



## GRREC and OVEC Race to the Top – District Grant

Kids Focused, Responsible, Imaginative, Engaged and Determined to Learn

kid-FRIENDLY



### Overview

The Green River Regional Educational Cooperative (GRREC) and the Ohio Valley Educational Cooperative (OVEC) partnered together on a \$40 million grant award from the US Department of Education's Race to the Top – District program. GRREC and OVEC received one of only 16 grants made nationwide.

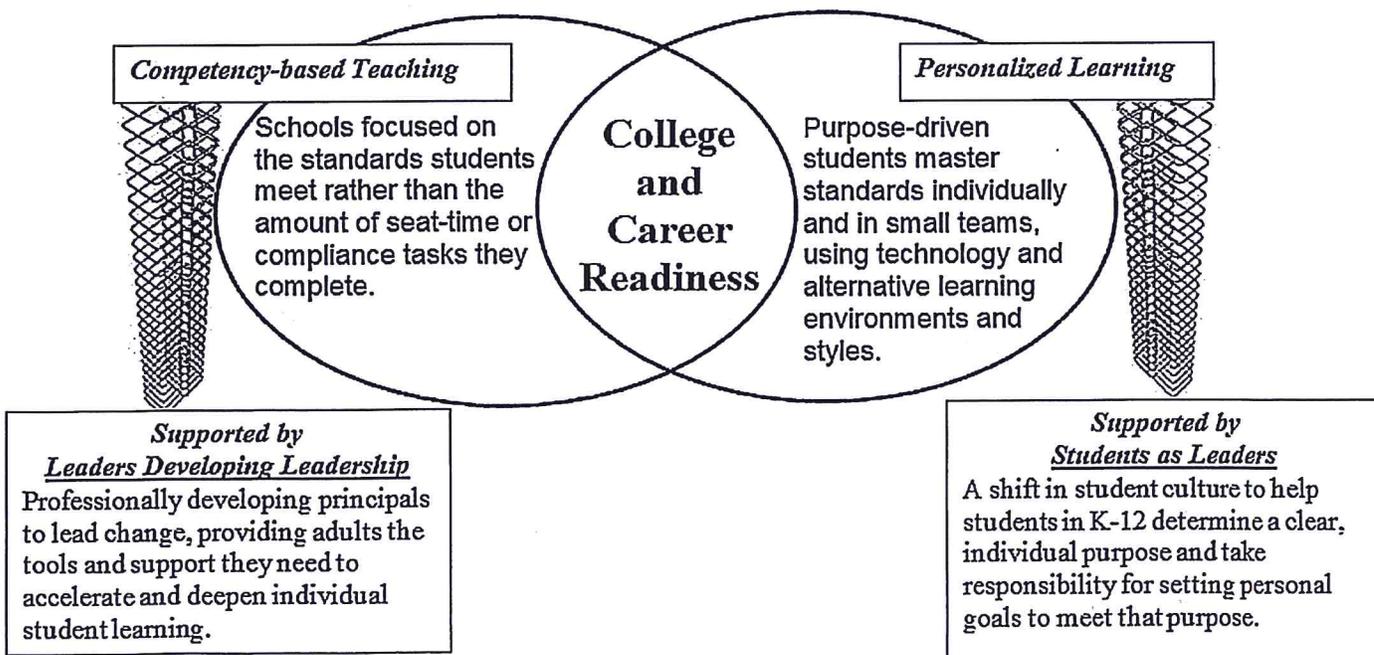
### Participation

GRREC's and OVEC's RTT-D grant— kid-FRIENDLY—serves

•22 School Districts •112 Schools •59,300 students •4,000 teachers

### Model

kid-FRIENDLY is a four year grant aimed at transforming schools to competency-based, kid-friendly learning environments. The project has four key components. **Competency-based Teaching** and **Personalized Learning** are the key instructional components, which are supported by components that build capacity in educators (**Leaders Developing Leadership**) and students (**Students as Leaders**).



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### **Preschool Focus**

Groups such as the Annie E. Casey Foundation have emphasized the necessity of each student reaching reading proficiency by the end of the third grade. This milestone is highly predictive of a student's success through secondary education, postsecondary education and training, and transition to adult life. GRREC and OVEC believe strongly that starting early with kids and fostering their kindergarten readiness is vital for achieving the third grade reading milestone.

kid-FRIENDLY will support preschool programs, as well as private and home-based daycares, in implementing scientifically-based instructional strategies. GRREC and OVEC's plan involves

- Hiring 10 Preschool Pals throughout the project region;
- Purchasing \$875,000 of early childhood materials, including curriculum, classroom books, and family and take-home materials;
- Training Preschool Pals on scientifically-based strategies associated with the Early Reading First initiative, including print-rich environments, phonological awareness, phonological sequencing, and phonemic development.
- Deploying the Preschool Pals to develop relationships with early childhood education providers, including Head Start centers, public preschool programs, and private and home-based daycares;
- Rotating Preschool Pals to partnering providers on a regular basis to demonstrate instructional strategies and utilize early childhood materials; and
- Training providers' staff on sustaining instructional strategies as part of early childhood learning services.

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### **Interested in More Information**

GRREC's and OVEC's application is available online:

<http://www2.ed.gov/programs/racetothetop-district/2012/finalists/applications/green-river.pdf>

## Race To The Top Grant: kid□FRIENDLy

### Kids Focused, Responsible, Imaginative, Engaged and Determined to Learn

Staff: Dr. Janet Hurt, Project Director

- Project Managers (2)
- IT Director
- Data Director
- Student Leadership Coaches (4)
- Leadership Mentors
- Cognitive Coaches (10)
- College/Career Ready Counselors (23)
- Preschool Director
- Preschool Pals (10)
- Clerical/Finance (3)

Partners: WKU

UL

National Trainers and Consultants

Dr. Hurt and the project managers will meet soon to develop a grant implementation plan which will be submitted to Washington, D.C. on April 8<sup>th</sup> for approval. Some of this information could be modified or changed when the implementation plan is approved.

Four Main Areas:

1. Core Assurance Area 1: Adopting standards and assessments that prepare students to succeed in college and the workplace and to compete in the global economy
2. Core Assurance Area 2: Building data systems that measure student growth and success, and inform teachers and principals with data about how they can improve instruction
3. Core Assurance Area 3: Recruiting, developing, rewarding, and retaining effective teachers and principals, especially where they are needed most
4. Core Assurance Area 4: Turning around lowest-achieving schools

Preschool Focus:

- Ensure kindergarten-readiness by implementing scientifically research-based strategies in our preschools and
- Work with private and home-based child cares to provide resources, training and support to meet the needs of all children.
- Expand successfully implemented early literacy programs and
- Add an itinerate Preschool Pal, a door-to-door coach who brings mini-lessons and tools to the many "Nanas" in our region who care for three- and four-year olds.

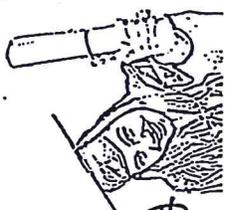
Kindergarten Readiness Facts:

- Most five-year-olds who arrive in our kindergarten classrooms –more than 50 percent – have not participated in a school-based preschool program aligned to School-house standards.
- Public preschools in Kentucky are limited in the number of students accepted annually;
- Some of our participating students attend Head Start Centers while others have only locally-run child care centers or home-care operations, including what we call Nana Care Centers.
- Our participating communities have more than 12,000 children aged 3 to 5;
- We estimate as many as 40 percent of that number do not attend a formal preschool program where instruction (disguised as play) is an integral part of the learning day.

Kindergarten Readiness Focus:

- Through a team of highly-trained Preschool Specialists, we will create a band of itinerant teachers to support centers of all types as well as families with young children as they learn to deliberately support early literacy and numeracy skills through targeted play and research-based strategies.
- Our specialists will work with participating public schools to first identify Nana Care and Head Start Centers and then build relationships with the owner/operators.
- In addition to monthly training sessions in each community for center operators and families – held in the evenings and on Saturday mornings for their convenience.
- Our specialists will support three- and four-year-old students with disabilities and/or who are from low-income homes.
- Preschool Pals will schedule nap-time visits to centers every other week or so to provide resources, books and strategies to be tried with these young students.
- We will help center staff members better understand the skills and standards students need to be ready for the schoolhouse (aligning child cares and preschools to kindergarten). This focus will be on the implementation of scientifically-based reading research- Early Reading First Initiatives.
- Our specialists will work with families through public events, healthcare providers, area churches and other organizations to provide open and frequent sessions to learn how to play with, read to/with, and talk to/with young children.
- Our specialists will also leverage schoolhouse events that often draw young families.

Population (Group)	Type of Result (e.g. educational or family and community)	Desired Results
<p>Preschool-aged children (3- and 4-year-olds)</p>	<p>Educational, family, community</p>	<p><i>Also see the Performance Measures related to CCR (pp. 115-123)</i></p> <ul style="list-style-type: none"> <li>• Increase by 8% annually the number of participating students who are kindergarten-ready</li> <li>• Increase by at least 4% annually the number of students reading at standard by the end of 3<sup>rd</sup> grade, ensuring 100% are reading at standard by the project's end (2017)</li> <li>• Increase by at least 15% annually the number of students who arrive at kindergarten with the prerequisite indicators for social and emotional development</li> <li>• Increase by at least 30% annually the number of students who arrive at the elementary school building with an understood purpose for schooling</li> </ul>



**KID-FRIENDLY**

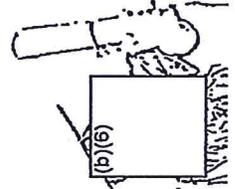
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**Section XII: Supplemental Budget #1**

**Resources for preschool centers, daycares and families:** Through kid-FRIENDLY project funds, we will provide training and ongoing support for daycare, preschools and home-care through a cohort of itinerant Preschool Pals. Each will have a small trove of resources to share every other week or so with centers, including classroom strategies, read-alouds, etc.

In Supplemental Budget #1, we request funds to support expansion of curriculum, books and other materials for each center and for families attending Preschool Pal training events. These materials will serve as both an incentive toward and an assurance that our young children are receiving research-based instruction that will promote increased language and numeracy. Materials will include research-based curriculum for three- and four-year-olds; sets of fiction and non-fiction books; play centers for guided work with children; software for assessment and intervention; and family materials, including take-home bags of books and books on tape to use with young children. Coordination of the effort will be conducted through existing project staff. We base the following expenses on our work with Early Reading First and the impact of strong literacy materials on young children and their families.

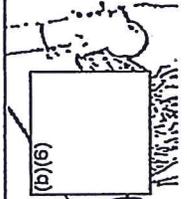
Supplemental Budget #1: Resources for preschool centers, daycares and families		
Cost Description	Cost Assumption	Total
<b>1. Personnel</b>		
	<i>Total Personnel</i>	\$ 0
<b>2. Fringe Benefits</b>		
	<i>Total Fringe</i>	\$ 0
<b>3. Travel</b>		
	<i>Total Travel</i>	\$ 0
<b>4. Equipment</b>		
	<i>Total Equipment</i>	\$ 0



**Kid-FRIENDLY**  
Learning

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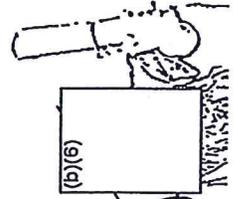
<b>5. Supplies</b>					
<ul style="list-style-type: none"> <li><b>Description:</b> Scientifically research-based curriculum for centers and preschools, including intentional instructional strategies for center staff members</li> <li><b>Purpose:</b> To provide each preschool-age child exposure to materials and instruction the research says will be most effective in moving children to be kindergarten ready.</li> </ul>	<ul style="list-style-type: none"> <li>Estimated at \$1,500 for each center classroom identified and participating in the project (\$1500 x 250 centers)</li> </ul> <p><i>One-time investment</i></p>	Yr 1	225,000		
		Yr 2	150,000		
		Yr 3	0		
		Yr 4	0		
<ul style="list-style-type: none"> <li><b>Description:</b> Classroom books, including board and big board books, fiction, and non-fiction</li> <li><b>Purpose:</b> To ensure preschool-age child have a wide variety of reading materials that are age-appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Estimated at \$300 for each center classroom identified and participating in the project (\$300 x 250 centers x 4 years)</li> </ul> <p><i>One-time investment</i></p>	Yr 1	75,000		
		Yr 2	75,000		
		Yr 3	75,000		
		Yr 4	75,000		
<ul style="list-style-type: none"> <li><b>Description:</b> Family and take-home materials, including book bags, tape/cd players and other materials to encourage at-home reading</li> <li><b>Purpose:</b> To ensure preschool-age child have a wide variety of reading materials that are age-appropriate</li> </ul>	<ul style="list-style-type: none"> <li>Estimated at \$200 for each center classroom identified and participating in the project (\$200 x 250 centers x 4 years)</li> </ul> <p><i>One-time investment</i></p>	Yr 1	50,000		
		Yr 2	50,000		
		Yr 3	50,000		
		Yr 4	50,000		
<b>6. Contractual</b>		<b>Total Supplies</b>	\$	875,000	
<b>7. Training Stipends</b>		<b>Total Contractual</b>	\$	0	
<b>8. Other</b>		<b>Total Stipends</b>	\$	0	
<b>9. Total Direct Costs</b>		<b>Total Other</b>	\$	0	
<b>10. Total Indirect Costs</b>			\$	875,000	
<b>11. Total Grant Funds Requested</b>			\$	113,750	



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		\$ 988,750
12. Funds from other sources used to support the project		
13. Total Budget Sum lines 11-12.		\$ 1,186,500



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**Kids-FRIENDLY**

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# GREEN RIVER REGIONAL EDUCATIONAL COOPERATIVE, INC.

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## Race to kid•FRIENDLy Learning PRESCHOOL PAL

### JOB DESCRIPTION

The position of Preschool Pal with the Green River Regional Educational Cooperative (GRREC) is designed to provide consortium support for the implementation of the Race to the Top-District grant program, a project funded by the U.S. Department of Education for up to four years.

This position will be responsible for training and support activities in preschools throughout the 22 kid•FRIENDLy school districts. This includes finding and communicating with centers, developing relationships with center directors and other staff members, and providing ongoing training in formal and informal settings. Each of the 10 Preschool Pals will live in or around their assigned school districts and will be active in those communities each day. Pals should be able to demonstrate a strong ability to develop productive relationships and build capacity in others. The position includes evening and Saturday work to allow for better attendance of families and preschool personnel. Each Preschool Pal will be responsible for supporting the young children in the assigned districts as they become kindergarten ready. Pals will report directly to the Preschool Director.

### Qualifications:

- A minimum of a Bachelor's degree in elementary or early childhood education or a related field
- Experience working in and with schools is required; experience with preschool centers is strongly preferred
- Strong relationship- and capacity-building skills are required
- Excellent analytical skills; experience with data collection
- Strong organizational and time management skills
- Strong oral and written communication skills
- Good computer skills with a variety of programs and software, specifically the ability to create word processing and desktop publishing documents, spreadsheets and databases
- Ability to work independently with little direction
- Good interpersonal skills; ability to be a team player and to promote positive public relations on behalf of the project and the organizations involved and on behalf of GRREC

**Annual Contract:** TBD; this is a fulltime position with contracted days to be determined

**Salary:** Based on the GRREC Salary Scale (experience-based)

**Reports To:** kid•FRIENDLy Preschool Director and the Executive Director of GRREC  
Evaluation performed annually

**Sustaining These Initiatives:**

- Once created and structured, this work will easily be supported by local Family Resource and Youth Services Centers;
- We will gradually release the work to the FRYSCs as the project closes (2016).
- We will also admit that this is new territory for our partner LEAs; while they are eager to support young students, it remains unclear what types of change we will be able to create. It is our hope that child care operators accept our challenge: to redesign their centers as mini charter preschools, of sorts, where they are empowered to let children learn how to learn.

**Connecting School Readiness to Later Proficiency in Reading and Other Academic Areas:**

To better ensure students are reading proficiently by the end of the 3rd grade, we will:

- Implement ongoing learning for teachers in K-3 based on the five components the National Reading Panel deems predictors of reading success: Phonemic Awareness, Phonics, Vocabulary and Oral Language, Fluency, and Comprehension. (NICHHD, 2000) Delivered by project staff,
  - the training includes six days of training with follow-up coaching over two years;
  - This training will also be broken into more accessible units to embed the strategies in the school day. This includes training during half-day release and other set-aside learning time committed to by participating schools (up to 72 hours annually for teachers);
  - The training also integrates formative assessment strategies and the new Common Core Standards for English/Language Arts, adopted in Kentucky in June 2010.