Application for Striving Readers Comprehensive Literacy **Promising Practice Site**

As part of its application for a Striving Readers Comprehensive Literacy Program grant, the Kentucky Department of Education (KDE) proposes, if awarded a grant, to fund up to 8 Promising Practice Sites (PPS) in Kentucky. These sites will assist KDE in supporting districts who successfully apply for funds to implement a comprehensive birth through grade 12 literacy plan, while supporting the PPS in building on literacy programs that improve student achievement.

For consideration as a PPS, districts need to apply on behalf of their schools; districts may also apply once for multiple sites in their districts, or as a whole district PPS. Early education providers may apply on their own behalf. Applications will be reviewed by an external review panel (non-KDE). Finalists will be visited by an external review team for scoring as a site visit.

To be eligible for funding as a PPS, the district/early education provider will submit an application to KDE that includes the information outlined below. Applications should be double-spaced; the narrative should not exceed 20 pages, excluding attachments.

Application Narrative Requirements and Selection Criteria

1. Demonstrate effectiveness in **1 or more** Element(s) of the Literacy Program Effectiveness Review for KY Schools (PERKS). *(30 points)*

Visit [this site](http://www.education.ky.gov/KDE/Instructional%2BResources/Literacy/Literacy%2BPERKS/) for more detailed information on Literacy PERKS. The Literacy PERKS Elements for PPS designation are

* + Literacy Team and Plan
	+ Aligned Literacy Curriculum and Instruction
	+ Literacy Interventions
	+ Literacy Professional Learning
	+ Literate Environment
	+ Literacy Partnerships
1. Describe the site’s vision for literacy. What are the necessary elements to ensure effective literacy learning for children and youth? *(10 points)*
2. Demonstrate evidence that the site has successfully improved learning outcomes for disadvantaged students. *(20 points)*

The US DOE defines disadvantaged as-- *children and students at risk of educational failure, such as children and students who are living in poverty, who are limited-English-proficient, who are far below grade level or who are not on track to becoming college- or career-ready by graduation, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, or who have disabilities.*

1. Describe the site’s capacity to serve as support to others implementing the SRCL grant (e.g., site visits, mentoring of leadership/literacy team, coaching, facilitation of PD for grantees, plan for sustainability) *(20 points)*
2. Describe how funds provided by the grant will be used to further the work of the PPS. Include a 3-year budget plan. *(20 points)*

Once applications are scored by external reviewers, finalists will participate in a site visit to determine capacity for the work of a PPS, worth an additional 50 points, based on criteria I. and IV. above.

Awards

Up to 8 PPS sites will be awarded. Sites are eligible for up to $xxx per year for 4 years. If a district is applying for multiple sites within the district, the maximum award amount for the district is $xxx

**DEFINITIONS (used in SRCL application)**

Comprehensive State literacy plan**:** The term “comprehensive State literacy plan” means a plan (which may be a component or modification of the plan submitted under the Striving Readers Comprehensive Literacy formula grant program, CFDA 84.371B) that addresses the pre-literacy and literacy needs of children from birth through grade 12, including limited-English-proficient students and students with disabilities; aligns policies, resources, and practices; contains clear instructional goals; and sets high expectations for all students and student subgroups.

Disadvantaged students**:** The term “disadvantaged students” means children and students at risk of educational failure, such as children and students who are living in poverty, who are limited-English-proficient, who are far below grade level or who are not on track to becoming college- or career-ready by graduation, who have left school before receiving a regular high school diploma, who are at risk of not graduating with a diploma on time, who are homeless, who are in foster care, who are pregnant or parenting teenagers, who have been incarcerated, who are new immigrants, who are migrant, or who have disabilities.

Effective literacy instruction**:** The term “effective literacy instruction” means developmentally appropriate, explicit, evidence-based, and systematic instruction that provides students with--

 (i) Early development and grade-level mastery of (A) oral language skills, both listening and speaking, (B) phonological awareness, using a wide vocabulary, (C) conventional forms of grammar, and (D) academic language;

 (ii) The ability to read regularly spelled words and high-frequency irregularly spelled words with automaticity and to decode regularly spelled unfamiliar words accurately, using phonemic awareness, print awareness, alphabet knowledge, and knowledge of English spelling patterns;

 (iii) The ability to read texts accurately, fluently, and with comprehension, relying on knowledge of the vocabulary in those texts and of the background information that the students possess;

 (iv) The ability to read with a purpose and the capacity to differentiate purposes and to select and apply comprehension strategies appropriate to achieving the purpose;

 (v) An understanding of, and ability to adapt to, the varying demands of different genres, formats, and types of texts across the core content areas in order to comprehend texts of appropriate levels of complexity and content, including texts necessary for mastery of grade-level standards;

 (vi) The ability to effectively access, critically evaluate, and appropriately synthesize information from a variety of sources and formats;

 (vii) The development and maintenance of a motivation to read and write, as reflected in habits of reading and writing regularly and of discussing one's reading and writing with others; and

 (viii) The ability to write clearly, accurately, and quickly so as to communicate ideas and deepen comprehension in ways that fit purpose, audience, occasion, discipline, and format; adhere to conventions of spelling and punctuation; and benefit from revision so as to improve clarity, coherence, logical development, and the precise use of language.

With respect to programs serving children birth through age five, the term “effective literacy instruction,” means supporting young children’s early language and literacy development through developmentally appropriate, explicit, intentional, and systematic instruction, in language- and literacy-rich environments, that provides children with foundational skills and dispositions for literacy, such as--

 (i) Rich vocabulary development;

 (ii) Expressive language skills;

 (iii) Receptive language skills;

 (iv) Comprehension;

 (v) Phonological awareness;

 (vi) Print awareness;

 (vii) Alphabet knowledge;

 (viii) Book knowledge;

 (ix) Emergent writing skills;

 (x) Positive dispositions toward language and literacy-related activities; and

 (xi) Other skills that correlate with later literacy achievement.

Evidence-based**:** The term “evidence–based” means--

 (i)  Based on a comprehensive, unbiased review and weighing of one or more evaluation studies that--

 (A)  Have been carried out consistent with the principles of scientific research[[1]](#footnote-1);

 (B)  Have strong internal and external validity; and

 (C)  Support the direct attribution of one or more outcomes to the program, practice, or policy; or

 (ii) In the absence of one or more studies described in paragraph (i) of this definition, based on a comprehensive, unbiased review and weighing of data analysis, research, or one or more evaluation studies of relevant programs, policies, or practices, that--

 (A) Were carried out consistent with the principles of scientific research; and

 (B) Are accompanied by strategies to generate more robust evidence over time through research, evaluation, and data analysis, including the measurement of performance with reliable process and outcome indicators and the implementation of evaluations with strong internal and external validity where feasible and appropriate.

Privacy requirements: The term “privacy requirements” means the requirements of the Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. 1232g, and its implementing regulations in 34 CFR part 99, the Privacy Act, 5 U.S.C. 552a, as well as all applicable Federal, State, and local requirements regarding privacy.

Professional development**:** The term “professional development” means coordinated and aligned activities that are designed to increase the effectiveness of educators, which may include teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and other school staff, and that--

 (i) Are based, to the extent possible, on an analysis of data and evidence that indicates the needs of students and teachers;

 (ii) Are evidence-based and implemented with meaningful tracking of impact on educator practices and effectiveness;

 (iii) Foster individual and collective responsibility for improving student academic achievement;

 (iv) Align with State academic content standards or State early learning standards, as appropriate, with LEA and school or early learning program improvement goals, and with school or early learning program instructional materials;

 (v) Focus on understanding what and how students learn and on how to address students’ learning needs, including by reviewing and analyzing student work and achievement data and adjusting instructional strategies, assessments, and materials based on that review and analysis;

 (vi) Where appropriate, focus on improving both content knowledge and pedagogical skill;

 (vii) Set clear educator learning goals based on student and teacher learning needs;

 (viii) Address educator needs identified through evaluation, including by providing support for teachers and principals who earn evaluation ratings indicating the need for opportunities to improve their knowledge and skills;

 (ix) Are designed to provide educators with the instructional strategies necessary to meet the needs of disadvantaged students, including limited-English-proficient students and students with disabilities;

 (x) Are active, sustained, intensive, and classroom-or early learning program-focused in order to have a positive and lasting impact on classroom or early learning program instruction and educator effectiveness;

 (xi) Are, in general, provided through school- or early learning program-based, job-embedded opportunities for educators to work collaboratively and transfer new knowledge into classroom or early learning program practice, such as through classroom coaching, data analysis teams, observations of classroom practice, and the provision of common planning time; and

 (xii) Are, as appropriate--

 (A) Designed to improve educators’ ability to collect, manage, and analyze data to improve instruction, student support services, decision-making, school improvement efforts, early learning program quality improvement efforts, and accountability;

 (B) Designed to provide educators with the knowledge and skills to work more effectively with families;

 (C) Provided through workshops, courses, institutes, on-line learning, and other activities that advance and supplement school-based or early learning program-based professional development;

 (D) Implemented with the involvement of external experts with relevant expertise, including content expertise; and

 (E) Designed to provide joint professional development activities, for school staff and other early childhood educators in publicly funded center-based programs, that address the transition to elementary school, including issues related to school readiness across all major domains of early learning.

Universal design for learning (UDL)**:** The term “universal design for learning”, as defined under section 103 of the Higher Education Act of 1965, as amended, means a scientifically valid framework for guiding educational practice that--

 (i) Provides flexibility in the ways information is presented, in the ways students respond or demonstrate knowledge and skills, and in the ways students are engaged; and
 (ii) Reduces barriers in instruction, provides appropriate accommodations, supports, and challenges, and maintains high achievement expectations for all students, including students with disabilities and students who are limited-English-proficient.

1. For purposes of this notice, the term “principles of scientific research” has the meaning provided in section 200(18) of the Higher Education Act of 1965, as amended; that is, it means principles of research that—

 (A) apply rigorous, systematic, and objective methodology to obtain reliable and valid knowledge relevant to education activities and programs;

 (B) present findings and make claims that are appropriate to, and supported by, the methods that have been employed; and

 (C) include, appropriate to the research being conducted—

	1. use of systematic, empirical methods that draw on observation or experiment;
	2. use of data analyses that are adequate to support the general findings;
	3. reliance on measurements or observational methods that provide reliable and generalizable findings;
	4. strong claims of causal relationships, only with research designs that eliminate plausible competing explanations for observed results, such as, but not limited to, random-assignment experiments;
	5. presentation of studies and methods in sufficient detail and clarity to allow for replication or, at a minimum, to offer the opportunity to build systematically on the findings of the research;
	6. acceptance by a peer-reviewed journal or critique by a panel of independent experts through a comparably rigorous, objective, and scientific review; andconsistency of findings across multiple studies or sites to support the generality of results and conclusions. [↑](#footnote-ref-1)