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**REQUEST FOR APPLICATION** (RFA)

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| **READING DIAGNOSTIC AND INTERVENTION FUND**  **MINI-GRANT**   |  |  |  | | --- | --- | --- | | **Deadline:** March 19, 2024  *(Applications received after 4 p.m. (ET) will NOT be reviewed)* | Issued By:  Kentucky Department of Education  Office of Teaching and Learning  Division of Program Standards |  | | Email All Questions To:  KDE Procurement Branch  [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)  *(Questions will only be accepted via email)*  **By February 7, 2024, at 4 p.m. ET** | **Submit Applications to:**  [**KDERFP@education.ky.gov**](mailto:KDERFP@education.ky.gov)  *(Only electronic applications will be accepted)* |  | | **Specific Instructions:**  **Failure to follow these specific instructions will deem an applicant’s response**  **non-responsive and will not be scored.**     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) to support K-3 students in reaching proficiency in reading and writing through the purchase of high-quality instructional materials aligned to the *KAS for Reading and Writing*. Schools who have been previously awarded the RDIF Mini Grant may apply, but **only** to further implement the HQIR identified in the previous award or to select an HQIR for a different tier of instruction. 2. The public school district must submit a separate application for each school. 3. The Kentucky Department of Education (KDE) reserves the right to waive minor technical issues. 4. Applicants are responsible for monitoring KDE’s Competitive Grants webpage for amendments and updates to the posted RFA and supporting materials. 5. Plagiarism is strictly prohibited.  The use of AI to generate application content will also be considered plagiarism. | |  | |
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**KENTUCKY DEPARTMENT OF EDUCATION**

**Request for Application (RFA)**

**Reading Diagnostic and Intervention Fund Mini-Grant**

Deadline March 19, 2024, 4:00 p.m. (ET)

| **Date** | **Event** | **Location** | **Participation** |
| --- | --- | --- | --- |
| January 19, 2024 | RFA released | Online | N/A |
| January 31, 2024 | Technical assistance webinar | Online | Attending or watching this recorded TA session is recommended |
| February 7, 2024 | Questions deadline | Email | N/A |
| February 13, 2024 | FAQ posted | Online | recommended |
| March 19, 2024 | Application deadline | Send to KDE | **Required** |
| April 2-5, 2024 | Application review and scoring | Online | N/A |
| May 1, 2024 | Awardees are posted to [KDE Competitive Grant Awards](https://www.education.ky.gov/districts/business/Pages/Competitive%20Grant%20Awards.aspx) webpage. | Online | N/A |
| TBD | MOA process (KDE & LEA) | N/A | Districts |
| TBD | District/School plans reviewed | N/A | N/A |
| July 1, 2024 | 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](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=52079), 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](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) (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 and/or tier 3 structured literacy interventions, **(Primary, or tier 1, HQIRs rated green on EdReports may be considered for purchase with mini-grant funds for the purpose of implementing tier 2 instruction)** 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 and/or tier 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 and/or tier 3 structured literacy interventions.

The Reading Diagnostic and Intervention Fund Mini Grant is for one year (June 1, 2024 - June 30, 2025) 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, 2025.

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 and/or Tier 3 Structured Literacy Instructional Resources

As specified in [KRS 158.792](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=52079), 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 and/or Tier 3 Structured Literacy Instruction**

Applicants wishing to use funds to purchase a HQIR for tier 2 and/or tier 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 [HQIR](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf)s as listed below:

* Aligned with the[*K*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf)*entucky 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](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Reading_and_Writing_Instructional_Resources_Consumer_Guide.pdf) (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 and/or tier 3 structured literacy instructional resources, they should refer to the process outlined in the KDE’s [RW Consumer Guide](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Reading_and_Writing_Instructional_Resources_Consumer_Guide.pdf).

After determining the selection criteria from step one of the process, review teams may refer to [EdReports](https://www.edreports.org/) as a recommended starting point to research available tier 2 resources (embedded within tier 1 programs) 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](https://charts.intensiveintervention.org/aintervention) 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](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf). Information and resources for supporting tiered instruction can be found on the KDE’s [kymtss.org](https://kymtss.org/resources/resources-for-tiered-delivery-system-with-a-continuum-of-supports/) webpage.

Before making a final selection, review teams should determine the best tier 2 and/or tier 3 reading instructional resource(s) for meeting their school’s instructional vision and their student needs using the KDE’s [Instructional Resources Alignment Rubrics](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fkystandards.org%2Fstandards-resources%2Finst-mats-align-rubrics%2F&data=05%7C01%7Cdanielle.ward%40education.ky.gov%7Ccc6fde15a5594323293108dafe18ab03%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C638101679148050033%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=FhXVhOOu1Iqnj9nHDPK6bxW3aIGpSjpnE1yyW1Qp99k%3D&reserved=0) for [K-2 Rubric](https://education.ky.gov/_layouts/download.aspx?SourceUrl=https://education.ky.gov/districts/business/Documents/Instructional_Resources_Alignment_Rubric_for_RW_Grades_K-2_Single_Point.docx) or [3-12 Rubric](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Instructional_Resources_Alignment_Rubric_for_RW_Grades_3-12_Single_Point.docx) 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*](https://www.thereadingleague.org/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 and/or Tier 3 Structured Literacy Instruction**

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

All teachers who will be implementing the HQIR for tier 2 and/or tier 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](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) (HQPL); and
* Aligned to the [KAS for Reading and Writing](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf)***.***

Please note: For a district/school using funding for vendor delivered professional learning to support implementation of a previously purchased HQIR for tier 2 and/or tier 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 and/or Tier 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 and/or tier 3 structured literacy interventions should consider the guidance below:

* All teachers who will be implementing the HQIR for tier 2 and/or tier 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): Content-focused and standards-aligned; equity-focused; considerate of adult learners; symmetrical to a vibrant student experience; uses models of effective practice; 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: Structured literacy (SL) is an approach that emphasizes highly explicit and systematic teaching of all essential components of literacy. These components include foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression). SL also emphasizes oral language abilities essential to literacy development, including phonemic awareness, sensitivity to speech sounds in oral language, and the ability to manipulate those sounds (Spear-Swerling, 2019). SL prepares students to decode words explicitly and systematically. This approach not only helps students with dyslexia but there is substantial evidence that it is effective for all readers (IDA, 2021).

Evaluation

Per [KRS 158.792](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=52079), 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:

1. 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 and/or tier 3 structured literacy resource.
2. All required tasks, evidence and requested surveys/data to the KDE to record and maintain documentation of grant compliance. The school acknowledges that failure to meet compliance requirements and deadlines may result in partial or complete loss of funding of the Reading Diagnostic and Intervention Fund Mini Grant.
3. An amendment form, submitted to the KDE for approval, if data collected determines an implementation requirement of the grant is unsuccessful, and the school has a solution that meets the requirements of the grant.

**Application Narrative Questions for Reading Diagnostic and Intervention Fund Mini Grant**

Responses to questions are single-sided and double-spaced pages. The responses to questions 1 and 2 should not exceed 2 pages. Questions 3 and 5 must use forms embedded within the questions. Question 4 must use the budget form (attached) with a summary that does not exceed 2 pages inclusive of charts and graphs.

1. Utilizing Kentucky Summative Assessment (KSA) and universal screener data, identify the need for new and/or additional structured literacy reading intervention resource(s) (tier two and/or tier three) for the student population of the school. How will the RDIF Mini Grant be used to specifically meet the needs of students within the school?

This answer should include a needs assessment based on KSA and universal screener data addressing the past three years.

1. Utilizing the *KAS for Reading and Writing,* describe the shared vision for what structured literacy reading intervention instruction and learning will look like for the teachers and students whom the school serves (see *RW Consumer Guide*, p. 4). The shared vision must include plans to:

* Focus on the *KAS for Reading and Writing* and the cognitive processes and skills involved for students to learn to read;
* Actively engage teachers in understanding the *KAS for Reading and Writing* and evidence based instructional practices for structured literacy;
* Facilitate collaborative teacher interaction addressing models of instructional practice to support tier two and/or tier three reading instruction.

1. Submit a [professional learning plan](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Implementation_Professional_Learning_Plan_Template.docx) to the KDE for approval that aligns to the characteristics of [High-Quality Professional Learning (HQPL)](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Characteristics_of_HQPL.pdf) and demonstrates how and when teachers will be trained on the new and/or existing structured literacy intervention materials.

This answer should include a completed [professional learning plan](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Implementation_Professional_Learning_Plan_Template.docx) while addressing [HQPL](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) on the newly adopted/pre-existing reading materials.

1. Include a school budget form **and** summary indicating how the district will use the $40,000 to:
2. Purchase a HQIR to implement tier 2 and/or tier 3 structured literacy interventions, **(Primary or Tier 1 HQIRs rated green on EdReports may be considered for purchase with mini-grant funds for the purpose of implementing tier 2 instruction)** and/or
3. Pay for vendor provided high-quality professional learning (HQPL) connected to an existing or newly purchased HQIR to support tier 2 and/or 3 structured literacy interventions, and/or
4. Pay for extended time or release time for teachers to engage in high-quality professional learning of the existing or newly purchased HQIR to support tier 2 and/or 3 structured literacy interventions.

Please verify that each budget form totals the full award amount of $40,000, only using MUNIS codes on the approved RFA as posted on the KDE Website.

1. Submit a completed [Reading and Writing Instructional Resources Alignment Rubric](https://kystandards.org/standards-resources/rw-resources/) and accompanying explanation to ensure the selected resources needed for modification of intervention instruction (tier two and/or tier three) are high-quality, support structured literacy and align to the *KAS for Reading and Writing.*

The completed Reading and Writing Instructional Resources Alignment Rubric and explanation should include strong evidence that the intervention resource(s)meet the following expectations:

* 1. Is an HQIR as defined by the KDE, which includes being:
     + Aligned to the *Kentucky Academic Standards (KAS);*
     + Research-based and/or externally validated.
     + Comprehensive to include engaging texts (books, multimedia, etc.), tasks and assessments;
     + Culturally relevant, free from bias;
     + Based on fostering vibrant student learning experiences; and
     + Accessible for all students;
  2. Supports structured literacy

Note: Consider using resources that meet expectations (green ratings) on [edreports.org](https://www.edreports.org/reports/math/k-8?alignment=meets) for reading and writing; and resources that earn positive and/or potentially positive effectiveness ratings according to the [Academic Intervention Tools Chart](https://charts.intensiveintervention.org/aintervention) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource.

Allowable use of Funds

* Using funds to purchase high-quality structured literacy instructional resources for tier 2 and/or tier 3 (Primary or Tier 1 HQIRs rated green on EdReports may be considered for purchase with mini-grant funds for the purpose of implementing tier 2 instruction).
* Using funds to support vendor provided high-quality professional learning experiences for newly purchased or existing tier 2 and/or tier 3 high-quality structured literacy instructional resources, including registration fees for K-3 reading intervention instructional staff.
* Using funds to pay for extended time or release time for teachers to engage in high-quality professional learning of the existing or newly purchased high-quality structured literacy instructional resource to support tier 2 and/or 3.
* Using funds to cover substitute teacher expenses when necessary for teachers to participate in high-quality professional learning directly related to the grant requirements.
* Travel for reading instructional staff to attend high-quality professional learning for newly purchased or existing tier 2 and/or tier 3 high-quality structured literacy instructional resources.

**Unallowable use of Funds**

* Using funds to compensate administrative or indirect costs.
* Using funds to purchase furniture (tables, desks, filing cabinets, book bins, etc.)
* Purchasing food
* Using funds to pay for more than 25% of new hardware and/or supplies costs, if critical to the implementation of the high-quality intervention resource

**Allocation of Funds**

Funding will be provided to the district upon approval of the contract by the Finance and Administration Cabinet. Project activities may begin upon receipt of a fully executed contract approved by the Finance and Administration Cabinet. Grant funds must be expended or encumbered by June 30, 2025.

### **Application Components**

The application should contain the following items presented in the order listed below. Each component should be clearly labeled within the application.

1. Application Cover Page
2. Table of Contents with page numbers
3. Narrative responses and required forms for questions 1-5.

Formatting Requirements

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

1. Text shall be Arial 12-point font and be double-spaced. Do not use condensed or narrow versions.
2. **Bullets** may be single-spaced; however, they should not be used excessively.
3. Pages should be numbered consecutively with the narrative beginning on page one. Do not number the application cover page or the Table of Contents.
4. Responses to questions are single-sided and double-spaced pages. Questions 1 and 2 should not exceed 2 pages, questions 3 and 5 must use forms embedded within the questions and question 4 must use budget form with a summary that does not exceed 2 pages inclusive of charts and graphs.
5. The narrative description of the RDIF mini grant application should have side and top margins of one inch.
6. Bulleted lists, charts and graphs may not comprise more than 20% of the narrative sections.

### **Submission of Application**

1. Scan or save the completed application in its entirety, including rubric(s) and signatures, to PDF format. Save the original application as ***RDIF24 District School Name***. (For example: Southside Elementary School in Woodford County would save the original application as *RDIF24 Woodford Southside*.)
2. Scan or save a blinded/redacted copy of the application in its entirety, including rubric(s) and signatures, to PDF format. Save the redacted application as ***RDIF24 District School Name B***. (For example: Southside Elementary School in Woodford County would save the redacted application as *RDIF24 Woodford Southside B*.)
3. Scan or save the completed Instructional Resources Alignment Rubric(s) in its entirety to PDF format as ***RubricDistrictSchool***. If submitting multiple rubrics for the same school, they should be sent in one attachment/document.
4. Email to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)

* On the subject line of the email, type ***RDIF24 District School Name***.
* If possible, **send all three attachments in the same email**. If necessary, the application may be sent in parts. **ALL PARTS MUST BE RECEIVED-DATE/TIME STAMPED BY THE DEADLINE of March 19, 2024, 4:00 p.m. (ET).**
* Keep in mind that email coming into the KDE is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that email is not always received on the first try.
* Applicants can request confirmation of receipt in their submission email. KDE will confirm the receipt of the email and attachments (if any). Please note the KDE does not open attachments to check for accuracy.
* Applications received after the deadline will not be reviewed or considered for award.
* Do not CC others on application submissions.
* Do not send Google docs or documents from Google drives.
* Each PDF attachment **MUST** be less than 10,000 KB (or 10 MB) in size. Please work with your technology staff to ensure the correct file size. Files that are above the size limit will not be accepted.

**Redacting Instructions**

Blinding/Redacting is the removal of identifying information from an application. Identifying information is district name, school name, county name and city name. Names of Individuals and Signatures should NOT be blinded/redacted.

Redacted copies should be completely redacted electronically using Black highlighting or X’d out - using the find and replace feature - ex: XXX.

Please review redacted copy before submitting to ensure all identifying information is redacted and all required pages and attachments are included. Redacted copies will be scored as received.

Redacted copies will be scored as received.

**Evaluation of Application**

Independent reviewers will be trained for this specific competition, and they will evaluate applications using the RFA and a scoring rubric aligned to the criteria established in the RFA. KDE will review and score question five only. Recommendations will be based on independent reviewer scores. The KDE also reserves the right to consider demographic and programmatic diversity as factors in the selection of qualified funded applications. The KDE will select reviewers with grant experience, knowledge of the current state standards or mathematics instruction. A Call for Reviewers, including a reviewer application, is available on the KDE Competitive Grants webpage.

**Reading Diagnostic and Intervention Fund**

**Mini Grant**

Evaluation Criteria

The narrative description should be written in the chronological order in which the criteria are written below. Responses to questions are single-sided and double-spaced pages and have margins of one inch. Questions 1 and 2 should not exceed two pages, questions 3 and 4 must use forms embedded within the questions and question 5 must use the budget form with a summary.

|  |  |
| --- | --- |
| **Evaluation Criteria** | **Maximum**  **Points** |
| **Question 1:** Utilizing Kentucky Summative Assessment (KSA) and universal screener data, identify the need for new and/or additional structured literacy reading intervention materials (tier two and/or tier three) for the student population of the school. How will the RDIF Mini Grant be used to specifically meet the needs of students within the school? | **10 points** |
| This answer should include a needs assessment based on KSA and universal screener data addressing the past three years. | |
| **Question 2:** Utilizing the *KAS for Reading and Writing,* describe the shared vision for what reading intervention instruction and learning will look like for the teachers and students whom the school serves. | **10 points** |
| The answer should include a description of the school’s shared vision of what reading intervention and learning will look like for teachers and students. The answer should reference the bulleted items below:   * Focus on the *KAS for Reading and Writing* and how students learn to read; * Actively engage teachers in understanding *KAS for Reading and Writing* and evidence based instructional practices in structured literacy to accelerate student progress toward proficiency; * Facilitate collaborative teacher interaction addressing models of instructional practice to support tier two and/or tier three. | |
| **Question 3:** Submit a [professional learning plan](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Implementation_Professional_Learning_Plan_Template.docx) to the KDE for approval that aligns to the characteristics of [High-Quality Professional Learning (HQPL)](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Characteristics_of_HQPL.pdf) and demonstrates how and when teachers will be trained on the new and/or existing structured literacy intervention materials. | **10 points** |
| This answer should include a completed [professional learning plan](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Implementation_Professional_Learning_Plan_Template.docx) while addressing [HQPL](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) on the newly adopted and/or existing reading intervention resources. | |
| **Question 4:** Include a school budget form **and** summary indicating how the district will use the $40,000 to:   * Purchase a HQIR to implement tier 2 and/or tier 3 structured literacy interventions, (**Primary, or tier 1, HQIRs rated green on EdReports may be considered for purchase with mini-grant funds for the purpose of implementing tier 2 instruction**) and/or * Pay for vendor provided high-quality professional learning (HQPL) connected to an existing or newly purchased HQIR to support tier 2 and/or tier 3 structured literacy interventions, and/or * Pay for extended time or release time for teachers to engage in high-quality professional learning of the existing or newly purchased HQIR to support tier 2 and/or tier 3 structured literacy interventions. | **20 points** |
| Please verify that each budget form totals the full award amount of $40,000, only using MUNIS codes on the approved RFA as posted on the KDE Website. | |
| **Question 5**: Submit a completed [Reading and Writing Instructional Resources Alignment Rubric](https://kystandards.org/standards-resources/rw-resources/) and accompanying explanation to ensure the selected resources needed for modification of intervention instruction (tier two and/or tier three) are high-quality, support structured literacy and align to the *KAS for Reading and Writing.*  The completed Reading and Writing Instructional Resources Alignment Rubric and explanation should include strong evidence that the intervention resource(s)meet the following expectations:   * 1. Is an HQIR as defined by the KDE, which includes being:   + Aligned to the *Kentucky Academic Standards (KAS);*   + Research-based and/or externally validated;   + Comprehensive to include engaging texts (books, multimedia, etc.), tasks and assessments;   + Culturally relevant, free from bias;   + Based on fostering vibrant student learning experiences; and   + Accessible for all students;   1. Supports structured literacy | **50 points** |
| Note: Consider using resources that meet expectations (green ratings) on [edreports.org](https://www.edreports.org/reports/math/k-8?alignment=meets) for reading and writing; and resources that earn positive and/or potentially positive effectiveness ratings according to the [Academic Intervention Tools Chart](https://charts.intensiveintervention.org/aintervention) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource. | |
| **Evaluation Criteria Grand Total of Points** | **100 points** |

**Reading Diagnostic and Intervention Fund Mini Grant**

**RFA Application Cover Page**

Application type

New Applicant (Did not receive FY23 RDIF Mini-grant award) Continuation Applicant (Received FY23 RDIF Mini-grant award)

| **DISTRICT NAME** |  | |
| --- | --- | --- |
| **DISTRICT ADDRESS** |  | |
| **SCHOOL NAME** |  | |
| **SCHOOL ADDRESS** |  | |
| **PRINCIPAL NAME** |  | Phone:  Email: |
| **SUPERINTENDENT\*** |  | Phone:  Email: |
| **FINANCE OFFICER\*** |  | Phone:  Email: |
| **GRANT CONTACT/WRITER** |  | Phone:  Email: |

I assure the attached application contains accurate information. I understand grant applications with incorrect or falsified information will not be considered for review or will be revoked once awarded. I assure the application has been reviewed and approved for implementation by all shareholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. Failure to continuously meet compliance requirements and deadlines could result in partial or complete loss of funding of grant and may impact future funding.

**Assurance of Commitment from the Superintendent, District Level Personnel and Principal**

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Superintendent Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Notary Signature Date Exp. Date

Reading Diagnostic and Intervention Fund

Mini Grant Budget Form

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**District**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of School**

**Instructions**: Use this form to provide a detailed, itemized explanation of expenditures for each MUNIS Code. Not all MUNIS codes listed need to be used. However, the school may not use Reading Diagnostic and Intervention Fund grant monies for any MUNIS code that is not listed. Please verify that the budget totals the full award amount of $40,000.

Successful approval of budget is pending further review by the KDE.

|  |  |  |  |
| --- | --- | --- | --- |
| **MUNIS Code** | **Description** | **Amount** | **Explanation of Expenditures** |
| 0110 | Certified Services - (Contract) |  |  |
| 0111 | Extended Day (Contract) |  |  |
| 0112 | Extra Duty (Contract) |  |  |
| 0113 | Other Certified (Not part of Contract) |  |  |
| 0120 | Certified Substitute |  |  |
| 0321 | Workshop Consultant |  |  |
| 0322 | Educational Consultant |  |  |
| 0335 | Professional Consultant |  |  |
| 0339 | Other Professional Services: |  |  |
| 0580 | Travel |  |  |
| 0591 | Services Purchased from another district or Educational Agency within the state |  |  |
| 0592 | Services Purchased from another district or Educational Agency out of state |  |  |
| 0643 | Supplemental Books, Study Guides & Curriculum |  |  |
| 0644 | Textbooks & other Instructional Materials Data required for State reporting |  |  |
| 0650 | Supplies – Technology Related |  |  |
| 0653 | Supplies – Software/Technology Related |  |  |
| **Total** |  | **$40,000** |  |