive literacy instruction that bridges gaps. As an expansion on the Striving Readers work, other programs and frameworks shown to be evidence-based will be considered in 2020. Districts may request vetting for specific programs from October 2019 to February 20, 2020; the KDE staff will review each submitted program along the What Works Clearinghouse standards of evidence. If approved, the program will be added to the matrix and be available to all KyCL applicants in the final RFA/application.

To be clear, no feeder system will be authorized to use its KyCL funds to purchase programs or products that have not been deemed evidence based. Districts will receive guidance in selecting an appropriate framework for their communities as part of the grant competition, including through information sessions with experts and an adjacent vendor fair format (p. 9+), RFA Technical assistance (pp. 10-11), and through the State Literacy Team critique process (pp. 10, 13-14). In all, 225-275 district and school plans will be approved by June 2020 and all will include approaches that **meet moderate or strong evidence** standards.

Feeder Patterns. The greatest numbers and percentages of students are targeted by allocating funds based on the size of school feeder systems. Three types of feeder systems—small, medium and large—are anticipated. Small feeder systems with only a handful of schools will receive considerably less than schools with additional schools (medium, large; p. 13).

Feeder System Allocations	Year 1 (per feeder)	Year 2 (per feeder)	Year 3 (per feeder)	Year 4 (per feeder)	Total (per feeder)
Small 1 HS, 1 MS, 1 elem., 3 early					
Medium 1 HS, 2 MS, 4 elem., 5 early					
Large 1 HS, 3 MS, 8 elem., 7 early					

Table 7

In addition to providing more funding for more students, **more money is provided in implementation Year 2** as the majority of teachers and early care providers are involved in the heaviest levels of learning (80% of participants). Feeder systems will also be required to be thoughtful with their spending. For example, the KDE considered whether to discourage districts from hiring staff with grant funds as that cost is often unsustainable. But because of the scope and the multiple schools involved, districts will be allowed to pay for up to half of the salary and fringe for a high-quality educator that will benefit either the entire project **or** a proportional piece of the project. As noted below, the professional learning plan develops teams of teacher leaders through a sustainable gradual release process. Finally, by serving feeder patterns—that is, a pattern of schools that leads from one to another—supports at transition points will be ensured.

Table 6 Characteristics of Comprehensive Literacy Programs x = confirms component	Early Childhood					Elementary				Middle/High					Other
	ELLP	KIDS Now	Imagination Library	Head Start	Dialogic Reading	Artful Reading	Ky Reading Project	Ky Writing Project	LDC	Adolescent Lit. Model	LDC	Ky Writing Project	KCLM	Adolescent Lit. Project	National Board Certification
Strong (S) or Moderate (M)	M	●	M	S	●	●	M	S	S	M	S	S	M	●	S
Developmentally Appropriate	x	x	x	x	x	x	x	x	x	x	x	x	x	x	†
Explicit, Systemic Instruction	x	x		x	x	x	x	x	x	x	x	x	x	x	†
Freq. reading & writing across content		x	@	@		x	x	x	x	x	x	x	x	x	†
Phonological awareness	x	x		x	x	x	x		x		x				†
Phonic decoding	x	x	x	x		x	x		x		x				†
Vocabulary development	x	x	x	x	x	x	x	x	x	x	x	x	x	x	†
Reading comprehension	x	x	x	x	x	x	x	\$\$	x	x	x	\$\$	x	x	†
Writing w/clear purpose, feedback						#	#	x	x	x	x	x	x	x	†
Diverse, high quality print	x	x	x	x	x	x	x	x	x	x	x	x	x	x	†
Peer to peer language & discourse	x	x		x		x	x	x	x	x	x	x	x	x	†
Peer to teacher language, discourse	x	x		x	x	x	x	x	x	x	x	x	x	x	†
Frequent practice	x	x	x	x	x	x	x	x	x	x	x	x	x	x	†
Screening assessments	x			x											†
Motivation and engagement	x	x	x	x	x	x	x	x	x	x	x	x	x	x	†
Universal Design for Learning	**					**	**	**	^	**	^	**	**	**	†
Teacher PD, PLCs, collaboration	x	x		x	x	x	x	x	x	x	x	x	x	x	†
Linked to literacy, content standards	x	x				x	x	x	x	x	x	x	x	x	†

@ Early Childhood program centered around reading
^ Not specified but some modules have been adapted for UDL;
** Not specified by model but can be utilized/supported by org.
† See description of NBCT (Appendix B)

\$\$ Uses NWP's Nat. Reading Initiative as part of the Writing Project. approach the process works with all LDC modules with support
Incorporates writing, but reading is primary focus
● See Appendix B for detail on evidence level

Diagnostics (not just screeners). All districts will be required to purchase diagnostics for students, particularly at grades K-5. While the universal screeners used at each school are good, they do not go deep enough. In layman’s terms, a screener—MAP, DIBELS, the Brigance and dozens more—tell us something is **wrong**. A diagnostic helps teachers and Response to Intervention (RtI) teams determine precisely **what** is wrong and enables educators to use the appropriate tools or strategies to address it. In the May 2019 edition of the *Standard*, the journal of the National Association of State Boards of Education, Duke says it is “reasonable to guess” schools try to match intervention tools and strategies to a student’s needs. “However, in too many U.S. schools, all elementary-age children who do poorly on the school’s reading screening are placed in the same intervention. Michigan State University professor Tanya Wright likens this to administering a vision screener and then giving everyone who fails it the same eyeglass prescription.” (p. 8) Most tools never make it into appropriate practice, he said.

Therefore, KyCL districts will be required to purchase with their grant funds approved diagnostics for K-3 reading. KyCL and the KDE consulting staff will help schools understand and use the diagnostic data. Training will encompass cycles of data and data analysis, placement of students, and planning for needs in the coming year (providing for ongoing student supports).

Experienced, prepared leadership. Striving Readers Project Director Danna Green will expand her role to include this KyCL project and will be supported by a co-director (to be hired). Ms. Green will hit the ground running on Day 1. A lifelong educator, Ms. Green is a former principal, literacy and instructional/curriculum coach, and she currently leads the Striving Readers 2017 implementation. That three-year project will end September 2020; while awaiting Year 2 achievement impacts, formative assessments indicate the majority of the 45 subgrantees are making significant gains overall and within at least one sub-group population.

Ms. Green’s official capacity with the KDE is in the Office of Standards, Assessment and

Accountability. She will work 40% of her full-time equivalent in KyCL; the additional co-director also will work 40% and will be hired or appointed in Fall 2020. S/He will be similarly credentialed (i.e., literacy specialist, life-long educator with project management and instructional coaching experience). Additional KDE staff will be allotted to KyCL as they are for Striving Readers. This includes support from the KDE Grants Branch (sub-award process), data analysts from the Division of Next Generation Professionals, and other academic consultants from the standards office. In addition to the practical leadership of the project, Ms. Green brings nearly three decades of knowledge in literacy and coaching supports to the project. She holds a bachelor's degree in elementary education, a masters as a Literacy Specialist (all grades), a masters in Reading, and an EDS in Administration and Supervision.

Early childhood networks. In Striving Readers, each district was required to partner with a minimum number of early learning centers, agencies or nonprofits, and that is required here as well. However, requiring the partnerships has not been enough to build the needed bridges between the early learning and elementary school settings. Therefore, in KyCL, work will be done with the Governor's Office of Early Childhood and the Kentucky Division of Child Care to build a networking system for the Literacy Teams. District teams will be required to send minimum numbers of team members (based on feeder pattern size) to state Early Learning Convenings twice each year. The one-day events will help team members meet and share what is working locally and find solutions to arising issues. Following the first convening, KyCL will work with GOEC to develop an online networking system to allow for monthly professional learning, webinars on newly develop standards (2020), and strategy use. Part of each session will be used to share ideas as team members would at a face-to-face gathering. The network will give early learning professionals collegial supports and will link in local Community Early Childhood Council personnel, who work in each county and are funded by the state.

Intense, collegial PD. Beginning on page 31, a professional learning plan that trains up teacher leaders and supports 8,125 teachers over a four-year implementation process is presented. Each evidence-based program or framework will include professional development minimums for all participating teachers (80% receive 104-124 hours over 3 years). Professional learning will be layered to include content, collaborative and embedded learning.

Expert partners on families and early learning. In addition to partners in the evidence-based matrix, state and national partners guide the work. Among those are four key groups.

- **The National Center for Families Learning**, located in Louisville, KY, has for three decades supported the learning and engagement needs of families, children, and communities. They have served more than 2 million families nationally. NCFL provides professional learning centered on strategies to engage families at every level, including families with young children. NCFL is a primary partner on Kentucky’s five-year Statewide Family Engagement Center (SFEC) grant, which was awarded to the Prichard Committee by the U.S. Department of Education in 2018. NCFL is providing a family engagement hub of professional development, family literacy programming, wraparound services, and digital resources for the Jefferson County region. NCFL is also leading SFEC initiatives in Arizona and Nebraska, along with other nationally significant family initiatives. (Letter attached)
- **The Governor’s Office of Early Childhood (GOEC)**, located in Frankfort, KY, is the leading driver of and state authority for the learning of young children. Over more than a decade, the organization has used multiple federal and state funding streams to re-design and support the state’s preschool center rating system—the new Kentucky All STARS—which requires all PreK centers of every size to build their quality along the 5-STAR system. As noted above (p. 29), the GOEC will work with KyCL to support two key efforts:
 1. Create a networking system for Literacy Teams, including Early Learning Convenings (2/year) and an online network (monthly webinars, sharing best practice).
 2. Enable and support local relationships between KyCL schools and Community Early Childhood Councils in each county. The GOEC will help each subgrantee find and develop strong collaborations. (Letter attached)
- **The Prichard Committee for Academic Excellence**, located in Lexington, KY, is a nationally recognized, independent, non-partisan citizen’s advocacy organization that has since 1983 worked across Kentucky to study priority issues and inform the public and policy. In 2018, the organization was awarded a **Statewide Family Engagement Centers grant** from the USDE. The center will serve as a centralized hub for family engagement resources, and trainings for families and schools. The Prichard Committee will work with the KyCL project to leverage supports for project families, including providing additional evidence-based resources for work in literacy. (Competitive Priority 1; see p. 33) (Letter attached)

- **The Kentucky Division of Child Care**, located in Frankfort, KY, is the state’s governance agency for childcare, ensuring high quality and developmentally appropriate care for young children. The agency provides professional learning across the state to support its caregivers. They have pledged to work with KyCL in information sessions for districts as they consider how to build relationships with early learning agencies in their communities. They will share ideas with districts on how to build relationships with caregivers. They will also serve on the State Literacy Team to support this and other work on literacy. (Letter attached)

Competitive preferences. To ensure the neediest students are served, only districts with low-income feeder patterns are eligible to apply (65% F/R at the high school). In addition, the KyCL Request for Applications will provide Competitive Preference points for three categories of need:

- **Disadvantaged Children.** In their proposals, districts will provide detail on the numbers of students and types of challenges they face, including but not limited to children living in poverty, English learners, and children with disabilities or other learning challenges (e.g., characteristics of Dyslexia), etc. Applicants may earn up to 5 points for responsiveness.
- **Alignment of Birth to 5th Grade.** To ensure alignment of Birth to 5 and K-5th Grade, the KDE will award up to an additional 5 points for proposals that demonstrate 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.
- **Homelessness (high mobility).** An applicant must clearly identify the numbers or percentages of school-aged children who are counted as homeless in the school district and meet or exceed a level of 125% of the state’s rate.

Strong third-party evaluation. On pages 16-21, summative and formative processes are detailed, including ongoing monitoring and networking. KDE will comply fully with the USDE evaluation.

3. Extent to which professional development is of sufficient quality, intensity, duration

KyCL creates a framework to professionally develop teams of teachers over three years using a cohort or networking model. The creation of teacher networks as part of the professional learning will improve teacher efficacy and ensure strong implementation. In Year 1, an initial group of self-selected teacher leaders (Early Adopters, page 15 graphic) will begin summer learning with a KDE convening related to comprehensive literacy strategies and practices in general (1 day).

Framework and program providers—the evidence-based components districts must choose from

for their literacy plans (updated matrix)—will host regional and school level learning for teachers, early learning staff, and community agencies in the summer and throughout the year.

Over 3 years, Cohort 1 will receive 124 hours of content, collegial, and embedded learning; Cohort 2 will receive 104 hours; and Cohort 3 will receive at least 80 hours. Cohorts 2 and 3 will also be supported by Cohort 1 Teacher Leaders* (Table 7) throughout the project.

In fact, by July 2022—as the final 20% of teachers begin initial training in Comprehensive Literacy Strategies—80% of the teachers and early learning staff in the project will take charge of the

Professional learning intensity (# of hours)

	Cohort #1*	Cohort #2	Cohort #3
2020-21	60		
2021-22	40	40	--
2022-23	24	40	40
2023-24	--	24	40
Total	124*	104	80

*Teacher Leader cohort receives add'l hours, Table 7

work through a **gradual release of responsibility model**. Each of the selected instruction models includes processes of the “You do it, we do it, I do it” process. By the final summer institute, nearly half of all training events will be through a co-presentation model (Teacher Leader + Program Specialist). In our 2017 work, this is proving to build capacity in each district, and we anticipate it will here as well.

Competitive Preference Priorities 1 and 2

No educational program exists in a vacuum. So it is with this Comprehensive Literacy project. KyCL is based in both evidence-based approaches **and** local context. Local districts will develop needs-based literacy plans that will serve local students and young children regardless of the very different factors, barriers, or challenges they face. In designing their plans, districts will utilize local and regional options already available to them as well as evidence-based programs vetted by KyCL and KDE literacy personnel (matrix of evidence-based programs).

As districts prepare their literacy plans as part of the sub-award competition (Dec.-April 2020), support will be offered to them to align **existing** and **new-to-them** services to the



application criteria and requirements of the competition’s RFA (Appendix A). If districts hope to be successful in submitting their proposals to the KyCL competition, they will need to address criteria related to families, students with disabilities (including Dyslexia), high-mobility students (foster, homeless, grand-parented), and students in rural communities. Again, all students in the project will be students from low-income, high-need schools. The table below lists existing state and partner components as well as approaches new to districts—all of which align to **both Competitive Preference Priority 1 and Competitive Priority 2**. Approaches are listed alphabetically below.

Finally, all districts are low-income, and more than half will be rural. As a requirement of the project, each district will be required to provide **resources, including books/e-books** at every level of the project (Competitive Preference 1). At least 15% of project funds will support young children, including the families of young children and day care, wee care, and other early care providers (materials, training, networking).

Existing and new approaches

		CP #1	CP #2		Funding Source	
		Families, resources	Rural	Foster	Disability	
1	<p><u>AdvanceKentucky</u> Advance Placement training for teachers and supports for HS students choosing this pathway. Three times as many students in AdvanceKentucky earn a qualifying AP score as compared to a control group. Supports include Saturday student prep, networking, mentoring/tutoring support with trained teachers, and more.</p>		✓			Various
2	<p><u>BornLearning Academy</u> Parents of young children attend hands-on workshops at the local elementary school. The six workshops help parents turn daily activities into learning. Parents network with other parents, practice modeled reading to their young children and much more.</p>	✓	✓			Toyota, UW
3	<p><u>CTL Summer Reading</u> Collaborative for Teaching & Learning provides district support for selecting high-interest books for students and families during the summer. The books align to students’ Lexile levels; and family handouts include easy, explicit ways for families to connect with kids over the books (questions, quick activities).</p>	✓				District, KyCL
4	<p><u>Dual Credit</u> Unlike most other states, Kentucky has a comprehensive agreement with all public colleges and universities regarding Dual Credit, giving all students—regardless of location—the opportunity to earn college credit in HS. Students may also use state (lottery) scholarships to pay the flat, state-negotiated fee. The agreement enables all courses to transfer and eliminates the difficulties of student and schools to more easily create postsecondary pathways for high school students.</p>		✓			State
5	<p><u>Dyslexia Toolkit</u> Through House Bill 187, the Kentucky Department of Education developed a toolkit to support students who exhibit characteristics of Dyslexia (estimated at 30% of Kentucky students). Preservice supports will also soon be added at the university level to support new teachers in schools.</p>		✓	✓		State

Existing and new approaches, continued...		CP #1	R	F	D	Funding
6	<p><u>Family Resource/Youth Services Centers (FRYSC)</u></p> <p>FRYSCs (pronounced “friskies”) support low-income students in every way possible, providing resources, food and clothing, medical/eyecare support, and family learning opportunities (literacy, technology, etc.). A center is located in each district.</p>	✓	✓	✓	✓	State
7	<p><u>Get the Picture?!</u></p> <p>An evidence-based program developed by the Green River Regional Educational Cooperative in Bowling Green, KY, the 4-year i3 project will end this fall and is expected to meet What Works Clearinghouse standards with reservations (quasi-experimental) for effectiveness in student graduation and college/career readiness rates for students with disabilities. At its core is the provision of one-on-one supports and alternate learning environments (e.g., internships) for high school students with disabilities. As students rise to high school, they work with a team of adults and receive personal mentoring 8-10 times/month around their own, self-developed learning plans; each plan includes improved literacy skills.</p>		✓		✓	KyCL
8	<p><u>Imagination Library</u></p> <p>The national program (created and supported by Dolly Parton in concert with nonprofits) provides a free, age- appropriate book each month to young children (0-5) by mail. Kentucky Collaborative Center for Literacy Development expands the program to include videos and other resources for families related to the book.</p>	✓	✓			UW, KyCL
9	<p><u>I Would Rather Be Reading (IWRBR)</u></p> <p>A Louisville-based nonprofit with an evidence-based intervention for students of trauma. IWRBR serves elementary-age children who have or are currently experiencing trauma. Trauma responsive reading specialists first identify a child’s strengths and areas of needs then develop appropriate strategies to support social, emotional, and literacy development. The Mindful Literacy program can be offered during or after school in 8-week rounds to support students one-on-one in learning to read and learning to cope. Camp Good Books and Shades offers select high-need students from participating schools a five-week summer experience that has seen a 6-12 month growth in literacy learning for students.</p>			✓		KyCL
10	<p><u>KYSTATS for educational and workforce data</u></p> <p>Kentucky’s longitudinal data center supports all instructional programs through data analysis, subgroup identification and more. The center aligns educational, population, workforce and other data.</p>	✓	✓	✓	✓	State

Existing and new approaches, continued...		CP #1	R	F	D	Funding
11	<p><u>National Center for Families Learning</u></p> <p>The NCFL is a national center established in Kentucky to serve family learning needs. Among its many evidence-based programs, NCFL provides a three-tiered approach to literacy supports that include the home literacy environment and family-led reading time, building educator capacity, engaging the community, and more. Families learn about literacy learning with their children. Through the project, NCFL will help the Birth-to-Grade-5 teams (early learning and K-5) learn to explicitly work with families of children at all ages and through various media. Work with NCFL will be done to embed family strategies in every convening and training event and will share strategies during monthly Early Learning Networking (GOEC, p. 28).</p>	✓	✓			KyCL
12	<p><u>State Family Engagement Centers</u></p> <p>The Prichard Committee for Academic Excellence received in 2018 a Statewide Family Engagement Center program grant through the USDE which utilizes their integrated strategies. The Prichard Committee for Academic Excellence, supported by the NCFL, has designed and will operate three Regional Centers in Kentucky to further support family literacy programs. Work with the centers will be done to plan regional trainings throughout the project, leveraging their time and expertise.</p>	✓	✓			USDE

Table 7