

**U.S. Department of Education**  
Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS  
UNDER THE**

**Striving Readers Comprehensive Literacy Program**

**CFDA # 84.371C**

**PR/Award # S371C170016**

**Grants.gov Tracking#: GRANT12453449**

OMB No. , Expiration Date:

Closing Date: Jul 17, 2017

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="07/17/2017"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
<b>State Use Only:</b>		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
<b>8. APPLICANT INFORMATION:</b>		
* a. Legal Name: <input type="text" value="Kentucky Department of Education"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="610600439"/>	* c. Organizational DUNS: <input type="text" value="1025944260000"/>	
<b>d. Address:</b>		
* Street1: <input type="text" value="300 Sower Boulevard"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Frankfort"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="KY: Kentucky"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="40601-1987"/>	
<b>e. Organizational Unit:</b>		
Department Name: <input type="text" value="Kentucky Dept. of Education"/>	Division Name: <input type="text" value="Next Generation Professionals"/>	
<b>f. Name and contact information of person to be contacted on matters involving this application:</b>		
Prefix: <input type="text"/>	* First Name: <input type="text" value="Robin"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Hebert"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Director"/>	
Organizational Affiliation: <input type="text" value="Kentucky Department of Education"/>		
* Telephone Number: <input type="text" value="(502) 564-1479 ext. 4526"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="robin.hebert@education.ky.gov"/>		

**Application for Federal Assistance SF-424**

**\* 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

**\* 10. Name of Federal Agency:**

Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.371

CFDA Title:

Striving Readers

**\* 12. Funding Opportunity Number:**

ED-GRANTS-051617-001

\* Title:

Office of Elementary and Secondary Education (OESE): Striving Readers Comprehensive Literacy Program CFDA Number 84.371C

**13. Competition Identification Number:**

84-371C2017-1

Title:

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Add Attachment

Delete Attachment

View Attachment

**\* 15. Descriptive Title of Applicant's Project:**

KyCL-FLUENT: A Framework for Literacy to Unify & Engage Networks of Teachers

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

**Application for Federal Assistance SF-424****16. Congressional Districts Of:**\* a. Applicant \* b. Program/Project 

Attach an additional list of Program/Project Congressional Districts if needed.

**17. Proposed Project:**\* a. Start Date: \* b. End Date: **18. Estimated Funding (\$):**

* a. Federal	<input type="text" value="24,918,106.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="24,918,106.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?** a. This application was made available to the State under the Executive Order 12372 Process for review on  b. Program is subject to E.O. 12372 but has not been selected by the State for review. c. Program is not covered by E.O. 12372.**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)** Yes  No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)** \*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**Prefix:  \* First Name: Middle Name: \* Last Name: Suffix: \* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

**U.S. DEPARTMENT OF EDUCATION  
BUDGET INFORMATION  
NON-CONSTRUCTION PROGRAMS**

OMB Number: 1894-0008  
Expiration Date: 06/30/2017

Name of Institution/Organization

Kentucky Department of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY  
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	31,500.00	22,950.00	23,409.00			77,859.00
2. Fringe Benefits	6,750.00	6,885.00	7,023.00			20,658.00
3. Travel	144,500.00	3,750.00	3,750.00			152,000.00
4. Equipment	0.00	0.00	0.00			0.00
5. Supplies	0.00	0.00	0.00			0.00
6. Contractual	13,740,431.00	10,549,215.00	360,466.00			24,650,112.00
7. Construction	0.00	0.00	0.00			0.00
8. Other	1,700.00	1,500.00	1,500.00			4,700.00
9. Total Direct Costs (lines 1-8)	13,924,881.00	10,584,300.00	396,148.00			24,905,329.00
10. Indirect Costs*	20,105.00	3,824.00	3,889.00			27,818.00
11. Training Stipends						
12. Total Costs (lines 9-11)	13,944,986.00	10,588,124.00	400,037.00			24,933,147.00

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2015 To: 06/30/2018 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify):

The Indirect Cost Rate is 10.90%.

(3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC?  Yes  No If yes, you must comply with the requirements of 2 CFR § 200.414(f).

(4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  Yes  No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.

(5) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? Or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.  
PR/Award # S371C170016

Name of Institution/Organization Kentucky Department of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
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**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

**SECTION C - BUDGET NARRATIVE (see instructions)**

ED 524

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.
19. Will comply with the requirements of Section 106(g) of the Trafficking Victims Protection Act (TVPA) of 2000, as amended (22 U.S.C. 7104) which prohibits grant award recipients or a sub-recipient from (1) Engaging in severe forms of trafficking in persons during the period of time that the award is in effect (2) Procuring a commercial sex act during the period of time that the award is in effect or (3) Using forced labor in the performance of the award or subawards under the award.

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Amanda P Ellis</p>	<p>TITLE</p> <p>Commissioner</p>
<p>APPLICANT ORGANIZATION</p> <p>Kentucky Department of Education</p>	<p>DATE SUBMITTED</p> <p>07/17/2017</p>

Standard Form 424B (Rev. 7-97) Back

# DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB

4040-0013

<b>1. * Type of Federal Action:</b> <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	<b>2. * Status of Federal Action:</b> <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	<b>3. * Report Type:</b> <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
<b>4. Name and Address of Reporting Entity:</b> <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee * Name: <input type="text" value="N/A"/> * Street 1: <input type="text" value="N/A"/> Street 2: <input type="text"/> * City: <input type="text" value="N/A"/> State: <input type="text"/> Zip: <input type="text"/> Congressional District, if known: <input type="text"/>		
<b>5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:</b>   		
<b>6. * Federal Department/Agency:</b> <input type="text" value="N/A"/>	<b>7. * Federal Program Name/Description:</b> <input type="text" value="Striving Readers"/> CFDA Number, if applicable: <input type="text" value="84.371"/>	
<b>8. Federal Action Number, if known:</b> <input type="text"/>	<b>9. Award Amount, if known:</b> \$ <input type="text"/>	
<b>10. a. Name and Address of Lobbying Registrant:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
<b>b. Individual Performing Services</b> (including address if different from No. 10a) Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> * Street 1: <input type="text"/> Street 2: <input type="text"/> * City: <input type="text"/> State: <input type="text"/> Zip: <input type="text"/>		
<b>11.</b> Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. <b>* Signature:</b> <input type="text" value="Amanda P Ellis"/> <b>* Name:</b> Prefix <input type="text"/> * First Name <input type="text" value="N/A"/> Middle Name <input type="text"/> * Last Name <input type="text" value="N/A"/> Suffix <input type="text"/> <b>Title:</b> <input type="text"/> <b>Telephone No.:</b> <input type="text"/> <b>Date:</b> <input type="text" value="07/17/2017"/>		
<b>Federal Use Only:</b>		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

## NOTICE TO ALL APPLICANTS

OMB Number: 1894-0005  
Expiration Date: 04/30/2020

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

### To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

### What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may

be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

### What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

(1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.

(2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.

(3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

(4) An applicant that proposes a project to increase school safety might describe the special efforts it will take to address concern of lesbian, gay, bisexual, and transgender students, and efforts to reach out to and involve the families of LGBT students.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. Public reporting burden for this collection of information is estimated to average 1.5 hours per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain benefit (Public Law 103-382). Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the U.S. Department of Education, 400 Maryland Ave., SW, Washington, DC 20210-4537 or email [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference the OMB Control Number 1894-0005.

**Optional - You may attach 1 file to this page.**

GEPA Sec 427 Attachment.pdf

Add Attachment

Delete Attachment

View Attachment

## **General Education Provisions Act (GEPA) Section 427 Assurance**

**Barrier:** Participants may have difficulty with transportation to the proposed program due to distance and a lack of funding for appropriate transportation.

**Solution:** Grant funds will be used to host professional learning in regional locations; in addition, subgrantees may use their subgrant funds to pay for appropriate transportation (pre-approval required).

## CERTIFICATION REGARDING LOBBYING

### Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

### Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

#### \* APPLICANT'S ORGANIZATION

Kentucky Department of Education

#### \* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix:  \* First Name:  Middle Name:

\* Last Name:  Suffix:

\* Title:

\* SIGNATURE:

\* DATE:

U.S. DEPARTMENT OF EDUCATION  
SUPPLEMENTAL INFORMATION  
FOR THE SF-424

OMB Number: 1894-0007  
Expiration Date: 08/31/2017

**1. Project Director:**

Prefix:	First Name:	Middle Name:	Last Name:	Suffix:
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-------------------------------

**2. Novice Applicant:**

Are you a novice applicant as defined in the regulations in 34 CFR 75.225 (and included in the definitions page in the attached instructions)?

Yes  No  Not applicable to this program

**3. Human Subjects Research:**

a. Are any research activities involving human subjects planned at any time during the proposed Project Period?

Yes  No

b. Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:  1  2  3  4  5  6

No Provide Assurance #, if available:

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c. If applicable, please attach your "Exempt Research" or "Nonexempt Research" narrative to this form as indicated in the definitions page in the attached instructions.

	Add Attachment	Delete Attachment	View Attachment
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## Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

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## You may now Close the Form

**You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.**

\* Attachment:

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KyCL•FLUENT: A Framework for Literacy to Unify and Engage Networks of Teachers is the Kentucky Department of Education’s comprehensive literacy initiative to refine and strengthen a decade of focus on professional learning supports and systems for literacy. Using the Kentucky Literacy Plan and a peer-review grant process, we will help 600 schools and agencies develop and implement **comprehensive literacy plans**. In doing so, we will serve 200,000 young children and students from Birth to Grade 12.



## Abstract

Students will move from early literacy (getting ready to read, Goal 1) to learning to read (reading well in elementary, Goal 2) to using reading as a comprehensive tool to improve learning in all content areas (reading to learn, Goal 3). Objectives relate to gains in oral language skills for 4-year-olds, K-readiness, increased reading proficiency at all school levels, and increased content proficiency at secondary. We directly address the **Absolute Priority** by:

- using an established, high-quality independent peer-review subgrant process to prioritize awards to eligible, high-need school districts,
- limiting subgrantees to those serving clear Birth to Grade 12 feeder patterns; and,
- prescribing a slate of state-supported and/or endorsed initiatives that are already aligned to our state literacy plan **and** meet moderate or strong evidence standards.

We address Competitive Preference #1 by ensuring only districts with high numbers and percentages of high-need students are eligible to apply. Competitive Preference #2 is addressed through the make-up of the state, district and local literacy teams to include required early learning partners and plans linked from ECs to elementary. The subgrant process will require strong commitments from early learning partners and their community districts.

Outcomes are noted in our objectives and logic model and include 14,000 teachers and early learning specialists with increased learning, 600 sites impacted, and 45 districts implementing connected frameworks for comprehensive literacy instruction from Birth to Grade 12.

## Project Narrative File(s)

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\* **Mandatory Project Narrative File Filename:**

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*Ky*CL•FLUENT

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**Narrative**



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## Overview

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KyCL•FLUENT: A Framework for Literacy to Unify and Engage Networks of Teachers is a comprehensive literacy initiative that refines and strengthens a decade of focus on professional learning supports and systems for literacy. Using the Kentucky Literacy Plan and a peer-review grant process, we will help 600 schools and agencies develop and implement **comprehensive literacy plans** to serve their 200,000 young children and students from Birth to Grade 12. We directly address the **Absolute Priority** by:

- using an established, high-quality independent peer-review subgrant process to prioritize awards to eligible, high-need school districts (pp. 4, 17+; RFA attached)
- limiting subgrantees to those serving clear Birth to Grade 12 feeder patterns (pp. 5-7, 29), and,
- prescribing a slate of state-supported and/or endorsed initiatives that are already aligned to our state literacy plan (p. 18, 25) **and** meet moderate or strong evidence standards (pp. 20-25).

We have designed KyCL•FLUENT 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. With multiple stakeholders over many years, we have created the tools to do that work—the State Literacy Plan, Kentucky’s PERKS Literacy guiding document, cohorts of coaches, and more—and stand ready to actualize the model in our high-poverty districts. This is perhaps most easily see in our Theory of Action, below, and logic model (p. 44).

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



In addition, funds will only be awarded to subgrantees who successfully demonstrate a **feeder system** that is likely to serve young children and students as they progress through the district—from Birth-PreK to K-Grade 5 to middle school and to high school. Eligibility and selection criteria as well as competitive preference points will ensure minimum numbers of early learning agencies, in particular, are included in each community needs assessment. Literacy Leadership Teams will then create need-based Literacy Plans that include evidence for why specific programs, interventions, and professional learning solutions were selected and how the plans will be implemented, monitored, revised and supported.

By July 2018, community-based Literacy Leadership Teams will be implementing evidence-based solutions to address specific, identified needs—all with ongoing support from KDE.

### **a. State-level activities**

State-level support is embedded in each of the key design elements of KyCL•FLUENT, and all activities are aligned to the Kentucky Comprehensive Literacy Plan (p. 2-4). Elements include:

- Subgrant competition with face-to-face and online technical assistance
- Creation of local Literacy Leadership Teams (teachers, leaders, caregivers, partners, etc.)
- Development of community-based Literacy Plans that connect Birth to Grade 12
- Professional learning for endorsed comprehensive literacy programs
- Collegial networking via convenings, PD, structured state models, and project monitoring

#### **a1. Activities—Technical assistance, for high-quality programs supported by evidence...**

Much of the work has been done at the state level. In 2010, KDE established a State Literacy Team to develop a **comprehensive state literacy plan** that, for the first time, pulled together the disparate past efforts related to literacy.

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**Subgrantee Selection:** The State Literacy Team will gather in November 2017 for a final review and, as appropriate, revision of the state plan. Simultaneously, grant staff will route the finalized Request for Applications (RFA) through KDE, where multiple divisions and KDE leadership will ensure its reliability and fairness. RFA technical assistance will begin in December 2017.

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**Tiered Roll Out:** Our framework includes a tiered roll-out to build teacher leadership networks and sustainability. We anticipate 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). They will embrace the new Comprehensive Literacy Plans and resources early and, ultimately, will receive the deepest levels of professional learning over 27 months. It is from this group that teacher leaders will rise; by June-July 2020, they 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 2019. The **late minority** (remaining 20-30% of teachers, administrators, and ECs) will receive professional learning in the embedded model at the project enters the final phase and shifts to sustainability (summer and fall, 2020).



**School Leadership:** A key component of working with the subgrantee sites will be 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

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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 (i.e., replication of desired behaviors). To support school leaders, **KyCL•FLUENT** will provide subgrantees access to and support from the Principal Partnership Project (P3), including consultants and mentor principals to build capacity for operating as teams to achieve these goals.

**Professional Learning:** Each subgrantee will receive support to select members of the district and school-level Literacy Leadership Teams—teams that will develop and implement literacy plans aligned with the state plan, working together as a network improvement community.

Districts will guide their teams in analysis of local needs to determine the best comprehensive literacy instructional strategies and interventions for each site, making sure each connects to the other. Teams will learn and as a network improvement community share their knowledge with new team members and new cohorts of teachers (Summer #2, #3).

In developing KyCL•FLUENT, KDE has been thoughtful regarding the **time of educators**, including both summer and out-of-class-room days needed for learning and implementation. The use of traditional and embedded learning formats ensures a balance.

- **Traditional learning.** As noted in the timeline (pp. 12-13) teachers, leaders, and ECs will gather for traditional professional learning, including initial Literacy Plan development work, annual summer convening events utilizing the Improvement Science model (Birk, 2011; Lewis, 2015), and multi-day summer institutes held regionally by literacy professionals from program provider programs (approved vendors). Institutes will be held regionally and serve the early, majority, and minority adopters over three summers. Embedded support (below)

also will be provided. In addition, the Collaborative for Teaching and Learning (CTL) will provide annual training for Monitoring Teams (p. 15) in a traditional format (face-to-face).

- **Embedded learning.** Teachers and ECs will work in Professional Learning Communities (PLCs) that now include an explicit comprehensive literacy focus. KDE and program providers will collaborate to design and provide new protocols to support teachers as they return to their classrooms. Additionally, each provider uses a combination of coaching, mentoring and online supports during the school year to establish new strategies in teachers' classroom practice. For example, since 2014 KDE has worked through Literacy Design Collaborative (LDC) to provide intense training to dozens of educators. The ongoing work includes the development of curriculum, instruction, and assessment practices. Subgrantees will access this established coaching network. LDC coaches will work with and strengthen teacher leaders in school sites statewide to promote teacher effectiveness in literacy practices, including standards alignment, curriculum development, instructional pedagogy, and assessment literacy. Teachers of LDC will work with state and national peers (embedded coaching) and access tools and online resources through LDC's Core Tools platform. All selected programs have similar coaching and expert/national connections (p. 19, 21-25, 45).

In addition, the monitoring process includes district-level teams of trained teachers, at least six per district. They will spend multiple days each spring to work through a guided review of each school's implementation. Directed by the CTL, the process is based on a modified rounds process and will allow teams to debrief following their work. Reliability training around a strong, tested performance rubric will benefit the project, the districts being reviewed, and the teacher monitors (p. 28+).

Finally, as KDE partners with P3 for leadership support (noted above), we also collaborate with the Kentucky Network to Transform Teaching (KyNT3) to embed the

National Board Certification process within KyCL•FLUENT. Kentucky has invested in the NBC process to ensure students have access to the highest level of instruction statewide. A decade of research shows students of Board-certified teachers learn more than students in other classrooms (NBCT, 2015). The certification process includes a cohort of teachers determining a specific problem of practice to address through action research. In this case, the problem would be based in comprehensive literacy instruction. We have included the certification process in the matrix of approved programs because NBCT can be a **driver of implementation**. Characteristics of the seven components of board certification align to KyCL•FLUENT supports, especially components 2 (Differentiation in Instruction), 3 (Teaching Practice and Learning Environment), and 4 (Effective and Reflective Practitioner).

In terms of intensity, KyCL•FLUENT will provide all teachers and ECs **at least 75 hours of learning** in their initial project year; teachers taking on lead roles (early adopters, monitors) will receive an additional 40 hours; and NBCT applicants will add 60+ hours of collaborative, embedded learning. This model of whole-community professional learning with significant time and support aligns to Dylan Wiliam’s “gimmick” avoidance philosophy. The noted author and researcher repeatedly endorses professional learning approaches that “raise everybody’s game,” not just those of struggling or high-functioning teachers (Wilby, 2011). Ongoing investment in nurturing the skill levels of all educators provides consistent, sustained results. It also provides the basis for teams of teachers as leaders. Studies have shown that teachers do not subscribe to traditional definitions of leadership as higher or superior positions within the organizational hierarchy (Boyd-Dimock, 1995; Devaney, 1987). Instead, teachers view leadership as a collaborative, unifying effort with other teachers to promote growth and the improvement of services (Troen, 1992). Literacy Leadership Teams and professionalized, valued roles are examples of how teachers can impact the quality of literacy teaching and learning for all.

While the leadership considerations of teachers are grounded in their desire to improve the quality of teaching and learning for all students (McLaughlin, 1988), the potential for positive impact on participating schools is considerable. Teacher leadership is a lever for improved instruction overall; recruitment and retention of effective teachers; and improved student outcomes (Jacques, 2016). Teacher leaders often feel validated and report increased confidence as they move forward; they are not afraid of trying something new. The multi-agency study, *Great to Influential: Teacher Leaders' Roles in Supporting Instruction*, further notes that a growing body of research, "...suggests that teacher leaders may play a critical role in creating high-functioning schools that can create sustainable improvements in teaching and learning" (Jacques, 2016). Even without occupying formal organizational roles, teacher leaders have a profound impact on school culture and quality, as noted by the Teacher Leadership Competencies—a collaborative publication of the Center for Teaching Quality, National Board for Professional Teaching Standards, and the National Education Association (Barnett, 2014).

KyCL•FLUENT will build the literacy expertise of teachers at every level, helping them serve as leaders and facilitators of learning with their peers. Early adopters will participate first in state and program professional learning; they then will become part of the professional learning delivery in the following year. Program providers will utilize early adopters as co-presenters of training in the summer institutes of 2019 and 2020, and as site-based supports in schoolyear 2019-20. KDE will also work with local teacher leaders to expand regional and national presenting opportunities as the project begins its final year (gradual release). And, at the project's formal close, teacher leaders will become the main supports of the ongoing learning.

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## **a2. Activities—To collect data to inform continuous improvement, evaluate effectiveness...**

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Data collection, continuous improvement, and evaluation will be conducted through two nationally recognized educational organizations.

- **The Center for Research and Reform at Johns Hopkins University.** CRRE since 2004 has worked to improve the quality of education for children in grades pre-K to 12. This is done through high-quality research and evaluation studies and the dissemination of evidence-based research. In addition to its own work, CRREC is a warehouse of evidence-based practices, providing a one-stop-shop for information on effective educational practices. CRRE’s Dr. Steven Ross and Ceil Daniel will serve as the third-party evaluators.
- **The Collaborative for Teaching and Learning.** CTL is a national nonprofit specializing in system-wide literacy services, support, and evaluation. CEO Roland O’Daniel will lead the design and implementation of an embedded monitoring system. CTL is an experienced evaluator and service provider; CTL’s Adolescent Literacy Model (ALM) is one of only five secondary programs selected by KDE as meeting required federal evidence standards.<sup>1</sup>

CRRE will use its data management systems to house and analyze all collected information and maintain school and district status in implementation (project benchmarks). Parallel evaluation approaches—formative and summative—will help us determine whether outcome objectives are met (pp. 41-43). Four initial questions will guide the evaluation:

1. What are the impacts of KyCL•FLUENT 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 development and the connections to localized literacy plans?
3. What is the fidelity of implementation across schools and communities?

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<sup>1</sup> CTL also serves as a provider of evidence-based services. CRRE will work with KDE to control for potential bias.

4. How do project outcomes vary over time and for different grades, levels, schools, agencies, and types of students?

**Formative**. CRRE will review data collected by Monitoring Teams (below); conduct annual surveys and interviews of teachers, leaders, and partners; analyze ongoing and state assessments as completed; review sample evaluations from professional learning events; and more. CRRE will share findings in multiple formats with KDE and CTL.

The formative process also includes **ongoing monitoring** at each participating site, that will be conducted by CTL and analyzed collectively by CRRE. Site observations will begin in spring 2019 in at least 450 of the 600 anticipated project sites. CTL will provide reliability training to Monitoring Teams—groups of at least six teachers from each district. With specialists from CTL, the Monitors will execute the protocols of a performance rubric based on the **defined characteristics of comprehensive literacy instruction** within the Striving Readers authorizing statute. They will individually and in small groups observe practices within multiple classrooms, looking down at student activities and work rather than up at teacher practices. Observers also will note existing Response to Intervention (RtI) practices within each classroom, particularly regarding literacy and how teachers use interventions with 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 2020, making sure to include any unvisited sites as part of the second round of 450 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. All site-level findings will be shared with the site and district as well as the Evaluator (CRRE) for collective analysis; CTL also will utilize the information as part of the continuous improvement cycle.

Other data—both qualitative and quantitative—will be collected through direct efforts and from publicly available sources (Kentucky Department of Education, Kentucky Center for Education and Workforce Statistics).

**Summative.** CRRE 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. Baseline data will be collected in April-September 2018, as available; data from applicant grant applications will also be considered for benchmarking. In addition, CRRE will use comparison groups of **nonparticipating districts** as a control for state/national data (Brigance, K-PREP, CERT/ACT). Depending on the availability of other achievement data in funded districts (e.g., MAP assessments), similar analyses can be made for grades K-2. CRRE will also control for shifts between socio-economic and demographic groups. All data will be collected at the appropriate site and transferred to CRRE for analysis and data management. CRRE will analyze the findings and ensure annual and performance reporting.

**Measures.** We will use quantitative and qualitative measures. Instruments/Rubrics for observation will be developed for site visits. CRRE will coordinate analysis across the Birth to Grade 12 continuum to fully determine whether implementation has created an impact on literacy as well as content outcomes (comprehensive literacy). In addition, CRRE will collect district-specific accountability measures currently being included within Kentucky’s new accountability system, anticipated for release in

August 2018. KDE will work with KyCL•FLUENT

<p><b>Quantitative</b></p> <ul style="list-style-type: none"><li># training of events • Increased oral language (4-year-olds; TELD-3) • Programs purchase, used • Increased K-readiness (Brigance) • Student reading growth (<math>\geq 1</math> yr; state assmt.) • State accountability measures (K-PREP at 3-8; CERT, ACT or other measures at HS) • Accountability measure (Ky. Acct. Sys.)</li></ul> <p><b>Qualitative</b></p> <ul style="list-style-type: none"><li>Annual surveys (teachers, leaders, ECs) • PLC agendas (sample) • Classroom observations (Monitoring Teams) • Interviews (teachers, leaders, ECs) • Training event evaluations</li></ul>
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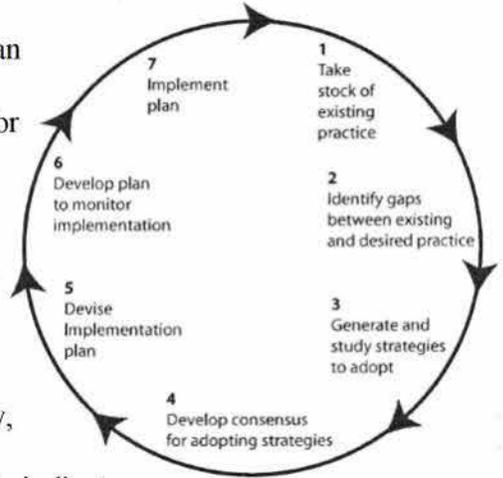
**KyCL•FLUENT**

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participants to include specific local goals for literacy improvements.

**Continuous improvement.** CTL will support District Literacy Teams in ongoing webcasts as they use the seven-step Continuous Improvement Cycle espoused by Dr. Diana Oxley (2007).

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 set of teachers (early, majority, minority adopters). We will review available data to determine if progress is being made and whether/how to make changes. 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•FLUENT. Survey data will be supplemented by a series of phone interviews on implementation, practices and recommendations (cross-district, cross-grades random sample of at least 15 teachers/ECs). In addition, CRRE and CTL will provide information to schools and districts as available through a rapid-response feedback loop, ensuring timely findings support warranted changes/improvements. Quarterly, CRRE and CTL will provide feedback to project leadership. And, the annual convenings will provide discussion opportunities with participants, KDE, CTL, and other stakeholders.

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school districts. A quick analysis of our eligibility criteria (70% free/reduced price meal rate in the feeder system high school) eliminates many districts (about 50) while allowing the most-needy feeder systems the opportunity to apply. Take, for example, Fayette County Public Schools. The district is home to the University of Kentucky and is the center of the state's thriving horse industry. Of the five high schools in that district, only the Bryan Station High School feeder system will meet eligibility based on low-income students (85.9% F/R at the high school). But that one high school also includes three middle schools and ten elementary schools—a total of 14 schools. The addition of the required early learning partners (a minimum of seven for a large feeder system) brings the number of sites to 21. True, Bryan Station is not typical. However, we anticipate as many as 10 systems will be large ( $\geq 13$  sites). Another five will be very small ( $\leq 6$  sites), and the majority will be medium-sized (7-12 sites).

Envisioning the typical feeder system size helped us to design a high-quality and cost-effective monitoring system. CTL will develop, coordinate and guide the monitoring process, as it has for numerous state and federal projects. They will design a performance rubric and walkthrough process based on the characteristics of comprehensive literacy instruction (federal statute) and aligned to the intended impact of our evidence-based programs. A four-point Likert-type scoring system will determine four levels of implementation and performance: Beginning, Developing, Competent, and Exemplary. The performance guide will be used in a rounds-like fashion with findings compiled from dozens of classrooms; that will result in a solid measure of a site's overall performance, not performance of individual teachers, and aligns more appropriately with our implementation evaluation.

CTL will organize subgrantee districts into triads, then train teams of teachers and pair them with a CTL specialist by school/partner type. That is, a team of middle school teachers will be led by a CTL middle school professional; together, they will visit middle schools in two of the

three districts over three or four days in a regional area (includes debrief). The teams will visit the third district and repeat the process on their own to provide feedback to the district.

Additional teams will visit elementary, high school, and EC sites; depending on the feeder system size, a sample of the elementary schools and EC providers will be taken.

We also will monitor subgrant reporting and financial compliance based on the state's subgrant monitoring policies, which comply with federal standards. We will conduct desk and site visits as needed based upon performance reporting as well as fiscal records.

### **c1. Monitoring: Interventions, practices are aligned with the SEA's State literacy plan**

As noted, CTL will design the monitoring rubric to align with the characteristics of high-quality comprehensive literacy instruction as defined in the Striving Readers statute. A crosswalk **on the following page** shows each characteristic (left) as it aligns to the State Literacy Plan and the PERKS color-coded planning guide (top). Literacy PERKS planning documents will be used in the District Literacy Plan training meeting (spring 2018). District Literacy Teams will return from the KDE-sponsored event with their drafted plans in hand, then will set about supporting the development of local literacy plans with school and partner-level teams. The State Literacy Team will meet in June in a facilitated, retreat-like event to review the 600+ plans. Feedback will be provided and revised plans will be returned to the state team by July 1. Again, the chart is a crosswalk of state plan components **and** the characteristics of comprehensive literacy instruction.

### **c2. Monitoring: Interventions, practices are supported by moderate, strong evidence**

All districts who receive subawards through KyCL•FLUENT will agree to use only the approved comprehensive literacy instructional programs and practices approved by KDE and the Kentucky Literacy Team. Each of the programs, as described on pages 21+, meets the standard of moderate or strong evidence as defined by the Striving Readers program. Agreement to and use of the programs will be confirmed through **at least** the following points (noted after the crosswalk).

**Table 4  
Literacy Plans Aligned to  
Characteristics of Comp. Literacy**

	Literacy Team & Plan	Aligned Curriculum	Instruction & Interven.	Professional Learning	Literate Environment	Multiple Assessments	Partnerships
Developmentally appropriate		•	•		•	•	
Explicit and systemic instruction			•				
Freq. reading & writing across content	•	•	•	•	•	•	
Phonological awareness			•				
Phonic decoding			•				
Vocabulary development			•	•	•		
Reading comprehension			•			•	
Writing w/clear purpose, feedback	•	•	•	•	•		
Diverse, high quality print					•		
Peer to peer language & discourse			•				
Peer to teacher language, discourse				•			
Frequent practice			•		•		•
Screening assessments			•			•	
Motivation and engagement			•		•		
Universal Design for Learning	•	•	•	•			
Teacher PD, PLCs, collaboration	•			•	•		
Linked to literacy, content standards		•	•	•		•	

- **Proposal submission:** District superintendents and schools’ principals will sign assurances stating compliance. Early learning partners will provide Letters of Interest that directly include their agreement to use the selected strategies.
- **Plan development:** In April, District Literacy Leadership Teams will develop their plans. In May, they will work with schools and partners on the plans of Local Literacy Leadership Teams, including early learning partners. All plans will be approved by July 1 by the State Literacy Team, which will again confirm the specific strategies and programs to be used.
- **Contracts:** We will execute Memoranda of Agreement with each district (fiscal agent) each year (July 2018, July 2019). Those agreements will be based on the district plans, the original subaward proposals, and signed assurances of performance—including the use of evidence



based programs that meet the standards of moderate or strong evidence. We will also monitor the issuance of contracts between districts/schools and program providers.

- **Summer institutes:** We will collect attendance data from each professional learning activity conducted through KyCL•FLUENT. That will include training events we sponsor as well as those by program providers. Sign-in sheets will be cross-referenced by site and program.
- **KDE convenings:** One-day convenings (p. 8) of grant participants groups teachers in their assigned program types and levels to uncover potential misalignment of programs by district.

Compliance also will be confirmed by Monitoring Teams each spring as they make site visits to feeder systems. For example, as early learning observers arrive at Warren County Elementary School, they will receive a packet from CTL specific to the school’s early learning program. It will outline the number of young children, teachers, and aides as well as basic schoolhouse information. The observation rubric will also include the comprehensive literacy programs used.

Finally, we will confirm the use of programs that meet moderate and strong evidence as we review quarterly performance reports from districts and schools. Reports will include indicators for the strategies used at each site and will be compared quarterly to the district’s plan and assurances.

**c3. Monitoring—Practices are differentiated, appropriate for birth to age 5, K-5<sup>th</sup> grade**

Monitoring differentiation of programs will occur throughout the project, beginning in subgrant

application phase.

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Districts will return to their feeder schools and agencies to

support the formation of Local Literacy Leadership Teams and development of those school-level plans. Again, early learning partners will be part of the local school-level teams and planning. As local teams develop their local plans, they will also **determine the specific resources needed** to address the local needs. Early learning providers will help determine those needs-based programs from our approved providers list. Only four early learning programs are included—Collaborative Center for Literacy Development (CCLD), KIDS Now, Imagination Library, and Head Start. Only CCLD and Imagination Library are stand-alone programs, and in reality, both could work well together. Head Start makes the list not only because it works, according to the What Works Clearinghouse, but to remind applicants of the connections they should make in their communities. And KIDS Now, a program of the Kentucky Governor’s Office of Early Childhood (KyGOEC) provides limited direct services; rather, they make the list as a general support for connecting schools to their local Community Early Learning Councils.

The State Literacy Team is also key to early monitoring and implementation of appropriate, differentiated strategies. The team includes a broad array of educational partners, including 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. As part of the state team, they will assess district and school level plans (600+) in June 2018; this will include the approval (or denial) of plans based on appropriate, differentiated solutions included in those plans.

KDE will not issue the required MOA to applicants that 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

KDE and the State Literacy Team will control for quality in overall development of district and school-level Comprehensive Literacy Plans to ensure connection from early learning to elementary to middle to high school. We will monitor team composition periodically to ensure early learning is well and appropriately represented as well as attendance of all professional learning events.

Because we will monitor the programs purchased, we ensure early learning and K-5<sup>th</sup> differentiation are present. Other checks will include quarterly performance reporting, spring site visits/monitoring, performance checklists from CRRE, reviews of plan alignment to the PERKS Literacy guides to grant participants, and monthly District Literacy Team reports.

#### **c4. Monitoring—Practices are implemented with fidelity, aligned with state and local plans**

According to Hood, Roussin, and James, “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.” (2013) We could not agree more. Again, by pre-approving specific components, we factor out many of the issues with new professional learning programs. Each approved program includes well-developed professional learning components that have been 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—are more likely to be effective (Ray, 1998; Weinke, 2012). Teachers are also more likely to continue using the strategies beyond the project’s end (Ray, 1998).

But, as Hood et al. note, implementation must proceed well. This will be assured through the designation of the Jackie Rogers of Project Coordinator. Ms. Rogers is a lifelong educator, former principal, and former high school English teacher and literacy consultant. She currently



works as an Instructional Specialist within the Division of Teacher and Learning, where she supports District Leadership Networks across the state. She will work closely with others at KDE and in the project to ensure specific elements are handled smoothly and with fidelity, including:

- Anthony Pinson, data analyst for the Division of Next Generation Professionals has experience and expertise in grant measurement and reporting. He will work to gather and analyze quarterly performance reports from each participant.
- CTL CEO Roland O’Daniel will design and implement site monitoring aligned to the federal comprehensive literacy instruction definition. The 450 site visits each year will ensure participants are implementing at a level that is visible to observers and reaching students.
- CRRE’s Dr. Steven Ross and Ceil Daniel will create and use activity checklists each semester that will quickly identify tasks completed and those remaining undone. In addition, they will conduct surveys and interviews to determine teacher efficacy (direct factor in program fidelity).
- The State Literacy Team will review outcomes for Year 1 of the implementation as they prepare to issue Memoranda of Agreement for the second year. We will work with team members to review implementation data and milestones, including the numbers of teachers and early learning specialists/caregivers participating in professional learning and the number of hours attended, findings from site visits and performance feedback, and more.

In addition, Ms. Rogers will leverage other resources—state initiatives and partnerships, existing grant projects and their management staffs, relationships with districts, and more. Each of the program providers listed within the matrix is a longtime partner with KDE.

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**e. Adequacy of Resources (25 points)**

The Kentucky Department of Education, working with its collaborative partners, will serve as the organizing and supporting entity of KyCL•FLUENT. We have the skill and expertise in



educational facilitation and organization, standards development and implementation, professional learning, comprehensive literacy instruction, early childhood education, and grant management experience. We leverage connected and supportive initiatives and partnerships, grant projects and their management teams, relationships with districts, and experience leading professional learning for teachers and principals. We have noted a few in this proposal, including principal supports (P3, p. 8, 48); existing teacher networks (KyNT3, pp. 9, 49; LDC, pp. 9, 22, 49); and early learning (KyGOEC, p. 33).

**e1. Adequacy: Costs are reasonable in relation to objectives, design, significance**

Our goals are simple, with tiered objectives that are targeted and significant. Students will move from early literacy (getting ready to read, Goal 1) to learning to read (reading well in elementary, Goal 2) to using reading as a comprehensive tool to improve learning in all content areas (reading to learn, Goal 3). Our logic model (p. 44) connects resources and activities to improved learning.

<b>Goal #1: All young children are ready to read.</b>	Table 8
<p>1.1 Increase the number of participating 4-year-olds achieving significant gains in oral language skills (<b>GPRA*</b>)</p> <ul style="list-style-type: none"> <li>▸ <i>TELD-3 findings in 2019, 2020; measures of Spoken, Receptive, Expressive Language)</i></li> </ul> <p>1.2 Increase the number of children arriving K-ready upon arrival in feeder schools</p> <ul style="list-style-type: none"> <li>• Compared to 2018 baseline of partner agency</li> <li>• Compared within and across feeder patterns</li> <li>• Compared to non-participating, demographically-matched schools/feeders</li> </ul> <ul style="list-style-type: none"> <li>▸ <i>The Brigance Early Childhood Kindergarten Screen III (Kentucky's Common Kindergarten Entry Screener)</i></li> </ul> <p>1.3 Increase in the self-efficacy of early learning providers</p> <ul style="list-style-type: none"> <li>▸ <i>Personal and collective; annual pre/post/retrospective survey, improved site observation results over time</i></li> </ul>	
<p><b>Process outcomes include:</b> 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 • 200 sites impact • 25,000 children exposed to trained ECs • 850 early learning/caregivers impacted</p>	

**Goal #2: All elementary students are excellent readers.**

- 2.1 Increase the number of participating students in grades 3-5 who meet proficiency in 2019 and 2020, including students with disabilities, low-income students, students of color/ethnicity, and English language learners. **GPR**A\*
- Compared to 2018 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. 2017 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, low-income students, students of color/ethnicity, and English language learners.
- Compared to 2018 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. 2017 proficiency rates for reading*
- 2.3 Increase the number of participating students who meet reading proficiency in grades 3-5 in 2019 and 2020 as compared to non-participating students in demographically-matched comparison schools (i.e., greater gains), including all subgroup/gap populations (disability, income, etc.)
- *Measured by the state K-PREP assessment annually; baseline will be Sept. 2017 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 include:** staff participating in professional learning in comprehensive literacy instruction • coaching/support visits by professionals, networks • professional learning events, attendance • PLC sessions • NBCT applications, plans • school plans linked to early care providers and middle schools • implementation of evidence-based programs, strategies • participants in literacy plan development, alignment • 265 sites impact • 80,700 elementary students impacted • 6,450 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 2019 and 2020 on the state assessment in Reading, both overall and including students with disabilities, low-income students, students of color/ethnicity, and English language learners. **GPR**A\*
- Compared to 2018 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. 2017 proficiency rates for reading*



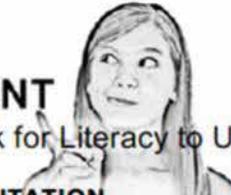
- 3.2 Decrease in the number of participating students in grades 6-8 who perform at Novice (lowest level) in 2019 and 2020 on the state assessment in Reading, both overall and including students with disabilities, low-income students, students of color/ethnicity, and English language learners.
- Compared to 2018 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. 2017 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 2019 and 2020 on state and national assessments in reading/language arts, both overall and including students with disabilities, low-income students, students of color/ethnicity, and English language learners. **GPRA\***
- Compared to 2018 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 2017*
- 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 disadvantaged students (subgroups). **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 2017*
- 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*

**Process outcomes include:** staff participating in professional 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 • 135 sites impact • 94,300 middle and high school students impacted • 7,550 teachers impacted

**\*GPRA indicators 1-4 are addressed**

# KyCL•FLUENT

Kentucky's Framework for Literacy to Unify & Engage Networks of Teachers



## PROJECT INPUTS

**KyCL•FLUENT**  
 \*\*\*  
 KY Dept. of Education  
 Kentucky Literacy Team  
 Collaborative for Teaching and Learning  
 Collaborative Center for Literacy Development  
 KY Network to Transform Teaching (KyNT3)  
 Literacy Design Collaborative  
 KY Writing Project

**Districts, Schools & Partners**  
 \*\*\*  
 40-45 Feeder Systems including (approx.):  
 235 early learning agencies  
 225 elementary schools  
 105 middle schools  
 45 high schools

**External Evaluator**  
 \*\*\*  
 Center for Research and Reform in Education at Johns Hopkins University  
 Steven Ross, PhD  
 Professor, Evaluation Dir.  
 Ceil Daniels  
 Instructional Designer

## IMPLEMENTATION

<u>Strategies</u>	<u>Participants</u>
<b>Dec 2017—Mar 2018</b> Peer review sub-grant competition	✓ 6 tech. asst. sessions for 300-400 participants ✓ 150 applications received
<b>April 2018</b> Local Literacy Leadership Teams	✓ 40-45 teams in place ✓ Develop Literacy Plans (April-June)
<b>June 2018</b> Design & refine District Lit. Plans	✓ 40-45 plans in place ✓ KDE approves July 1
<b>July 2018</b> Professional learning connected to District Literacy Plans	✓ 1-day Convening • 40-45 Lit. Lead. Teams • 600+ participants ✓ 3- to 4-day Institutes • 8-10 regional events • 25-30% of teachers and partners trained
<b>Aug 2018—May 2019</b> Implementation of District Literacy Plans	✓ 3,000 participants begin implementing strategies across the Birth to Grade 12 continuum ✓ 50,000 children served
<b>Sept/Oct 2018</b> Reliability training for Monitor Teams	✓ 200 teachers and early care specialists trained in walkthrough
<b>Spring 2019</b> Monitoring visits	✓ Minimally 450 sites
<b>Summer 2019</b> Summer Institutes	✓ Up to 70% of teachers, partners (~10,000)
<b>Fall 2019</b> Implementation	✓ 10,000 participants ✓ 150,000 children
<b>Spring 2020</b> Monitoring visits	✓ Up to 450 sites
<b>Summer+ 2020</b> Institutes, implem.	✓ 14,000 teachers, partners (serving 200K students)

## PROJECT OUTPUTS

**Products**  
 School/Community Literacy Plans  
 School/Community Literacy Teams  
 Embedded literacy framework  
 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 • Formal assessments (state, nat'l) • Training event evaluations, attendance • Participation levels (all participants) • Teacher application for Nat. Bd. Certification • 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 are 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
- Outcomes**  
 200,000 children and students participating • 600 sites • 14,000 teachers/ECs learning • Plans, frameworks in place

The significance of KyCL•FLUENT goes beyond the three-year grant period. Each district will work with its local literacy teams along specific, high-need feeder system. Literacy Leadership Teams will implement their approved plans beginning in July 2018, addressing the needs at each level through professional learning and specialized support as well as evidence-based programs. Teachers will work together in professional learning each summer—working with teams from their own schools and communities and with other teachers from their region. Upon returning to their classrooms, they will begin to implement specific comprehensive literacy strategies.

Initially, we anticipate 30% of teachers will begin implementation in 2018. These early adopters will be self-selected and hand-picked teacher leaders who are willing and have the desire to act as literacy leaders in their schools and communities. They will begin to change the conversations in their local Professional Learning Communities and connect literacy supports vertically from grade band to community to content areas and across difficult transition points. Our expectation is the development of **teacher networks** within and across the feeder schools and throughout the project; each approved program provider (matrix, p. 20) includes collegial structures for teachers and embedded coaching support from program experts. This will happen slowly and organically through each program provider.

For example, the Adolescent Literacy Model (ALM) provides face-to-face and online coaching support for program participants, with more support in Year 1. By Year 2, early adopters will shift to teacher leader roles; as they continue to learn and implement comprehensive literacy strategies in their classrooms, they will also share their experiences with colleagues—the second cohort of teachers from the “majority” adopters through participation in summer institute activities as presenters as well as participants (pp. 7, 11, 39). During the 2019 and 2020 institutes, these teachers leaders will co-present trainings with program specialists, developing yet another level of personal and professional growth.

While this is an example of teacher development from ALM, other approved programs also include similar embedded supports for teachers. Further, we will encourage teachers to align this work to their involvement and application in the National Board Certification process. The NBCT process also creates teams of teachers who work through specific challenges. And, each team will participate summer convenings with KDE to again share and learn through the Improvement Science protocol (Birk, 2011; Lewis, 2015).

The varied learning framework presented by KyCL•FLUENT not only meets that National Standards for Professional Learning (Learning Forward, 2011) but creates an increased likelihood of generalization to the district; teachers who receive one-on-one support as they work to implement new practices are more likely to be effect in the use of those strategies (Ray, 1998; Weinke, 2012). They are also more likely to continue the use of those strategies beyond era of support (i.e., after the project ends) Ray, 1998).

Further, the monitoring and the evaluation design are cost effective, as noted on pages 14+. Duties have been designated to keep costs low. KDE will collect, analyze and share performance reports with the evaluation team (CRRE). Monitoring is coordinated through CTL, which has extensive experience in that work; CTL will train and utilize local teams to both build their capacity and to keep costs low (p. 15).

The potential significance is improved classroom instruction across multiple high-need schools and districts, through a solid framework of comprehensive literacy instruction that is shown to work (moderate, strong evidence). We have assured that the beneficiaries—students who attend schools in high-poverty communities—will be served in the greatest numbers and percentages (pp. 36-38). Connections from early learning agencies and elementary schools will be continued to middle and high school through established Literacy Leadership Teams and shared programs, coaches, PLCs, and more.

**e2. Adequacy: Costs are reasonable in relation to numbers served, results**

We will impact at least 200,000 young children and students over three years at a cost of \$125 per child (just \$41.66 per child per year). This is quite reasonable given the cost of other programs and the long-term impact of improved literacy for these disadvantaged children. For example, the GEAR UP Partnership program funds at an \$800 per student rate; 21<sup>st</sup> Century Community Learning Centers nationally expend \$650-1,200 per student annually. Again, by building District and Local Literacy Leadership Teams who implement routines and frameworks based on effective, evidence-based programs, we will improve student outcomes in the short **and** the long term.

KyCL•FLUENT will reach students through their 14,000 teachers and early caregiver and specialists at 600 sites. Improvements to learning will be across all areas of learning—including

Numbers served	Teachers, caregivers	Students, young children
Birth to 5	850	25,000
K-5 <sup>th</sup> Grade	6,450	80,700
Middle School	3,200	40,500
High School	4,350	53,800

interdisciplinary improvements (cross-content), particularly at middle and high school. The numbers served at each level of learning is estimated here (Table 9).

Table 9

**f. Quality of the Project Design (5 points)**

KyCL•FLUENT uses a literacy plan framework to support early learning and school educators as they learn to implement comprehensive literacy strategies across 600 schools and early learning centers. That framework includes key components noted here and referenced throughout this proposal.

- Strong theory of practice and an aligned logic model Pages 1, 44
- Process to create district and local plans aligned to the state plan Pages 3-6, 25-26
- Pre-approved, evidence-based programs, strategies Pages 18-25
- Creation of district and local literacy plans aligned to the state plan Pages 3-6, 25-26

- Use of programs with coaching and specialist supports Pages 9, 19, 39
- Early adopters self-selected, leading teacher networks Pages 7, 10-11
- Convenings to network around the project elements Pages 8, 12-13, 32
- Regional training events to allow high levels of attendance Pages 5, 8, 11, 39
- Monitoring and evaluation by experience partners (CRRE, CTL) Pages 14-17, 29-32
- Gradual release for teacher learning and implementation Pages 4, 11, 39
- Use of established structures and resources (PLCs, NBCT, P3) Pages 8, 9, 10, 24, 40, 46
- Connections from early to elementary to middle to high Pages 3-6, 25-26, 27

KyCL•FLUENT layers implementation by cohorts of teachers and early learning specialists, who can support, model and demonstrate impact to others. Professional learning is delivered in various structures, including traditional and embedded—with each program provider ensuring support to teachers and ECs as they implement. This creates a high likelihood of both student impact **and** sustainability beyond the funding period. As noted in our Logic Model, our activities will directly create products, impacts and outcomes in the short term (3 years). Long-term impact will be achieved as teachers and early caregivers **continue to implement** literacy strategies.

This is true systems change, and it is tough work. As noted by renowned educator Linda Darling-Hammond, new systems must be given time and support—something not always available. In fact, she and others note a minimum of 3-5 years needed for any reform to take hold. That could be problematic for most educational reform efforts, including KyCL•FLUENT. Darling-Hammond says, “high-quality initial efforts” are but one piece of the puzzle (p. 110). That is why we will integrate other strong supports within Kentucky, including the following.

- Principal Partnership Project (P3) has, since 2015, provided personalized support for principals in regional, collegial cohorts statewide. It targets principals who are working to

understand and implement innovative strategies and reforms. KyCL•FLUENT principals will access the mentors, coaches and teams to help them grow professionally.

- The National Board Certification process for teachers is a designated, preferred strategy of KDE, chosen because it has a proven track record for positively impacting student learning and teacher leadership. It is not by chance that our NBCT efforts and the Kentucky Teacher Leadership Framework are housed in the Network to Transform Teaching (KyNT3).
- The Literacy Development Collaborative (LDC), which provides professional learning supports for comprehensive literacy instruction from K to 12, was originally developed by KDE. It is and was an effort to systemically support schools and districts in adopting effective instruction; we continue support LDC statewide through cohorts of highly-trained coaches. That model is replicated in each of the evidence-based providers included in our matrix of approved programs.

The point? We recognize KyCL•FLUENT will fail if it is not appropriately supported during and beyond implementation. Our implementation will help teachers quickly onboard new strategies and begin practicing them in their own classrooms, as Darling-Hammonds advises (2015). We will monitor the quality of implementation and analyze specific factors for success over time—another of her points—and, as she further notes, we will take it school and community wide through our 27-month implementation plan. By fall 2020, the district and local Literacy Plans will be firmly in place, providing a common definition of what teachers, leaders and partners are expected to do. Teachers, particularly those who committed early, will begin seeing student success (Guskey, 2002). As teachers' beliefs and attitudes positively toward that set of strategies, comprehensive literacy instruction will be generalized across all levels—Birth to Grade 12.

**Competitive Preference Priority 1: Serving Disadvantaged Children**

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And

we will monitor the collaborations throughout the project to ensure young children have the resources they need to be kindergarten ready (p. 32-33, 41).



## Other Attachment File(s)

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## KyCL•FLUENT

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### Other Attachments

#### Resumés

- ▶ Jackie Young
- ▶ Anthony Pinson
- ▶ Roland O'Daniel
- ▶ Ashley Perkins
- ▶ Steven Ross

Indirect Cost Rate Agreement

Cited Studies for Evidence Standards

Works Cited

State Literacy Team

State Literacy Plan

KY Request for Application (RFA) Draft

# JACKIE WHITE ROGERS

## HIGHLIGHTS OF QUALIFICATIONS

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- Proven success in educational excellence
- Practical and theoretical foundation in standards implementation, instruction, curriculum, educational trends, technology, and best practice
- Experienced public speaker and facilitator

## EDUCATION

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- BA, English
- MA, English Education
- Rank I
- Certification: Instructional Leadership & Instructional Supervision

## PROFESSIONAL EXPERIENCE

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- Presently: Instructional Specialist, KDE
  - Next Generation Leadership Network Team Member
  - Certified Literacy Design Collaborative Coach
- 2014-2016: Principal, Science Hill School
- 2011-2014: - Literacy Consultant, Kentucky Department of Education
  - Teacher Leadership Networks, ELA & Social Studies
  - CCSSO Social Studies Assessment, Curriculum and Instruction Member
  - Literacy Design Collaborative Practitioner & Trainer
  - CIITS State Curriculum & Instruction Team Lead
  - Writing Program Review State Team Lead
  - Professional Development Creator & Presenter
    - KY Reading Association
    - KY Council of Teachers of English
    - Joint KLA/ISLN Conference
    - KY ELA & Social Studies Teacher Leadership Networks
    - KY Council for Exceptional Children
    - KY Regional Educational Cooperatives

- 2007-2011: Curriculum Specialist, Pulaski County Schools
  - English Language Arts
  - Social Studies
  
- 1992-2007: Pulaski County High School
  - English Teacher
  - 1998 Pulaski Teacher of the Year & KY High School Teacher of the Year
  - English Department Chair
  - KTIP Resource Teacher (10 years)
  - Literacy Coach
  - Writing Cluster Leader

#### CURRICULUM DEVELOPMENT & STANDARDS IMPLEMENTATION

When the English Language Arts and Math Common Core Standards were adopted I was a curriculum specialist. I was on the front line of standards implementation as I strived to assist teachers in curriculum alignment and mapping as well as incorporating strategies that addressed the rigorous expectations. My approach was hands on. I worked with teachers, departments and PLCs to deconstruct standards and build lessons as well as model lessons in classrooms and offer district PD for literacy strategies, data use and RTI.

This experience at the school and district level gave me practical experience for state level standards work. My tenure as a state literacy consultant has focused on effective teaching and learning. I have created resources and training materials, consulted and collaborated with other states, worked directly with educational cooperatives across the state; all in an effort to build teacher capacity and ultimately affect student growth. While it has been a challenge, it has also been my greatest growth as a professional.

#### PROFESSIONAL DEVELOPMENT FACILITATOR

Facilitating professional learning opportunities is one of my educational passions. I enjoy working with my peers and the challenges that lie on that level. I enjoy public speaking and know this is one of my strong suits; therefore, I seek out opportunities to be a leader and facilitator at local, state and national levels.

Because I've had these types of opportunities to be a part of and work with prominent educational leaders, I have a strong instructional background that is grounded in research and best practice. As a principal, I want to be the instructional leader who is able to work closely to build the capacity of the faculty to be accomplished educators and leaders.

## ANTHONY M. PINSON

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Currently serving as a data analyst that thrives on complex assignments and always works to deliver superior performance. Experienced in working between executive management and programmatic areas to ensure proper application of high-level strategy and mission. Utilizes experience in organizational planning and performance analysis to bring a creative approach to problem solving.

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### SKILLS

Project Management • Organizational Planning and Performance Analysis • Statewide Program Coordination  
Team Management and Supervision • Survey Development • Data Analysis • Policy Development  
Microsoft Office (Excel, Word, PowerPoint, Outlook) • PC Building • Advanced PC Troubleshooting  
Camtasia • Windows XP, Vista, 7, 8 • Mac OS X Leopard, Snow Leopard, Lion • ArcGIS Mapping

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### PROFESSIONAL EXPERIENCE

#### KENTUCKY DEPARTMENT OF EDUCATION • Frankfort, KY • April 2015 – Present

##### Instructional Transformation Data Analyst

Currently serve as a liaison between the Bill and Melinda Gates Foundation and the Kentucky Department of Education (KDE) through the Instructional Transformation grant provided to Kentucky by the Foundation. This includes intensive data analysis for various projects as needed; statewide survey development, rollout, and analysis; and serving on KDE committees based on education data. Developed public administration and business analysis experience.

- Partnered with the Gates Foundation and data partner Westat to successfully develop and administer the Measure to Learn and Improve (MLI) survey for 2016, following analysis of survey response data from 2015's administration.
- Provide ongoing data support to the Division of Educator Development (formerly the Division of Next Generation Professionals). This often involves analyzing data for comparisons between schools, districts, cooperative regions, etc. based on a wide array of criteria.
- Represent the Division of Next Generation Professionals on the Data Governance Committee and the School Report Card Sub-Committee. These committees bring together data stewards from all across the Department of Education in order to gain input from areas where data needs may overlap.

#### KENTUCKY HOUSING CORPORATION • Frankfort, KY • March 2013 – April 2015

##### HMIS Program Coordinator (April 2014 – April 2015)

Facilitated the coordination and implementation of ServicePoint, Kentucky's primary Homeless Management Information System (HMIS), throughout the state of Kentucky. This included implementation in 119 counties, over 750 specific program areas, and approximately 100 agencies.

- Increased the efficiency, satisfaction, and response time of Help Desk assistance to agency staff across the state.
- Significantly improved our annual invoicing process through the use of spreadsheet development and direct coordination with agency staff.
- Made training for agency staff on HUD client data collection and entry into ServicePoint more accessible by creating a series of training videos that could be accessed at any time.

##### Performance Analyst (March 2013 – April 2014)

Served primarily as Project Manager for corporate-wide and department-specific initiatives in KHC's Strategic Planning and Engagement Department. Worked directly with KHC staff in many areas of the Corporation. Responsible for coordinating the Employee Innovation Program. Developed surveys and data analysis on an as-needed basis. Developed advanced automation tools and workbook resources in Excel for department areas across the Corporation. Developed public administration and business analysis experience.

- Successfully managed multiple projects at any given time that spanned across the Corporation. Worked as a liaison between the programmatic areas and executive management to ensure corporate goals were on track.
- Facilitated the development and implementation of a new teleworking program through KHC's Teleworking Committee, including the development of new policies, procedures, and best practices.
- Improved efficiency and direction in the project management area of Strategic Planning and Engagement by developing a heavily automated and refined workbook solution for tracking projects.

**XEROX • Lexington, KY • August 2011 – July 2012**

▶ **Acting Supervisor** (*February 2012 – July 2012*)

Promoted to Acting Supervisor after approximately six months of service with Xerox. Managed an average team of 12 Apple iOS Tier 1 Technical Support Advisors.

- Lead this team to a consistent first place ranking among all other Apple iOS Tier 1 teams at this location.
- Held weekly team meetings to address concerns from team members and discuss current statistics and goals.
- Ensured continued success through weekly one-on-one coaching sessions with all team members.

▶ **Apple iOS Technical Advisor** (*August 2011 – February 2012*)

Served as a Tier 1 Technical Support Advisor for Apple. Received calls for technical support and engaged in frequent training and improvement activities with staff supervisors.

- Provided technical support for Apple iPhones, iPads, and iPods.
- Maintained a very high customer satisfaction rate with efficient troubleshooting knowledge and practices.
- Worked according to strict standards and practices set by Apple and Xerox.

**EASTERN KENTUCKY UNIVERSITY • Richmond, KY • January 2008 – August 2009**

▶ **Lead Technician – ECU Residential Networking** (*June 2008 – August 2009*)

Supervised an average of 12-15 lower level technicians at ECU's Residential Networking Department. Strived to find innovative ways to improve the knowledge and skills of these technicians in order to better serve the students of ECU. Promoted to Lead Technician position after only one semester of work with Residential Networking. Developed systems analysis experience.

- Developed testing protocols and compatibility solutions for new software to be implemented by the University's Residential Networking Department.
- Improved the technical knowledge of lower level technicians by developing teams designed to teach basic computer functions as well as advanced troubleshooting methods.
- Performed advanced PC troubleshooting, involving intensive virus and spyware removal, reformatting computers, registry and command prompt troubleshooting, and boot utility troubleshooting.

▶ **Desktop Support – ECU ITDS** (*May 2008 – August 2008*)

Held a summer position in ECU's ITDS Department.

- Imaged, prepared, delivered, and configured computer systems for ECU faculty and staff.
- Collected computer equipment from exiting faculty and staff.

▶ **Computer Technician – ECU Residential Networking** (*January 2008 – June 2008*)

Provided software technical support through ECU's student computer center, Residential Networking.

- Performed PC troubleshooting for ECU's students (over 16,000 students enrolled).
- Maintained detailed work logs via FootPrints and paper tickets.
- Worked according to Kaizen, 5S, Lean, and Six Sigma workplace ideologies.

**BEREA COLLEGE • Berea, KY • August 2006 – April 2007**

▶ **Computer Support Analyst**

Served as a Support Analyst in Berea College's technical center.

- Performed PC software and hardware troubleshooting for Berea College Students.
- Re-imaged computers as necessary using Symantec Ghost.
- Performed PC troubleshooting for faculty and staff around campus as necessary.

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**EDUCATION**

**Bachelor of Arts in General Business and Technology  
EASTERN KENTUCKY UNIVERSITY • Richmond, KY 40475 • 2011**



**ROLAND O'DANIEL**  
*Chief Executive Officer*  
*Collaborative for Teaching and Learning*

<b>Education</b>	<b>University of Louisville, Louisville KY</b> Ph.D. Candidate, Curriculum and Instruction	2005-Present
	<b>Spalding University, Louisville KY</b> MAT, Teaching, Secondary Education with Middle School Endorsement	1997
	<b>University of Louisville, Louisville KY</b> BA, Mathematics and History	1989
<b>Professional Experience</b>	<b>Collaborative for Teaching and Learning, Louisville KY</b> <i>Chief Executive Officer</i>	2017-Present
	<i>Director of Programs</i>	2013-2017
	<i>Instructional Technology Coordinator/Project Manager</i>	2005-2013
	<b>University of Louisville, Louisville KY</b> <i>Instructor Middle and Secondary Mathematics Methods</i>	2008
	<b>St. Xavier High School, Louisville KY</b> <i>Mathematics Department Chair</i>	2004-2005
	<b>Port Angeles High School, Port Angeles WA</b> <i>Mathematics Teacher</i>	2003
	<b>St. Xavier High School, Louisville KY</b> <i>Mathematics Teacher</i>	1997-2003
<b>Program Consultant</b>	Team Lead: Evaluation of GRREC Get the Picture I3 Grant, CTL	2015-Present
	Project Manager: GEAR UP Berea Appalachia and GEAR UP Promise Neighborhood, CTL	2014-Present
	Project Manager: GEAR UP Kentucky, CTL	2011-Present
	Project Manager: Promise Neighborhood Berea Distance Learning Initiative, CTL	2012-2015
	Project Lead: Implementing Standards for Mathematical Practice in grades 5-12, Promise Neighborhood Berea. CTL	2013-2015
	Extended Data Analysis- GEAR UP Berea, Promise Neighborhood Berea, CTL	2012-2013
	Project Lead: Website Development, CTL	2012-2013
	Project Lead: High Quality Mathematics Instruction in grades 5-8 of the Southern Indiana Deanery Schools. CTL	2011-2012
	Data Analysis: GEAR UP Berea, GEAR UP Kentucky, Promise Neighborhood, CTL	2011-2013

	Manager: Web presence, blog, website maintenance & Social Networks Development, CTL	2009-2013
	Project Lead: AREL Math RTI DWW Grant, Turnaround Principal Video Series, CTL	2011
	Project Lead: Differentiation of Mathematics Instruction Coach for Providence Schools, CTL	2008-2011
	GEAR UP Cycle II author end of project analysis, CTL	2010-2011
	Mathematics Specialist KDE/Knott County Math and Science Partnership, CTL	2008-2011
	Mathematics & Technology Specialist for RCT on Hybrid Instruction in Algebra Study with KDE/AREL. CTL	2006-2010
	Project Lead Mathematics Instruction Christian Academy of Louisville, CTL	2008-2009
	Team Member for the Striving Readers Project. CTL	2005-2011
	Lead Literacy Technologies Project	2009-2011
<b>Technology Development</b>	Level 2 Google Certified Educator	2015
	Design/Implement/Support CTL walkthrough data collection system	2012-Present
	Design/Implement/Support CTL online instructional and social networks	2007-Present
	Lead Striving Readers Literacy Technology Grant to support technology integration in instruction	2009-2011
<b>Professional Development</b>	<b>Collaborative for Teaching and Learning</b>	
	<p>Regularly design, implement, and train others to implement a variety of short and long-term professional development initiatives focused on:</p> <ul style="list-style-type: none"> <li>▪ Developing mathematical literate instruction (K-16)</li> <li>▪ Alignment of instruction to new Kentucky Core Academic Mathematics standards</li> <li>▪ Integration of technology into instruction</li> <li>▪ Use of technology to engage adult learners in professional learning experiences</li> <li>▪ K-12 literacy development</li> <li>▪ Educational leadership</li> <li>▪ Performance assessment/continuous assessment</li> <li>▪ Concept-based planning</li> <li>▪ Standards-based strategies</li> </ul> <p><b>St. Xavier High School &amp; Archdiocese of Louisville Schools</b></p> <p>Designed and implemented professional development associated with standards-based instruction, including:</p> <ul style="list-style-type: none"> <li>▪ Development and use of technology to enhance instruction</li> <li>▪ Use of technology for development of assessment</li> <li>▪ Use of manipulative-based instructional practices</li> </ul>	



	<ul style="list-style-type: none"> <li>▪ Development of common assessments and instructional plans</li> <li>▪ Instructionally-embedded assessment</li> </ul>	
<b>Awards/Grants</b>	<b>Mathematics Education Service and Achievement Award, Kentucky Council of Teachers of Mathematics</b>	2013
	<b>Leonard E. Gibbs Award, Campbell Collaboration</b> Awarded for “rigorous systematic reviews that can inform social work policy welfare and practice.”	2013
	<b>AEGON Teacher Award</b> Grant for the integration of Computer-based applications and online computer assessment into algebra instruction	2005
<b>Presentations</b>	<b>“Creating Effective Community Partnerships to Support College-Going Culture”</b> Kentucky Institute for a College-Going Commonwealth	2017
	<b>“GEAR UP Kentucky: Using Data-Driven Decision Making to Align School Improvement Services with Classroom Walkthrough Data”</b> NCCEP National Conference	2015
	<b>“Creating College Ready Graduates: Sustainability Summit”</b> GEAR UP KY	2014
	<b>“GEAR UP Kentucky: School Improvement Services for Supporting Leadership”</b> GEAR UP West Conference	2014
	<b>“Effective Transition from Middle to High School”</b> GEAR UP Kentucky	2013
	<b>“Data Driven Decision-Making”</b> GEAR UP Berea	2012
	<b>“An Evaluation of a Hybrid Online Instructional Program for Algebra 1”</b> National Council of Teachers of Mathematics	2011
	<b>“Developing a Web Presence for ISTE SIGs”</b> ISTE Leadership Development Institute	2011
	<b>“Web 2.0 Applications in a Rigorous Classroom Environment”</b> GEAR UP Alliance Institute	2011
	<b>“Integrating Technology Into the Science and Math Classes”</b> Kentucky Content Literacy Consortium	2010
	<b>“Using Technology to Improve Instruction: Kentucky Virtual School’s Hybrid Program for Algebra I”</b> Kentucky Association of School Administrators Conference	2010
	<b>“Using Geogebra to Integrate Dynamic Applets in High School Mathematics Classrooms”</b> GEAR UP Alliance Institute	2010
	<b>“Creating a Computational Fluency Routine in a High School Mathematics Classroom”</b> New Albany IN/Springfield KY	2010



	<p><b>“Integrating Regression Modeling into the Algebra Curriculum”</b> 2009 Kentucky Council of Teachers of Mathematics</p> <p><b>“Using Regression Modeling to Increase Mathematical Discourse”</b> 2009 Kentucky Content Literacy Consortium</p> <p><b>“Using Voicethreads for Multi-media Presentations”</b> 2009 Kentucky Content Literacy Consortium</p> <p><b>“Using Ning to Develop a Professional Learning Community with Teachers”</b> 2008 Louisville KY</p> <p><b>“Creating a Mathematically Literate Classroom,”</b> 2008 Louisville KY</p> <p><b>“Embedding Note-taking Routine into a Math Classroom”</b> 2008 Kentucky Council of Teachers of Mathematics</p> <p><b>“So You’re a Literacy Coach; How about the Math Department?”</b> 2008 International Reading Association Conference</p> <p><b>“Integrating Computer Applications into Algebra Instruction”</b> 2007 Kentucky Council of Teachers of Mathematics</p> <p><b>“Embedding Mathematical Literacy in your Classroom Practice”</b> 2007 Kentucky Council of Teachers of Mathematics</p> <p><b>“Developing Literacy Coaching in Kentucky”</b> 2007 Kentucky Teaching and Learning Conference</p> <p><b>“Hybrid Algebra Study to Increase Engagement and Student Learning,”</b> 2007 Kentucky Teaching and Learning Conference</p>
<b>Publications</b>	<p>Co-Author, “Systematic Review: Cognitive-behavioural interventions for children who have been sexually abused” CDPLPG 2011</p> <p>Research Committee Issue Brief: Quality and Effectiveness in K-12 Online Learning, NACOL 2010</p> <p>Qs and Views: Technology and Literacy Education. <i>Lifelife Newsletter</i> 2009</p> <p>Note-taking in a Hybrid Classroom. <i>KVS Newsletter</i> 2008</p>
<b>Teaching Experience</b>	<p>Instructor, University of Louisville, Mathematics Teacher Preparation Program</p> <p>Mathematics department chair</p> <p>High school mathematics classroom teacher</p> <p>Middle school mathematics and science classroom teacher</p> <p>Adult Learning Computer Programs Instructor</p>
<b>Professional Affiliations</b>	<p>National Council for Teachers of Mathematics</p> <p>National Council of Supervisors of Mathematics</p> <p>American Educational Research Association</p> <p>International Society for Technology in Education</p> <p>Association for Supervision and Curriculum Development</p>





**DR. ASHLEY PERKINS**  
*Educational Programs Specialist*  
*English Language Arts Specialist*  
*Collaborative for Teaching and Learning*

<b>Education</b>	<p><b>University of West Georgia</b> <span style="float: right;"><b>2012-2017</b></span>          PhD in School Improvement          Area of Concentration: Reading</p> <p><b>National Board Teacher Certification</b>          Recertification: Adolescence and Young Adulthood/English Language Arts <span style="float: right;"><b>2015</b></span>          Certification: Adolescence and Young Adulthood/English Language Arts <span style="float: right;"><b>2005</b></span></p> <p><b>University of Saint Mary's, Leavenworth KS</b> <span style="float: right;"><b>2003</b></span>          Degree: Master of Arts in Teaching          Emphasis: Curriculum and Instruction</p> <p><b>Western Kentucky University, Bowling Green KY</b> <span style="float: right;"><b>2001</b></span>          Degree: Bachelor of Science, English Language Arts Grades 8-12</p> <p><b>Fitzwilliam College, Cambridge University, Cambridge England</b> <span style="float: right;"><b>Fall Semester, 1998</b></span>          Courses: Modern British Novel, Modern British Drama, Irish Drama,          Elizabethan Drama, 12 Credit Hours Earned</p>
<b>Professional Experience</b>	<p><b>Collaborative for Teaching &amp; Learning, Louisville KY</b> <span style="float: right;"><b>2007-Present</b></span>  <i>English Language Arts Specialist, Educational Programs Specialist</i>          Works closely with teachers, administrators, and partner agencies to promote school improvement and to improve classroom and school level practice in service of increasing student learning. Responsible for professional development design, facilitation and evidence gathering, as well as for consulting and co-constructing with clients.</p> <ul style="list-style-type: none"> <li>🎯 Project Manager, Berea Promise Neighborhood Summer Reading Project, (Summer 2013-Present)</li> <li>🎯 English Language Arts Specialist for Select Gear Up Berea and Gear Up Kentucky Schools (2012-2016)</li> <li>🎯 Program Facilitator for Tennessee Bridging Event: <i>Navigating the Path to College: What High Schools Can Do</i> (2012)</li> <li>🎯 Table Facilitator for Kentucky Bridging Event: <i>Navigating the Path to College: What High Schools Can Do</i> (2012)</li> <li>🎯 Lexile Framework Training/Certification Process from MetaMetrics Inc. (February 2012)</li> <li>🎯 Table Facilitator for <i>Kentucky Bridging Event: Relevant Research and Promising Practices for School Turnaround</i> (2011)</li> <li>🎯 Contributing Developer to CTL's Transitional Literacy Model (2011)</li> <li>🎯 Lead Trainer and Program Designer for English Language Arts Pilot as part of the Promise Neighborhood federal grant (2011-2013)</li> <li>🎯 Developer CTL Professional Development Workshop <i>Engaging Adolescents: Foundational Literacy and the ELA Teacher</i> (2011)</li> <li>🎯 Contributing Developer Kentucky Department of Education Program Review Rubric in Writing (2011)</li> <li>🎯 Co-Developer CTL's Foundational Literacy Program Evaluation Process (2011)</li> <li>🎯 Contributing Developer to CTL's Adolescent Literacy Model (2010-2013)</li> <li>🎯 Participant in Strategic Planning Seminar (2010-2011)</li> <li>🎯 Contributing Author to CTL's Professional Blog (2010-present)</li> <li>🎯 Contributing Author to CTL's Professional Ning (2009-2012)</li> <li>🎯 Mentor Coach and Trainer for CTL's ALM as part of the Striving Readers federal grant (2007-2011)</li> </ul>

- 🌈 Developer of IVC training *Exploring and Discussing Central Components of the Common Core Standards for English Language Arts* offered through The Center for Interactive Learning and Collaboration (2010)
- 🌈 Lead Trainer and Professional Development Facilitator for Content Literacy in the Community Colleges Projects as part of Lumina Foundation's Grant (2007-2008)

**Shelby County High School, Shelbyville KY**

**2001-2007**

*Nine-Twelve English Language Arts Teacher*

- 🌈 Teacher of English I, English II, English III, English III Honors, AP Language, AP Literature
- 🌈 Kentucky Writing Cluster Leader
- 🌈 Writing Cluster Leader District Committee Member
- 🌈 Language Arts District Committee Member
- 🌈 Common Assessment District Committee Member
- 🌈 Reading Gala Mentor & Volunteer
- 🌈 Student YMCA/Coed "Y" Club Sponsor
- 🌈 Future Educators of America Club Sponsor
- 🌈 Yoga Club Sponsor

<b>Affiliations</b>	National Adolescent Literacy Coalition Steering Committee Member	2014-Present
	Collaboration with University of Louisville professor and course EDU 620: Teaching Adolescent Readers and Writers	2006
	Member of an eighteen-month cohort "Making Content Comprehensible for English Learners: The SIOP Model"	2006
<b>Presentations</b>	Thinking Inside the (Mail)box: Combating Summer Reading Slide, Kentucky Reading Association Conference, Lexington	2013
	Recurrent Program Review as a Lever for Turnaround and A School wide Literacy Model to Promote a Culture of Readiness, National Institute for High School Design and Improvement, Seattle, Washington	2012
	The School Leader's Role: College Readiness and the Common Core in English Language Arts, GEAR UP Kentucky Alliance, 2012 Institute for a College-Going Culture, Louisville, KY	2012
	Representative at National Adolescent Coalition Meeting (NALC), Washington DC	2011
	The Power of Academic Discourse: Questions Lead to Answers, GEAR UP Kentucky Alliance, 2011 Institute for a College-Going Culture, Louisville, KY	2011
	Reader's Theatre and Dramatic Literacy, Kentucky Content Literacy Consortium, Lexington, KY	2010
	Comprehensive Adolescent Literacy Program Development, INPEC, Indianapolis, IN	2010
	Multisensory-Rich Instruction to Promote Literacy, Kentucky Content Literacy Consortium, Lexington, KY	2009
	Multisensory-Rich Instruction to Promote Literacy, Kentucky Reading Association Conference, Louisville, KY	2009
<b>Professional Memberships</b>	IRA Rural Diversity Committee Member	2013-2014
	International Reading Association	2012-Present
	National Council for Teachers of English	2012-Present



<b>Publications</b>	Author REL Appalachia Reference Desk Request: <i>Research on Embedded Professional Development</i> (2011)	
<b>Volunteer Services</b>	<b>Eminence Education Foundation Committee Member</b>	<b>2015-Present</b>
	<b>Girl Scouts of America Troop Leader</b> <i>Daisy Troop Leader with Kentuckiana Council</i>	<b>2012-Present</b>
	<b>Parent Teacher Student Association (PTSA)</b> <i>President for Eminence Independent Schools PTSA (PK-12)</i>	<b>Fall 2012-Present</b>
	<b>Actors Theatre/Teacher Advisory Committee</b>	<b>2013-2014</b>
	<b>People to People Student Ambassador Program</b> <i>Travel Leader for educational student delegations to the British Isles, Spain, Germany, France, Switzerland, and Australia</i>	<b>2004-2007</b>
	<b>Big Brothers Big Sisters</b> <i>Big Sister volunteer for a ten-year-old female</i>	<b>2001</b>
	<b>Save The Children® Cambridge, England</b> <i>Save the Children consignment shop volunteer</i>	<b>1998</b>
	<b>Camp Quality USA Kentucky</b> <i>Camper companion for a week-long summer camp experience for children with cancer. In partnership with Kosair Children's Hospital, week included indoor and outdoor activities designed around personalized care for each camper.</i>	<b>Summer 1996, 1997, 1998</b>



## VITA

### PERSONAL DATA

Steven M. Ross	Mobile: (b)(6)
Professor, CRRE	Office: (410) 616-2407
Johns Hopkins University	E-Mail: sross19@jhu.edu

### EDUCATION

The Pennsylvania State University	B.A.
The Pennsylvania State University	M.S.
The Pennsylvania State University	Ph.D.

Undergraduate Major: Psychology  
Graduate Major: Educational Psychology

### PROFESSIONAL ASSOCIATIONS

American Psychological Association	Fellow
American Educational Research Association	Member
Association for Educational Communications & Technology	Member
International Congress for School Effectiveness and School Improvement	Member

### EXPERIENCE

Instructor	Continuing Education	The Pennsylvania State University	1973 – 1974
Instructor	Psychology	Lock Haven State College, Lock Haven, PA	Spring Semester 1974
Evaluator	Mitre Corporation	McLean, Virginia	Summer, 1974
Assistant Professor	Educational Psychology	The University of Memphis	1974 – 1979
Associate Professor	Educational Psychology	The University of Memphis	1980 – 1985
Professor	Educational Psychology	The University of Memphis	1985 – 2008
Director	Center for Research in Educational Policy	The University of Memphis	2001 – 2008
Professor	Educational Research	Johns Hopkins University	2009-present

### COURSES RECENTLY TAUGHT

Theories of Learning	Undergraduate
Individual Differences and Learning	Graduate
Educational Statistics	Undergraduate and Graduate
Educational Research	Graduate
Computers in Education	Undergraduate and Graduate
Thesis Writing	Graduate
Educational Assessment	Graduate

### HONORS AND DISTINCTIONS

1. NDEA Fellowship for graduate study at the Pennsylvania State University, 1971-1973
2. Graduate Student Associate, Southwest Regional Laboratory, Summer, 1971
3. Distinguished Teaching Service Award, University of Memphis, 1980
4. Phi Delta Kappa Professional Research Award, Memphis Chapter, 1983
5. Elected Fellow, Division 15, American Psychological Association, 1986
6. Visiting Scholar, National Center for Research on Improving Postsecondary Teaching and Learning. University of Michigan, Summer 1987
7. Distinguished Research Award, University of Memphis, 1987
8. Distinguished Teacher Service Award, University of Memphis, 1988  
(First eligibility since 1980; no longer eligible)
9. Memphis State University nominee, CASE Professor of the Year Award, 1989

10. Superior Performance in University Research (SPUR) Award, University of Memphis, 1990, 1991, 1992
11. Distinguished Research Award, University of Memphis, 1993
12. Board of Visitors Eminent Faculty Award, University of Memphis (first recipient), 1993
13. Editor, *Educational Technology Research and Development*, 1993-2009
14. Editorial Board, *Journal of Education for Students Placed At Risk*. 1995-present
15. Invited testimony, U.S. House of Representatives Subcommittee on Early Childhood, Youth, and Families, Committee on Education and the Workforce, June 26, 1998
16. Invited panelist on comprehensive school reform, discussion with Secretary of Education Richard Riley, March 16. 1999
17. Lillian and Morrie Moss Chair of Excellence in Urban Education, 2001
18. Provost's Professorship, 2004-2005, The University of Memphis
19. College of Education Outstanding Research Award, 2002, The University of Memphis
20. AERA Distinguished Journal Reviewer, 2005
21. Invited Testimony to the TN Senate Education Committee, April 2005
22. AERA Distinguished Paper (with D. Lowther, F. Inan, and J. Strahl), "Technology as an Agent of Change in Teaching and Learning," for the Technology as an Agent of Change in Teaching of Learning Special Interest Group, New York City, April, 2008
23. AECT Distinguished Service Award, October, 2009
24. Director (Interim), National Charter School Resource Center, 2009-2010.
25. President, World Conference on Educational Sciences, Malta, February, 2014.
26. Visiting Distinguished Scholar, School of Education, Hong Kong University, Jan 12-25, 2015.

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#### SCHOLARSHIP

Publications in Refereed Journals	141
Books	7
Book Chapters	28
Papers Presented at Professional Meetings	255

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#### SELECTED RECENT PUBLICATIONS

Laborda, J., Uzunboylu, H., & Ross, S. (2016). Future trends in computer technology in education. *Journal of Universal Computer Science*, 22(1), 1-3.

Morrison, J., Bol, L., Ross, S., Watson, G. S. (2015). Paraphrasing and prediction with self-explanation as generative strategies for learning science principles in a simulation. *Educational Technology Research and Development*, 63, 861-882.

Morrison, G., & Ross, S. (2015). Experimental research and educational technology. In J. Spector (Ed.), *The SAGE encyclopedia of educational technology*. (pp. 287-291). Thousand Oaks, CA: SAGE Publications, Inc. doi: <http://dx.doi.org/10.4135/9781483346397.n125>

Morrison, J., Ross, S., Corcoran, R. (2015). Do teachers and students get the ed-tech products they need? The challenges of ed-tech procurement in a rapidly growing market. *World Journal on Educational Technology*, 7, 63-86.

Corcoran, R. P., Ross, R. M., Irby, B. J. Tong, F., Lara-Alecio, R., & Guerrero, C. (2015). Technology Usage in an English Language and Literacy Acquisition Validation Randomized Control Trial Study. *World Journal of Education Technology*, 6, 291–307.

Ross, S. M. , and Morrison, J. (2014) Measuring meaningful outcomes in consequential contexts: Searching for a happy medium in educational technology research (Phase II). *Journal of Computing in Higher Education*, 26(1), 4-21.

Morrison, G. R. & Ross, S. M. (2014). Research-based instructional perspectives. In J. M. Spector, M. D. Merrill, & M. J. Bishop (Eds.). *Handbook of Research on Educational Communications and Technology*, 4th Ed. Springer.

Corcoran, R., Ross, S. (2014). Around the Corner: A randomized controlled trial study of a technology-enhanced approach to early literacy. *Cypriot Journal of Educational Sciences*, 9, 316-329.

Ross, S. (2013). It Takes a City to "Raise" a Systemic Reform: Early Outcomes from the Say Yes City-wide Turnaround Strategy in Syracuse. *Cypriot Journal of Educational Sciences*, 8(1), 63-77.

Sheard, M., Ross, S., Cheung, C.-K. (2013). Social-Emotional Learning Championing Freedom, Education and Development: A Vehicle for At-risk Students to Succeed.. *Cypriot Journal of Educational Sciences*, 8(1), 1-18.

Sheard, M., Ross, S., & Cheung, A. (2012). Educational effectiveness of an intervention programme for social-emotional learning. *International Journal of Multiple Research Approaches*, 6 (3), 264-284.

Clifford, M. & Ross, S. M. (2012). The future of principal evaluation. *Principal*, 35, 16-18.

Sheard, M. & Ross, S. (2012). Improving social-emotional learning. *Better: Evidence-based Education*, 4 (2), 14-15.

Ross, S. M. & Morrison, G. R. (2012). Constructing a deconstructed campus: Instructional design as vital bricks and mortar. *Journal of Computing in Higher Education*, 23, 119-131. Doi:10.1007/s12528-012-9056-0.

Ross, S. M., Sheard, M. K., Cheung, A., Elliott, L., & Slavin, R. E. (2011). Promoting primary pupils' social-emotional learning and pro-social behavior: Longitudinal evaluation of the Together 4 All programme in Northern Ireland. *Effective Education*, 3 (2), 12, 25.

Lowther, D. L., Inan, F. A., Ross, S., & Strahl, J. (2012). Do one-to-one initiatives bridge the way to 21st century knowledge and skills? *Journal of Educational Computing Research*, 46, 20-32.

Munoz, M., & Ross, S. (2012). No Child Left behind and tutoring in reading and mathematics: Impact of supplemental educational services on large-scale assessment. *Journal of Education for Students Placed At Risk*, 17 (3), 186-200.

Ross, S., Sheard, M., Slavin, R., & Cheung, C.-K. (2011). *Evaluation of T4A: Sweep 4 results*. York, UK: IEE, University of York.

Nunnery, J. A., Ross, S., Chappell, S., Pribesh, S., & Yen, C.-J. (2011). *The Impact of the NISL Executive Development Program on school performance in Pennsylvania*. Norfolk, VA: Center for Educational Partnerships, Old Dominion University.

Ross, S., Sheard, M., Cheung, C.-K., Slavin, R., Elliott, L., Tracey, L., & Hanley, P. (2011). *Together 4 All evaluation: Final report*. York, UK: IEE, University of York.

Nunnery, J. A., Ross, S., Chappell, S., & Pribesh, S. (2011). *The impact of the NISL Executive Development Program on school performance in Massachusetts: Round 2 results*. Norfolk, VA: The Center for Educational Partnerships at Old Dominion University.

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### CURRENT FEDERAL GRANTS

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Principal Investigator, English Language and Literacy Acquisition Validation: ELLA-V, Sponsored by the U.S. Department of Education, 01/01/13 – 12/31/17, Total award \$14,781,817.00

Principal Investigator, Empowering Teachers of English Language Learners, Sponsored by the U.S. Department of Education, 09/01/16 – 08/31/21, Total award \$2,750,000.00

Principal Investigator, Literacy-Infused Science Using Technology Innovation Opportunity, Sponsored by the U.S. Department of Education, 01/01/17 – 12/31/21, Total award \$12,000,000.00



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

**MAY 3 1 2016**

Mr. Charles Harman  
Director, Division of Budget & Financial Management  
Kentucky Department of Education  
Capital Plaza Tower, 500 Mero Street  
Frankfort, KY 40601

Reference: Agreement No. 2015-168

Dear Mr. Harman:

The original and one copy of the Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the U.S. Department of Education. The rates agreed upon should be used for computing indirect cost grants, contracts and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

U.S. Department of Education  
OCFO / FIO / ICG  
Attention: Frances Outland, Rm. 6059  
550 12th Street, SW  
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any questions, please contact Nelda Barnes at (202) 245-8005 or [Nelda.Barnes@ed.gov](mailto:Nelda.Barnes@ed.gov).

The next indirect cost rate proposal based on actual data for the year ending June 30, 2017 is due by December 31, 2017. This proposal should be sent to the above address.

Sincerely,

(b)(6)

Frances Outland  
Director, Indirect Cost Group  
Financial Improvement Operations

Enclosures

550 12th St. S.W., WASHINGTON, DC 20202  
[www.ed.gov](http://www.ed.gov)

INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization**

Kentucky Department of Education  
Capital Plaza Tower, 500 Mero Street  
Frankfort, KY 40601

**Date:** MAY 3 1 2016

**Agreement No:** 2015-168

**Filing Reference:** Replaces previous  
Agreement No. 2014-179  
Dated: 1/15/2015

The approved indirect cost rates herein are for use on grants, contracts, and other agreements with the Federal Government. The rates are subject to the conditions included in Section II of this Agreement and regulations issued by the Office of Management and Budget (OMB) Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards under 2 CFR 200.

**Section I - Rates and Bases**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Predetermined	07/01/2015	06/30/2018	10.9%	MTDC	APwR

**Distribution Base:**

MTDC Modified Total Direct Cost - Total direct costs excluding equipment, capital expenditures, participant support costs, pass-through funds and the portion of each subaward (subcontract or subgrant) above \$25,000 (each award; each year).

**Applicable To:**

APwR The rates herein are applicable to All Programs including those that require a restricted rate per 34 CFR 75.563 and 34 CFR 76.563.

**Treatment of Fringe Benefits:**

Fringe benefits applicable to direct salaries and wages are treated as direct costs. Pursuant to 2 CFR 200.431, (b), (3), Paragraph (i), unused leave costs for all employees are allowable in the year of payment. The treatment of unused leave costs should be allocated as an indirect cost except for those employee salaries designated as a direct cost for the restricted rate calculation.

**Capitalization Policy:** Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$1,000.

## **Section II – Particulars**

**Limitations:** Application of the rates contained in this Agreement is subject to all statutory or administrative limitations on the use of funds, and payments of costs hereunder are subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rates agreed to herein is predicated on the following conditions: (A) that no costs other than those incurred by the Organization were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the Organization and allowable under the governing cost principles; (B) the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the Organization, and which were used as a basis for acceptance of rates agreed to herein, are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have been accorded consistent accounting treatment.

**Accounting Changes:** The rates contained in this agreement are based on the organizational structure and the accounting systems in effect at the time the proposal was submitted. Changes in organizational structure or changes in the method of accounting for costs which affect the amount of reimbursement resulting from use of the rates in this agreement, require the prior approval of the responsible negotiation agency. Failure to obtain such approval may result in subsequent audit disallowance.

**Provisional/Final/Predetermined Rates:** A proposal to establish a final rate must be submitted. The awarding office should be notified if the final rate is different from the provisional rate so that appropriate adjustments to billings and charges may be made. Predetermined rates are not subject to adjustment.

**Fixed Rate:** The negotiated fixed rate is based on an estimate of the costs that will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made to a subsequent rate calculation to compensate for the difference between the costs used to establish the fixed rate and the actual costs.

**Notification to Other Federal Agencies:** Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

**Audit:** All costs (direct and indirect, federal and non-federal) are subject to audit. Adjustments to amounts resulting from audit of the cost allocation plan or indirect cost rate proposal upon which the negotiation of this agreement was based may be compensated for in a subsequent negotiation.

**Reimbursement Ceilings/Limitations on Rates:** Awards that include ceiling provisions and statutory/regulatory requirements on indirect cost rates or reimbursement amounts are subject to the stipulations in the grant or contract agreements. If a ceiling is higher than the negotiated rate in Section I of this agreement, the negotiated rate will be used to determine the maximum allowable indirect cost.

**Section III - Special Remarks**

Alternative Reimbursement Methods: If any federal programs are reimbursing indirect costs by a methodology other than the approved rates in this agreement, such costs should be credited to the programs and the approved rates should be used to identify the maximum amount of indirect costs allocable.

Submission of Proposals: New indirect cost proposals are necessary to obtain approved indirect cost rates for future fiscal years. **The next indirect cost rate proposal is due six months prior to the expiration dates of the rates in this agreement.**

**Section IV - Approvals**

For the State Education Agency:

Kentucky Department of Education  
Capital Plaza Tower, 500 Mero Street  
Frankfort, KY 40601

For the Federal Government:

U.S. Department of Education  
OCFO / FIO / ICG  
550 12th Street, SW  
Washington, DC 20202-4450

(b)(4)

Signature

*Charles L. Harman*

Name

*Director Budget & Finance*

Title

*6-6-16*

Date

Signature

*Frances Outland*

Name

*Director, Indirect Cost Group*

Title

*MAY 31 2016*

Date

Negotiator: Nelda Barnes  
Telephone Number: (202) 245-8005

## Evidence Standards (study citations)

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## State Literacy Team Members • 2017-2018

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Sally Shepherd	KY Department of Education (KDE) School Readiness Branch Manager, representing birth to school entry.
Angela Gunter	Special Education Literacy Consultant, Green River Regional Education Cooperative, representing interventions.
Kelly Philbeck	Education Consultant, KY Department of Education, representing Literacy Design Collaborative.
George Hruby	Director of the Collaborative Center for Literacy Development (CCLD), a collaboration of colleges and universities that offers professional development from early childhood through adult education; CCLD also served as the external evaluator on KY's Striving Readers cohort 1 and 2 grants, as well as the state Read to Achieve grant and KY's Reading First grant, representing teacher, coach and leadership professional development.
Roland O'Daniel	CEO, The Collaborative for Teaching and Learning, representing professional development.
Pat Higgins	Kentucky State University, representing teacher preparation and Kentucky Reading Project.
Jean Wolph	University of Louisville, representing literacy preparation and Kentucky Writing Project.
Linda Hampton	Acting Executive Director, Governor's Office of Early Childhood Education.
Veda Pendleton	Kentucky Department of Education, equity lead.
Kim Willhoite	Principal, Clear Creek Elementary, Shelby County.
Danielle Burke	Teacher, Boyle County Middle School.
Amanda Hurley	Library Media Specialist, Henry Clay High School, Fayette Co.
Malaika Williams	Race to the Top Pre-school Coordinator, KY Department of Education.
Nawanna Privett	State Board of Education.
Cory Curl	Prichard Committee for Academic Excellence.

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## Budget Narrative File(s)

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\* **Mandatory Budget Narrative Filename:**

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To add more Budget Narrative attachments, please use the attachment buttons below.



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**Budget**

<b>Subawards to high-need districts</b>	<b>95.3%</b>	<b>\$23,750,010</b>
<b>Overall administration and evaluation</b>	<b>4.7%</b>	<b>\$1,183,137</b>
<b>Total amount requested</b>	<b>100.0%</b>	<b>\$24,933,147</b>



The Kentucky Department of Education requests \$24,933,147 over three years to serve more than 200,000 students and young children from Birth to Grade 12. Our budget includes:

- 95% for subawards directly to school districts with the greatest number/percentage of high-need students; and,
- 5% for overall administration and evaluation of the project, including:
  - ▶ KDE for project administration and leadership
  - ▶ CRRE subaward for project evaluation
  - ▶ CTL subaward for monitoring, facilitation and management

		Year 1 2017-18	Year 2 2018- 19	Year 3 2019-20
<b>1 Personnel</b>				
a	<b>Project Coordinator (Rogers):</b> KDE Instructional Specialist Jackie Rogers at 30% of time/salary (30% x \$75,000). Work includes general and fiscal oversight, report submission, dissemination, Staff and Contractor supervision, subgrant competition support, desk/site monitoring for compliance, and more. The Director will be the key contact for the project and will report to Associate Commission Dr. Amanda Ellis in the Kentucky Next Generation Learners division. A 2% increase in included in years 2 and 3 of the project.	22,500	22,950	23,409
b	<b>Subgrant Reviewers (20):</b> We will contract with up to 20 literacy specialists, early learning providers, and practitioners to serve on Subgrant Review Panels in April 2018. The review will take 3 days; reviewers will receive a stipend of \$150/day for reading, scoring, discussion and writing comments.	9,000	-	-
<b>Total, Personnel</b>		<b>31,500</b>	<b>22,950</b>	<b>23,409</b>
<b>2 Fringe Benefits</b>		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
a	<b>Project Coordinator (Rogers):</b> Estimated at 30% of salary, includes the Kentucky Teacher Retirement System, Health Care, Medicare, Life Insurance, etc.	6,750	6,885	7,023
<b>Total, Fringe Benefits</b>		<b>6,750</b>	<b>6,885</b>	<b>7,023</b>

3 Travel		2017-18	2018-19	2019-20
a	<b>Regional Technical Assistance:</b> KDE will host 3 Technical Assistance Sessions for districts, schools and partners as they develop their grant proposals (Jan-Feb, 2018). We anticipate the regional sessions will be in Frankfort (east), Bowling Green (south-central), and Eddyville (west). The Project Coordinator and other KDE staff will travel to each site for the day-long Technical Assistance session. We have estimated this expense for mileage (\$100/person), hotel (\$100/night hotel per person), and per diem (\$50 food per diem) for up to 5 project-linked staff members. Typically, KDE assistance sessions draw 80-125 people at each site, depending on the type of grant project. (\$250 x 5 people x 3 days)	3,750	-	-
b	<b>Peer Review Travel:</b> We will reimburse members of our Peer Review Panels for their mileage, hotel, and food expense, incurred during the 3-day review of subgrant applications. Reviewers will come from all areas of the state; therefore, we estimate mileage at \$100 roundtrip for each of our 20 panel members. Similarly, hotel will be at an average of \$100 per person, likely in Frankfort, KY. Food per diem is at \$50/day per person. (\$100 roundtrip mileage x 20 people + \$50 per diem x 20 people x 3 days + \$100 hotel x 20 people x 3 days)	11,000	-	-
c	<b>District Literacy Plan Development:</b> KDE staff (up to 5) and participants from up to 45 feeder systems (3 people from each) will participate in regional sessions related to District Literacy Plan development. Again, sites will likely be Frankfort (east), Bowling Green (south-central), and Eddyville (west). We use the state rate for mileage which is updated quarterly; in 2017, the rate has averaged 42 cents/mile. Again, hotel expense per night is an average of \$100/night per person. And we estimate meal per diem at \$50/day per person. Here, we estimate the expense for KDE staff and for subgrantees.			
	- <u>KDE Staff:</u> 5 project-linked KDE staff members x \$250/person [mileage, hotel, per diem] x 3 days	3,750	-	-
	- <u>Subgrant Recipients:</u> Up to 3 people from each of the 45 subgrantee sites will travel to a regional session. We estimate mileage only (\$100/person roundtrip) for these regional sessions. (\$100 x 3 participants per feeder system x 45 feeder systems)	13,500	-	-
d	<b>Summer Kick-off / Convening (early July 2018):</b> Subgrantees will meet in July for a one-day kick-off/convening with KDE staff, program providers and KDE staff, likely held in Frankfort. No travel costs are anticipated for KDE staff; however, KDE will cover the cost of subgrantee travel, as the Memoranda of Agreement (MOAs) may not be fully executed in early July. Therefore, we expect participants from up to 45 feeder systems (10 people from each) will travel to the one-day kick-off event from across the state. We will reimburse participants based on the state rate for mileage, which is updated quarterly; in 2017, the rate has averaged 42 cents/mile. Again, hotel expense per night is an average of \$100/night per person. And we estimate meal per diem at \$50/day per person. Here, we estimate the expense for subgrantees.			
	- <u>Mileage:</u> \$100 roundtrip x 45 sites x 10 people	45,000	-	-

	- <u>Lodging</u> : \$100/night per person x 45 sites x 10 people	45,000	-	-
	- <u>Per diem</u> : \$50/day per person x 45 sites x 10 people	22,500	-	-
e	<b>Regional Summer Convening (July 2019 and 2020)</b> : KDE will host subgrantees in July each year at one of three regional locations for a convening based on Improvement Science. District expense will be paid from district budgets, as MOAs are now in place. We anticipate the sessions will be in Frankfort (east), Bowling Green (south-central), and Eddyville (west). The Project Coordinator and other KDE staff will travel to each site for the day-long convenings. We have estimated this expense for mileage (\$100/person), hotel (\$100/night hotel per person), and per diem (\$50 food per diem) for up to 5 project-linked staff members. (\$250 x 5 people x 3 days)	-	3,750	3,750
	<b>Total, Travel</b>	<b>144,500</b>	<b>3,750</b>	<b>3,750</b>
<b>4 Equipment</b>		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
		-	-	-
	<b>Total, Equipment</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>5 Supplies</b>		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
		-	-	-
	<b>Total, Supplies</b>	<b>0</b>	<b>0</b>	<b>0</b>
<b>6 Contractual</b>		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
a	<b>Project Subawards (95% of project award to Districts)</b> : KDE will make subawards to 40-45 school districts of varying sizes. Subgrant amounts are based on the size of the feeder systems in each school district (applicant; fiscal agent) as described in the project narrative. The following allocations are estimated based on the numbers of anticipated successful proposals.			
	- <u>Small Subgrantees (5)</u> : Feeder systems with 6 or fewer schools and early learning partners. (5 subawards x \$250,000 in July 2018; 5 subawards x 190,000 in July 2019)	1,250,000	950,000	-
	- <u>Medium Subgrantees (30)</u> : Feeder systems with 7-12 schools and early learning partners. (30 subawards x \$290,000 in July 2018; 30 subawards x \$217,917 in July 2019)	8,700,000	6,537,510	-
	- <u>Large Subgrantees (10)</u> : Feeder systems with more than 12 schools and early learning partners. (10 subawards x \$360,000 in July 2018; 10 subawards x \$271,250 in July 2019)	3,600,000	2,712,500	-

b	<b>Evaluation Services (CRRE):</b> The Center for Research and Reform in Education (CRRE) at Johns Hopkins University will serve as Project Evaluator. Expenses noted here will be managed by CRRE and monitored by KDE (subgrant). The primary expenses include salary, fringe benefits, housing and data management of the project at CRRE, and estimated administrative costs.			
	- <u>Principal Investigator (10% FTE):</u> Steven M. Ross, Ph.D., will serve as principal investigator and will oversee all aspects of the project and completion of reports. (10% x \$140,000)	14,000	14,313	14,600
	- <u>Lead Statistician (10% FTE):</u> Alan Cheung, Ph.D., will serve as lead statistician and be responsible for analyzing data. (10% x \$26,950)	2,700	2,750	2,800
	- <u>Instrument Design (30% FTE):</u> Ceil Daniels is an instructional designer and will help with designing study instruments. She will also participate in meetings and help with preparing reports. (30% x \$77,037)	23,200	23,573	23,800
	- <u>Other CRRE Staff:</u> Other CRRE Staff, including research assistants, will be available to help with data cleaning, report writing, report review, etc.	11,865	11,129	10,565
	- <u>Fringe for CRRE Staff/Salaries:</u> Fringe at Johns Hopkins ranges from a low of 8% for part-time and student employees to a high of nearly 40%. Here, we use a flat estimate of 34% of salary costs.	17,600	17,600	17,600
	- <u>Other Expense:</u> For all projects, CRRE assumes expense for occupancy, which includes computer usage and technical support for the management and housing of data. The Center for Research and Reform in Education is located off campus and uses non-JHU office space. Under an approved CRRE policy, we charge 10% occupancy as a direct cost.	10,000	10,000	10,000
	- <u>Administrative Costs:</u> CRRE uses a rate of 26% to calculate the additional administrative costs typical to project evaluations.	20,635	20,635	20,635
c	<b>Site-Based Monitoring (CTL):</b> The Collaborative for Teaching and Learning (CTL) will support Monitoring Teams as they perform site-monitoring visits (walkthroughs) in spring 2019 and 2020. Costs include labor, supplies and travel for multiple members of CTL staff and contract specialists.			
	- <u>Labor:</u> Includes 173 days of effort per year spread across multiple areas. Each feeder system visited, for example, will have at least one early learning, elementary, middle school, and high school specialist as part of the area's Monitoring Team.	-	127,350	127,350
	- <u>Supplies:</u> Includes \$135/community for the Team's walkthrough supplies, including data collection and reporting materials.	-	3,100	3,100
	- <u>Travel:</u> Feeder systems will be located statewide. CTL will group site visits to limit mileage costs; lodging expense will comply to KDE policies regarding travel and overnight stays.	-	12,500	12,500
	- <u>Administrative Costs:</u> CRRE uses a rate of 31.25% to calculate the additional administrative costs typical to project evaluations.	-	44,672	44,672

d	<b>Project Management Support (CTL):</b> The Collaborative for Teaching and Learning (CTL) will support the project and, specifically, the Kentucky Literacy Team, through facilitation and staff support			
-	<u>Staff and Leadership:</u> CTL's Roland O'Daniel, CEO, and Literacy Specialist Dr. Ashley Perkins will provide overall facilitation and project management support. This is estimated at 20 and 14 days of additional staff time, respectively. Time will include assistance in project implementation as well as travel-related expenses.	46,920	46,920	46,920
-	<u>Kentucky Literacy Team Support:</u> CTL will support the State Literacy Team in working with the project, including:			
	<i>Kentucky Literacy Plan Review (2 days).</i> In November 2017, the Kentucky Literacy Team will meet to review and revise, if needed, the Kentucky Literacy Plan. The 2-day session will include KDE and CTL staff as well as state team members (up to 20 people anticipated overall). Expense for the 2 days will include labor, food, meeting space, printing and presentation supplies, and team and staff travel.	8,580	-	-
	<i>Review of 600 District and Local Literacy Plans (3 days).</i> In mid-June 2018, the Kentucky Literacy Team will meet to approve/request revision of the 600+ local literacy plans submitted by subgrantees, their partners and their schools. Again, we anticipate 20 team and staff members. Expense for the 3 days will include labor, food, meeting space, printing and presentation supplies, and team and staff travel.	13,400	-	-
	<i>Kentucky Literacy Team Project and Plan Review (2 days).</i> In 2020, the Kentucky Literacy Team will meet to review the impact of the project and literacy plan, then determine next steps. The 2-day session will include KDE and CTL staff as well as state team members (up to 20 people anticipated overall). Expense for the 2 days will include labor, food, meeting space, printing and presentation supplies, and team and staff travel.	-	-	8,580
-	<u>Administrative Costs:</u> CTL uses a rate of 31.25% to calculate the additional administrative costs typical to project evaluations.	21,531	14,663	17,344
	<b>Total, Contractual</b>	<b>13,740,431</b>	<b>10,549,215</b>	<b>360,466</b>
<b>7</b>	<b>Construction</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
		-	-	-
	<b>Total, Construction</b>	<b>0</b>	<b>0</b>	<b>0</b>

<b>8 Other</b>		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
a	<b>Meeting Space (KDE):</b> To keep costs reasonable and convenient for our school districts and partners, we conduct many of the meetings in regional locations. We will rent meeting facilities--likely at regional educational cooperatives, which are economical, easily accessible, and have appropriate technology support.			
	- <u>Regional Technical Assistance (3):</u> We will provide 3 sessions for districts, schools and partners who are working on subgrant proposals in Jan-Feb 2018. Anticipated cost is \$200/site for the day. (\$200 x 3 days)	600	-	-
	- <u>District Literacy Plan Development (3):</u> We will provide 3 sessions for districts, schools and partners to gather in spring 2018 to develop their plans. Anticipated cost is \$200/site for the day. (\$200 x 3 days)	600	-	-
	- <u>Summer Kick-off/Convening (1):</u> Representatives from each of the 45 feeder systems--up to 10 people from each district--will gather for a Year 1 kick-off in July 2018. Cost of a facility for 450 people is estimated at \$500/day x 1 day.	500	-	-
	- <u>Summer Convenings (3 sites):</u> KDE will provide convenings based on size of districts/feeder systems (large, medium, small). Each feeder system will bring their Local Literacy Teams, meaning as many as 300 educators at a single site. Therefore, we anticipate the daily cost @ \$500/day x 3 sessions.	-	1,500	1,500
	<b>Total, Other</b>	<b>1,700</b>	<b>1,500</b>	<b>1,500</b>
		<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<b>9</b>	<b>Total Direct Costs (lines 1-8)</b>	<b>13,924,881</b>	<b>10,584,300</b>	<b>396,148</b>
<b>10</b>	<b>Indirect Costs (10.9 percent as negotiated with the USDE):</b> Applied only to the KDE annual budget.	20,105	3,824	3,889
<b>11</b>	<b>Training Stipends</b>	-	-	-
<b>12</b>	<b>Total Costs (lines 9-11)</b>	<b>13,944,986</b>	<b>10,588,124</b>	<b>400,037</b>