

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

**APPLICATION FOR GRANTS**  
**UNDER THE**

**Comprehensive Literacy State Development (CLSD) Program**

**CFDA # 84.371C**

**PR/Award # S371C240003**

**Grants.gov Tracking#: GRANT14187346**

OMB No. , Expiration Date:

Closing Date: Jun 24, 2024

PR/Award # S371C240003

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## Application for Federal Assistance SF-424

\* 1. Type of Submission:

- ☐ Preapplication  
☒ Application  
☐ Changed/Corrected Application

\* 2. Type of Application:

- ☒ New  
☐ Continuation  
☐ Revision

\* If Revision, select appropriate letter(s):

\* Other (Specify):

\* 3. Date Received:

06/17/2024

4. Applicant Identifier:

5a. Federal Entity Identifier:

G2J6EHYDKP79

5b. Federal Award Identifier:

ED-GRANTS-042324-001

### State Use Only:

6. Date Received by State:

7. State Application Identifier:

KY

### 8. APPLICANT INFORMATION:

\* a. Legal Name: Kentucky Department of Education

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

610600439

\* c. UEI:

G2J6EHYDKP79

### d. Address:

\* Street1:

300 Sower Blv., 5th Floor

Street2:

\* City:

Frankfort

County/Parish:

KY

\* State:

KY: Kentucky

Province:

\* Country:

USA: UNITED STATES

\* Zip / Postal Code:

40601-6571

### e. Organizational Unit:

Department Name:

Program Standards

Division Name:

Teaching and Learning

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

Prefix:

Mrs.

\* First Name:

Danna

Middle Name:

Lynne

\* Last Name:

Steele

Suffix:

Title:

Organizational Affiliation:

Kentucky Department of Education

\* Telephone Number:

Fax Number:

\* Email:

PR/Award # S371C240003

Page e3

## Application for Federal Assistance SF-424

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

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

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

Department of Education

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

84.371

CFDA Title:

Comprehensive Literacy Development

### \* 12. Funding Opportunity Number:

ED-GRANTS-042324-001

\* Title:

Office of Elementary and Secondary Education (OESE): Well Rounded Education: Comprehensive Literacy State Development (CLSD) program, Assistance Listing Number 84.371C

### 13. Competition Identification Number:

84-371C2024-1

Title:

Comprehensive Literacy State Development (CLSD) Program

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

Add Attachment

Delete Attachment

View Attachment

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

Kentucky Comprehensive Literacy High-Quality Instructional Resources Project

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments



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

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

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

* a. Federal	<input type="text" value="54,985,544.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="54,985,544.00"/>

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- ☒ a. This application was made available to the State under the Executive Order 12372 Process for review on .
- ☐ b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- ☐ c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**☐ Yes ☒ No

If "Yes", provide explanation and attach

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 18, Section 1001)**

☒ \*\* I AGREE

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

**Authorized Representative:**

Prefix:  \* First Name:

Middle Name:

\* Last Name:

Suffix:

\* Title: \* Telephone Number:  Fax Number: \* Email: \* Signature of Authorized Representative:  \* Date Signed:

## CERTIFICATION REGARDING LOBBYING

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

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

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

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

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

### Statement for Loan Guarantees and Loan Insurance

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

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

#### \* APPLICANT'S ORGANIZATION

Kentucky Department of Education

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

Prefix:  \* First Name:  Middle Name:   
\* Last Name:  Suffix:   
\* Title:

\* SIGNATURE:

\* DATE:

## Abstract

An abstract is to be submitted in accordance with the following:

### 1. Abstract Requirements

- Abstracts must not exceed one page and should use language that will be understood by a range of audiences.
- Abstracts must include the project title, goals, and expected outcomes and contributions related to research, policy, and practice.
- Abstracts must include the population(s) to be served.
- Abstracts must include primary activities to be performed by the recipient.
- Abstracts must include subrecipient activities that are known or specified at the time of application submission.

For research applications, abstracts also include the following:

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

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

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## You may now Close the Form

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

\* Attachment: 1236-Kentucky Project Abstract.pdf

Add Attachment

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## Kentucky Comprehensive Literacy High-Quality Instructional Resources Project

### Abstract

The 2024 Comprehensive State Literacy Development Grant, renamed the Kentucky Comprehensive Literacy High-Quality Instructional Resource (KYCL HQIR) Project, focuses on increasing student literacy outcomes through four project goals incorporating specific, measurable objectives needed to achieve each goal by the end of the five-year grant period:

Goal 1: Every subgrantee will be using evidence based, high-quality instructional resources expertly to deliver coherent and aligned instruction to all students.

Goal 2: Every subgrantee will use evidence based, high-quality instructional resources to support struggling readers to narrow the achievement gap for our target populations in a cycle of continuous improvement.

Goal 3: Every subgrantee will be engaged in job-embedded, high-quality curriculum based professional learning.

Goal 4: Every subgrantee will increase family engagement in the literacy development of their student(s) and create awareness of resources to aid in supplemental literacy instruction at home.

Kentucky will award at least 40 subgrants to districts of varying sizes and in diverse geographic locations. The project will fund districts with a large percentage of low-income, high need underserved students to purchase HQIRs **and** provide the sustained, aligned, job embedded, curriculum-based professional learning required to ensure all teachers, regardless of workforce diversity, have the knowledge and support to effectively assess student literacy and plan and execute effective literacy instruction. Districts will create a literacy vision and literacy plan to guide the work. The grant will positively impact approximately 200 early childcare providers, 330 schools and thousands of educators and students.

## Project Narrative File(s)

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\* Mandatory Project Narrative File Filename:

[Add Mandatory Project Narrative File](#)

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

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# Kentucky Comprehensive Literacy (KYCL)

## High-Quality Instructional Resources (HQIR) Project Narrative

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## **Background**

Students across Kentucky are growing up in a globally interconnected world that is accelerating in competitiveness and possibility. Every student has the potential for success, but learning opportunities and outcomes have been historically uneven in Kentucky where there is a high percentage of low-income students with high needs. While many students and school districts are thriving, others are struggling. Even for those districts with stronger outcomes, the Kentucky Department of Education (KDE) envisions a spirit of continuous improvement, innovation and collaboration around evidence-based instructional practices. Kentucky teachers and students deserve access to high-quality instructional resources (HQIRs), vibrant learning experiences and instruction designed to improve literacy outcomes for our students reading below or significantly below grade level.

Building on the strength and success of the KDE partnerships with the United States Department of Education (USDE) through the *Striving Readers Comprehensive Literacy* (SRCL) grant and the *Comprehensive Literacy State Development* grant (Kentucky Comprehensive Literacy, KYCL), Kentucky education stakeholders are continuing to develop ways to further enrich student experiences in schools and improve literacy learning outcomes for all students. KDE has learned valuable lessons from our past collaborations with USDE in supporting schools and educational partners to provide a strong literacy learning foundation through the implementation of the SRCL and KYCL grants. In these literacy initiatives, high-need, low-income communities were identified and supported through high-quality professional learning (HQPL) and coaching as they implemented evidence-based literacy practices. The HQPL provided through SRCL and KYCL was impactful to teachers and students in the participating districts; however, through school district and state surveys, KDE identified that

students and teachers in Kentucky do not have access to evidence-based, valid and reliable HQIRs needed to ensure equitable educational opportunities for students. HQIRs equalize access to grade-level instruction, while meeting the learning recovery needs of diverse learners. KDE strives to ensure all students, especially the underserved students in high-need, low-income communities, have access to evidence-based HQIRs and quality literacy instruction provided by highly trained teachers. **The KDE proposes a new funding opportunity through the federal Comprehensive Literacy State Development project, Kentucky Comprehensive Literacy (KYCL) High-Quality Instructional Resources (HQIR) Project, to improve literacy outcomes for Kentucky students.**

The *Read to Succeed Act* (Senate Bill 9, 2022) requires each superintendent to adopt a common comprehensive reading program that is determined by KDE to be reliable, valid and aligned to reading and writing standards for kindergarten through grade 3 for all schools. Per KRS (Kentucky Revised Statute) 158.791, it is the intent of the Kentucky General Assembly that every elementary school:

- Provide comprehensive schoolwide reading instruction aligned to reading and writing standards required by KRS 158.6453 and outlined in administrative regulation promulgated by the Kentucky Board of Education;
- Provide a multi-tiered system of supports to support and engage all students in learning to read at the proficient level, meaning a level that reflects developmentally appropriate grade-level performance, by the end of grade three (3);
- Ensure quality instruction by highly trained teachers and intervention by individuals most qualified to provide the intervention; and



- Provide high-quality library media programs.

This legislation moves literacy forward by providing guidance to select valid and reliable HQIRs. Per amendments to KRS.158.305 as part of Senate Bill 156 (2023), “each superintendent shall adopt a common comprehensive reading program that is determined by the department to be reliable, valid and aligned to reading and writing standards required by KRS 158.6453 and outlined in administrative regulation promulgate by the Kentucky Board of Education for Kindergarten through grade three (3) for all schools or subset of schools, with consultation of all affected elementary school councils.” Senate Bill 156 (2023) requires superintendents adopt this common comprehensive reading program by July 1, 2024. Senate Bill 9 also requires each superintendent to select a universal screener and diagnostic assessment for reading that have been determined by the KDE to be reliable and valid to be administered as part of a multitiered system of supports for students in kindergarten through grade three. The state-level policy is a significant lever in ensuring equitable literacy learning for all students in Kentucky and a move toward instructional resources and practices based on the science of reading. **However, the legislation only applies to K-3 and does not provide the funding necessary for districts to purchase the literacy assessments and evidence-based HQIRs needed to implement the requirements.**

To support Kentucky districts with the move to valid and reliable HQIRs and to highlight the importance of sustained, aligned and job-embedded Curriculum Based Professional Learning (CBPL), KDE led an HQIR pilot in 2021. This pilot selected eight districts that received dedicated support from KDE to develop a high-quality local curriculum, including an EdReports green-rated Tier 1 comprehensive reading program. KDE guidance found in the *Model Curriculum Framework* (KRS 158.6451) and the *Reading and Writing Instructional Resources*

*Consumer Guide* supported pilot participants and districts statewide in evaluating, selecting, and implementing valid and reliable HQIRs. These strong guidance documents were (1) developed in collaboration with national partners, (2) rooted in current research regarding effective curriculum development and implementation, and (3) refined through feedback from KY pilot districts and schools. These KDE resources will be used in the KYCL HQIR Project (see Appendix). Districts participating in the pilot used vendor-based CBPL and partnered with Achievement Network for implementation coaching. Lessons learned through the pilot will be utilized to ensure the KYCL HQIR Project is effectively supported. The pilot paved the way to scale the work with more districts and provide increased support for subgrantees in this grant opportunity. It also highlighted the need for additional funding to fully implement the HQIR using sustained, aligned and job-embedded CBPL and coaching to support teachers. The pilot was instrumental in planning this project.

### **Project Research Base**

In the proposed KYCL HQIR Project, the KDE will build on the successes of SRCL and KYCL to achieve new goals in line with Kentucky's legislative requirements in *The Read to Succeed Act*, other associated literacy legislation, and lessons learned through the KDE HQIR Pilot. The project will increase effective literacy instruction at all levels: early childhood, elementary, middle and high school. First, the project will support a robust **High-Quality Instructional Resource (HQIR) initiative** to ensure Kentucky teachers and students have access to valid and reliable comprehensive reading programs. Kentucky's teachers need access to evidence-based HQIRs to increase content knowledge, provide guidance to inform strong instruction, support implementation of grade-level appropriate texts and tasks, and strengthen transitions between levels by providing continuity of services. Kentucky's students, including

underserved students, deserve access to effective teachers who utilize evidence-based instructional practices and resources and grade-level assignments to help them reach the intended learning outcomes and promote accelerated progress in literacy skills. KDE defines HQIRs as instructional resources that are:

- Aligned with *Kentucky Academic Standards (KAS)*;
- Evidence-based and/or externally validated;
- Comprehensive to include engaging text (books, multimedia, etc.), tasks and assessments;
- Based on fostering vibrant student learning experiences;
- Culturally relevant, free from bias; and
- Accessible for all students.

Many research studies outline the positive effects of utilizing a valid and reliable HQIR. A 2017 study shows the effect on learning when using a HQIR is the same as moving an average performing teacher to one at the 80th percentile (Jackson, 2017). Students in classrooms that used one HQIR for four consecutive years outpaced comparison students by a margin of 38 percentile points-equivalent to four additional years of learning (Steiner, 2018). When teachers do not have access to HQIRs, they spend 7-12 hours per week searching for curriculum online often leading to inconsistent quality that impacts low-income students of color most (Goldberg, M., 2016). The New Teacher Project, 2018, found that students of color, those from low-income families, English learners, and those with mild to moderate disabilities are less likely to have access to strong grade-level instruction and HQIRs in the classroom than students who are in classrooms with mostly white students and in higher income communities. Another study highlighted that the average cost-effectiveness ratio of switching to HQIRs is almost 40 times that of class size reduction (Koedel, C., & Polikoff, M., 2017). These studies and many more

emphasize the benefits to both teachers and students of utilizing HQIRs. The KYCL HQIR Project will provide equity in the district's ability to purchase high-quality literacy resources, which will provide equity in instructional practices to strengthen literacy instruction for all students.

Next, the project will provide **high-quality, curriculum-based professional learning (CBPL)** focused on evidence-based strategies and comprehensive programs to support reading and writing instruction for literacy teachers and administrators at all levels: early childhood, elementary, middle and high school. Effective implementation of the HQIR requires that everyone, from the district to the school, to the classroom has the same vision of what high-quality instruction looks like and how HQIRs and aligned CBPL support instruction. Research demonstrates that simply providing teachers with a curriculum and HQIRs without also providing them professional learning focused on *how* to implement those resources effectively to meet the needs of all students will not impact student achievement (Short & Hirsh, 2023; Blazar, et. al, 2019; Instruction Partners, 2019). Educators need professional learning and coaching that deepens understanding of what to teach, improves content knowledge and pedagogy through exploring how best to teach it and facilitates transfer by being connected to the curriculum used in classrooms (Rivet, 2020). The CBPL direct engagement with high-quality, “practice-supportive” or “educative” resources facilitates the transfer of professional learning by reducing additional work needed to integrate elements of best practice back into classroom instruction (Hill & Papay, 2020; Short & Hirsh, 2023), producing positive effects on teacher practice and student outcomes (Taylor, et.al, 2015). Curriculum-based professional learning is ongoing, job-embedded and rooted in active experiences (e.g., workshops, professional learning communities, peer observations and coaching) that allows teachers to evolve their practices, expand their

content knowledge and challenge their beliefs (Short & Hirsh, 2023). Professional learning anchored in high-quality curriculum materials allows teachers to experience the instruction their students will receive and change their instructional practices, leading to better student outcomes. (Short & Hirsh, 2023).

The CBPL and literacy coaching support will be aligned to the HQIR and will be provided in a sustained, aligned, job-embedded manner to support effective implementation and teacher efficacy. The use of evidence-based HQIRs and sustained CBPL will foster strong Tier 1 instruction, which is the core of an equitable, effective Multi-Tiered System of Supports (MTSS) framework, enabling it to promote vibrant learning experiences, smooth transitions from each level and improved outcomes for every student. When it comes to strengthening Tier 1 instruction, districts and schools should consider:

- Establishing a common instructional vision;
- Ensuring teachers have access to valid and reliable screeners and diagnostic tools to identify specific student needs;
- Ensuring teachers and students have access to a strong, locally developed curriculum supported by HQIRs aligned to the instructional vision;
- Equipping educators with high-quality professional learning (HQPL) that promotes effective implementation of the curriculum and associated HQIRs, while building content knowledge and pedagogy; and
- Improving the quality of instruction all students receive.

The KYCL HQIR project supports these actions by providing the necessary funding to purchase evidence-based HQIRs and to purchase the sustained, aligned, job-embedded CBPL and coaching to ensure effective implementation that leads to improved instructional practices and

increased educational opportunities for all students. In addition, the project will increase the use of valid and reliable universal screeners and literacy diagnostic assessments and will address the needs of our most underserved students by increasing the use of **evidence-based, high-quality reading and writing MTSS supports**, including CBPL for reading intervention teachers at all instructional levels aligned with evidence-based HQIRs. Finally, the project will advance collaboration across the commonwealth, **elevating family engagement** in school and district literacy initiatives through training, resources and opportunities offered by the school district, individual schools, community partners and/or private entities.

### **Kentucky Needs Assessment**

Through the SRCL and KYCL literacy projects, participating districts increased teacher effectiveness in teaching reading and writing and increased literacy supports for students, but as teachers, students and communities are adjusting to life after the Covid pandemic, an alarming number of Kentucky's students, especially the most at-risk, are still struggling to accelerate learning and meet grade-level expectations. Access to HQIRs and CBPL is crucial to achieving the high literacy goals set for all students. Identification of student literacy needs and access to targeted MTSS is also crucial to address the impact of COVID and promoting academic recovery. The needs across the Commonwealth are still great, fueling the desire for continued federal funding and partnership to support more teachers and reach more students.

Kentucky is a rural, high-poverty state with over 638,000 public school students. Last year, over 60.2% of all students (K-12) received free and reduced priced meals. Generational poverty is a significant risk factor in our state impacting multiple facets of education, but especially language development and vocabulary acquisition in our early learners. In the Commonwealth of Kentucky, approximately 9 in 10 children who start behind in kindergarten

are still behind in Third grade. Kentucky annually screens children at kindergarten entry. For the past five years, screening results have shown that only 50% of Kentucky's incoming kindergarteners are ready to start school. In 2023, 54% of Kentucky's children were not proficient readers in the third grade—and aggregate data such as these do not adequately represent disparities in achievement across demographic groups. As examples, 74% of African American children, 65% of Hispanic children, and 69% of English learner children who speak English were below proficiency in reading in the third grade. The pandemic has intensified and underscored the importance of supporting young children in oral language and foundational reading skills. K-Readiness data for 2023 (Table 1) revealed only 46% of Kentucky's five-year-olds were ready for kindergarten and language development sub scores show alarming figures for our economically disadvantaged, students with disabilities and English learners (Table 2). In addition, minority groups in our state are also significantly below average in language development.

**Figure 1 (Kentucky School Report Card, See Appendix)**

*Kindergarten Readiness Screen Composite Score Trend for All Students 2023*





**Table 1 (Kentucky School Report Card, See Appendix)***Kindergarten Readiness Screen Composite Scores by Proficiency Level and Demographic**Groups 2023*

Group	Percent Ready With Interventions	Percent Ready	Percent Ready With Enrichments	Total Percent Ready
All Students	54%	38%	8%	46%
Female	50%	41%	9%	50%
Male	58%	36%	7%	42%
African American	60%	34%	5%	40%
American Indian Or Alaska Native	65%	25%	9%	35%
Asian	39%	46%	14%	61%
Hispanic Or Latino	73%	24%	3%	27%
Native Hawaiian Or Pacific Islander	66%	29%	5%	34%
Two Or More Races	55%	38%	7%	45%
White (Non-Hispanic)	51%	40%	9%	49%
Economically Disadvantaged	63%	32%	5%	37%
Students With Disabilities (IEP)	70%	27%	3%	30%
English Learner	72%	25%	3%	28%



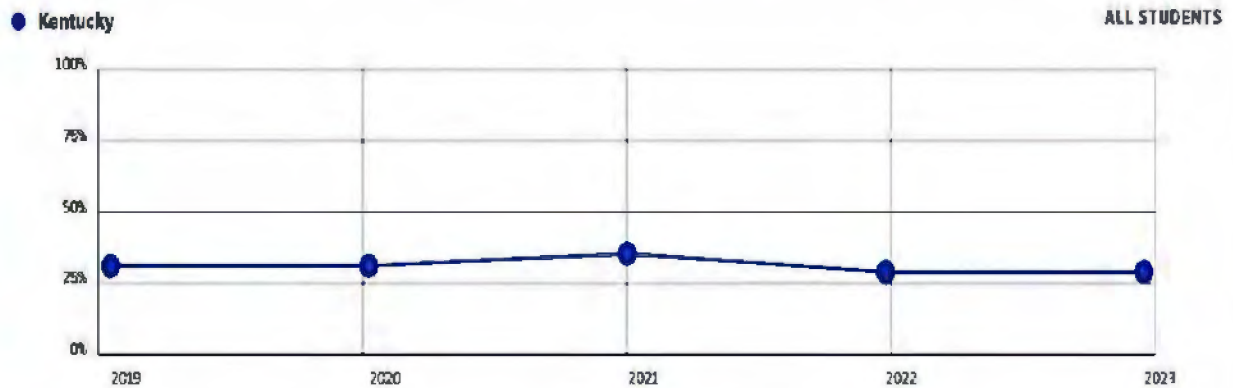
**Table 2 (Kentucky School Report Card, See Appendix)**

*Kindergarten Screen Language Development Scores by Proficiency Level and Demographic Groups 2023*

Group	Percent Below Average	Percent Average	Percent Above Average
All Students	31%	40%	29%
Female	25%	43%	32%
Male	37%	38%	25%
African American	39%	39%	22%
American Indian Or Alaska Native	49%	25%	25%
Asian	57%	32%	11%
Hispanic Or Latino	62%	26%	12%
Native Hawaiian Or Pacific Islander	54%	29%	17%
Two Or More Races	28%	42%	30%
White (Non-Hispanic)	26%	42%	32%
Economically Disadvantaged	36%	39%	26%
Students With Disabilities (IEP)	55%	28%	17%
English Learner	74%	19%	6%

**Figure 2 (Kentucky School Report Card, See Appendix)**

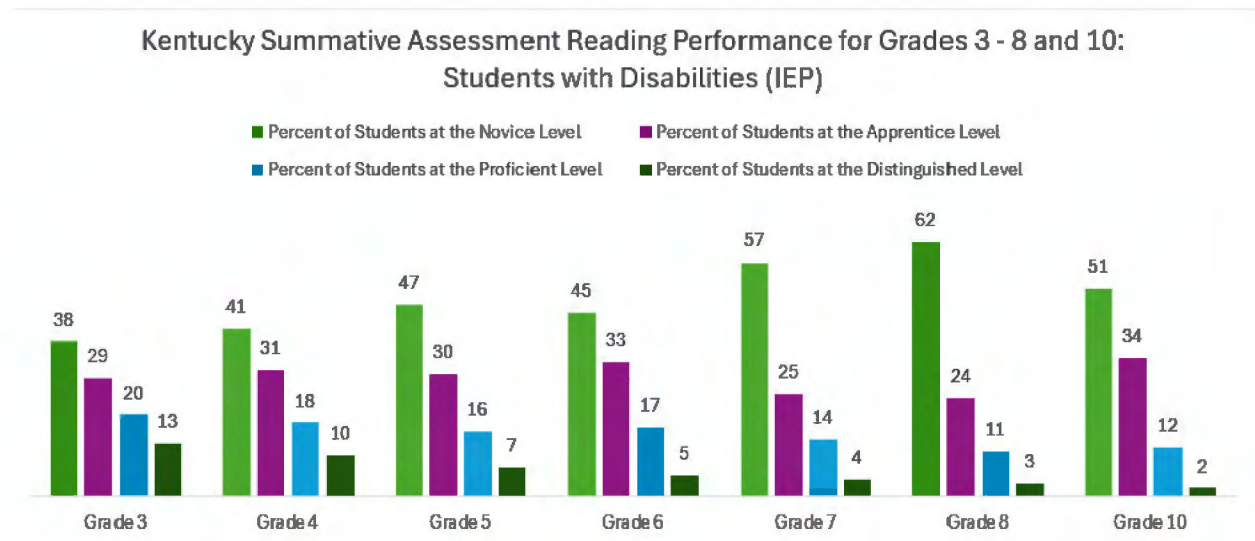
*Kindergarten Screen Language Development Scores Trend for All Students 2023*



Because of and in addition to these startling gaps in student literacy preparedness, Kentucky's low socio-economic students, students with disabilities, Hispanic and African American students and English learners are not gaining ground as readers in elementary, middle or high school. Kentucky Summative Assessment (KSA) data from 2023 (Figures 7, 8) details the significant achievement gaps for these and other key groups of students. Students with disabilities overwhelmingly score in the Novice performance category, as do Kentucky's English learner population from third grade through tenth. We especially recognize the impact to adolescent literacy in these two populations, where 62% of middle school students with disabilities are novice readers and 70% or more of English learners in seventh and eighth grade are performing at a novice level in reading. The following data shows the high percentages of novice readers in our underserved groups.

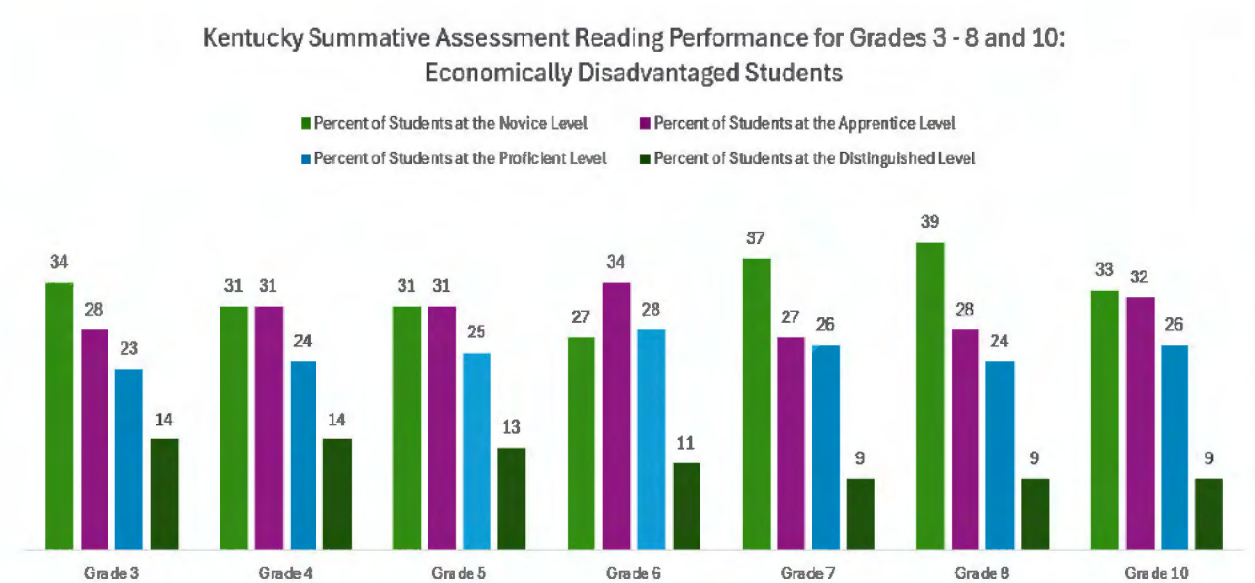
**Figure 3 (Kentucky School Report Card, See Appendix)**

*Kentucky Summative Assessment Reading Performance for Grades 3 - 8 and 10: All Students  
2023*



**Figure 4 (Kentucky School Report Card, See Appendix)**

*Kentucky Summative Assessment Reading Performance for Grades 3 - 8 and 10: Economically  
Disadvantaged Students 2023*



KSA data does not address all underserved student groups in Kentucky that need additional support for increased literacy outcomes. Students with characteristics of dyslexia, in foster care, being raised by grandparents, are homeless, and from low-income and rural geographic locations are all part of the high need student populations in Kentucky.

### **Students with Characteristics of Dyslexia**

The Kentucky Ready to Read Act of 2018 (House Bill 187) required the establishment of a toolkit for teachers and families of students with characteristics of dyslexia in grades K-3. The bill – an unfunded mandate for schools and districts – recommends actions for Kentucky schools, such as creating a dyslexia plan that includes early identification. Currently, Kentucky does not track the number of students with identified characteristics of dyslexia; however, national data leads us to estimate the number of Kentucky students impacted at 30% of all students. The new project will fund literacy assessments to identify struggling students early and will provide Tier 1, 2 and 3 MTSS support based on structured literacy using systematic and explicit instruction, which the International Dyslexia Association suggests is the best method to teach children with characteristics of dyslexia.

### **Students with Various Family Situations-Foster, Homeless, Migrant, Grandparenting**

An increasing number of Kentucky students live in crisis. As of May 2024, 8,071 children are in foster care (Cabinet for Health and Family Services, See Appendix) and in the 2023 school year 21,121 K-12 children were homeless (KDE Data, See Appendix). An estimated one of every 12 children is being raised by a family friend or relative who is not their biological parent. That rate of kinship care is one of the highest in the U.S., totaling some 81,000 children (Western Kentucky University, See Appendix). In 2023-2024, 9,504 immigrant and 3,972



migrant children were served in Kentucky's schools (KDE Data, May 2024). Just being at school is a challenge, as noted by Cutuli et al. (2012). Highly mobile students tend to be resilient with proper support, including using integrated services (Sulkowski, 2014). However, moving from school to school can lead to lack of identification and lack of intentional, targeted support and intervention for many students who often have gaps in their learning. Local literacy plans that include a strong MTSS assessment plan and the use of evidence-based HQIRs for Tier 1, Tier 2 and Tier 3 will provide more targeted support for these high need students in high-mobility communities frequently impacted by Opioid use, incarceration, etc.

### **Students from Rural Communities**

Kentucky is a state with most counties in rural regions (NCES, 2018). Only two cities – Louisville and Lexington – top 100,000 in population. Most schools are in small towns with populations of less than 15,000. Decades of research point to the challenges of rural communities in maintaining teacher quality, a lack of financial stability and few opportunities for professional learning. (Bell, 2012; Eppley, 2009; Lowe, 2006; NEA, 1999). The lack of financial resources in these communities means schools have less available funds to purchase needed instructional resources. The KYCL HQIR project will provide critical funding to ensure all students have access to evidence-based HQIRs and teachers have access to HQPL to strengthen the educational opportunities in these low-income areas.

### **Low-Income and High Need Students**

Although previously mentioned and shown in the assessment data, it is important to emphasize the high percentages of children growing up in poverty in Kentucky. Over 60.2% of all students (K-12) received free and reduced priced meals, which is estimated to under-represent

the needs, especially in high school (Kentucky School Report Card, see Appendix). Generational poverty is a significant risk factor in our state impacting multiple facets of education including language development, vocabulary acquisition, kindergarten readiness, school attendance, early dropout rates, access to medical care and home support. Many of these children are in families with income levels at or below 200 percent of the Federal poverty line. Kentucky school districts are partially funded by local property taxes which are considerably less in low-income areas. This disparity in funding increases the chances of inequity in educational resources and opportunities for students in Kentucky.

The KYCL HQIR project will tackle the educational effects of the state's economic challenges by empowering our teachers, regardless of their level of expertise, with the necessary HQIRs to guide instruction and allow them more time to assess student progress and plan for effective scaffolding and intervention as needed. According to the late Ron Thorpe, President of the National Board for Professional Teaching, "The lack of consistency in the quality of teaching is most apparent in U.S. schools serving large numbers of poor children, where the job of teaching is more difficult and requires greater knowledge and skills for success than it does in schools serving more affluent children." (Thorpe, 2014). Students in high poverty schools are disproportionately taught by inexperienced and novice teachers, less likely to be taught by a National Board-Certified Teacher, and more likely to lose their teachers to turnover. (KDE, 2015). Literacy program evaluations that lead to strong systemwide literacy plans built around evidence-based HQIRs and sustained, job-embedded, aligned CBPL are the foundation to improve student literacy achievement in the rural communities and all communities across Kentucky.

Assessment data and qualitative data collected in Kentucky for all age levels highlight the strong need to increase student literacy achievement and move toward more effective instructional practices for reading. The KYCL HQIR project, in conjunction with the Kentucky *Read to Succeed* early literacy focus will provide strategic opportunities to dig deeper into gaps and address identified weaknesses in instruction using valid and reliable literacy assessments, evidence-based HQIRs, aligned CBPL, HQPL focused on the science of reading, community partnerships and family engagement.

### **Kentucky Comprehensive Literacy Plan**

KDE created a new comprehensive literacy plan to provide guidance to schools and educators in the spring of 2023. The first goal was to craft an evaluation tool, the *Kentucky Literacy Framework*, that school districts could use to assess alignment to valid and reliable literacy strategies and systemwide literacy protocols. The second goal was to craft a Literacy Plan Template that aligns to the evaluation tool and provides districts and schools guidance on creating a systemwide plan that guides all aspects of comprehensive literacy. This plan includes HQIR alignment, curriculum based professional learning, literacy assessments, literacy intervention, high dosage tutoring and summer learning. School districts in the KYCL project were given guidance on how to use the evaluation tool and literacy plan template. It was used as part of the Annual Progress Report and feedback on the usability and effectiveness was collected.

The CLSD (Comprehensive Literacy State Development) National Literacy Center guidance on state literacy plans will be used to increase the current literacy plan's effectiveness. Current training from the National Literacy Center highlighted areas where the Kentucky Literacy Plan could be improved. During this grant cycle the project directors will attend

additional technical support meetings and work to strengthen the Kentucky Literacy Plan by adding components it is currently missing.

### **Kentucky Implementation Plan**

Kentucky's proposed project strives to increase student literacy achievement for all students in the Commonwealth, birth to grade 12. The focus will be on increasing student literacy achievement through four project goals incorporating specific, measurable objectives needed to achieve each goal by the end of the five-year grant timeframe:

**Goal 1: Every subgrantee will be using evidence-based, high-quality instructional resources to deliver coherent and aligned instruction to all students.**

**Goal 2: Every subgrantee will use evidence-based, high-quality instructional resources to support struggling readers to narrow the achievement gap for our target populations in a cycle of continuous improvement.**

**Goal 3: Every subgrantee will be engaged in job-embedded, high-quality curriculum based professional learning.**

**Goal 4: Every subgrantee will increase family engagement in the literacy development of their student(s) and create awareness of resources to aid in supplemental literacy instruction at home.**

To achieve these four goals and track progress throughout the grant, specific, measurable objectives are provided within the KYCL HQIR project design. Objective actions will be implemented in three stages: First, subgrantees will **create or use an existing literacy leadership team** following guidelines provided in KDE's *Model Curriculum Framework*. The team will utilize the *Kentucky Literacy Framework* to **evaluate the current systemwide literacy**



**program.** The information gathered will be used to **create a literacy vision and plan** to guide literacy work throughout the district and across all instructional levels.

The second stage supports subgrantees to **evaluate and/or select HQIRs** using KDE's *Reading and Writing Instructional Resources Consumer Guide*, which provides guidance on evaluating and selecting HQIRs. This process guides new or existing resource review teams through a criteria selection process to determine the most effective HQIR(s) to meet their school's instructional vision and specific student needs. **Priority will be given to HQIR alignment between all grade bands to ensure effective transitions from level to level and to increase and improve educational opportunities for students, promote academic recovery through aligned instruction, improve outcomes for students who are reading below grade level and accelerate growth in literacy skills.**

The final stage is ensuring high-quality instructional resources are successfully implemented through **high-quality CBPL and coaching**. This stage will be supported using KDE's *Curriculum-Based Professional Learning Guidance*.

Subgrantees will have access to technical assistance to utilize the KDE *Model Curriculum Framework's* "Curriculum Development Process." After the HQIR is selected for any level—early childhood, elementary, middle and/or high school—the district will select a CBPL provider. Approved CBPL providers will work with KDE to assure support for effective implementation of the reading program while utilizing Kentucky Academic Standards and KDE guidance. CBPL must be sustained, embedded, and aligned to the specific HQIR to ensure maximum impact for educators and students. Priority will be given to CBPL plans that integrate implementation coaching. Districts will plan for **2-to-4 years of CBPL** based on local needs and time frames.

CBPL will be provided by national partners and approved HQIR vendors to align with the HQIR selected. Additional CBPL providers/coaches for districts can be selected to provide sustained support for implementation and flexibility in meeting the district's local needs. The length of time the CBPL provider supports the teachers will depend on where the district is in the curriculum implementation process. Two to four years of CBPL support is required.

School districts who already have a HQIR for any level will select a CBPL provider and/or coach to support and strengthen implementation. They can also choose to add a HQIR and associated CBPL for another level and/or complete level 2 activities focused on intervention, writing, additional training on the science of reading and family engagement. **Priority will be given to subgrantees who align HQIRs between grade bands to strengthen effective transitions.** (*KYCL HQIR Project At-A-Glance* see Appendix).

The Kentucky project is divided into two grant activity levels. **Level one activities are required** for grant implementation. After successful completion of level one activities, subgrantees have the option to select **Level two activities**, which include the selection of evidence-based HQIR(s) and aligned CBPL for MTSS, the purchase of approved literacy assessments and HQPL focused on using student data, the selection of an HQIR for writing and stipends and release time for coaching and HQPL. **Although level one activities are required first, level two activities are important to ensure targeted intervention and accelerated progress for underserved students.** Priority will be given to subgrantees who select HQIRs to improve educational outcomes for secondary students who are reading below grade level to accelerate progress in literacy skills. **Although Level One activities are required first, Level Two activities are equally important to ensure targeted intervention and accelerated**

**growth for underserved students.** Level One and Two activities are listed in the charts provided. (Charts 1, 2 and 3).

## **Chart 1**

### **Birth to Age 5 Activities**

#### **Level One Activities (All Required):**

- Purchase an evidence-based, high-quality, comprehensive Pre-K reading program, including supplemental curriculum for foundation reading, if needed.
- Provide CBPL and coaching support to implement the HQIR (2-to 4-year plan required).
  - PL must be sustained, embedded and aligned to the specific resource to ensure maximum impact for educators and students.
- Evaluate readiness for kindergarten utilizing the Brigance screener and 4-year-old oral language utilizing the Test of Early Language development (TELD-4).

#### **Level Two Activities (Optional)-Additional Supports for Students and Family**

##### **Engagement:**

- Provide professional learning, such as Language Essentials for Teachers of Reading and Spelling (LETRS) for Early Childhood, to build knowledge in understanding the cognitive processes and skills involved in learning how to read or provide stipends and/or release time for teacher collaboration for PL related to the KY Reading Academies to support implementation.
- Provide literacy libraries for classrooms and homes.



- Support effective transitions from preschool into kindergarten.
- Provide literacy training and support engagement for families.

**Chart 2**

## **Kindergarten to Grade 5 Activities**

### **Level One Activities (All Required):**

- Purchase an evidence-based, high-quality, comprehensive reading program including supplemental curriculum for foundation reading, if needed.
- Provide CBPL and coaching support to implement the HQIR (2-to-4-year plan required).
  - PL must be sustained, job-embedded and aligned to the specific resource to ensure maximum impact for educators and students.
- Evaluate progress with universal screener, diagnostic assessments and Kentucky State Assessment reading data.

### **Level Two Activities (Optional)-Additional Supports for Students and Family**

#### **Engagement:**

- Purchase KDE approved universal screeners and diagnostic assessments, if needed.
- Purchase vendor-based CBPL on the KDE approved universal screener and reading diagnostic assessment that addresses:

1. How to properly administer the approved universal screener and reading diagnostic assessment;
  2. How to interpret the results of the reading diagnostic assessment to identify students needing interventions;
  3. How to use the assessment results to design instruction and interventions;
  4. How to use the assessment to monitor the progress of student performance; and
  5. How to use accelerated, intensive, and direct instruction that addresses students' individual differences and enables students to achieve proficiency in reading, including but not limited to, daily, one-on-one instruction.
- Purchase a high-quality, explicit, and systematic writing curriculum.
  - Provide high-quality CBPL to ensure successful implementation of the purchased writing curriculum.
  - Provide instructional resource support and CBPL for tiered instruction following the KyMTSS framework.
  - Provide stipends or release time to educators participating in the no-cost Kentucky Reading Academies LETRS training program or for other professional learning to build knowledge in understanding the cognitive processes and skills involved in learning how to read.
  - Support effective transitions from elementary to into middle school.
  - Provide literacy training and support engagement for families.

### Chart 3

## **Grade 6 to 12 Activities**

### **Level One Activities (All Required):**

- Purchase an evidence-based, high-quality, comprehensive reading program.
- Provide CBPL and coaching support to implement high-quality reading curriculum (2-to-4-year plan required).
  - PL must be sustained, embedded and aligned to the specific resource to ensure maximum impact for educators and students.
- Evaluate progress with universal screener, diagnostic assessments and Kentucky State Assessment reading data.



## **Level Two Activities (Optional)-Additional Supports for Students and Family**

### **Engagement:**

- Purchase universal screeners and diagnostic assessments, if needed:
- Purchase vendor-based CBPL for adopted screener and diagnostic that address:
  1. How to properly administer the approved universal screener and reading diagnostic assessment;
  2. How to interpret the results of the reading diagnostic assessment to identify students needing interventions;
  3. How to use the assessment results to design instruction and interventions;
  4. How to use the assessment to monitor the progress of student performance; and
  5. How to use accelerated, intensive, and direct instruction that addresses students' individual differences and enables students to achieve proficiency in reading, including but not limited to, daily, one-on-one instruction.
- Purchase a high-quality, explicit, and systematic writing curriculum.
- Provide high-quality CBPL to ensure successful implementation of the purchased writing curriculum.
- Provide instructional resource support and CBPL for tiered instruction following the KyMTSS framework.
- Provide professional learning to build knowledge in understanding the cognitive processes and skills involved in learning how to read, such as LETRS literacy training/coaching for literacy staff and administrators to support implementation.

- Support effective transitions from middle school to high school.
- Provide literacy training and support engagement for families.

Subgrantees will have opportunities to collaborate with other districts/schools implementing the same HQIRs through virtual and in-person meetings. School walkthroughs and modeling will also be an option. CBPL providers and project directors will oversee this process. Subgrantees will use 16% of grant funds for early childhood, 42% for elementary and 42% for middle and high school grant activities.

### **Project outcomes**

To achieve project goals/objectives and track progress throughout the grant period, several outcomes were developed for each age subgroup of the grant: Birth to Pre-K, K to grade 5 and Grades 6-12 (Table 3, 4, 5). Every subgrantee will be required to collect baseline data for each outcome.

**Table 3**

<b>Birth to Pre-K Outcomes</b>
1- Increase the percentage of students with access to an evidence-based HQIR, as defined in Comprehensive Early Childhood Education Standards (CECE).
2- Increase the number of teachers with access to a literacy HQIR.
3- Increase the number of teachers receiving CBPL aligned to support implementation of the

HQIR.
4- Increase the number of students prepared for kindergarten utilizing Brigance to monitor student progress.
5- Increase the number of 4-year-old students who score average or above average on the TELD oral language screener.
6- Increase the number of family literacy engagement events focused on literacy activities with an emphasis on providing activities for extended literacy instruction at home.

**Table 4**

<b>Kindergarten to Grade 5 Outcomes</b>
1- Increase the percentage of students with access to an evidence-based HQIR, as defined in the KDE <i>Reading and Writing Instructional Resources Consumer Guide</i> .
2- Increase the number of teachers with access to a literacy HQIR.
3- Increase the number of teachers receiving CBPL aligned to support implementation of the HQIR.
4- Increase the percentage of students who reach a proficiency benchmark score in reading on a universal screener (grades K-5).
5- Increase the percentage of students who score proficient or above in reading on the

Kentucky Summative Assessment (grades 3-5).
6- Decrease the percentage of students who score novice in reading on the Kentucky Summative Assessment (grades 3-5).
7- Increase the number of families attending literacy events focused on literacy activities, Individual Reading Plans and Read at Home Plans with an emphasis on providing activities for extended literacy instruction at home.

**Table 5**

<b>Grades 6-12 Outcomes</b>
1- Increase the percentage of students with access to an evidence-based HQIR, as defined in the KDE <i>Reading and Writing Instructional Resources Consumer Guide</i> .
2- Increase the number of teachers with access to a literacy HQIR.
3- Increase the number of teachers receiving CBPL aligned to support implementation of the HQIR.
4- Increase the percentage of students who reach a proficiency benchmark score in reading on a universal screener (grades 6-12).
5- Increase the percentage of students who score proficient or above in reading on the Kentucky Summative Assessment (grades 6-12).



6- Decrease the percentage of students who score novice in reading on the Kentucky Summative Assessment (grades 6-12).
7- Increase the number of families engaged with their student’s Individual Learning Plan (ILP).

**The following outcomes will be achieved by the end of the five-year grant period:**

- 100% of subgrantees will submit a literacy vision and literacy plan that guides systemwide literacy and grant activities.
- 100% of students in participating schools have access to an evidence-based HQIR for reading at one or multiple levels.
- 100% of literacy instructional staff have CBPL to support effective implementation of the HQIR.
- 100% of participating schools will have access to universal screeners and diagnostic assessments for literacy.
- Increase in the number of 4-year-old students who score average or above average on the TELD oral language screener.
- Increase in the number of children who are ready for kindergarten utilizing Brigance K screener.
- Increase in the number of students reaching benchmark in reading (universal screener) and/or scoring proficient in reading (Kentucky Summative Assessment).

- Decrease in the number of special student groups-race, special education, economically disadvantaged, English learner (EL)- scoring novice in reading on the Kentucky Summative Assessment.
- Increase in family engagement focused on literacy.

### **Project Management Plan**

*The project management plan is prepared to achieve objectives on time and within budget.*

The KDE KYCL HQIR project directors will work 100% on grant activities to ensure strong project management. Experience gained from past literacy projects has prepared the KDE to set realistic objectives, budgets and timelines that will guide the project. Clear communication and ongoing support will ensure subgrantees meet objectives. Processes, such as grant maintenance meetings, connection opportunities between subgrantees, individual subgrantee meetings, meetings with professional learning providers and a dedicated community web space will strengthen communication and support. The project directors will provide subgrantees with ongoing technical support focused on budget planning and revision, as well as ensure alignment of purchases to project goals and objectives. Timelines for meeting project objectives will be communicated with subgrantees and progress toward meeting timelines will be closely monitored throughout the project.

HQIR adoption support webinars and guidance documents from KDE are already in place to provide districts with direction in evaluating and selecting evidence-based HQIRs to provide technical assistance. The Reading and Writing Unit and Lesson Internalization Protocols provide guidance on preparing to teach units and lessons within an HQIR and the [Structuring Professional Learning Cycles](#) document outlines processes to support teamwork with the HQIR.



In addition, KDE's *Read at Home Planning Guide* for families will enable subgrantees to communicate early literacy skills to families to increase engagement and at-home support. Professional learning providers will also use these guidance documents as they work with subgrantees to implement grant goals and objectives.

The *Kentucky Literacy Framework*, part of the Kentucky Literacy Plan, provides the needed guidance to form literacy teams and begin work on the literacy vision and literacy plan which is the first objective for subgrantees. It provides guidance on effective literacy practices and will help subgrantees identify strengths and weaknesses in system wide literacy practices. The identified needs will be used to develop improvement plans and identify specific resources needed to implement the plans across multiple schools and early childhood partners throughout the grant.

Kentucky has gathered the necessary information from HQIR vendors and CBPL providers to support subgrantees as they plan and budget for grant implementation, including a list of requirements for the HQIR and approved CBPL providers. This is a key component that ensures all HQIRs are valid and reliable and that CBPL is aligned and sustained to support effective implementation and increased teacher learning. Costs for HQIRs and for 2 to 4 years of CBPL have been determined to ensure subgrantees have the funding necessary to achieve this objective.

Pre-award support will begin early with the application process and continue through the announcement of awards, subgrantee guidance, project planning and the beginning of district grant implementation in the summer of 2025. The detailed timeline outlines how Kentucky plans to implement the grant and help subgrantees achieve the project objectives on time and within budget (Table 6).

**Table 6**

<b>Timeline of Activities and Milestones</b>	<b>Date</b>	<b>Responsible</b>
<b>Request For Application (RFA) finalized:</b> The KYCL HQIR Project team will finalize the sub-award RFA w/ KDE. RFA is given to Grants Branch.	October 2024	KYCL HQIR Project staff, KDE
<b>Outreach, information:</b> Working with partners, releasing information about the KYCL HQIR Project award competition with districts, early learning providers, etc.	November 2024	KYCL HQIR Project staff, state partners
<b>Program/Professional learning (PL) providers:</b> Planning professional learning support for grantees.	November 2024	KYCL HQIR Project staff, KDE, PL providers
<b>RFA Released:</b> Posting RFA.	November 2024	KYCL HQIR Project staff, Grants Branch
<b>Virtual Information Session:</b> Discussing KDE resources districts can use to evaluate the current literacy program and create a grant application. Sessions will be recorded.	November 2024	KYCL HQIR Project staff
<b>Virtual Technical assistance:</b> Technical assistance and online Q&A session. Dates in the RFA. Sessions will be recorded.	December 2024	KYCL HQIR Project staff, KDE, Grants Branch
<b>Request for Application Due</b>	January 2025	



<b>Peer review:</b> Reviewer selection, training on the scoring process and scoring applications.	January/ February 2025	Grants Branch
<b>Sub-Awards posted:</b> Awards are posted; awardees notified.	March 2025	Grants Branch, KDE Communications
<b>Memorandum Of Agreement:</b> Contracts to subgrantees.	April 2025	KDE Finance and Grants Branch
<b>Project Kick-Off:</b> Initial training for subgrantees. Focus on budgets and HQIR selection process and purchase(s).	April 2025	KYCL HQIR Project staff, subgrantees
<b>Literacy Plan TA:</b> Training on how to create a systemwide literacy plan.	August 2025	KYCL HQIR Project staff, State Lit. Team, districts, partners
<b>Co-director:</b> Assignment or hiring of Co-Director (to join acting director).	TBD	KDE
<b>Implementation, job-embedded learning:</b> Supporting participants with 2-to-4 years of ongoing, job-embedded CBPL as they implement project goals.	2025-2029	PL providers, schools, early learning partners
<b>State Activities and Supports</b>	<b>Date</b>	<b>Responsible</b>
<b>Monitoring:</b> Site visits and Desktop Monitoring.	Throughout project	KYCL HQIR Project staff, subgrantees

<b>Subgrantee Support:</b> Grant Maintenance Meetings to provide ongoing Technical Assistance (TA).	Throughout project	KYCL HQIR Project staff, subgrantees
<b>Connection Support:</b> Meetings to connect districts utilizing the same High-Quality Resources and CBPL providers.	Twice per school year	KYCL HQIR Project staff, subgrantees, PL providers
<b>Data Collection:</b> General Education Provisions Act (GEPA, Project Specific Measures, state testing data, Brigance kindergarten data.  universal screening and TELD 4 oral language data.	Once per year	KYCL HQIR Project staff
	Twice per school year	
<b>Evaluation:</b> Collating and analyzing data and reporting project outcomes.  <b>Evaluator:</b> The Center for Research and Reform at Johns Hopkins University.	Once per year	KYCL HQIR Project staff, Johns Hopkins University
<b>Annual Progress Report:</b> Collecting subgrantee progress evidence.	Once per year	KYCL HQIR Project staff

## **Project Evaluation and Continuous Improvement Plan**

### **Evaluation, feedback and continuous improvement is essential in the Kentucky Comprehensive Literacy HQIR Project.**

KDE project directors will meet regularly with individual district grant directors and CBPL providers to collect information on project implementation and provide guidance. The information gathered will be used to make needed improvements and provide increased support. An annual survey given to grant directors, teachers and school administrators will be used to identify strengths and weaknesses of the project. This regular collection of feedback on the project will allow for continuous improvement in project operation.

District grant directors and principals will work with teacher teams to implement the developed literacy plans, set goals and benchmarks for schoolwide actions, gather feedback, and create ongoing opportunities for teachers to work with each other from classroom-to-classroom and site-to-site. Job-embedded professional learning communities will be utilized for collegial conversation focused on HQIR implementation and will provide a continuous feedback and improvement loop utilizing the KDE Structuring Professional Learning Cycles guidance.

KDE project directors will meet regularly with federal Communities of Practice, will attend federal convenings and will stay current on national trends in literacy and research to increase knowledge and embed continuous improvement into district guidance.

The KDE will evaluate the project on an ongoing basis and will submit this data in federal quarterly reports and the annual progress report. We will utilize the following evaluation methods that have been successful in past projects:

1. Project directors will gather data on compliance and implementation of grant goals. This data includes student assessment data, district and school surveys, literacy plans, professional learning plans and progress, budget plans, purchase approvals, reimbursement requests, GPRA measures, Project Specific Measures and annual progress reports.
2. Project directors will work with CBPL providers to gather implementation data through onsite visits and regular meetings to review progress.
3. The Center for Research and Reform in Education (CRRE) at Johns Hopkins University will collect assessment data and will provide reports that include student data disaggregated into subgroups.

### **Project Funding Allocations**

School districts will be awarded grant funds based on size using a feeder pattern system, which is a pattern of schools that leads from one to another. Within a feeder system are all the partner daycares, preschools, elementaries and middle schools that will go to the high school. Using a feeder pattern award process targets more students and supports a system wide literacy plan that provides alignment between HQIRs at each level. **Transitions between levels are strengthened through a feeder pattern award process that ensures all early childhood providers and schools within the district have unified resources, goals and activities.** Awarded districts will have the unique opportunity to purchase new HQIRs aligned to the science of reading and associated CBPL for partner daycares, preschool, elementary, middle and high schools. No subgrantee salaried positions are part of this project. Subgrantees will provide assurances for district paid leadership for the project. The KDE anticipates application from three types of feeder systems-small, medium and large. Each size label is



based on the number of schools within the district and determines the amount of grant funds awarded. Kentucky District size chart in appendix. Kentucky plans to award at least 40 subgrantees who will be funded for 5 years. (Table 6, 7)

**Table 6**

<b>District Size</b>	<b>Estimated Number of Awards</b>
Small	10
Medium	20
Large	10
<b>Total Awards</b>	<b>40</b>

**Table 7**

<b>District Size</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Award Total</b>
Small	213,000	213,000	213,000	213,000	213,000	<b>1,065,000</b>
Medium	260,000	260,000	260,000	260,000	260,000	<b>1,300,000</b>
Large	312,000	312,000	312,000	312,000	312,000	<b>1,560,000</b>

### **Partnership with Early Childhood Learning Providers**

The KYCL HQIR Project will strengthen family literacy knowledge, oral language skills, phonemic awareness and Kindergarten readiness. To address that goal, subgrantees will be

required to partner with early childhood providers that feed into the kindergartens. Connections and collaborations between early childhood providers and the school district will be encouraged. All districts are required to partner with at least 3-7 early learning providers based on size and the number of early learning partners that feed into the district (Table 8).

**Table 8**

<b>Feeder System Size</b>	<b>Number of Required Early Learning Partners</b>	<b>Total Early Learning Partners Served in this Project</b>
Small (10)	3	30
Medium (20)	5	100
Large (10)	7	70
		<b>200 Total Early Learning Partners Served</b>

### **Subgrantee Selection**

The KDE will conduct a subgrant competition through an independent review and scoring process that incentivizes school districts and early learning providers to implement HQIR(s) and provide aligned, job-embedded HQPL for teachers. The KDE will require sub-applicants to base their Request For Application (RFA) on a local needs assessment, demonstrating how the subgrant will enable them to reach high-need populations in a way that could not be done without grant funds. Applicants will be required to utilize the *Kentucky Literacy Framework* to evaluate the current system-wide literacy resources, process and instructional practices. They will submit an explanation of needs, an improvement plan and will request funding needed to implement the local project. The plan must include procurement of valid and reliable HQIRs and 2-to-4 years of CBPL. **Priority points will be awarded to**

**districts that include a 2-to-4-year CBPL plan and to districts with low socioeconomic status and strong plans to meet the needs of underserved students.** Subgrantees must make assurances that all grant activities will align with grant goals and sign a commitment to share student assessment data as requested. Scorers will also give priority to project plans that strengthen transitions between levels with aligned HQIRs from preschool to grade 12, include targeted literacy assessments and aligned structured literacy intervention resources systemwide.

**The RFA scoring rubric will be based on federal guidelines:**

- a. Districts serving **low-income** populations-at or below 200 percent of the Federal poverty line.
- b. Districts with **high populations of high need underserved students.**
- c. District plans that address the impact of COVID and promote **academic recovery** through alignment of instruction between preschool to grade 3.
- d. District plans that increase and improve educational **opportunities and outcomes for secondary students** who are reading below or significantly below grade level.
- e. District plans that ensure **equity in student access to educational resources and opportunities** through evidence-based HQIRs.
- f. District plans that provide **continuity of services by implementing evidence-based, aligned HQIRs.**
- g. District plans that **provide support for the diverse educator workforce** by providing high-quality professional learning to ensure quality instruction by highly trained teachers.

## **Competitive Priorities**

- **Coordination with Institutes of Higher Education**

During the 2023-2024 school year, the current Elementary Education Reading/Language Arts assessments were evaluated to determine their alignment with the objectives outlined in KRS 164.306 regarding reading assessments. Literacy experts from the Educator Preparation Program (EPP) reviewed various assessment measures for consideration by the Educational Professional Standards Board (EPSB) related to early literacy and reading instruction. This included the potential creation of an assessment and/or the adoption of a performance-based measure, such as the PPAT (Praxis Performance Assessment for Teachers). A test was chosen with a "do no harm" provision, with further evaluations planned for the subsequent year.

Additionally, the EPP Literacy group conducted a comprehensive evaluation of early literacy coursework, teaching methods, clinical experiences and field experiences. The Early Literacy Cohort (ELC) undertook a thorough analysis to determine the extent to which the current early literacy curriculum addresses the five essential components of reading: phonemic awareness, phonics, fluency, vocabulary, and comprehension. The evaluation also focused on how well teacher candidates are being taught to administer specific assessments, interpret assessment data, design classroom instruction, implement necessary interventions, monitor student progress, and provide instructional strategies tailored to individual student needs. Recommendations for changes to the curriculum were made to ensure that teacher candidates can effectively translate their learning into classroom practice upon program completion.

In the 2024-2025 school year, the ELC will focus on improving growth opportunities, implementing updated HQIRs and developing model syllabi. Additionally, a third-party reviewer

will offer further insights and suggestions. The creation of general modules aligned with the model syllabi will also be explored.

- **Addressing the Impact of COVID-19 on Students and Educators**

The COVID-19 pandemic has had many negative impacts on education in Kentucky. An increased number of students are not reaching grade level benchmarks, and chronic absenteeism has remained a substantial issue. The impact on educators has also been substantial as some have left the teaching profession in the face of huge obstacles to achievement gaps, attendance and behavior. The KYCL HQIR project was designed to provide intensive support to teachers through valid and reliable literacy assessments to identify student literacy needs, evidence-based instructional resources to guide daily instruction and MTSS supports to strengthen services for students who are reading below or significantly below grade level. The sustained, job-embedded CBPL will also benefit teachers with coaching to support effective implementation. Students who receive instruction from effective teachers using research-based instructional strategies with HQIRs learn more quickly, have more self-confidence and are more likely to attend school regularly. Increased family engagement and literacy training, provided by this project, helps connect families to schools, which also increases student outcomes and attendance.

- **Promoting Equity in Student Access to Educational Resources and Opportunities**

Kentucky has a variety of geographic areas and student populations with unique strengths and struggles that include access to funds to purchase needed evidence-based HQIRs and the CBPL that is needed to ensure effective implementation. Although there have been some projects to support HQIRs in Kentucky, no one project has had the amount of funding needed to ensure all teachers and students have access to educational resources and opportunities. The KYCL



HQIR Project will benefit at least 40 school districts, approximately 330 schools and 200 early childhood providers to promote equity in student access to effective teachers and valid and reliable instructional resources. This includes underserved students and support for struggling readers through MTSS.

- **Supporting a Diverse Workforce and Professional Growth to Strengthen Student Learning**

In Kentucky, as in many states, the teacher shortage has increased diversity of experience in the workforce which led to the creation of many alternative certification pathways thereby building diversity of experience among those entering the profession. Some new teachers have alternative certifications and less pre-teaching experience than in the past. In Kentucky, the need for continued PL for all teachers, especially in the science of reading, is notable. However, the needs of many new teachers are even greater. The KYCL HQIR project is designed to provide support for a diverse workforce by implementing a comprehensive reading program to guide daily instruction and aligned, sustained, job-embedded CBPL and coaching support. The goal of the project is to ensure all subgrantees have sustained implementation support that will be beneficial for both older and newer teachers to support the diverse workforce.

- **Supporting Effective Transition Practices, Continuity of Services and Supports and Aligned Instruction**

The KYCL HQIR Project provides a unique opportunity to align instructional resources at all levels—early childhood, elementary, middle and high school—to provide continuity of services to support effective transition practices. Awarding whole districts increases connection and collaboration between schools and facilitates district literacy plans to further align literacy



practices. The approximately 200 preschool partners will have strengthened, and in many places, new connections with kindergarten teachers in the public schools to promote strong foundational literacy skills, including an intentional focus on oral language and phonemic awareness, and prepare students for a smooth transition to kindergarten. Subgrantees will be given priority points for outlining plans to support effective transitions between early childhood and Kindergarten, Kindergarten into elementary, elementary into middle school and middle school into high school.

### **Kentucky Early Childhood Program Collaboration**

KDE will work with the Governor's Office of Early Childhood (GOEC) to align goals for early childhood throughout the state. GOEC is an umbrella agency that coordinates early childhood education and childcare services. The partnership with this project will promote greater collaboration, emphasize quality and continuous improvement, and ensure more children enter kindergarten with strong oral language, prepared for school and ready to learn to read. Opportunities provided through partnerships with the Regional Collaboratives, Early Childhood Council, Kentucky Early Childhood Standards and Family Guides will inform and support the early childhood projects (Partnership letter, see Appendix).

### **Assurances**

#### **1. State Funding Allocations**

The project budget provides specific information about funding allocations.

The KYCL HQIR project provides the following funding assurances:

- a. Not less than 95% of all project funds will be given to subgrantees.

- b. Subgrantee project funds will be spent in the state required percentages: 16% birth to age 5, 42% elementary school, 42% middle and high school.
- c. Subgrantee purchases will be pre-approved and will require a reimbursement approval process.
- d. Funded HQIRs must be evidence-based, valid and reliable.
- e. CLSD funds reserved for state level administration and evaluation (5%) will be utilized for:
  - Administration and monitoring implementation of the project;
  - Providing technical assistance to subgrantees;
  - External evaluation of project;
  - Administration of the State Literacy Plan and KYCL Web-Site that provides project information and links to guidance on effective literacy practices; and
  - Conferences and training that provide literacy guidance based on the science of reading for all levels-early childhood, elementary, middle and high school-in coordination with the Governor’s Office of Early Childhood, Division of Early Literacy and the Office of Teaching and Learning.

## **2. Serving Low-Income and High-Need Students**

The Kentucky project will prioritize serving low-income, high-need students. The RFA process will ensure this priority is met by giving priority points to subgrantees with low-income, high-need students.

## **3. Geographic Diversity**

KDE competitive review process will ensure that subgrantees from across Kentucky and in diverse geographic regions are selected for the KYCL HQIR Project. Final selection will be

based on district location and representation from all regions of Kentucky, as the applicant pool allows.

## **Project Quality**

### **Likely Impact of Services on the Intended Recipients**

KDE anticipates funding for at least 40 school districts. The impact of this project will be great for both teachers and students. There will be approximately 200 early childcare providers, 330 schools and thousands of educators and students. School districts will have the funds needed to ensure equal access to a quality education through evidence-based HQIRs that support all instructional levels and support all students, especially low-income/high need students and students who have been traditionally underserved based on race, color, national origin, gender, age or disability. Specifically, districts will be able to purchase evidence-based, valid and reliable instructional resources and CBPL/coaching to support teacher implementation. The alternative teaching certifications in Kentucky have created even more diversity in the teacher workforce. **This project will support the diverse educator workforce** by providing a valid and reliable HQIR that guides instruction and 2-to-4 years of aligned, sustained PL needed to be effective at teaching and assessing students' reading and writing progress, including the coaching support needed to implement the HQIR(s) effectively. Students will have access to an equitable education with a knowledgeable and effective teacher using evidence-based instructional resources, valid and reliable assessments and targeted and aligned intervention resources needed to address learning gaps caused by COVID and other factors.

## **Project Reflects Up-to-Date Research and Effective Practices**

As outlined in the research section, the KYCL HQIR Project aligns to current research in effective instructional practices. **HQIRs funded through this project are required to be evidence-based, valid and reliable.** Many districts in Kentucky use instructional strategies and resources that are not evidence-based. The goal of this project is to replace ineffective, unvalidated instructional resources with HQIRs based in the science of reading and to provide the training and coaching support needed to effectively implement the HQIR and strategies. This project will work in conjunction with the Kentucky Reading Academies that provide K-5 teachers and administrator training in Language Essentials for Teachers of Reading and Spelling (LETRS) by providing stipends and release time for teacher collaboration and implementation support. The project will support the science of reading training with an emphasis on increasing reading outcomes for underserved students from all levels.

## **Professional Development that is of Sufficient Quality, Intensity and Duration**

The KYCL HQIR Project creates a framework for subgrantees to provide CBPL to teachers and literacy staff in a sustained, job-embedded manner using HQIR vendors and approved HQPL providers over 2-to-4 years. Local districts will develop needs-based literacy plans that will serve local students and young children regardless of the different factors, barriers or challenges they face. In designing the plans, the district will utilize aligned CBPL to provide teachers and literacy staff with the support needed to implement the evidence-based HQIRs effectively to meet the needs of all students, with a focus on underserved populations, and address the local context. In the RFA process, sub-applicants will align existing and new-to-them services to meet the PL requirements and criteria.

## **Experienced, Prepared Leadership**

The Office of Teaching and Learning at the KDE will oversee the management of the project. Effective processes to ensure adherence to guidelines and completion of grant goals were established through the SRCL and CLSD/KYCL projects and will continue in this project. Subgrantee plans and purchases are pre-approved, and all payment reimbursement requests are approved by multiple staff members. State level plans for the project are discussed and reviewed by a team who provide oversight and feedback to ensure the project's goals align with state objectives and meet subgrantees' needs.

The Kentucky project will be led by Danna Steele. She directed the SRCL grant and is the current project director of the CLSD/KyCL grant. Ms. Steele has experience as a teacher, literacy coach, school administrator and has directed literacy grants at the KDE for 5 years. She has a continuous growth mindset and has a master's degree in reading, master's in literacy and an ED.S. degree as a level 2 Principal and level 2 Instructional Specialist. She values the ability to form relationships with subgrantees and can provide effective guidance on literacy instruction and assessment. Ms. Steele has experience supporting the entire grant process, including the federal application, subgrantee applications and awards, technical assistance, working with stakeholders and professional learning providers, gathering data, writing, and submitting federal reports and supporting the continuous improvement process. She communicates clearly, is dedicated to supporting literacy and will provide strong leadership to the project. As the resume notes, Ms. Steele has the experience needed to effectively lead the project (see Appendix). KDE will select a second grant project director with qualifications and strengths to support the grant.

## **Conclusion**

It is a priority in Kentucky to increase literacy skills for all students from birth through grade 12 by supporting the local school districts and early learning providers who are serving a high percentage of low-income and underserved students. The proposed KYCL HQIR project will provide the necessary funding to ensure equity in educational resources and quality instruction by highly trained teachers. Funding will be used to increase access to evidence-based, comprehensive reading programs. District and school level literacy plans and aligned HQIRs will support effective transitions between levels and ensure systematic literacy support for students. Specifically, this project will provide low-income, high-need students from a diversity of geographic areas with the support needed to close educational gaps. The project also provides guidance and leverage to move school districts toward the science of reading and structured literacy instructional strategies through updated, valid, and reliable resources and aligned, sustained CBPL. Partnerships with early childhood providers and families will improve oral language, strengthen foundational reading skills and increase readiness for kindergarten. Project directors will provide the support needed to ensure grant timelines are met and the following goals are achieved:

**Goal 1: Every subgrantee will be using evidence-based, high-quality instructional resources to deliver coherent and aligned instruction to all students.**

**Goal 2: Every subgrantee will use evidence-based, high-quality instructional resources to support struggling readers to narrow the achievement gap for our target populations in a cycle of continuous improvement.**



**Goal 3: Every subgrantee will be engaged in job-embedded, high-quality curriculum based professional learning**

**Goal 4: Every subgrantee will increase family engagement in the literacy development of their student(s) and create awareness of resources to aid in supplemental literacy instruction at home.**

The KDE appreciates the opportunity to apply for this grant and is excited about the possibilities this project provides to improve educational opportunities and literacy outcomes for students across the state.

## Other Attachment File(s)

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\* Mandatory Other Attachment Filename:

Add Mandatory Other Attachment

Delete Mandatory Other Attachment

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To add more "Other Attachment" attachments, please use the attachment buttons below.

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# Kentucky Comprehensive Literacy High-Quality Instructional Resources Project

## Appendix

### Works Cited

#### Project At-A-Glance

#### Kentucky High-Quality Instructional Resources Guidance Documents

#### Governor's Office of Early Childhood Letter of Support

#### Resume

#### Indirect Cost Rate Agreement

## Works Cited

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Table 1:

[https://www.kyschoolreportcard.com/organization/20/academic\\_performance/assessment\\_performance/kindergarten\\_screen?year=2023](https://www.kyschoolreportcard.com/organization/20/academic_performance/assessment_performance/kindergarten_screen?year=2023)

Figure 1:

[https://www.kyschoolreportcard.com/organization/20/academic\\_performance/assessment\\_performance/kindergarten\\_screen?year=2023](https://www.kyschoolreportcard.com/organization/20/academic_performance/assessment_performance/kindergarten_screen?year=2023)

Table 2:

[https://www.kyschoolreportcard.com/organization/20/academic\\_performance/assessment\\_performance/kindergarten\\_screen?year=2023](https://www.kyschoolreportcard.com/organization/20/academic_performance/assessment_performance/kindergarten_screen?year=2023)

Figure 2:

[https://www.kyschoolreportcard.com/organization/20/academic\\_performance/assessment\\_performance/kindergarten\\_screen?year=2023](https://www.kyschoolreportcard.com/organization/20/academic_performance/assessment_performance/kindergarten_screen?year=2023)



Figure 7

[https://www.kyschoolreportcard.com/organization/20/academic\\_performance/assessment\\_performance/state\\_assessments\\_enrollment?year=2023](https://www.kyschoolreportcard.com/organization/20/academic_performance/assessment_performance/state_assessments_enrollment?year=2023)

Figure 8:

[https://www.kyschoolreportcard.com/organization/20/academic\\_performance/assessment\\_performance/state\\_assessments\\_enrollment?year=2023](https://www.kyschoolreportcard.com/organization/20/academic_performance/assessment_performance/state_assessments_enrollment?year=2023)

**Kentucky Comprehensive Literacy (KyCL)  
High-Quality Resources Project  
Level 1 Implementation  
At-A-Glance**

**Level 1 Implementation Activities  
Required for all Subgrantees**

**1**

Create or use an existing literacy leadership team(s) to:  
Evaluate current system-wide literacy program, and  
Create a literacy vision and plan.

**2**

Create or use an existing resource review team(s) to:  
Evaluate and select comprehensive reading programs for literacy instruction,  
Ensure reading programs are valid and reliable, aligned with the *KAS for Reading and Writing*, and  
Select curriculum-based professional learning and coaching support connected to existing or newly purchased reading programs.

**3**

Engage in sustained, job-embedded and aligned high-quality curriculum-based professional learning and school coaching for successful reading program implementation.  
(2-to-4-year professional learning plan required.)

**4**

Evaluate student progress through oral language screeners, kindergarten readiness screeners, universal literacy screeners and Kentucky Summative Assessment reading data.

**Implementation Resources**

[Model Curriculum Framework](#)  
[KY Literacy Framework](#)

[Reading and Writing Consumer Guide](#)  
[Reading and Writing Instructional Alignment Rubric](#) [K-2](#); [3-12](#)

[Structuring PL Cycles](#)  
[Curriculum Implementation Framework](#)  
[Curriculum-Based Professional Learning Guidance Document](#)  
[Reading and Writing Assignment Review Protocol](#)

[Early Literacy Screening Assessments](#)  
[KyMTSS Early Literacy Assessment](#)  
[Common Kindergarten Entry Screener](#)  
[Kentucky Summative Assessment](#)

**Kentucky Comprehensive Literacy (KyCL)  
High-Quality Resources Project  
Level 2 Implementation Menu  
At-A-Glance**

**Level 2 Implementation Activities Menu  
Optional for Subgrantees**

- Provide professional learning to build knowledge in understanding the cognitive processes and skills involved in learning how to read and/or provide stipends and/or release time for teacher curriculum-based professional learning and collaboration.
- Provide literacy training and support engagement for families.
- Purchase KDE approved universal and diagnostic screeners.
- Purchase curriculum-based professional learning on the KDE approved universal screener and reading diagnostic assessment.
- Purchase a high-quality, explicit and systematic writing curriculum.
- Purchase high-quality curriculum-based professional learning to ensure successful implementation of the purchased writing curriculum.
- Provide instructional resource support and curriculum-based professional learning for tiered instruction following the KyMTSS framework.
- Support effective transitions for preschool to kindergarten, elementary to middle and middle to high school.

**Level 2 Implementation  
Resources**

[Kentucky Reading Academies](#)  
[Kentucky Division of Early Literacy](#)  
[Kentucky Multi-Tiered System of  
Supports](#)  
[Kentucky Read at Home Plan](#)  
[Family Guide](#)  
[Kentucky Governor's Office of  
Early Childhood](#)

## Kentucky Guidance Documents

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Kentucky is a leader in developing quality guidance documents for selection and implementation of High-Quality Instructional Resources (HQIR). These documents will be a strong support for the Kentucky Comprehensive Literacy HQIR project.

- [Curriculum Development Process](#)
- [Reading and Writing Instructional Resources Consumer Guide](#)
- [Curriculum Implementation Framework](#)
- [Curriculum-Based Professional Learning Guidance Document](#)



## EDUCATION AND LABOR CABINET

**Andy Beshear**  
Governor

**Office of Early Childhood Advisory Council**  
**Lynn Baker**  
Executive Director  
Governor's Office of Early Childhood  
500 Mero Street, 4<sup>th</sup> Floor  
Frankfort, Kentucky 40601

**Jamie Link**  
Secretary

My 31, 2024

Danna Steele  
Office of Standards and Assessment  
Kentucky Department of Education  
300 Sower Blvd.  
Frankfort, KY 40601

Dear Ms. Steele:

The Governor's Office of Early Childhood fully supports the Kentucky Department of Education's response to the Kentucky Comprehensive Literacy High-Quality Instructional Resources Project Grant.

The Kentucky Department of Education's proposed project strives to increase student literacy achievement for all students in the Commonwealth, birth to grade 12 with the focus of increasing student literacy achievement through the use of high-quality instructional resources and professional learning. As the umbrella agency for uniting early care and education partners around the Commonwealth, the Governor's Office of Early Childhood is pleased to work with the Kentucky Department of Education to align goals for early childhood. Our partnership with the Kentucky Department of Education through this project aligns with our goals around greater collaboration, continuous improvement, improved family engagement, and ensuring more children enter kindergarten ready to learn. Lastly, this grant will allow the Governor's Office of Early Childhood Development to align deliverables between the Kentucky Comprehensive Literacy High-Quality Instructional Resource Grant and the Preschool Development Birth-5 Grant to serve children across the Commonwealth.

We look forward to the opportunity to partner with the Kentucky Department of Education through partnerships with the Early Childhood Advisory Council, Regional Collaboratives around the state, and through ongoing efforts to support and promote early literacy and kindergarten readiness.

We look forward to partnering with the Kentucky Department of Education to continue to improve the lives of students in Kentucky.

Sincerely,

  
Executive Director  
Governor's Office of Early Childhood

TEAM  
KENTUCKY

[kyeac.ky.gov](http://kyeac.ky.gov)

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## RESUME

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# DANNA STEELE

**Project Director-Kentucky Comprehensive Literacy Grant/Comprehensive Literacy State Development Grant**

**Kentucky Department of Education Consultant**

### CONTACT INFORMATION

[Redacted contact information]

### EDUCATION

**Eastern Kentucky University**  
May 2015  
EDS, Administration Level 2 and Supervision Level 2

**University of Louisville**  
May 2011  
Masters, Literacy Specialist, All Grades

**Eastern Kentucky University**

### WORK EXPERIENCE

**Kentucky Department of Education**

Project Director-Kentucky Comprehensive Literacy Grant/Comprehensive State Development Grant

Project Director-Kentucky Comprehensive Striving Readers Grant  
Education Consultant

January 2019 to Present

**Wellington Elementary**

**Fayette County, Kentucky**

Assistant Principal

July 2014 to December 2018

**Southern Elementary**

**Fayette County, Kentucky**

Curriculum/Instructional Coach

Testing Coordinator

August 2013 to June 2014

**Southern Middle School**

**Fayette County, Kentucky**

Science Teacher, Department Head

August 2012 to June 2013

May 1993  
Masters, Reading Specialist

**Oral Roberts University**  
May 1987  
Bachelor of Science, Elementary Education

**Awarded the Kentucky Colonel  
distinction by Governor Beshear  
for work in literacy across  
Kentucky-June 2010**

**National Institute for School  
Leadership (NISL)  
2015-2016**

**CERTIFICATIONS REGISTERED WITH  
THE KENTUCKY EDUCATIONAL  
PROFESSIONAL STANDARDS BOARD**

Principal Level 2

Instructional Supervisor Level 2

Elementary Certificate, Grades 1-8

Endorsement for Literacy  
Specialist, All Grades

Endorsement for Reading  
Specialist, Grades 1-8

Approval for Elementary  
Education Program Consultant

Approval for Reading Program  
Consultant

**Fayette County District  
Fayette County, Kentucky**  
Middle School Content Literacy Coach  
Southern Middle School  
Winburn Middle School  
January 2011 to June 2012

**West Jessamine Middle School  
Jessamine County, Kentucky**  
Striving Readers Disciplinary Literacy Coach  
August 2006 to December 2011

**East Jessamine Middle School  
Jessamine County, Kentucky**  
Seventh Grade Math Teacher  
August 2005 to June 2006

**Wilmore Elementary  
Jessamine County, Kentucky**  
First Grade Teacher  
Student Achievement Coach Team Leader  
KTIP Resource Teacher  
Academic Coach  
August 1999 to June 2005

**Nicholasville Elementary  
Jessamine County, Kentucky**  
Fifth Grade Science Teacher  
August 1998 to June 1999

**Wilmore Elementary  
Jessamine County, Kentucky**  
Gifted and Talented Teacher-All Grades  
August 1993 to June 1995

**Southern Elementary  
Fayette County, Kentucky**  
Third, Fourth, and Sixth Grade Teacher  
1987 to June 1990



INDIRECT COST RATE AGREEMENT  
STATE EDUCATION AGENCY

**Organization:**

Kentucky Department of Education  
300 Sower Boulevard, Suite 524  
Frankfort, KY 40601

**Date:** July 25, 2023

**Agreement No:** 2023-510

**Filing Reference:** This replaces previous  
Agreement No. 2022-033  
Dated: 6/24/2022

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

**Section I - Rates and Bases**

<u>Type</u>	<u>From</u>	<u>To</u>	<u>Rate</u>	<u>Base</u>	<u>Applicable To</u>
Predetermined	7/1/2023	6/30/2027	9.4% *	MTDC	APwR

\* In accordance with 2 CFR 200.414(g), Kentucky Department of Education requested an extension of its current rate for fiscal year 2023, and it is extended in accordance with this regulation.

**Distribution Base:**

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

**Applicable To:**

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

**Treatment of Fringe Benefits:**

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

**Capitalization Policy:** Items of equipment are capitalized and depreciated if the initial acquisition cost is equal to or greater than \$5,000.

## **Section II – Particulars**

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

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

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

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

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

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

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



### Section III - Special Remarks

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

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

### Section IV – Approvals

#### For the State Education Agency:

Kentucky Department of Education  
300 Sower Boulevard, Suite 524  
Frankfort, KY 40601

#### For the Federal Government:

U.S. Department of Education  
OFO / OAGRM / ICD  
400 Maryland Avenue, SW  
Washington, DC 20202-4500

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Title

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Name

\_\_\_\_\_  
Director, Indirect Cost Division  
Title

\_\_\_\_\_  
July 25, 2023  
Date

Negotiator: \_\_\_\_\_  
Telephone Number: (\_\_\_\_\_) \_\_\_\_\_





**U.S. Department of Education  
Evidence Form**


OMB No. 1894-0001


Exp. 07/31/2025


**1. Level of Evidence- Strong**


**Kentucky Comprehensive Literacy High-Quality Instructional Resources Project  
Evidence Form**

<b>A. Research/Citation</b>	<b>B. Relevant Outcome(s)/Relevant Finding(s)</b>	<b>C. Project Component(s)/Overlap of Populations and/or Settings</b>
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A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Foorman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., &amp; Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="https://www.ncee.org/wwc/wwc-practice-guide-foundational-skills-to-support-reading-for-understanding-in-kindergarten-through-3rd-grade/">WWC   Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (ed.gov)</a></p>	<p>This practice guide provides 5 recommendations for supporting foundational reading skills in kindergarten through 3<sup>rd</sup> grade. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence.</p> <p>Two practices received a strong evidence rating:</p> <ol style="list-style-type: none"> <li>1) Develop awareness of the segments of sounds in speech and how they link to letters; and</li> <li>2) Teach students to decode words, analyze word parts and write to recognize words.</li> </ol> <div data-bbox="604 540 873 688">  </div> <p>The WWC Practice Guide synthesized many research studies and presents recommendations that educators can use to help students improve their literacy skills in the early grades. Research supporting the recommendations begins on page 43.</p> <p>The KY CLSD project will emphasize the strategies identified in this practice guide that have strong evidence ratings through technical assistance provided to sub-grantees and the requirement that all high-quality instructional resources must be aligned to structured literacy and the science of reading, which are based on explicit, systematic phonics recommended in the guide. It must also provide instruction on phonemic awareness and phonics as part of the 5 essential components of literacy identified in the National Reading Panel (2000)-<b>phonemic awareness, phonics</b>, fluency, vocabulary development and comprehension.</p>	<p>Research studies used to identify effective instructional recommendations focused on a wide variety of geographic locations including rural, suburban, urban and students from all population groups, including underserved students. Kentucky students come from a wide variety of locations and populations as well.</p>


A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., &amp; Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from: <a href="#">WWC   Improving Reading Comprehension in Kindergarten Through 3rd Grade (ed.gov)</a></p>	<p>This practice guide provides five recommendations that apply to assisting students struggling with reading. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. One recommendation has a strong evidence rating:</p> <p>1) Teach students how to use reading comprehension strategies.</p> <div data-bbox="604 410 869 557">  </div> <p>The WWC Practice Guide synthesized many research studies and presents a recommendation that educators can use to improve reading comprehension in kindergarten through grade three. Research supporting the recommendation begins on page 10 and research studies are cited on page 77.</p> <p>The KY CLSD project will emphasize the strategy identified in this practice guide that has a strong evidence rating through technical assistance and the requirement that high-quality instructional resources approved for purchase provide instruction on comprehension as part of the 5 essential components of literacy identified in the National Reading Panel (2000)-phonemic awareness, phonics, fluency, vocabulary development and <b>comprehension</b>.</p>	<p>Research studies used to identify effective instructional recommendations focused on a wide variety of geographic locations including rural, suburban, urban and students from all groups, including underserved students. Kentucky students come from a wide variety of locations and populations as well.</p>


A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Burchinal, M., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., Lyskawa, J., Haymond, K., Bierman, K., Gonzalez, J. E., McClelland, M. M., Nelson, K., Pentimonti, J., Purpura, D. J., Sachs, J., Sarama, J., Schlesinger-Devlin, E., Washington, J., &amp; Rosen, E. (2022). Preparing Young Children for School (WWC 2022009). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from: <a href="https://www.wwc.ed.gov/publications/preparing-young-children-for-school">WWC   Preparing Young Children for School (ed.gov)</a></p>	<p>This practice guide provides three recommendations for preparing young children for school. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. Three recommendations have a strong evidence rating:</p> <ol style="list-style-type: none"> <li>1) Intentionally plan activities to build children’s vocabulary and language;</li> <li>2) Build children’s knowledge of letters and sound; and</li> <li>3) Use shared book reading to develop children’s language of print features and knowledge of the world.</li> </ol> <div data-bbox="604 540 875 690">  </div> <p>The WWC Practice Guide synthesized many research studies and presents recommendations that educators can use to prepare young children for school. Research supporting the recommendations begins on page 82.</p> <p>The KY CLSD project will emphasize the strategies identified in this practice guide that have strong evidence ratings through technical assistance and the requirement that high-quality instructional resources approved for purchase must focus on increasing oral language skills and strategies that strengthen foundational literacy, such as the strategies identified in this guide. Instructional resources must provide instruction on vocabulary, phonemic awareness, and phonics as part of the 5 essential components of literacy identified in the National Reading Panel (2000)-<b>phonemic awareness, phonics, fluency, vocabulary development</b> and comprehension.</p>	<p>Research studies used to identify effective instructional recommendations focused on a wide variety of geographic locations including rural, suburban, urban and students from all groups, including underserved students. Kentucky students come from a wide variety of locations and populations as well.</p>


A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., &amp; Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from: <a href="https://www.ed.gov/programs/ies/ee/2007-4011/effective-literacy-and-english-language-instruction-for-english-learners-in-the-elementary-grades-a-practice-guide">WWC   Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (ed.gov)</a></p>	<p>This practice guide provides three recommendations that apply to literacy instruction for English learners. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. Three recommendations have a strong evidence rating:</p> <ol style="list-style-type: none"> <li>1) Monitor for reading problems and monitor progress;</li> <li>2) Provide intensive small group reading; and</li> <li>3) Provide extensive and varied vocabulary instruction.</li> </ol> <div data-bbox="604 477 875 623">  </div> <p>The WWC Practice Guide synthesized many research studies and presents recommendations that educators can use to prepare young children for school. Research supporting the recommendations begins on page 31.</p> <p>The KY CLSD project will emphasize the strategies identified in this practice guide that have strong evidence ratings through technical assistance and the requirement that high-quality instructional resources approved for purchase must focus on valid and reliable universal screeners and literacy diagnostics to monitor for reading problems and progress, intensive reading instruction when needed and extensive vocabulary instruction, as identified in this guide. Instructional resources must provide extensive and varied vocabulary instruction as part of the 5 essential components of literacy identified in the National Reading Panel (2000)-phonemic awareness, phonics, fluency, <b>vocabulary development</b> and comprehension. Project Specific Measures will also include universal screening data.</p>	<p>Research studies used to identify effective instructional recommendations focused on a wide variety of geographic locations including rural, suburban, urban and students from all groups, including underserved students. Kentucky students come from a wide variety of locations and populations as well.</p>





A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from: <a href="https://www.ies.ed.gov/ncee/edpub/practices/2008/4027">WWC   Improving Adolescent Literacy: Effective Classroom and Intervention Practices (ed.gov)</a></p>	<p>This practice guide provides 5 recommendations that apply to improving adolescent literacy. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. Three recommendations have a strong evidence rating:</p> <ol style="list-style-type: none"> <li>1) provide explicit vocabulary instruction;</li> <li>2) provide direct and explicit comprehension strategy instruction; and</li> <li>3) make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.</li> </ol> <div data-bbox="604 548 861 690"> </div> <p>The WWC Practice Guide synthesized many research studies and presents recommendations that educators can use to prepare young children for school. Research supporting the recommendations begins on page 52.</p> <p>The KY CLSD project will emphasize the strategies identified in this practice guide that have strong evidence ratings through technical assistance and the requirement that high-quality instructional resources approved for purchase must focus on effective literacy strategies for improving adolescent literacy, such as the instructional strategies identified in this guide. Instructional resources must provide intensive and individualized interventions, vocabulary instruction and comprehension strategy instruction as part of the 5 essential components of literacy identified in the National Reading Panel (2000)-phonemic awareness, phonics, fluency, <b>vocabulary development</b> and <b>comprehension</b>.</p>	<p>Research studies used to identify effective instructional recommendations focused on a wide variety of geographic locations including rural, suburban, urban and students from all groups, including underserved students. Kentucky students come from a wide variety of locations and populations as well.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from <a href="https://www.ed.gov/publications/assisting-students-struggling-with-reading-response-to-intervention-and-multi-tier-intervention-in-the-primary-grades">Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades (ed.gov)</a></p>	<p>This practice guide provides 5 recommendations that apply to assisting students struggling with reading. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. One recommendation has a strong evidence rating:</p> <ol style="list-style-type: none"> <li>1) Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening.</li> </ol>  <p>The WWC Practice Guide synthesized many research studies and presents recommendations that educators can use to prepare young children for school. Research supporting the recommendations begins on page 50.</p> <p>The KY CLSD project will emphasize the strategy identified in this practice guide that has strong evidence rating through technical assistance and the requirement that high-quality instructional resources approved for purchase must focus on intensive, systematic instruction focused on foundational reading when identified as the area of need and the purchase of universal screeners if the sub-grantee does not already have one. Instructional resources must provide instruction on foundational reading as part of the 5 essential components of literacy identified in the National Reading Panel (2000)-<b>phonemic awareness, phonics, fluency, vocabulary development and comprehension.</b> Project Specific Measures will also include universal screening data.</p>	<p>Research studies used to identify effective instructional recommendations focused on a wide variety of geographic locations including rural, suburban, urban and students from all groups, including underserved students. Kentucky students come from a wide variety of locations and populations as well.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Taylor, et.al (2013). Title: The Effects of Research-Based Curriculum Materials and Curriculum-Based Professional Development on High School Science Achievement: Results of a Cluster-Randomized Trial. Retrieved from the NCEE website <a href="#">ED564104.pdf</a></p>	<p>Research included 18 high schools, 4,000 ninth and tenth graders and 54 teachers. <b>Research-based curriculum materials and increased curriculum-based professional development</b> had a statistically significant effect-.09. The expected normative gain for 10<sup>th</sup> was .41. The gain was equivalent to 4 months of increased instructional time when compared to the expected normative gain for science 8-10. The student recommends research-based curriculum and increased curriculum-based professional development. The data supports strong evidence.</p> <div data-bbox="617 542 875 688">  </div> <p>Although the research was focused on science, results of the study add to the growing body of evidence that research-based instructional materials supported by curriculum-based professional development promote increased student achievement. The Kentucky project will increase evidence-based instructional materials and will provide funding for 2-to-4 years of sustained, job-embedded professional learning and coaching to increase teacher effectiveness and student literacy outcomes.</p>	<p>The study was conducted in rural and suburban settings which aligns to the geographic populations in Kentucky.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Wasik, Barbara A.; Hindman, Annemarie H. (2020). Title: Increasing Preschoolers' Vocabulary Development through a Streamlined Teacher Professional Development Intervention. Early Childhood Research Quarterly v50 p101-113. Retrieved from: <a href="https://eric.ed.gov/?id=ED611720">https://eric.ed.gov/?id=ED611720</a></p>	<p>The research study implemented Story Talk book reading with Story Maps in pre-kindergarten classrooms across 15 schools. Teachers received <b>curriculum-based professional learning and job-embedded coaching</b>. Teachers in the comparison group did not receive curriculum-based coaching. The treatment group had a statistically significant positive effect-.08. The study recommends curriculum-based professional learning and job-embedded coaching. What Works Clearinghouse reviewed the study and gave it a Tier 1(Strong) evidence rating.</p> <div data-bbox="617 516 875 656">  </div> <p>Although the research was focused on preschool, results of the study add to the growing body of evidence that curriculum-based professional development paired with job-embedded coaching support for effective implementation promote increased student achievement. The Kentucky project will use funding to provide 2-to-4 years of curriculum-based professional learning and coaching based on local time frames and needs for all levels.</p>	<p>The study was conducted in an urban, high-poverty school district in the Northeast. The sample was evenly divided by gender. Six percent of children were dual language learners. Community demographics show that the majority (eighty-three percent) of children were African American, while eight percent were white and nine percent were Hispanic/Latino. In addition, eighty-seven percent of children received free or reduced lunch, and fifteen percent of children had identified special needs. These demographics match many of the school districts in Kentucky.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Taylor, Joseph A.; Getty, Stephen R.; Kowalski, Susan M.; Wilson, Christopher D.; Carlson, Janet; Van Scotter, Pamela (2015). Title: An Efficacy Trial of Research-Based Curriculum Materials with Curriculum-Based Professional Development</p> <p>American Educational Research Journal, v52 n5 p984-1017 Oct 2015. Retrieved from the NCEE website: <a href="#">Study: 90478 (ed.gov)</a></p>	<p>The researchers randomly assigned 9 schools to the intervention group and 9 schools to the comparison group. The study included 3,052 students in grade 10 and 53 teachers. Curriculum developers provided collaborative professional development in the summer and coaching throughout the year to support the implementation of research-based curriculum materials for each unit of study. Teachers received <b>curriculum-based professional learning and coaching</b>. Findings suggest the treatment group students would have scored an estimated 3.68 scale score points higher, on average, than students in the comparison group had the groups been fully equivalent prior to treatment. This difference (b01) is statistically significant at <math>\alpha = .05</math> significance level (<math>p = .035</math>). This difference (b01) is statistically significant at the <math>\alpha = .05</math> significance level (<math>p = .035</math>). (Page 21). The study recommends curriculum-based professional learning and coaching. Meets What Works Clearinghouse without Reservation. Tier 1 (Strong) Evidence.</p> <div data-bbox="619 760 877 901">  </div> <p>“Research-based curriculum materials for students will never eliminate the important role of the teacher in the classroom.” Pg. 5</p> <p>This study provides strong evidence for incorporating both research-based curriculum and curriculum-based professional learning. The Kentucky project provides subgrantees with the necessary funding to purchase high-quality instructional materials and supports sustained, job embedded curriculum-based professional learning for 2-to-4 years.</p>	<p>Approximately half of the 18 schools were in suburban areas and half were in rural areas that served a diverse student demographics. Approximately 48% of the students were female, 46% were eligible for free or reduced-price lunch, 5% were English learners, and 10% had a special education designation. Fifty-two percent were White, 8% were Asian, 7% were Black, 3% were two or more races, 2% were Native American, 1% were Pacific Islander, and 27% did not report race. Twenty-seven percent were Hispanic or Latino. Kentucky has a large rural and suburban areas with diverse student demographics which match the study populations.</p>

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>Neitzel, A. J., Lake, C., Byun, S., Shi, C., &amp; Slavin, R. (2023, May 25). Title: Effective Tier 1 Reading Instruction for Elementary Schools: A Systematic Review. Retrieved from:  <a href="https://doi.org/10.31219/osf.io/xsw2p">https://doi.org/10.31219/osf.io/xsw2p</a></p>	<p>This systematic literature review focused on evidence for Tier 1 reading programs.  The research study provides one recommendation: schools should choose <b>valid and reliable Tier 1 instructional resources for reading</b>. Out of the 90 studies and 58 programs reviewed there was a positive effect across all studies (ES=+)0. 09, p &lt; .01).  Studies for each category are summarized in Tables 2 to 10 on pages 67 to 85. The data supports strong evidence.</p> <div data-bbox="619 483 877 625">  </div> <p>The systematic review is robust and highlights the benefits of strong Tier 1 instruction as it affects all students and can reduce the need for Tier 2 and 3 interventions. It also highlights the importance of carefully reviewing instructional materials using valid and reliable ratings from independent reviewers. The Kentucky project will increase effective, valid, and reliable high-quality literacy instructional materials through technical assistance to support subgrantees as they choose instructional resources and the requirement that all instructional resources must be valid and reliable for approval.</p>	<p>The 5,001 students included in the research studies reflect a variety of demographics, including underserved students, that are in Kentucky. Study demographics are included in Tables 2 to 10 and pages 67 to 85.</p>



## Budget Narrative File(s)

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\* Mandatory Budget Narrative Filename:

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Kentucky Comprehensive Literacy High-Quality Instructional Resources Budget Narrative

				Year 1 2024-2025		Year 2 2025-2026		Year 3 2026- 2027		Year 4 2027-2028		Year 5 2028-2029		TOTALS	
1	Personnel														
a	Kentucky CLSD Co-Project Director: Danna Steele at 1.0 FTE. Work includes general and fiscal oversight, technical assistance, report submission, dissemination, contractor supervision, subgrant competition support, desk/site monitoring for compliance, and more. The Director will be the key contact for the project and will report to Associate Commission Micki Ray in the Office of Teaching and Learning, a division of the Kentucky Department of Education (KDE). A 3% increase is included in years 2 through 5 of the project.														
b	Kentucky CLSD Co-Project Director (TBD): 1.0 FTE. Work includes general and fiscal oversight, technical assistance, report submission, dissemination, contractor supervision, subgrant competition support, desk/site monitoring for compliance, and more. The Director will be the key contact for the project and will report to Associate Commission Micki Ray in the Office of Teaching and Learning, a division of the Kentucky Department of Education (KDE). A 3% increase is included in years 2 through 5 of the project.														
b	Grant Administrator (TBD): .5 FTE Provides fiscal technical assistance to co-project directors and local education agencies. Administers financial agreements with subrecipients and third parties for the provision of program services; monitors compliance with grant agreement guidelines; reviews local education agencies reimbursement requests to ensure spending occurs in allowable object codes, prepare pay memos for co-project director review and approval and monthly budget updates for co-project director's review. A 3% increase is included in years 2 through 5 of the project.														
	Total Personnel														
2	Fringe Benefits														
a	Kentucky CLSD Co-Project Director (Steele): Estimated at 35% of salary, including Kentucky Teacher Retirement System, Health Care, Medicare, Life Insurance, etc.														

Kentucky Comprehensive Literacy High-Quality Instructional Resources Budget Narrative

		Year 1 2024-2025	Year 2 2025-2026	Year 3 2026- 2027	Year 4 2027-2028	Year 5 2028-2029	TOTALS
b	Kentucky CLSD Co-Project Director (TBA): Estimated at 35% of salary, including Kentucky Teacher Retirement System, Health Care, Medicare, Life Insurance, etc.						
	Kentucky CLSD Co-Project Director (TBA): Estimated at 35% of salary, including Kentucky Teacher Retirement System, Health Care, Medicare, Life Insurance, etc.						
	Total Fringe Benefits						
3	Travel						
a	<b>Site Monitoring Visits:</b> The Project Directors (Steele and TBD) and will conduct site visits at the awarded districts (estimated 40 subgrantees) to monitor implemenation, provide guidance and collect data. Subgrantees will be awarded from across Kentucky to assure geographic diversity which will increase travel. The estimated expense for mileage (\$/person), hotel (\$/night hotel per person), and per diem (\$/pre day) per visit. \$ per visit/per person (2)						
	<b>CLSD Annual Convening, Topical Meetings and Literacy Trainings:</b> The Kentucky CLSD Project Directors will attend the CLSD Annual Convening and the Topical Meetings. These meeting are in Washington, DC and at various sites. Approximately 1 Annual Convening and 2 Topical Meetings per year. Costs estimated from previous trips. Average cost-\$ x 3 meetings x 2 people=\$ The Project Directors will also attend local and national literacy conferences and trainings to stay curent on evidenced based literacy practices. Approximately 2 per year. Costs estimated from previous trips. Average cost-\$ x 2 meetings x 2 people=\$						

Kentucky Comprehensive Literacy High-Quality Instructional Resources Budget Narrative

		Year 1 2024-2025	Year 2 2025-2026	Year 3 2026- 2027	Year 4 2027-2028	Year 5 2028-2029	TOTALS
c	<b>Project Kick-off / Convening (July 2025):</b> Subgrantees will meet in July for a one-day kick-off/convening with KDE staff and program providers, likely to be held in Frankfort. No travel costs are anticipated for KDE staff; however, KDE will cover the cost of subgrantee travel, as the Memoranda of Agreement (MOAs) may not be fully executed in early July. Therefore, we expect participants from up to 40 feeder systems (2 people from each) will travel to the one-day kick-off event from across the state. We will reimburse participants based on the state rate for mileage, which is updated quarterly; in 2024, the rate has averaged .45 cents/mile. The estimated expense for mileage (████ person), hotel (\$150/night hotel per person), and per diem (████/pre day). Estimated expense for subgrantees:						0
	- Mileage: █████ roundtrip (40 subgrantess/80 people-2 from each district)	████	████	████	████	████	████
	████ Lodging: █████/night per person (40 subgrantees/80 people-2 from each district)	████	████	████	████	████	████
	████ Per diem: █████/per person (40 subgrantees/80 people)	████	████	████	████	████	████
████	<b>Annual Convenings:</b> KDE will host subgrantees each year for a convening focused on collaboration between districts, developing a literacy vision, literacy plan development, HQIR implementation guidance, sustainablilty planning and/or other evidence based literacy practices based on subgrantee feedback and need. Subgrantee expenses will be paid from district grant funds. Estimated expenses include travel for the Kentucky CLSD Project Directors and other KDE staff needed for training (6 people). Mileage █████, Lodging █████ and meal per diem █████/day for 6 people.		████	████	████	████	████
	<b>Total Travel</b>	████	████	████	████	████	████
4	<b>Equipment</b>						
		0	0	0	0	0	0
	<b>Total Equipment</b>	0	0	0	0	0	0
5	<b>Supplies</b>						
	<b>Meeting and Training Supplies:</b> Supplies include materials needed to host meetings and trainings such as chart paper, index cards, professional learning books/resoures, etc.	████	████	████	████	████	████

Kentucky Comprehensive Literacy High-Quality Instructional Resources Budget Narrative

		Year 1 2024-2025	Year 2 2025-2026	Year 3 2026- 2027	Year 4 2027-2028	Year 5 2028-2029	TOTALS
	Total Supplies						
6	Contractual						
a	<b>External Evaluation Services (CRRE):</b> The Center for Research and Reform in Education (CRRE) at Johns Hopkins University will serve as external Project Evaluator. Work will include reports on monitoring data collected yearly, such as: state reading assessment, TELD 4 oral language screener, preschool assessment, Brigance Kindergarten readiness screener, universal reading screener, staff surveys, student surveys, etc.. Expenses noted here will be managed by CRRE and monitored by KDE. The primary expenses include salary, fringe benefits, data management of the project at CRRE and estimated adminiatrative costs. Year 1 work will include baseline data and project design. CRRE was the external Project Evaluator for the 2019 CLSD grant and anticipated costs are based on actual costs for similiar work. <b>Principal Investigator:</b> Joseph Reiley will serve as principal investigator and will oversee all aspects of the project and completion of reports. <b>Lead Statistician:</b> Ashley Grant will serve as lead statistician and be responsible for analyzing data. <b>Instrument Design:</b> Ceil Daniels is an instructional designer and will help with designing study instruments. She will also participate in meetings and help with preparing reports. <b>Other CRRE Staff:</b> Other CRRE Staff, including research assistants, will be available to help with data cleaning, report writing, report review, etc. Fringe for CRRE Staff/Salaries: 34% of salary costs						
	Total Evaluation						
7	Construction						
		0	0	0	0	0	0
	Total Construction	0	0	0	0	0	0
8	Other	Year 1 2024-2025	Year 2 2025-2026 Year 1 Subgrantee Implementation	Year 3 2026- 2027 Year 2 Subgrantee Implementation	Year 4 2027-2028 Year 3 Subgrantee Implementation	Year 5 2028-2029 Year 4 Subgrantee Implementation	Totals

**Kentucky Comprehensive Literacy High-Quality Instructional Resources Budget Narrative**

		Year 1 2024-2025	Year 2 2025-2026	Year 3 2026 2027	Year 4 2027-2028	Year 5 2028-2029	TOTALS
a	<b>Project Subawards (95% of project award to Districts):</b> KDE will make subawards to approximately 40 school districts of varying sizes that include early childhood learning providers, elementary schools, middle schools and high schools. Subgrant amounts are based on the size of the feeder systems in each school district as described in the project narrative, anticipated cost of the purchase of HQIRS for each level and 2 to 4 years of aligned curriculum-based professional learning/coaching support. Coaching support will be contracted by subgrantees. No subgrantee salaries are allowed. The following allocations are estimated based on the numbers of anticipated successful proposals. Districts will be funded for 4 years. Year 1 funds will be held for subgrantees until project implementation starts in the summer of 2025.						
	<b>Small Subgrantees (10 awards):</b> Feeder systems with 6 or fewer schools and at least 3 early learning partners. Funds are greater in the first years when subgrantees will be purchasing the HQIRs. Annual Subgrantee Awards: ██████████ ██████████ ██████████	██████████	██████████	██████████	██████████	██████████	██████████
	<b>Medium Subgrantees (20 awards):</b> Feeder systems with 7-12 schools and at least 5 early learning partners. Funds are greater in the first years when subgrantees will be purchasing the HQIRs and beginning CBPL. Annual Subgrantee Awards: ██████████ ██████████ ██████████	██████████	██████████	██████████	██████████	██████████	██████████
	<b>Large Subgrantees (10 awards):</b> Feeder systems with more than 12 schools and at least 7 early learning partners. Funds are greater in the first years when subgrantees will be purchasing the HQIRs. Annual Subgrantee Awards: ██████████ ██████████ ██████████	██████████	██████████	██████████	██████████	██████████	██████████
	<b>Other-Subgrant Awards total</b>	██████████	██████████	██████████	██████████	██████████	██████████



**Kentucky Comprehensive Literacy High-Quality Instructional Resources Budget Narrative**

		Year 1 2024-2025	Year 2 2025-2026	Year 3 2026 2027	Year 4 2027-2028	Year 5 2028-2029	TOTALS
b	<b>Meeting Space:</b> To keep costs resonable most meetings will be done virtually. However, some meetings are planned to be in-person.						
	- <u>Summer Kick-off/Convening (1):</u> Representatives from each of the 50 feeder systems--up to 4 people from each district--will gather for a Year 1 kick-off in July 2025. Cost of a meeting space for 200 people is estimated at \$ x 1 day.		0	0	0	0	
	- <u>Annual Convenings:</u> Representatives from each of the 50 feeder systems--up to 4 people from each district. Cost of a meeting space for 200 people is estimated at \$ x 1 day.						
c	<b>Subgrant Reviewers (20):</b> KDE anticipates this project will gain high interest and plans for at least 100 applications. The group of external reviewers will include 30 literacy specialists, early learning providers and practitioners to serve on Subgrant Review Panels in February 2025. The review will take 4 days. Reviewers will receive a stipend of \$ x 1 day for reading, scoring, discussion, training and writing comments as part of the Peer Review process through the Kentucky Grants Branch. \$ x 30 reviewers x 4 days		0	0	0	0	
	<b>Other Subtotal</b>						
	<b>Total Other</b>	10,486,500	10,450,500	10,450,500	10,450,500	10,450,500	52,288,500
9	<b>Total Direct Costs (lines 1-8)</b>						
10	<b>Indirect Costs (9.4 percent as negotiated with the USDE):</b> Less Contractual and Subawards						
11	<b>Training Stipends</b>	0	0	0	0	0	0
12	<b>Total Costs (lines 9-11)</b>	11,001,577	10,976,608	10,989,129	11,002,466	11,015,764	54,985,544



**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**  
See Instructions.

OMB Number: 1894-0017  
Expiration Date: 06/30/2026

**Applicant Information**

**Legal Name:**

Kentucky Department of Education

**1. Project Objective:**

Every subgrantee will be using evidence based, high-quality instructional resources expertly to deliver coherent and aligned instruction to all students.

1.a. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Project directors will provide technical assistance to all subgrantees on creating and utilizing systemwide literacy vision, plan and project aligned budgets. Project directors will review and provide actionable feedback for vision, plan and budget. (Ongoing)	PROJECT	40		/	
1.b. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
Subgrantees will use project guidance to create a literacy vision, plan and budget to guide systemwide literacy process using the needs assessment data collected when completing the Kentucky Literacy Framework checklist as part of the Request for Application process. Documents will be updated as needed. (Ongoing)	PROJECT	40		/	
1.c. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of participating four-year-old children who achieve significant gains in oral language skills as determined by the project oral language screener	GPRA			/	
1.d. Performance Measure	Measure Type	Quantitative Data			
		Target			
		Raw Number	Ratio		%
The percentage of participating fifth-grade students who meet or exceed proficiency in reading on the Kentucky State Assessment will increase.	GPRA			/	

**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

1.e. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
The percentage of participating eighth-grade students who meet or exceed proficiency in reading on the Kentucky State Assessment will increase.	GPRA			/		

1.f. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
The percentage of participating high school students who meet or exceed proficiency in reading on the Kentucky State Assessment will increase.	GPRA			/		

1.g. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Subgrantees will use What Works Clearinghouse, ESSA Rating, EdReports and/or other valid and reliable rating platforms approved by project directors to select evidence based, high-quality instructional resources with a high to moderate effect rating for all levels, including early childcare partners, as long as funds are available utilizing the 16% early childhood, 42% elementary and 42% middle and high school spending requirements. (Ongoing as needed) Project directors will review and approve all HQIRs selected to assure moderate to high evidence rating. (Ongoing as needed)	PROJECT			/		

**2. Project Objective:**

Every subgrantee will use evidence based, high-quality instructional resources to support struggling readers to narrow the achievement gap for our target populations in a cycle of continuous improvement.

2.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Subgrantees will use project guidance to select and implement evidence based instructional resources for students who are scoring below benchmark on literacy universal screeners, literacy diagnostics, progress monitoring data and other collected literacy data to provide targeted support aligned to the KyMTSS process. (Ongoing as needed) Project directors will review and approve all literacy assessments selected to ensure high to moderate evidence ratings. (Ongoing)	PROJECT			/		

**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

<b>2.b. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		Raw Number	Ratio	%	
Subgrantees will contract with curriculum-based professional learning providers and/or literacy coaches to plan aligned PL for effective literacy assessment usage and interpretation use of student data. (Ongoing)	PROJECT		/		

<b>2.c. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		Raw Number	Ratio	%	
The percentage of participating students ready for kindergarten will increase as determined by a project approved preschool benchmark assessment and Brigance.	PROJECT		/		

<b>2.d. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		Raw Number	Ratio	%	
The percentage of participating students in K-12 who meet or exceed proficiency in reading as determined by universal screening and state testing data will increase. (Tested grades as determined by state regulation).	PROJECT		/		

**3. Project Objective:**

Every subgrantee will be engaged in job-embedded, high-quality curriculum based professional learning.

<b>3.a. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		Raw Number	Ratio	%	
Subgrantees will contract with an approved curriculum-based professional learning provider (PL) and/or coach, plan aligned PL, and begin implementation support for 2-to-4 years and select dates. (Ongoing) Subgrantee will communicate PL dates and expectations to project directors and teachers. (Ongoing)	PROJECT	40	/		

<b>3.b. Performance Measure</b>	<b>Measure Type</b>	<b>Quantitative Data</b>			
		<b>Target</b>			
		Raw Number	Ratio	%	
Subgrantees will collaborate with other teachers, schools and/or districts implementing the same HQIR utilizing the professional learning community/team format. (Ongoing)	PROJECT		/		

**4. Project Objective:**

PR/Award # S371C240003

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**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

Every subgrantee will increase family engagement in the literacy development of their student(s) and create awareness of resources to aid in supplemental literacy instruction at-home.

4.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Subgrantees will collaborate to plan family engagement events based on local needs and will communicate dates of events to daycare providers, teachers, families, community partners, local participating agencies and Project Directors. (Ongoing)	PROJECT			/		

4.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Increase the number of families attending literacy events focused on evidence-based literacy activities, Individual Reading Plans and the Read at Home Guide with an emphasis on providing activities for extended literacy instruction at home. (Ongoing)	PROJECT			/		

**5. Project Objective:**

Project directors will ensure project goals and objectives are completed on time, technical assistance is provided as needed, purchases are aligned to project goals and monitor subgrantee progress toward goals.

5.a. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Project Directors will provide technical assistance on budget, payment reimbursement, grant goals, grant activities and required project assurance documents-including the Annual Progress Report and collaboration meetings. This includes whole group and individual meetings. (Ongoing)	PROJECT			/		

5.b. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Project Directors will work with Johns Hopkins University to monitor student data-including oral language screener, preschool reading assessment, universal screening data (K-12) and state reading data (third grade to grade 12). (Ongoing)	PROJECT			/		

**U.S. Department of Education**  
**Grant Application Form for Project Objectives and Performance Measures Information**

5.c. Performance Measure	Measure Type	Quantitative Data				
		Target				
		Raw Number	Ratio		%	
Project Directors will ensure all purchases are evidence based and aligned to project goals by preapproving all purchases and utilizing a multiple person review team for purchase reimbursements. This includes addressing all required level one activities before approving level 2 activities. (Ongoing)	PROJECT			/		



## INSTRUCTIONS GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION

### PURPOSE

Applicants must submit a **GRANT APPLICATION FORM FOR PROJECT OBJECTIVES AND PERFORMANCE MEASURES INFORMATION** via Grants.gov or in G5 when instructed to submit applications in G5. This form collects project objectives and quantitative and/or qualitative performance measures at the time of application submission for the purpose of automatically prepopulating this information into the U.S. Department of Education's (ED) automated Grant Performance Report form (ED 524B), which is completed by ED grantees prior to the awarding of continuation grants. Additionally, this information will prepopulate into ED's automated ED 524B that may be required by program offices of grant recipients that are awarded front loaded grants for their entire multi-year project up-front in a single grant award, and will also be prepopulated into ED's automated ED 524B for those grant recipients that are required to use the ED 524B to submit their final performance reports.

### GENERAL INSTRUCTIONS

#### Applicant Information

- **Legal Name:** The legal name of the applicant that will undertake the assistance activity will prepopulate from the Application Form for Federal Assistance (SF 424 Form). This is the organization that has registered with the System for Award Management (SAM). Information on registering with SAM may be obtained by visiting [www.Grants.gov](http://www.Grants.gov).

#### Project Objectives Information and Related Performance Measures Data

Your grant application establishes project objectives stating what you hope to achieve with your funded grant project. Generally, one or more performance measures are also established for each project objective that will serve to demonstrate whether you have met or are making progress towards meeting each project objective.

- **Project Objective:** Enter each project objective that is included in your grant application. When completing this form in Grants.gov, a maximum of 26 project objectives may be entered. Only one project objective should be entered per row. Project objectives should be numbered sequentially, i.e., 1., 2., 3., etc. If applicable, project objectives may be entered for each project year; however, the year to which the project objective applies must be clearly identified as is presented in the following examples:
  1. **Year 1.** Provide two hour training to teachers in the Boston school district that focuses on improving test scores.
  2. **Year 2.** Provide two hour training to teachers in the Washington D.C. school district that focuses on improving test scores.
- **Performance Measure:** For each project objective, enter each associated quantitative and/or qualitative performance measure. When completing this form in Grants.gov, a maximum of 26 quantitative and/or qualitative performance measures may be entered. There may be multiple quantitative and/or qualitative performance measures associated with each project objective. Enter only one quantitative or qualitative performance measure per row. Each quantitative or qualitative performance measure that is associated with a particular project objective should be labeled using an alpha indicator. Example: The first quantitative or qualitative performance measure associated with project objective "1" should be labeled "1.a.," the second quantitative or qualitative performance measure for project objective "1" should be labeled "1.b.," etc. If applicable, quantitative and/or qualitative performance measures may be entered for each project year; however, the year to which the quantitative and/or qualitative performance measures apply must be clearly identified as is presented in the following examples:

- 1.a. **Year 1.** By the end of year one, 125 teachers in the Boston school district will receive a two hour training program that focuses on improving test scores.
- 2.a. **Year 2.** By the end of year two, 125 teachers in the Washington D.C. school district will receive a two hour training program that focuses on improving test scores.

- **Measure Type:** For each performance measure, select the appropriate type of performance measure from the drop down menu. There are two types of measures that **ED** may have established for the grant program:

1. **GPRA:** Measures established for reporting to Congress under the Government Performance and Results Act; and
2. **PROGRAM:** Measures established by the program office for the particular grant competition.

In addition, you will be required to report on any project-specific performance measures (**PROJECT**) that you established in your grant application to meet your project objectives.

In the **Measure Type** field, select one (1) of the following measure types: **GPRA; PROGRAM; or PROJECT.**

- **Quantitative Target Data:** For quantitative performance measures with established quantitative targets, provide the target you established for meeting each performance measure. Only quantitative (numeric) data should be entered in the Target boxes. If the collection of quantitative data is not appropriate for a particular performance measure (i.e., for **qualitative** performance measures), please leave the target data boxes blank.

The Target Data boxes are divided into three columns: **Raw Number; Ratio, and Percentage (%)**.

For performance measures that are stated in terms of a single number (e.g., the number of workshops that will be conducted or the number of students that will be served), the target data should be entered as a single number in the **Raw Number column** (e.g., **10** workshops or **80** students). Please leave the **Ratio and Percentage (%) columns** blank.

For performance measures that are stated in terms of a percentage (e.g., percentage of students that attain proficiency), complete the **Ratio column**, and leave the **Raw Number and Percentage (%) columns** blank. The **Percentage (%)** will automatically calculate based on the entered ratio. In the **Ratio column** (e.g., **80/100**), the numerator represents the numerical target (e.g., the number of students that are expected to attain proficiency), and the denominator represents the universe (e.g., all students served).



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

OMB Number: 1894-0008  
Expiration Date: 08/31/2026

Name of Institution/Organization

Kentucky Department of Education

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

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

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel								
2. Fringe Benefits								
3. Travel								
4. Equipment	0.00	0.00	0.00	0.00	0.00			0.00
5. Supplies								
6. Contractual								
7. Construction	0.00	0.00	0.00	0.00	0.00			0.00
8. Other								
9. Total Direct Costs (lines 1-8)								
10. Indirect Costs*								
11. Training Stipends	0.00	0.00	0.00	0.00	0.00			0.00
12. Total Costs (lines 9-11)	11,001,577.00	10,976,608.00	10,989,129.00	11,002,466.00	11,015,764.00			54,985,544.00

\*Indirect Cost Information (To Be Completed by Your Business Office): If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

- (1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? ☒ Yes ☐ No
- (2) If yes, please provide the following information:  
Period Covered by the Indirect Cost Rate Agreement: From: 07/01/2023 To: 06/30/2027 (mm/dd/yyyy)  
Approving Federal agency: ☒ ED ☐ Other (please specify):  
The Indirect Cost Rate is 9.40 %.
- (3) If this is your first Federal grant, and you do not have an approved indirect cost rate agreement, are not a State, Local government or Indian Tribe, and are not funded under a training rate program or a restricted rate program, do you want to use the de minimis rate of 10% of MTDC? ☐ Yes ☐ No If yes, you must comply with the requirements of 2 CFR § 200.414(f).
- (4) If you do not have an approved indirect cost rate agreement, do you want to use the temporary rate of 10% of budgeted salaries and wages?  
☐ Yes ☐ No If yes, you must submit a proposed indirect cost rate agreement within 90 days after the date your grant is awarded, as required by 34 CFR § 75.560.
- (5) For Restricted Rate Programs (check one) – Are you using a restricted indirect cost rate that:  
☐ Is included in your approved Indirect Cost Rate Agreement? Or, ☐ Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is %.
- (6) For Training Rate Programs (check one) – Are you using a rate that:  
☐ Is based on the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))? Or, ☐ Is included in your approved Indirect Cost Rate Agreement, because it is lower than the training rate of 8 percent of MTDC (See EDGAR § 75.562(c)(4))?

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

**SECTION B - BUDGET SUMMARY  
NON-FEDERAL FUNDS**

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

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

ED 524

Name of Institution/Organization <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Kentucky Department of Education</div>	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.
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**IF APPLICABLE: SECTION D - LIMITATION ON ADMINISTRATIVE EXPENSES**

(1) List administrative cost cap (x%):

(2) What does your administrative cost cap apply to?   ☐ (a) indirect and direct costs   or,   ☐ (b) only direct costs

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Project Year 6 (f)	Project Year 7 (g)	Total (h)
1. Personnel Administrative								
2. Fringe Benefits Administrative								
3. Travel Administrative								
4. Contractual Administrative								
5. Construction Administrative								
6. Other Administrative								
7. Total Direct Administrative Costs (lines 1-6)								
8. Indirect Costs								
9. Total Administrative Costs								
10. Total Percentage of Administrative Costs								



U.S. Department of Education Supplemental Information for the SF-424  
Application for Federal Assistance

OMB Number: 1894-0007  
Expiration Date: 04/30/2026

1. Project Director and Applicable Entity Identification Numbers:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Mrs.	Danna	Lynne	Steele	

\* Project Director Level of Effort (percentage of time devoted to grant): 100

Address:

* Street1:	300 Sower Blv., 5th Floor
Street2:	
* City:	Frankfort
County:	KY
* State:	KY: Kentucky
* Zip Code:	40601-6571
* Country:	USA: UNITED STATES

\* Phone Number (give area code)      Fax Number (give area code)

--	--

\* Email Address:

--

Alternate Email Address:

--

OPE ID(s) (if applicable)

--

NCES School ID(s) (if applicable)

--

NCES LEA/School District ID(s) (if applicable)

--

2. New Potential Grantee or Novice Applicant:

☒ N/A. This item is not applicable because the program competition's notice inviting applications (NIA) does not include a definition of either "New Potential Grantee" or "Novice Applicant." This item is not applicable when the program competition's NIA does not include either definition.

For NIA's that include a definition of "New Potential Grantee" or "Novice Applicant," complete the following:

a. Are you either a new potential grantee or novice applicant as defined in the program competition's NIA?

☐ Yes    ☐ No

**3. Human Subjects Research:**

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

☐ Yes ☒ No

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

☐ Yes Provide Exemption(s) #(s): ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

☐ No Provide Federal Wide Assurance #(s), if available:

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

Add Attachment

Delete Attachment

View Attachment

**4. Infrastructure Programs and Build America, Buy America Act Applicability:**

If the competition Notice Inviting Applications (NIA) in section III. 4. "Other" states that the program under which this application is submitted is subject to the Build America, Buy America Act (Pub. L. 117-58) (BABAA) domestic sourcing requirements, complete the following:

☒ This application does not include any infrastructure projects or activities and therefore **IS NOT** subject the BABAA domestic sourcing requirements.

☐ This application **IS** subject to the BABAA domestic sourcing requirements, because the proposed grant project described in this application includes the following infrastructure projects or activities:

☐ Construction

☐ Remodeling

☐ Broadband Infrastructure

If this application **IS** subject to the BABAA domestic sourcing requirements, please list the page numbers from within the application narrative where the proposed infrastructure project or activities are described:

## NOTICE TO ALL APPLICANTS: EQUITY FOR STUDENTS, EDUCATORS, AND OTHER PROGRAM BENEFICIARIES

Section 427 of the General Education Provisions Act (GEPA) ([20 U.S.C. 1228a](#)) applies to applicants for grant awards under this program.

**ALL APPLICANTS FOR NEW GRANT AWARDS MUST INCLUDE THE FOLLOWING INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

Please respond to the following requests for information. Responses are limited to 4,000 characters.

1. Describe how your entity's existing mission, policies, or commitments ensure equitable access to, and equitable participation in, the proposed project or activity.

The Kentucky Department of Education (KDE) serves students and families of various academic, cultural, and socioeconomic backgrounds. The KDE does not discriminate on the basis of race, color, gender, national origin, sex, genetic information, disability, age, marital status, or religion in admission to educational programs, activities, and employment practices in accordance with Title VI of the Civil Rights Act of 1964, Title VII of the Civil Rights Act of 1964, Title IX of the Educational Amendments of 1972, Section 504 of the Rehabilitation Act of 1973 (revised 1992), and the Americans with Disabilities Act and shall provide, upon request by a qualified disabled individual, reasonable accommodations including auxiliary aids and services necessary to afford individuals with a disability an equal opportunity to participate.

The KDE is committed to providing equal access to all children, families, employers, applicants, and others in all programs and services offered to the Commonwealth of Kentucky. The KDE monitors, coordinates, and recommends action to ensure compliance with the above policies. To effectively and fairly resolve conflicts, the agency maintains grievance procedures related to equal access for applicants, employees and/or youth and their family's alleging discrimination. These procedures are accessible for use by youth, employees, and the general public. The agency also offers its staff access to training opportunities for the purpose of increasing effectiveness in recognizing and correcting biased attitudes. Moreover, in accordance with the Americans with Disabilities Act, KDE provides accommodations to disabled staff and students so they may fully participate.

All aspects of the proposed project are guided by equitable access to address authentic local needs, and to create strategic buy-in and sustainable implementation of high-quality reading instruction guided by valid and reliable instructional resources and strong teacher support for effective implementation. As such, the technical aspects of each deliverable will be collaboratively defined, refined, and evolved throughout the project by diverse stakeholders representing a wide range of expertise. The project is designed to provide equal access to instructional support that is not currently equitable across Kentucky schools. This includes high-quality instructional resources, high-quality professional development aligned to the curriculum and most importantly develop effective reading teachers who have access to instructional coaching to increase literacy outcomes for all students, including underserved populations.

Equitable participation is structured in the project in several areas. First, the state award process uses a blind, peer review scoring process that allows equal

PR/Award # S371C240003

consideration of all applications. Second, technical assistance for applying for the grant will be provided to all applicants with the goal of ensuring all Kentucky public school districts have the guidance needed to complete an application. Especially districts who don't often receive extra funding support. Third, priority points are given to districts who serve a large percentage of low-income, high need students and those from diverse regions who often do not have access to needed funds to support all aspects of an effective educational opportunity. Priority points will also be given for districts who have not participated in past literacy grants to ensure participation in this project supports the educators and students across Kentucky who have not had equal access to funding opportunities.

**2. Based on your proposed project or activity, what barriers may impede equitable access and participation of students, educators, or other beneficiaries?**

No barriers to equitable access and participation are anticipated in this project.

**3. Based on the barriers identified, what steps will you take to address such barriers to equitable access and participation in the proposed project or activity?**

No barriers are anticipated. However, if a barrier is identified before or during the project, it will be carefully considered, and an action plan will be created with local stakeholders.

**4. What is your timeline, including targeted milestones, for addressing these identified barriers?**

Any identified barriers will be addressed immediately with input from local stakeholders.

**Notes:**

1. Applicants are not required to have mission statements or policies that align with equity in order to submit an application.

2. Applicants may identify any barriers that may impede equitable access and participation in the proposed project or activity, including, but not limited to, barriers based on economic disadvantage, gender, race, ethnicity, color, national origin, disability, age, language, migrant status, rural status, homeless status or housing insecurity, pregnancy, parenting, or caregiving status, and sexual orientation.

3. Applicants may have already included some or all of this required information in the narrative sections of their applications or their State Plans. In responding to this requirement, for each question, applicants may provide a cross-reference to the section(s) and page number(s) in their applications or State Plans that includes the information responsive to that question on this form or may restate that information on this form.

### **Paperwork Burden Statement**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0005. Public reporting burden for this collection of information is estimated to average 3 hours per response, including time for reviewing instructions, searching existing data sources, gathering, and maintaining the data needed, and completing and reviewing the collection of information. The obligation to respond to this collection is required to obtain or retain a benefit. If you have any comments concerning the accuracy of the time estimate or suggestions for improving this individual collection, send your comments to [ICDocketMgr@ed.gov](mailto:ICDocketMgr@ed.gov) and reference OMB Control Number 1894-0005. All other comments or concerns regarding the status of your individual form may be addressed to either (a) the person listed in the FOR FURTHER INFORMATION CONTACT section in the competition Notice Inviting Applications, or (b) your assigned program officer.





U.S. Department of Education  
Evidence Form

OMB Number: 1894-0001  
Expiration Date: 07/31/2025

1. Level of Evidence

Select the level of evidence of effectiveness for which you are applying. See the Notice Inviting Applications for the relevant definitions and requirements.

☐ Demonstrates a Rationale    ☐ Promising Evidence    ☐ Moderate Evidence    ☒ Strong Evidence

2. Citation and Relevance

Fill in the chart below with the appropriate information about the studies that support your application.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Forman, B., Beyler, N., Borradaile, K., Coyne, M., Denton, C. A., Dimino, J., Furgeson, J., Hayes, L., Henke, J., Justice, L., Keating, B., Lewis, W., Sattar, S., Streke, A., Wagner, R., & Wissel, S. (2016). Foundational skills to support reading for understanding in kindergarten through 3rd grade (NCEE 2016-4008). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: WWC   Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade (ed.gov)	<p>This practice guide provides 5 recommendations for supporting foundational reading skills in kindergarten through 3rd grade. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence.</p> <p>Two practices received a strong evidence rating:</p> <ol style="list-style-type: none"><li>1) Develop awareness of the segments of sounds in speech and how they link to letters; and</li><li>2) Teach students to decode words, analyze word parts and write to recognize words.</li></ol> <p>The WWC Practice Guide synthesized many research studies and presents recommendations that educators can use to help students improve their literacy skills in the early grades. Research supporting the recommendations begins on page 43.</p> <p>The KY CLSD project will emphasize the strategies identified in this practice guide that have strong evidence ratings through technical assistance provided to sub-grantees and the requirement that all high-quality instructional resources must be aligned to structured literacy and the science of reading, which are based on explicit, systematic phonics recommended in the guide. It must also provide instruction on phonemic awareness and phonics as part of the 5 essential components of literacy identified in the National Reading Panel (2000)-phonemic awareness, phonics, fluency, vocabulary development and comprehension.</p> <p>PR/Award # S371C240003</p>	Research studies used to identify effective instructional recommendations focused on a wide variety of geographic locations including rural, suburban, urban and students from all population groups, including underserved students. Kentucky students come from a wide variety of locations and populations as well.

<p>Shanahan, T., Callison, K., Carriere, C., Duke, N. K., Pearson, P. D., Schatschneider, C., &amp; Torgesen, J. (2010). Improving reading comprehension in kindergarten through 3rd grade: A practice guide (NCEE 2010-4038). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from: WWC   Improving Reading Comprehension in Kindergarten Through 3rd Grade (ed.gov)</p>	<p>This practice guide provides five recommendations that apply to assisting students struggling with reading. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. One recommendation has a strong evidence rating:</p> <ol style="list-style-type: none"> <li>1) Teach students how to use reading comprehension strategies.</li> </ol> <p>The WWC Practice Guide synthesized many research studies and presents a recommendation that educators can use to improve reading comprehension in kindergarten through grade three. Research supporting the recommendation begins on page 10 and research studies are cited on page 77.</p> <p>The KY CLSD project will emphasize the strategy identified in this practice guide that has a strong evidence rating through technical assistance and the requirement that high-quality instructional resources approved for purchase provide instruction on comprehension as part of the 5 essential components of literacy identified in the National Reading Panel (2000)-phonemic awareness, phonics, fluency, vocabulary development and comprehension.</p>	<p>Research studies used to identify effective instructional recommendations focused on a wide variety of geographic locations including rural, suburban, urban and students from all groups, including underserved students. Kentucky students come from a wide variety of locations and populations as well.</p>
<p>Burchinal, M., Krowka, S., Newman-Gonchar, R., Jayanthi, M., Gersten, R., Wavell, S., Lyskawa, J., Haymond, K., Bierman, K., Gonzalez, J. E., McClelland, M. M., Nelson, K., Pentimonti, J., Purpura, D. J., Sachs, J., Sarama, J., Schlesinger-Devlin, E., Washington, J., &amp; Rosen, E. (2022). Preparing Young Children for School (WWC 2022009). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from: WWC   Preparing Young Children for School (ed.gov)</p>	<p>This practice guide provides three recommendations for preparing young children for school. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. Three recommendations have a strong evidence rating:</p> <ol style="list-style-type: none"> <li>1) Intentionally plan activities to build children's vocabulary and language;</li> <li>2) Build children's knowledge of letters and sound; and</li> <li>3) Use shared book reading to develop children's language of print features and knowledge of the world.</li> </ol> <p>The WWC Practice Guide synthesized many research studies and presents recommendations that educators can use to prepare young children for school. Research supporting the recommendations begins on page 82.</p> <p>The KY CLSD project will emphasize the strategies identified in this practice guide that have strong evidence ratings through technical assistance and the requirement that</p>	<p>Research studies used to identify effective instructional recommendations focused on a wide variety of geographic locations including rural, suburban, urban and students from all groups, including underserved students. Kentucky students come from a wide variety of locations and populations as well.</p>

	high-quality instructional resources approved for purchase must focus on increasing oral language skills and strategies that strengthen foundational literacy, such as the strategies identified in this guide. Instructional resources must provide instruction on vocabulary, phonemic awareness, and phonics as part of the 5 essential components of literacy identified in the National Reading Panel (2000)-phonemic awareness, phonics, fluency, vocabulary development and comprehension.	
Gersten, R., Baker, S.K., Shanahan, T., Linan-Thompson, S., Collins, P., & Scarcella, R. (2007). Effective Literacy and English Language Instruction for English Learners in the Elementary Grades: A Practice Guide (NCEE 2007-4011). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from: WWC   Effective Literacy and English Language Instruction for English Learners in the Elementary Grades (ed.gov)	<p>This practice guide provides three recommendations that apply to literacy instruction for English learners. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. Three recommendations have a strong evidence rating:</p> <ol style="list-style-type: none"> <li>1) Monitor for reading problems and monitor progress;</li> <li>2) Provide intensive small group reading; and</li> <li>3) Provide extensive and varied vocabulary instruction.</li> </ol> <p>The WWC Practice Guide synthesized many research studies and presents recommendations that educators can use to prepare young children for school. Research supporting the recommendations begins on page 31.</p> <p>The KY CLSD project will emphasize the strategies identified in this practice guide that have strong evidence ratings through technical assistance and the requirement that high-quality instructional resources approved for purchase must focus on valid and reliable universal screeners and literacy diagnostics to monitor for reading problems and progress, intensive reading instruction when needed and extensive vocabulary instruction, as identified in this guide. Instructional resources must provide extensive and varied vocabulary instruction as part of the 5 essential components of literacy identified in the National Reading Panel (2000)-phonemic awareness, phonics, fluency, vocabulary development and comprehension. Project Specific Measures will also include universal screening data.</p>	Research studies used to identify effective instructional recommendations focused on a wide variety of geographic locations including rural, suburban, urban and students from all groups, including underserved students. Kentucky students come from a wide variety of locations and populations as well.
Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., and Torgesen, J. (2008). Improving adolescent literacy: Effective	This practice guide provides 5 recommendations that apply to improving adolescent literacy. Each recommendation includes implementation	Research studies used to identify effective instructional recommendations focused on a wide variety of geographic locations including rural,

<p>classroom and intervention practices: A Practice Guide (NCEE #2008-4027). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from: WWC   Improving Adolescent Literacy: Effective Classroom and Intervention Practices (ed.gov)</p>	<p>steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. Three recommendations have a strong evidence rating:</p> <ol style="list-style-type: none"> <li>1) provide explicit vocabulary instruction;</li> <li>2) provide direct and explicit comprehension strategy instruction; and</li> <li>3) make available intensive and individualized interventions for struggling readers that can be provided by trained specialists.</li> </ol> <p>The WWC Practice Guide synthesized many research studies and presents recommendations that educators can use to prepare young children for school. Research supporting the recommendations begins on page 52.</p> <p>The KY CLSD project will emphasize the strategies identified in this practice guide that have strong evidence ratings through technical assistance and the requirement that high-quality instructional resources approved for purchase must focus on effective literacy strategies for improving adolescent literacy, such as the instructional strategies identified in this guide. Instructional resources must provide intensive and individualized interventions, vocabulary instruction and comprehension strategy instruction as part of the 5 essential components of literacy identified in the National Reading Panel (2000)-phonemic awareness, phonics, fluency, vocabulary development and comprehension.</p>	<p>suburban, urban and students from all groups, including underserved students. Kentucky students come from a wide variety of locations and populations as well.</p>
<p>Gersten, R., Compton, D., Connor, C.M., Dimino, J., Santoro, L., Linan-Thompson, S., and Tilly, W.D. (2008). Assisting students struggling with reading: Response to Intervention and multi-tier intervention for reading in the primary grades. A practice guide. (NCEE 2009-4045). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education. Retrieved from Assisting Students Struggling with Reading: Response to Intervention (RtI) and Multi-Tier Intervention in the Primary Grades (ed.gov) .</p>	<p>This practice guide provides 5 recommendations that apply to assisting students struggling with reading. Each recommendation includes implementation steps and solutions for common obstacles. The recommendations also summarize and rate supporting evidence. One recommendation has a strong evidence rating:</p> <ol style="list-style-type: none"> <li>1) Provide intensive, systematic instruction on up to three foundational reading skills in small groups to students who score below the benchmark on universal screening.</li> </ol> <p>The WWC Practice Guide synthesized many research studies and presents recommendations that educators can use to prepare young children for school. Research supporting the recommendations begins on page 50.</p> <p>The KY CLSD project will emphasize the strategy identified in this practice guide that has strong evidence rating through technical assistance and the requirement that high-quality instructional resources approved for purchase</p>	<p>Research studies used to identify effective instructional recommendations focused on a wide variety of geographic locations including rural, suburban, urban and students from all groups, including underserved students. Kentucky students come from a wide variety of locations and populations as well.</p>

	<p>must focus on intensive, systematic instruction focused on foundational reading when identified as the area of need and the purchase of universal screeners if the sub-grantee does not already have one. Instructional resources must provide instruction on foundational reading as part of the 5 essential components of literacy identified in the National Reading Panel (2000)-phonemic awareness, phonics, fluency, vocabulary development and comprehension. Project Specific Measures will also include universal screening data.</p>	
<p>Taylor, et.al (2013). Title: The Effects of Research-Based Curriculum Materials and Curriculum-Based Professional Development on High School Science Achievement: Results of a Cluster-Randomized Trial. Retrieved from the NCEE website ED564104.pdf</p>	<p>Research included 18 high schools, 4,000 ninth and tenth graders and 54 teachers. Research-based curriculum materials and increased curriculum-based professional development had a statistically significant effect-.09. The expected normative gain for 10th was .41 The gain was equivalent to 4 months of increased instructional time when compared to the expected normative gain for science 8-10. The student recommends research-based curriculum and increased curriculum-based professional development. The data supports strong evidence.</p> <p>Although the research was focused on science, results of the study add to the growing body of evidence that research-based instructional materials supported by curriculum-based professional development promote increased student achievement. The Kentucky project will increase evidence-based instructional materials and will provide funding for 2-to-4 years of sustained, job-embedded professional learning and coaching to increase teacher effectiveness and student literacy outcomes.</p>	<p>The study was conducted in rural and suburban settings which aligns to the geographic populations in Kentucky.</p>
<p>Wasik, Barbara A.; Hindman, Annemarie H. (2020). Title: Increasing Preschoolers' Vocabulary Development through a Streamlined Teacher Professional Development Intervention. Early Childhood Research Quarterly v50 p101-113. Retrieved from: <a href="https://eric.ed.gov/?id=ED611720">https://eric.ed.gov/?id=ED611720</a></p>	<p>The research study implemented Story Talk book reading with Story Maps in pre-kindergarten classrooms across 15 schools. Teachers received curriculum-based professional learning and job-embedded coaching. Teachers in the comparison group did not receive curriculum-based coaching. The treatment group had a statistically significant positive effect-.08. The study recommends curriculum-based professional learning and job-embedded coaching. What Works Clearinghouse reviewed the study and gave it a Tier 1 (Strong) evidence rating.</p> <p>Although the research was focused on preschool, results of the study add to the growing body of evidence that curriculum-based professional development paired with job-embedded coaching support for effective implementation promote</p>	<p>The study was conducted in an urban, high-poverty school district in the Northeast. The sample was evenly divided by gender. Six percent of children were dual language learners. Community demographics show that the majority (eighty-three percent) of children were African American, while eight percent were white and nine percent were Hispanic/Latino. In addition, eighty-seven percent of children received free or reduced lunch, and fifteen percent of children had identified special needs. These demographics match many of the school districts in Kentucky.</p>

	increased student achievement. The Kentucky project will use funding to provide 2-to-4 years of curriculum-based professional learning and coaching based on local time frames and needs for all levels.	
Taylor, Joseph A.; Getty, Stephen R.; Kowalski, Susan M.; Wilson, Christopher D.; Carlson, Janet; Van Scotter, Pamela (2015). Title: An Efficacy Trial of Research-Based Curriculum Materials with Curriculum-Based Professional Development American Educational Research Journal, v52 n5 p984-1017 Oct 2015. Retrieved from the NCEE website: Study: 90478 (ed.gov)	<p>The researchers randomly assigned 9 schools to the intervention group and 9 schools to the comparison group. The study included 3,052 students in grade 10 and 53 teachers. Curriculum developers provided collaborative professional development in the summer and coaching throughout the year to support the implementation of research-based curriculum materials for each unit of study. Teachers received curriculum-based professional learning and coaching. Findings suggest the treatment group students would have scored an estimated 3.68 scale score points higher, on average, than students in the comparison group had the groups been fully equivalent prior to treatment. This difference (b01) is statistically significant at <math>\alpha = .05</math> significance level (<math>p = .035</math>). This difference (b01) is statistically significant at the <math>\alpha = .05</math> significance level (<math>p = .035</math>). (Page 21). The study recommends curriculum-based professional learning and coaching. Meets What Works Clearinghouse without Reservation. Tier 1 (Strong) Evidence.</p> <p>"Research-based curriculum materials for students will never eliminate the important role of the teacher in the classroom." Pg. 5 This study provides strong evidence for incorporating both research-based curriculum and curriculum-based professional learning. The Kentucky project provides subgrantees with the necessary funding to purchase high-quality instructional materials and supports sustained, job embedded curriculum-based professional learning for 2-to-4 years.</p>	<p>Approximately half of the 18 schools were in suburban areas and half were in rural areas that served a diverse student demographics. Approximately 48% of the students were female, 46% were eligible for free or reduced-price lunch, 5% were English learners, and 10% had a special education designation. Fifty-two percent were White, 8% were Asian, 7% were Black, 3% were two or more races, 2% were Native American, 1% were Pacific Islander, and 27% did not report race. Twenty-seven percent were Hispanic or Latino. Kentucky has a large rural and suburban areas with diverse student demographics which match the study populations.</p>
Neitzel, A. J., Lake, C., Byun, S., Shi, C., & Slavin, R. (2023, May 25). Title: Effective Tier 1 Reading Instruction for Elementary Schools: A Systematic Review. Retrieved from: <a href="https://doi.org/10.31219/osf.io/xsw2p">https://doi.org/10.31219/osf.io/xsw2p</a>	<p>This systematic literature review focused on evidence for Tier 1 reading programs. The research study provides one recommendation: schools should choose valid and reliable Tier 1 instructional resources for reading. Out of the 90 studies and 58 programs reviewed there was a positive effect across all studies (<math>ES = +0.09</math>, <math>p &lt; .01</math>). Studies for each category are summarized in Tables 2 to 10 on pages 67 to 85. The data supports strong evidence.</p> <p>The systematic review is robust and highlights</p>	<p>The 5,001 students included in the research studies reflect a variety of demographics, including underserved students, that are in Kentucky. Study demographics are included in Tables 2 to 10 and pages 67 to 85.</p>



	<p>the benefits of strong Tier 1 instruction as it affects all students and can reduce the need for Tier 2 and 3 interventions. It also highlights the importance of carefully reviewing instructional materials using valid and reliable ratings from independent reviewers. The Kentucky project will increase effective, valid, and reliable high-quality literacy instructional materials through technical assistance to support subgrantees as they choose instructional resources and the requirement that all instructional resources must be valid and reliable for approval.</p>	
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## Instructions for Evidence Form

- 1. Level of Evidence.** Check the box next to the level of evidence for which you are applying. See the Notice Inviting Applications for the evidence definitions.
- 2. Citation and Relevance.** Fill in the chart for each of the studies you are submitting to meet the evidence standards. If allowable under the program you are applying for, you may add additional rows to include more than four citations. (See below for an example citation.)
  - a. Research/Citation.** For Demonstrates a Rationale, provide the citation or link for the research or evaluation findings. For Promising, Moderate, and Strong Evidence, provide the full citation for each study or WWC publication you are using as evidence. If the study has been reviewed by the WWC, please include the rating it received, the WWC review standards version, and the URL link to the description of that finding in the WWC reviewed studies database. Include a copy of the study or a URL link to the study, if available. Note that, to provide promising, moderate, or strong evidence, you must cite either a specific recommendation from a WWC practice guide, a WWC intervention report, or a publicly available, original study of the effectiveness of a component of your proposed project on a student outcome or other relevant outcome.
  - b. Relevant Outcome(s)/Relevant Finding(s).** For Demonstrates a Rationale, describe how the research or evaluation findings suggest that the project component included in the logic model is likely to improve relevant outcomes. For Promising, Moderate and Strong Evidence, describe: 1) the project component included in the study (or WWC practice guide or intervention report) that is also a component of your proposed project, 2) the student outcome(s) or other relevant outcome(s) that are included in both the study (or WWC practice guide or intervention report) and in the logic model (theory of action) for your proposed project, and 3) the study (or WWC intervention report) finding(s) or WWC practice guide recommendations supporting a favorable relationship between a project component and a relevant outcome. Cite page and table numbers from the study (or WWC practice guide or intervention report), where applicable.
  - c. Project Component(s)/Overlap of Population and/or Settings.** For Demonstrates a Rationale, explain how the project component(s) is informed by the research or evaluation findings. For Promising, Moderate, and Strong Evidence, explain how the population and/or setting in your proposed project are similar to the populations and settings included in the relevant finding(s). Cite page numbers from the study or WWC publication, where applicable.

*EXAMPLES: For Demonstration Purposes Only (the three examples are not assumed to be cited by the same applicant)*

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., Kim, J., Lyskawa, J., Olson, C. B., & Smither Wulsin, C. (2016). <i>Teaching secondary students to write effectively</i> (NCEE 2017-4002). Washington, DC: National Center for Education Evaluation and Regional Assistance (NCEE), Institute of Education Sciences, U.S. Department of Education. Retrieved from the NCEE website: <a href="https://ies.ed.gov/ncee/wwc/PracticeGuide/22">https://ies.ed.gov/ncee/wwc/PracticeGuide/22</a> . This report was prepared under Version 3.0 of the WWC Handbook (p. 72).	<p>(Table 1, p. 4) Recommendation 1 ("Explicitly teach appropriate strategies using a Model – Practice – Reflect instructional cycle") is characterized as backed by "strong evidence."</p> <p>(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 reported statistically significant and positive impacts of this practice on genre elements, organization, writing output, and overall writing quality.</p>	(Appendix D, Table D.2, pp. 70-72) Studies contributing to the "strong evidence" supporting the effectiveness of Recommendation 1 were conducted on students in grades 6 through 12 in urban and suburban school districts in California and in the Mid-Atlantic region of the U.S. These study samples overlap with both the populations and settings proposed for the project.

A. Research/Citation	B. Relevant Outcome(s)/Relevant Finding(s)	C. Project Component(s)/Overlap of Populations and/or Settings
<p>U.S. Department of Education, Institute of Education Sciences, What Works Clearinghouse. (2017, February). Transition to College intervention report: Dual Enrollment Programs. Retrieved from <a href="https://ies.ed.gov/hcee/wwc/Intervention/1043">https://ies.ed.gov/hcee/wwc/Intervention/1043</a>. This report was prepared under Version 3.0 of the WWC Handbook (p. 1).</p>	<p>(Table 1, p. 2) Dual enrollment programs were found to have positive effects on students' high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college, and these findings were characterized by a "medium to large" extent of evidence.</p>	<p>(pp. 1, 19, 22) Studies contributing to the effectiveness rating of dual enrollment programs in the high school completion, general academic achievement in high school, college access and enrollment, credit accumulation in college, and degree attainment in college domains were conducted in high schools with minority students representing between 32 and 54 percent of the student population and first generation college students representing between 31 and 41 percent of the student population. These study samples overlap with both the populations and settings proposed for the project.</p>
<p>Bettinger, E.P., &amp; Baker, R. (2011). <i>The effects of student coaching in college: An evaluation of a randomized experiment in student mentoring</i>. Stanford, CA: Stanford University School of Education. Available at <a href="https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf">https://ed.stanford.edu/sites/default/files/bettinger_baker_030711.pdf</a></p> <p>Meets WWC Group Design Standards without Reservations under review standards 2.1 (<a href="http://ies.ed.gov/hcee/wwc/Study/72030">http://ies.ed.gov/hcee/wwc/Study/72030</a>).</p>	<p>The intervention in the study is a form of college mentoring called student coaching. Coaches helped with a number of issues, including prioritizing student activities and identifying barriers and ways to overcome them. Coaches were encouraged to contact their assignees by either phone, email, text messaging, or social networking sites (pp. 8-10). The proposed project for Alpha Beta Community College students will train professional staff and faculty coaches on the most effective way(s) to communicate with their mentees, suggest topics for mentors to talk to their mentees, and be aware of signals to prevent withdrawal or academic failure.</p> <p>The relevant outcomes in the study are student persistence and degree completion (Table 3, p. 27), which are also included in the logic model for the proposed project.</p> <p>This study found that students assigned to receive coaching and mentoring were significantly more likely than students in the comparison group to remain enrolled at their institutions (pp. 15-16, and Table 3, p. 27).</p>	<p>The full study sample consisted of "13,555 students across eight different higher education institutions, including two- and four-year schools and public, private not-for-profit, and proprietary colleges." (p. 10) The number of students examined for purposes of retention varied by outcome (Table 3, p. 27). The study sample overlaps with Alpha Beta Community College in terms of both postsecondary students and postsecondary settings.</p>

**Paperwork Burden Statement:** According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is 1894-0001. The time required to complete this information collection is estimated to vary from 1 to 4 hours per response, with an average of 1.5 hours per response, including the time to review instructions, search existing data sources, gather the data needed, and complete and review the information collection. If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to: U.S. Department of Education, Washington, D.C. 20202-4537. If you have comments or concerns regarding the status of your individual submission of this form, write directly to the Office of Innovation and Improvement, U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202

PR/Award # S371C240003