



REQUEST FOR APPLICATION (RFA)

READING DIAGNOSTIC AND INTERVENTION FUND READ TO ACHIEVE (RTA) GRANT

Deadline: November 3, 2025 4 PM ET	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 (Questions only accepted via email) By 4 PM ET on September 23, 2025	Submit Applications to: 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. A public school that enrolls primary students, including the Kentucky School for the Blind (KSB) and the Kentucky School for the Deaf (KSD), shall be eligible to apply.
2. Each eligible public school must submit a separate application. The fiscal agent for the application must be a local public school district.
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.

Page 13: Edits to Application Components and Formatting Instructions.

Page 15: Clarifying language added around the Narrative Response Short Form (NRSF)

Cover Page: Clarification on Library %. Addition of the Collaborators section.

Budget Summary Form: MUNIS Code Additions: 0131, 0232, 0335, 0650, 0653

Read to Achieve: Reading Diagnostic and Intervention Grant

Solicitation Schedule

Date	Event	Location	Participation
September 8, 2025	RFA released	Online	N/A
September 16, 2025	Technical assistance webinar	Online Read to Achieve Technical Assistance Session Link September 16 9 AM	Attending the TA session is strongly recommended
September 23, 2025	Questions deadline	Email	N/A
On or around September 30, 2025	FAQ posted	Online	Recommended
November 3, 2025	Application deadline	Send to KDE	Required
November 18-21, 2025	Application review and scoring	Online	N/A
January 22, 2026	Awardees are posted to the KDE Competitive Grant Awards webpage.	Online	N/A
January/February 2026	MOA process (KDE & LEA)	N/A	Districts
July 1, 2026	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) reading at low levels and needing accelerated learning. Schools awarded the RTA grant must ensure a tiered delivery system with a continuum of evidence-based instruction, intervention and support.

Read to Achieve Funding

The Kentucky Department of Education (KDE) anticipates funding approximately 150 schools at \$70,000 per year for a two-year period to support the following:

1. School-wide use of a multi-tiered system of supports for students in K through grade 3 that includes a tiered continuum of interventions with varying levels of intensity and duration per [KRS 158.305 \(2\)](#); and
2. High-Quality Curriculum Based Professional Learning (CBPL) for administrators and K-3 reading instructional staff in their approved, comprehensive schoolwide reading program aligned to the *Kentucky*

Academic Standards (KAS) for Reading and Writing as well as the accelerated intervention that includes evidence-based reading instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension for (K-3) students reading at low levels; and

3. High-Quality Professional Learning for K-3 reading instructional staff in the administration and understanding of universal screener and diagnostic assessment data and progress monitoring for planning and monitoring the performance of all K-3 primary students reading significantly below the grade-level benchmark; and
4. High-Quality Professional Learning in building knowledge in the cognitive processes and skills involved in learning how to read and implementing the essential components of reading including instruction in phonics, phonemic awareness, fluency, vocabulary and comprehension, as well as evidence-based instructional practices to support the reading-writing connection.

Schools that are awarded RTA grant funds must provide matching funds and assure the complete sustainability of the implementation of reading intervention services, professional learning requirements and all costs associated with implementing the professional learning and intervention program into the appropriate tiers of instruction for the two-year period.

After this two-year period, RTA schools will be eligible to request a grant renewal for an additional two years contingent upon implementation of all program components, grant requirement compliance, demonstrated student progress, the availability of funds and successfully meeting all assurances per [KRS 158.792 \(3\)\(b\)](#):

1. The implementation of a common comprehensive (T1) reading program determined by KDE to be reliable, valid and aligned to the *KAS for Reading and Writing* for all students per [KRS 158.305 \(5\)\(b\)](#);
2. Accelerated evidence-based reading interventions are provided related to reading instruction in the areas of phonemic awareness, phonics, fluency, vocabulary and comprehension, and aligned to the *KAS for Reading and Writing* per [KRS 158.305 \(1\)\(e\)](#); and
3. A comprehensive system for informing parents of struggling readers of the available family literacy services within the district and community.

Key Terms and Definitions

“Comprehensive reading program” means a high-quality instructional resource for reading that includes comprehensive coverage of grade-level content and skills aligned to the *KAS for Reading and Writing*. Delivered class wide to all students with strategic and intentional use of evidence-based instructional practices.

“Progress Monitoring” means brief, repeated measures that capture students’ progress or rate of improvement over time in response to instruction or intervention using valid and reliable measures.

“Diagnostic Assessment” means a formal or informal student assessment, utilizing valid and reliable tools, given to guide instruction and intervention based on individual student strengths and needs to accelerate progress toward proficiency. Provides data to pinpoint specific skill area(s) of need for students flagged by universal screening.

“Reading intervention program” means a supplemental evidence-based reading intervention aligned with and in addition to Tier 1 universal instruction.

“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.

“Universal Screening” means a systematic process of analyzing students’ performance at certain points during the academic year, utilizing valid and reliable tools to evaluate the effectiveness of T1 instruction and determine which student need closer monitoring or intervention. Typically administered 3 times per year (fall, winter and spring).

“Tier 1 (T1) Universal instruction” means evidence-based instruction provided to all students and aligned to the state’s academic standards. Tier 1 is the foundation for the multi-tiered system. All students have access to high-quality, evidence-based instructional practices that are implemented as designed.

“Tier 2 (T2) Targeted intervention” means supplemental evidence-based intervention, aligned with and in addition to Tier 1 universal instruction. Students are identified by universal screening data as at-risk for not meeting grade-level academic or behavioral benchmarks. Interventions are targeted to address student need(s) identified by diagnostic assessment and progress monitoring data.

“Tier 3 (T3) Intensive intervention” means the most intensive and individualized level of evidence-based intervention and support for students, provided in addition to T1 and T2. Evidence-based interventions are aligned to student needs based on diagnostic assessment and progress monitoring data.

Implementation Requirements

A. Comprehensive Reading Program

Schools shall implement a comprehensive reading program in grades K-3 that meets the expectations of a [high-quality instructional resource](#) and 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 promulgated by the Kentucky Board of Education. More information and a list of approved comprehensive reading and writing resources can be found in KDE’s [2025 Approved K-12 High-Quality Instructional Resources for Reading and Writing](#) document.

B. Reading Intervention Program

Schools shall implement a structured literacy reading intervention program for grades K-3 that meets the expectations of a [high-quality instructional resource](#) and is determined by the department to be reliable, replicable, evidence-based and has been shown to improve student outcomes. The intervention services for identified students must supplement, not replace, their classroom comprehensive reading program. Schools should consider intervention resources aligned with their approved Tier 1 comprehensive

reading program and that earn positive and/or potentially positive effectiveness ratings according to [What Works Clearinghouse](#) in the Beginning Reading domain, convincing evidence according to the [Academic Intervention Tools Chart](#) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](#) resource.

C. Professional Learning

[KRS 158.792 \(3\)\(a\)\(8\)](#) instructs the KDE to define the professional learning requirements for teachers, library media specialists, administrators, and reading instructional staff of RTA grant recipients.

To ensure explicit, meaningful, and flexible professional learning opportunities, RTA grant recipients are required to engage in RTA professional learning each year of the grant based on the professional learning needs of administrators and each individual K-3 reading instructional staff member. The school-based MTSS team, in conjunction with the school administrator(s) and Read to Achieve Teacher Leader, agrees to organize, facilitate, and manage RTA professional learning opportunities for all K-3 reading instructional staff. All approved professional learning experiences outlined within this document are suitable for administrators or offer specific learning experiences for leadership.

RTA key areas of professional learning are:

1. High-Quality Curriculum-Based Professional Learning for:
 - (a) comprehensive reading and intervention instruction programs; and
 - (b) administering and using universal screener, diagnostic assessment and progress monitoring data to design instruction and interventions and monitor the progress of student performance of all K-3 primary students reading significantly below the grade-level benchmark; and
2. Building knowledge in the science of reading and implementing the essential components of reading; and
3. Evidence-based instruction to support the reading-writing connection.

Curriculum-Based Professional Learning and Assessment Literacy

Curriculum-Based Professional Learning

Curriculum-based professional learning is ongoing, job-embedded and rooted in active experiences (e.g., workshops, professional learning communities, peer observations and coaching) that allow teachers to evolve their practices, expand their content knowledge and challenge their beliefs (Short & Hirsh, 2023). Within their PLCs, teachers collaboratively engage in cycles of intellectual preparation, which includes unit and lesson internalization, lesson rehearsal and student work analysis, deepen understanding of the HQIR, and to develop relevant knowledge and skills to meet students' needs. Effective implementation of the local curriculum and supporting HQIRs is an ongoing process that may take 3-5 years to reach a point of refinement and establish sustainability in the work. The KDE has identified three critical stages of curriculum-based professional learning to support teachers and leaders in moving toward refinement and established sustainability: Launch PL, Early Implementation PL and Ongoing PL.

Administrators and K-3 reading instructional staff shall identify their school's stage of

CBPL as it applies to their comprehensive reading program **and** their T2 and/or T3 structured literacy reading intervention program. Once the CBPL stage is identified, administrators and all K-3 reading instructional staff including classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who assist struggling primary readers shall use the KDE's [Curriculum-Based Professional Learning Guidance](#) document in conjunction with an approved professional learning service provider (see approved PL provider list), to become more skillful in their use of the comprehensive schoolwide reading program **and** T2 and/or T3 HQIRs.

Assessment Literacy

All primary teachers for (K-3) shall receive vendor based professional learning on the approved universal screener and reading diagnostic assessment used by their school addressing these components:

- i. How to properly administer the universal screener;
- ii. How to properly administer the reading diagnostic assessment;
- iii. How to interpret the results of the reading diagnostic assessment to identify students needing interventions;
- iv. How to use the assessments and progress monitoring tools to capture students' rate of improvement in response to intervention; and
- v. 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.

Building Knowledge in the Science of Reading and Implementing the Essential Components of Reading

Building Knowledge in the Science of Reading

All K-3 reading instructional staff and administrators, including classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who assist struggling primary readers *who have not participated in approved training in the science of reading within the last three (3) years* shall participate in approved high-quality professional learning in building knowledge in the science of reading during the first year of the grant cycle.

Implementing the Essential Components of Reading

All K-3 reading instructional staff and administrators, including classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who assist struggling primary readers *who have not participated in approved training in implementing the essential components of reading within the last three (3) years* shall participate in approved high-quality professional learning in implementing the essential components of reading during the first or second year of the grant cycle after completing approved high-quality professional learning in building knowledge in the science of reading.

Evidence-based Instruction to Support the Reading-Writing Connection

All K-3 reading instructional staff including classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who assist struggling primary readers *who have not participated in approved training in evidence-based instruction to support the reading-writing connection within the last three (3) years* shall participate in approved high-quality professional learning in instruction to support the reading-writing connection after completing approved high-quality professional learning in building knowledge in the science of reading and implementing the essential components of reading.

D. Student Selection

Students receiving intervention services must be enrolled in a public school primary (K-3) program and reading significantly below the grade-level benchmark (at-risk range) as indicated by universal screening and diagnostic assessment data. KDE approved data systems must be in place to ensure that valid and reliable assessments are selected and used with fidelity and that data is collected, analyzed and used to monitor implementation and student outcomes over time.

E. School-based MTSS Team

Collaborative problem-solving teams guide and support the implementation of KyMTSS, a multi-level prevention system designed to maximize student achievement through an integration of differentiated universal instruction, assessment and intervention ([704 KAR 3:095](#)).

RTA awarded schools shall develop and/or sustain an MTSS School Leadership Team to build schoolwide capacity for T1, T2 and T3 systems. The school-based MTSS Team may be structured to include leadership teams, grade-level or content and student intervention teams.

RTA awarded schools may choose how their existing MTSS team(s) can be leveraged in overseeing literacy instruction, intervention, and professional learning within the school.

RTA school-based MTSS teams shall:

- Include a representative who is knowledgeable about structured literacy, the comprehensive reading program and the availability of literacy resources.
- Collaborate with the school certified library media specialist to ensure a highly effective library media program is implemented as defined in [BeyondProficiency@yourlibrary](#), the KDE's guidelines for effective school library media programs.
- Manage, implement and evaluate the effectiveness of the evidence-based reading, intervention, and instructional strategies that emphasize phonemic awareness, phonics, fluency, vocabulary, and comprehension.
- Collect student reading data and monitor the progress of student performance to adjust instruction as needed.
- Ensure the development, implementation and monitoring of student intervention plans i.e. reading improvement plans including the formation of Reading Improvement Teams to provide Read at Home plans with written notification of interventions and supports to students in need of accelerated interventions per [KRS 158.305 \(8\)\(c\); \(1\)\(j\); \(7\)\(b\)](#).
- Ensure intensive intervention that includes effective instructional strategies and appropriate instructional materials necessary to help students make accelerated progress toward proficient performance in reading and become ready for the next grade, including but not limited to daily, one-on-one instruction with students the most in need provided by certified teachers specifically trained to provide one-on-one instruction per [KRS 158.305 \(2\)](#).
- Prioritize professional growth and build capacity of all K-3 reading instructional staff to drive impactful literacy practices.

F. Assessments and Reporting

Enhancing literacy outcomes requires a comprehensive approach to assessments and data analysis. Data-based decision making is integral for effective literacy instruction.

Universal screening, diagnostic assessment and progress monitoring measures are core components of a comprehensive screening and assessment system within KyMTSS. The KDE's [Literacy Assessment Flowchart](#) provides a systematic visual for implementing data-based decision making with comprehensive screening and assessment.

Schools awarded the RTA grant shall:

1. Administer an approved standardized reading assessment (universal screener) to all students in grades K-3 to assess student performance on the essential components of reading. An approved universal screener must be given in the first 45 days of school for kindergarten students and within the first 30 days for grades 1-3. Universal screening data should be collected three times per year per [KRS 158.305 \(5\)\(a\)\(1\)](#).
2. Students who score in the "at risk" range on the approved universal screener's grade level benchmark should be considered for RTA intervention services and receive a diagnostic assessment per [KRS 158.305 \(1\)\(i\)](#).
3. Based on assessment data, a reading improvement plan shall be developed and/or adjusted by a reading improvement team for any student in K-4 identified as needing accelerated intervention to progress toward proficient performance in reading and who do not already have literacy goals on an Individual Education Program or Program Services Plan per [KRS 158.305 \(1\)\(j\)](#).
4. The Kentucky Student Information System (KSIS), currently Infinite Campus, Assessment Tab and Intervention Tab will be utilized to record assessment data and record intervention services, including program, tier movement and service results. When necessary and provided with feedback, the school must update and revise the records at the request of the KDE in a timely manner.
5. The school must participate in statewide evaluations of their RTA state funded intervention, at the request of the KDE and/or the statewide reading research center (RRC). The school also must maintain and formally report program implementation and progress-monitoring data as requested by the KDE and/or the statewide RRC. To be considered in compliance with the state-funded grant requirements, all data must be reported by the required deadlines. When necessary and provided with feedback, the school must update and revise the records at the request of the KDE in a timely manner.
6. The district finance officer, on behalf of the individual school and the district, must provide RTA budget information and updates in the form of quarterly financial reports and is responsible for generating the MUNIS expenditure reports.
7. Administrators must submit an annual assurance statement and budget summary form at the request of the KDE each school year.

G. Family Engagement

To elevate family engagement, the school will establish a system for informing parents of struggling readers of the available literacy services within the district. This could be services, resources or opportunities offered by the school system, an individual school, community partners, private entities, human resources or online resources, etc. If a system is already established, the school should review and revise it, as needed, to reflect all family engagement expectations as described in this section.

The family engagement system must:

- Be intentional in supporting families to become more involved in school and

better informed about ways to support their children at home. Families of students needing intervention are provided with a Read at Home plan per [KRS 158.305 \(8\)\(c\)](#).

- Include digital and non-digital communication methods; and
- Be advertised to families so they know how to access the literacy services/resources/opportunities.

Consider incorporating into the system these resources or ideas from these or similar family engagement resources: [Family, School and Community Partnerships](#), [Kentucky's Standards Family Guides](#), [National Center for Families Learning](#), [Imagination Library Kentucky Project](#), [The Children's Reading Foundation](#).

H. Other Requirements and Responsibilities

- RTA funding is intended to equip teachers with the necessary knowledge, tools and resources to provide reading intervention to students. Funds may be used to purchase resources and professional learning associated with high-quality instructional resources needed to effectively implement the reading interventions. The RTA intervention services identified for struggling primary readers must offer reading instruction above and beyond T1 instruction.
- The school must provide a certified substitute to implement intervention services in the event the person responsible for delivering intervention is absent or otherwise unable to provide services. Long-term substitutes with training in primary, structured literacy intervention services are preferred.
- The school and/or district will provide additional resources and funds. Matching funds may come from appropriate federal, state and/or local sources. Matching funds may not be used for salary or to purchase comprehensive reading programs.
- The building principal and district grant coordinator/contact must monitor the implementation of the RTA intervention (e.g., student progress, appropriate spending, instructional practices, required trainings, professional learning) to ensure the school remains in compliance.
- The KDE and the RRC will record and maintain documentation of grant compliance. Failure to meet compliance requirements and deadlines may result in partial or complete loss of funding of the RTA grant.
- If data collected by the school's MTSS Team determines an implementation requirement of the grant is unsuccessful and the team has a solution that meets the requirements of the grant, they may submit an amendment form for approval by the KDE. Note: Structured literacy intervention programs and/or comprehensive reading programs must be implemented for at least two full academic years, accompanied by CBPL to support program implementation before they may be considered for an amendment. Programs may not be changed mid-year.

Approved Professional Learning Providers

Literacy Assessment

Approved Universal Screener Vendors for Professional Learning

*Note approval of an early literacy screening assessment is not an endorsement of the entire platform.

- [Acadience Reading K-6](#)
- [aimswebPlus](#)
- [Amira Screener](#)

- [Exact Path Assessment for Reading](#)
- [FastBridge Adaptive Reading \(aReading\)](#)
- [FastBridge earlyReading Assessment](#)
- [Imagine+ Screener](#)
- [i-Ready Diagnostic for Reading](#)
- [Istation ISIP Early Reading Assessment](#)
- [iSTEOP](#)
- [Literably](#)
- [MAP Growth](#)
- [mClass - DIBELS 8th Edition](#)
- [STAR Literacy Assessments](#)

Approved Diagnostic Assessment Vendors for Professional Learning

- [Amira Diagnostic](#)
- [Acadience Reading Diagnostic: Phonemic Awareness & Word Reading and Decoding](#)
- [Grey Oral Reading Test \(GORT\), 5th Edition](#)
- [iReady Core Literacy Tasks Diagnostic](#)
- [MAP Reading Fluency](#)
- [STAR CBM](#)
- [STAR Phonics](#)
- [TOWRE-2](#)

Curriculum Based Professional Learning

CBPL provided for primary, or T1, green-rated HQIRs and structured literacy reading intervention HQIRs for T2 and/or T3 are essential for supporting local curriculum implementation and overall improvement of instructional practice. Research demonstrates that simply providing teachers with a curriculum and HQIRs without also providing them with 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 that deepens understanding of what to teach, improves content knowledge and pedagogy through exploring how best to teach it, and facilitate transfer by being connected to the curriculum used in classrooms (Rivet, 2020).

Note: The KDE strongly recommends following phases 1-3 of the Curriculum Development Process prior to implementation to help avoid common “pitfalls” such as lack of understanding and ownership by staff, incoherence between curriculum and intended outcomes caused by not having an instructional vision and curriculum/resource misalignment to the Kentucky Academic Standards.

Approved CBPL providers by Curriculum Implementation Phase

Stage 1-Launch

Launch professional learning is designed to equip teachers and leaders with an initial understanding of the HQIR and prepares them to implement with fidelity during early implementation.

- All vendors of T1 green-rated and/or approved structured literacy-based reading intervention HQIRs for T2 and/or T3
Example: T1 Amplify CKLA vendor-based professional learning
T2 Voyager Sopris Passport vendor-based professional learning
- [EPIC](#)
- [Rivet Partner Guide](#) schools search the Rivet Guide by the name of their HQIR and the type of CBPL service needed.

Stage 2 – Early Implementation

Early Implementation professional learning is designed to provide job-embedded PL opportunities that are collaborative and experiential in nature and to deepen understanding of the curriculum and what is required for effective implementation.

- All vendors of T1 green-rated and/or approved structured literacy-based reading intervention HQIRs for T2 and/or T3
Example: T1 Amplify CKLA vendor-based professional learning
T2 Voyager Sopris Passport vendor-based professional learning
- [EPIC](#)
- [Rivet Partner Guide](#) schools search the Rivet Guide by the name of their HQIR and the type of CBPL service needed.

Stage 3 - Ongoing Implementation

Ongoing professional learning supports educators in becoming more skillful in their use of the HQIR as they take increased ownership and make “smart adjustments,” those that add value to how the resource functions within the local curriculum without compromising its integrity, to meet the needs of all learners.

- [EPIC](#)
- [Rivet Partner Guide](#) schools search the Rivet Guide by the name of their HQIR and the type of CBPL service needed.

Building Knowledge in the Science of Reading

- [Kentucky Reading Academies – Language Essentials for Teachers of Reading & Spelling \(LETRS\) Modules 1-4](#)
- [Keys to Literacy – Keys to Beginning Reading Course Modules 1-5](#)
- [Orton Gillingham Academy \(CE Level\)](#)
- [Institute for Multi-Sensory Education – Orton Gillingham Plus Core Foundational Literacy Skills K-2](#)
- [AIM Institute Pathways to Proficient Reading](#)

Implementing Essential Components of Reading

- [Kentucky Reading Academies – Language Essentials for Teachers of Reading & Spelling \(LETRS\) Modules 5-8](#)
- [Keys to Literacy – Keys to Beginning Reading Course Modules 6-11](#)
- [Orton Gillingham Academy \(CE Level\)](#)
- [Institute for Multi-Sensory Education – Morphology and Work Study Grade 3](#)
- [AIM Institute Pathways to Proficient Reading](#)
- [Achieve the Core – Foundational Skills Mini Course](#)

Evidence-based Instruction to Support the Reading-Writing Connection

- [AIM Institute – Pathways to Proficient Writing](#)
- [Keys to Literacy – Keys to Early Writing Course](#)
- [The Writing Revolution](#) – The Hochman Method (K-2); The Hochman Method (3-12)
- [Kentucky Writing Project](#)

Read to Achieve Funding

Allowable Expenses

Professional Learning

- Using funds to support high quality and curriculum based professional learning experiences,

including registration fees in the required professional learning areas for all K-3 reading instructional staff (classroom teachers, reading interventionists, special education teachers, librarian/media specialists and any other staff who assist struggling readers) and administrators.

- Registration fees for all K-3 reading instructional staff (classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who support struggling readers) and administrators participating in state literacy conferences directly related to grant requirements.
- Using funds to provide high quality professional learning on relevant topics that specifically target struggling readers in the primary program.
- Providing or attending professional learning on how to support the home-school connection as it is directly related to improving literacy for struggling readers.
- Resources required for professional learning directly related to the implementation of the supplemental reading intervention program.
- Release time or stipends for the RTA teacher leader and K-3 reading instructional staff (classroom teachers, special education teachers, library/media specialists and other staff who support struggling readers) to participate in professional learning directly related to the grant requirements including curriculum based professional learning such as study groups, observations and/or self-or peer reflection on teaching practices.
- Using funds to cover substitute teacher expenses when necessary for teachers to participate in professional learning directly related to the grant requirements.

Instructional Resources

- High quality instructional resources to be used as part of the supplemental reading intervention program directly related to the implementation of the intervention.

Salary

- Using funds toward the salary of a certified teacher most qualified to provide intervention that includes evidence-based reading instruction in the areas of phonemic awareness, phonics, fluency, vocabulary, and comprehension.

Other

- Travel for all K-3 reading instructional staff (classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who support struggling readers) and administrators to attend professional learning including state conferences directly related to the grant requirements.
- Using funds to purchase diagnostic tools 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 students reading at low levels.
- Using funds to purchase progress monitoring tools to assess progress and rate of improvement in response to instruction or intervention.
- Using up to \$7,000 (10% of one year's base funds) one time during the four-year grant cycle for technology hardware critical to the implementation of the supplemental reading intervention program – requires prior approval before purchase.

Non-Allowable Expenses

- Compensating administrative or indirect costs
- Covering cost of capital expenditures (i.e., reprogramming, renovating, renting, or purchasing space)
- Purchasing furniture (tables, desks, filing cabinets, book bins, pillows, etc.)
- Purchasing food
- Using funds to purchase technology without prior KDE approval
- Using funds to pay for a T1, comprehensive reading program

- Dues or fees for group membership for administrators and/or K-3 reading instructional staff.

Application Components

The *RTA: Reading Diagnostic and Intervention Program Grant* application should include the following items in the order listed below. Each component should be clearly labeled with the application.

- * Application Cover Page
- * Table of Contents with page numbers
- * Narrative responses and required forms to match Parts 1-7 of the Evaluation Criteria (limited to a total of 20, single-sided, double-spaced pages). The cover page and table of contents are not included in the 20-page limit.
- * Narrative Response Short Form (**as a separate attachment only**)
- * School Budget Summary Form

Formatting Requirements

The proposal narrative should be organized using the following format:

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, but in Arial 12-point font.
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. Narrative responses are single-sided and double-spaced pages.
5. Narrative responses 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.
7. **Font in charts and graphs should be 10-point.**

Submission of Application

1. Scan or save the completed application in its entirety, including all signatures, to PDF format. Save the original application as RTA26 District School Name. (For example: Southside Elementary School in Woodford County would save the original application as *RTA26 Woodford Southside*.)
2. Scan or save a blinded/redacted copy of the application in its entirety to PDF format. Save the redacted application as RTA26 District School Name B. (For example: Southside Elementary School in Woodford County would save the redacted application as *RTA26 Woodford Southside B*.)
3. Scan or save the Narrative Response Short form in its entirety to PDF format. Save the form as RTA26 District School NRSF. (for example: Southside Elementary School in Woodford County would save the Narrative Response Short Form as *RTA26 Woodford Southside NRSF*). The NRSF is not required in the original and redacted applications.
4. Email to KDERFP@education.ky.gov
 - On the subject line of the email, type RTA26 District School Name.
 - If possible, send both 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 NOVEMBER 3, 2025, 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.
 - Applications received after the deadline will not be reviewed or considered for award.
 - Do not CC others on application submissions.
 - Do not send Google documents 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 reviewed or eligible for an award.

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's out – using the find and replace feature -ex: XXX.

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

Evaluation of Application

The KDE will review Part 3 and 5 of the RTA application to ensure approved screeners, assessments, HQIRs and PL providers are referenced. Independent reviewers will be trained for this specific competition, and they will evaluate applications using the RFA and scoring rubric aligned to the criteria established in the RFA. The KDE will select reviewers with grant experience, knowledge of the KAS for Reading and Writing or who have experience in or knowledge of structured literacy reading instruction. A call for reviewers, including a reviewer application, is available on the [KDE Competitive Grants website](#). Recommendations will be based on independent reviewer scores. Competitive Priority points (10) will be awarded to applicants who did not receive RTA funding during the 2022-2026 grant cycle. Competitive Priority points (25) will be awarded to applicants who performed in the lowest 20% of applicants based on grade 3 KSA reading data from school year 2023-2024.

Contract Award

Districts will receive preliminary notice of award on or around January 22, 2026. At the conclusion of the RFA process, Memorandums of Agreement (MOAs) will be developed with all awarded applicants. The first MOA effective date is anticipated to be July 1, 2026, and funds will be eligible for use from the MOA effective date through June 30, 2027. Additional MOA contracts will be developed as needed to extend grant awards. Activities prior to the effective date of the MOA are not allowable charges. The district must submit quarterly expenditure reports. The first payment will be made upon approval of the contract, submission of the RTA assurance statement, and an updated budget summary form.

READ TO ACHIEVE NARRATIVE RESPONSES AND EVALUATION CRITERIA

The narrative description should be written in the chronological order indicated in the criteria below. Reviewers are not required to consider content criteria addressed outside the identified parts. All formatting requirements must be adhered to, or the application will be deemed non-responsive. The budget form and the **Narrative Response Short Form** are not included in the 20-page limit. **Do not include any additional attachments.**

Part 1: Literacy Needs (10 points)

This section should describe the current literacy needs and trends at the school and describe a compelling need for the Read to Achieve: Reading and Intervention Program grant based on reliable

and valid data. Per KRS 158.792, in order to “address the diverse learning needs of those students reading at low levels.” **Schools with the most need will be awarded priority points and special consideration.**

- **Describe** the current literacy needs and trends at the school. Based on reliable and valid data sources (i.e. universal screener, diagnostic assessment, KAS, etc.) provide evidence to demonstrate a compelling need for the RTA grant.

Part 2: Multi-Tiered System of Supports MTSS (15 points)

This section should describe the integration of assessment and intervention within the multi-leveled system implemented currently at the school.

- **Describe** how the school’s current MTSS framework is implemented, including determining eligibility for intervention services, assessment types, procurement of data, scheduling, tier movement, and progress monitoring of intervention services.

Part 3: Screeners, Assessments, Progress Monitoring and Curriculum-Based Professional Learning (25 points)

This section should explain how the school plans to utilize base and/or matching grant funds to support teachers in the effective implementation and utilization of data from screeners and assessments, as well as ongoing curriculum based professional learning for T1 and T2 and/or T3 reading program(s) to enhance literacy outcomes for students. **The Narrative Response Short Form (NRSF) requesting the name of the universal screener, diagnostic assessment, comprehensive reading program, and supplemental intervention program(s) must be completed and submitted as a separate attachment.**

- **Identify** the universal screener(s) and reading diagnostic assessment(s) currently in use for the primary grades or the screener(s) and diagnostic assessment(s) the school plans to adopt, including how they are reliable and valid and how the screener(s), assessments(s) align with the intervention and comprehensive reading programs.
- **Identify** the approved comprehensive reading program and supplemental reading intervention program(s) currently in use for the primary grades or the programs the school plans to adopt including an explanation of how the programs will meet the literacy needs and trends of the school.
- **Describe** how the programs meet the expectations of a [high quality instructional resource](#) as described in the implementation section **and** how the supplemental intervention resources align with the approved T1 HQIR (pre-requisite skills for grade-level content, instructional routines, terminology, scope and sequence, etc.).
- **Design** a [high quality professional learning](#) plan for the first two years of the RTA grant that (1) supports teachers in effectively administering, interpreting, and using screener and assessment results to properly address student instructional needs and (2) identifies and describes professional learning aligned to the stage of curriculum-based professional learning for T1 and T2 and/or T3 reading programs at the school.

Part 4: Students to be Served (10 points)

This section should explain the identification process for determining which students need intervention, and then once identified, how students’ needs are monitored and what indicators will be used to determine if a student needs a new tier of instruction.

- **Explain** the process the school will use to determine eligibility for intervention services, provide interventions based on on-going assessment of individual student needs and determine when a student's performance indicates a need for a new tier of instruction, including an explanation for how students will be supported when intervention services end.

Part 5: Professional Learning and Sustainability (25 Points)

This section should describe the ongoing professional learning for building knowledge in the science of reading and implementing the essential components of reading, as well as professional learning on evidence-based instructional practices to support the reading-writing connection for administrators and all K-3 reading instructional staff. How will the RTA grant professional learning requirements improve overall literacy instruction and the reading skills of primary students reading at low levels as well as increase and sustain students' motivation to read?

- **Design** a [high quality professional learning](#) plan for administrators and all K-3 reading instructional staff who provide reading instruction in the primary (K-3) program to support teachers in addressing the needs of struggling readers in these areas: 1) Building knowledge in the science of reading; 2) Implementing the essential components of reading including instruction in phonics, phonemic awareness, fluency, vocabulary and comprehension; 3) Evidence-based instructional practices to support the reading-writing connection.
- **Explain** how the school's MTSS team will support professional learning throughout the school to build literacy capacity and ensure effective implementation of reading intervention and comprehensive reading programs (T1, T2 and T3 instruction).
- **Describe** the school's history of supporting/funding the school library program, its current commitment to supporting an effective library media program and commitment to allowing the certified library media specialist adequate time to fulfill his/her role with the school.
- **Describe** the system for informing parents of struggling readers of the available literacy services within the district. Be sure to include all required system elements as outlined in the family engagement section.
- **Discuss** how the positive impacts of the RTA program will be sustained beyond the grant.

Part 6: Intervention Implementation Evaluation (20 Points)

This section should provide a detailed and comprehensive plan for evaluating the impact, effectiveness, and implementation of the reading intervention plan.

- **Identify** the number of students you anticipate can be served/impacted because of the RTA grant, and explain how the anticipated number of students was determined based on current data.
- **Discuss** how multiple sources of data will be used throughout the RTA interventions to evaluate their impact on student achievement. **Include** processes and measurable long-term goals for ensuring T2 and/or T3 intervention is data-driven, addressing the specific needs of the student(s) through targeted support using structured literacy evidence-based programs.

Part 7: Budget (10 Points)

This section should describe the fiscal resources needed for the program and provide a detailed explanation of how funds will be used to improve reading instruction. KRS 158.792 (4) In order to qualify for funding, the school council, or if none exists, the principal or the superintendent of schools, shall allocate matching funds required by grant recipients under subsection (3) of this section. Funding for professional development allocated to the school council under KRS 160.345 and for continuing education under KRS 158.070 may be used as part of the school's match.

- **Explain** how grant funding and resources will be used efficiently and how additional funds (matching funds and any other additional funds) will be used to fully implement your school's RTA intervention program according to grant requirements (even if the total cost exceeds the amount awarded). Complete the RTA School Budget Summary form to match the explanation.

Read to Achieve: Reading Diagnostic and Intervention Fund Grant

Narrative Response Short Form
Complete this form as an attachment

Part 3: Screeners, Assessments, Progress Monitoring, and Curriculum-Based Professional Learning

Primary (K-3) Universal Screener: _____

Primary (K-3) Diagnostic Assessment: _____

Primary (K-3) Progress Monitoring (if applicable): _____

Comprehensive Reading Program: _____

Reading Intervention Program(s): _____

Curriculum-Based and Assessment Literacy Professional Learning Provider(s):

(a) Comprehensive Reading Program(s): _____

(b) Supplemental Intervention Reading Program(s): _____

(c) Universal Screening, Diagnostic Assessment and Progress Monitoring:

Part 5: Professional Learning and Sustainability

Approved RTA PL Provider(s):

(a) Building knowledge in understanding the cognitive processes and skills involved in learning how to read.

(b) Implementing essential components of reading.

(c) Supporting the reading-writing connection.

Read to Achieve Budget Summary Form

INSTRUCTIONS: Depending on the school's overall intervention program needs. Next to the appropriate MUNIS Code, enter the allowable expenditure in column 2. In column 3, provide a DETAILED explanation of the allowable expenditure (see example). In column 4, enter the amount of grant funds to be used. Column 5 should be used to identify the source and amount, if applicable, for matching funds. If you use an item that is not allowable under the grant funds, but may be used as a match, complete the information at the bottom of the budget summary form. Any unused MUNIS codes can be deleted from this form.

1	2	3	4	5
MUNIS CODE	ITEM	EXPLANATION OF EXPENDITURES	Amt. Of Grant Funds	Source & Amt. Of Matching Funds
<i>Example:</i> 550	<i>Communication:</i> <i>Postage</i>	<i>Communication: Postage – postage and fees associated with mailing family involvement information for all RTA students.</i>	\$100	
110				N/A
111				N/A
113				N/A
120				N/A
131				N/A
211				N/A
212				N/A
214				N/A
221				N/A
222				N/A
231				N/A
232				N/A
251				N/A

Budget continued	ITEM	EXPLANATION OF EXPENDITURES	Amt. Of Grant Funds	Source & Amt. Of Matching Funds
MUNIS CODE				
253				N/A
260				N/A
298				
335				
338				
580				
610				
643				
646				
650				
653				
734				
735				
			N/A	
			N/A	
			N/A	
			N/A	
TOTALS				

Note: Columns above that do not contain MUNIS codes may only be used to show matching funds that are not allowable expenditures to be taken out of grant funds. For example, refreshments cannot be purchased with grant funds; however, a match may be provided to do so, and can be shown in these columns.

Read To Achieve (RTA) Application Cover Page

Type of Application: Please select one.

- ☐ New applicant (not an RTA awardee in 2021-2025)
☐ Recent awardee (awarded the RTA grant during 2021-2025)

DISTRICT NAME		
DISTRICT ADDRESS		
SCHOOL NAME		
SCHOOL ADDRESS		
PRINCIPAL NAME		Phone: Email:
CERTIFIED SCHOOL LIBRARY MEDIA SPECIALIST NAME		Phone: Email:
Percent of certified library media specialist time currently dedicated to the school named on this application: ☐ 100% ☐ 50% ☐ 33% ☐ 25% ☐ 0% ☐ Other%: _____		
SUPERINTENDENT		Phone: Email:
DISTRICT LEVEL POINT OF CONTACT		Phone: Email:
GRANT CONTACT/WRITER		Phone: Email:
Additional Grant Collaborators:		

I assure that 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 that 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 grant funding and may impact future funding.

Assurance of Commitment from the Superintendent, District Level Contact, and Principal

Superintendent

Date

District Level Contact

Date

Principal

Date

Evaluation Criteria and Rubric: FY26 RTA Grant				Maximum Points
Part 1	Literacy Needs			10 points
This section should describe the current literacy needs and trends at the school and describe a compelling need for the <i>Read to Achieve: Reading and Intervention Program</i> grant based on reliable and valid data. Per KRS 158.792, to “address the diverse learning needs of those students reading at low levels.” Schools with the most need will be awarded priority points and special consideration.				
Describe the current literacy needs and trends at the school. Based on reliable and valid data sources (i.e., universal screener, diagnostic assessment, KAS, etc.) provide evidence to demonstrate a compelling need for the RTA grant.				
0-1 pts	2 pts	3 pts	4 pts	5 pts
No mention of the school's current literacy needs and trends	Incomplete or vague description of the school's current literacy needs and trends	Description of the school's literacy needs and trends lacks a focus on literacy instruction	Description of the school's literacy needs and trends is present with a focus on literacy instruction	Detailed description of the school's literacy needs and trends is present with an in-depth focus on literacy instruction
0-1 pts	2 pts	3 pts	4 pts	5 pts
No or invalid data referenced to demonstrate need for RTA grant	One valid and reliable data source referenced with vague evidence of school's need for RTA grant	One valid and reliable data source referenced with evidence of school's need for RTA grant	Two valid and reliable data sources referenced with evidence of school's compelling need for RTA grant	Three or more valid and reliable data sources referenced with evidence of school's compelling need for RTA grant by in-depth analysis of data trends

Part 2	Multi-Tiered System of Supports (MTSS)			15 points
This section should describe the integration of assessment and intervention within the multi-level system implemented currently at the school.				
Describe how the school's current MTSS framework is implemented, including determining eligibility for intervention services, assessment types, procurement of data, scheduling, tier movement, and progress monitoring of intervention services.				
0-3 pts	4-6 pts	7-9 pts	10-12 pts	13-15 pts

No mention of the MTSS framework. No mention of the process for determining intervention service eligibility and/or tier movement. No mention of data and/or assessment(s). No mention of scheduling. No mention of progress monitoring of intervention services.	An incomplete or vague description of the MTSS framework. An incomplete or vague description of the process for determining intervention services eligibility and/or tier movement. Incomplete or vague explanation of data and/or assessment(s). An incomplete or vague overview of intervention scheduling. An incomplete or vague explanation of progress monitoring of intervention services.	Description of the MTSS framework is present but lacks detail. Description of the process for determining intervention services eligibility and/or tier movement is present, but lacks detail and clarity. Explanation of data and/or assessment(s) is present but lacks detail. Overview of intervention scheduling is present but lacks detail. Explanation of progress monitoring of intervention services is present but lacks detail.	Description of the MTSS framework is present with detail. Description of the process for determining intervention services eligibility and/or tier movement is present with detail and clarity. Explanation of data and assessment(s) is present with detail. Overview of intervention scheduling is present with detail. Explanation of progress monitoring of intervention services is present with detail.	Detailed description of the MTSS framework is present. Description of the process for determining intervention services eligibility and tier movement is thorough and clear. Explanation of data and assessment(s) is thorough and clear. Explanation of intervention scheduling is thorough and clear. Explanation of progress monitoring of intervention services is thorough and clear.
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Part 3	Screeners, Assessments, Progress Monitoring, and Curriculum-Based Professional Learning			25 points
This section should explain how the school plans to utilize base and/or matching grant funds to support teachers in the effective implementation and utilization of data from screeners, assessments, as well as ongoing curriculum-based professional learning for T1 and T2 and/or T3 reading program(s) to enhance literacy outcomes for students.				
Identify the universal screener(s) and reading diagnostic assessment(s) currently in use for the primary grades or the screener(s) and diagnostic assessment(s) the school plans to adopt, including how they are reliable and valid and how the screener(s), assessment(s) align with the intervention and comprehensive reading programs.				
0-1 pts	2 pts	3 pts	4 pts	5 pts
No mention of how the screener(s) and diagnostic assessment(s) are reliable and valid, and how they align with the structured literacy intervention and green-rated comprehensive reading programs	Incomplete or vague explanation of how the screener(s) and diagnostic assessment(s) are reliable and valid, and how they align with the structured literacy intervention and green-rated comprehensive reading programs	Explanation of how the screener(s) and diagnostic assessment(s) are reliable and valid, and how they align with the structured literacy intervention and green-rated comprehensive programs is present, but lacks details	Explanation of how the screener(s) and diagnostic assessment(s) are reliable and valid, and how they align with the structured literacy intervention and green-rated comprehensive programs is present with details	Explanation of how the screener(s) and diagnostic assessment(s) are reliable and valid, and how they align with the structured literacy intervention and green-rated comprehensive programs, is in-depth, thorough, and clear
KDE will review the identification of screeners, diagnostics, and reading programs. A score of 0 will be awarded if the application does not identify a KDE-approved screener(s) and diagnostic assessment(s), in addition to a Structured literacy intervention program(s) (Tier 2 and Tier 3) and a green-rated, comprehensive reading program.				
Identify green-rated comprehensive reading program and structured literacy-based reading intervention program(s) currently in use for the primary grades or the programs the school plans to adopt, including an explanation of how the programs will meet the literacy needs and trends of the school.				

0-1 pts	2 pts	3 pts	4 pts	5 pts
No mention of how the green-rated comprehensive reading program and structured literacy reading intervention program will serve the school's specific literacy needs and trends	Incomplete or vague explanation of how the green-rated comprehensive reading program and structured literacy reading intervention program will serve the school's specific literacy needs and trends	Explanation of how the green-rated comprehensive reading program and structured literacy reading intervention program will serve the school's specific literacy needs and trends is present, but lacks details	Explanation of how the green-rated comprehensive reading program and structured literacy reading intervention program will serve the school's specific literacy needs and trends is present with details	Explanation of how the green-rated comprehensive reading program and structured literacy reading intervention program will serve the school's specific literacy needs and trends is in-depth, thorough, and clear

Describe how the programs meet the expectations of a [high quality instructional resource](#) as described in the implementation section **and** how the supplemental intervention resources align with the approved T1 HQIR (pre-requisite skills for grade-level content, instructional routines, terminology, scope and sequence, etc.).

0-1 pts	2 pts	3 pts	4 pts	5 pts
No mention of how the structured literacy reading intervention program and green-rated comprehensive reading program are high quality instructional resources, meaning there is no evidence for how they are aligned with the <i>KAS for Reading and Writing</i>, research-based and/or externally validated, comprehensive to include engaging texts and assessments, culturally relevant, free from bias, and accessible for all students A score of 0 will be awarded if the application does not identify a green-rated comprehensive reading program.	Description is incomplete or vague regarding how the structured literacy reading intervention program and green-rated comprehensive reading program are high quality instructional resources, meaning there is incomplete or vague evidence for how they are aligned with the <i>KAS for Reading and Writing</i>, research-based and/or externally validated, comprehensive to include engaging texts and assessments, culturally relevant, free from bias and accessible for all students	Description is present but lacks details of how the structured literacy reading intervention program and green-rated comprehensive reading program are high quality instructional resources, meaning there is a lack of evidence for how they are aligned with the <i>KAS for Reading and Writing</i>, research-based and/or externally validated, comprehensive to include engaging texts and assessments, culturally relevant, free from bias and accessible for all students	Description is present with details of how the structured literacy reading intervention program and green-rated comprehensive reading program are high quality instructional resources, meaning there are details to support how they are aligned with the <i>KAS for Reading and Writing</i>, research-based and/or externally validated, comprehensive to include engaging texts and assessments, culturally relevant, free from bias, and accessible for all students	Description is in depth, thorough and clear of how the structured literacy reading intervention program and green-rated comprehensive reading program are high quality instructional resources, meaning there is in-depth, thorough and clear evidence to support how they are aligned with the <i>KAS for Reading and Writing</i>, research-based and/or externally validated, comprehensive to include engaging texts and assessments, culturally relevant, free from bias and accessible for all students

Design a [high quality professional learning](#) plan that (1) supports teachers in effectively administering, interpreting, and using screener, assessment results, and progress monitoring tools to properly address and monitor student instructional needs and (2) identifies and describes professional learning aligned to the stage of curriculum-based professional learning for T1 and T2 and/or T3 for reading programs at the school and (3) includes a timeline to show how the screeners, assessments, progress monitoring and curriculum-based professional learning will be sustained and continuous.

0-2 pts	2-4 pts	4-6 pts	7-8 pts	9-10 pts
Does not include a professional learning plan or timeline. No mention of how the professional learning support is high-quality, meaning that it is content and program specific, supports collaboration between teachers and grade level teams to improve efficacy and ensures widespread use and effective teacher implementation of the screener(s), assessment(s) and programs; Does not include a professional learning plan or timeline.	Explanation is incomplete or vague regarding how the professional learning support is high quality, meaning that it is content and program specific, supports collaboration between teachers and grade level teams to improve efficacy and ensures widespread use and effective teacher implementation of the screener(s)/ assessment(s) and programs; Includes a professional learning plan and timeline but it is vague or does not provide PL opportunities aligned to the stage of CBPL for T1, T2, T3 Reading programs and a timeline to show sustained and continuous learning for the implementation of screeners and assessments	Explanation is present but lacks details of how the professional learning support is high quality, meaning that it is content and program specific, supports collaboration between teachers and grade level teams to improve efficacy and ensures widespread use and effective teacher implementation of the screener(s)/ assessment(s) and programs; Includes a professional learning plan and timeline that provides teachers with some time to engage in CBPL for T1, T2, T3 reading programs and sustained and continuous learning for implementation of screeners and assessments	Explanation is present with details of how the professional learning support is high quality, meaning that it is content and program specific, supports collaboration between teachers and grade level teams to improve efficacy and ensures widespread use and effective teacher implementation of the screener(s)/ assessment(s) and programs; Includes a detailed professional learning plan and timeline that provides teachers with adequate time to engage in CBPL for T1, T2, T3 reading programs, and sustained and continuous learning for implementation of screeners and assessments	Includes an in-depth, thorough, and clear professional learning plan and timeline that provides teachers with ample time to engage in CBPL for T1, T2, T3 reading programs and sustained and continuous learning for implementation of screeners and assessments. Includes an in-depth, thorough, and clear professional learning plan and timeline that provides teachers with ample time to engage in CBPL for T1, T2, T3 reading programs and sustained and continuous learning for implementation of screeners and assessments

Part 4	Students to be Served	10 points
This section should explain the identification process for determining which students need intervention, and then, once identified, how students' needs are monitored and what indicators will be used to determine if a student needs a new tier of instruction.		
Explain the process the school will use to determine eligibility for intervention services.		

0-1 pts	2 pts	3 pts	4 pts	5 pts
No mention of the process the school will use to determine when students need intervention	Incomplete or vague explanation of the process the school will use to determine when students need intervention	Explanation of the process the school will use to determine when students need intervention is present but lacks detail and clarity	Explanation of the process the school will use to determine when students need intervention is present with detail and clarity	Explanation of the process the school will use to determine when students need intervention is in-depth and articulated thoroughly
Explain how the school will provide interventions based on on-going assessment of individual student needs and determine when a student's performance indicates a need for a new tier of instruction, including an explanation for how students will be supported when intervention services end.				
0-1 pts	2 pts	3 pts	4 pts	5 pts
No mention of how the school will monitor students' needs and/or determine when a student needs a new tier of instruction	Incomplete or vague explanation of how the school will monitor students' needs and/or determine when a student needs a new tier of instruction	Explanation of how the school will monitor students' needs and determine when a student needs a new tier of instruction is present but lacks details and clarity	Explanation of how the school will monitor students' needs and determine when a student needs a new tier of instruction is present with details and clarity	Explanation of how the school will provide interventions based on on- going assessment and determine movement out of interventions is in-depth, thorough, clear

Part 5	Professional Learning and Sustainability			25 points
This section should describe the ongoing professional learning for building knowledge in the science of reading and implementing the essential components of reading, as well as professional learning on evidence-based instructional practices to support the reading-writing connection for administrators and all K-3 reading instructional staff. How will the RTA grant professional learning requirements improve overall literacy instruction and the reading skills of primary students reading at low levels as well as increase and sustain students' motivation to read?				
Design a high quality professional learning plan for administrators and all K-3 reading instructional staff who provide reading instruction in the primary (K-3) program to support teachers in addressing the needs of struggling readers in these areas: 1) Building knowledge in the science of reading; 2) Implementing the essential components of reading, including instruction in phonics, phonemic awareness, fluency, vocabulary and comprehension; 3) Evidence-based instructional practices to support the reading-writing connection.				
0-1 pts	2 pts	3 pts	4 pts	5 pts
No mention of the professional learning plan KDE will review this section to ensure the identification of approved professional learning providers in the professional learning plan.	Professional learning plan is incomplete or vague in its design; at least one area is missing and/or not all administrators and K-3 reading instructional staff are included	Professional learning plan is present but lacks details and clarity in its design; includes all three areas and all administrators and K-3 reading instructional staff are included	Professional learning plan is present with details and clarity in its design; includes all three areas and all administrators and K-3 reading instructional staff are included	Professional learning plan is in depth, thorough and clear in its design; includes all three areas and all administrators and K-3 reading instructional staff are included

Explain how the school's MTSS team will support professional learning throughout the school to build literacy capacity and ensure effective implementation of reading intervention and comprehensive reading programs (T1, T2 and T3 instruction).

0-1 pts	2 pts	3 pts	4 pts	5 pts
No mention of how the MTSS team will support professional learning to build literacy capacity and ensure the comprehensive literacy program and reading intervention program is implemented as intended	Incomplete or vague explanation of how the MTSS team will support professional learning to build literacy capacity and ensure the comprehensive literacy program and intervention program is implemented as intended	Explanation of how the MTSS team will support professional learning to build literacy capacity and ensure the comprehensive literacy program and reading intervention program is implemented as intended is present but lacks details and clarity	Explanation of how the MTSS team will support professional learning to build literacy capacity and ensure the comprehensive literacy program and reading intervention program is implemented as intended is present with details and clarity	Explanation of how the MTSS team will support professional learning to build literacy capacity and ensure the Comprehensive literacy program and reading intervention program is implemented as intended is in- in-depth, thorough and clear

Describe the school's history of supporting/funding the school library program, its current commitment to supporting an effective library media program and commitment to allowing the certified library media specialist adequate time to fulfill his/her role on the school literacy team.

0-1 pts	2 pts	3 pts	4 pts	5 pts
No mention of the school's library media program history and current commitment to supporting an effective library media program and allowing the certified library media specialist adequate time to fulfill his/her role on the school literacy team.	Description of the school's library media program history and current commitment to supporting an effective library media program and allowing the certified library media specialist adequate time to fulfill his/her role on the school literacy team is incomplete or vague and/or does not indicate a history of support and commitment to ensuring the implementation of an effective library media program facilitated by a certified library media specialist at least 33% of the school day.	Description of the school's library media program history and current commitment to supporting an effective library media program and allowing the certified library media specialist adequate time to fulfill his/her role on the school literacy team is present but lacks details and/or does not clearly indicate a history of support and commitment to ensuring the implementation of an effective library media program facilitated by a certified library media specialist at least 33% of the school day.	Description of the school's library media program history and current commitment to supporting an effective library media program and allowing the certified library media specialist adequate time to fulfill his/her role on the school literacy team is present with details and clearly indicates a history of support and commitment to ensuring the implementation of an effective library media program facilitated by a certified library media specialist at least 33% of the school day.	Description of the school's library media program history and current commitment to supporting an effective library media program and allowing the certified library media specialist adequate time to fulfill his/her role on the school literacy team is in-depth, thorough and clearly indicates a history of support and strong commitment to ensuring the implementation of an effective library media program facilitated by a certified library media specialist at least 33% of the school day.

Describe the system for informing parents of struggling readers of the available literacy services within the district. Be sure to include all required system elements as outlined in the family engagement section.				
0-1 pts	2 pts	3 pts	4 pts	5 pts
No mention of a system for informing parents of struggling readers of the available literacy services within the district	Description of the system for informing parents of struggling readers of the available literacy services within the district is incomplete or vague	Description of the system for informing parents of struggling readers of the available literacy services within the district is present with all system elements but lacks details and clarity	Description of the system for informing parents of struggling readers of the available literacy services within the district is present with details and clarity and includes all system elements.	Description of the system for informing parents of struggling readers of the available literacy services within the district is in- depth, thorough, and clear and includes all system elements.
Discuss how the positive impacts of the RTA program will be sustained beyond the grant.				
0-1 pts	2 pts	3 pts	4 pts	5 pts
No mention of how the work of the RTA program will be sustained beyond the grant	Incomplete or vague explanation of how the work of the RTA program will be sustained beyond the grant	Explanation of how the work of the RTA program will be sustained beyond the grant is present but lacks details and clarity	Explanation of how the work of the RTA program will be sustained beyond the grant is present with details and clarity	Explanation of how the work of the RTA program will be sustained beyond the grant is in- depth, thorough, and clear

Part 6	Intervention Implementation Evaluation			20 points
This section should provide a detailed and comprehensive plan for evaluating the effectiveness of intervention implementation.				
Identify the number of students you anticipate can be served/impacted as a result of the RTA grant, and explain how the anticipated number of students was determined based on current data.				
0-1 pts	2 pts	3 pts	4 pts	5 pts
Identified an anticipated number of students to be served/impacted	Identified an anticipated number of students to be served/impacted	Identified an anticipated number of students to be served/impacted	Identified an anticipated number of students to be served/impacted	Identified an anticipated number of students to be served/impacted
No explanation of how the number was determined	Incomplete or vague explanation of how the number was determined	Explanation of how the number was determined is present but lacks clarity	Explanation of how the number was determined is present with details and clarity	Explanation of how the number was determined is in-depth, thorough, and clear
Discuss how multiple sources of data will be used throughout RTA interventions to evaluate its impact on student achievement.				
0-1 pts	2 pts	3 pts	4 pts	5 pts
No mention of how multiple sources of data will be used throughout the RTA interventions	Incomplete or vague description of how multiple sources of data will be used throughout the RTA interventions	Description of how multiple sources of data will be used throughout the RTA interventions is present but lacks details and clarity	Description of how multiple sources of data will be used throughout the RTA interventions is present with details and clarity	Description of how multiple sources of data will be used throughout the RTA interventions is in-depth, thorough, and clear

Include processes and measurable long-term goals for ensuring T2 and/or T3 intervention is data-driven, addressing the specific needs of the student(s) through targeted support using structured literacy evidence-based programs.				
0—2 pts	3-4 pts	5-6 pts	7-8 pts	9-10 pts
No mention of processes and measurable long-term goals for ensuring T2 and/or T3 intervention is data-driven, addressing the specific needs of the student(s) through targeted support using structured literacy evidence-based programs.	Incomplete or vague description of processes and measurable long-term goals for ensuring T2 and/or T3 intervention is data-driven, addressing the specific needs of the student(s) through targeted support using structured literacy evidence-based programs	Description of processes and measurable long-term goals for ensuring T2 and/or T3 intervention is data-driven, addressing the specific needs of the student(s) through targeted support using structured literacy evidence-based programs.is present but lacks details and clarity	Description of processes and measurable long-term goals for ensuring T2 and/or T3 intervention is data-driven, addressing the specific needs of the student(s) through targeted support using structured literacy evidence-based programs.is present with details and clarity	Description of processes and measurable long-term goals for ensuring T2 and/or T3 intervention is data-driven, addressing the specific needs of the student(s) through targeted support using structured literacy evidence-based programs.is in-depth, thorough, and clear

Part 7	Budget			10 points
This section should describe the fiscal resources needed for the program and provide a detailed explanation of how funds will be used to improve reading instruction.				
Explain how grant funding and resources will be used efficiently and how additional funds (matching funds and any other additional funds) will be used to fully implement your school's RTA intervention program according to grant requirements (even if the total cost exceeds the amount awarded). Complete the RTA School Budget Summary form to match the explanation.				
0-1 pts	2 pts	3 pts	4 pts	5 pts
No mention of how the grant and resources will be used efficiently Score of 0 will be awarded if the RTA School Budget Summary Form is not included	Incomplete or vague explanation of how the grant and resources will be used efficiently and/or does not match the RTA School Budget form	Explanation of how the grant and resources will be used efficiently is present but lacks details and clarity and/or does not match the RTA School Budget form	Explanation of how the grant and resources will be used efficiently is present with details and clarity and matches the RTA School Budget Summary form	Explanation of how the grant and resources will be used efficiently is in-depth, thorough, and clear and matches the RTA School Budget Summary form
KRS 158.792 (4) In order to qualify for funding, the school council, or if none exists, the principal or the superintendent of schools, shall allocate the matching funds required by the grant recipients under subsection (3) of this section. Funding for professional development allocated to the school council under KRS 160.345 and for continuing education under KRS 158.070 may be used as part of the school's match.				

0-1 pts	2 pts	3 pts	4 pts	5 pts
No mention of how additional funds (matching and other) will be used to fully implement the RTA intervention program according to grant requirements A score of 0 will be awarded if the RTA School Budget Summary Form is not included.	Incomplete or vague explanation of how additional funds (matching and other) will be used to fully implement the RTA intervention program according to grant requirements	Explanation of how additional funds (matching and other) will be used to fully implement the RTA intervention program according to grant requirements is present, but lacks detail and clarity	Explanation of how additional funds (matching and other) will be used to fully implement the RTA intervention program according to grant requirements, is present with detail and clarity	Explanation of how additional funds (matching and other) will be used to fully implement the RTA intervention program according to grant requirements is in-depth, thorough, and clear
	Competitive Priorities			25 points
KDE will give priority to Read to Achieve applicants who performed in the lowest 20% of applicants based on grade 3 KSA reading data from school year 2023-2024.				
	Competitive Priorities			10 points
KDE will give priority to Read to Achieve applicants who were not awarded the Read to Achieve grant during the 2022-2026 grant cycle.				
Total Points Possible (excluding competitive priority)				115 Points