


**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #:**            **DATE:** April 10, 2023

**TOPIC/TITLE:** Grant Requests

**PRESENTER:** Ryan Asher 

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)  
☒ ACTION REQUESTED AT THIS MEETING  
☐ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL  
☐ ACTION REQUESTED AT FUTURE MEETING:            (DATE)  
☒ BOARD REVIEW REQUIRED BY

- ☒ STATE OR FEDERAL LAW OR REGULATION  
☐ BOARD OF EDUCATION POLICY  
☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION  
☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:  
☐ ACTION:

**BACKGROUND INFORMATION:**

As per Board policy all requests to submit and receive grants must be pre-approved by Board of Education.

**SUMMARY OF MAJOR ELEMENTS:**


We are requesting Board approval for the following individuals to apply for grants, and accept them if awarded, as summarized below and per attached requests.

- 1) District - KDE Reading Diagnostic and Intervention Fund Mini Grants
- 2) District - Stronger Connections Grant
- 3) Classroom Teachers - Art in the Park Supplemental Art Supplies Grants

**IMPACT ON RESOURCES:**

**TIMETABLE FOR FURTHER REVIEW OR ACTION:**

**SUPERINTENDENT'S RECOMMENDATION:** ☒ Recommended            ☐ Not Recommended



**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #:**            **DATE:** April 24, 2023

**TOPIC/TITLE:** Grant Request- Stronger Connections

**PRESENTER:** Tracey Francis 

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)
- ☒ ACTION REQUESTED AT THIS MEETING
- ☐ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL
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- ☐ STATE OR FEDERAL LAW OR REGULATION
- ☐ BOARD OF EDUCATION POLICY
- ☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION
- ☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:
- ☐ ACTION:

**BACKGROUND INFORMATION:**

As per Board policy all requests to submit and receive grants must be approved by Board of Education.

**SUMMARY OF MAJOR ELEMENTS:**

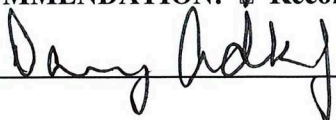
The Stronger Connections grant is an opportunity to provide supports in the district's efforts to expand services that create safe and supportive schools. The district will be applying on behalf of all schools. Awards are based on application score and student enrollment. If chosen, WCPS would be awarded \$450,000 over three years to support mental health and social emotional learning.

Permission to request and receive if awarded grant(s): Grant would total \$450,000 if selected.

**IMPACT ON RESOURCES:** No matching funds required

**TIMETABLE FOR FURTHER REVIEW OR ACTION:** Grant due 5/15/23

**SUPERINTENDENT'S RECOMMENDATION:** ☒ Recommended            ☐ Not Recommended

  
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**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #:**           **DATE:** April 24, 2023

**TOPIC/TITLE:** Grant Request

**PRESENTER:** Ryan Asher

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)  
☒ ACTION REQUESTED AT THIS MEETING  
☐ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL  
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- ☐ STATE OR FEDERAL LAW OR REGULATION  
☐ BOARD OF EDUCATION POLICY  
☐ OTHER:

**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION  
☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:  
☐ ACTION:

**BACKGROUND INFORMATION:**

As per Board policy all requests to submit and receive grants must be approved by Board of Education.

**SUMMARY OF MAJOR ELEMENTS:**

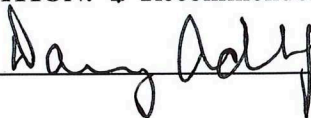
The Reading Diagnostic and Intervention fund mini-grant is a one-year (July 2023-June 30, 2024) grant to support reading intervention through materials and training for individuals providing Tier 2 and Tier 3 interventions. The grant is completed by the district, but awards are given individually to schools. If accepted for the grant, each school would receive \$40,000.

Permission to request and receive if awarded grant(s):

**IMPACT ON RESOURCES:** None on current resources

**TIMETABLE FOR FURTHER REVIEW OR ACTION:** Grant due 4/25/23

**SUPERINTENDENT'S RECOMMENDATION:** ☒ **Recommended**            ☐ **Not Recommended**







## REQUEST FOR APPLICATION (RFA)

### READING DIAGNOSTIC AND INTERVENTION FUND MINI GRANT

<b>Deadline</b>  <b>April 25, 2023</b> <i>(Applications received after 4 p.m. (ET) will NOT be reviewed)</i>	<b>Issued By</b>  <b>Kentucky Department of Education</b> <b>Office of Teaching and Learning</b> Division of Program Standards
<b>Email All Questions To:</b>  Kentucky Department of Education Procurement Branch <a href="mailto:KDERFP@education.ky.gov">KDERFP@education.ky.gov</a> <i>(Questions will only be accepted via email)</i>  <b>Questions Deadline:</b> <b>April 5, 2023 - 4:00 PM (ET)</b>	<b>Submit Applications to:</b>  <a href="mailto:KDERFP@education.ky.gov">KDERFP@education.ky.gov</a> <i>(Only electronic applications will be accepted)</i>
<b>Specific Instructions:</b> <u><b>Failure to follow these specific instructions will deem an applicant's response non-responsive and will not be scored.</b></u>  <ol style="list-style-type: none"> <li>1. All public-school districts in Kentucky and Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD) are eligible to apply on behalf of the school(s).</li> <li>2. The public-school district must submit a separate application for each school.</li> <li>3. The Kentucky Department of Education (KDE) reserves the right to waive minor technical issues.</li> <li>4. Applicants are responsible for monitoring KDE's Competitive Grants webpage for amendments and updates to the posted RFA and supporting materials.</li> </ol>	

Page 4: K-2 and 3-12 Rubric links replaced.

Page 8: Application Deadline is April 25, 2023, 4 PM ET.

Page 13: Code 0120 added, Code 0650 replaced code 0735 on budget form.

**KENTUCKY DEPARTMENT OF EDUCATION**  
**Request for Application**

**Reading Diagnostic and Intervention Fund Mini Grant**

**Deadline April 25, 2023, 4:00 p.m. (ET)**

Date	Event	Location	Participation
March 3, 2023	RFA released	Online	N/A
March 21, 2023 10 AM (ET)	Technical assistance webinar	Online	Attending or watching this recorded TA session is recommended
April 5, 2023	Questions deadline	Email	N/A
On or around April 10, 2023	FAQ posted	Online	recommended
April 25, 2023	Application deadline	Send to KDE	<b>Required</b>
May 9-12, 2023	Application review and scoring	Online	N/A
On or around May 26 <sup>th</sup> , 2023	Awardees are posted to KDE website	Online	N/A
TBD	MOA process (KDE & LEA)	N/A	Districts
TBD	District/School plans reviewed	N/A	N/A
July 1, 2023	Funding available to LEA	N/A	Districts

**Background and Purpose**

The Office of Teaching and Learning is issuing a Request for Application (RFA) for Kentucky public school districts to apply on behalf of individual schools. KSB and KSD are also eligible to apply. As specified in [KRS 158.792](#), the Reading Diagnostic and Intervention fund is created to help teachers and library media specialists improve the reading skills of struggling readers in kindergarten through grade three (3). The Reading Diagnostic and Intervention Fund mini grant will help districts select [High-Quality Instructional Resources](#) (HQIRs) that support the implementation of structured literacy practices for tier 2 and/or tier 3 reading instruction in kindergarten through grade three (3).

**Funding**

The Kentucky Department of Education (KDE) anticipates funding approximately 100 schools at \$40,000 for:

- 1) Purchasing a HQIR to implement tier 2 or tier 3 structured literacy interventions, and/or
- 2) The cost of vendor provided high-quality professional learning (HQPL) connected to an existing or newly purchased HQIR to support tier 2 or 3 structured literacy interventions, and/or



- 3) The cost for extended time or release time for teachers to engage in professional learning of the existing or newly purchased HQIR to support tier 2 or 3 structured literacy interventions.

The Reading Diagnostic and Intervention Fund Mini Grant is for one year (July 2023-June 30, 2024) contingent on successful implementation of resources for tier 2 and/or tier 3 structured literacy interventions, grant requirement compliance and the availability of funds. Funds must be spent using allowable MUNIS codes by June 30, 2024.

The fiscal agent for the application for public schools shall be a local school district. Each school will provide a budget and budget summary aligned to the allowable MUNIS codes to show how the funds will be spent by the local school district.

### **1) Tier 2 or 3 Structured Literacy Instructional Resources**

As specified in [KRS 158.792](#), the Reading Diagnostic and Intervention Fund provides funding to schools to support teachers and reading interventionists in the implementation of reliable, replicable evidence-based reading intervention programs that use a balance of diagnostic tools and instructional strategies that emphasize phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to read to address the diverse learning needs of those students reading at low levels.

#### **Evaluating and Selecting a HQIR for Tier 2 or Tier 3 Structured Literacy Instruction**

Applicants wishing to use funds to purchase a HQIR for tier 2 or 3 instruction should consider the guidance below:

Purchased instructional resources shall support the implementation of structured literacy practices, supplement, not replace, the classroom comprehensive reading program and align with the KDE's definition of [HQIRs](#) as listed below:

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

The KDE's [Reading and Writing Instructional Resources Consumer Guide](#) (RW Consumer Guide) outlines four steps school and district instructional resource review teams may follow as they seek out high-quality resources, evaluate their effectiveness and ultimately select them for use in schools. For a district/school using funding to purchase tier 2 or tier 3 structured literacy instructional resources, they should refer to the process outlined in the KDE's [RW Consumer Guide](#).

After determining the selection criteria from step one of the process, review teams may refer to [EdReports](#) as a recommended starting point to research available tier 2 resources that meet the selection criteria. **Primary, or tier 1, HQIRs rated green on EdReports are recommended instructional resources for tier 1 and 2 instruction.** Therefore, HQIRs rated green on EdReports may be considered for purchase with mini-grant funds for the purpose of implementing tier 2 instruction. If using funds to purchase HQIRs for tier 3 instruction, the [Academic Intervention Tools Chart](#) is a recommended starting point for identifying resources that earn positive and/or potentially positive effectiveness ratings. Resources receiving high ratings from other reliable studies may also be considered, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](#). Information and resources for supporting tiered instruction can be found on the KDE's [kymtss.org](http://kymtss.org) webpage.

Before making a final selection, review teams should determine the best tier 2 or 3 reading instructional resource(s) for meeting their school's instructional vision and their student needs using the KDE's [Instructional Resources Alignment Rubrics](#) for [K-2 Rubric](#) or [3-12 Rubric](#) one of the key tools included in step 3 of the process for selecting HQIRs, according to the *RW Consumer Guide*. Additionally, review teams may refer to the Reading League's [Curriculum Evaluation Guidelines](#) for K-5 English Language Arts (ELA) for support in understanding and confirming the potential HQIR includes the Key Criteria for Reading Foundations. The Key Criteria for Reading Foundations are listed in the K-2 and 3-12 Reading and Writing Instructional Alignment Rubrics but further clarified in the *Curriculum Evaluation Guidelines*.

## **2) Vendor Provided High-Quality Professional Learning (HQPL) to Support HQIR for Tier 2 or 3 Structured Literacy Instruction**

Applicants wishing to use funds to pay for vendor provided HQPL to support tier 2 or 3 structured literacy instruction should consider the guidance below:

All teachers who will be implementing the HQIR for tier 2 or 3 structured literacy instruction shall be trained in the reading intervention resources. The professional learning shall be:

- Aligned to the characteristics of [High-Quality Professional Learning](#) (HQPL); and
- Aligned to the [KAS for Reading and Writing](#).

Please note: For a district/school using funding for vendor delivered professional learning to support implementation of a previously purchased HQIR for tier 2 or 3 structured literacy instruction, the HQIR must meet the same requirements expected of a newly purchased HQIR (as described in section one of this document).

## **3) Extended time or release time for teachers to engage in professional learning of the existing or newly purchased HQIR to support tier 2 or 3 structured literacy interventions.**

Applicants wishing to use funds to pay for extended time or release time for teachers to engage in professional learning of the existing or newly purchased HQIR to support tier 2 or 3 structured literacy interventions should consider the guidance below:



- All teachers who will be implementing the HQIR for tier 2 or 3 structured literacy instruction shall be trained in the structured literacy intervention resources.
- Professional learning required for the existing or newly purchased HQIR can be conducted through extended time or release time for teachers.

### Key Terms and Definitions

- High-Quality Professional Learning (HQPL): Aligned to the KAS for Reading and Writing; incorporates active learning; uses models and modeling of effective practice; supports collaboration; provides coaching and expert support; offers feedback and reflection; is sustained and continuous.
- High-Quality Instructional Resource (HQIR): Research-based and/or externally validated; comprehensive to include engaging texts, tasks, and assessments; **based on fostering vibrant student learning experiences**; culturally relevant, free from bias; accessible for all students; supports structured literacy; and aligned to the *KAS for Reading and Writing*.
- Structured Literacy: Explicit, systematic instruction in phonics, phonemic awareness, fluency, vocabulary, and comprehension.

### Evaluation

Per [KRS 158.792](#), the Kentucky Board of Education administrative regulations shall “establish the minimum evaluation process for an annual review of each grant recipient's program and progress.” High-Quality Instructional Resources are not just for teachers; they are critical for student success. Students deserve access to standards-aligned instructional resources and grade-level assignments to help them reach the intended learning outcomes within the KAS. Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Evaluating the initial use of funds will include the following:

- Submitted professional learning plan for KDE approval that aligns to the characteristics of HQPL on the HQIR and demonstrates how and when teachers will be trained on the new or existing structured literacy reading intervention resources (see *RW Consumer Guide* for guidance) including a description and number of hours of professional learning on the selected HQIR implemented in the school within a school year.
- Submitted teacher reflection surveys providing feedback on professional learning experiences, the implementation of the HQIR and student progress.

### Requirements for Funding

Schools awarded the Reading Diagnostic and Intervention Fund Mini Grant agree to provide the following:

- a. The building principal and a district grant coordinator/contact to monitor the high-quality instructional resource implementation and high-quality professional learning for a newly purchased and/or existing tier 2 or tier 3 structured literacy resource.



**WOODFORD COUNTY BOARD OF EDUCATION  
AGENDA ITEM**

**ITEM #:**            **DATE:** April 10, 2023

**TOPIC/TITLE:** Grant Request - Art in the Park for Supplemental Art Supplies

**PRESENTER:** Ryan Asher

**ORIGIN:**

- ☐ TOPIC PRESENTED FOR INFORMATION ONLY (No board action required.)  
☒ ACTION REQUESTED AT THIS MEETING  
☐ ITEM IS ON THE CONSENT AGENDA FOR APPROVAL  
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**PREVIOUS REVIEW, DISCUSSION OR ACTION:**

- ☒ NO PREVIOUS BOARD REVIEW, DISCUSSION OR ACTION  
☐ PREVIOUS REVIEW OR ACTION

- ☐ DATE:  
☐ ACTION:

**BACKGROUND INFORMATION:**

As per Board policy all requests to submit and receive grants must be pre-approved by Board of Education.

**SUMMARY OF MAJOR ELEMENTS:**

The Art Village, Inc of Versailles, Kentucky is a nonprofit organization dedicated to building an artistic community and to supporting all creative endeavors in Woodford County and throughout Kentucky. They offer grants to classroom teachers to help provide materials necessary for art instruction for children pre-K to 12th grade. We are requesting blanket approval for any Woodford County teacher to apply for, and accept if awarded, one of these grants from this organization.

**IMPACT ON RESOURCES:**

**TIMETABLE FOR FURTHER REVIEW OR ACTION:**

**SUPERINTENDENT'S RECOMMENDATION:**   ☐ Recommended                      ☐ Not Recommended

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# Art in the Park

(<https://artintheparkversailles.org>)

Art in the Park

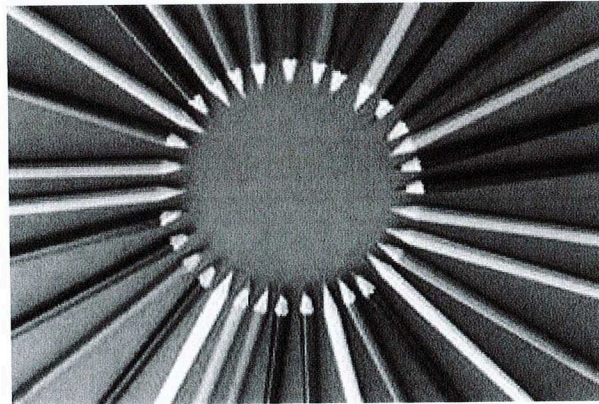
Art\_Craft Vendor Info and App 2023

Sponsor App 2023

Supplemental Art Supplies Program

Christmas Open House 2023

## Supplemental Art Supplies Program



Thank you for your interest in The Art Village Supplemental Art Supplies program. The Art Village, Inc of Versailles, Kentucky is a nonprofit organization dedicated to building an artistic community and to supporting all creative endeavors in Woodford County and throughout Kentucky.

The primary goal of the Supplemental Art Supplies program is to help provide materials necessary for art instruction for children pre-K to 12th grade. We recognize that funding for art supplies is often inadequate to cover special projects.

A secondary goal is to encourage all teachers to incorporate creativity in all subjects across the curriculum.

The Art Village Supplemental Art Supply Request details:

- The purpose is to help provide materials necessary for creative instruction.
- To be considered for supplemental art supplies, fill out the attached application and video / picture release. Send these forms to The Art Village, Inc., P.O.Box 806, Versailles, KY 40383, or



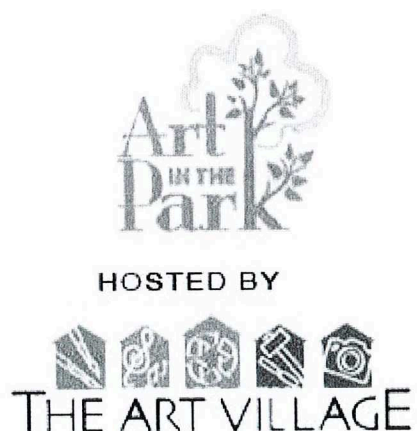
email them to TheArtVillageInc@gmail.com

- The Art Village would like to promote teachers receiving a supplemental grant on our website and/or Facebook. Therefore, we request you give us video / picture permission. We have included a release form. We do not ask for or want pictures of your students. Pictures of student artwork (with teacher name) are acceptable.
- Please direct questions to Deanna Ramsey at 859-873-0981 or TheArtVillageInc@gmail.com

Please submit application to The Art Village. Please direct any questions to Deanna Ramsey at TheArtVillageInc@gmail.com or 859-873-0981

Applications must be mailed or emailed to the following address:

The Art Village PO Box 806 Versailles, KY 40383 TheArtVillageInc@gmail.com



**Teacher's Name \***

**Email \***

**Phone Number \***

**Name of School and School District / County \***

**School Address**