



REQUEST FOR APPLICATION (RFA)

READ TO ACHIEVE: (RTA)

READING DIAGNOSTIC AND INTERVENTION GRANT

<p style="text-align: center;">Deadline:</p> <p style="text-align: center;">4:00 p.m. (ET) Friday, January 13, 2017 <i>(Applications received after 4 P.M. (ET) will NOT be scored.)</i></p>	<p style="text-align: center;">Issued By:</p> <p style="text-align: center;">Kentucky Department of Education Office of Teaching and Learning Division of Learning Services</p>
<p style="text-align: center;">Address Questions To:</p> <p style="text-align: center;">Kentucky Department of Education Grants Procurement Branch KDERFP@education.ky.gov <i>(Questions will only be accepted via email.)</i></p>	<p style="text-align: center;">Submit Applications To:</p> <p style="text-align: center;">KDERFP@education.ky.gov <i>(Only electronic applications will be accepted.)</i></p>
<p>Special Instructions</p> <ol style="list-style-type: none"> 1. A public school that enrolls primary students, including the Kentucky School for the Blind and the Kentucky School for the Deaf, shall be eligible to apply. 2. Each eligible public school must submit a separate application. The fiscal agent for the application must be a local public school district. 3. It is the responsibility of the applicant to continue to check the website for any changes or updates in the RFA document. 	
<p>Please note the following requirements must be met or the application will not be considered:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Selection of a grant approved primary reading intervention program (see list below); <input type="checkbox"/> Submission of a redacted copy without identifying information; <input type="checkbox"/> Submission and receipt of the electronic application (original copy and redacted copy without any identifying information) by Friday, January 13, 2017 at 4 p.m. (ET) via email to KDERPR@education.ky.gov. 	
<p style="text-align: center;">Grant Approved Primary Reading Intervention Programs</p> <p>Schools shall select grant approved primary reading intervention program(s). Applications selecting programs that are not grant approved will be deemed non-responsive and will not be reviewed. See below for the grant approved programs:</p> <p style="margin-left: 40px;"><i>Early Intervention in Reading (EIR)</i> by Barbara Taylor</p> <p style="margin-left: 40px;"><i>Reading Recovery</i> *must also select a small group intervention</p> <p style="margin-left: 40px;"><i>Comprehensive Intervention Model (CIM)</i> *must be used with <i>Reading Recovery</i></p> <p style="margin-left: 40px;"><i>Fountas & Pinnell Leveled Literacy Intervention (LLI)</i></p>	

Kentucky Department of Education Request for Application (RFA)

READ TO ACHIEVE (RTA): READING DIAGNOSTIC AND INTERVENTION GRANT

Deadline – Friday, January 13, 2017 at 4 p.m. (ET)

The Office of Teaching and Learning is issuing a Request for Application (RFA) for the *Kentucky Read to Achieve: Reading Diagnostic and Intervention Grant*. This program is established in [KRS 158.792](#), to fund reading intervention services for struggling readers in the primary program (K-3) who need them in order to learn to read at the proficient level.

Funding

The Kentucky Department of Education (KDE) anticipates funding approximately 300 schools at an estimated \$50,000 per year for a two-year period to support the hiring of one full-time reading intervention teacher and training for one classroom teacher (per year) per school. If the school is awarded RTA grant funds, the school must assure the complete sustainability of the school's proposed intervention services for the two-year period. After this two-year period, RTA schools will be eligible to request a grant renewal for an additional two years contingent upon successful implementation of all program components, grant requirement compliance, demonstrated student progress and the availability of funds.

Background

The *Kentucky Read to Achieve: Reading Diagnostic and Intervention Grant* provides schools with competitive funds to design and implement a reading intervention program and/or practices that address the needs of primary (K– 3) students reading at low levels.

The selected intervention program should promote effective instruction and be based on trend data specific to the needs of the struggling readers in the school.

As specified in [KRS 158.792 1c](#), the reading intervention selected by the school must:

- Allow for short-term, intensive instruction in the essential skills necessary to read proficiently
- Be provided to a student by a highly trained teacher
- Be delivered one-on-one or in small groups
- Be evidence-based, reliable, and replicable
- Be based on ongoing assessment of individual student needs

Implementation Requirements

Non-Negotiable

1) Grant Approved Intervention Program Selection

- a) Schools shall select and implement reading intervention(s) from the following list:
 - i) *Early Intervention in Reading (EIR)* by Barbara Taylor
 - ii) *Reading Recovery* *must also select a small group intervention
 - iii) *Comprehensive Intervention Model (CIM)* *must be used with *Reading Recovery*
 - iv) *Fountas & Pinnell Leveled Literacy Intervention (LLI)*
- b) Funds must be used to implement a reliable, replicable, evidence-based reading intervention to improve the skills of struggling readers in the primary program. All identified struggling readers must receive the school's core reading program/strategies as well as the RTA funded intervention services. The intervention services for identified students must supplement, not replace, their classroom's reading instruction time.
- c) The reading intervention is short term and intensive, not a year-long placement. "Short term" is intentionally not defined so that schools can plan interventions based on individual students' needs, not on prescribed time limits. Interventions that are designed and implemented as "year-long" or have a set "exit" date not based on individual student progress will not meet this standard.
- d) In subsequent years, if the needs of the students change, or if data proves the grant requested intervention program has been implemented with fidelity and is unsuccessful, an amendment must be submitted and approved by the KDE in order to modify the intervention. Amendments submitted to the KDE will be considered on an individual school basis and the rationale and data to support the need must be included in the request.

2) Student Selection

Students receiving intervention services must be enrolled in a public school primary (K-3) program and read at low levels.

3) Intervention Teacher

- a) The intervention teacher selected must be a highly-trained/qualified, certified primary teacher with at least three years teaching experience. Preference shall be given to teachers with primary grades teaching experience and those who have, or are working towards, a Master's degree in reading/literacy. The interventionist cannot be classified staff, an instructional assistant, an emergency certified teacher or a teacher in the Kentucky Teacher Internship Program.
- b) Funds must be used to hire a full-time, full-day RTA intervention teacher to deliver RTA services to struggling readers. The RTA intervention teacher cannot be a classroom teacher while serving as the RTA interventionist. The RTA intervention teacher may not serve as a substitute teacher.
- c) The RTA intervention teacher's daily responsibility must be primarily devoted to the delivery of RTA intervention instruction to identified struggling readers. Greater than half of the reading

intervention teacher's time will be spent delivering intensive reading interventions to primary grade students. The remaining time may be spent providing intensive reading interventions to additional primary grade students or providing support to other teachers in the area of literacy. Examples of other leadership activities might include co-teaching during a reading class, collaborating with colleagues, encouraging family involvement, leading literacy trainings, etc. The RTA intervention teacher must serve on the school's Kentucky Systems of Intervention (KSI)/Response to Intervention (RTI) team. The RTA teacher may have supervisory duties (e.g., bus duty, hall duty) and appropriate planning time equal to, but not greater than, the other teachers in the building. The RTA teacher may not serve as a substitute teacher. The RTA intervention teacher must submit a detailed schedule to the KDE for feedback and approval each fall.

4) School Reading/RTA Team

- a) The school must develop a school reading team, including the RTA teacher, principal, and a classroom teacher. Classroom teachers should be selected based on exemplary service, dedication to learning reading pedagogy and a commitment to intensive reading training over the course of the school year. Each year an additional classroom teacher shall be selected to participate on the school reading team and receive the intensive reading training.
- b) The school reading team shall attend a fall professional learning event held by the KDE.
- c) The principal must agree to pay for the RTA teacher to attend at least one reading/literacy conference approved by the KDE.
- d) The RTA teacher is required to participate in professional learning (sponsored or supported by the KDE) related to struggling readers. Quality professional learning and training on research-based reading interventions are allowable expenditures within the parameters of the grant funding.
- e) The classroom teacher(s) selected to serve on the school reading team each year shall be available for collaboration and co-teaching with the RTA teacher throughout the school year. This shall be reflected on the RTA teacher's schedule.
- f) The school reading team will lead professional learning with additional teachers to build capacity within the school.

5) Assessments and Reporting

- a) The struggling readers participating in the RTA intervention services must be initially identified using a universal screener. The initial pool of eligible students will be those scoring below average (e.g., stanine 1, 2, or 3 or bottom 25 percentile).
- b) The school reading team must agree to participate in statewide evaluations of their RTA state funded intervention, at the request of the KDE and/or the Collaborative Center for Literacy Development (CCLD). The school must also maintain and formally report program implementation and progress-monitoring data on all participating RTA intervention students as requested by the KDE and/or the CCLD. In order to be considered in compliance with the state-funded grant requirements, all reports must meet required deadlines.

- c) The RTA teacher must utilize the Kentucky Student Information System (KSIS), currently Infinite Campus, Intervention Tab to record intervention services, including program, tier movement and service results. The data will be reviewed by the KDE quarterly. When necessary and provided with feedback, the school must update and revise the records at the request of the KDE in a timely manner.
- d) The district finance officer, on behalf of the individual school and the district, must provide RTA budget information and updates in the form of quarterly financial reports and is responsible for generating the MUNIS expenditure reports.
- e) The principal must submit an annual assurance statement and budget summary form at the request of the KDE each school year.

6) Other Requirements and Responsibilities

- a) Funds cannot be used to purchase a comprehensive core reading program for the entire primary population. The school must already have a comprehensive evidence-based core reading program/model in place for Tier 1 (core instruction for all students). The RTA intervention services identified for struggling primary readers must offer reading instruction above and beyond the current core reading program.
- b) The school must provide a certified substitute to implement intervention services in the event the RTA teacher is absent or otherwise unable to provide services. Long-term substitutes with training in primary reading intervention services are preferred.
- c) If needed to carry out the intervention effectively, the school and/or district will provide additional resources and funds. Additional funds may come from appropriate federal, state and/or local sources.
- d) The building principal and district RTA (grant) coordinator must monitor the implementation of the RTA intervention (e.g., student progress, appropriate spending, instructional practices, required trainings, professional development) to ensure the school remains in compliance.
- e) The KDE and the CCLD will record and maintain documentation of grant compliance. Failure to meet compliance requirements and deadlines may result in partial or complete loss of funding of the RTA grant.

Allowable Activities

Non-Negotiable

Funds may be used to:

- support professional learning experiences for the RTA teachers and teachers serving on the school reading team.
- implement evidence-based reading intervention programs designed to improve the reading achievement of struggling readers.
- provide salary for a certified primary teacher highly-trained/qualified in reading interventions for primary students to support implementation of the reading interventions.

- ❑ purchase instructional materials to be used as part of the evidence-based reading intervention instructional practices/program directly related to the implementation of the intervention.
- ❑ provide quality professional learning on relevant topics that specifically target struggling readers in the primary program.
- ❑ cover expenses for:
 - registration fees and travel for the school reading team to attend state and national conferences directly related to the implementation of interventions and specific to enhancing the reading achievement for identified struggling primary readers.
 - release time or stipends for staff to participate in job-embedded professional learning including study groups and/or self- or peer reflection on teaching practices directly related to the implementation of the RTA intervention grant.
 - teacher training on how to support the home-school connection as it is directly related to the implementation of the RTA reading intervention.
 - materials required for professional learning directly related to the implementation of the RTA reading intervention.

Non-Allowable Activities

Funds cannot be used to:

- ❑ compensate administrative or indirect costs.
- ❑ cover cost of capital expenditures (i.e., reprogramming, renovating, renting, or purchasing space).
- ❑ purchase furniture (tables, desks, filing cabinets, book bins, pillows etc.).
- ❑ compensate classified staff or instructional assistant positions.
- ❑ compensate other staff positions or any part of the salaries (e.g., reading coach, administrator).
- ❑ purchase food.

If an application is funded and includes unallowable expenditures, the budget must be amended before any funds will be distributed.

Submission of Questions

To ensure fairness, all questions must be submitted via email to the KDE mailbox at KDERFP@education.ky.gov by Wednesday, November 30, 2016 at 12 p.m. (ET). Questions not submitted in this manner or directly to KDE personnel may deem the school's application as non-responsive. All questions and answers will be posted with the RFA on the KDE Competitive Grants webpage as Frequently Asked Questions (FAQs) on or around Friday, December 9, 2016.

Technical Assistance

To assist districts in preparing a quality application, the KDE will offer four regional technical assistance sessions for the purpose of application preparation. Attendance is not required but encouraged, as this will be the only opportunity for in-person questions.

Technical assistance sessions are free and available to all applicants, but space is limited. Each attendee should RSVP by completing the following survey [RTA RFA Technical Assistance \(https://www.surveymonkey.com/r/7NJ7DPM\)](https://www.surveymonkey.com/r/7NJ7DPM). **Please RSVP by Thursday, November 10, 2016 at 4 p.m. (ET) to allow time for preparation of materials.**

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

Technical Assistance Sessions		
Monday November 14, 2016	10 a.m. – 4 p.m. ET	Kentucky Transportation Cabinet, Auditorium 200 Mero Street Frankfort, KY 40601
Tuesday November 15, 2016	10 a.m. – 4 p.m. ET	Kentucky Valley Educational Cooperative 412 Roy Campbell Drive Hazard, KY 41701
Wednesday November 16, 2016	9 a.m. – 3 p.m. CT	Green River Regional Educational Cooperative 230 Technology Way Bowling Green, KY 42101
Thursday November 17, 2016	9 a.m. – 3 p.m. CT	Western Kentucky Educational Cooperative, Conference Center 435 Outlet Avenue Eddyville, KY 42038

Application Deadline

The KDE must receive, in its email inbox, the application by 4:00 p.m. (ET) Friday, January 13, 2017. Applications received after this time and date will not be accepted. Furthermore, applications not complying with any of the technical requirements will be deemed non-responsive. Redacted copies should not contain any identifying information (For example: district name, school name, county, individual names). Applications with identifying information will be deemed non-responsive. Non-responsive applications will not be scored. It is the district's responsibility to check the [KDE Competitive Grants webpage](#) regularly for new information (including amendments) regarding this solicitation. Applicants are responsible for contacting the KDE via the KDERFP@education.ky.gov email confirming the receipt of their application.

Read to Achieve Contract Award

Districts will receive preliminary notice of award on or around February 28, 2017. At the conclusion of the RFA process, Memorandums of Agreement (MOAs) will be developed with all awarded applicants. The first MOA effective date is anticipated to be July 1, 2017 and funds will be eligible for use from the MOA effective date through June 30, 2018. Additional MOA contracts will be developed as needed to extend grant awards. Activities prior to the effective date of the MOA are not allowable charges. The district must submit quarterly expenditure reports. The first payment will be made upon approval of the contract, submission of the RTA assurance statement and updated budget summary form.

Application Components

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

1. Application Cover Page
2. Table of Contents with page numbers
3. Narrative Description of the proposed Read to Achieve grant intervention (limited to 20, single-sided, double-spaced pages). Please note that the narrative description limit of 20 pages includes Parts 1-7 of the evaluation criteria. The cover page and table of contents are not included in the 20 page limit.
4. School Budget Summary Form

Formatting Requirements

Failure to follow the formatting requirements may deem your application non-responsive.

1. Text shall be Arial 12-point font and be double-spaced. Do not use condensed or narrow versions.
2. Text contained within **charts/graphs** may be 10-point font.
3. **Bullets** may be single-spaced; however, they should not be used excessively.
4. Pages should be numbered consecutively with the Narrative beginning on page one. Do not number the application cover page or the Table of Contents.
5. The narrative description of the RTA grant application shall not exceed 20 single-sided, double-spaced pages. The cover page and Table of Contents are not included in the 20-page limit.
6. The narrative description of the RTA grant application should have side, top and bottom margins of one inch.

Submission of Application

The KDE must receive, in its email inbox, the application by 4:00 p.m. (ET) Friday, January 13, 2017. Applications received after this time and date will not be accepted. Furthermore, applications not complying with any of the technical requirements will be deemed non-responsive. Redacted copies should not contain any identifying information (For example: district name, school name, county,

individual names) within the narrative and on all forms. Applications with identifying information will be deemed non-responsive. Non-responsive applications will not be scored. It is the district's responsibility to check the [KDE Competitive Grants webpage](#) regularly for new information (including amendments) regarding this solicitation. Applicants are responsible for contacting the KDE confirming the receipt of their application.

1. Scan or save the completed application in its entirety, including all signatures, to PDF format. Save the original application as ***RTA17-District-School Name-Original***. (For example: Southside Elementary School in Woodford County would save the original application as *RTA17-Woodford-Southside-Original*.)
2. Scan or save the completed redacted application in its entirety to PDF format. The redacted copy should not contain identifying words or names of people, districts, counties, or schools. The cover page does not need to be scanned or saved for the redacted copy. Save the redacted application as ***RTA17-District-School Name-Redacted***. (For example: Southside Elementary School in Woodford County would save the redacted application as *RTA17-Woodford-Southside-Redacted*.)
3. Email to KDERFP@education.ky.gov
 - **The date/time on the received email must be on or before 4:00 p.m. (ET), January 13, 2017.**
 - On the subject line of the email, type ***RTA17-District-School Name***.
 - If at all possible, **send both attachments in the same email** and label the original application attachment ***RTA17-District-School Name-Original*** (For example: Southside Elementary School in Woodford County would save the original application as *RTA17-Woodford-Southside-Original*.) and the redacted application attachment ***RTA17-District-School Name-Redacted***. (For example: Southside Elementary School in Woodford County would save the redacted application as *RTA17-Woodford-Southside-Redacted*.) If necessary, the application may be sent in parts. **ALL PARTS MUST BE RECEIVED-DATE/TIME STAMPED BY THE DEADLINE of January 13, 2017 by 4 p.m. (ET)**
 - Keep in mind that email coming in to 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 received on the first try.
 - Applications not received by the deadline will not be reviewed or considered for award.
 - Redacted copies should not contain any identifying information (For example: district name, school name, county, individual names) within the narrative and on all forms. Applications with identifying information will be deemed non-responsive. Non-responsive applications will not be scored. (Blank cover pages can be submitted for redacted copies.)

Evaluation of Application

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

READ TO ACHIEVE EVALUATION CRITERIA

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

Evaluation Criteria		Maximum Total Points 100
PART 1	Literacy Needs	10 POINTS
This section should describe the current literacy needs at the school and also demonstrate a compelling need for the <i>Read to Achieve: Reading Diagnostic and Intervention Program</i> grant.		
<p>Describe the current literacy needs and trends at the school. Based on reliable and valid data, provide evidence to demonstrate a compelling need for the RTA grant.</p>		

PART 2	The Response to Intervention (RTI) Framework	15 POINTS
This section should describe the integration of assessment and intervention within the multi-leveled system implemented currently at the school.		
<p>Describe how the school’s current RTI framework is implemented, including determining eligibility, data, assessment(s), scheduling, and tier movement.</p>		

PART 3	Grant Approved Program	10 POINTS
This section should explain how the intervention selected will serve the needs of the students at the school.		
<p>Identify the grant approved reading intervention model(s) for which the school is applying from the following list: <i>Early Intervention in Reading (EIR)</i> by Barbara Taylor; <i>Reading Recovery</i> *must also select a small group intervention; <i>Comprehensive Intervention Model (CIM)</i> *must be used with <i>Reading Recovery</i>; <i>Fountas & Pinnell Leveled Literacy Intervention (LLI)</i>; and explain how the identified intervention model(s) will serve the school’s current literacy needs and trends and will complement the RTI framework at the school.</p>		

PART 4	Students to be Served	15 POINTS
This section should explain the identification and exiting of students to be served through the RTA interventions.		
<p>Explain the process to be used to determine eligibility, provide interventions based on on-going assessment of individual student need, and determine student movement out of the RTA intervention.</p>		

PART 5	Professional Learning and Sustainability	20 POINTS
This section should describe the ongoing professional learning plan and how the grant will impact overall literacy instruction at the school.		
<p>Describe the plan to be used for professional learning for the school reading team including RTA teacher’s initial/on-going professional learning to address the needs of struggling readers. Explain how the school reading team will enhance the comprehensive literacy model and build capacity to impact literacy instruction school-wide. Include a plan for family involvement initiatives to support the literacy instruction. Discuss how the work of the RTA will be sustained beyond the grant.</p>		

PART 6	Assessment and Evaluation	20 POINTS
This section should provide a detailed and comprehensive plan for evaluating the impact, effectiveness, and implementation of the reading intervention plan.		
<p>Based on current data, identify the number of students you anticipate can be served/impacted as a result of the RTA grant and explain how the anticipated number of students was determined. Discuss how multiple sources of data will be used throughout the RTA interventions to evaluate its impact on student achievement. Include specific and measurable long-term goals for achievement and instructional change over time.</p>		

PART	Budget	10 POINTS
7		
This section should describe the fiscal resources needed for the program and a detailed explanation of how funds will be used.		
<p>Explain how the grant and resources will be used efficiently and how additional funds will be used to fully implement your school’s RTA intervention program according to grant requirements (even if the total cost exceeds the amount awarded). Complete the RTA School Budget Summary form.</p>		

Read to Achieve Budget Summary Form

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

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

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

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

KENTUCKY DEPARTMENT OF EDUCATION

Read to Achieve Grant Application Cover Page

District:		
Superintendent:		Phone:
District Contact:		Phone:
School:		
School Address:		
School Contact:		Phone:
Grant Writer:		Phone:
Email:		

Reading Intervention Grant Approved Program(s) Selected:

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 Read to Achieve grant and may impact future funding.

Superintendent

Date

Notary Public

My commission expires

Principal Signature

Date

Notary Public

My commission expires