



KyCL 101: Program Overview

Kentucky Comprehensive Literacy
Technical Assistance • March 2020
Johna Rodgers, GPC



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Welcome

- Our format today and going forward
 - KyCL 101: Program Overview
 - KyCL 102: Writing the Narrative
 - KyCL 103: Required Budget, Letters, and Forms

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Introductions

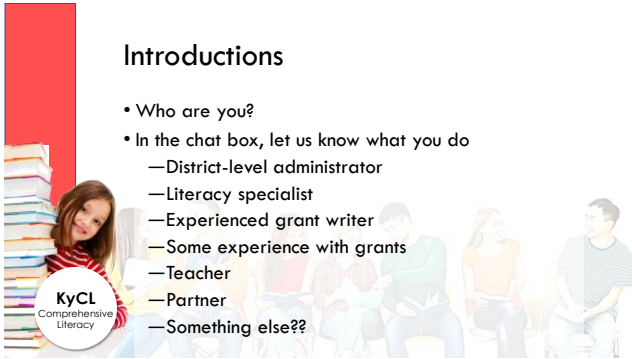
- Johna Rodgers, GPC
- 25+ years in grants, nonprofits
- \$195 million in grants since 2001
- Currently working as...
 - Grant Consultant
 - National trainer for Grant Writing USA
 - Facilitator for KDE (various grant programs)
 - Board member and VP, Grant Professionals Association

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Introductions

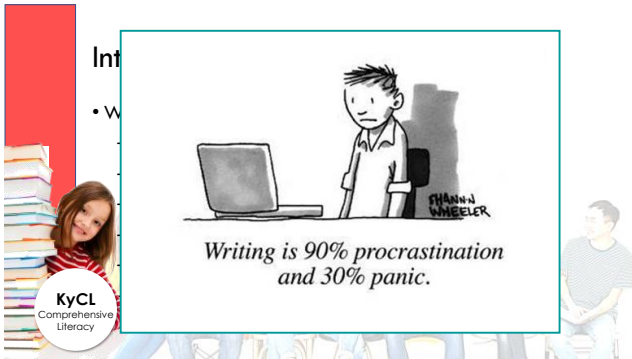
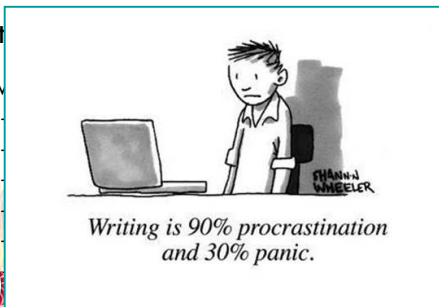
- Who are you?
- In the chat box, let us know what you do
 - District-level administrator
 - Literacy specialist
 - Experienced grant writer
 - Some experience with grants
 - Teacher
 - Partner
 - Something else??



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Int

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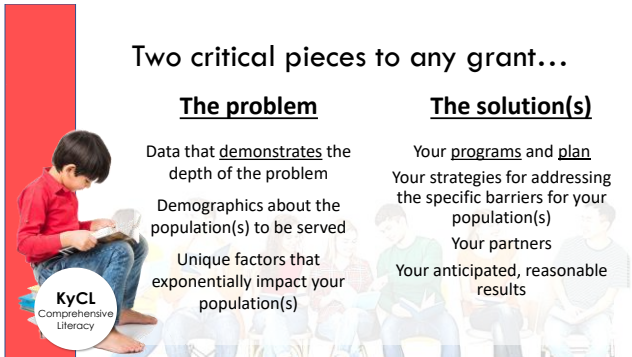
Two critical pieces to any grant...

The problem

- Data that demonstrates the depth of the problem
- Demographics about the population(s) to be served
- Unique factors that exponentially impact your population(s)

The solution(s)

- Your programs and plan
- Your strategies for addressing the specific barriers for your population(s)
- Your partners
- Your anticipated, reasonable results



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Two critical pieces to any grant...

The problem

Data that demonstrates depth of the problem
Demographic information about your population(s) to
Unique factors that exponentially impact your population(s)

The solution(s)

Programs and plan strategies for addressing specific barriers for your population(s)
Your partners
Near anticipated, reasonable results

Go to RFA page 3



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But first the money...

• Rule #1

It's not your money.

• Rule #2

It's your job to design a good proposal—regardless of the amount of money provided.

Rule #3

If you cannot abide by Rule #2, you should not apply.



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Request for applications (RFA)...

- This is your instruction book: READ IT!!
- There are a lot of instructions
- There are people you can contact for help
- It tells you who, what, where, when and how to have a successful, high-quality program
- And there are "clues" along the way...



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Some absolutes...

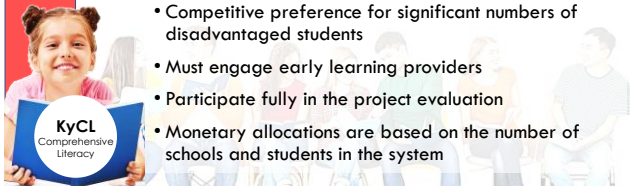
- Page 1
 - Deadline
 - Questions
 - Where to submit the proposal
 - Special instructions....



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Special instructions...

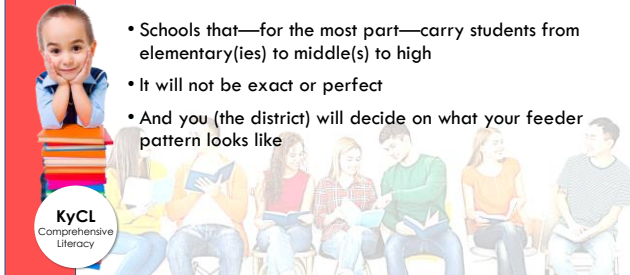
- Limited to districts on behalf of a K-12 feeder pattern (the district is the applicant!!!)
- 65% or greater free/reduced lunch at the high school
- Competitive preference for significant numbers of disadvantaged students
- Must engage early learning providers
- Participate fully in the project evaluation
- Monetary allocations are based on the number of schools and students in the system



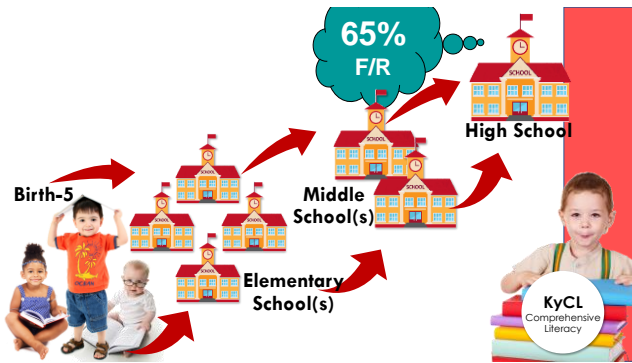
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K-12 feeder pattern...

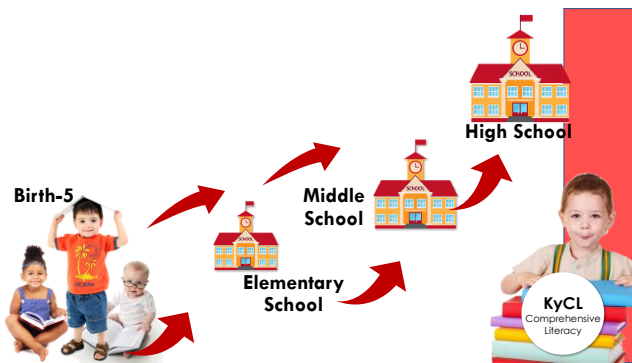
- Schools that—for the most part—carry students from elementary(ies) to middle(s) to high
- It will not be exact or perfect
- And you (the district) will decide on what your feeder pattern looks like



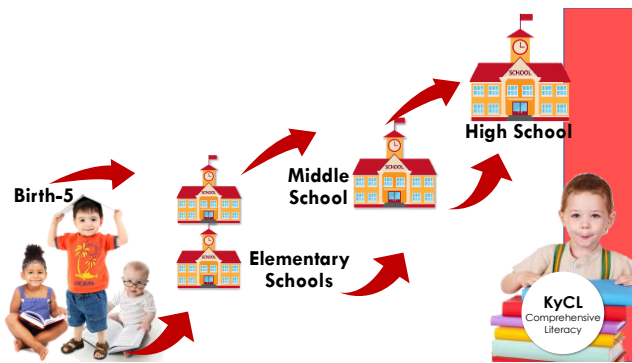
12



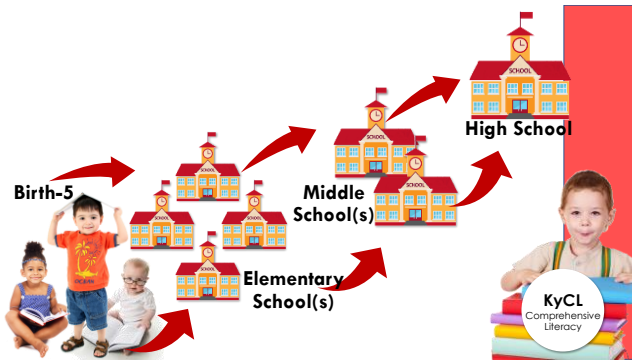
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K-12 feeder pattern...

- But wait!!!! Wait!!!! Ours is weird!

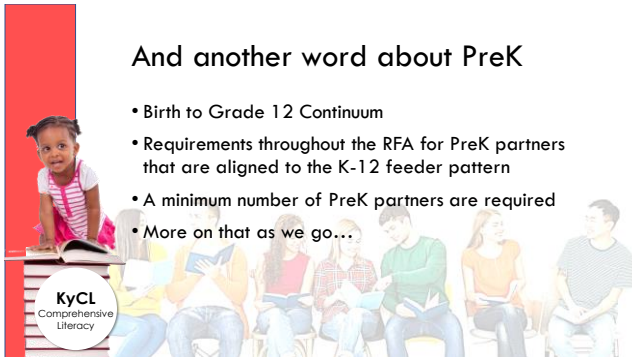
Talk to KDE!!



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And another word about PreK

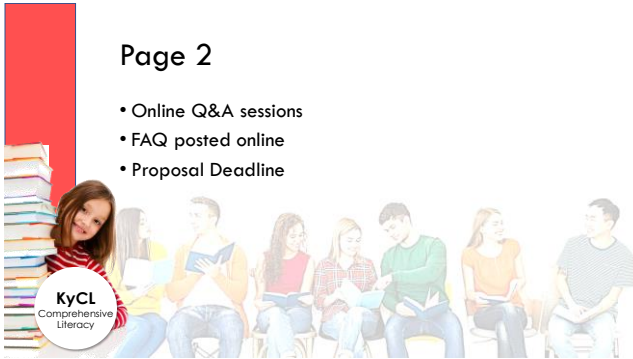
- Birth to Grade 12 Continuum
- Requirements throughout the RFA for PreK partners that are aligned to the K-12 feeder pattern
- A minimum number of PreK partners are required
- More on that as we go...



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Page 2

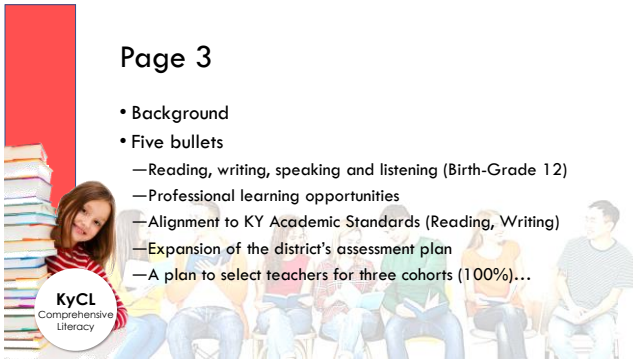
- Online Q&A sessions
- FAQ posted online
- Proposal Deadline



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Page 3

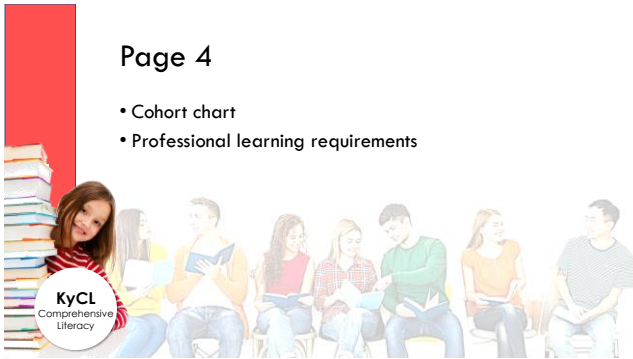
- Background
- Five bullets
 - Reading, writing, speaking and listening (Birth-Grade 12)
 - Professional learning opportunities
 - Alignment to KY Academic Standards (Reading, Writing)
 - Expansion of the district's assessment plan
 - A plan to select teachers for three cohorts (100%)...



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Page 4

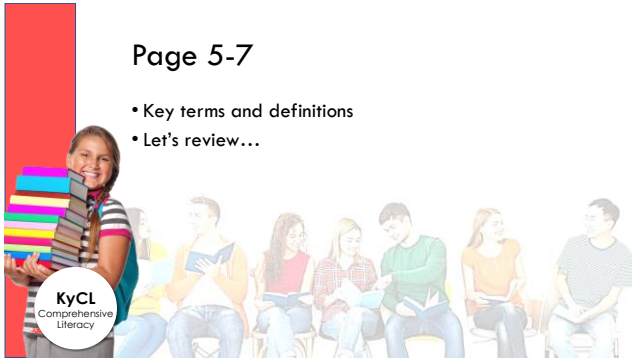
- Cohort chart
- Professional learning requirements



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Page 5-7

- Key terms and definitions
- Let's review...



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Page 6

Characteristics of Comprehensive Literacy Program

X = consistent component

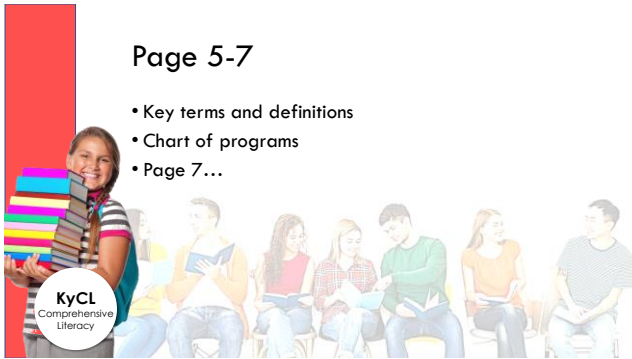
	Early Childhood				Elementary				Middle/High				Other	
	CCLD Early Literacy	Early Childhood Literacy Project	Early Learning Literacy Project	Head Start	Comprehensive Literacy	Early Reading	Kennedy Reading Project	Kennedy Writing Project	Literacy Design Collaborative	Adolescent Literacy Project (CCLD)	Kennedy Cognitive Literacy Model	Kennedy Writing Project	Literacy Design Collaborative	National Board Certification
Developmentally appropriate	X	X	X	X	X	X	X	X	X	X	X	X	X	=
Explicit, systemic instruction	X	X	X	X	X	X	X	X	X	X	X	X	X	=
Frequent reading & writing across content														=
Phonological awareness	X	X	X	X	X	X	X	X	X	X	X	X	X	=
Phonic awareness	X	X	X	X	X	X	X	X	X	X	X	X	X	=
Vocabulary development	X	X	X	X	X	X	X	X	X	X	X	X	X	=
Reading comprehension	X	X	X	X	X	X	X	X	X	X	X	X	X	=
Writing with clear purpose, feedback														=
Diverse, high quality print	X	X	X	X	X	X	X	X	X	X	X	X	X	=
Peer to peer language and discourse	X	X	X	X	X	X	X	X	X	X	X	X	X	=
Peer to teacher language, discourse	X	X	X	X	X	X	X	X	X	X	X	X	X	=
Frequent practice	X	X	X	X	X	X	X	X	X	X	X	X	X	=
Screening assessments	X	X	X	X	X	X	X	X	X	X	X	X	X	=
Motivation and engagement	X	X	X	X	X	X	X	X	X	X	X	X	X	=
Universal Design for Learning	**	**	**	**	**	**	**	**	**	**	**	**	**	=
Teacher Pk, PLCs, collaboration	X	X	X	X	X	X	X	X	X	X	X	X	X	=
Linked to literacy, content standards	X	X	X	X	X	X	X	X	X	X	X	X	X	=

@ Early Childhood program centered on reading
 * Not specified, but some modules have been adapted for UDL
 ** Not specified, by model, but can be utilized by org.
 - See description of NBCT
 # Incorporates writing, but reading is primary focus

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Page 5-7

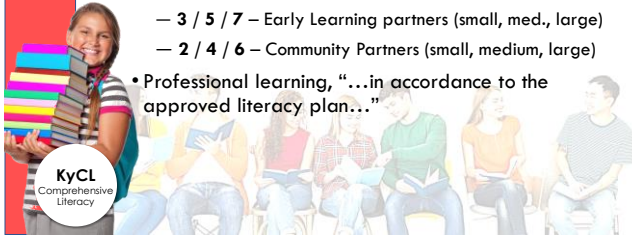
- Key terms and definitions
- Chart of programs
- Page 7...



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Page 7 and 8

- Partners
 - 3 / 5 / 7 – Early Learning partners (small, med., large)
 - 2 / 4 / 6 – Community Partners (small, medium, large)
- Professional learning, “...in accordance to the approved literacy plan...”



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Page 8

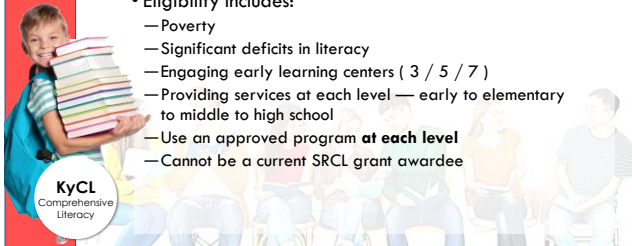
- Funding... briefly
- 12-14 awards anticipated
- Average four-year amount: \$1.1 million



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Page 8

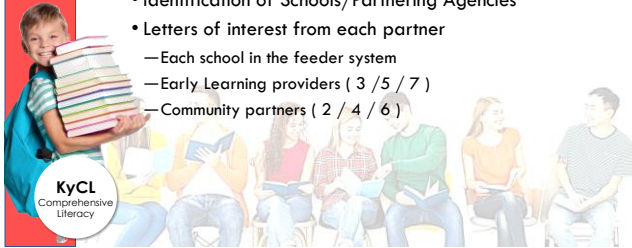
- Eligibility includes:
 - Poverty
 - Significant deficits in literacy
 - Engaging early learning centers (3 / 5 / 7)
 - Providing services at each level — early to elementary to middle to high school
 - Use an approved program **at each level**
 - Cannot be a current SRCL grant awardee



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Page 8

- Identification of Schools/Partnering Agencies
- Letters of interest from each partner
 - Each school in the feeder system
 - Early Learning providers (3 / 5 / 7)
 - Community partners (2 / 4 / 6)



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The letters (pages 8-9)

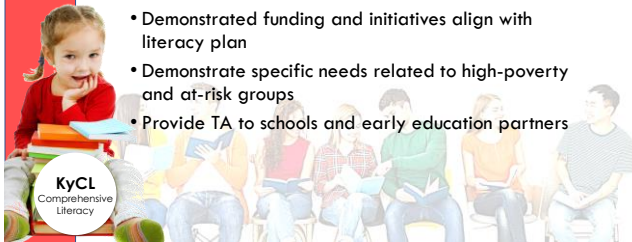
- Identification of schools and partners
 - Letters of Interest for **each partner**
 - Letters must include the specific components on Pages 8-9
 - What does that look like?



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District Requirements: Pages 9-10

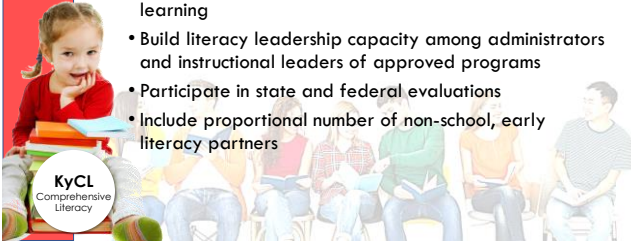
- District Literacy Leadership Team (DLLT)
- Demonstrated funding and initiatives align with literacy plan
- Demonstrate specific needs related to high-poverty and at-risk groups
- Provide TA to schools and early education partners



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District Requirements: Pages 9-10

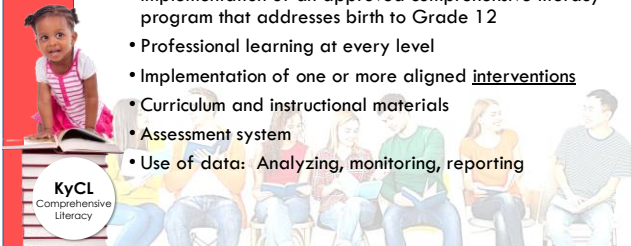
- Provide time for teachers and partners professional learning
- Build literacy leadership capacity among administrators and instructional leaders of approved programs
- Participate in state and federal evaluations
- Include proportional number of non-school, early literacy partners



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Required activities: Page 10

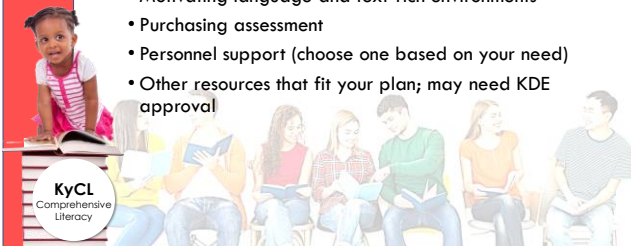
- Implementation of an approved comprehensive literacy program that addresses birth to Grade 12
- Professional learning at every level
- Implementation of one or more aligned interventions
- Curriculum and instructional materials
- Assessment system
- Use of data: Analyzing, monitoring, reporting



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Allowable activities: Page 10

- Motivating language and text-rich environments
- Purchasing assessment
- Personnel support (choose one based on your need)
- Other resources that fit your plan; may need KDE approval



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Allowable activities: Page 10

- Motivating language and training materials
- Purchasing assessments
- Personnel support (if needed)
- Other resources (with KDE approval)

Restrictions on Use of Funds!!

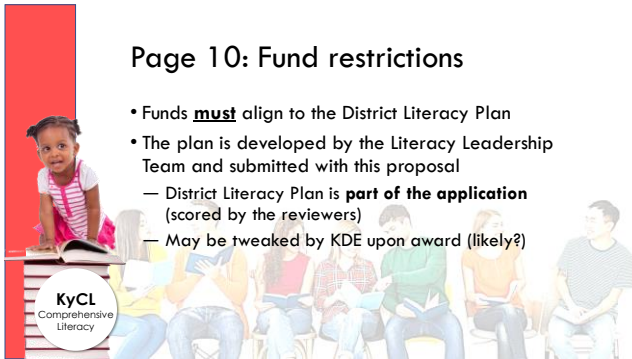


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Page 10: Fund restrictions

- Funds **must** align to the District Literacy Plan
- The plan is developed by the Literacy Leadership Team and submitted with this proposal
 - District Literacy Plan is **part of the application** (scored by the reviewers)
 - May be tweaked by KDE upon award (likely?)

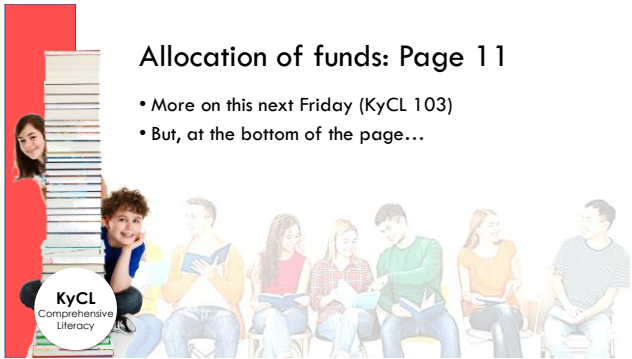


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Allocation of funds: Page 11

- More on this next Friday (KyCL 103)
- But, at the bottom of the page...



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Additional Funding Opportunity...

- American Institutes for Research impact study
- Only applies to districts with at least 2 elementaries
- Includes randomized assignment of funding; half of the elementaries funded in Year 1 and half in Year 3

Districts will receive up to \$15,000 per elementary

Competitive priority points are for **THIS FUNDING OPPORTUNITY, for the \$15,000**, not the KyCL funds

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Proposal Components: Pages 12-13

- These are the components you will need to provide in your proposal
- More info on these components during our KyCL 103 session (Friday, 3/26)

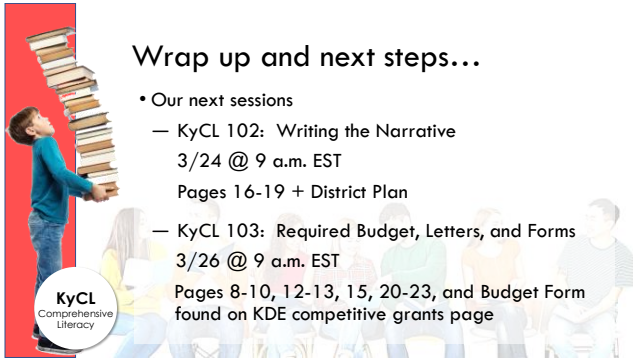
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Remaining pages, briefly

- Let's briefly review a few more pages...

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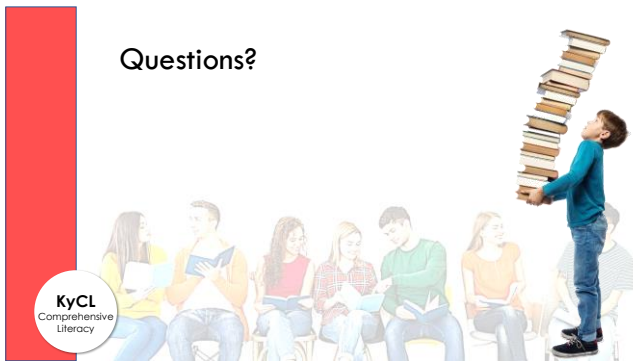


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Wrap up and next steps...

- Our next sessions
 - KyCL 102: Writing the Narrative
3/24 @ 9 a.m. EST
Pages 16-19 + District Plan
 - KyCL 103: Required Budget, Letters, and Forms
3/26 @ 9 a.m. EST
Pages 8-10, 12-13, 15, 20-23, and Budget Form
found on KDE competitive grants page

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Questions?

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