

REQUEST FOR APPLICATION

Kentucky Comprehensive Literacy (KyCL) Grant: Round 1

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| **DEADLINE**  **4:00 P.M. (ET)**  Monday, April 13, 2020 | **ISSUED BY**  Kentucky Department of Education  Office of Next Generation Learners |
| **ADDRESS QUESTIONS TO:**  Jason Kendall  Kentucky Department of Education  [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)  **Question Deadline:**  **4:00 pm (ET), March 20, 2020** | **SUBMIT APPLICATIONS TO:**  Jason Kendall  Kentucky Department of Education  [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)  Only Electronic Applications Accepted  No Hard Copies |
| **Special Instructions:**   * Eligibility is limited to districts on behalf of a feeder system (K-12) with a significant number of high school students (65% or greater) who qualify for Free/Reduced meals (F/R). Use the 2018-19 Qualifying Data from KDE to determine eligibility. It is located at his site: [Qualifying data](https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx) * Of those districts, competitive preference will be given to those who show, through data, that they serve significant numbers of disadvantaged students. * Current Striving Readers Comprehensive Literacy (SRCL) awarded districts are only eligible to apply in Round 2. This RFA is specific to Round 1 funding. * Eligible districts **must** agree to engage early childhood education provider(s) as active partners, including them as members of the District and School Literacy Leadership Teams and as participants in the development and implementation of a community and district literacy plan. * Schools within a district’s feeder system (birth – grade 12) must agree to participate fully in the evaluation and progress monitoring processes. * Monetary allocations are based on the student enrollment in the application’s proposed feeder system (pp. 10 & 24).  Solicitation Schedule  | **Date** | **Event** | **Location** | **Participation** | | --- | --- | --- | --- | | On or around  January 9, 2020 | RFA Released | Online | NA | | January 21, 2020 | Informational Sessions & Vendor Fair on Grant | Bowling Green  GRREC | Attendance is encouraged for any potential applicants. | | January 28, 2020 | Informational Sessions & Vendor Fair on Grant | Hazard  KVEC | | January 24, 2020 | Informational Sessions & Vendor Fair on Grant | Frankfort  Admin Office of the Courts | | January 27, 2020 | Informational Session about Process to Vet Additional Programs | Online | Attendance is encouraged for potential applicants. | | February 20, 2020 | Submissions for Vetting of Any Additional Programs due | Send to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov) | **Required** | | March 20, 2020 | Technical Assistance for grant proposal development | Frankfort  Admin Office of the Courts | Attending one of the three technical assistance sessions is **strongly** recommended. | | TBA | Technical Assistance for grant proposal development | Bowling Green | | TBA | Technical Assistance for grant proposal development | Hazard | | March 25, 2020 | Online Q&A Session #1 | Online |  | | March 26, 2020 | Online Q&A Session #2 | | March 27, 2020 | FAQ posted online | | April 13, 2020 | Proposal Deadline | Email to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov) | **Required** | | On or around  May 18, 2020 | Awardees are posted to KDE website | Online | **N/A** | | July 1, 2020 | Funding available to LEA | NA | Districts |  Background The purpose of the Kentucky Comprehensive Literacy (KyCL) grant is to support schools in improving the reading and writing achievement for all learners from birth to grade 12. Through a literacy needs assessment, the district and school will develop comprehensive literacy plans with four (4) year funding for initial implementation. Districts will create a Literacy Leadership Team that will guide the school-level Literacy Leadership Teams, birth to grade 12, in the feeder systems. The KyCL projects will establish collaborative relationships among all providers of educational opportunities to learners (e.g., early childhood providers, schools and districts, community partners). Additionally, projects will focus on closing the literacy learner gaps of the disadvantaged by establishing specific supports for at-risk learners, birth to grade 12. The goal is to increase the numbers of disadvantaged learners ready for transitioning successfully at various points on this continuum.  The KyCL grant subgrantees will develop and implement a comprehensive and integrated literacy plan for birth through grade 12 that includes internal and external partners. The district will conduct a literacy needs assessment through the Literacy Program Effectiveness Review for Kentucky Schools (PERKS) tool and use the data to create a comprehensive literacy plan. The plan **must** include:   * Each of the characteristics of comprehensive literacy instruction (p. 23) and the four language skills: reading, writing, speaking and listening, at each range of the continuum (birth-grade 12); * Evidence of professional learning opportunities in literacy based on the PERKS needs assessment, including instructional strategies for at-risk learners (e.g., rural communities, foster children, English Language Learners) and students with disabilities; * Alignment to the *Kentucky Academic Standards for Reading and Writing;* * An explanation of the district’s assessment plan, including universal screeners, diagnostic assessments and progress monitoring as well as the use of formative and summative data (i.e., valid and reliable screening, diagnostic, and progress monitoring);   + to track and monitor literacy attainment   + to inform instruction, intervention, accommodations, professional learning and program improvement * A plan to select teachers for three (3) cohorts over the four-year life of the grant. The plan must include 100% of teachers by cohort 3 (2022-2024).  | **2020-2023** | **2021-2024** | **2022-2024** | | --- | --- | --- | | Cohort 1 | Cohort 2 | Cohort 3 | | 30% of teachers | additional 50% of teachers | remaining 20% of teachers |  * A minimum level of professional learning for each participating teacher that includes at least the number of professional learning hours listed in the table below.  | **Professional Learning Requirements**  **Number of Required Hours per Cohort** | | | | | --- | --- | --- | --- | |  | Cohort #1 | Cohort #2 | Cohort #3 | | 2020-2021 | 60 |  |  | | 2021-2022 | 40 | 40 |  | | 2022-2023 | 24 | 40 | 24 | | 2023-2024 |  | 24 | 24 | | **Total** | **124** | **104** | **48** |   The Kentucky Department of Education (KDE) will coordinate the project and provide direct assistance with the development and implementation of new literacy plans as well as technical assistance for project monitoring and evaluation.  **Key Terms and Definitions**  To meet the specific requirements of the U.S. Department of Education KyCL program, the KDE has set the following requirements for all subgrantees.   * **Applicant**. Only Kentucky public school districts that include grades K-12 and do not currently have a Striving Readers Comprehensive Literacy grant award may apply for funds. The school district will serve as the fiscal agent. * **Comprehensive Literacy Instruction**. As outlined by the federal CLSD program, Comprehensive Literacy Instruction includes 12 specific requirements. These are found on page 23 of this RFA. * **Disadvantaged Child**.A child from birth to grade 12 who is at risk of educational failure or otherwise in need of special assistance and support, including a child living in poverty, a child with a disability or a child who is an English learner. This term also includes infants and toddlers with developmental delays or a child who is far below grade level, who has left school before receiving a regular high school diploma, who is at risk of not graduating with a diploma on time, who is homeless, who is in foster care or who has been incarcerated. Other indicators may include, for example, children from migrant families. * **Eligibility**. To ensure a large number of disadvantaged children are served, poverty will be a key indicator for eligibility for CLSD subgrants. Applicants must have a significant feeder-wide free/reduced priced meals rate as measured by at least 65% or greater at the system’s high school, as reported on the 2018-2019 Qualifying Data report found at [Qualifying data](https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx). Feeder systems that include Community Eligibility Provision (CEP) qualifying schools should consult KDE individually regarding their eligibility calculation. * **Endorsed Programs**. The KyCL program provides subgrants for schools that implement comprehensive literacy instruction. While interventions are a part of a comprehensive plan, they are not the driver of whole system improvements. To ensure all applicants have access to appropriate, evidence-based programs that meet the requirements of this federal program, subawards will only be made to districts that utilize at least one program at each level (early childhood, elementary, middle/high) from KDE’s Matrix of Endorsed Programs (below). * **Feeder System.** A feeder system is made up of all the schools that feed a particular high school. All schools that feed into the eligible high school along with the high school should be considered a part of the feeder system and a part of the district’s plan for KyCL unless certain schools are excluded and these exclusions are approved by KDE. While the applicant is the school district, the project must serve young children and students along the birth to grade 12 continuum. Each district application for funding must **clearly** identify partners along that continuum and include disadvantaged students who are likely to be served as they progress from agency to agency and school to school.   Early childhood, Elementary, Middle/High and other  An additional supporting program that may also be utilized is National Board Certification. Additional information on each model will be provided during technical assistance sessions provided by the KDE. Cost of the professional services from each of these programs may be covered by grant funds.   * **GEPA Statement.** The applicant must provide a statement of equitable access that meets the requirements of the General Education Provision Act (GEPA, Section 427). [U.S. Department of Education General Education Provisions Act](https://www2.ed.gov/policy/elsec/leg/esea02/pg122.html) * **Literacy Intervention**. Intervention is one part of a comprehensive literacy (p. 23) instruction system. For this program, the KDE has defined an appropriate intervention to align with other state-supported literacy initiatives. That is, a reading intervention program or practices must address the needs of identified students reading at low levels. The selected intervention program must: promote effective instruction and be based on trend data specific to the needs of the struggling readers in the feeder system. In addition, the intervention must:   + Promote effective instruction for the identified students;   + Be based on trend data specific to the needs of the struggling readers in the feeder system;   + Allow for short-term, intensive instruction in the essential skills necessary to read proficiently;   + Provided to a student by a highly trained teacher;   + Delivered one-on-one or in small groups;   + Based on evidence, reliable and replicable;   + Based on ongoing assessment of individual student needs. * **Partners**. For KyCL, partners must include agencies (including nonprofits and for-profit agencies) that provide literacy and pre-literacy services to young children and students. This may, for example, include independent, home-based, and faith-based childcare and preschool providers; Head Start centers; public preschool providers; and other nonprofits and for-profit agencies that provide literacy supports for children in the continuum, including public libraries, afterschool programs, mentoring programs, etc. * **Professional Learning**. In terms of this grant, professional learning refers to the ongoing, specialized adult learning to further understanding and practice in literacy instruction. Professional learning may occur during or after the school day but must focus on literacy and be in accordance to the approved literacy plan established by the District Literacy Leadership Team (DLLT) and School Literacy Leadership (SLLT) Teams. Professional learning indicates a continuous cycle of learning, putting learning into practice and evaluating results to determine the next steps in learning.   **Funding**  The Kentucky Department of Education (KDE) will make $28 million available for subgrants through the KyCL program. The KDE anticipates making 15 subawards in Round 1 to districts in support of birth to grade 12 feeder patterns. A district may apply for only one (1) feeder system. The number and size of the district awards will depend on the number of students in each district or feeder system. The average total for an eligible district is $1.1 million; page 10 provides details related to the amounts per eligible birth to grade 12 feeder system.  To be eligible for Round 1 funding, a district must:   * Qualify as high poverty, as outlined on page 4; * Have significant deficits in literacy in at least three of the four continuum levels (birth to age 5, Kindergarten-grade 5, middle school, high school); * Agree that early education provider(s) will be engaged as active members of the DLLT and participate fully in the development and implementation of a district literacy plan. A minimum of three early learning centers/agencies are required for small feeder systems, five for medium systems, and seven for large systems; * Provide literacy services at each level of the birth to grade 12 continuum, including specific professional learning, response to intervention (RtI) services, and other supports; * Utilize an **approved program** to improve comprehensive literacy instruction that will create district and community capacity that can continue after grant funding ends; * Not be a current SRCL grant awardee.   In addition, districts may receive additional competitive preference points if they demonstrate the significant risk factors of specific populations in their communities (p. 16).  **District Identification of Schools/Partnering Agencies**  As part of the district application for KyCL, eligible districts must solicit **letters of interest** from appropriate partners and stakeholders who will participate in the district’s literacy plan and literacy leadership team. This should include:   * Each school in the feeder system. * Early Education Providers (includes independent, home-based, and faith-based childcare and preschool providers; Head Start centers; public preschool providers, etc.). A minimum of three for small feeder systems, five for medium and seven for large. * Community Partners (includes nonprofits and for-profit agencies that provide literacy supports for children in the continuum, including public libraries, afterschool programs, mentoring programs, etc.). A minimum of two for small feeder systems, four for medium and six for large.   Each individual Letter of Interest from **schools** must describe:   * The support and commitment to improving the literacy achievement of all learners * The need of the school to create community partnerships relative to literacy and early literacy * How the project will align with other programs and funding sources having a literacy component * The current strategies to improve literacy and/or early literacy outcomes in the community (brief description)   Each individual Letter of Interest from **Early Education Providers and Community Partners** must describe:   * The current and historic relationship between the district and/or at least one school in the district as well as the partner’s reason for participating in this project; * How the partner’s staff will be involved in the development and implementation of the literacy leadership team and plan; * How the parents-especially parents of children who are high poverty and high-risk populations-will be involved; * The types of support needed by the partner related to professional learning and leadership capacity building, specifically for improved literacy and pre-literacy improvement; * The partner’s commitment to the project, including (if available) prior work in literacy and pre-literacy within the district and the specific birth to grade 12 feeder system.   Letter of Interest from the **district** will:   * Provide assurance that schools and educational partners are represented on the District Literacy Leadership Team and that partners will assist in developing the District Literacy Plan. * Ensure commitment and approval from school councils and the authorizing governing bodies of partners to participate in the development and implementation of the District Literacy Plan.   To be clear, each proposal should include appropriate partner letters for each participating organization (school, center, nonprofit, etc.) and at every level of the birth to grade 12 continuum (birth to 5, K-5th, middle school, high school).  Requirements for Funded Districts  If funded, the district and, where applicable, partners must agree to:   * Establish and/or maintain previous DLLT that includes early education provider(s) to assist in the development and implementation of a district literacy plan. * Show through assurances and narrative how other funding sources and initiatives align with the district comprehensive literacy plan. * Demonstrate specific needs related to high-poverty and at-risk groups within the feeder system, including risks at each of the four levels on the continuum (birth to age 5, Kindergarten to grade 5, middle school, high school). * Support participating schools and early education partners through technical assistance that demonstrates a commitment to improving the literacy achievement of all learners, particularly disadvantaged learners. * Provide time for teachers and partners to attend professional learning opportunities directed at supporting the literacy plan, improving literacy achievement and accelerating literacy performance. * Build literacy leadership capacity among administrators and instructional leaders as included by the approved comprehensive literacy instruction program and supports. * Participate in state and federal program evaluations as requested, including engaging in a local collaborative self-evaluation and monitoring, desk monitoring and other data collection as requested. * Include a proportional number of non-school, early literacy partners, including at a minimum at least as many early literacy programs as elementary school sites.   Allowable and Required Activities  The district must use subgrant funds for the following activities:   * Implementation of an approved comprehensive and coherent literacy plan that is aligned to *the Kentucky Academic Standards for Reading and Writing* and serves birth to grade 12. The literacy plan should include each of the components of comprehensive literacy (p. 23). Subgrantees must ensure the programs align across and within all bands of the birth to grade 12 continuum. * Professional learning opportunities in literacy aligned to the selected literacy programs, including instructional strategies for learners with special needs (e.g., English Language Learners, Special Education, children with characteristics of dyslexia, acceleration opportunities, birth-age 5). * Implementation of one or more intervention(s) that align to the proposed comprehensive literacy program as well as professional learning for the intervention(s). * Curriculum and instructional resources aligned with *the Kentucky Academic Standards for Reading and Writing*, including components of comprehensive literacy (p. 23) instruction. * An assessment system (i.e., valid and reliable screening, diagnostic, formative and progress monitoring) aligned with *the Kentucky Academic Standards for Reading and Writing.* * Use of data (i.e., valid and reliable screening, diagnostic, and progress monitoring)   + to track and monitor literacy attainment   + to inform instruction, intervention, accommodations, professional learning and program improvement   Other allowable activities may be included in the local KyCL project, such as:   * Engaging and motivating language and text-rich learning environments * Purchasing of assessments for screening, diagnostic and progress monitoring * Personnel support (choose one)   + 30% of the salary and fringe for a grant manager   + 40% of the salary and fringe for a literacy interventionist   + 50% of the salary and fringe for a literacy instructional coach * Other resources or supports needed for successful implementation of the district literacy plan. Prior approval may be needed.   Restrictions on Use of Funds  All expenditures must align to the approved district literacy plan developed by the DLLT. Each subgrantee is encouraged to seek approvals for all large expenditures in advance.  Allocation of Funds  To ensure small, medium and large feeder systems can meet their very different needs, the KDE has designed a funding structure based on student enrollment in the project’s feeder system. While this chart does not determine eligibility, it does provide guidance for district planning and application.   |  | **District Implementation Calendar** | | | |  | | --- | --- | --- | --- | --- | --- | |  | **Year 1**  **(per feeder)**  **July 1, 2020-Sept. 30, 2021** | **Year 2**  **(per feeder)**  **Oct. 1, 2021-Sept. 30, 2022** | **Year 3**  **(per feeder)**  **Oct. 1, 2022-Sept. 30, 2023** | **Year 4**  **(per feeder)**  **Oct. 1, 2023-Sept. 30, 2024** | **Total**  **(per feeder)** | | **Small** | 235,000 | 255,726 | 175,000 | 190,726 | **$856,452** | | **Medium** | 300,000 | 323,726 | 230,000 | 248,726 | **$1,102,452** | | **Large** | 350,000 | 376,726 | 270,000 | 291,726 | **$1,288,452** |   All schools within the feeder system will be a part of the implementation plan. A district may request that certain schools be outside of the KyCL program under special circumstances. In their proposals, districts will be required to discuss their decision-making process in a) determining why to apply, and b) why specific schools were chosen to participate. The KDE reserves the right to work individually with districts to provide flexibility for feeder systems based on demonstrated local need; but in no case will a feeder system be included in the subaward funding process without the inclusion of a high-need high school (eligibility).  Finally, all schools **must** allocate their funds to meet the requirements of the federal KyCL program, including the designation of funds to each level of the birth to grade 12 continuum. Specifically, districts must allocate:   * 16% of funds to services and supports for birth to age 5; * 42% of funds to services and supports for kindergarten to grade 5; * 42% of funds to services and supports for middle and high schools, ensuring an equitable distribution of funds between middle and high school.   Additional Funding Opportunity (optional)  The U.S. Department of Education is conducting a national evaluation of the Comprehensive Literacy State Development (CLSD) grant (otherwise known as KyCL in Kentucky) to understand the implementation of the program and its impact on student literacy. On behalf of the U.S. Department of Education, the American Institutes for Research (AIR) invites districts interested in applying for CLSD/KyCL subgrantee funding to participate in the impact study. Each subgrantee participating in the evaluation will pick which schools receive CLSD/KyCL funding as usual, but the timing of funding for the subgrantee’s participating *elementary schools* will be determined by random assignment (i.e., a lottery). About half of a subgrantee’s participating elementary schools will receive CLSD/KyCL funding immediately and half will receive it after 2 years. The lottery ensures that differences in outcomes can be attributed to CLSD/KyCL funding and not to features of the schools or their decisions to participate. Interested applicants must include the Impact Study Participation form in the RFA attachments. Districts with fewer than 2 elementary schools will not be considered for the impact study.  **Impact Study Benefits for District Subgrantees**   * Staggering the rollout of CLSD/KyCL funds to schools over time will help districts **learn about and apply** lessons from early implementers to other schools. * Districts will receive up to **$15,000** per participating elementary school.   **Competitive Preference Priority**  District participation in the impact study is voluntary but encouraged. By completing the information in this section of your application and indicating your willingness to participate in the impact study, the Kentucky Department of Education will award up to an additional three points to an application, depending on how well it addresses this priority. Districts with four or more elementary schools are best positioned to participate in the impact study. Districts that indicate willingness to include four or more elementary schools in their CLSD/KyCL subgrant and participate in the impact study, if awarded a CLSD/KyCL subgrant, will receive the full additional three points on their application. Districts that include three elementary schools will receive two points and districts that include two elementary schools will receive one point. Districts that include only one or no elementary schools will not be eligible for additional points. These priority points are only competitive among the districts who indicate a willingness to participate in the study. This priority point category will not adversely impact the application of those who choose not to participate.  If a district wishes to be considered for this impact study, it should be indicated on the District Cover Sheet (p. 19).  **Questions About the Impact Study**  For additional information about the impact study, please see the study webpage at: [National Evaluation of the Comprehensive Literacy State Development Grant Program](https://ies.ed.gov/ncee/projects/evaluation/literacy_comprehensive.asp)  You may also contact:  Dr. Eleanor Fulbeck | efulbeck@air.org | 650.350.9045  Dr. Jessica Heppen | jheppen@air.org | 202.403.5488  Proposal Components  Each component shall be clearly labeled within the application and should be included in the order stated here. Failure to include any of the components may deem your application non-responsive.   * District Cover Sheet (form, p. 19) * School Principal/Partner Signature Pages (Assurances; p. 20) * School Council Signature Pages (Assurances; p. 21) * School/Partner Data (p. 22) * District Narrative (not to exceed 25 double-spaced pages) * Itemized District Budget (RFA attachment) * Letters of Interest from each participating school and partner that describes:   **School Letters**   * The support and commitment to improving the literacy achievement of all learners * The need of the school to create community partnerships relative to literacy and early literacy * How the project will align with other programs and funding sources having a literacy component * The current strategies to improve literacy and/or early literacy outcomes in the community (brief description)     **Partner Letters**   * The current and historic relationship between the district and/or at least one school in the district as well as the partner’s reason for participating in this project * How the partner’s staff will be involved in the development and implementation of the literacy leadership team and plan * How the parents-especially parents of children who are high poverty and high-risk populations-will be involved * The types of support needed by the partner related to professional learning and leadership capacity building, specifically for improved literacy and pre-literacy improvement * The partner’s commitment to the project, including (if available) prior work in literacy and pre-literacy within the district and the specific birth to grade 12 feeder system   Note: Reviewers will evaluate the quality of partnerships, in part, based on the content of partner letters and whether/how the partner addresses these five components. Additional partner letters beyond the requirement are beneficial, but not required and may not be scored individually by reviewers.  Assurances from the district will:  8. Provide assurance that schools and educational partners are represented on the DLLT and that partners will assist in developing the district literacy plan  9. 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  10. Provide a GEPA 427 statement  Formatting Requirements  The proposal narrative should be organized in the order of the evaluation criteria and should use the following format:   * All pages should be double-spaced and use either 12-point Times New Roman or 12-point Arial fonts. Do not use condensed or narrow versions. * All margins for the narrative section should be 1 inch (top, sides, bottom). * The narrative is limited to 25 pages; additional pages exceeding this limit will not be reviewed. * Pages should be numbered consecutively starting with the first page of the narrative. * Texts within charts and graphs may be 10-point and single spaced. * Bullets may be single spaced and should be 12-point.   Technical Assistance  To assist districts in preparing a quality application, the KDE will offer three regional technical assistance sessions and a series of online Q&A sessions. Attendance in one of the regional face-to-face sessions is strongly encouraged. Technical assistance sessions are free and available to all applicants.   | **Face-to-Face Technical Assistance Sessions** | | | | --- | --- | --- | | **Friday March 20, 2020** | 9 a.m. – 3 p.m. ET | Administrative Office of the Courts  1001 Vandalay Dr, Frankfort, KY 40604 | | **TBA** | 10 a.m. – 4 p.m. ET | Kentucky Valley Educational Cooperative  412 Roy Campbell Drive, Hazard, KY 41701 | | **TBA** | 10 a.m. – 4 p.m. ET | Kentucky Department of Education, Auditorium  Sower Boulevard, Frankfort, KY 40601 | |  | | | | **Online Q&A Sessions** | | | | **Wednesday  March 25, 2020** | 1 p.m.—2 p.m. ET | Call-in instructions will be posted at [KDE competitive grants page](http://education.ky.gov/%20districts/business/Pages%20/Competitive%20Grants%20from%20KDE.aspx) | | **Thursday  March 26, 2020** | 10 a.m.—11 a.m. ET | Call-in instructions will be posted at [KDE competitive grants page](http://education.ky.gov/%20districts/business/Pages%20/Competitive%20Grants%20from%20KDE.aspx) | | **Friday March 27, 2020** | By close of business | FAQ Posted |   Questions may also be submitted to the KDE grants division by emailing [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov). All questions and answers will be posted by the KDE. Applicants should review the grants page periodically for updated answers.  Submission of Proposal  **Application must be received in the KDERFP email inbox no later 4:00 pm ET, Monday, April 13, 2020.** Applications received after this time and date stamp will not be reviewed or considered for award.  Applicants are responsible for contacting the KDE (at [kderfp@education.ky.gov](mailto:kderfp@education.ky.gov)) confirming the receipt of their applications.  Upon request, the KDE will confirm the receipt of the email and attachments (if any). Please note the KDE does open attachments to check for accuracy.   * Scan the completed application in its entirety, including all signatures, to PDF format.  Save the original application as ***KyCLsub\_20\_Districtname\_Original***.  (For example:  Franklin County would save the original application as *KyCLsub\_20\_FranklinCounty\_Original*.) * Scan One Blind copy. The blind Copy must be completely blinded electronically. (Black boxes or X’d out if done electronically - ex: XXXXX), failure to do so may deem the application **non-responsive**. Please review blind copy before submitting to ensure all identifying information is blinded. **Label blind copy as “KyCLsub20\_ DistrictName blind copy.** * To submit applications: * On the subject line of the email, type ***KyCLsub-20/name of district***. * Email to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov). * **The date/time on the received email must be on or before 4:00 pm ET, Monday, April 13, 2020.**   + Keep in mind, email coming into the KDE is routed for security purposes through multiple networks and servers.  Allow ample time for this and the possibility that email is not always sent or received on the first try.   + Applications not received by the deadline will not be reviewed or considered for award.   Award Notification  Districts will receive preliminary notice of award on or around **Monday, May 18, 2020**.  **Evaluation of Proposals**  The KyCL grant competition is subject to an independent peer-review process, conducted through the KDE Grants Branch. Persons with demonstrated knowledge of comprehensive literacy planning and implementation will evaluate the proposals using specified evaluation criteria. Based on the scores of these peer reviewers, proposals will be ranked and awarded as funding allows. The KDE reserves the right to consider geographic and demographic factors in the selection of funded proposals.   | **Criteria** | **Maximum Points** | | --- | --- | | **Part 1: Literacy and Pre-Literacy Need**   * Describethe current literacy needs and trends of young children and students within the birth to grade 12 continuum who will be served by this project. Based on reliable and valid data, provideevidence to demonstrate a compelling need for the implementation of a comprehensive literacy instruction initiative. * Describe the disadvantaged students and young children to be served. * Describe the process and criteria the district used to select participating schools and partners. * As appropriate, explain why the district did not select some schools and partners. * Describe the need for improved assessment literacy and how it could support a comprehensive literacy initiative. | **15** (3 per bullet) | | **Part 2: Current and Historic Literacy Services**   * Identify the current literacy programs, services and supports provided to students in participating schools in the selected feeder system. * Identify the current literacy programs, services and supports provided by selected community partners, particularly services for young children from birth to age 5. * Identify the current assessment plan. * Describe current and past efforts to align literacy services in a comprehensive manner to ensure literacy success for all students, including identified gaps in services to disadvantaged students. | **12** (3 per bullet) | | **Part 3: District Support and Commitment**   * Clearly demonstrate strong district commitment and support for establishing a District Literacy Leadership Team charged with developing and implementing a district literacy plan for improving literacy achievement of all learners birth to grade 12, specifically describing the district’s plans for overcoming barriers or challenges in meeting the needs of disadvantaged learners. * Explain how the district will provide ongoing support to the District Literacy Leadership Team in the phases of designing, implementing monitoring, and sustaining the District Literacy Plan. * Explain how the district will ensure the funds are used effectively and equitably as stated in the requirements (16% for early learning; 42% for elementary; 42% for middle and high school). * Explain how the district will support principals in meeting with teachers at least monthly for collegial conversations focused on literacy and to assure instruction and professional learning are aligned to the School Literacy Plan. | **12** (3 per bullet) | | **Part 4: Partner Commitments**   * Appropriate partners are identified, and each has provided a letter of interest as required. (5 points) * Partner Letters of Interest clearly describe each partner’s commitment to the project, including: (10 points)  1. The historic relationship between the district and/or at least one school in the district as well as the partner’s reason for participating in this project. 2. How the partner’s staff will be involved in the development and implementation of the literacy leadership team and plan. 3. How parents-especially parents of children who are high poverty and high-risk populations-will be involved. 4. The types of support needed by the partner related to professional learning and leadership capacity building, specifically for improved literacy and pre-literacy improvement. 5. The partner’s commitment to the project, including (if available) prior work in literacy and pre-literacy within the district and the identified birth to grade 12 feeder system. | **15** (as detailed at left) | | **Part 5: High-Quality District Literacy Plan**   * Describe the process used to create the attached district literacy plan, including the individuals involved and, as appropriate, their capacity and expertise in literacy instruction and support. (4 points) * Demonstrate how the literacy plan, partnerships and literacy approaches or programs are aligned to the needs assessment and *the Kentucky Academic Standards for Reading and Writing*. (10 points) * The literacy plan is of high quality and utilizes state tools to align plans *the Kentucky Academic Standards for Reading and Writing*, instructional design and the state comprehensive literacy plan (e.g., Literacy PERKS) (10 points). | **24** (as detailed at left) | | **Part 6: Professional Learning Aligned to Plan**   * Describe current professional learning needs of school-based educators and their education partners (whole staff, small group, individualized), including pre-literacy and cross-content needs. * Describe the current professional learning provided within the partner schools related to literacy and comprehensive literacy strategies. * Describe the current process for evaluating the impact of the professional learning provided and how adjustments are made, if needed. * Demonstrate the allocation of time and other resources that will be made to support intensive and ongoing professional learning that includes-at a minimum-deliberation, dialogue and discussion. * Describe the roles classroom teachers and school administrators will have in ongoing professional learning initiatives. * Describe the use of collaborative teams to implement projects, particularly for projects with multi-school and community-level connections. * Describe how Professional Learning Communities will be utilized in the project schools. | **14** (2 points per bullet) | | **Part 7: Budget**   * Demonstrate the district’s ability to provide sufficient fiscal oversight for the allocation of funds in an effective manner. * Describe the district’s plan to monitor required allocation of funds to Early Childhood (16%), Elementary (42%) and Middle/High (42%). * Describe the district’s methods for determining reasonable costs relative to proposed activities. * Describe the district’s methods of assuring all expenditures for grant and other initiatives are clearly connected to both the need and the intended results. * Describe historic support, coordination and alignment of programs/projects with other programs and funding sources having a literacy component. * Include a detail budget narrative explaining the specific use of funds and corresponding MUNIS object codes. | **18** (3 points per bullet) | | **Part 8: Other Required Attachments**   * Signed and dated assurance forms from all participating districts, schools, and school councils * GEPA Statement | **10** | | **Total Points** | **120** |  | **Competitive Preference Priority #1: Serving Disadvantaged Children**   * To meet Competitive Preference Priority #1 (Serving Disadvantaged Children), an applicant clearly identifies the numbers or percentages of disadvantaged children, including children living in poverty, English learners and children with disabilities (including Dyslexia), etc., as defined in this RFA. This competitive preference should be noted specifically in the pages of the narrative. The KDE will determine the application of points based on proposals submitted. | **Up to**  **5 points** | | --- | --- | | **Competitive Preference Priority #2: Alignment of Birth to 5th Grade**   * To ensure alignment of birth to age 5 and Kindergarten to grade 5, the KDE will award up to an additional 5 points for applicants who have demonstrated in their proposals a significant focus on alignment to early learning. This may be demonstrated through the numbers and types of partnership with early learning providers, including but not limited to the proportional number of early learning partners to be included in this project, demonstrated through high quality Letters of Interest. This competitive preference should be noted specifically in the pages of the narrative. The KDE will award these competitive points based on the number and quality of early learning partners. | **Up to**  **5 points** | | **Competitive Preference Priority #3: Homelessness, Foster, Grandparenting**   * To meet Competitive Preference Priority #3, an applicant clearly identifies the numbers or percentages of school-aged children with high-mobility, including homelessness, foster and grand-parented students. For homelessness, districts must meet or exceed a level of 125% of the state’s rate. This competitive preference should be noted specifically in the pages of the narrative. The KDE will determine the application of points based on proposals submitted. | **Up to**  **5 points** | | **OPTIONAL Competitive Preference Priority #4: Impact Study Participation**   * Districts that indicate willingness to include four or more elementary schools in their CLSD subgrant and participate in the impact study, if awarded a CLSD subgrant, will receive the full additional three points on their application. Districts that include three elementary schools will receive two points and districts that include two elementary schools will receive one point. Districts that include only one or no elementary schools will not be eligible for additional points. However, this competitive preference area will not negatively impact any application that either does not qualify or does not choose to participate. | **Up to**  **3 points** | | |
| **Kentucky Department of Education**  **Kentucky Comprehensive Literacy (KyCL) Project**   | **District:** |  | | | --- | --- | --- | | **Superintendent:** |  | **Phone:** | | **District Contact:** |  | **Phone:** | |  | **email:** | | | **Grant Writer:** |  | **Phone:** | |  | **email:** | |   ***I assure the attached application contains accurate information. I understand grant applications with incorrect or falsified information will not be considered for review or will be revoked once awarded. I assure the application has been reviewed and approved for implementation by all shareholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. Failure to continuously meet compliance requirement and deadlines could result in partial or complete loss of funding of the Kentucky Comprehensive Literacy grant and may impact future funding.***  **Check application type** (Must be indicated in order for application to be reviewed.)  Small Feeder System Medium Feeder System Large Feeder System  Yes, we want to be considered for the impact study.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Superintendent Date  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  Notary Public My commission expires | |

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

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| **School** | **Principal Signature** | **Date** |
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**School Council Signature Page**

**(One form required for each school)**

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

1. We reviewed and approved on (date) the attached proposal for implementation.
2. We agree to the requirements found in the KyCL RFA.

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

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

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

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

**Comprehensive Literacy Instruction Defined**

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

1. Includes developmentally appropriate, contextually explicit, and systematic instruction, and frequent practice, in reading and writing across content areas;
2. Includes age-appropriate, explicit, systematic, and intentional instruction in phonological awareness, phonic decoding, vocabulary, language structure, reading fluency, and reading comprehension;
3. Includes age-appropriate, explicit instruction in writing, including opportunities for children to write with clear purposes, with critical reasoning appropriate to the topic and purpose, and with specific instruction and feedback from instructional staff;
4. Makes available and uses diverse, high-quality print materials that reflect the reading and development levels, and interests, of children;
5. Uses differentiated instructional approaches, including individual and small group instruction and discussion;
6. Provides opportunities for children to use language with peers and adults in order to develop language skills, including developing vocabulary;
7. Includes frequent practice of reading and writing strategies;
8. Uses age-appropriate, valid, and reliable screening assessments, diagnostic assessments, formative assessment processes, and summative assessments to identify a child’s learning needs, to inform instruction, and to monitor the child’s progress and the effects of instruction;
9. Uses strategies to enhance children’s motivation to read and write and children’s engagement in self-directed learning;
10. Incorporates the principles of universal design for learning;
11. Depends on teachers’ collaboration in planning, instruction, and assessing a child’s progress and on continuous professional learning; and
12. Links literacy instruction to the State’s challenging academic standards, including standards relating to the ability to navigate, understand, and write about complex subject matters in print and digital formats.

**Small, Medium, Large Tier Classifications Chart**

The chart below does not reflect eligibility for grant awards, but rather groups districts into small, medium and large tiers. Eligibility is determined by the percentage of Free/Reduced priced meals. Districts are eligible to apply on the behalf of a feeder system if the Free/Reduced percentage in the high school of the feeder system is 65% or greater. ([2018-2019 Final Qualifying Data](https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx))

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