U.S. Department of Education

Washington, D.C. 20202-5335

APPLICATION FOR GRANTS UNDER THE

STRIVING READERS COMPREHENSIVE LITERACY GRANT PROGRAM
CFDA # 84.371C
PR/Award # S371C110007
Grants.gov Tracking#: GRANT10862543

Closing Date: MAY 09, 2011

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OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission:
- [ ] Preapplication
- [x] Application
- [ ] Changed/Corrected Application

* 2. Type of Application:
- [x] New
- [ ] Continuation
- [ ] Revision

* If Revision, select appropriate letter(s):

* Other (Specify)

* 3. Date Received: 05/04/2011

4. Applicant Identifier:

5a. Federal Entity Identifier:

* 5b. Federal Award Identifier:

State Use Only:

6. Date Received by State:

7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: Kentucky Department of Education

* b. Employer/Taxpayer Identification Number (EIN/TIN): 610600429

* c. Organizational DUNS: 102594426

d. Address:

* Street1: 500 Mero St
Street2: CPT
* City: Frankfort
County: Franklin
* State: KY: Kentucky
Province:
* Country: USA: UNITED STATES
* Zip / Postal Code: 40422

e. Organizational Unit:

Department Name: Next Generation Learners

Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix: Mrs.
* First Name: Cindy
Middle Name: L.
* Last Name: Parker
Suffix:

Title: Literacy Coordinator

Organizational Affiliation: KY Dept of Ed

* Telephone Number: 502-564-2106
Fax Number: 502-564-6470

* Email: cindy.parker@education.ky.gov

Application for Federal Assistance SF-424 Version 02

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:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.371

CFDA Title:

Striving Readers

*** 12. Funding Opportunity Number:**

ED-GRANTS-031011-002

* Title:

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

13. Competition Identification Number:

84-371C2011-1

Title:

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

State, counties, cities, towns

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

KY Department of Education Application for SRCL grant

Attach supporting documents as specified in agency instructions.

Add Attachments | Delete Attachments | View Attachments

OMB Number: 4040-0004
Expiration Date: 01/31/2009

Application for Federal Assistance SF-424 Version 02

16. Congressional Districts Of:

* a. Applicant: KY-all
* b. Program/Project: KY-all

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

Add Attachment | Delete Attachment | View Attachment

17. Proposed Project:

* a. Start Date: 09/01/2011
* b. End Date: 06/30/2016

18. Estimated Funding ($):

* a. Federal	30,000,000.00
* b. Applicant	0.00
* c. State	0.00
* d. Local	0.00
* e. Other	0.00
* f. Program Income	0.00
* g. TOTAL	30,000,000.00

*** 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 03/31/2011.

☐ 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.)**

☐ Yes ☒ No

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: Dr. * First Name: Terry

Middle Name:

* Last Name: Holliday

Suffix:

* Title: KY Commissioner of Education

* Telephone Number: 502-564-3141 Fax Number:

* Email: terry.holliday@education.ky.gov

* Signature of Authorized Representative: Cindy Parker * Date Signed: 05/04/2011

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Standard Form 424 (Revised 10/2005)
Prescribed by OMB Circular A-102

Application for Federal Assistance SF-424 Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

U.S. DEPARTMENT OF EDUCATION

BUDGET INFORMATION

NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

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	$ 630,000	$ 648,900	$ 668,367	$ 688,418	$ 709,070	$ 3,344,755
2. Fringe Benefits	$ 189,000	$ 194,670	$ 200,510	$ 206,525	$ 212,721	$ 1,003,426
3. Travel	$ 202,500	$ 202,500	$ 202,500	$ 202,500	$ 202,500	$ 1,012,500
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 56,000	$ 56,000	$ 56,000	$ 56,000	$ 56,000	$ 280,000
6. Contractual	$ 28,500,000	$ 28,500,000	$ 28,500,000	$ 28,500,000	$ 28,500,000	$ 142,500,000
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 155,000	$ 155,000	$ 155,000	$ 155,000	$ 155,000	$ 775,000
9. Total Direct Costs (lines 1-8)	$ 29,732,500	$ 29,757,070	$ 29,782,377	$ 29,808,443	$ 29,835,291	$ 148,915,681
10. Indirect Costs*	$ 172,140	$ 175,875	$ 179,721	$ 183,683	$ 187,764	$ 899,183
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 29,904,640	$ 29,932,945	$ 29,962,098	$ 29,992,126	$ 30,023,055	$ 149,814,864

***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? [X] Yes [ ] No
(2) If yes, please provide the following information:
Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2011 To: 6/30/2014 (mm/dd/yyyy)
Approving Federal agency: [X] ED [ ] Other (please specify): _____
(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:
[X] Is included in your approved Indirect Cost Rate Agreement? or, [ ] Complies with 34 CFR 76.564(c)(2)?

ED Form No. 524

U.S. DEPARTMENT OF EDUCATION BUDGET INFORMATION NON-CONSTRUCTION PROGRAMS	OMB Control Number: 1890-0004 Expiration Date: 06/30/2005
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 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	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
2. Fringe Benefits	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
3. Travel	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
4. Equipment	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
5. Supplies	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
6. Contractual	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
7. Construction	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
8. Other	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
9. Total Direct Costs (lines 1-8)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
10. Indirect Costs	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
11. Training Stipends	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0
12. Total Costs (lines 9-11)	$ 0	$ 0	$ 0	$ 0	$ 0	$ 0

OMB Approval No.: 4040-0007
Expiration Date: 07/30/2010

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.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	* TITLE
Cindy Parker	KY Commissioner of Education
* APPLICANT ORGANIZATION	* DATE SUBMITTED
Kentucky Department of Education	05/04/2011

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
0348-0046

1. * Type of Federal Action:
- [ ] a. contract
- [x] b. grant
- [ ] c. cooperative agreement
- [ ] d. loan
- [ ] e. loan guarantee
- [ ] f. loan insurance

2. * Status of Federal Action:
- [ ] a. bid/offer/application
- [x] b. initial award
- [ ] c. post-award

3. * Report Type:
- [x] a. initial filing
- [ ] b. material change

4. Name and Address of Reporting Entity:

[x] Prime [ ] SubAwardee

** Name* KY Department of Education

** Street 1* 500 Mero St *Street 2*

** City* Frankfort *State* KY: Kentucky *Zip*

Congressional District, if known:

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency:
US DOE

7. * Federal Program Name/Description:
Striving Readers

CFDA Number, *if applicable:* 84.371

8. Federal Action Number, *if known:*

9. Award Amount, *if known:*
$

10. a. Name and Address of Lobbying Registrant:

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

b. Individual Performing Services (including address if different from No. 10a)

Prefix ** First Name* N/A *Middle Name*

** Last Name* N/A *Suffix*

** Street 1* *Street 2*

** City* *State* *Zip*

11. 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.

*** Signature:** Cindy Parker

***Name:** *Prefix* Dr. ** First Name* Terry *Middle Name*

** Last Name* Holliday *Suffix*

Title: Commissioner of Education **Telephone No.:** **Date:** 05/04/2011

Federal Use Only:

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Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

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.

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. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to**: U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

Add Attachment | Delete Attachment | View Attachment

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 $10,00 0 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 subjec t 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: Dr. * First Name: Terry Middle Name:

* Last Name: Holliday Suffix:

* Title: KY Commissioner of Education

* SIGNATURE: Cindy Parker * DATE: 05/04/2011

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: | * First Name: Cindy | Middle Name: | * Last Name: Parker | Suffix:

Address:

* Street1: 500 Mero Street
Street2: 19th Fl CPT
* City: Frankfort
County: Franklin
* State: KY: Kentucky
* Zip Code: 40601
* Country: USA: UNITED STATES

* Phone Number (give area code): 502-564-2106
Fax Number (give area code): 502-564-6470

Email Address: cindy.parker@education.ky.gov

2. Applicant Experience:

Novice Applicant ☐ Yes ☐ No ☒ Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #:

☐ No Provide Assurance #, if available:

Please attach an explanation Narrative:

Add Attachment | Delete Attachment | View Attachment

Project Narrative

Abstract Narrative

Attachment 1:
Title: Pages: Uploaded File: **1235-Project Abstract.pdf**

Project Abstract

The Kentucky Comprehensive Literacy Program (KCLP) is a partnership of the Kentucky Department of Education (KDE) and districts and other education providers committed to improving the literacy skills of children and youth, particularly those who are disadvantaged. The KCLP meets all components of the **Absolute Priority 1** in that is designed to improve school readiness and success through grade 12 in the area of language and literacy development for disadvantaged students. It meets **Absolute Priority 2** by having a project that is designed to collect, analyze, and use high-quality and timely data, especially on program participant outcomes to improve instructional practices, policies, and student outcomes in early learning settings and in elementary and secondary schools. In addition, it meets the **Competitive Preference Priority** by using technology, including the principles of Universal Design for Learning (UDL) to address student learning challenges to increase student engagement and achievement as well as increase teacher effectiveness. The effective use of technology is a critical tool for improving learning outcomes and for providing professional development.

Highly qualified project personnel will ensure that project objectives are met and provide reliable data. The **project objectives** are:

- Implement a Kentucky Literacy Team to develop, monitor, implement and continuously improve its comprehensive birth-grade 12 literacy plan
- Build the capacity of districts/schools/education providers to sustain implementation of the literacy plan implementation, including aligned curriculum, instruction and interventions; professional learning; multiple assessments, literate environments; and partnerships after the grant period has ended

• Gather, analyze and interpret reliable and generalizeable data about the effectiveness of implementation of the literacy plans to improve students' literacy learning outcomes to inform the larger community about effective literacy programs suitable for replication

Activities to meet the project goals include training and support of district/school/education provider Literacy Leadership Teams (LLTs), including literacy instructional coaches in the elements of effective literacy instruction and intervention; assessments to support the learning needs of students and to provide data to add to the body of research on literacy; and improved college- and career-readiness for Kentucky students.

Approximately 4,200 educators and 33,000 children and youth will be served by the project each year. Eligible districts, based on state reading test data and number of disadvantaged children and youth served, are located throughout the state and represent a full spectrum of size and demographics.

Proposed **project outcomes**:

- Strong Literacy Leadership Teams and plans in districts/schools/education providers to ensure literacy plan implementation, including aligned curriculum, instruction and interventions; professional learning; multiple assessments; literate environments; and partnerships
- Comprehensive approach to literacy Birth-Grade 12
- Coordination of State literacy initiatives and funding sources
- Improved student performance of participating districts/providers

Project Narrative

Project Narrative

Attachment 1:
Title: Pages: Uploaded File: **1237-KY Narrative Final.pdf**

Attachment 2:
Title: Pages: Uploaded File: **1238-App A References for SRCL.pdf**

Attachment 3:
Title: Pages: Uploaded File: **1239-App B Promising Practice Site.pdf**

Attachment 4:
Title: Pages: Uploaded File: **1240-App C LEA Assurances.pdf**

Attachment 5:
Title: Pages: Uploaded File: **1241-App E Subgrantee RFP draft.pdf**

Attachment 6:
Title: Pages: Uploaded File: **1242-App F Job Desc..pdf**

Attachment 7:
Title: Pages: Uploaded File: **1243-App G Sustainability Resource.pdf**

Attachment 8:
Title: Pages: Uploaded File: **1244-Appendix DEvaluation of Professional Learning Plans.pdf**

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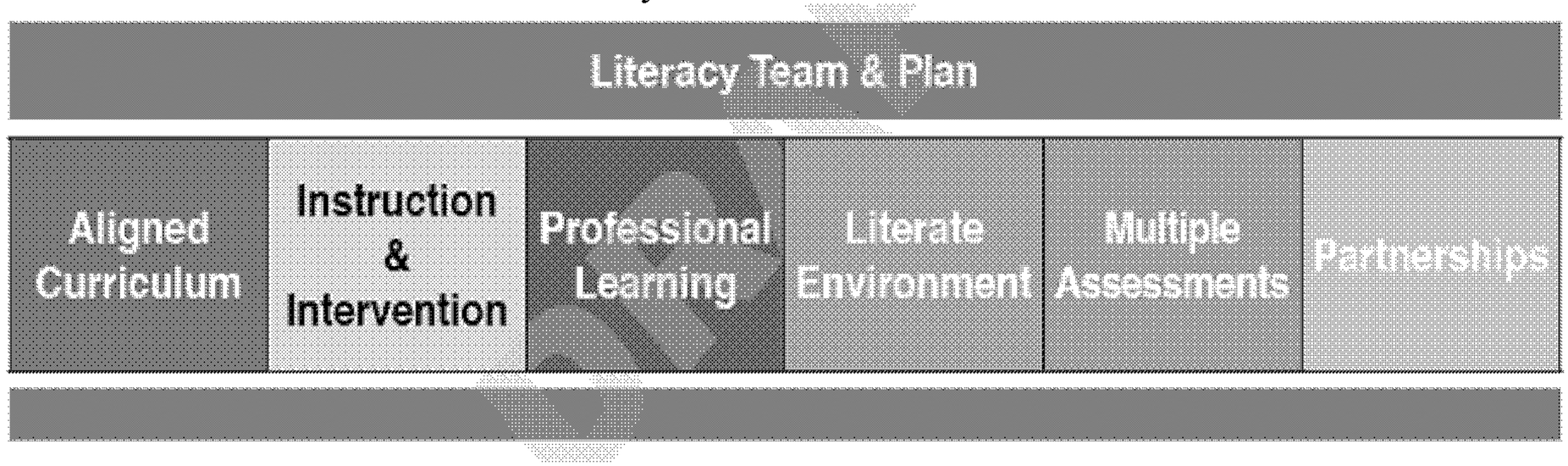
Quality of State-level Activities

Required State-level Activities

In September 2010, the Kentucky Department of Education (KDE) established a State Literacy Team to develop a comprehensive state literacy plan that will, for the first time, coordinate all of the past efforts and guide future efforts to improve literacy instruction and performance for all, but especially disadvantaged children and youth. The State Literacy Plan, developed by this team, addresses key components of school and district/community literacy plans as well as state responsibilities in supporting and monitoring those plans. All three plans are organized by the essential elements of the already developed and widely used *Literacy Program Effectiveness Review for Kentucky Schools* (PERKS). All levels of literacy planning are organized by the essential Literacy PERKS Elements (see Figure 1).

Figure 1
Literacy PERKS Elements



Elements of Effective Literacy Instruction in KY SRCL Plan

Kentucky's literacy plan is aligned with the Literacy PERKS elements, and LEAs and other partners have been provided resources and guidelines for high-quality implementation of each element. Districts participating in the grant will demonstrate comprehensive and coherent plans for implementing effective literacy instruction according to the alignment below (Figure 2).

Figure 2
Alignment of KY's Literacy PERKS to Components of Effective Literacy Instruction

Components of Effective Literacy Instruction ("Additional Requirements")	Literacy PERKS Elements
Professional development in literacy to meet the needs of disadvantaged students for both reading and English/Language Arts teachers, content teachers, and birth through age five providers	Professional Development *The school/provider provides research-based, results driven professional learning opportunities in literacy for staff and implements performance evaluation procedures in order to improve teaching and learning.*
Curriculum and instruction materials which are aligned with State standards and which incorporate technology and principles of universal design for disadvantaged children and for those with diverse learning needs	**Aligned Curriculum** *The curriculum is rigorous, intentional and aligned to promote student learning success. (Includes innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills.)*
Coherent assessment systems which are aligned with State standards and assessments, and which include: Valid and reliable screening measures or strategies; Valid and reliable diagnostic and progress-monitoring measures; systematic use of assessment data to inform instruction, professional development, interventions, and continuous program improvement; appropriate accommodations to ensure that all children and youth are reliably and accurately assessed	**Multiple Assessments** *Multiple evaluation and assessment strategies are used to monitor and modify instruction to meet student needs, including assessment of learning and assessment for learning. (Includes approved early care and education screenings and assessments to identify individual needs of children based on early language and literacy components of the Kentucky Early Childhood Standards; & use assessments to identify students who need differentiated literacy support, including students who are most at risk; at key transition points; gifted and talented)*
Interventions which ensure that all children and youth, including those who have mastered the material and those struggling with the material, are served appropriately	**Instruction and Intervention** ***Instruction**—includes motivation, engagement and interventions.*

	Core**-a literacy program or framework* *At the **birth-preschool** level, the core is the appropriate early literacy instruction all young children receive.* *At the **primary-middle** level, the core is the literacy instruction all students receive.* *At the **high school** level, the core is the literacy instruction all students receive through their content classes.* ***Motivation/Engagement *Motivation is the intensions, desires, goals, and needs that determine behavior. Motivation refers to the combination of effort plus desire to achieve the goal of learning plus favorable attitudes towards learning language (Gardner, 1985).* ***Interventions*** *An intervention is an educational practice, strategy, curriculum or program used to support students' needs beyond the core.*	3
Language and text-rich learning environments for birth through grade 12, which engage and motivate children and youth in speaking, listening, reading and writing	**Literate Environment** *The school/district functions as an effective learning community and supports a climate conducive to excellence.(Includes providing children and youth with literacy-rich experiences, books ,resources and models to facilitate reading, writing and communication skills development that meet the diverse needs of students.)*	
Continuous improvement marked by ongoing monitoring of programs and outcomes, including the effectiveness of professional development and of implementation and outcomes at the LEA or early childhood education provider, school, classroom and student levels.	**Literacy Team and Plan** *Includes features such as* • *State, district and local support* • *Literacy leadership (administration and teacher/coach)* • *literacy planning*	

	• *professional learning* • *community and family involvement*	4
.	**Partnerships** *The school/district works with families and community to remove barriers to learning and encourage attainment of literacy goals and meet the intellectual, social, career, and developmental needs of students.* *Kentucky's plan includes institutions of higher education (IHE) as collaborative partners in* *a) engaging members of Promising Practices Site literacy teams in graduate work* *b) developing reciprocal site-based teacher training that serves both current teachers and students preparing to become teachers*	

In support of school and district comprehensive literacy planning, KDE will

- Implement a Kentucky Literacy Team to develop, monitor, implement and continuously improve its comprehensive birth-grade 12 literacy plan.
- Align SRCL with current initiatives and state and federal funding sources (e.g., Leadership Networks for implementation of the Common Core State Standards (CCSS); Literacy Design Collaborative (LDC) work funded by the Bill & Melinda Gates Foundation for implementation of the CCSS; teacher effectiveness work; School Improvement Grant work/Centers for Learning Excellence; KY Writing Project Institutes and summer academies; KY Reading Project Institutes; English Language Learners (ELL) workshops/online learning; KDE cross-functional team. The cross-functional team will ensure that KDE-funded work incorporates literacy best practices and supports districts/school/providers in aligning their

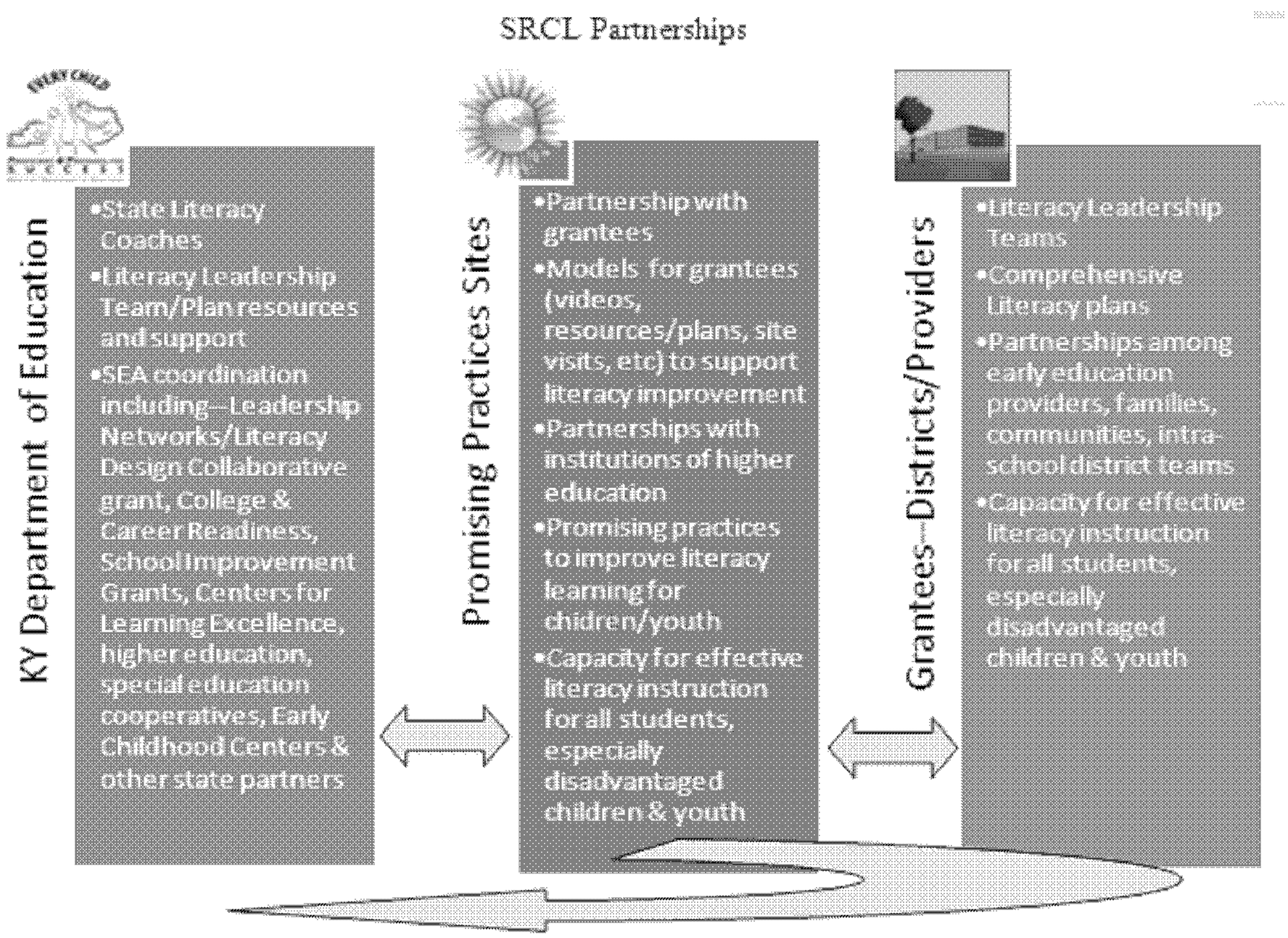
existing funds to support comprehensive school improvement, resulting in youth who are college and career ready.

- Make the process and results of the subgrant grant review publicly available by a state Request for Proposals (RFP) process.
- Ensure subgrant funds are used to
    - implement a comprehensive & coherent literacy program that serves students birth-grade 12 and include each of the components of effective literacy instruction.
    - Provide effective professional development in literacy, including instructional strategies for English Language Learners, Special Education, teachers of ELA or reading, teachers of other content areas, and providers for birth-age 5 education.
    - Use curriculum and instructional materials aligned with state standards, including components of effective literacy instruction and integration of technology and Universal Design for Learning (UDL).
    - Use coherent assessment systems aligned with state standards and assessments as well as valid and reliable screening, diagnostic and progress-monitoring, and use of data to inform instruction, intervention, PD and program improvement, and accommodations.
- Support schools/providers in implementing interventions for students who require acceleration opportunities as well as struggling students.
- Support schools/providers in providing language -and text-rich classroom, school, and early learning environments that engage and motivate children and youth in speaking, listening, reading and writing.

- Inform continuous improvement by monitoring program implementation and outcomes, including effectiveness of PD, and tracking implementation and outcomes.
- Provide state literacy coaches to support districts/schools/providers with professional development, resources and technical assistance to literacy leadership teams and district/school/provider literacy instructional coaches. The coaches (1 early education, 3 elementary, and 3 secondary) will
    - conduct workshops and literacy leadership institutes;
    - conduct site visits to provide on-site support;
    - meet with the literacy leadership teams at the districts/schools/providers sites; and
    - collaborate with the ELA regional content specialists who lead the teacher leadership networks in KY around implementation of the CCSS and assessment literacy.
- Support the state coaches through their own professional learning needs through participation in state and national conferences, on-line learning, book studies, etc. to build their capacity to provide resources and support to districts/schools/providers.
- Monitor professional learning, literacy plan implementation, data, and other program elements for impact and effectiveness through an evaluation plan and use the evaluation feedback to inform continuous improvement.
- Support **Promising Practice Sites**. Through an application and screening process (*see* ***Appendix B***), schools/providers will submit applications to be considered Promising Practice Sites (PPS). External reviewers will score the applications. Competitive preference will be given to sites that demonstrate that they successfully serve the literacy learning needs of disadvantaged children and youth. Once finalists are selected by reviewers, a scoring team (external reviewers) will conduct site visits to review and score the site, based on Literacy

Program Effectiveness Review (PERKS) Elements—*literacy team/plan, aligned curriculum/instruction and intervention, partnerships, professional learning, literate environment, resources, and multiple assessments*—to be considered a PPS. KDE expects to award up to 8 sites a PPS partnership. Awards will align with the 15/40/40 funding formula. These sites will provide support to KDE and the subgrantees through resources such as interviews, videos, example plans, visits among PPS and subgrantee sites for mentoring and observation, and IHE partnerships. In return, they will receive support to build on their promising practices to improve literacy learning for children and youth (see Figure 3). Kentucky is fortunate to have a strong history and partnership from past literacy initiatives, spanning early childhood through high school, to build into PPS.

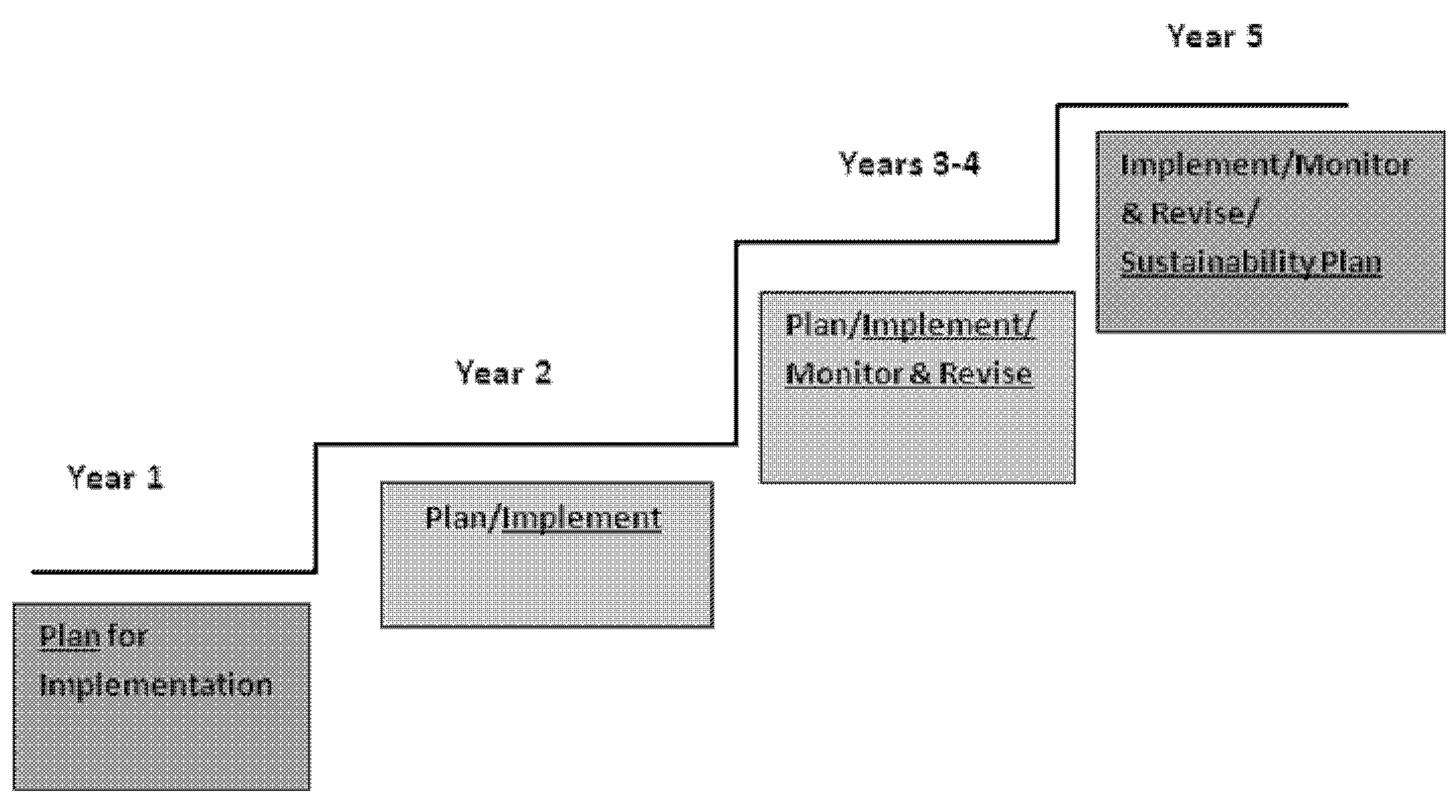
Figure 3

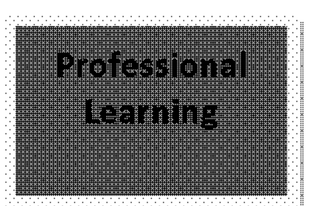


LEA/Provider plan

The Kentucky Department of Education will administer a subgrantee RFP for the districts identified in the eligibility section (see pg. 18). Among the assurances to which the districts must agree (*see* ***Appendix C***) are that districts, in coordination with early education provider(s) must develop a literacy leadership team and literacy plan (*see* ***Appendix C*** for list of recommended literacy team membership); each school in the district participating in the grant must also establish a school literacy leadership team and literacy plan. Year 1 of the grant (Jan 2012-July 2012) will focus on capacity building at the sites, with the support of state coaches and the site literacy teams. Year 2 (July 2012-July 2013) will focus on implementation of the literacy plans. See Figure 4 below for a five-year plan.

Figure 4
Five-Year SRCL Plan





A key aspect of developing and implementing the literacy plan is professional learning support to staff. Anders, Hoffman, and Duffy (2000) noted that professional development for

practicing literacy teachers is surprisingly underdeveloped. Common features that characterize quality professional development include

(a) providing intensive levels of support that sustained over time are important for success;

(b) support must be provided within the context of practice;

(c) opportunities and tools for teachers to truly reflect deeply on their practice;

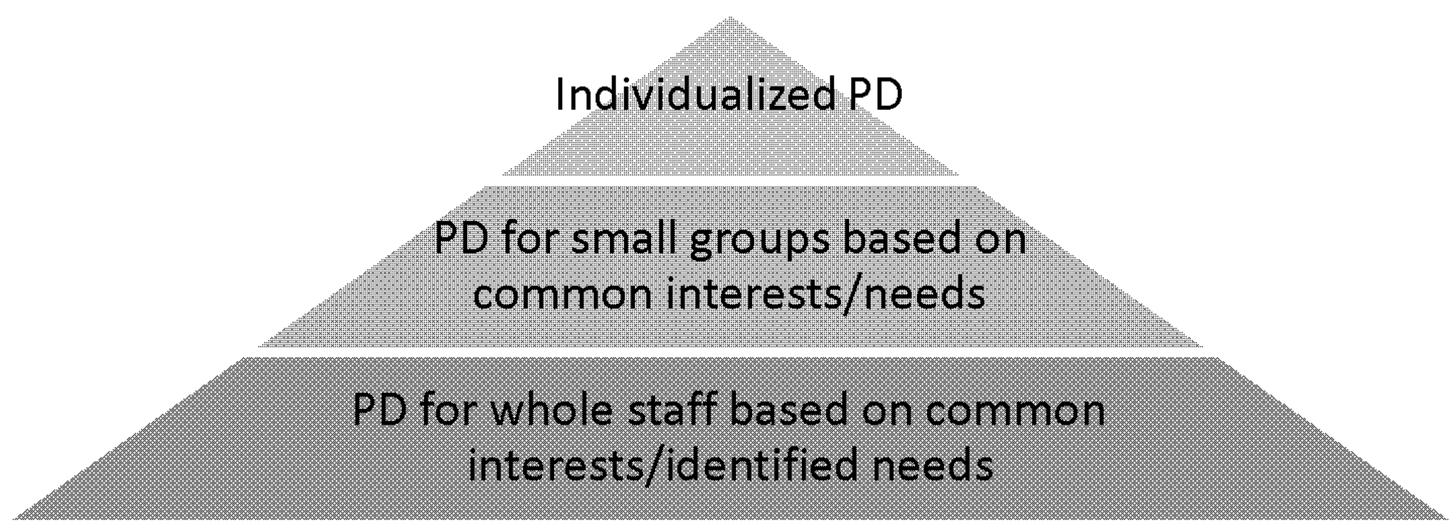
(d) deliberation, dialogue, and discussion;

(e) voluntary participation and choice; and

(f) collaboration among partners (i.e., university-based researchers, school-based teacher educators, and teachers).

Through support in planning by state coaches, the literacy leadership teams will develop and implement plans to evaluate the professional learning needs of staff using a tiered structure (see Figure 5 below). For information on evaluation of professional learning plans, see ***Appendix D***.

Figure 5
Professional Learning



Multiple Assessments

One area that districts and schools are likely to need support in is effective use of multiple assessments related to literacy. To be meaningful assessment must reflect the multidimensional nature of language and literacy learning and the assessments used should provide timely and useful information that is valid and reliable (International Reading Association, 2010). As well, efficient and coherent assessment systems must make use of a variety of assessments to accomplish different goals (International Reading Association, 2010). Screening tools are needed to identify students who might need further diagnostic assessment (Gersten, Compton, Connor, Dimino, Santoro, Linan-Thompson, & Tilly, 2008). Such assessments also provide aggregate data on the nature of student achievement. However, initial screening assessments are not valid or reliable when they are the sole means of determining the appropriateness or effectiveness of an intervention. Thus, ongoing progress monitoring must be used to evaluate the effectiveness of an intervention in a formative manner. Many perspectives exist regarding the optimal way to monitor progress. Many school districts are using curriculum-based measures (CBMs) that often consist of brief measures or oral reading fluency or maze tests. However, there is considerable debate about the technical adequacy of these measures in terms of their ability to measure accurately (Scanlon, 2011) and the U. S. Department of Education's Institute of Education Sciences actually rate the level of scientific evidence for this practice as low, although it is still recommended (Gersten et al., 2008). In particular, it is problematic to use constrained measures such as oral reading fluency, letter-naming, and letter-sound correspondence that often *correlate* with comprehension as a means of *predicting* later comprehension (Paris, Carpenter, Paris, & Hamilton, 2005). Thus, observational approaches may offer an alternative in which teachers can observe and record students engaged in authentic literacy practices in the classroom on a regular basis. Such practices might include maintaining

regular running records of students' reading, retelling, or checklists of literacy behaviors. KY's SRCL program will provide grantees with assistance in this area through the state coaches.

Promising comprehension assessments are being developed for emergent readers that use nontextual contexts (i.e., television and audiotape) to provide a valid measure of comprehension (van den Broek, Kendeou, Kremer, Lynch, Butler, White, & Lorch, 2005). As well, there are promising comprehension assessments being developed for more proficient readers that measure comprehension as a complex construct in a more valid manner that uses authentic reading materials and open-ended essay-like written responses. (Kintsch & Kintsch, 2005).

Partnerships

Another key component of KY's literacy plan and support to districts/providers is in the area of Partnerships, a key element of Literacy PERKS. Paul, Blosser and Jankubowitz (2006) note that successful literacy partnerships must have a core set of knowledge and skills and share a core philosophy.

Eight guiding principles form the basis for creating effective partnerships in literacy:

(a) engage in mutual problem solving and shared responsibility for literacy outcomes;

(b) establish common goals and priorities for students based on literacy strengths and needs;

(c) form partnerships that are nonhierarchical and based on coequal participation;

(d) recognize that collaboration is a dynamic process that must change and be responsive to the district's/school's/student's needs;

(e) respect different professional perspectives and contributions;

(f) make the literacy partnership a priority by sharing the workload and resources;

(g) establish realistic expectations for literacy partnerships; and

(h) celebrate successful literacy partnerships.

Paul, Blosser, and Janukbowitz (2006) further note that partnerships become endangered when a school's philosophy does not support collaboration, when different partners each have separate goals and expectations, when there is limited time for interaction and planning, when there are inadequate systems to support ongoing communication, and when varying partners lack sufficient preparation in literacy.

"Communities of practice are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly" (Wenger, 2006). The "Communities of Practice" model originated with the notion of situated learning and cognitive apprenticeships in learning theory (Lave & Wenger, 1991). This collaborative approach to building partnerships has been used extensively within business and government, and has been applied increasingly in school settings (Wenger, McDermott, & Snyder, 2002). In Communities of Practice partners aim to learn from one another, share with one another, and engage in mutually beneficial discussions. What distinguishes a "Community of Practice" from a "community" in general are three characteristics: (a) a shared domain of interest and commitment to that domain—in this case literacy; (b) a community that builds relationships/partnerships with one another aimed at learning from and sharing with one another; and (c) practice. The members of the community of practice are practitioners who collaboratively develop a set of shared resources (Wenger, 2006; Wenger, McDermott, & Snyder, 2002).

A community of practice model in schools means that literacy instruction is embedded in the classroom—for all partners. This means that all partners--whether they be children, parents,

classroom teachers, administrators, literacy coaches/literacy specialists, school psychologists, speech language pathologists, special education teachers, social workers, occupational therapists, university professors, or business partners—share a common responsibility (and accountability) to each other to learn with and share with one another within the literacy classroom.

Instruction

While implementing a comprehensive approach to literacy that accounts for the varied needs of learners from birth through graduation is a difficult task, it is essential that KY's plan is cohesive and focused on effective literacy instruction appropriate for each age span of learners. One component of this is reading comprehension. The Rand Reading Study Group defined comprehension as "the process of simultaneously *extracting* and *constructing* meaning through interaction and involvement with written language" (Snow & Sweet, 2003, p. 10). More recently the National Assessment Governing Board defined reading as "an active and complex process that involves: understanding written text; developing and interpreting meaning; and using meaning as appropriate to type of text, purpose, and situation" (NAGB, 2007, p. 2). Defining reading and comprehension in this manner reveals the complexity of the reading process and the critical importance of comprehension to that process. Teaching students to select and apply comprehension strategies as warranted by one's purpose for reading is essential for early readers (Shanahan, Callison, Carriere, Duke, Pearson, Schatschneider, & Torgesen, 2010) as well as adolescent readers (Biancarosa & Snow, 2006; Kamil, Borman, Dole, Kral, Salinger, & Torgesen, 2008; Torgesen, Houston, Rissman, Decker, Roberts, Vaughn, Wexler, Frances, Rivera, & Lesaux, 2007). Readers are strategic when they intentionally employ actions that will help them understand text and construct meaning (Afflerbach, Pearson & Paris, 2008; Almasi, 2003; Paris, Lipson, & Wixson, 1983; Shanahan et al., 2010). Thus, being strategic requires readers to be actively engaged while reading and consciously aware of a variety of strategies,

how to implement them, and when and where to use them so they can select strategic behaviors independently as warranted by the demands of the text, task, and reader's characteristics (Almasi & Hart, 2011; Afflerbach, Pearson, & Paris, 2008).

Those strategies that have been shown to facilitate comprehension most substantially include ***activating background knowledge/predicting; questioning, visualizing, monitoring comprehension, making inferences, identifying text structure*** and ***summarizing*** (Shanahan et al., 2010). Strategy instruction has a larger impact when readers are taught to use a set of multiple strategies flexibly as warranted by the demands of the text, task and the reader's characteristics rather than teaching strategies in isolation (Almasi, Palmer, Madden, & Hart, 2011; Dole, Nokes, & Drits, 2009; Edmonds, Vaughn, Wexler, Reutebuch, Cable, Tackett, & Schnakenberg; 2009; Gersten, Fuchs, Williams, & Baker, 2001; National Reading Panel, 2000; Pressley, 2000). These findings are consistent for all types of readers regardless of age and ability level (e.g., Brown, Pressley, Van Meter, & Schuder, 1996; Cantrell, Almasi, Carter, Rintamaa, & Madden, 2010; Palincsar & Brown, 1984).

The ability to understand, comprehend, and adapt to the demands of different genres, formats, and types of text involves the ability to recognize different text structures. When readers are able to recognize features of different types of text and genres it means that they are able to direct their attention to how the text is organized and structured, which facilitates memory and recall of text (Almasi, 2003; Goldman & Rakestraw, 2000; Pearson & Fielding, 1991; Shanahan et al., 2010). For narrative texts, teaching students to recognize story grammar elements (e.g., setting, character, plot, resolution) fosters memory and recall of text for both normally achieving readers, struggling readers, and readers with learning disabilities (Baumann

& Bergeron, 1993; Boulineau, Fore, Hagan-Burke, & Burke, 2004; Idol, 1987; Idol & Croll, 1987; Short & Ryan, 1984).

The Common Core State Standards, which KY has adopted and will begin implementing in the 2011-2012 school year, places a great emphasis on informational reading. For many reasons, recognizing informational text structures is especially difficult for readers. The linguistic features used in informational texts (e.g., use of present tense verbs, co-classification of objects, use of relational processes) differ from those used in narratives, which makes them more difficult to read (Pappas, 1991). As well, there are many ways in which informational text is structured (e.g., description, sequence, comparison, cause/effect, problem/solution) and most texts often use combinations of these structures, which makes it even more difficult to recognize the manner in which they are organized (Meyer, 1985). These facts, coupled with the fact that students are often not exposed to reading much informational text before third or fourth grade, means that informational text is particularly difficult for readers to comprehend. When readers are able to use their knowledge of these structures as an organizational strategy for encoding and retrieving information gained from the text, their memory and recall is enhanced (Englert & Hiebert, 1984; Hiebert, Englert, & Brennan, 1983; Meyer, Brandt, & Bluth, 1980; Meyer & Rice, 1984; Ohlhausen & Roller, 1988; Spivey & King, 1989; Taylor, 1980, Taylor 1982; Taylor & Beach, 1984). Nearly any form of instruction aimed at teaching students to recognize and use informational text structure will help comprehension (Pearson and Fielding, 1991). However, Armbruster, Anderson, and Ostertag's research (1987, 1989) has suggested that sound instruction teaches students how to recognize informational text structures by: (a) using format cues such as cue words, headings, subheadings, and paragraphs; (b) making concrete visual representations of how ideas are organized; (c) identifying common text structures; and (d) writing using these

structures. Emphasis on informational text structures and how to effectively navigate those texts will be a key emphasis in KY's SRCL plan to support district/providers in meeting the literacy needs of children and youth that can impact their college and career readiness.

Paratore, Cassano, & Schickedanz (2011) have noted that oral language knowledge, which is acquired at early ages, but is added on to and refined as children get older, has a dividend in grades 3, 4, and beyond in terms of achievement and may help prevent reading difficulties later. Vocabulary and oral language development are critical during the early years. Hart and Risley (1995) found that by age four the size of a child's vocabulary is determined primarily by the opportunities the child has to learn new words, rather than by ability. This means that the number of different words used by parents/guardians/caregivers and the total number of words spoken by parents/guardians/caregivers is of great importance to oral language development. Once children are literate they tend to add new word meanings at about the same rate; however, before they are literate their vocabularies often differ by several thousand words (Biemiller, 2006). Early language experiences must expose children to large quantities of talk on a moment-by-moment basis. Such oral language development must occur simultaneously with phonological development (Paratore, Cassaon, & Schickedanz, 2011).

As well, oral language and vocabulary experiences must endeavor to be conceptually dense and rich with exposures to rare words and complex words (Paratore, Cassano, & Schickedanz, 2011). When parents and teachers read books with children during read alouds or shared book experiences, texts that introduce children to new or unfamiliar topics, texts that use interesting or complex syntax, and texts that use rare or sophisticated words foster greater vocabulary and oral language growth than simplistic books (Paratore, Cassano, & Schickedanz, 2011). When

readings of these texts are repeated and surrounded by dialogic conversation that focuses on plot, language, and interesting words children's vocabulary is also more likely to grow.

The ability to recognize and decode words automatically is essential to proficient reading and relies on three types of information contained in words: (a) orthographic information contained in letters and sequences of letters, (b) semantic information derived from the meanings of words, (c) phonological information derived from the speech segments in spoken and written words (Adams, 1990; Roberts, Christo, & Shefelbine, 2011). Readers use all three types of information simultaneously to recognize and decode regularly and irregularly spelled words.

Motivation to read declines substantially as students move from elementary to middle school, particularly for struggling readers (Kamil et al., 2008). It is critical that classroom learning environments reflect the purpose and benefits of reading and writing in our daily lives including reading and writing for enjoyment, to perform tasks, and to learn and communicate new information (Biancarosa & Snow, 2006; Kamil et al., 2008; Shanahan, et al., 2010). Providing students with choices, challenging activities, and opportunities to collaborate with peers are research-based ways of enhancing students' motivation (Turner, 1995). In the classroom this means providing students with choice in term of the texts they read, the topics they research, the types of tasks to complete (e.g., reading, writing), the type of response to texts, and in places to read. Motivation is also fostered when students begin to attribute success to their own efforts. Because KY has a framework for secondary literacy intervention, the KY Cognitive Literacy Model, through its Striving Readers 2009 grant, elements of that model will be helpful in addressing the needs of adolescent struggling readers by its focus on motivation and engagement through project-based learning that integrates student choice, research, an emphasis on the comprehension strategies, and communication skills, including discussion and writing.

When students are interested and enthusiastic about learning they are more likely to put forth effort and persist (Deci & Ryan, 1985). When students become bored, frustrated, or anxious about their school work they become increasingly disaffected as years progress (Finn, Pannozzo, & Voekl, 1995; Roeser, Stroebel, & Quihuis, 2002). Three aspects are critical: competence, autonomy, and relatedness (Skinner, Furrer, Marchand, & Kindermann, 2008). Motivation for reading and writing is often reflected in a reader's habits and attitudes toward reading and writing.

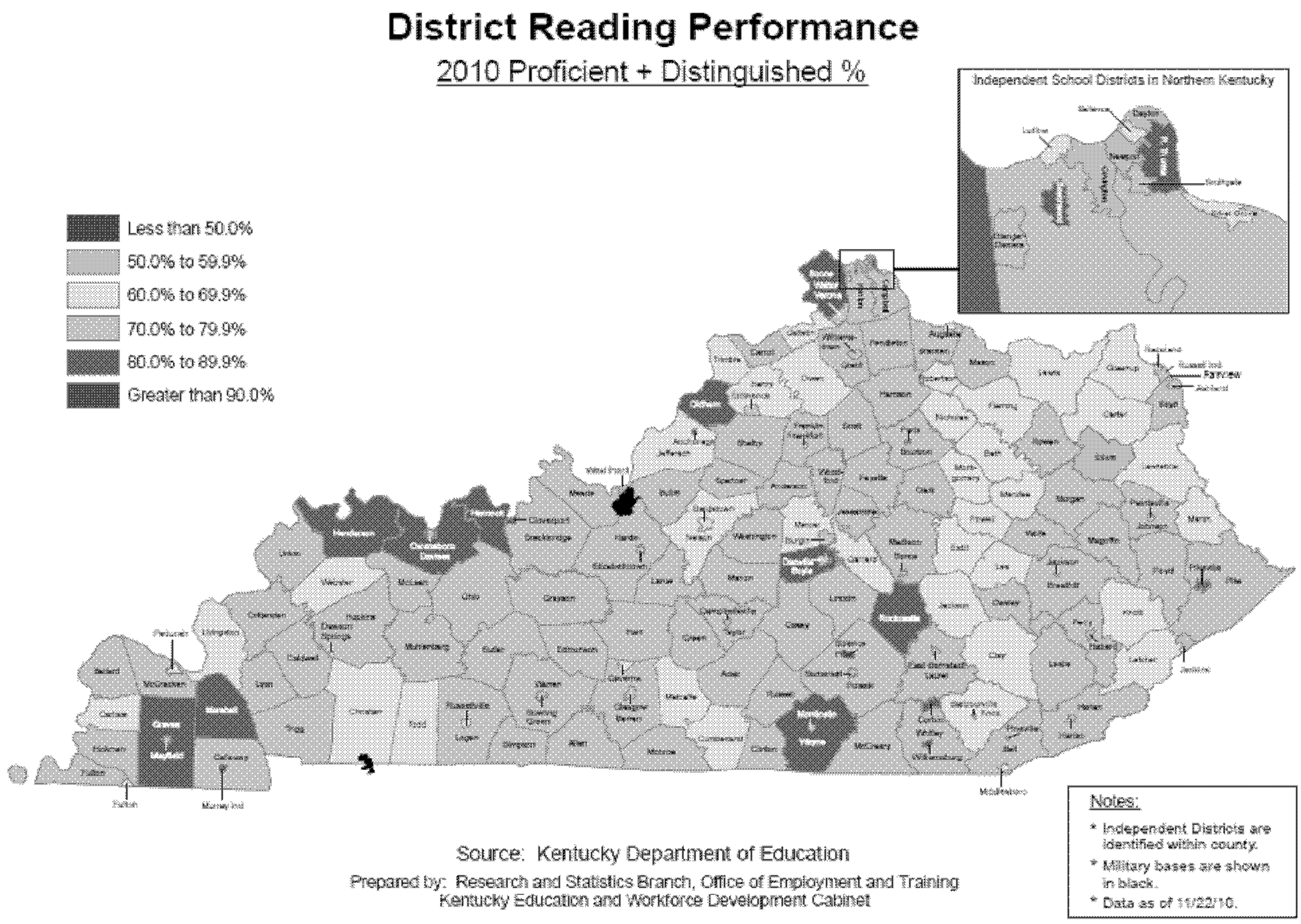
Goals for Improving Student Literacy Outcomes Throughout the State for All Students

Eligibility—

While Kentucky has shown steady growth in student achievement—it is the only state to show significant growth on both 4th and 8th grade NAEP Reading—it is clear that the state, districts, families and other partners have more to do to meet the needs of all students related to literacy. Based on 2010 State testing data, 53 Kentucky districts are eligible for SRCL funding, using the percentage of students scoring proficient or distinguished on the state's reading test. These 53 districts have 69.9% or fewer students scoring proficient/distinguished (See Figure 6). Of those districts, competitive preference will be given to those who show through data in their proposals, that they serve significant numbers of disadvantaged students.

The performance of Kentucky's students reflects national trends. Too many of our students are below proficient, and our progress is too slow toward the goal of proficiency for all. "Between 1971 and 2004, the reading levels of America's 17-year-olds showed no improvement at all" (Title I, 1009). In the last three years in Kentucky, high school growth in reading averaged less than 0.5 percent each year. The indicators for Kentucky's at-risk populations are even grimmer.

Figure 6



In 2009, 49 percent of Kentucky's high school students receiving free/reduced-price meals scored below proficient in reading; 56 percent of Kentucky's African-American high school students were below proficient in reading; and 72 percent of the state's high school students with limited English proficiency scored below proficient in reading (Kentucky Department of Education, *Interim Performance Report*, 2009).

The KDE's key strategic goal is to decrease the number of high school drop outs while increasing the number of students who graduate college and career ready. Meeting the increased text demands of college and workplace reading and writing is a core strategy to achieve this goal.

Kentucky Education Commissioner Terry Holliday has called on district superintendents and local board of education chairs to sign **a pledge to improve college and career readiness in their high schools**; every one of the 174 districts has signed. The pledge is asks districts to increase the rates of college and career readiness in their high schools by 50 percent by 2015. The "Commonwealth Commitment to College and Career Readiness" pledge includes a goal statement designed to be tailored to each school district based on their individual data. "College and career readiness is one of the most critical issues in Kentucky," said Holliday. "The very future of Kentucky's economy depends on our ability to prepare students for college and careers. We must not let our students down." (KDE, 2011). Districts have been provided with a ***workbook tool***, which can provide rich information to literacy teams in planning, to use in collecting information on:

1. **Collection and Use of Data**
   1a. Persistence to Graduate Tool

2. **Course and Assessment Alignment**
   2a. Implementation of Common Core Standards & Course Alignment
   2b. End of Course Assessments

3. **New Accountability Model**

4. **Targeted Interventions/EPAS**
   4a. Targeted Intervention Courses (Transitional Courses - State & District)

5. **Career Readiness Definition**
   5a. NAF Academies

6. **Acceleration**
   6a. Project Lead The Way
   6b. Advance Kentucky
   6c. Early College

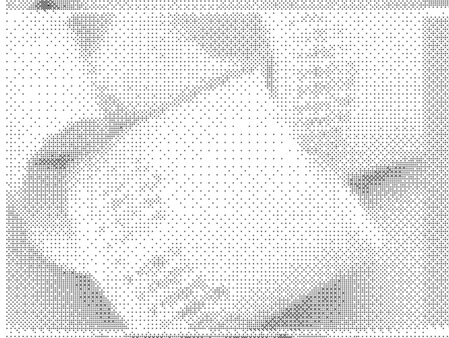
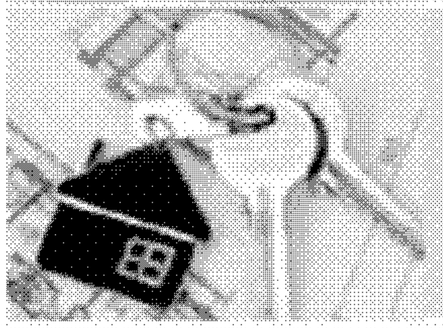
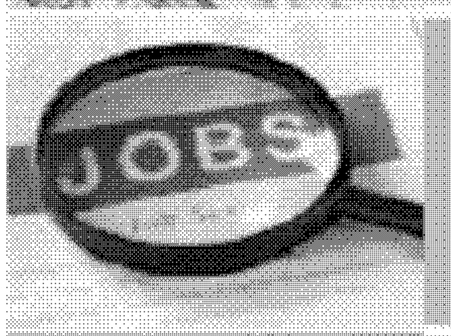
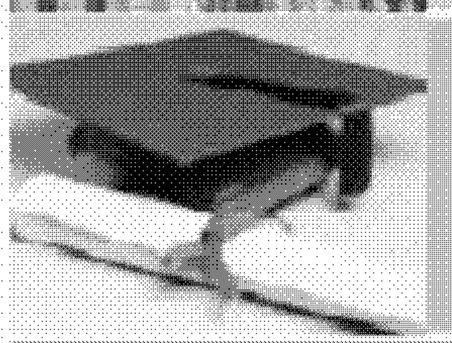
7. **Academic and Career Advising**
   7a. Use of virtual advising tool kit, including Individual Learning Plan (ILP)

8. **District 180—Turn Around Low Performing Schools**
   8a. SIG Initiatives
   8b. State Support

Based on data collected in the 2009-10 school year, 34 percent of Kentucky's public high school students are considered ready for college and careers. Kentucky has 215 high schools; 22 of these are considered among the nation's lowest-performing high schools (schools where fewer than 60 percent of freshmen progress to their senior year on time). 28 percent of Kentucky high school students do not graduate from high school on time with a regular diploma. According to the Alliance for Excellent Education (March 2011), "In Kentucky, an estimated 16,200 students dropped out from the Class of 2010 at great costs to themselves and to their communities. Cutting that number of dropouts in half for this single high school class could result in tremendous economic benefits to the state." Figure 7 shows the contributions that these 8,100 "new graduates" would likely make to Kentucky's economy.

As Kentucky's State Literacy Team met over the last several months, a clear focus developed for the State Literacy Plan from "lessons learned" from current and past literacy initiatives such as Reading First, Striving Readers, and the state-funded Read to Achieve grant. Those lessons, reflected in the LEA requirements (***see Appendix C*** for Assurances and ***Appendix E*** for draft RFP to districts), include leadership commitment and capacity-building; literacy planning that is implemented, monitored and adjusted; support from well-qualified literacy instructional leaders/coaches/specialists; supports for struggling students; and data analysis and reflection to guide planning.

Figure 7
Economic Impact

	$86 Million in Increased Earnings	Collectively, this single class of new graduates would likely earn as much as $86 million more in an average year compared to their likely earnings without a high school diploma.
	$66 Million in Increased Spending; $20 Million in Increased Investments	New graduates' increased earnings, combined, would likely allow them to spend an additional $66 million and invest an additional $20 million during an average year.
	$169 Million in Increased Home Sales; $8.2 Million in Increased Auto Sales	By the midpoint of their careers, these new graduates, combined, would likely purchase homes totaling in value of as much as $169 million more than what they otherwise would have spent without a diploma. In addition, they would likely spend up to an additional $8.2 million in vehicle purchases during an average year.
	600 New Jobs; $102 Million in Economic Growth	The additional spending and investments by these new graduates, combined, would be enough to support as many as 600 new jobs and increase the gross state product by as much as $102 million by the time they reach their career midpoints.
	$7.5 Million in Increased Tax Revenue	As a result of increased wages and higher levels of spending, state tax revenues would likely grow by as much as $7.5 million during an average year.
	Increased Human Capital	After earning a high school diploma, 36% of these new graduates would likely continue on to pursue some type of postsecondary educaton, but only 1,700 students, or 21% of all new graduates, are expected to complete their studies. Boosting the share of new high school graduates who complete postsecondary programs to 60%—President Obama's goal for the nation[1]—would increase the number of postsecondary graduates to 4,800.

State improvement goals

Through participation in the SRCL program, KY intends to improve the performance of participating districts/providers. For details see Evaluation section beginning on page 25.

Technical Assistance and Support to SRCL Subgrantees to Implement a High-quality Comprehensive Literacy Program and to Improve Student Achievement in Core Academic Subjects

As stated in *Literacy Plans for Kentucky Schools: A KDE & KRA Joint Position Statement*, "In order for schools to develop students who are literate, improvement must be a continuous goal led by the principal and a literacy leadership team. "Expertise in literacy is most beneficial when held collectively by the entire school community" (Irvin, Meltzer & Dukes, 2007). But expertise is not enough; schools must improve their ability to close the gap between knowledge and practice. We know that when a focus on systemic development of literacy exists, all aspects of "school" are affected by this shift, including "curriculum, instruction, assessment, policies and structures, resource allocation, teacher professional development, and school culture" (Irvin, Meltzer & Dukes, 2007)." A key foundational piece of KDE's SRCL plan is to build the capacity of districts/providers to impact changes in the areas stated in the quote above.

To develop and implement a Literacy leadership Team (LLT) and plan in each district/school/provider, as well as literacy instructional coaches to support implementation of literacy instructional practices in <u>every</u> classroom/setting, each grantee will receive essential support to improve student achievement in all core academic subjects. Literacy plans will ensure that each school/provider has a professional learning plan, as well as the other elements of Literacy PERKS, that builds the skills of educators to provide effective instruction and interventions to improve learning for all students. The LLTs and literacy instructional coaches will work both within and among the schools in the district to ensure alignment and cohesiveness to their plans and alignment to the district plans. Each district and their teams will be supported through state literacy coaches and Promising Practice Sites (PPS).

David Conley (2007) of the Education Policy Improvement Center states, "The most important thing a … school can do is create a culture focused on intellectual development of all

students." Research shows that in successful schools, faculty questions its own existing practice, rather than blames lack of student achievement on "external causes" (Glickman, 2002). With literacy planning, school leaders and literacy teams are able to help teachers broaden their thinking about literacy and share ownership of the change initiatives (Meltzer & Ziemba, 2006).

This is especially important at the secondary level of education. In recent years, gains have been made in getting young children off to a good start; "however, it is a serious mistake to assume that a good start is sufficient for producing competent readers [writers, and thinkers]. The ability to comprehend a variety of texts, to use sophisticated comprehension and study strategies, to read critically, and to develop a lifelong desire to read is not acquired entirely during the early years. A good start is critical, but not sufficient" (National Middle School Association, 2001). Research shows that secondary schools have fundamentally neglected specific instruction in literacy, especially across core subject areas. According to Irvin, Meltzer & Dukes (2007), this deficiency exists because

- Decision makers do not understand the complex nature of literacy learning.
- Secondary teachers are not trained to support students' literacy development.
- Resources have been put into early literacy reform efforts to the neglect of adolescent literacy.
- Literacy demands are higher than ever before. (Irvin, Meltzer & Dukes, 2007).

Kentucky adopted the Common Core State Standards for ELA, Mathematics, as well as the standards for literacy in core subject areas. This will require districts, schools/providers to ensure that reading and writing is integrated across the curriculum. To support them in this transition to more rigorous standards and instruction, the KY SRCL plan will assist districts/providers through their literacy leadership teams to work with staffs to model adult

learning that integrates leader development with the implementation of collaborative, evidence-based teaching practices. This will include a focus on:

- creating a culture of assessment practices to detect specific student gaps in reading and writing skills and to design or identify effective instructional interventions
- developing leaders' capacity to work effectively through school teams that use evidence to continually improve literacy achievement
- focusing on teachers' practice in diagnosing and addressing learning needs of all students, including those who struggle with reading and writing, ELLs, special needs children and youth, and those who perform above their peers.

Evaluation of KY's Progress in Improving **Literacy Achievement**

The evaluation strategies for SRCL have three primary objectives:

1. To assess the effectiveness of comprehensive literacy planning birth –grade 12
2. To inform the process of establishing collaborative relationships among all providers of educational opportunities to learners (early care, school system, out-of-school time, etc.)
3. To sustain continuing improvement of learners, especially disadvantaged learners

The SRCL evaluation will examine the effectiveness of literacy planning from three perspectives:

1. Literacy Plan implementation (particular emphasis on establishing and maintaining collaborative relationships between the community and school/district)
2. Achievement gains of all students
3. Achievement gains of disadvantaged students

4. Impact on increasing the numbers of disadvantaged learners ready for transitioning successfully at various points on the learning continuum

The following are the proposed ***evaluation questions*** and ***evaluation activities*** for each of the perspectives:

Evaluation Questions

State/ district/school implementation plan

- How is the plan to implement literacy Birth-Grade 12 carried out at the SEA, LEA and school/community level?
- How effectively and efficiently does the implementation plan meet the literacy needs of the SEA and local community?
- What aspects of the implementation plan contribute to the programs success?
- What aspects of the implementation plan need to be improved or modified?
- What changes in literacy instruction have resulted from undertaking the comprehensive literacy plan?
- What evidence of change is there in the way literacy is planned, implemented and assessed?
- What instructional materials and programming are being used to support the literacy plan?
- What evidence is there that the materials/programming contributes to improved literacy achievement?

Achievement gains

- How has literacy planning successfully narrowed the literacy achievement results for all learners-particularly the disadvantaged?
- What are the contributing factors to the success of the literacy plan in narrowing the achievement gap?

Transition points

- What are the factors in the literacy plan contributing to a successful literacy experience, particularly for the disadvantaged learner at these points—

  - ✓ Birth to age three
  - ✓ Three to five
  - ✓ Five to eight
  - ✓ Eight to eleven
  - ✓ Eleven to thirteen
  - ✓ Thirteen to sixteen
  - ✓ Sixteen to eighteen

- What do the major stakeholders regard as being significant change factors at these transition points in literacy practices as outlined in the literacy plan?

KDE will collect and monitor GPRA measures as a part of evaluation activities. For early childhood education, the Kentucky Early Childhood Data System (KEDS) was developed and implemented to support state level aggregate reporting on the degree to which children exiting public preschool have met the state Early Learning Guidelines (Standards). The measurement of child progress on state standards is achieved by analyses of individual items on approved Curriculum Based Assessments (CBA). For young children, CBAs are appropriate measures with which to collect children's achievement data and to monitor progress toward outcomes (Salvia & Ysseldyke, 2007) in authentic, inclusive settings (Neisworth & Bagnato, 2005). For children in the Kentucky Preschool Program, assessment data are collected at program entry and exit to determine progress across 11 standards and 44 Benchmarks that cover 8 domains of learning (e.g., Language Arts, Mathematics, Science, etc.). Beginning Spring 2012, district level reports will be made publically available on the percentage of children exiting preschool programs who have met the early childhood standards.

To support the goals of the Striving Readers Comprehensive Literacy Program related to the GPRA indicator on the *percentage of participating 4-year-old children who achieve significant gains in oral language skills,* Benchmarks under the Language Arts Standards have been selected

for measuring progress based on assessment data collected through KEDS. These Standards and Benchmarks include:

- Standard 1: Demonstrates general skills and strategies of the communication process.
    - Benchmark 1.2: Uses language (verbal, signed, symbolic) for a variety of purposes.
    - Benchmark 1.3: Communicates with increasing clarity and use of conventional grammar.
- Standard 3: Demonstrates general skills and strategies of the reading process.
    - Benchmark 3.6: Tells and retells a story.

For elementary, middle and high school measures, KDE will use state testing data in reading. Additionally, the KDE state literacy coaches, project coordinator and data consultant will work with sites to collect and analyze additional measures of progress using common assessments and analysis of student work.

Dissemination of Information on Project Outcomes

One of the roles of the project coordinator and data consultant is to analyze and provide reports tailored to various stakeholder groups (e.g., families, educators, school boards. researchers, state leaders). Having reports and presentations that meet the needs of various audiences is important in supporting the work of the Literacy Leadership Teams in messaging and gaining continued buy-in and support for their plan and work. It also enables KDE to leverage support with internal and external partners; for example, presentations and reports to the state board of education and legislators build understanding and support of the work.

Quality of the State Subgrant Competition

LEAs/Providers will demonstrate in their application that they have the capacity, with support from KDE and Promising Practice Sites, to implement the KY SRCL plan. By adhering to KDE's grant requirements outlined in the assurances, LEAs/providers will follow a systematic plan for literacy planning, implementation, monitoring and feedback. Research shows that "{I}mplementation is a process that takes two to four years to complete in most provider organizations. It is a recursive process with steps that are focused on achieving benefits for children, families, provider organizations, human service systems, and communities." (Fixson & Blase, 2009). Fixson and Blase outline six functional stages of implementation: *exploration, installation, initial implementation, full implementation, innovation,* and *sustainability*. "The stages are not linear as each impacts the other in complex ways. For example, sustainability factors are very much a part of exploration and full implementation directly impacts sustainability. Or, an organization may move from full implementation back to initial implementation in the midst of unusually high levels of staff turnover." (Fixson & Blase, 2009). Given this process and the various stages that each site may be experiencing, state level support will be flexible and adaptable to meet the needs of the LEAs/providers while still adhering to the grant requirements and assurances.

Requiring each LEA to have a district literacy lead to work with the school/provider literacy teams and leads ensures a unified and cohesive approach to planning and implementation of the grant, as well as coordination with the state. "The goal of implementation is to have practitioners…use innovations effectively. To accomplish this, high-fidelity practitioner behavior is created and supported by core implementation components (also called "implementation drivers"). These components are staff selection, pre-service and in-service training, ongoing

coaching and consultation, staff performance evaluation, decision support data systems, facilitative administrative supports, and system interventions. These interactive processes are integrated to maximize their influence on staff behavior and organizational functioning. The interactive core implementation components also compensate for one another in that a weakness in one component can be overcome by strengths in other components." (Fixson & Blase, 2009).

High-quality literacy program

All districts/providers selected from the RFP process must adhere to the requirements of high-quality literacy programs outlined in the Quality of State-level Activities section. For details on the requirements refer to a draft of the subgrantee RFP (Appendix E). One of the criteria for selection is to show how other funding sources are aligned to support the SRCL program. If a district receives Title I funds, SIG funds, etc., they will need to show how the use of those funds are aligned to support the Literacy Leadership Team and literacy plan.

Alignment of Activities with Other Funds

One of the requirements of districts applying is that through their assurances and narrative, they demonstrate how they are aligning other funding sources and initiatives with their comprehensive literacy plans. Likewise, KDE will do the same at the state level. The KDE has cross-functional teams throughout the agency that meet monthly to assure alignment of time, resources and information across the various federal, state and department initiatives. For example, the School Improvement Grants, out of the Title I office, require that all SIG schools have a literacy and mathematics improvement plan. Another KDE office provides support, in the form of turn-around specialists in leadership, literacy and mathematics to the lowest performing schools. And yet another KDE office provides resources and professional learning around effective literacy and mathematics planning and instruction. If coordination did not exist

internally, these supports could not be provided in a coherent way to the SIG schools. So, like the schools, KDE has to coordinate its resources—monetary and human capital—to have the strongest impact on literacy.

Another way in which KDE will align work to support literacy is through ELL and Title III services. In partnership with eLearning Kentucky, Title III offers two virtual courses, the Elementary English Learner Academy and the Secondary English Learner Academy. Participants receive all course materials and are offered a stipend to participate in the courses. Each 7-week course contains three units with each unit covering two weeks and is an online collaborative professional development opportunity between the Eastern Stream Center on Resources and Training (ESCORT) and KDE. Facilitated by four highly qualified EL educators, the ELA course is facilitated, interactive, immediately relevant to the classroom, and media rich. Units 3 and 4 address evidence-based instructional strategies and best practices specifically for improving ELs' literacy skills. Course participants interact in the professional learning community and discuss immediate implementation of the skills under study and the impact on student learning they observe and document. Tracking of data is ongoing and will be used for participant self-evaluation and reflection to aid refinement of practice and fidelity of implementation. The Title III program will use this data for planning future professional development offerings to help schools to improve the language acquisition and academic achievement of ELs, particularly since most of Kentucky's schools do not have an ESL teacher. Providing this resource to support SRCL program schools is one way to ensure alignment of work to achieve improved learning for children and youth.

Kentucky's Title III program also aligns work to support literacy by funding the training of educators in how to use the *World-class Instructional Design and Assessment (WIDA)*

Standards, which are Kentucky's English language proficiency standards required for teaching and assessing the academic language of *all* the content areas. The assessment based on these standards, or ACCESS for ELLs® is used to measure the academic English of language arts, social and instructional language, science, social studies, and math. The assessment yields a literacy proficiency level result based on reading (50%) and writing (50%) and Kentucky requires a minimum score of 4.0 or higher for a student to exit the EL program services.

Furthermore, when the WIDA consortium releases the results of its current alignment study between the WIDA standards and the Common Core State Standards (expected in 2011-2012), Kentucky teachers will be provided instructional and progress monitoring materials for improving literacy for this diverse population of students. Through accountability for Title III, districts that fail to meet the Annual Measurable Achievement Objectives for ELs must submit an improvement plan that specifically addresses how they will improve the language acquisition and academic achievement of ELs using Title III funds received. Title III funds are used to provide training for literacy improvement through WebEx, workshops, district coordinator meetings and conferences sessions. KDE will align these and other resources and opportunities for its SRCL plan for LEAs/providers in order to improve literacy outcomes for disadvantaged students.

Figure 8 below shows examples of services coordinated at KDE to provide KY districts/schools/providers services to meet the learning needs of children and youth.

Figure 8
State-funded Services

Early Childhood	
Pre-kindergarten (preschool) children enrolled in state-funded	25,721 (includes children who meet eligibility criteria and children served through district funds or tuition)

programs	
Number of students enrolled in Kentucky Head Start programs	17,808
Pre-kindergarten state budget	$72.5 million [FY 2011]
Types of kindergarten programs offered by school districts	Full day --160; half day -- 11; both – 3 [2010-11]
Student Programs	
Percent of individuals eligible for free or reduced-price meals in public schools (includes K-12 students; preschool/Head Start students; some adults who qualify through the National School Lunch Program)	55% [as of October 2009]
Number of exceptional children ages 3-5	18,865 [as of December 2009]
Number of exceptional children ages 6-21	87,181 [as of December 2009]
Number of students qualifying for Gifted & Talented services	111,275 Primary Talent Pool (K-3): 24,045 Formal ID (4-12): 87,230
Gifted & Talented state budget	$6.9 million [FY 2011]
Number of public schools operating Title I projects	873 [2010-11]
Number of schoolwide Title I programs (those that serve all students in a school)	822 [2010-11]
Number of Title I targeted assistance programs	51
Title I funding – Part A	$226.5 million [FY 2010]
Title III funding for immigrant services	$359,430 [2010-11]
Districts receiving Title III immigrant funding	10 [2010-11]
Students receiving Title III funded immigrant services	5,875* [2010-11] *(number not comparable to previous years – preschool immigrant students no longer included in count per USDE)
Title III funding for limited English proficiency (LEP) services	$3.0 million [2010-11]
Districts receiving Title III funding for LEP services	62 (includes 28 individual sub-grantee districts and 34 districts that are members of consortia)
Students receiving Title III funded LEP services	14,722 [2010-11]
State funding for LEP students	$5.7 million [2010-11]
Number of students qualifying for state-funded LEP services (NOTE: the criteria for state and federal funding differs.)	15,501 [2010-11 base total]
Languages, other than English, spoken by students with limited English proficiency	110 Spanish -- 60% Japanese -- 3% Arabic -- 3% Mandarin Chinese -- 3%

	Others -- approximately 31%
Number of family resource/youth services centers (FRTSCs)	818 (420 family resource; 269 youth services; 129 combined)
Number of schools served by FRYSCs	1,170
Number of students enrolled in schools served by FRYSCs	619,541
Number of Community Education directors	100
Number of school districts served by Community Education programs	148
Students served in ESS programs during the school year (not including summer programs)	108,320
State funds allocated for ESS programs	$12.7 million [FY 2011]

Priority to Subgrantees that propose to Serve High-poverty Schools/Populations

Kentucky's SRCL program will give competitive preference of 5 points in the RFP (see draft RFP in Appendix E) to districts that demonstrate that they serve high poverty and high-risk populations. Their applications will also need to demonstrate that they have an evidence-based and data-driven plan to address closing the achievement gap for the populations they serve.

Priority to Subgrantees whose Applications are Supported by Strongest Available Evidence

The KDE's application process ensures that districts/providers are aligning their plans to Literacy PERKs, which is research-based and aligned to the "Additional Requirements" of the US DOE application. Additionally, the applications require districts/providers to base their applications on literacy data and assessments, including services to disadvantaged students.

Alignment with State Standards, Curricula, and Materials

Kentucky has a strong history of providing support for literacy instruction (See Figure 9 for a list of state legislation in support of literacy).

Figure 9
KY Literacy Statutes

Kentucky Statute	Relation to Literacy
KRS 158.6453 Assessment of Achievement Goals	Develop and use continuous assessment strategies, including diagnostic assessment at all levels
KRS 158.6463 Assessment of achievement goals	Report to parents on 5th grade students' readiness in reading and mathematics, including a plan for accelerating those with learning deficiencies
KRS 158.6459 Intervention strategies for accelerated learning – Individualized learning plan – Retake of ACT	Develop accelerated learning plans for high school students not ready for postsecondary English, reading and mathematics
KRS 158.6453 Assessment of achievement goals	Develop accelerated learning plans for high school students who require additional assistance in reading
KRS 158.649 Achievement gaps	Use professional development funds to address achievement gaps
KRS 158.840 General Assembly Findings and Intent – Importance of Student's Reading and Mathematics Skills in Achieving Scholastic Goals – Roles of Statewide Entities in Improving Student Achievement	Establish reading and mathematics proficiency as gateway skills for Kentucky students to achieve the academic goals established in KRS 158.6451
KRS 158.840 General Assembly Findings and Intent – Importance of Student's Reading and Mathematics Skills in Achieving Scholastic Goals – Roles of Statewide Entities in Improving Student Achievement	Require colleges and universities to provide high-quality teacher preparation and continuing education programs in reading and mathematics
KRS 158.6453 (SB 1) Definitions -- Assessment of achievement of goals -- Revision of academic content standards -- Components -- Criterion-referenced and norm-referenced tests -- Program assessments -- High school and college readiness assessments -- ACT and WorkKeys -- Accommodations for students with disabilities -- Assessment design -- Reporting timelines -- Biennial plan for validation studies -- Local assessment -- School report card -- Individual student report -- Inappropriate test preparation prohibited	Require revision and dissemination of content standards; program reviews in writing; and Site-based Decision-making Councils (SBDMs) to develop and implement writing policies that address the use of the portfolio for determining a student's performance in: a. Communication; b. Grading procedures and feedback to students regarding their writing and communication skills; c. The responsibility for review of the portfolios and feedback to students; and d. Other policies to improve the quality of an individual student's writing and communications skills.
KRS 158.791	Establishes reading proficiency as "a gateway skill for all Kentucky students to achieve the academic goals established in KRS 158.6451. It is Kentucky's goal that all children learn to

	read well before exiting the primary program and that all middle and high school students have the skills necessary to read complex materials in specific core subjects and comprehend and constructively apply the information."
SR 100 (2011 Session)	Establishes a resolution recognizing February 24, 2011, as Literacy Day at the Capitol, and honoring the staffs of the Collaborative Center for Literacy Development and the Reading Recovery Program for their efforts to promote literacy and address the diverse needs of all learners through research and professional development.

Kentucky has a strong system of support for alignment to and implementation of the Common Core State Standards (CCSS). Senate Bill 1 (2009) mandated that KDE revise its content standards so that they were fewer, clearer and deeper. At the same time, KDE was charged with revising its assessment system to align with these changes, and also to work with higher education and other state partners to plan and implement all of the changes. As a part of the CCSS development, KDE along with Kentucky educators reviewed and provided input on each draft of the standards and was the first state to adopt the CCSS.

Beginning in the summer of 2010, KDE implemented Leadership Networks across the state to begin the work of understanding and planning for implementation of the new English Language Arts and Mathematics standards, which are required by the state legislature to be implemented and assessed beginning with the 2011-2012 school year. The Network structure includes networks for teachers, for principals, and for instructional leaders. The Teacher Leadership Networks include three teachers from each district who meet monthly at one of eight regional education cooperative sites. The meetings are led by network facilitators, which include a KDE content consultant, a regional content specialist, education cooperative staff and higher education faculty. In year one, the teachers have learned how to deconstruct the standards; implement formative assessment practices; engage students in rigorous, congruent learning

experiences using the standards and characteristics of Highly Effective Teaching and Learning; and built their own skills as leaders by working as leadership teams in their districts.

These meetings will continue over a three-year period; the focus of the year two meetings is implementation of the standards, including the Literacy Design Collaborative (LDC) framework, funded by the Bill and Melinda Gates Foundation. The LDC framework will support implementation of the standards through an integrated approach that combines rigorous reading and writing tasks and modules, formative assessments practices, all embedded in units.

The SRCL program is aligned to the goals of the Networks and is another means by which KDE will provide support and services to the subgrantee districts. By understanding and aligning work and funding to existing structures of support and information such as the Networks, the state literacy coaches and KDE staff will be able to further build the capacity of the subgrantees to implement the standards, track data on student performance, and improve the literacy learning of children and youth.

Senate Bill 1 (2009) also requires all schools to implement Program Reviews in Writing/Communications, Practical Living/Career Studies, and Arts and Humanities; these Program Reviews will be included as a part of Kentucky's new accountability system beginning with the 2011-2012 school year. Evidences from teacher and student work, professional learning, assessments and leadership support and monitoring are some of the key components of the Program Reviews that will be integrated into the SRCL grantees literacy planning work.

Case studies show that the state also must support successful literacy reform efforts through a "sophisticated blend of pressure and support" (Fullan, et. al, 2001). According to *Time to Act*, a report from the Carnegie Council on advancing adolescent literacy (2010), states can help

promote a comprehensive approach to literacy development by requiring their school districts to create kindergarten through 12th grade literacy plans that include professional development, materials, assessments, interventions and other key elements of high-quality literacy instruction. In addition, they should model the development of such plans with the creation of statewide literacy plans that are carefully aligned to trustworthy standards.

Considering all of these factors, the Kentucky Department of Education is in a unique position to have the capacity to implement successfully its SRCL program.

Project Management

The Kentucky Striving Readers Comprehensive Literacy (SRCL) Program will be managed in the Office of Next Generation Learners at KDE. Two Frankfort –based staff will devote 100% FTE to SRCL implementation and data management. Seven state literacy coaches (1 early education, 3 elementary, and 3 secondary) will be hired by KDE to support districts/schools/providers with professional development, resources and technical assistance to literacy leadership teams and district/school/provider literacy instructional coaches.

Kentucky will use the SRCL funding to successfully carry out the state's plan. The following budget overview shows how the funding will be allocated.

Grants-$28,500,000

Grants of ranging from $750,000 to $3,000,000 per school year to include:

- Approximately $400,00 per year for salaries per local literacy instructional coach
- The balance for implementation costs of literacy plan

Statewide Professional Development-$1,400,000

$900,000 per year for salaries of nine KDE literacy staff (noted in paragraph above)

$202,500 for travel to support LLTs on site

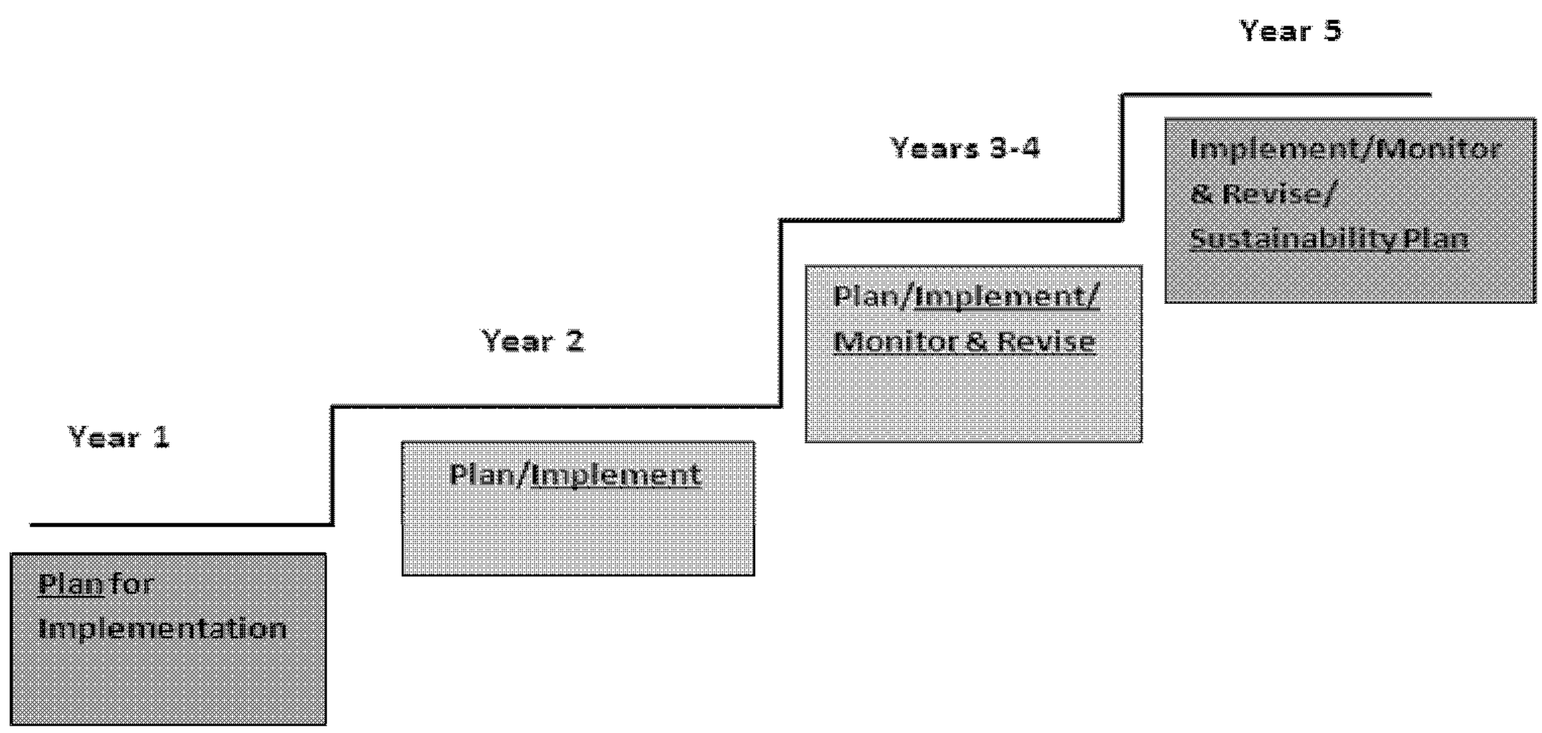
$ 55,000 per year for professional development and technical assistance

Planning, Administration and Reporting- $255,000

$50,000 for grant selection process

$205,000 for administration and operating

Yearly Focus for LLTs and Site Support



Adequacy of Management Plan to Achieve Objectives

The State Literacy Plan developed by the Kentucky Literacy Team contains a state plan and monitoring plan to ensure that objectives are met. The state plan is aligned to the Literacy PERKS Elements (see Figure 2 pgs. 2-3). An example is the Professional Learning Element of Literacy PERKS, which contains state actions, implementation indicators and evidences (see Figure 10). By adhering to this plan, KDE will ensure that the SRCL grant is implemented

Figure 10
State Plan Example

Element of Literacy PERKS	KDE Actions	Evidence
Professional Learning	KDE will foster a consistent, statewide approach to teaching literacy through statewide training and ongoing professional learning and support, including • providing guidance to help ensure that literacy professional development at all levels is high quality, job-embedded, ongoing, and research-based • supporting districts in alignment for consistency and continuity in improving the reading, writing, communication skills and academic achievement of all students, birth through grade 12 • providing resources and opportunities for explicit, systematic literacy instruction, including reading, writing and communication experiences across the curriculum • providing information about recommended early language and literacy curricula • identifying potential training resources for pre-school staff within existing federal and state resources • promoting professional learning opportunities and resources for all, including those available virtually • recommending follow-up procedures that include analysis of student work/ performance, a reflective evaluation process and planning for improvement	1. Kentucky Leadership Networks, Literacy and Math Design Collaborative, PERKS online modules 2. Characteristics of Highly Effective Teaching and Learning (CHETL) resources provided: Building a High Quality Professional Learning Plan 3. Early childhood resources are provided 4. Kentucky System of Intervention (KSI), literacy specialists in special education cooperatives, extended learning opportunities 5. Online literacy professional development courses; Kentucky Leadership Networks and Literacy and Math Design Collaborative 6. Writing Program Review process documents and guidelines 7. Literacy grants (Striving Readers 1 and 2)
Implementation Indicators	Districts are supported in using the Program Review process and other established processes (comprehensive planning) to inform instructional decision-making for all students ➢ Districts are supported in using highly effective professional development methods, including job-embedded, continuous, and research based approaches ➢ Virtual learning opportunities, including KYVS, discussion board	

	options, PERKS online modules, etc. are offered ➢ KY Literacy Link newsletter is available ➢ KY Literacy Guide is utilized in districts ➢ Guidance documents, including PERKS, are reviewed and utilized ➢ Information about literacy workshops, academies, conferences across the state (e.g., KCTE/LA, KWP, KRA) is provided ➢ Characteristics of Highly Effective Teaching and Learning (CHETL) resources are provided

with fidelity and accountability. As another component of the monitoring process, the State Literacy Team developed a monitoring planning template (see Figure 11) for KDE and State Team use, and which can be adapted for district use in monitoring as well. This will be a requirement for the LEAs/providers in the grant.

Figure 11
Monitoring Process Example

C. Professional Learning

Implementation Indicators for KDE	Implementation Indicators for Districts	Services Provided by KDE (Specific current actions which directly support the indicator)	Level of Support: Monitor = M Implementation Assistance = IA Resource Provided = RP	Next Steps
▶ Districts are supported in using the Program Review process and other established processes (comprehensive planning) to inform instructional decision-making for all students ▶ Districts are supported in using highly effective professional development methods, including job-embedded, continuous, and research-based approaches ▶ Virtual learning opportunities, including Kentucky Virtual Schools (KYVS), discussion board options, PERKS online modules, etc. are offered ▶ KY Literacy Link newsletter is available ▶ KY Literacy Guide is utilized in districts ▶ Guidance documents, including PERKS, are reviewed and utilized ▶ Information about literacy workshops, academies, conferences across the state (e.g., KCTE/LA, KWP, KRA) is provided ▶ Characteristics of Highly Effective Teaching and Learning (CHETL) resources are provided	▶ Leadership prioritizes continuous professional learning for the literacy team and B-grade 12 providers through allocation of resources, funds, and time ▶ Professional development includes early child care providers, early childhood community stakeholders, pre-service teachers, expanded learning opportunity network providers and college and career stakeholders where appropriate ▶ Professional development includes a research knowledge-base, is connected with school and district student achievement goals, and is supported through model lessons, coaching, and data analysis. ▶ PERKS, CHETL, School and District Literacy planning guides, other state and national resources are used			

DRAFT

Another important aspect of the management plan is for the state coordinator of the grant, working with the state coaches and district/provider contacts, to ensure that grant assurances are followed and monitored, using the Literacy PERKS resources provided to the districts/providers.

Qualifications of Key Personnel

In order to guarantee that all SRCL grant activities, timelines and evaluation are met, KDE will identify a State Coordinator to oversee management and implementation of the grant, as well as to work with other KDE staff and offices to coordinate the professional development, training and resources needed to carry out the grant goals and objectives successfully. In addition, the state coordinator will work with the LEA contact from each district and serve as the point of contact on grant management issues.

Seven **State Literacy Coaches/Professional Learning Coordinators** will be selected to work with the LEAs on implementation of the SRCL plan. Three coaches will work with middle and high schools; 3 will work with K-5, and 1 will work with early education; this distribution aligns with the 15/40/40 federal funding formula. Because analysis of data that the LEAs are providing is so critical for monitoring progress of the SRCL grant goals, 1 **data position** will be identified at KDE to work with the LEAs (for qualifications of key personnel, see **Budget Justification** section and ***Appendix F*** for SRCL job descriptions).

Ensuring a Diversity of Perspectives in Design and Implementation of Project

The members of the Kentucky Literacy Team, who assisted with the development of the State Literacy Plan as well as the requirements for the Kentucky SRCL application, represent a diversity of perspectives and experiences that reflect the spectrum from birth through higher

education. In addition, other stakeholders were consulted for their experiences and expertise in the development of the plan. The team members and their role group are listed below.

Kentucky Literacy Team Members

Bill Buchanan—KY Department of Education (KDE) School Readiness Branch Manager *representing birth to school entry.*

Jim Ward—Principal of Roundstone Elementary in Rockcastle County; former Reading First State Coach and RF State Coordinator, *representing K-5.*

Synthia Shelby—Middle School Literacy Resource Teacher, Jefferson County Schools; Kentucky Reading Association board member; KY Writing Project fellow, *representing grades 6-8.*

Danielle Burke—Literacy Coach in Striving Readers cohort 1, Washington County High School, *representing grades 9-12.*

Kathy Belcher—Striving Readers cohort 1 Project Manager, Danville Independent Schools (fiscal agent for the SR cohort 1 grant for KY); former special education director, *representing management and implementation of an effective literacy program at the school, district and state levels.*

Janice Almasi—University of Kentucky professor and researcher; researcher on Striving Readers cohort 1 KY grant; International Reading Association Board member, *representing evaluation of literacy programs.*

Angela Bray—Special Education coordinator, Pulaski County School District; former coordinator for KY special education cooperative literacy consultants; *representing RtI.*

Angela Cain—Special Education cooperative literacy consultant; worked with Reading First professional development, *representing screening and performance measurements in the 5 components and writing.*

Tricia Bronger—University of Louisville, Director of Special Education; Striving Readers Cohort 1 intervention trainer and literacy certification professor, *representing validated interventions and instruction for struggling readers and students with disability.*

George Hruby—Director of the Collaborative Center for Literacy Development (CCLD), a collaboration of KY's colleges and universities that offers PD from early childhood through adult education; CCLD also serves as the external evaluator on KY's Striving Readers cohort 1 and 2 grants, as well as our state Read to Achieve grant and KY's Reading First grant, *representing teacher, coach and leadership professional development.*

Robert Cooter—Bellarmine University, Dean of the School of Education, *representing teacher preparation and state licensure/accreditation in literacy development and instruction.*

Monnie Berger—library/media specialist, Mercer County Ninth Grade Academy; KY Writing Project fellow, former ELA and foreign language teacher, *representing library/media specialists.*

Shelda Hale—ELL and Immigrant students, Title III Academic Program consultant, KDE, *representing ELL instruction.*

Saundra Hamon—Primary Literacy consultant, Differentiated Learning Branch, KDE, *providing expertise in early literacy education.*

Cindy Parker—Adolescent Literacy consultant—KDE, *providing expertise in adolescent literacy education.*

Judy Gibbons—KY Board of Education, *representing state board of education.*

Phyllis Sparks—Commonwealth Institute for Parent Leadership, *parent representative.*

Tony Peyton—National Center for Family Literacy, representing literacy partners.

Mary Rudd—Striving Readers II, Program Manager—KDE, *representing adolescent literacy and effective interventions.*

In addition to the Kentucky Literacy Team, the KDE has interagency cross-functional teams to ensure coordination of work and input from various offices and work (e.g., Title I, SIG, diverse learners, G & T, teacher effectiveness).

Over the past year, Governor Beshear convened a **Transforming Education in Kentucky (TEK) Task Force** made up of education advocates, parents, teachers, superintendents, law makers, business and community leaders who have been handpicked for their commitment to education and to Kentucky. They also represent a broad range of stakeholders. The goal of the task force was to create a unified vision of what schools in Kentucky need to offer in order to better serve students today and tomorrow. The recommendations have important implications for the work of the SRCL plan. The final recommendations are in these areas (TEK, 2011):

Action Area 1	**Expanding Preschool Opportunities and Improving Transitions Between Preschool and Kindergarten**
Action Area 2	**Improving Parent and Community Involvement**
Action Area 3	**Improving College and Career Readiness**
Action Area 4	**Providing Every Student the Opportunity to Earn College Credit in High School**
Action Area 5	**Combining Rigorous Academics and Technical Skills in Career and Technical Education**
Action Area 6	**Making Better Use of Technology to Improve Teaching & Learning**
Action Area 7	**Improving Teacher Recruitment and Retention & Teacher and Leader Effectiveness**
Action Area 8	**Creating an Assessment System that Measures 21st-Century Skills**

While all of the areas listed above directly impact the work of the SRCL plan, the most pertinent ones are:

Recommendation 1A:
As recommended by the Governor's Task Force on Early Childhood Development and Education, Kentucky's education policy leaders should reorganize the Early Childhood Development Authority, renaming it the Early Childhood Advisory Council; create a system of support for students at all levels of kindergarten readiness, including parent education and learning; and create common developmentally appropriate school readiness standards and instruments.

Recommendation 1B:
State lawmakers should include sufficient funding in the state budget to improve access to and enrollment in effective, high-quality, state-funded preschool programs.

"A recent report from the Pew Center on the States lists Kentucky as one of only 10 states that allocated fewer dollars to pre-kindergarten programs for the 2011 fiscal year. The $2.6 million reduction means $200 less per child is available to school districts this year. Currently, there are approximately 23,000 children enrolled in preschool and 17,000 served by Head Start. Task force members advocate the inclusion of all three- and four-year-old children at 200 percent of the federal poverty threshold. This would potentially add 30,000 children to the system. In Kentucky, 23 percent of the children live in poverty."

Recommendation 1C:
State education policy makers should require, beginning in 2011, collaboration among state-funded preschool, Head Start and qualified child-care programs in order to access state funding.

Recommendation 1D:

State lawmakers should provide full state funding for all-day kindergarten in all Kentucky schools.

Recommendation 1F:
KDE should adopt a program review that compares student cohort academic performance from kindergarten readiness through the end of third grade and include it in the statewide school accountability system.

Recommendation 2B:
Building on existing resources, KDE should work with schools, districts, community groups and adult education systems to implement a parent and family engagement strategy that involves parents in student learning to directly address the need to close the achievement gap for the Commonwealth's most at-risk children.

"The National Assessment of Adult Literacy revealed that 93 million adults have basic or below basic literacy skills. Upon closer examination of this data, we find that approximately 30 million of these 93 million adults are the parents, step-parents, grandparents, or guardians of children ages birth through eight years. This has major implications for both preK-12 and postsecondary education. Researchers at the National Institutes of Health concluded that programs to boost the academic achievement of children from low-income neighborhoods would be more successful if they simultaneously provided literacy education to families. The researchers based this conclusion on their finding that a mother's reading skill is the greatest determinant of her children's future academic success, outweighing other factors, such as neighborhood and family income."

Recommendation 2C:
State lawmakers should create family literacy programs dedicating new resources to providing comprehensive family engagement in all schools, especially the Commonwealth's lowest performing schools.

Recommendation 3B:
State lawmakers should raise the compulsory school age, effective 2016, from 16 to 18 with state-funded supports for students at risk of dropping out. An Early Warning System should be established that informs students, families and teachers as early as middle school about dropout risk factors and identifies alternative paths to graduation.

Recommendation 3F:
Local districts and schools should fully implement the recommendations and objectives of the Commissioner's Raising Achievement/Closing Gaps Council for addressing the achievement deficits of certain student groups including gender, race/ethnicity, disability and English language proficiency.

"Recent data from the 2008-2009 state report card illustrate these continued gaps.

- The proficiency gap in reading between males and females continues with girls outscoring boys by over 12 percentage points.
- The reading gap between African-American students and their white peers is over 20 percentage points, and that gap grows to 28 percentage points when compared to Asian

students. Hispanic students trail their white and Asian counterparts by 11 and 17 percentage points respectively.

- The gaps grow even greater when comparisons are made with students with disabilities and Limited English Proficiency.

Recommendation 6A:
The KBE should develop and implement policy to enhance and expand the opportunities for virtual and blended learning, including dual-credit policies and funding options to ensure a robust online learning environment for Kentucky and adequate per-pupil funding for online courses that provides equity of access to students across the Commonwealth.

"The future will demand people who can express themselves effectively with images, animation, sound, and video, solve real world problems that require processing and analysis of thousands of numbers, and evaluate information for accuracy, reliability, and validity, and organize information into valuable knowledge, yet students are not learning these skills in school."

Recommendation 6B:
KDE, EPSB, local districts, colleges of education and institutions of higher education should increase the use of technology in all classrooms and incorporate the use of technology in professional development and teacher preparation to ensure the effective use of technology to improve teacher and student learning at all levels.

Recommendation 6E:
Schools should use adaptive technology and universal design to improve learning for all students, including those with special needs.

Recommendation 7E:
Kentucky schools should revise master schedules to ensure high-quality, job-embedded professional development, common planning time and other innovative solutions to improve student learning and the professionalism of teaching.

Recommendation 8A:
School districts should use a balance of technology-enhanced, formative and summative assessments that measure student mastery of 21st-century skills, including: critical thinking and problem solving, communication, collaboration, creativity and innovation.

Implementing the recommendations from this broad representation of stakeholders on the TEK task force will be a primary goal of Kentucky's SRCL plan.

Adequacy of Resources

In designing the SRCL program, KDE has developed a plan that puts more than 95% of the funding directly to the grantee sites to support the project. District/provider costs (see Budget section) are reasonable to support multiple Literacy Leadership Teams in each

school/provider; professional learning for the entire staff at each location; positions/jobs to support effective literacy instruction and supports for all children/youth; advanced degree work to build literacy expertise at each grantee site; assessments to support diagnosis, and progress monitoring as well as learning outcomes. The KY SRCL plan adheres to the 15/40/40 funding formula by requiring districts to form partnerships with early education providers in their areas and by following the funding formula in the allocation of funds from the district. Additionally, the Promising Practice Site application process adheres to the funding formula, as does staffing at KDE to support the work of the grant.

The KY SRCL plan has aligned work with other state and federal funds (see Section "Alignment of Activities with Other Funds" beginning on p.30) to make best use of existing structures and resources to provide access to quality materials, professional learning and resources to grantee districts. By tapping into these existing structures and resources (e.g., the Teacher Leadership Networks for the CCSS, Title III/Ell Services), KY's plan builds in sustainability. Additionally, the focus on Literacy Leadership Teams and plans ensures that grantees are building their own capacities to sustain the work after the grant period ends (see Figure 4 "Five-Year Plan, p.8). All KY districts/schools have access, not only to Regional ELA Content Specialists as part of the Teacher Leadership Networks, but to 11 literacy consultants through regional Special Education Cooperatives. These consultants work with KDE literacy staff and the regional content specialists to provide resources and professional development in areas such as Response to Intervention, literacy planning, and evidence-based literacy instructional strategies. The consultants were a key partner in Reading First implementation and sustainability; helped develop professional learning institutes and resources for content area

literacy; and helped in the development of the KY Cognitive Literacy Model used in KY's Striving Readers 2009 grant with 9 high schools.

Sustainability will be a key aspect of support from the beginning of the grant. The KDE has developed a sustainability tool that includes a rating scale to help literacy teams determine readiness for sustaining the implementation of the Striving Readers Comprehensive Literacy Plan. The tool is organized by the elements of the *Program Effectiveness Review in Kentucky Schools (PERKS)*. As sustainability conversations become a part of the "culture" in the periodic review process of the literacy plan, it will be important for LLTs to consider sustaining the literacy plan beyond the current funding source. There are many aspects of the plan available at no monetary cost; however, there are some aspects of the literacy plan that will require continued funding, and it is important that teams begin those conversations early. In order to optimize the results and continued momentum the literacy plan is sure to promote, LLTs will need to consider the recurring district, state, and federal funds that can support the literacy efforts beyond the current funding stream. With partners in this effort, they can seek additional resources at the local level. Engaging in these conversations from the beginning will reinforce the commitment of the district/school and partners to improving literacy in the community (For additional information on sustainability plans and tool, see ***Appendix G***).

Through implementation of Kentucky's plan, the SRCL grantees have a strong state infrastructure to support implementation and sustainability that will lead to improved achievement for Kentucky children and youth and meeting our goal of college- and career-readiness for all.

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Application for Striving Readers Comprehensive Literacy **Promising Practice Site**

As part of the Striving Readers Comprehensive Literacy Program grant, the Kentucky Department of Education (KDE) proposes to fund up to 8 Promising Practice Sites (PPS) in Kentucky. These sites will assist KDE in supporting districts who successfully apply for funds to implement a comprehensive birth through grade 12 literacy plan, while supporting the PPS in building on literacy programs that improve student achievement.

For consideration as a PPS, districts need to apply on behalf of their schools; districts may also apply once for multiple sites in their districts, or as a whole district PPS. Early education providers may apply on their own behalf or as part of a district application. Applications will be reviewed by an external review panel (non-KDE). Finalists will be visited by an external review team for scoring as a site visit.

To be eligible for funding as a PPS, the district/early education provider will submit an application to KDE that includes the information outlined below. Applications should be double-spaced; the narrative should not exceed 20 pages, excluding attachments.

Application Narrative Requirements and Selection Criteria *(120 points)*

I. Demonstrate effectiveness in **1 or more** Element(s) of the Literacy Program Effectiveness Review for KY Schools (PERKS). *(30 points)*
Visit this site for more detailed information on Literacy PERKS. The Literacy PERKS Elements for PPS designation are
- Literacy Team and Plan
- Aligned Literacy Curriculum and Instruction
- Literacy Interventions
- Literacy Professional Learning
- Literate Environment
- Literacy Partnerships

II. Describe the site's vision for literacy. What are the necessary elements to ensure effective literacy learning for children and youth? *(10 points)*

III. Demonstrate evidence that the site has successfully improved learning outcomes for disadvantaged students. *(20 points)*
The US DOE defines disadvantaged as-- *children and students at risk of educational failure, such as children and students who are living in poverty, who are limited-English-proficient, who are far below grade level or who are not on track to becoming college- or career-ready by graduation, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, or who have disabilities.*

IV. Describe the site's capacity to serve as support to others implementing the SRCL grant (e.g., site visits, mentoring of leadership/literacy team, coaching, facilitation of PD for grantees, plan for sustainability), including use of technology for children/student learning as well as staff use and professional learning. *(20 points)*

V. Describe a plan for partnering with an institution of higher education to serve as a clinical site to
- support coursework opportunities and job-embedded professional learning to designated literacy leadership team member(s)—e.g., may be used to certify/endorse literacy or

reading specialist, teacher leader, certified early education provider, or other approved role).

- support (e.g., observations, student teaching and clinical experiences to help build the pool of teacher candidates/certified early education providers prepared to implement effective literacy instruction for children and youth) to teacher education candidates from the partner IHE. *(20 points)*

VI. Describe how funds provided by the grant will be used to further the work of the PPS. Include a 3-year budget plan. *(20 points)*

Once applications are scored by external reviewers, finalists will participate in a site visit to determine capacity for the work of a PPS, worth an additional 50 points, based on criteria above.

<u>Awards</u>

Up to 8 PPS sites will be awarded. Sites are eligible for up to $125,000 per year for 4 years. If a district is applying for multiple sites within the district, each site will be considered separately for funding.

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DEFINITIONS (used in SRCL application)

Comprehensive State literacy plan**:** The term "comprehensive State literacy plan" means a plan (which may be a component or modification of the plan submitted under the Striving Readers Comprehensive Literacy formula grant program, CFDA 84.371B) that addresses the pre-literacy and literacy needs of children from birth through grade 12, including limited-English-proficient students and students with disabilities; aligns policies, resources, and practices; contains clear instructional goals; and sets high expectations for all students and student subgroups.

Disadvantaged students**:** The term "disadvantaged students" means children and students at risk of educational failure, such as children and students who are living in poverty, who are limited-English-proficient, who are far below grade level or who are not on track to becoming college- or career-ready by graduation, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, or who have disabilities.

Effective literacy instruction**:** The term "effective literacy instruction" means developmentally appropriate, explicit, evidence-based, and systematic instruction that provides students with--

(i) Early development and grade-level mastery of (A) oral language skills, both listening and speaking, (B) phonological awareness, using a wide vocabulary, (C) conventional forms of grammar, and (D) academic language;

(ii) The ability to read regularly spelled words and high-frequency irregularly spelled words with automaticity and to decode regularly spelled unfamiliar words accurately, using phonemic awareness, print awareness, alphabet knowledge, and knowledge of English spelling patterns;

(iii) The ability to read texts accurately, fluently, and with comprehension, relying on knowledge of the vocabulary in those texts and of the background information that the students possess;

(iv) The ability to read with a purpose and the capacity to differentiate purposes and to select and apply comprehension strategies appropriate to achieving the purpose;

(v) An understanding of, and ability to adapt to, the varying demands of different genres, formats, and types of texts across the core content areas in order to comprehend texts of appropriate levels of complexity and content, including texts necessary for mastery of grade-level standards;

(vi) The ability to effectively access, critically evaluate, and appropriately synthesize information from a variety of sources and formats;

(vii) The development and maintenance of a motivation to read and write, as reflected in habits of reading and writing regularly and of discussing one's reading and writing with others; and

(viii) The ability to write clearly, accurately, and quickly so as to communicate ideas and deepen comprehension in ways that fit purpose, audience, occasion, discipline, and format; adhere to conventions of spelling and punctuation; and benefit from revision so as to improve clarity, coherence, logical development, and the precise use of language.

With respect to programs serving children birth through age five, the term "effective literacy instruction," means supporting young children's early language and literacy development through developmentally appropriate, explicit, intentional, and systematic instruction, in language- and literacy-rich environments, that provides children with foundational skills and dispositions for literacy, such as--

(i) Rich vocabulary development;
(ii) Expressive language skills;
(iii) Receptive language skills;
(iv) Comprehension;
(v) Phonological awareness;
(vi) Print awareness;
(vii) Alphabet knowledge;
(viii) Book knowledge;
(ix) Emergent writing skills;
(x) Positive dispositions toward language and literacy-related activities; and
(xi) Other skills that correlate with later literacy achievement.

Evidence-based**:** The term "evidence–based" means--

(i) Based on a comprehensive, unbiased review and weighing of one or more evaluation studies that--

(A) Have been carried out consistent with the principles of scientific research[1];

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[1] For purposes of this notice, the term "principles of scientific research" has the meaning provided in section 200(18) of the Higher Education Act of 1965, as amended; that is, it means principles of research that—

(A) apply rigorous, systematic, and objective methodology to obtain reliable and valid knowledge relevant to education activities and programs;

(B) present findings and make claims that are appropriate to, and supported by, the methods that have been employed; and

(C) include, appropriate to the research being conducted—

(i) use of systematic, empirical methods that draw on observation or experiment;
(ii) use of data analyses that are adequate to support the general findings;
(iii) reliance on measurements or observational methods that provide reliable and generalizable findings;
(iv) strong claims of causal relationships, only with research designs that eliminate plausible competing explanations for observed results, such as, but not limited to, random-assignment experiments;
(v) presentation of studies and methods in sufficient detail and clarity to allow for replication or, at a minimum, to offer the opportunity to build systematically on the findings of the research;
(vi) acceptance by a peer-reviewed journal or critique by a panel of independent experts through a comparably rigorous, objective, and scientific review; and

(B) Have strong internal and external validity; and

(C) Support the direct attribution of one or more outcomes to the program, practice, or policy; or

(ii) In the absence of one or more studies described in paragraph (i) of this definition, based on a comprehensive, unbiased review and weighing of data analysis, research, or one or more evaluation studies of relevant programs, policies, or practices, that--

(A) Were carried out consistent with the principles of scientific research; and

(B) Are accompanied by strategies to generate more robust evidence over time through research, evaluation, and data analysis, including the measurement of performance with reliable process and outcome indicators and the implementation of evaluations with strong internal and external validity where feasible and appropriate.

Privacy requirements: The term "privacy requirements" means the requirements of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, and its implementing regulations in 34 CFR part 99, the Privacy Act, 5 U.S.C. 552a, as well as all applicable Federal, State, and local requirements regarding privacy.

Professional development: The term "professional development" means coordinated and aligned activities that are designed to increase the effectiveness of educators, which may include teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and other school staff, and that--

(i) Are based, to the extent possible, on an analysis of data and evidence that indicates the needs of students and teachers;

(ii) Are evidence-based and implemented with meaningful tracking of impact on educator practices and effectiveness;

(iii) Foster individual and collective responsibility for improving student academic achievement;

(iv) Align with State academic content standards or State early learning standards, as appropriate, with LEA and school or early learning program improvement goals, and with school or early learning program instructional materials;

(v) Focus on understanding what and how students learn and on how to address students' learning needs, including by reviewing and analyzing student work and achievement data and adjusting instructional strategies, assessments, and materials based on that review and analysis;

(vi) Where appropriate, focus on improving both content knowledge and pedagogical skill;

(vii) consistency of findings across multiple studies or sites to support the generality of results and conclusions.

(vii) Set clear educator learning goals based on student and teacher learning needs;

(viii) Address educator needs identified through evaluation, including by providing support for teachers and principals who earn evaluation ratings indicating the need for opportunities to improve their knowledge and skills;

(ix) Are designed to provide educators with the instructional strategies necessary to meet the needs of disadvantaged students, including limited-English-proficient students and students with disabilities;

(x) Are active, sustained, intensive, and classroom-or early learning program-focused in order to have a positive and lasting impact on classroom or early learning program instruction and educator effectiveness;

(xi) Are, in general, provided through school- or early learning program-based, job-embedded opportunities for educators to work collaboratively and transfer new knowledge into classroom or early learning program practice, such as through classroom coaching, data analysis teams, observations of classroom practice, and the provision of common planning time; and

(xii) Are, as appropriate--

(A) Designed to improve educators' ability to collect, manage, and analyze data to improve instruction, student support services, decision-making, school improvement efforts, early learning program quality improvement efforts, and accountability;

(B) Designed to provide educators with the knowledge and skills to work more effectively with families;

(C) Provided through workshops, courses, institutes, on-line learning, and other activities that advance and supplement school-based or early learning program-based professional development;

(D) Implemented with the involvement of external experts with relevant expertise, including content expertise; and

(E) Designed to provide joint professional development activities, for school staff and other early childhood educators in publicly funded center-based programs, that address the transition to elementary school, including issues related to school readiness across all major domains of early learning.

Universal design for learning (UDL): The term "universal design for learning", as defined under section 103 of the Higher Education Act of 1965, as amended, means a scientifically valid framework for guiding educational practice that--

(i) Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
(ii) Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited-English-proficient.

LEA Assurances—SRCL

By submitting an application for the Striving Readers Comprehensive Literacy (SRCL) Partnership grant, _____ district agrees that, if selected for funding, to adhere to the following assurances.

- Partner with 1 or more early education provider(s), 1 or more elementary, middle and high school that serve in a feeder pattern, so that key transition points and supports can be addressed and to ensure a comprehensive approach to literacy planning and implementation in the district.
- Distribute funds for the SRCL grant according to the required funding formula—15% of funds for early literacy, 40% for K-5, and 40% equitably distributed between middle and high schools.
- Maintain a Literacy Leadership Team at the district, school/provider levels (see Recommended Membership) that will develop, implement, monitor and adjust the literacy plan.
- Participate in all required grant activities, including Literacy Leadership Institutes led by KDE state coaches, for leads from the district and school/provider literacy teams.
- Analyze baseline data to determine instructional, assessment and professional learning needs of staff.
- Plan for and implement professional learning, aligned to the literacy plan, focused on the literacy professional learning needs of staff.
- Develop and implement a system of intervention, aligned to the literacy plan, to meet individual student learning needs, including ELL, Sp. Ed. and struggling readers and writers, as well as acceleration plans for children and youth performing above their peers.
- Assign a district literacy lead to serve as the point of contact and coordinator of the district grant, as well as a literacy instructional coach for each school/provider, who will participate on the Literacy Leadership team, as well as all required PD, distance learning, and other grant activities.
- Assign a district data person to support the coaches by collecting, analyzing, reporting data tailored to various stakeholder groups (e.g., parents, teachers, Site-based Decision Making Councils, district leadership/board of education, community members, KDE and other state leaders).
- Support the professional learning and/or course work toward certification/endorsement as a specialist in a literacy field (e.g., reading specialist, literacy specialist, certification in early education) through stipends and/or tuition reimbursement for a member of each Literacy Leadership Team in the district.

- Participate in all required PD, assessments, reporting, progress monitoring to ensure quality implementation and fidelity to the grant goals and outcomes.
- Require Literacy Leadership team members to participate in the KRA, KCTE/LA state conference (or other approved literacy conference) as a means of professional learning related to literacy research and instruction.

_____ Superintendent _____Date

_____ Principal _____ School

(attach additional signature pages or use space below as needed for all principals included)

_____ Principal _____School

_____Principal _____School

_____Early Education provider _____(name)

Reviewed and approved by SBDM on _____

Reviewed and approved by school board on _____

Additional signatures (if needed):

_____ role: _____

_____ role: _____

_____ role: _____

_____ role: _____

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Recommended Literacy Leadership Team Membership

Early Education provider
Instructional lead (principal, curriculum supervisor)
literacy coach/specialist
Special education coordinator or teacher
Preschool coordinator
Language development expert
ELL consultant/coordinator/teacher
Migrant coordinator
Community leaders
Media/newsletter representative
PTA representative
School board member
Site-based Decision Making Council member
Family coordinator
Family Resource Center coordinator
Health consultant/medical
Student representative 9at secondary level)
Higher education representative
Teachers (department representatives from across curriculum)
Title I coordinator

*One member may represent multiple role groups

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KENTUCKY DEPARTMENT OF EDUCATION

REQUEST FOR PROPOSAL

Striving Readers Comprehensive Literacy (SRCL) Grant

Deadline ___ PM (EST) day of week Date	Issued by Office of Next Generation Learners
Download RFP (give URL)	
Points of Contact: Cindy Parker cindy.parker@education.ky.gov Office of Next Generation Learners 502-564-2106	Submit Proposal Electronically to:

Restrictions/Conditions

Eligibility is limited to districts (p.#) having 69.9% or fewer students scoring proficient/distinguished on the 2010 State assessment. Of those districts, competitive preference will be given to those who show, through data, that they serve significant numbers of disadvantaged students.

Eligible districts applying must agree that early education provider(s) will be engaged as active members of the district literacy leadership team and participate fully in the development and implementation of a district literacy plan.

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Solicitation Schedule of Activities

Date	Event	Location	Participation
	Technical Assistance		Optional
	District Intent to Apply Notice Due	Send to KDE	Required
	Proposal Deadline	Send to KDE	Required
Week of	Proposal Scoring		NA
	Anticipated Date Awards to be Announced	Commissioner emails recipient superintendents and list is posted to KDE web	NA

Background

The purpose of the Striving Readers Comprehensive Literacy (SRCL) grant is to develop and implement a Literacy Leadership Team (LLT) and plan in each funded district to establish collaborative relationships among all providers of educational opportunities to learners (early care, school system, out-of-school time, etc.). This effort seeks to further focus on closing the literacy learner gaps of the disadvantaged by ensuring measures are in place for the learner all along the developmental continuum, Birth-Grade 12. The goal is to increase the numbers of disadvantaged learners ready for transitioning successfully at various points on this continuum.

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

- Each of the components of effective literacy instruction
- Evidence of professional learning opportunities in literacy, including instructional strategies for learners with special needs (e.g., English Language Learners, Special Education, acceleration opportunities, birth-age 5)

- Integration of technology and Universal Design for Learning (UDL)
- Use of data to inform instruction, intervention, accommodations, professional learning, and program improvement
- An assessment system (i.e., valid and reliable screening, diagnostic, and progress monitoring) aligned with state standards

Through the SRCL grant, the Kentucky Department of Education (KDE) will hire state literacy coaches (1 early education, 3 elementary, and 3 secondary) to support districts and their partners with professional development and technical assistance to literacy leadership teams and local literacy instructional coaches (district/school/provider).

In addition, Promising Practice Sites (PPS) will be identified to provide support to KDE and subgrantees through resources such as interviews, videos, example plans, visits among PPS and subgrantee sites for mentoring, observation, etc.

Funding

The Kentucky Department of Education (KDE) will make approximately $28 million available for subgrants through the SRCL program. KDE anticipates serving approximately 22 districts with these funds. The number and size of the district awards will depend on the number of eligible schools participating in the subgrant. The amount for which an eligible school may apply is based on number of students served (see table below). Grants awarded will range from $750,000 to $3,000,000 per school year to include approximately $400,000 per year for salaries per local literacy instructional coaches (generally 1 per school/site). The balance will be for implementation costs of literacy planning and professional learning. Continued funding for years two through five is contingent upon successful implementation and the availability of federal funds.

	Number of KY Districts Eligible	Approx. Number of Students in District	Amount for which Eligible
A	21	Up to 1199	$775,000
B	24	1200-3199	$1,250,000
C	7	3200-50,000	$2,000,000
D	1	Over 50,000	$3,000,000

To be eligible for funding, districts must (a complete list of assurances must be submitted as part of the

RFP):

1. agree that early education provider(s) will be engaged as active members of the district literacy leadership team and participate fully in the development and implementation of a district literacy plan.
2. Partner with 1 or more early education provider(s), 1 or more elementary, middle and high school that serve in a feeder pattern, so that key transition points and supports can be addressed and to ensure a comprehensive approach to literacy planning and implementation in the district.
3. Distribute funds for the SRCL grant according to the required funding formula—15% of funds for early literacy, 40% for K-5, and 40% equitably distributed between middle and high schools.
4. Maintain a Literacy Leadership Team at the district, school/provider levels (see Recommended Membership) that will develop, implement, monitor and adjust the literacy plan.

Based on the following definition of poverty, **competitive preference of 5 points** in this RFP will be given to districts that demonstrate that they serve high poverty and high-risk populations. As with all applications, these districts will have to demonstrate an evidence-based and data-driven plan to address closing the achievement gap for the populations they serve.

District Identification of Schools

Prior to the development of the district application for SRCL funds, eligible districts must solicit Letters of Interest in participating in the district's Literacy Plan and Literacy Leadership Team from identified schools and partners. The Letter of Interest must describe:

1. The process for establishing a local literacy team
2. How the staff will be involved in the development and implementation of the literacy leadership team and plan.
3. How the parents, especially parents of children who are high poverty and high-risk populations will be involved.
4. The selection criteria for an instructional coach.
5. The types of support needed related to professional learning and leadership capacity building.

The Letter of Intent from the district will:

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

To assist in determining the number of reviewers needed and in making assignments of state literacy instructional coaches, we must receive Intent to Apply Notice (p.) from the district no later than _____. The Intent to Apply Notice must include a copy of school and partner letters of interest (p.) from each school and partner interested in participating in the district's literacy plan as an attachment to the Intent

to Apply Notice.

The Intent to Apply Notice, including copies of school and partners Letters of Interest, should be mailed, emailed or faxed to:

Application Deadline

The Kentucky Department of Education must receive all proposals by 4:00 PM (EST), _____, _____. Proposals received after this date will not be accepted.

Requirements for Funded Districts

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

1. Establish a District Literacy Leadership Team that includes early education provider(s) to assist in the development and implementation of a district literacy plan.
2. Show through assurances and narrative how other funding sources and initiatives align with the District comprehensive literacy plan.
3. Demonstrate an evidence-based and data-driven plan to address closing the achievement gap for the populations served.
4. Hire a District Literacy Instructional Coach for ____ of time devoted to working with schools and partners in the implementation of the district's literacy plan. The District Literacy Instructional Coach must participate in all KDE SRCL professional learning opportunities.
5. Support participating schools and early education partners through technical assistance that demonstrates a commitment to improving the literacy achievement of all learners, particularly disadvantaged learners.
6. Provide time for school and early education partner(s) literacy instructional coaches to attend professional learning opportunities directed at supporting the literacy plan, improving literacy achievement, and accelerating literacy performance.
7. Build literacy leadership capacity among administrators and instructional leaders by …
8. Participate in state and federal program evaluations as requested, including engaging in a local collaborative self-evaluation annually.

Allowable Activities

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

1. Implementation of a comprehensive and coherent literacy program that serves Birth-Grade 12 and includes each of the components of effective literacy instruction
2. Professional learning opportunities in literacy, including instructional strategies for learners with special needs (e.g., English Language Learners, Special Education, acceleration opportunities, birth-age 5)
3. Curriculum and instructional materials aligned with state standards, including components of effective literacy instruction and integration of technology and Universal Design for Learning (UDL)
4. An assessment system (i.e., valid and reliable screening, diagnostic, and progress monitoring) aligned with state standards
5. Analyzing, monitoring, and reporting data to inform instruction, intervention, accommodations, professional learning, and improvement of implementation of the literacy plan
6. Engaging and motivating language and text-rich learning environments
7. Salaries of Literacy Instructional Coaches

Restrictions on Use of Funds

The district may use no more than ____% of its total subgrant award for planning and administration.

Proposal Components

1. District Cover Sheet
2. School Principal/Partner Signature Pages (Assurances)
3. School Council and Authorized Governing Bodies of Partners Signature Pages (Assurances)
4. District Planning Summary
5. District Narrative (not to exceed ___ double-spaced pages that:
    a. Identifies school and partner selection process
    b. Describes support and commitment to improving literacy achievement Birth-Grade 12 of all learners, especially disadvantaged learners
    c. Provides GEPA 427 statement
6. District Budget Summary
7. Itemized District Budget
8. Narrative from each participating school and partner that describes:
    a. The support and commitment to improving the literacy achievement of all learners
    b. How and why the strategies outlined in the literacy plan were selected
    c. How these strategies and programs coordinate and align to other programs and funding sources having a literacy component
    d. How impact will be measured and instructional practice improved
    e. How funds will be used (budget narrative and itemized budget)

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Submission of Proposal

The district must submit an original and three (3) copies of the proposal to the Kentucky Department of Education by 4:00 P.M. (EST), _____. Proposals received after the deadline and faxed proposals will **not** be accepted.

The narrative portion of the proposal should not exceed _____ double-spaced pages. Each page should have side margins of one inch and should us a font point of 12. Secure the original and copies with clips or staples. Do **not** bind the proposals or place them in notebooks.

Address Questions To:

Submit Proposal To:

Award Notification

Districts will receive preliminary notice of award on or before _____.

Evaluation of Proposal

Persons with demonstrated knowledge of literacy planning and implementation will evaluate the proposals according to the extent to which the proposal addresses the specified evaluation criteria. Based on these scores, the reviewers will make recommendations for selection to the KDE staff who will then review the proposals recommended for funding to ensure budget compliance and the availability of sufficient funds. When KDE staff complete this process, the recommendations will be given to KDE Leadership for final approval. The Kentucky Department of Education reserves the right to consider demographic and diversity as factors in the selection of funded proposals.

Criteria	Maximum Points
Identification of Participating Schools and Partners ☐ The proposal describes the process and criteria the district used to select participating schools and partners. ☐ If applicable, the proposal explains why the district did not select some schools and partners who expressed interest in participating.	5
District Support and Commitment ☐ The district clearly demonstrates strong district commitment and support for establishing a District Literacy Leadership Team charged with developing and implementing a district literacy plan for improving literacy achievement of all	5

learners Birth-Grade 12, specifically describing the district's plans for overcoming barriers or challenges in meeting the needs of disadvantaged learners. ☐ The district will provide ongoing support to the District Literacy Leadership Team in the phases of designing, implementing, monitoring, and sustaining the District Literacy Plan. ☐ The district will ensure the funds are used effectively and equitably as stated in the requirements (15-40-40).	
Partnerships (School/Partner Support and Commitment) ☐ Participating schools and education partners clearly demonstrate strong commitment to the District Literacy Plan and for building a strong school/partner plan to support the district plan. ☐ Participating schools and early education partners will provide the support and resources, including time, need to implement, monitor, and sustain the impact of the plan on the literacy achievement of learners, especially disadvantaged learners.	5
Aligned Curriculum ☐ Curriculum and instruction materials are ○ Aligned with State standards ○ Incorporate technology ○ Incorporate Universal Design for Learning (UDL)	10
Professional Learning The District Plan addresses the ☐ Specific professional learning needs of school-based educators and their early education partners (whole staff, small group, individualized) ☐ Ongoing support in the context of practice (time for study, practice, implementation, reflection, revision, and evaluation) ☐ Role of collaboration among partners (i.e., early educators, university-based researchers, coaches, K-12 educators) ☐ Integral role professional learning in literacy will have in meeting the goal of increased achievement of learners ☐ Process for evaluating the impact of the professional learning provided through the subgrant and how adjustments will be made, if needed ☐ Allocation of adequate time and other resources to support intensive and ongoing professional learning that supports deliberation, dialogue, and discussion ☐ Goal of building and strengthening local leadership capacity	15
Literacy Team and Plan (Implementation Plan) The proposal: ☐ Shows evidence of strong input from school, parents, community, and early education partners	15

☐ Indicates engagement of school, parents, community and early education partners in the implementation of the plan ☐ Describes how the plan will be reviewed and revised periodically based on multiple sources of data ☐ Includes a process for sustaining the literacy plan beyond the funding period	
Instruction and Intervention (Identification of Strategies in the Plan) The instructional practices, materials, strategies, and programs outlined in the district literacy plan are supported by: ☐ Evidence-based research ☐ Variety of assessments to accomplish different goals (screening, diagnostic, progress monitoring, formative, summative) ☐ Data specific to the learners to be served ☐ Alignment and coordination to other initiatives, funding sources, programs having a literacy component, including family literacy initiatives	15
Multiple Assessments (Evaluation Plan) A comprehensive evaluation of the impact of the district literacy plan on the literacy achievement of learners Birth-Grade 12 and the provider of the instruction includes: ☐ A variety of data sources to monitor and document impact ☐ Specific and measurable benchmarks to measure learner progress ☐ Specific and measurable benchmarks to measure the effectiveness of an instructional practice	10
Budget The district and school/partner budgets: ☐ Allocate sufficient fiscal resources to support the implementation of the plan ☐ Reasonably reflect the cost of the proposed activities ☐ Demonstrate a clear connection between the activities and the desired results ☐ Reflect support, coordination, and alignment with other programs and funding sources having a literacy component ☐ Include a detail budget narrative explaining the specific use of funds	10
Attachments ☐ There are signed and dated assurance forms from all participating districts, schools, school councils, partners, and partners governing bodies ☐ Resumes for literacy instructional coach candidates are included	10
Total Points Possible	100

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

District:_____

Superintendent: _____

Address:_____

Point of Contact:_____ **Title:**_____

Address:_____

Fax:_____ **E-mail:**_____

I confirm the attached proposal was reviewed and approved for implementation by the local school board of (district name) and agree to the requirements listed on page # of this RFP. The district will comply with the assurances applicable to this grant.

_____

Superintendent Signature **Date**

DRAFT

Principal(s) Signature Page

I/we confirm by the signature(s) below that the attached proposal was reviewed and approved for implementation by the school and SBDM council. I/we agree to the requirements listed on page# of this RFP and will comply with the assurances applicable to this grant.

School	Principal Signature	Date

DRAFT

School Council Signature Page

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

1. We reviewed and approved on (date) the attached proposal for implementation.
2. We agree to the requirements listed on page # of the RFP.

Printed or Typed Name	Signature	Date

DRAFT

Partner(s) Signature Page

I/we confirm by the signature(s) below that the attached proposal was reviewed and approved for implementation by the staff and authorized governing body of our organization. I/we agree to the requirements listed on page# of this RFP and will comply with the assurances applicable to this grant.

Name of Organization	Signature (authorized governing body)	Date

DRAFT

District Budget Narrative

Instructions: Indicate the MUNIS Object Code, provide a description and amount to be expended.

Munis Code	Description (Explanation of Expenditure)	Amount Budgeted

DRAFT

SRCL Grant Coordinator

Description

The role of the SRCL Grant Coordinator is to manage all of the major aspects of the SRCL Program grant, including budget development and monitoring and coordination of the work of the State Literacy Coaches. The position will be Frankfort-based with some travel (approximately 25% of time) throughout the state to provide on-site support to grantees. The SRCL Program grant is a comprehensive birth through grade 12 literacy initiative funded by the US DOE to improve the literacy performance, targeting disadvantaged students.

Duties

- Oversees the implementation of the SRCL grant
- Develops and submits reports to the US DOE as required by the grant
- Collaborates with the evaluator to ensure necessary data collection and reporting
- Develops, maintains and monitors budget; works with grantees or with State SRCL staff to ensure adherence to grant guidelines and assurances
- Conducts site visits to the grantee schools and districts for monitoring and support
- Supports districts through distance learning opportunities as well as by phone, email
- Supports State SRCL staff in providing consultative services, technical assistance and professional development to grantees
- Coordinates work of KDE State Literacy staff and collaborates on professional learning for grantees
- Works with support staff to coordinate meeting arrangements and travel for staff

Qualifications

- Minimum of 5 years education/teaching experience, Masters degree
- Demonstrated ability to facilitate professional learning experiences for adult learners
- Experience in providing effective literacy instruction, including a system of invention, to students
- Knowledgeable about literacy assessments and data collection and analysis
- Strong collaboration skills and flexibility in working with others
- Excellent written and oral communication skills
- Experience in developing and monitoring budgets and workplans

State Literacy Coach/Professional Learning Coordinator—Striving Readers Comprehensive Literacy (SRCL) Program Grant

Description

The role of the State Literacy Coach is to provide technical assistance and support services to the participating districts/schools/providers in the SRCL Program grant. The coach will be Frankfort-based but must be willing to travel extensively throughout the state to provide on-site support to grantees. The SRCL Program grant is a comprehensive birth through grade 12 literacy initiative funded by the US DOE to improve the literacy performance, targeting disadvantaged students.

Job duties

- Collaborates with KDE staff on the design of a coordinated support system for participating districts
- Collaborates with KDE staff on the design of the professional learning and support to the district and school/provider literacy leads and teams
- Leads professional development of the literacy instructional coaches, in collaboration with other KDE staff
- Conducts site visits to the grantees for monitoring and support in the implementation of the literacy plan, which includes the Elements of Literacy Program Effectiveness for KY Schools (PERKS)
- Supports the district and school leads through distance learning, email, phone and other means
- Serves on KDE work groups as assigned
- Participates in professional learning experiences to enhance skills to lead the SRCL Program work with districts/schools/providers
- Other duties as assigned

Qualifications

- Minimum of 5 years education/teaching experience, Masters degree
- Demonstrated ability to facilitate professional learning experiences for adult learners
- Experience in providing effective literacy instruction, including a system of invention, to students
- Knowledgeable about literacy assessments and data collection and analysis
- Strong collaboration skills and flexibility in working with others
- Excellent written and oral communication skills

Striving Readers Comprehensive Literacy (SRCL) Program Grant—**Data Manager**

Description

The role of the SRCL Program grant Data Manager is to collect and analyze data from the participating districts/schools/providers in the SRCL Program grant. Data sources may include formative assessments practices, diagnostic, interim and summative assessments, as well as survey and interview data. In addition, the data manager will assist KDE SRCL staff with the development and implementation of professional learning related to assessments and data for grantees. This position will be Frankfort-based with some travel (approximately 25% of time) throughout the state to provide on-site support to grantees. The SRCL Program grant is a comprehensive birth through grade 12 literacy initiative funded by the US DOE to improve the literacy performance, targeting disadvantaged students.

Job duties

- Facilitates coordination of multiple data bases for the efficient and timely collection of assessment data
- Collaborates with grantees to ensure necessary data is collected to monitor implementation and effectiveness related to grant goal
- Collaborates with KDE staff on the design and/or selection of assessments and progress monitoring tools to be used in the grant
- Requests and collects program data for analysis in the preparation of reports
- Prepares information for presentations to various state and federal agency staff and other stakeholders such as literacy coaches, schools, districts, evaluators, researchers, legislators, Kentucky Board of Education, other agencies, educational partners and various committees
- Assists with technical assistance to and professional development of the literacy instructional coaches, data personnel/points of contact and district literacy lead, in collaboration with other KDE staff
- Conducts site visits to the grantees for monitoring and support in the implementation of the grant plans as well as the literacy plans, which includes the Elements of Literacy Program Effectiveness for KY Schools (PERKS)
- Supports the district and school leads through distance learning, email, phone and other means
- Serves on KDE work groups as assigned
- Participates in professional learning experiences to enhance skills to lead the SRCL Program work with districts/schools/providers
- Other duties as assigned

Qualifications

- Minimum of 5 years education/teaching experience, Masters degree
- Demonstrated ability to analyze and present data to various stakeholders (e.g., state and national leadership, district and school personnel, communities, families)
- Experience in providing effective literacy instruction, including a system of invention, to students
- Knowledgeable about literacy assessments

- Strong collaboration skills and flexibility in working with others
- Excellent written and oral communication skills; proficiency with word processing, spreadsheets and web-base platforms for data management and sharing

Sustainability Tool

This rating scale will help literacy teams determine readiness for sustaining the implementation of the Striving Readers Comprehensive Literacy Plan. The tool is organized by the elements of the *Program Effectiveness Review in Kentucky Schools (PERKS)* and includes additional points for consideration as sustainability is monitored and evaluated every step of the way.

The scale is used to determine where you stand in relation to the level of implementation. The indicators under each element are effective practices reflective of a high level of implementation and positive outcomes. When a high level of implementation is achieved, sustainability is possible.

Sustainability is defined as: the ability to operate on core beliefs and values (the literacy culture) and use them to guide essential and inevitable adaptations over time while maintaining improved outcomes (adapted from Century and Levy, 2002).

Planning for sustainability is a key element for sustaining an initiative, and such planning should be an ongoing process established as closely as possible to the onset of the initiative. This sustainability planning tool serves as a guiding resource to remind those involved of their mission, as well as to outline specific action steps that need to be taken along the way to ensure sustainability is a reality.

Datnow's research lists the following factors that *lead* to sustainability:

- Genuine interest in change
- Teacher and administrator support
- Critical mass involved in implementation
- Sustained professional learning
- Practical plan for implementation
- Monitoring of the change effort

It is recommended that Literacy Team's review responses to this tool at least twice a year to foster the commitment to sustained literacy improvement through the guidance of the literacy plan.

Read each statement and rate your status of implementation using the following 4-point scale:

0	1	2	3
IMPORTANT, BUT NOT FEASIBLE NOW	ABLE TO DEVELOP	PARTIALLY IN PLACE, UNDER DEVELOPMENT	ALREADY IN PLACE

PERKS Element	District Actions	Level of Implementation	Notes
Literacy Team	1. Appoint literacy lead committed to support literacy improvement 2. Communicate a community literacy vision for all children, Birth –Grade 12 3. Build a literacy culture (e.g., committees, schedules, resources, collaboration opportunities, data-based decision making) 4. Review and revise policies to support the improvement of literacy for all learners 5. Support professional learning opportunities in literacy 6. Base organizational decisions on learning needs of children/youth		
Literacy Plan	*Assess overall sustainability of plan after rating the following components of literacy planning. Determine strengths and weaknesses of current plan and make adjustments as needed.*		
Aligned Curriculum	1. Use of evidence-based literacy instruction and balanced, comprehensive assessment 2. Access of all education providers to literacy support materials		

	3. Evident that literacy instruction is integrated across the curriculum 4. Emphasis on KY Early Childhood Standards and KY Core Academic Standards for English/Language Arts in planning of units/lessons 5. Support and encourage the inclusion of families, childcare professionals, college and career professionals, and directors of extended learning opportunities in curriculum conversations
Instruction and Intervention	1. Focus on key learning transition points 2. Facilitate differentiation 3. Embed cultural awareness and competence 4. Provide targeted instruction and intervention to "close the gap" 5. Analyze multiple data sources to support diagnostic approach to decision making 6. Support families in literacy learning at home 7. Evident that integrated literacy experiences occur across strands (reading, writing, listening, and speaking) 8. Use of content and discipline-specific literacy strategies
Motivation and Engagement	1. Acknowledge families, community, and staff for progress toward goals/successes 2. Acknowledge children/youth for progress toward goals/successes 3. Provide multiple methods of presenting learning 4. Provide multiple methods of expressing learning 5. Reshape learning opportunities to offer authentic experiences, to recognize the importance of social learning, to allow use of digital media, to emphasize importance of useful feedback, etc.

Professional Learning	1. Differentiate professional learning in literacy by need 2. Allocate time, resources and follow-up support 3. Ensure learning is implemented and opportunities for individual reflection and group processing of learning is a part of the "community of practice" culture 4. Foster capacity building and collaboration 5. Provide specific training and support to those new to their roles 6. Use of the performance data of learners to determine professional learning needs 7. Emphasis on interpreting and analyzing data (e.g., screening, diagnostic, formative, interim, and summative) to improve teaching and learning 8. Align professional learning experiences Birth-Grade 12 9. Support the role of literacy coaches	
Literate Environment	1. Provide opportunities for learners to interact in physical and virtual spaces with appropriate and engaging print materials, writing tools, on-line communication and collaboration tools, multimedia production tools, etc. 2. Reflect openness and responsiveness to diverse cultures, ideas, and interests 3. Engage with external stakeholders (e.g., families, early care providers, out-of-school time providers) to support environments that promote literacy development 4. Provide learners with opportunities for conversation with peers and adults	
Multiple Assessments	1. Allow opportunities to demonstrate learning through varied and differentiated assessments 2. Provide formal and informal assessments 3. Embed within instruction 4. Measure effective instructional practices	

	5. Use regular progress monitoring 6. Collect qualitative as well as quantitative data 7. Use for data-based decision making
Partnerships	1. Strengthen coordination with those who provide literacy services to children and youth (e.g., early care providers, families, public libraries, out-of-school providers) 2. Develop , communicate, implement, and sustain literacy plan 3. Coordinate literacy initiatives and programs within the community

As sustainability conversations become a part of the "culture" in the periodic review process of the literacy plan, it is important to consider sustaining the literacy plan beyond the current funding source. As the table below reflects, there are many aspects of your plan available at no monetary cost. However, there are some aspects of the literacy plan that will require continued funding, and beginning those conversations early is wise. In order to optimize the results and continued momentum the literacy plan is sure to promote, consider the recurring district, state, and federal funds that can support the literacy efforts beyond the current funding stream. With partners in this effort, seek additional resources at the local level. Engaging in these conversations from the beginning will reinforce the commitment of the district/school and partners to improving literacy in the community. The following are points for consideration:

Cost to district	No added cost
Curriculum (differentiated)-Title 1 supply budget; district materials budget	**Culture** (how we do things) shared vision, beliefs, commitments; owning outcomes, organization, communication, collaboration, focus, etc.
Instruction (differentiated)-Title 1, 2a, 3 5	**Leadership** (distributed)
Assessment (use of data)-cost for data collection, input, retrieval; progress monitoring; time for data entry?	**Use of time** (collaborative planning time, master schedule, transition time, school calendar, etc.)
Training and support (PD and coaching)-Title 1 $ for PD and Title 2a for instructional support (coaching)	**Use of recurring resources** (priorities, policies, procedures)-communication with district is imperative

KEY SUSTAINABILITY CHARACTERISTICS:

1. Sustainability is possible when full implementation has been achieved

   Attention to the following factors over time will help an initiative reach a high level of implementation and become part of the culture. Initiatives that are implemented with fidelity are more successful in adapting over time than those that do not achieve full implementation prior to the adaptations (Fixsen, Naoom, et al., 2005). Reflect on the ability to address these critical factors related to successful implementation:

   a) Within-school support and leadership

   b) Integrated and continued professional learning opportunities

   c) Community/external support

   d) Integration of the initiative into the school structure

   e) Data-based decision making

   f) Ongoing evaluation component

   (Brown and Spangler, 2006)

2. Sustainability is based in the right organizational culture and leadership

   Shared leadership allows for the cultivation of future leaders and, at its best, includes teachers, students, parents, and community affected by the initiative. It is important that present leadership nurtures, cultivates, and whenever possible, appoints a successor who has been groomed from within. This allows for present leadership to have control over the selection process, maintain continuity, and secure success of the initiative over time. Leadership should be at the helm of collaboration and be "leading the learning" by nurturing the professional learning community and preserving continual learning (Hargreaves and Fink, 2003). A supportive culture with the right leadership is a critical to sustain an initiative.

3. Sustainability includes identification of critical elements of the initiative

   A strong belief by the individuals involved in the benefit of an initiative makes a difference in working to grasp the principles that underlie an initiative and conceptualize ways to make it more effective (Baker et al., 2004).

4. Sustainability requires continuing adaptation

   When attempting to prolong an initiative, it is important to reflect on what is (and is not) working, and determine what adjustments need to be made (Jerald, 2005). A cyclical process of evaluating, identifying needs, and making adjustments to increase effectiveness is critical to extending an initiative's life (Fixsen, Naoom et al., 2005). By allowing the initiative to adjust and adapt to changing conditions, while still maintaining its core principles, it is possible for the initiative to successfully sustain. The evolution of this process, however, requires strong internal systems to maintain the accepted standards and best practices of the initiative (Bryant, 2002).

5. Sustainability must be approached from a "systems "perspective

   In order for sustainability to be achieved, systemic changes need to occur. This requires the initiative to be folded into existing complementary efforts (Hamann and Lane, 2004). With successful systemic integration, the initiative remains part of the routine practice despite changes in leadership and priorities (Johnson, Hays, Center and Daley, 2004).

6. Sustainability can and should be planned for and evaluated

   Planning for and evaluating progress toward sustainability should begin as early in the initiative as possible. Sustainability should be regarded as any other outcome that is monitored and evaluated.

7. Sustainability is only partly contingent on replacing funding

   Identify *what* is to be sustained, *what resources* are needed, and *how to access* those resources. Diversifying the funding from multiple sources can prevent an initiative from being abruptly derailed. Initiate a strategic process for accessing the most appropriate funding source to support each particular component of the initiative. By analyzing each component separately, and aligning that component to a suitable funding source, provides the opportunity to guarantee the initiative's longevity (Wright and Deich, 2002).

References:

The following resources were taken from a Sustainability Literature Review completed by RMC Research Corporation.

Baker, S., Gersten, R., Dimino, J., & Griffiths, R. (2004). The sustained use of research-based instructional practice: A case study of peer-assisted learning strategies in mathematics. *Remedial and Special Education*, Vol. 25, No. 1, pgs. 5-24.

Bryant, E. (2202). Sustaining comprehensive community initiatives: Key elements for success. *The Finance Project.*

Century, J.R. and Levy, A.J. (2004). Sustaining your reform: Five lessons from research. Benchmarks: The Quarterly Newsletter of the National Clearinghouse for Comprehensive School Reform, 3(3), 1-7

Datnow, A (2005). The sustainability of comprehensive school reform models in changing district and state contexts. *Educational Administration Quarterly*, Vol. 41, No. 1, 121-153.

Fixsen, D., Naoom, S. et al. (2005). Implementation research: A synthesis of the literature. *The National Implementation Network, University of South Florida.*

Hamann, E. & Lane, B. (2004). The role of state departments of education in comprehensive school reform. *Benchmark*, 1-11.

Hargreaves, A. & Fink, D. (2003). The seven principles of sustainable leadership. *Educational Leadership*.

Jerald, C. (2205). More than maintenance: Sustaining improvements over the long run. *Policy Brief*. The Center for Comprehensive School Reform and Improvement. Washington, D.C.

Johnson, K., Hays, C., Center, H., & Daley, C. (2004). Building capacity and sustainable prevention innovations: A sustainability planning model. *Evaluation and Program Planning*, 27, 135-149.

Wright, E. & Deich, S. (2202). Replacing initial grants: Tips for out-of-school time programs and initiatives. *The Finance Project*.

A High-Impact Professional Learning Plan

In response to KRS 158.6451 (Senate Bill 163, 2010), the Kentucky Department of Education designed some professional-learning resources to help schools work through the process of building and evaluating a high-impact professional learning plan. The *High-Impact Professional Learning Plan* includes internal feedback tools for schools to use throughout the professional learning (PL) process to monitor the effectiveness of the PL experience and make necessary adjustments.

Contents

- *Building a High-Impact Professional Learning Plan –*
  a document designed to guide schools through the process of developing a professional learning plan that will enhance instruction

- Appendix A – *A Guide for Evaluating the Impact of Professional Learning –*
  a resource for instructional leaders designed as a process guide (to be used in conjunction with the three feedback tools)

- Tool # 1 – *Professional Learning Reflections –*
  a reflection resource instructional leaders can use to capture educators' initial reactions to a PL experience

- Tool # 2 – *Follow-up Reflections –*
  a reflection resource for instructional leaders to use as one means for gathering formative feedback, monitoring the early impact of a Pl experience and supporting educators during the process

- Tool # 3 – *Professional Learning Outcome Reflections –*
  a reflection resource to help instructional leaders determine the long-term impact of a PL experience and capture evidence to inform continued impact

Building a High-Impact Literacy Professional Learning Plan

The primary focus of a school's Literacy Professional Learning Plan is student learning.

The corresponding instructional needs of teachers become the basis for a school's literacy professional learning plan.

Consider the following questions/practices to help determine literacy professional learning (PL) needs.

1. What specific, focused knowledge or skills do educators in the school need to help them provide explicit literacy instruction in all content areas?

   Five practices that are heavily supported by research*:

   - ✓ explicit vocabulary instruction
   - ✓ direct and explicit comprehension strategy instruction
   - ✓ extended discussion of text meaning and interpretation
   - ✓ Increased student motivation and engagement in literacy learning
   - ✓ intensive and individualized interventions for struggling readers

   ***Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide** Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). (NCEE #2008-4027). U.S. Department of Education. http://ies.ed.gov/ncee/wwc

2. What evidence will be used to determine those needs?

   Some of the ways schools can gather evidence and inform decisions -

   - use focus groups to gather teacher input on needed PL (This could happen in cross-curricular teams, grade level groups or content area groups.)
   - survey educators individually to assure their voice is heard and their perspective and insights are shared
   - gather evidence from other stakeholders (e.g., students, parents, community members)

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- involve all educators in the school in the process of analyzing literacy-related data from diagnostic and common assessments, writing and communication collections that represent the growth of individual students, and any other source already available to inform decisions

3. How will the identified needs be prioritized to support active, sustained learning?

<u>The following questions will guide the process for prioritizing needs</u>:

- Have we considered the five research-based literacy practices listed in #1 above?
- What specific needs did the analysis of available data indicate were the greatest?
- What will have the greatest impact on the largest number of students?
- What short-term focus will yield positive, quick, motivating results for individual students (and teachers)?

4. What will the plan of action set collaboratively by educators be?

- Is the plan of action prioritized according to identified needs?
- How will the plan assure educators receive the help they need to provide explicit literacy instruction in all content areas?
- What will the learning targets be for each element of the PL?
- Will those learning targets be linked to teachers' individual professional growth plans?
- Who will monitor implementation and outcomes throughout the PL process?
- Does the plan include provisions for teachers to collaborate and reflect throughout the PL process?

5. What varied professional learning opportunities will be sustained, intensive and classroom focused and what evidence will indicate that educators have acquired and are using what they learned? (Note: That evidence should ultimately inform future professional learning needs.)

See example below:

Professional Learning Opportunity	Evidence
Professional learning communities	○ minutes, agendas from meetings ○ data from analysis of student work ○ data from using a literacy walk-through instrument ○ observation of changes in instruction ○ student performance data that shows the impact of the instruction
On-line learning	○ observation evidence that course content has been implemented into instruction ○ data from using a literacy walk-through instrument ○ student performance data that shows the impact of the instruction
Study groups	○ evidence that all participants are participating in the study ○ observation of impact on instruction (i.e. teachers are able to overcome obstacles and implement strategies that work) ○ student performance data that shows the impact of the instruction
Peer collaboration	○ teachers planning literacy instruction together ○ teachers sharing successful strategies ○ teachers solving instructional problems together ○ data from using a literacy walk-through instrument ○ observation data that shows impact on instruction ○ student performance data that shows the impact

	of the instruction
Instructional demonstrations	○ skilled teachers modeling literacy lessons for their peers ○ teachers actively engaged in the lesson observations ○ post-observation discussions between the teacher who modeled the lessons and those who observed ○ teachers using the observed literacy lessons and strategies in their own classrooms ○ student performance data that shows the impact of the instruction ○ teachers observing students' responses during the demonstrations
Video-taping and analyzing taped lesson (lesson study)	○ groups of teachers viewing and analyzing the strategies used in taped literacy lessons ○ evidence from observations (or additional taped lessons) that demonstrate what they learned is being applied in their own literacy lessons ○ student performance data that shows the impact of the instruction ○ teachers viewing students' responses
Teacher feedback from peers (peer coaching)	○ teachers observing their peers and sharing feedback on their literacy lessons ○ post-observation discussions between the teacher who was observed those who observed ○ data from using a literacy walk-through instrument ○ administrator evaluation/observation results that

	show a change in the effectiveness of instruction ○ student performance data that shows the impact of the instruction ○ teachers observing students' reactions to lessons
Analysis of student work	○ teachers having conversations around common strengths and weaknesses in student communication skills ○ post-analysis discussions about next-steps/next lessons that will guide students as they develop their communication skills ○ observation results that show a change in the effectiveness of instruction ○ student performance data that shows the impact of the instruction
Workshops (a component of an intentionally designed comprehensive planned to improve student literacy growth and development)	○ observations or walk-through data that show that teachers are implementing what they've learned in a literacy workshop ○ teachers collaboratively sharing strategies that worked when they implemented knowledge, strategies or skills they acquired during professional learning opportunities ○ data from follow-up surveys used periodically throughout the year to evaluate the impact of the professional learning on instruction and student outcomes
Professional conferences (chosen to support specifically identified professional growth needs relevant to the school's literacy plan)	○ teachers developing and sharing professional learning with their peers following participation in a conference ○ observation data that shows teachers are using literacy skills, strategies or knowledge they learned

	at a conference ○ student performance data that shows the impact of the instruction
Book studies	○ teachers reading, participating in focused discussions and collaborating about literacy-related resources they are reading ○ teachers sharing lessons they developed based on their shared book study ○ data from using a literacy walk-through instrument ○ observation data that shows teachers are using what they have learned from the book study ○ student performance data that shows the impact of the instruction
Literacy coaching	Evidence that the literacy coach: ○ observes teachers' practices and offer guidance and feedback ○ demonstrates lessons ○ helps create solutions to instructional problems ○ helps teachers group students and plan for interventions ○ assists teachers in using assessment results to inform instruction Evidence of coaching impact on instruction and student outcomes: ○ observation data that shows evidence that teachers are implementing instructional strategies

	or refining their instruction based on what they learn from working with the literacy coach ○ data from using a literacy walk-through instrument ○ student performance data that shows the impact of the instruction

6. What support will leadership provide to facilitate sustained, job-embedded, collaborative teacher learning that will foster incremental improvement in the art and the practice of teaching?
    - facilitate time for teacher collaboration (possibly by rethinking the master schedule or reallocation of staff time)
    - personally participate in teacher learning opportunities in order to know what specifically to look for during observations
    - require short-term and long-term evidence that teachers are applying what they have learned in their professional learning experiences
    - use initial, interim and long-term reflection feedback questionnaires, interviews and observations to capture the impact evidence
        - use the feedback to inform future professional learning opportunities for individual teachers, teams or for the whole school
        - respond to teacher, team and schoolwide needs expressed in questionnaires and interviews (or in observations) by facilitating future learning opportunities that address those specific needs

7. Will the PL include resources and opportunities for explicit, systematic literacy instruction, including oral language, reading and writing across the curriculum that: [NOTE: These are just examples of explicit literacy instructional strategies.]
    - develops student comprehension skills
    - develops student vocabulary
    - builds student discussion and discourse skills
    - helps students develop their critical thinking and communication skills
    - teaches students how to logically organize their communications

- guides idea development in communication (oral, written, multimodal)

The chart that follows includes the broad literacy skills addressed in the Kentucky Core Academic Standards (KCAS). To access the complete standards document, go to the KDE website.

Use the chart that follows to:

- Identify PL needs related to literacy
- involve all the school's educators in making the decision about priority of the needs

College and Career Readiness Anchor Standards to Guide Professional Learning Decisions

Elementary Literacy	Secondary Literacy	Focus for Professional Learning
Reading Anchor Standards	**Reading Anchor Standards**	**The strategies listed in this section are simply examples. <u>This list is not all-inclusive.</u>**
Key Ideas and Details - questioning text, using details to support conclusions when speaking and writing, determining main ideas, retelling and summarizing details, explaining the role of characters and events in text	**Key Ideas and Details** - determining explicit text meaning, drawing inferences and citing specific textual evidence to support meaning when speaking or writing, analyzing the development of themes or arguments, summarizing , and analyzing the interaction of individuals, events and ideas in a text	○ questioning techniques ○ peer discussion strategies ○ summary strategies
Craft and Structure – identifying words and determining the meaning and function of words and phrases, recognizing/ determining text types and the structure of text, identifying, describing, and distinguishing point of view and perspectives	**Craft and Structure –** interpreting words and phrases and explaining their effect on meaning, analyzing text structure, assessing the impact of point of view and purpose on the text	○ understanding text structure ○ understanding the impact of word choice on meaning and interpretation
Integration of Knowledge and Ideas – describing and analyzing the connection between text and illustrations and how they convey meaning, and	**Integration of Knowledge and Ideas –** integrating and evaluating content presented graphically, orally, visually and multimodally,	○ understanding how multi-media tools are used to communicate meaning effectively

comparing/contrasting characters, events, themes, and genres	delineating and evaluating arguments and claims in text, and analyzing and comparing the approaches authors take	○ understanding the structure and components of persuasive arguments
Range of Reading and Level of Text Complexity – read and comprehend a variety of genres independently and proficiently for the target grade level	**Range of Reading and Level of Text Complexity –** read and comprehend complex literary and informational texts independently and proficiently for the target grade level	○ understanding how to approach a variety of genres and how to adjust reading strategies with different genres
Reading Foundational Skills (K-5)		
Print Concepts (K-1) **–** demonstrating an understanding of the organization and basic features of print		○ understanding the representation of language in print ○ recognizing the features of a sentence
Phonological **Awareness** (K-1) – demonstrating an understanding of spoken words, syllables, and sounds		○ distinguishing vowel sounds and phonemes
Phonics and Word Recognition (K-5) – knowing and applying grade-level phonics and word analysis skills in decoding words		○ understanding how to use decoding strategies ○ understanding how to analyze words for meaning
Fluency (K-5) – read with sufficient accuracy and fluency to support comprehension		○ understanding how to read for purpose ○ understanding how to use context clues
Writing Standards	**Writing Standards**	
Text Types and Purposes – writing opinions, writing to inform, to explain and to narrate using relevant supporting details.	**Text Types and Purposes –** writing arguments, writing informative or explanatory texts and narrative texts supported by valid reasoning and relevant evidence and details	○ strategies for scaffolding writing instruction ○ strategies for writing opinions or arguments ○ strategies for writing to inform or explain ○ strategies for developing narrative writing

		○ strategies to help students understand and establish purpose when writing
Production and Distribution of Writing – producing clear writing with guidance from adults, adding details, revising and editing to develop and strengthen the writing; exploring and using technology to produce and publish writing and to interact and collaborate with others	**Production and Distribution of Writing –** producing clear, coherent writing with elements appropriate for the purpose and audience; developing and strengthening writing with revising, and editing; using technology, including the Internet to produce and publish writing and to interact and collaborate with others	○ strategies to teach students how to revise their communications ○ technology uses that will support students as they produce and publish their writing and communicate with others ○ strategies that will help students strength their communication
Research to Build and Present Knowledge – participating in shared research and short research projects using several sources to build knowledge; recalling and gathering information with guidance from adults and answering questions, taking notes, categorizing, summarizing and paraphrasing information; proving a list of sources	**Research to Build and Present Knowledge –** conducting short and sustained, focused research projects; gathering information from multiple print and digital sources; assess the credulity and accuracy of the sources; integrating information without plagiarism and drawing evidence to support analysis, reflection and research from	○ collaborative research strategies ○ how to assess the validity and credibility of sources ○ how summarize and paraphrase ○ how to document sources
Range of Writing (beginning with grade 3) – writing routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes and audiences	**Range of Writing** (beginning with grade 3) – writing routinely over extended and shorter time frames for a range of discipline-specific tasks, purposes and audiences	○ writing-to-learn strategies ○ discipline-specific writing strategies ○ writing for authentic audiences and purposes
Speaking and Listening Standards	**Speaking and Listening Standards**	
Comprehension and Collaboration – (K-2) participating in collaborative conversations about grade level topics and texts (3-5) – engage effectively in a range of collaborative discussions building on others' ideas and expressing their ideas clearly	**Comprehension and Collaboration –** preparing for and participating effectively in a range of conversations and collaborations, building on other's ideas and expressing their own clearly and persuasively; integrating and evaluating content from multiple sources; evaluating a speaker's perspective, reasoning, and use of evidence and rhetoric	○ strategies for engaging students in collaborative conversations ○ oral communication skills ○ strategies that teach students how to evaluate the content , evidence and rhetoric in speeches

Presentation of Knowledge and Ideas (K-2) **–** describing familiar people, places, things and events with relevant details; adding visual and audio to clarify ideas, thought and feeling; expressing thoughts in complete sentences when appropriate to the task or situation (3-5) reporting in an organized manner on a topic or text, supporting ideas with relevant details; adapting speech for a variety of contexts	**Presentation of Knowledge and Ideas –** presenting information, findings or relevant evidence in a logical manner appropriate to the task, purpose and audience; using digital media and visual displays strategically to clarify presentation message; adapting speech to a variety of contexts and communication tasks, demonstrating command of formal English	○ strategies for teaching students how to organize oral presentations focused on audience and purpose ○ using digital media to enhance presentations ○ techniques for adapting speech to a variety of contexts and communication tasks
Standards for Language	**Standards for Language**	
Conventions – observing conventions of grammar and usage and command of the conventions of capitalization, punctuation and spelling when writing or speaking	**Conventions –** demonstrating command of conventions of standard English grammar and usage, and command of the conventions of capitalization, punctuation and spelling when writing or speaking	○ techniques for integrating grammar, usage and conventions instruction into communication lessons
Effective Language Use (begins grade 3) – using language to achieve particular effects when writing or speaking	**Effective Language Use –** using language to enhance meaning, convey style, and achieve particular effects when writing or speaking	○ vocabulary strategies that help students differentiate and use word choice effectively when communicating ○ strategies for teaching style in communication
Vocabulary Acquisition and Use – determining or clarifying meaning of unknown words and phrases based on grade-level content; demonstrating understanding of word relationships and nuances in word meanings; using words and phrases and phrases	**Vocabulary Acquisition and Use** – determining or clarifying the meaning of unknown words or phrases by using a variety of appropriate strategies; demonstrating understanding of word relationships and nuances in word meanings; acquiring and using accurately a range of general academic and domain-specific vocabulary sufficient for reading, writing, speaking and listening at the college and career readiness level	○ vocabulary acquisition strategies that students can use to understand unknown words ○ techniques for teaching students domain-specific vocabulary they can use with all forms of communication

A GUIDE FOR

Evaluating the Impact of Professional Learning

Professional Learning can be presented and sustained in multiple ways. It goes beyond workshops where information is presented to a group of participants. A combination of professional learning options may include study groups; book study groups; classroom demonstration lessons; professional learning communities; video-taped lessons viewed, discussed and analyzed in teams later; one-on-one support from instructional coaches; peer coaching; peer observations; and many other venues. Ultimately, professional learning should improve instructional practices and lead to critical outcomes of improved student learning.

Participants' Initial Evidence of Learning

1. Collect evidence with a short, focused questionnaire to determine participants' initial reflections. **(Tool # 1)**

2. Follow up within the first six weeks by gathering evidence from participants in a variety of ways. One way to collect the information is another short, focused questionnaire to determine if participants are actually using the skills and knowledge they acquired, what challenges (and successes) they are encountering, and what positive impact they have seen on students. **(Tool # 2)**

Determine in advance who will analyze the results and plan how the results will be shared and used.

Participants' Continuous Use of Professional Learning

1. Support participants' during the initial implementation of professional learning. One-on-one guidance from instructional leaders, literacy coaches, insights from video models and short collaborative meetings during initial implementation will help participants over the hurdles and help keep them from abandoning skills and strategies acquired in professional learning.

2. Facilitate on-going, embedded professional learning so teachers at different stages of use can continue to learn by fostering teacher collaboration as they implement knowledge, skills and strategies from their professional learning opportunities.

Example opportunities:

- model or demonstration lessons (demos) in classrooms
- peer observations of implementation of knowledge or skills acquired from professional learning
- peer coaching and mentoring for new teachers (0-5 years) by more experienced teachers
- feedback from peers after demos, peer observations, videos of lessons focused on professional learning and next steps

KDE: NGL: CP: RW July 22, 2010

- feedback from peers as they implement the knowledge or skills acquired in professional learning (focus should be on what they have learned, how they have solved problems they encountered, or practices that work)
- grade-level, department and cross-grade meetings focused on instructional strategies, assessment (formative and/or summative) results that reflect the impact on student learning
- faculty meeting time focused on student learning resulting from implementation of professional learning
- study groups that focus on extending the impact of professional learning and helping participants learn how to effectively implement what they learned in their own classrooms
- one-to-one support from a literacy coach or instructional coach
- application of protocols to focus discussion and inform next instructional steps

3. Gather evidence from a variety of sources about the quality of participants' use of new knowledge and skills and the difference in their practices.

   Some examples:

   - participants' reflection and feedback **(Tool # 3)**
   - video-taped lessons
   - direct observations
   - interviews with participants
   - participants' on-going analysis of impact on student learning
   - minutes, reflections or records from collaboration meetings
   - implementation logs

4. Use information gathered from on-going formative assessments to make relevant revisions and support participants as they implement.

Determine in advance:

- **who will gather the results and how much they should gather**
- **what the indicators of successful implementation will be**
- **how frequently the results will be gathered**
- **who will analyze the results**
- **how the results will be shared**
- **how the results will be used to impact future instruction and student learning**

<u>Impact on Student Learning</u>

Use multiple ways to collect a variety of evidence about student learning outcomes from such data-sources as:

1. pre- and post- instruction assessment data
2. formative and summative assessments
3. student interviews, conferencing or questionnaires
4. performance tasks
5. group tasks or actions

Determine in advance:

- **who will gather the results and how much they should gather**
- **what the indicators of successful implementation will be**
- **how frequently the results will be gathered**
- **who will analyze the results**
- **how the results will be shared**
- **how the results will be used to impact future instruction and student learning**

For more detailed guidance, consult Thomas Guskey's book, *Evaluating Professional Development (2000),* which served as a reference for some elements of this document.

Tool # 1

Professional Learning Reflections

Circle the letter that corresponds to your initial reactions to this professional learning experience and include a short written response in the space provided with each question.

A = strongly positive B = positive C = negative D = strongly negative

1. There is clearly a connection between the content of this professional learning experience and the potential for improved student learning. A B C D

   Please comment on one connection that was especially relevant for you.

_____

_____

2. What I learned can be immediately applied in my classroom. A B C D

   Please identify something you will use with your students when you return to your classroom.

_____

_____

3. I clearly understand the content because of this professional learning experience. A B C D

   Indicate one strategy, concept, or idea that is clearer for you now and an area where you still have questions

_____

_____

4. The approaches used in this professional learning experience provided instructional models I can adopt as a part of my own instructional practice. A B C D

   Please identify a practice you will adopt.

_____

_____

5. What was your practice in the past? How do you expect it to be different after this learning experience?

_____

_____

Tool # 2

Professional Learning Reflections

Circle the letter that corresponds to your initial reactions to this professional learning experience and include a short written response in the space provided with each question.

A = strongly positive B = positive C = negative D = strongly negative

1. There is clearly a connection between the content of this professional learning experience and the potential for improved student learning. A B C D

   Please comment on one connection that was especially relevant for you.

_____

_____

2. What I learned can be immediately applied in my classroom. A B C D

   Please identify something you will use with your students when you return to your classroom.

_____

_____

3. I clearly understand the content because of this professional learning experience. A B C D

   Indicate one strategy, concept, or idea that is clearer for you now and an area where you still have questions

_____

_____

4. The approaches used in this professional learning experience provided instructional models I can adopt as a part of my own instructional practice. A B C D

   Please identify a practice you will adopt.

_____

_____

5. What was your practice in the past? How do you expect it to be different after this learning experience?

_____

_____

Tool # 3

Professional Learning Outcome Reflections

Please estimate the degree of success using the following scale:

1	2	3	4	5	6
Not at all		Inconsistently/Partly			Entirely

1. As a result of this professional learning experience I was able to: Estimate

   A._____ _____

   B._____ _____

2. When I implemented what I learned in my classroom, my students were able to:

   A._____ _____

   B._____ _____

3. Describe strategies you implemented to make application of what you learned in the professional learning experience easier or more successful.

   _____

   _____

4. List sources of evidence of implementation or evidence of impact on your instruction and on student outcomes. Provide documentation of that evidence to your administrator.

   _____

   _____

   _____

5. Describe any barriers that still need to be addressed for you to successfully and consistently implement what you learned.

   _____

   _____

Project Narrative

Other Narrative

Attachment 1:
Title: Pages: Uploaded File: **1236-SRCL-General Education Provisions Act with examples.pdf**

General Education Provisions Act-Section 427

Kentucky's Striving Readers Comprehensive Literacy (SRCL) Plan will coordinate all past efforts and guide future efforts to improve literacy instruction and performance for **all**, especially disadvantaged children and youth. Sub-grant funds to districts will be awarded and used to implement a comprehensive and coherent literacy program that serves learners birth to grade 12. Based on 2010 State testing data, 53 Kentucky districts are eligible for SRCL funding, using the percentage of students scoring Proficient or Distinguished on the state's reading test. Of those districts, competitive priority will be given to those who show, through data, that they serve significant numbers of disadvantaged students. All awarded grantees will have equitable access or participation regardless of gender, race, national origin, color, age, or disability. Implementation of the literacy plan will provide the necessary accommodations for learners with special needs, English language learners, and the disadvantaged.

Each fiscal year, all Local Education Agency (LEA) award grantees must submit Assurances signed by the Literacy Team members, approved by the local school district and documented in meeting minutes declaring that specific assurances for funding will be met. One of the district/provider assurances reads as follows:

The local Literacy Team assures that its literacy plan describes steps taken to ensure equitable access to, and equitable participation in, the implementation of the literacy plan by addressing the special needs of learners, school personnel, early care and out-of school providers and other plan beneficiaries in order to overcome barriers to equitable participation, including barriers to gender, race, color, national origin, disability and age [General Education Provisions Act (GEPA) Section 427].

Based on local circumstances, LEA applicants will be asked to identify barriers from access or participation in this grant opportunity and describe in the application the steps to be taken to overcome these barriers. The following example illustrates possible barriers that may need to be considered. Depending on local circumstances, these barriers might be addressed in a variety of ways.

> *Family Literacy Programs, important especially in addressing learner Birth-age 5, might describe in the application how information about programming will be delivered to families and guardians who face barriers of transportation, time, adult literacy levels, limited English proficiency, etc.*
>
> *Examples:*
> *Parents spend two hours a week in class with their children, learning literacy practices to use at home.*
> *The school district provides English language learner classes for parents and children during the school day and during the evening. Evening sessions are held in neighborhood centers.*

Budget Narrative

Budget Narrative

Attachment 1:
Title: Pages: Uploaded File: **1234-Budget Narrative.pdf**

Budget Narrative

Personnel	Importance of position to success of SRCL Program Grant
Grant Coordinator All KDE staff positions are funded with the 5% set-aside for state activities	• Provides leadership and management of the grant, including coordinating the work of the professional development staff, coordinating with the evaluator, the US DOE, and the districts/providers • Develops and submits reports to the US DOE as required by the grant • Develops, maintains and monitors budget; works with grantees to ensure adherence to grant guidelines and assurances • Conducts site visits to the grantee districts/providers for monitoring and support • Supports grantees through distance learning opportunities as well as by phone, email • Works with support staff to coordinate meeting arrangements and travel for staff
(7) **State Literacy Coaches/Professional Learning Coordinators**	• Collaborates with KDE staff on the design of a coordinated support system for participating districts • Collaborates with KDE staff on the design of the professional learning and support to the district and school/provider literacy leads and teams • Leads professional development of the literacy instructional coaches, in collaboration with other KDE staff • Conducts site visits to the grantees for monitoring and support in the implementation of the literacy plan, which includes the Elements of Literacy Program Effectiveness for KY Schools (PERKS) • Supports the district and school leads through distance learning, email, phone and other means • Serves on KDE work groups as assigned • Participates in professional learning experiences to enhance skills to lead the SRCL Program work with districts/schools/providers
Data Manager	• Collaborates with grantees to ensure necessary data is collected to monitor implementation and effectiveness related to grant goal • Collaborates with KDE staff on the design and/or selection of assessments and progress monitoring

	tools to be used in the grant • Assists with technical assistance to and professional development of the literacy instructional coaches, data personnel/points of contact and district literacy lead, in collaboration with other KDE staff • Conducts site visits to the grantees for monitoring and support in the implementation of the grant plans as well as the literacy plans, which includes the Elements of Literacy Program Effectiveness for KY Schools (PERKS) • Supports the district and school leads through distance learning, email, phone and other means • Serves on KDE work groups as assigned • Participates in professional learning experiences to enhance skills to lead the SRCL Program work with districts/schools/providers
LEA subgrants	• Subgrants will be awarded to districts that are successful in the RFP from the state. Districts must partners with early education provider(s), and at least 1 school in the district serving in a feeder pattern (1 ele., 1 MS, 1 HS) • Funds allocated are for Literacy Leadership Team planning, professional development for all staff, salaries for instructional literacy coaches, a district coordinator, travel, and supplies
Evaluator(s) KDE will monitor and track the data of the grantee districts/providers and produce reports tailored to various audiences. $100,000 per year is budgeted for these activities from the 5% set-aside for state activities.	--Oversee administration of the evaluation project --oversee data entry, analysis and interpretation; --Gather, analyze, manage and organize all data from subgrantees and state assessments --Coordinate all research related to project --Present reports tailored to various stakeholder groups

Fringe	Budgets	Includes:
	KDE	Retirement: 15%; Insurance; Unemployment: 1% ; Medicare: 1.45%; Workman's Comp: 2%.

		KDE—Includes appropriate fringe within budget.
Travel	**Budgets**	**Includes:**
	KDE	Travel for grant coordinator, state literacy coaches and data manager to travel to districts; Travel for KDE staff to attend annual meeting in Wash. D.C. Travel for state literacy coaches to attend and present at state and national conferences each year as part of professional growth and support.
Supplies	**Type**	**Purpose:**
Funded with the 5% set-aside for state activities	**KDE**	KDE will purchase professional books and materials for learning; provide copies of materials for grantee meetings
Annual Conference/Technical Assistance to all applicants & PPS Funded with the 5% set-aside for state activities	**KDE**	KDE will provide a yearly meeting/conference for all districts who apply for a SRCL grant and the Promising Practice Sites to build understanding of the latest research and practices related to literacy instruction and assessments

Indirect Costs	**SEA**: KDE's indirect cost rate is 15.2%; as a cost-saving measure, KDE is claiming indirect costs only on the 5% set aside for state activities.

SRCL Summary Budget

	Year 1	Year 2	Year 3	Year 4	Year 5	Total
KDE Personnel Salary + fringe	$819,000	$843,570	$868,877	$894,943	$921,791	$4,348,181
Travel	$202,500	$202,500	$202,500	$202,500	$202,500	$1,012,500
Supplies	$56,000	$56,000	$56,000	$56,000	$56,000	$280,000
Technical Assistance/ Conference	$55,000	$55,000	$55,000	$55,000	$55,000	$275,000
SEA Indirect Costs	$172,140	$175,875	$179,721	$183,683	$187,764	$899,183
Total	$1,304,640	$1,332,945	$1,362,098	$1,392,126	$1,423,055	$6,814,865
District Contract (based on average of 22—see justification section)	$27,500,000	$27,500,000	$27,500,000	$27,500,000	$27,500,000	$137,500,000
Promising Practice Sites (based on average of 8 awards @ $125,000 each)	$1,000,000	$1,000,000	$1,000,000	$1,000,000	$1,000,000	$5,000,000
District Totals	$28,500,000	$28,500,000	$28,500,000	$28,500,000	$28,500,000	$142,500,000

Evaluation Subtotal	$100,000	$100,000	$100,000	$100,000	$100,000	$500,000
Total	$29,904,640	$29,932,945	$29,962,098	$29,992,126	$30,023,055	$149,814,864

The following pages provide detailed line-item budgets..

Budget Detail

Year 1 Oct 2011-Sept 2012

9 KDE staff salaries (est. @ $70,00 salary per position + fringe)	**$819,000**
Travel (est. @$15,000 each for 8 staff and $7500 for 1 staff), including mileage and overnight stays for distances over 2 hrs.; US DOE technical assistance meetings, and annual state and national conference for PD	**$202,500**
Supplies (includes professional resources and copying of materials for PD sessions) $56,000	**$56,000**
Technical assistance/conference for all districts who applied for grant, grantees, and Promising Practice Sites personnel	**$55,000**

Year 2 Oct 2012-Sept 2013

9 KDE staff salaries (est. @ $70,00 salary per position + fringe); 3% increase	**$843,570**
Travel (est. @$15,000 each for 8 staff and $7500 for 1 staff), including mileage and overnight stays for distances over 2 hrs.; US DOE technical assistance meetings, and annual state and national conference for PD	**$202,500**

Supplies (includes professional resources and copying of materials for PD sessions) $56,000	**$56,000**
Technical assistance/conference for all districts who applied for grant, grantees, and Promising Practice Sites personnel	**$55,000**

Year 3 Oct 2013-Sept 2014

9 KDE staff salaries (est. @ $70,00 salary per position + fringe); 3% increase	**$868,877**
Travel (est. @$15,000 each for 8 staff and $7500 for 1 staff), including mileage and overnight stays for distances over 2 hrs.; US DOE technical assistance meetings, and annual state and national conference for PD	**$202,500**
Supplies (includes professional resources and copying of materials for PD sessions) $56,000	**$56,000**
Technical assistance/conference for all districts who applied for grant, grantees, and Promising Practice Sites personnel	**$55,000**

Year 4 Oct 2014-Sept 2015

9 KDE staff salaries (est. @ $70,00 salary per position + fringe); 3% increase	**$894,943**
Travel (est. @$15,000 each for 8 staff and $7500 for 1 staff), including mileage and overnight stays for distances over 2 hrs.; US DOE technical assistance meetings, and annual state and national conference for PD	**$202,500**
Supplies (includes professional resources and copying of materials for PD sessions) $56,000	**$56,000**
Technical assistance/conference for all districts who applied for grant, grantees, and Promising Practice Sites personnel	**$55,000**

Year 5 Oct 2015-Sept 2016

9 KDE staff salaries (est. @ $70,00 salary per position + fringe); 3% increase	**$921,791**
Travel (est. @$15,000 each for 8 staff and $7500 for 1 staff), including mileage and overnight stays for distances over 2 hrs.; US DOE technical assistance meetings, and annual state and national conference for PD	**$202,500**
Supplies (includes professional resources and copying of materials for PD	**$56,000**

sessions) $56,000 Technical assistance/conference for all districts who applied for grant, grantees, and Promising Practice Sites personnel	**$55,000**

Budget Justification

District Costs

Districts selected through an RFP process will be funded based on a tiered approach.

	Number of KY Districts Eligible	Approx. Number of Students in District	Amount for which Eligible
A	21	Up to 1199	$775,000
B	24	1200-3199	$1,250,000
C	7	3200-50,000	$2,000,000
D	1	Over 50,000	$3,000,000

Based on an average award size of $1.25 M per district per year, KY could fund 22 districts. With the award, districts will use their funds to provide costs outlined below.

Based on an average award size of $125,000 KY can fund 8 Promising Practice sites. District costs will be in the categories outlined below.

Personnel

Personnel costs in the MOA to districts include a district literacy lead, and a literacy lead in each school/provider (or a combination for small districts; one instructional coach might serve in two buildings).

Fringe

Fringe includes Teachers Retirement, insurance, unemployment, Medicare, and Workman's Comp, totaling of 28% of salaries each year.

Travel

The MOA to districts will include funds for travel for participants to attend an annual technical assistance conference, travel to Promising Practice Sites for mentoring support, and to attend a state or national literacy conference for professional growth.

Supplies

The MOA to districts includes funds for supplies to support classroom materials and assessments to support literacy instruction and assessments.

Professional Development

The MOA to districts includes funds to support substitutes, stipends, and professional learning communities for the district and school staffs to engage in professional growth and planning related to effective literacy instruction and assessments. The stipends also include costs for coursework for literacy team member pursuing further education in literacy and leadership.

KDE Costs

Personnel

Cindy Parker, KDE Literacy Coordinator, will serve as grant coordinator. She will provide leadership and management of the grant, including coordinating the work of grant partners; supervising the development of professional development materials, and developing, maintaining and monitoring budgets. She is a state leader in literacy, having written and received funding for several literacy initiatives including Striving Readers 2009, a NASBE Adolescent Literacy Planning grant, and a Literacy and Mathematics Design Collaborative grant from the Bill & Melinda Gates Foundation. Her position will be fully dedicated to the project for each of the grant years.

Saundra Hamon, KDE literacy consultant, will serve as an elementary literacy state coach/professional learning coordinator. Her primary responsibility will be for the development and delivery of training, development of literacy plan and instruction support materials, and leadership and coaching of the district literacy teams. She has served as KDE manager for the KY Reading First grant work, and the state-funded Read to Achieve grant. In addition to serving as a classroom elementary teacher, she has served as a professional staff assistant in a district, working with elementary schools focusing on school improvement planning.

Monica Osborne, KDE Professional Learning Coordinator for the Striving Readers 2009 grant, will serve as a secondary literacy state coach/professional learning coordinator and professional development provider to the project. Her primary responsibility will be for the development and delivery of training, development of literacy plan and instruction support materials, and leadership and coaching of the district literacy teams. She has served a variety of roles in education over the past eleven years. As a teacher, she has taught ELA in grades 9-12, served as a school literacy coach and reading intervention teacher, and is a certified Literacy Specialist.

Mary Rudd, Program Manager for the Striving Readers 2 grant, will serve as a secondary literacy state coach/professional learning coordinator and professional development provider to the project. Her primary responsibility will be for the development and delivery of training, development of literacy plan and instruction support materials, and leadership and coaching of

the district literacy teams. She has served a variety of roles in education including work as a Highly Skilled Educator to provide support to the state's lowest performing schools, district and school leadership positions, and higher education faculty experience.

Additional positions will be posted and filled through the KDE hiring process, using the job descriptions and duties included in the project narrative appendices.

Fringe

Fringe includes Teachers Retirement, insurance, unemployment, Medicare, and Workman's Comp, totaling of 28% of salaries each year.

Travel

Kentucky Department of Education coaches will visit each project site on a monthly basis. In addition, the KDE staff will present at a national conference each year and attend technical assistance meetings/workshop in Washington D.C. (or selected site) each year. This cost includes meals, lodging, and mileage.

Supplies

This cost includes a laptop computer for KDE program staff in year one of the project, curriculum materials, print packs, professional books, and resources for literacy teams and registration and maintenance for the online learning community for each program year.

Indirect Costs

The indirect cost rate is 15.2%. District costs are not included in the indirect cost percentage.

Qualifications of Key Personnel

Below are resumes of key personnel (Additional positions will be posted and filled through the KDE hiring process, using the job descriptions and duties included in the project narrative appendices.)

Cindy L. Parker

(b)(6)

W: (502) 564-2106

(b)(6) @kywimax.com or cindy.parker@education.ky.gov

Education

Rank I through National Board Certification in Adolescent/Young Adult English/LA, 2002
MA in English Education, Eastern Kentucky University, 1994
BA in English, University of Kentucky, 1988
Graduate of Danville High School with Higher Honors, 1983

Employment

2007-Present Literacy Coordinator, KY Dept. of Education, Office of Next Generation Learner

2004-2007 Teacher, Washington County High School
English Department Chair, Writing Cluster Leader, English teacher grade 12, KTIP resource teacher

2005-2006 High School Reading Consultant, Kentucky Department of Education

2003-2004 Teacher, Danville High School

Writing Cluster Leader, English teacher grades 10 and 12, KTIP resource teacher

1998-2003 Teacher, Washington County High School

English teacher grades 9-12, Composition, Speech, KTIP resource teacher

1988-1998 Teacher, Harrodsburg High School

English teacher grades 7-12, Composition, Speech, KTIP resource teacher

Honors and Awards

KDE Yes! Employee of the Month, 2009
Washington Co. High School Teacher of the Year, 2003
Ashland Oil Teacher Achievement Award, 1998
Harrodsburg High School Teacher of the Year, 1997, 1993, 1991

Accomplishments

- Wrote successful proposal for Striving Readers Cohort 2 grant—1 of 8 states awarded
- Co-wrote successful proposal for funding from the Bill & Melinda Gates Foundation for Literacy and Mathematics Design Collaborative work

- Wrote successful proposal for a NASBE Adolescent Literacy Planning Grant–KY 1 of 5 states to receive
- Co-authored KY Adolescent Literacy Plan & KY's Literacy Planning Guide
- Serves as co-lead for KY State Literacy Team
- Partner in Striving Readers Cohort 1 grant—1 of 8 sites in nation
- Partner in Adolescent Literacy Coaching Project—state initiative to train literacy coaches, grades 4-12
- Partner in KY Content Literacy Initiative to provide PD and support to middle and high schools in content literacy
- Numerous presentations at state and national conferences and meetings

Professional Organizations

National Board for Professional Teaching Standards
National Council of Teachers of English
Kentucky Reading Association, President-Elect

SAUNDRA LEGG HAMON

(b)(6)

Professional Profile

- Highly effective professional with advanced credentials and skills including strong qualifications in strategic planning and leadership, project/program development and management, productivity and performance improvement
- Proven results in ability to motivate and work effectively with multi-disciplinary and diverse teams
- Value and respect diversity-expressed in responsiveness and inclusion of all irrespective of gender, sexual orientation, ethnicity, belief, ability or disability, social or cultural background, or geographical location
- Quick learner in both independent and team-driven environments
- Consistent record of success in identifying and resolving issues and for anticipating problems and finding creative solutions
- Decisive and confident decision-making abilities
- Self-motivated working style, strong critical-thinking skills
- Competent and well-spoken with confident professional presence, engaging interpersonal skills and proven ability to communicate effectively and persuasively

Work History

KENTUCKY DEPARTMENT OF EDUCATION, Frankfort, Kentucky

Education Academic Program Consultant

July 2010-present Office of Next Generation Learners/Division of Learning Services/Differentiated Learning Branch

- *Facilitate, in the role of product manager, the design and development of the KY Model Curriculum Framework as defined by 2009 Senate Bill 1 which provides direction to local districts and schools as they develop curriculum to unlock barriers to learning and prepare* all *learners for success in life*

- Serve as co-lead of the State Literacy Team charged with (1) providing guidance on KY's state response to a federal competitive grant to address an integrated and comprehensive birth-grade 12 approach to literacy and (2) developing guidance on goals and processes for issuing an application for competitive grant funding to local districts for building capacity at the district level for a comprehensive and integrated birth-grade 12 literacy plan addressing the literacy needs of *all* learners
- Collaborate with team working on the Continuous Instructional Improvement Technology System (CIITS) project that will connect standards, electronically stored instructional resources, curriculum, formative assessments, instruction, professional learning and evaluation of teachers and principals in one place thereby, improving instructional outcomes, teacher effectiveness and leadership.

Administrative Branch Manager *for Early Literacy, July 2005-July 2010 Office of Teaching and Learning/Division of Curriculum*

- *Managed two multi-million dollar grants (one federal-Reading First and one state-Read to Achieve)*
- *Supervised, managed, evaluated or coached as many as eight office staff and ten field staff*
- *Served as co-business lead on the development of the Instructional Administrative Program Tool (IPAT)*
- *Focused branch meetings on the professional learning of staff*

Education Academic Program Consultant*-Elementary Writing, 1999-2005 Office of Academic and Professional Development/Division of Curriculum*

- *Provided consultative services, technical assistance and professional development related to writing instruction to local school/district personnel, parents, testing companies, and other state and private agencies*
- *Facilitated the development of products related to curriculum, instruction, and assessment in the writing/literacy program*

FAYETTE COUNTY PUBLIC SCHOOLS, Lexington, Kentucky

Professional Staff Assistant, 1997-99

- Facilitated the preparation and communication of the Comprehensive School Improvement Plan
- Provided consultative services, technical assistance and professional development to classroom teachers, parents, and students
- Served as the school administrator in absence of principal
- Researched and wrote grant applications

Teacher, 1994-1997, Athens Elementary, fourth grade

Teacher, 1988-1994, Squires Elementary, third grade and primary

Teacher, 1987-1988, Athens Elementary, first grade

KANAWHA COUNTY PUBLIC SCHOOLS, Charleston, West Virginia
Teacher, 1974-1987, Grades one through five

EDUCATION/PROFESSIONAL LEARNING

UNIVERSITY OF KENTUCKY-Post Graduate Courses, 1991-2001

MARSHALL UNIVERSITY-MA, Educational Supervision, 1986

MORRIS HARVEY COLLEGE-BA, Elementary Education, 1973

Monica Osborne

(b)(6)

monica.osborne@education.ky.gov

Professional Philosophy

Dedicated to engaging and enthusiastic teaching as a means of creating and nurturing a lifelong love of reading and education in children.

Certifications

Teaching Social Studies Grades 5-9 (2001)
Teaching English and Communications Grades 5-9 (2001)
Teaching English Grades 8-12 (2005))
Endorsement for Literacy Specialist, All Grades (2010)

Approval for English/Social Studies Program Consultant (2010)

Education

Washington County High School (1981)
Dekalb Community College (1983**)** Nurse's Aide Certification
St. Catharine College (1998) Associate in Arts
Campbellsville University (2001) Bachelor of Science in Education

Eastern Kentucky University (2004) Master of Arts in Education (Instructional Leadership)
Eastern Kentucky University (2005) Secondary English
University of Louisville (2010) Master of Education in Literacy

Honors and Awards

Phi Theta Kappa Honor Society President (1999)
National Dean's List
Who's Who Among Students
St. Catharine Highest Distinction Graduate (1999)
St. Catharine Summa Cum Laude (1999)
William K. Pennebaker Education Award (2001)
Campbellsville University Valedictorian (2001)
Campbellsville University Summa Cum Laude (2001)
Kentucky Colonel (2010)

Employment

Substitute Teacher Washington County School District (2000-2001)

Job duties included working with elementary, middle and high school teachers in all academic areas. These positions included library and special education classes.

English Teacher Washington County High School (2001-2006)

Job duties included teaching English curriculum to 9th 10th and 12th grades; also taught Speech, Composition and AP English.

Portfolio Cluster Leader Washington County High School (2003-2009)

Job duties included providing leadership and training to staff members in the writing and scoring process of portfolios; providing ongoing support to teachers as they help students develop portfolios, on demand and open response writings; working with students to develop, revise and edit writing portfolios.

English Department Chair Washington County High School (2003-2009)

Job duties included supervising department members in aligning curriculum, lesson planning and other teaching related experiences. Also responsible for English department budget.

Striving Readers Reading Intervention Teacher Washington County High School (2006-2009)

Job duties include teaching literacy skills to struggling 9th and 10th grade students using the Kansas Intervention Model; gathering and analyzing data for each student in order to differentiate and individualize the reading instruction.

Striving Readers Literacy Coach Washington County High School (2006-2009)

Job duties included assisting all teachers in the area of literacy; assisting in developing lesson plans that embed content literacy strategies, modeling lessons for teachers, providing professional development for teachers, management of school budget funds for the Striving Readers budget.

Striving Readers Professional Learning Coordinator Kentucky Department of Education (2010- present)

Job duties included planning and delivering professional development for Striving

Readers literacy interventionists; assisting in the development of units and lesson plans for struggling readers, analyzing initial student data and designing instruction that best fits the students; providing continuing support through school site visits, correspondence by phone and email and support through an active online community.

Additional duties at Kentucky Department of Education include attending and participating in monthly ONxGL office meetings, Academic Core meetings and Division of Program Standards meetings, CCSS Work, Program Review support, and Writing Policy support.

Professional Development Opportunities

- **Eastern Kentucky University Writing Project**
- **Governor's Cup Official**
- **Advanced Placement Workshops**
- **Literacy Coach Professional Development (**provided by Collaborative for Teaching and Learning)

- **Portfolio Cluster Leader Training** (provided by the Kentucky Department of Education)
- **Site-Base Council Teacher Representative** Washington County High School
- **District Chair for Curriculum Alignment** Washington County School District
- **Kentucky Reading Association Conference Attendee and Presenter**
- **International Reading Association Conference Attendee and Presenter**

Professional Affiliations
Kentucky Reading Association
International Reading Association

Mary K. Rudd

Mary K. Rudd Mary K. Rudd Mary K. Rudd Mary K. Rudd Mary K. Rudd Mary K. Rudd

In 24 years of service to schools, I've been a teacher, an administrator, and a "change agent" in various capacities, including a highly skilled educator (HSE) with the Kentucky Department of Education. I have also served as a consultant, principal mentor, and visiting instructor of education. I've served schools both large and small, urban and rural, with diverse populations including high numbers of at-risk students.

<u>Kentucky Department of Education, August 2010-Current</u>
Co-develop and implement professional development for interventionists in the Striving Readers 2 adolescent literacy grant; communicate with administrators and develop training and instructional support for administrators and interventionists; oversee budget and other basic aspects of grant.

<u>Centre College, Visiting Instructor of Education, 2008-2010</u>
Researched, designed and taught a course titled, Education Advocacy through Non-Profits; taught Reading Methods, Language Arts Methods, Fine Arts in the Elementary School, Children's and Young Adolescent Literature, and Research and Practicum; designed new course titled Literacy and Instructional Design for Learning which combined the planning and reading courses; helped redesign the program's continuous assessment process; evaluated student teachers, established internships for students with the Prichard Committee, the Collaborative for Teaching and Learning and with the Kentucky Association of School Councils; initiated and arranged Gene Wilhoit's visit to Centre College as part of a lecture series; served Fayette County

Schools as a Council Mentor through the Kentucky Association of School Councils; endorsed trainer for KASC.

Highly Skilled Educator, Kentucky Department of Education, 2006-2008
Served Western Middle School in Jefferson County and the LaRue County Voluntary Partnership Assistance Team; coordinated and led professional development and retreat initiatives; coordinated positive approaches to discipline interventions; presented an overview of Kentucky's Program of Studies and Deconstructing Reading and Writing Standards to JCPS administrators and Literacy/Instructional Coaches; mentored two principals as part of the Kentucky Principal Network and served as a liaison between the KDE and the Kentucky Leadership Academy; assisted with scholastic audits of schools.

Director of Curriculum for Boyle County Middle and High Schools, 2002-2006
Assisted schools and the district with needs assessment, planning and professional development implementation; assisted principals and Site Based Decision-Making councils in establishing a committee structure for involvement of all stakeholders in policy development; designed and led professional development in the following areas: teaching reading in the content areas, analyzing student work, using the tuning protocol, on-demand writing, uses of curriculum mapping, and Marzano research; assisted with planning for leadership development within the district, including administrators, teacher leaders and school leadership teams under the SAELP; helped plan community forum on workforce preparation; planned and facilitated eighth to ninth grade transition work using curriculum mapping; assisted high school staff with vision and mission development; helped implement a day Extended School Services program for struggling readers and facilitated bringing the reading intervention RAMP-Up to the ninth grade.

Assistant Principal, Eminence Middle School and Eminence High School, 2000-2002
Co-wrote and implemented a school-wide literacy program for the high school as part of the Reading Leader program; facilitated Gear Up, coordinated Individual Graduation Plan implementation and goal-setting for students; led focus groups for Comprehensive School Improvement Plan development; recruited parents for The Commonwealth Institute of Parent Leadership; collaborated with teachers to organize Career Day, resume workshops and financial aid workshops; coordinated student scholarship programs; served as Safe Schools Coordinator.

- High School English Teacher, Anderson County Schools (1994-2000), Franklin County Schools (1989-1994), Oldham County Schools (1987-1989)
Anderson County: Served as Site-Based Decision-Making council vice chairperson; developed and helped implement school-wide committee structure; researched and reported on Site-Based Decision-Making policy alignment with state mandates for the school; served as English department chairperson and as portfolio scoring table leader; assisted with Language Arts curriculum alignment, taught English I, II, III and Advanced Placement Language and Composition.

1998-2001; 2006-08 University of Kentucky

Superintendent Certification, Instructional Supervision Certification

Rank I in Instructional Leadership: Principal certification, K-12

1991-1995: Georgetown College

M.A. in Secondary Education with Language Arts core emphasis

1983-1987: Centre College

B.A. in English; Teaching certification in English, grades 7-12

Selected Presentations and Professional Development Workshops Facilitated: (Excluding KASC workshops

- Reading Strategies for All Content Areas and for All Students, Elliot County High School and Middle School Faculty; August 13 and 20, 2008
- Balanced Assessment for Learning, Glasgow Independent High School; May 27, 2008; Jackson County High School Faculty and administrators, June 28, 2008;
  Glasgow Independent Middle and Elementary Schools, district professional development, July 30, 2008
- Unpacking Kentucky's Program of Studies, LaRue County Superintendent and District Leaders, November 29, 2008; Hodgenville Elementary School faculty and Abraham Lincoln Elementary School faculty, January 14, 2008
- Becoming a Professional Learning Community: The Four Questions That Should Always Guide Our Work, Western Middle School Professional Development Day, January 8, 2008
- Congruent Instruction: We Can't Hit a Target We Can't see, Jefferson County Middle School Assistant Superintendent, Principals and instructional coaches, September 19, 2007
- Why Write Learning Targets? Western Middle School, September 4, 2007
- Overview of Reading Standards: Kentucky's Program of Studies Revisions, Jefferson County Schools literacy leaders and teachers, Gheens Academy, Louisville, Kentucky, June 6, 2007
- On Our Way To Proficiency: Our Diversity and Its Implications For Our School, Western Middle School Faculty Retreat, The Neighborhood House, August 4, 2007
- Taking Our Schools To The Next Level: Unpacking Standards and Writing Learning Targets, Highly Skilled Educator cadre, Kentucky Dam Village July 23, 2007
- Diversity and High Expectations: What Do They Look Like? Workshop following a bus tour through the most impoverished area of Bullitt County, Hebron Middle School faculty meeting, October 2006

Professional Organizations:

International Reading Association,
ASCD (Association of Supervision and Curriculum Development)

Kentucky Association of School Administrators

Other: Member of Leadership Boyle County class (2003), Board Member for Danville Aquatic Club (2010-11), (b)(6)