



FLOYD COUNTY BOARD OF EDUCATION  
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Linda C. Gearheart, Member - District 1  
Dr. Chandra Varia, Member- District 2  
Rhonda Meade, Member - District 4

**Date: June 8, 2020**

**Consent Agenda Item (Action Item):** Approve the agreement with Save the Children, continue the same agreement as last, no changes.

**Applicable State or Regulations:** BOE Policy 01.11 General Powers and Duties of the Board

**Budget/Financial Issues:** Reimbursement through Berea College and Gear Up East KY Partnership Grant.

**Recommended Action:** Approve as presented

**Contact Person(s):** S. Denise Isaac, Chief Information Officer

  
Chief Information Officer

  
Superintendent

**Save the Children School-Age Program Component  
In-School Literacy**

**Program Description**

The Save the Children-designed in-school literacy program provides reading software and books for use during the school day. Programs that use this software address guided independent reading practice (GIRP). Regular opportunities to read independently provide children with increased motivation for reading, background knowledge about important concepts, vocabulary growth, and the ability to read fluently. Accelerated Reader™, a reading management software program by Renaissance Learning, is used to monitor this guided reading practice. In addition, for children in grades two and above who are currently reading below grade level and already attend the afterschool program, there are tutorials that provide small-group support for phonics, sight word, vocabulary, and comprehension growth. Emergent reader literacy activities are also available for beginning readers.

Family engagement is also a component of Save the Children's in-school program support. Family engagement efforts, beginning early in the educational process, result in powerful effects on children's learning, extending well beyond elementary school. As Save the Children aims to support children's educational success and third grade reading proficiency, the research underscores the importance of focusing on family engagement as a proven strategy in supporting those efforts. High-quality family engagement must be designed to meet the needs of the individual school and families. Therefore, the specific family engagement practices and activities to be implemented within your program and school will be self-selected to align with the four key strategies: Communicating Effectively, Supporting Children's Learning, Creating Family Connectedness, and Collaborating with the Community.

Below are site options for in-school literacy programming. One or more options can be selected for each site. On the partner plan, indicate which activity will be implemented using the guided options below. Note the definition of unique and non-unique children attending in-school programs below.

Unique children – those who do **not** attend afterschool programming

Non-unique children – those who **do** attend afterschool programming

<p><b>Children in Grades 2-6</b> <b>OPTION A</b> UNIQUE CHILDREN</p> <ul style="list-style-type: none"><li>• GIRP ONLY</li></ul> <p>OR</p> <ul style="list-style-type: none"><li>• GIRP &amp; RA<sub>v</sub>FL 3 weeks GIRP/1 week RA<sub>v</sub>FL per month</li></ul>	<p><b>Children in Grades 2-6</b> <b>OPTION B</b> NON- UNIQUE CHILDREN ONLY</p> <p>TUTORIALS</p> <ul style="list-style-type: none"><li>• Phonics</li><li>• Sight Words</li><li>• Vocabulary</li><li>• comprehension</li></ul>	<p><b>Children in K-1</b> <b>OPTION A</b> UNIQUE CHILDREN</p> <ul style="list-style-type: none"><li>• READING TOGETHER</li></ul> <p>AND</p> <ul style="list-style-type: none"><li>• SKILL-BASED MODULES</li></ul>
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Scope of Work and Partnership Requirements  
Save the Children Subgrant Agreement

**Getting Started:**

Site Responsibilities if Implementing In-School Support:

- Hire a well-qualified Program Coordinator to coordinate and participate in the in-school, afterschool and summer literacy programs, typically a 35-40 hour work week during the school year.
- Notes:
1. A competent paraprofessional can fulfill the requirements and will be trained by Save the Children.
  2. A Program Coordinator job description is available upon request.
- Provide sufficient qualified support staff to ensure a staff/child ratio of 1:10.
  - Provide appropriate space and a computer for Program Coordinator administrative duties.
  - Ensure that all staff members working in Save the Children programs are able to attend Save the Children trainings, prior to working with children and as needed throughout the program year.
  - With the assistance of the Program Coordinator, purchase appropriate Accelerated Reader (AR) books to supplement an existing library or create a new one, with 50 percent of the books purchased being nonfiction.
  - Establish time during the school day where every independent reader can access AR books and quizzes.
  - Ensure that technology, including iPads and tablets where approved, purchased with Save the Children funding are available and accessible to children taking part in the in-school program.
  - Encourage teachers to work with Program Coordinators to determine which children would benefit most from the supplemental in-school literacy activities and allow them to participate in these activities 20-30 minutes a day, at least 3-4 days a week throughout the school year.
  - Provide Save the Children with a schedule for in-school direct services. It is expected that a fulltime Program Coordinator will spend approximately 2 to 2 1/2 hours (can be more) providing direct support to children, implementing our literacy activities, either in classrooms or outside the classroom in an appropriate space and learning environment that comfortably supports children's needs.

Save the Children Responsibilities:

- Provide training specific to GIRP, each tutorial and the emergent reader Reading Together activity and skill-based modules.
- Monitor attendance in tutorials, emergent reader modules and guided independent reading practice.

\*Program Specialists are also available to:

- Provide support in the interviewing and hiring process.
- Provide an overview to school personnel on Save the Children's in-school literacy programming.
- Provide support in appropriate book selection according to reading ranges and interest levels of the children.
- Provide professional development to school personnel for implementing best practices in STAR Reading™ and Accelerated Reader™.
- Provide guidelines for selecting children for the in-school program.

**Administering Renaissance Learning Pre- and Post-tests**

We cannot emphasize enough the importance of administering STAR Reading™ to every child who is using AR and STAR Early Literacy Enterprise™ to each child involved with emergent reader activities. Because these assessments are provided by Renaissance Learning, they most closely match the program, thus they are the best placement assessment for Save the Children's and our partners' use. However, we use them for another very important reason. On a regular basis, the program receives a thorough evaluation from an independent firm. It allows Save the Children to analyze the results of the program and share successes with many interested parties, from important funders to state legislators.

Site Responsibilities:

- Administer the STAR Reading™ pre-test at the beginning of the school year to all children in grades one and above who are able to read at least 100 sight words to determine their reading range. (The Program Coordinator can assist with the STAR Reading™ pre-test, but should not be expected to do this for the whole school.)
- Administer the STAR Early Literacy Enterprise™ pre-test at the beginning of the school year to all kindergarten and first grade children who are struggling to master beginning reading skills. (The Program Coordinator can assist.)

Scope of Work and Partnership Requirements  
Save the Children Subgrant Agreement

Program Coordinator Responsibilities:

- Administer a mid-year STAR Reading™ or STAR Early Literacy Enterprise™ assessment to all children who participate in the in-school program in order to monitor progress.
- Administer the STAR Reading™ or STAR Early Literacy Enterprise™ post-test at the end of the school year to all children who participated in the in-school program, in a quiet, non-disruptive environment.

Save the Children Responsibilities:

- Provide support in using best practices to conduct the STAR Reading™ pre- and post-tests.
- Monitor STAR Reading™ Summary reports.

**Family Engagement**

Program Coordinator Responsibilities:

- Collaborate with school administration and staff to develop a family engagement team consisting of STC program staff, administrators, teachers, family members and other school staff. This team will be responsible for identifying areas of alignment between the program and school-wide family engagement practices, selecting practices for improvement, developing an action plan, and implementing family engagement throughout the year.
- Complete the Family Engagement Checklist to identify site-specific family engagement focus areas for the program year. This is to be completed at the start of the program year and at the end of the program year to measure growth in family engagement efforts.
- Complete an annual Family Engagement Planning Guide to outline specific family engagement practices and activities to be conducted throughout the program year.
- Conduct at least two family engagement events during the program year to address key Family Engagement strategies.
- Collaborate with school administration and staff to identify areas of alignment between the program and school-wide family engagement practices.
- Participate in a mid-year Family Engagement review with Program Specialist.
- Submit family engagement data, including Family Post-Survey data and other identified data points, to Save the Children for analysis and review.

Save the Children Responsibilities:

- Provide the Family Engagement Checklist.
- Provide the annual Family Engagement Planning Guide.
- Provide training support and technical assistance for high quality implementation of family engagement practices.
- Provide resources for developing and implementing family engagement activities and events.
- Provide the Family Post-Survey.

Scope of Work and Partnership Requirements  
Save the Children Subgrant Agreement



I hereby acknowledge the receipt of and my understanding of the following documents provided me by Save the Children programs:

- Save the Children, U.S. Programs Technology Guidelines
- Save the Children, Program Component Early Childhood Development
- Save the Children, Afterschool Program Component Literacy, Healthy Choices, Emergency Preparedness, and Family Engagement
- Save the Children, School-Age Program Component In-School Literacy
- Save the Children, Sponsorship Funded Partnerships
- Save the Children, Program Component Foster Grandparent

I acknowledge that I have read, accept, and agree to the goals, guidelines, terms, conditions, etc. set forth in each of the documents provided and set by the Save the Children programs on behalf of myself, district staff, district program(s), and school(s).

Signed: \_\_\_\_\_

Role: Site Supervisor

Date: \_\_\_\_\_

District: \_\_\_\_\_