**FAQ FY25 Kentucky Comprehensive Literacy Grant**

**Extended deadline applicant questions start on #139**

**Please note:** The KyCL25 federal grant **cannot** purchase resources that are mandated through Kentucky State legislation. As legislation changes allowable grant purchases may change. Federal grant regulations do not allow grant funds to be used to purchase any resource that is mandated by state legislation. This is considered supplanting. KyCL25 funds should supplement and not supplant previous purchases. The *supplement, not supplant,* provision requires grantees to use state or local funds for all services required by state law or local policy and prohibits those funds from being diverted for other purposes when federal funds are available. Federal funds must supplement—add to, enhance, expand, increase, extend—the programs and services offered with state and local funds. Federal funds cannot be used to supplant—take the place of, replace—the state and local funds used to offer those programs and services.

|  |  |
| --- | --- |
| **Reading Resources Required by Kentucky Legislation**  | **KyCL25 Allowable Related Purchases** **(K-3)** |
| Comprehensive reading HQIRs for K-3 that address the 5 components of reading: phonemic awareness, phonics, fluency, comprehension, and vocabulary. | Curriculum-based Professional learning (CBPL) and provider-based coaching support, stipends, and substitutes for teachers to attend PL and/or collaboratively work on High-quality instructional resources (HQIRs) implementation. Purchase supplemental HQIRs. CBPL for supplemental HQIRs. |
| At least one reliable and valid universal screener for K-3 |  |
| At least one reliable and valid reading diagnostic assessment K-3 | Additional diagnostic assessments if needed |
| Professional learning on the universal screener and literacy diagnostic prior to the administration K-3 | Ongoing professional learning and provider-based coaching to support implementation and use of student data. |

 \*Currently the legislation and restrictions on purchases apply only to K-3. Early childhood and grades 4-12 are not part of the current legislation.

 [Senate Bill 9 (2022)](https://apps.legislature.ky.gov/recorddocuments/bill/22RS/sb9/bill.pdf) [Senate Bill 156 (2023)](https://apps.legislature.ky.gov/recorddocuments/bill/23RS/sb156/bill.pdf)

 [Early Literacy Screening Assessments](https://www.education.ky.gov/curriculum/EarlyLiteracy/Pages/early_Literacy_screening_Assessments.aspx)

1. RIVET has approved Curriculum Associates as an HQIR, but I just see Magnetic Reading and Math. Is the iReady Reading curriculum considered an approved HQIR? The RIVET Professional Learning Partner Guide should be utilized to assist districts in selecting professional learning providers to support the literacy goals. iReady Reading curriculum would be considered a Level 2 grant activity purchase because it supports intervention and individualized reading instruction on a computer. iReady Reading is not considered a primary HQIR.
2. Our district has adopted and funded the iReady Universal Screener and the iReady Literacy Tasks.  Would the KYCL grant support funding the supplemental Tier 2 resources in the version of iReady MyPath and Teacher Toolbox? After all Level 1 grant activities are planned and budgeted a district/school can purchase Tier 2 and Tier 3 resources as part of Level 2 grant activities. Purchasing tier 1 and tier 2 resources requires 2-to-4 years of CBPL to support implementation.
3. What exactly does coaching support mean when it comes to implementing these HQIRs? How do we pay for coaching support if salaries are not allowed? Can we pay a stipend to some teachers to provide support in implementing the HQIRs? Coaching support in the KyCL25 grant can be contracted and purchased from an approved professional learning provider listed in the RIVET Education Professional Learning Partner Guide (PLPG) or through EPIC Professional Learning. District staff cannot be paid to coach teachers or provide support for teachers using KyCL25 funds.
4. I know professional learning has to be literacy-based, but will we need to get approval for professional learning the teachers want to do? All professional learning for KyCL25 must be preapproved by project directors and should be sustained, job-embedded, and aligned to support the implementation of the valid and reliable HQIR.
5. Is an example of professional learning, the HQIR company coming into the district for training and/or our teachers going outside the district for training?  Professional learning for KyCL25 can occur in the district/school or at an outside location. If listed in the RIVET Education PLPG, the HQIR vendor could provide professional learning (PL). However, PL and or coaching support could also be provided by another PL provider from the RIVET Education PLPG or EPIC Professional Learning.
6. Do the HQIR companies need to plan and attend our PLCs? It is best practice for schools to provide PLC time for teachers to collaboratively work on HQIR implementation. However, HQIR vendors and/or professional learning providers do not need to plan and attend PLC meetings.
7. The level 1 activities state to purchase a reading program. If we already have a reading program, can we purchase a writing program/curriculum instead? Because reading and writing are reciprocal processes, resources considered to be comprehensive and of high-quality should include both reading and writing instruction within the HQIR. As a Level 2 grant activity, a district may need to purchase a supplemental evidence-based writing resource.

KyCL25 Level 1 grant activities do include purchasing a valid and reliable HQIR for reading. Level 1 also includes curriculum-based professional learning (CBPL) for the primary HQIR. If a district/school has already purchased a valid and reliable HQIR for reading they would need to use KyCL25 funds to provide CBPL for 2-to-4 years based on local needs and current phase of implementation. After planning and budgeting for CBPL to support the reading HQIR implementation a district/school can purchase a supplemental writing curriculum as a Level 2 grant activity. They would also be required to purchase 2-to-4 years of CBPL to support the implementation of the supplemental writing curriculum.

1. Are other content teachers, such as math, science, social studies, and art, required to do anything for this grant? No, the KyCL25 grant is focused on supporting teachers using the reading and writing HQIRs. However, if a district/school chooses a supplemental writing curriculum the curriculum-based professional learning should be attended by any teacher who is expected to implement the resource.
2. I would like to ensure that I am communicating the correct information about Question 4 in the KyCL RFA. For Question 4, I copied and pasted all of the information below from the RFA, and it appears that there is conflicting information about the length of the Professional Learning Plan Narrative. Is it a one or two-page limit? The Professional Learning Narrative should not exceed two pages. Please note that within the RFA question 4, there is a one-page limit. **This was a mistake.** When submitting an application, two pages for each level (age band)-early childhood (birth to age 5), elementary, middle, and high school, are allowed.
3. Is it possible to spend this amount of money on things such as high-quality professional learning? Yes, if the district already has valid and reliable literacy HQIRs, curriculum-based professional learning can be purchased to support the implementation of the HQIRs as part of Level 1 grant activities. The remaining funds can be used on Level 2 grant activities.
4. Could this grant be used to purchase supplemental materials with our current curriculum? If the district did not purchase the complete HQIR program and associated components, they could purchase those resources and supplemental materials for foundational reading as a Level 1 grant activity. Please reference the grant activity charts in the RFA to get information on what is allowable for each level.
5. Could we purchase online interventions such as IXL to supplement our literacy curriculum with this grant? After all Level 1 grant activities are planned and budgeted the districts may purchase a reliable and valid HQIR intervention in order to implement Tier 2 and/or Tier 3 instruction. This could be purchased as part of Level 2 grant activities. All literacy intervention resources must be based on the science of reading and structured literacy. Balanced literacy resources will NOT be approved such as Leveled Literacy Intervention (LLI) or Reading Recovery.
6. Are there samples of previously funded KyCL grants available to districts for review? If so, could we get a copy of one or more? KYCL is a grant program that ends on September 30, 2025, and focuses on professional learning to support reading and writing strategies for all teachers. While it does address comprehensive literacy for birth to grade 12, KyCL25 is a different grant with different requirements and scoring criteria. Therefore, KyCL high-scoring grant applications would likely NOT be beneficial in completing the grant application for the KyCL25 grant and will not be shared.
7. We are a large district; can we choose which schools to serve with this grant at each level or are we required to serve all schools in our district? The goal of the grant is to align HQIRs within the district. However, the district can choose to use grant funds to meet local needs and is not required to serve all schools. A large district may not have enough KyCL25 grant funds to purchase HQIRS for all schools. In that case, the district can choose the best way to use KyCL25 grant funds. However, in this grant funds must be used for all grade bands to meet the grant guidelines of spending 16% on early childhood, 42% on elementary, and 42% on middle and high school. A large district may select one high school and the system of schools (middle, elementary, and early childhood) that feed into it for grant activities.
8. Is there a link to download the slides from today's presentation? The recording of the presentation is posted on the [KDE Competitive Grants](https://www.education.ky.gov/districts/business/Pages/Competitive%20Grants%20from%20KDE.aspx) webpage.
9. If our District has recently adopted HQIR for ELA and is now implementing that curriculum, can we still apply for this and use KYCL25 to purchase the supplemental or digital components of the ELA curriculum we just adopted?  OR would we be required to purchase a new HQIR as part of this grant? As a Level 1 grant activity, funds can be used to purchase components of the HQIR not already purchased and any CBPL to support effective implementation. If all Level 1 grant activities have been completed, funds can be used to purchase supplemental materials.
10. Can an HQIR for handwriting be purchased as a portion of the writing curriculum since handwriting is part of the Kentucky Academic Standards for ELA? The KyCL25 grant focuses on reading and writing. If the handwriting resource is part of the primary reading curriculum it can be purchased as part of Level 1. However, if the handwriting curriculum is not part of the primary reading curriculum, it could be purchased as a Level 2 activity for preschool to second grade only.
11. All of the HQIR materials are focused on ELA, yet we know literacy expands across disciplines. Is there room in the grant for a focus on interdisciplinary literacy or is this strictly an ELA-focused grant?  The focus of KyCL25 is strictly on purchasing ELA HQIRS and CBPL to support effective implementation.
12. Can the funds be used to purchase supplemental instructional resources to support the Science of Literacy such as Sound Tubs, Picture Sorts, and other phonemic awareness materials? Supplemental resources, such as phonemic awareness materials, for foundational reading, are allowed as part of Level 1. Any resource that is needed to implement the primary HQIR can be purchased as a Level 1 grant activity. If sound tubs and picture sorts are part of the primary HQIR or needed to implement supplemental resources to support foundational reading skills, they would be allowable as a Level 1 grant activity.
13. We are currently using a Reading HQIR (elementary) which is contracted through 25-26.  If deemed necessary through our district needs assessment, could we purchase a different HQIR and CBPL/HQPL using grant funds for use in the 26-27 school year? If the reading HQIR is for K-3 the grant could not purchase it because state legislation has mandated reading HQIRs for K-3. However, a district could select a new reliable, and valid HQIR for early childhood and grades 4-12 with KyCL25 grant funds.
14. Is it necessary to purchase one program for the whole district?  What an elementary needs may not be what is needed for middle and high? No, a district may decide what valid and reliable HQIR best meets the needs of each age level.
15. Are there specific KDE-approved universal screeners and diagnostics for grades 6-12, like the list provided for K-5? Currently, there is not a list of KDE approved universal screeners or literacy diagnostic assessments for 6-12. However, if during the lifetime of the grant KDE provides a list of approved universal screeners and/or literacy diagnostic assessments, districts in the grant will be required to use a KDE approved universal screener and/or literacy diagnostic assessment. All literacy diagnostic assessments must assess all 5 areas of reading- phonemic awareness, phonics, fluency, comprehension, and vocabulary.
16. Will a district be required to select the HQIR before writing the grant application or will we be able to put in our plan that the provider will provide assistance to the team in selecting an appropriate HQIR as a part of the process and then provide training for the selected HQIR? The district is not required to select the HQIR before writing the grant application and should include information in the application that clearly states the planned grant activities including the selection and adoption process if the district is using grant funds to select and adopt the HQIR(s).
17. Can a district purchase multi-years of the resource upfront? Yes, a district may purchase multi-years of the valid and reliable HQIR upfront if all other level one requirements are met.
18. Is there any guidance for the selection and implementation of family engagement resources and professional learning?  Districts must use the RIVET Education PLPG to select all professional learning (PL) providers or use EPIC Professional Learning. Family engagement can be supported through PL providers if they are available. However, family engagement activities can also be designed by the district to meet local needs. m
19. If we want to purchase a family engagement component that aligns with another PreK HQIR separate from the HQIR we purchased, can we do that? Yes, family engagement activities can be designed to meet local needs.
20. Can the funds be used to pay for conferences that support our implementation of the science of reading and the HQIR? All in-state conferences must be preapproved and must support the implementation of the HQIR and align to curriculum-based professional learning. No out-of-state conferences are allowed. Attendance at in-state conferences is limited and requires pre-approval.
21. Will teachers have the same PL requirements with the KyCL25 grant as are currently required in the current KyCL grant? The KyCL25 grant requires districts to plan for 2-4 years of CBPL and a PL plan must be preapproved by grant project directors. There is no hour requirement in this grant as in past KyCL grants.
22. In the TA it was stated that the funds need to follow a level distribution by the end of the grant.  Since year 1 and year 2 funds end in 2026, should the distribution be followed for year 1 and year 2? No, districts do not need to spend Year 1 and Year 2 funds using the provided guidance for each grade band. The requirement to spend all grant funds following KyCL25 guidance for each grade band must be completed by the end of the grant. However, districts are required to track spending to ensure that KyCL 25 funds are spent in the required percentages by the end of the grant-16% early childhood, 42% elementary, and 42% middle and high school.
23. What are the enrollment numbers that determine if a district is small or large? District size is predetermined and is included at the end of the RFA. Use this chart to locate your district and its size.
24. We have 21st Century after-school programs at 3 of our elementary schools. Could we count that as 3 separate early childhood partners? The 21st Century program is not an early childcare education provider and cannot be used as an early childhood partner. Examples of early childcare and education providers that would be appropriate to use as partners would be licensed daycare centers, home-based daycare providers, Head Start, Early Head Start, private daycare, and public or private preschools if they serve students under age 5, or not yet enrolled in kindergarten. A district-administered early childcare center could be included as one partner for the grant. Morning and after-school care do not count as early childcare partners. The early childcare goal is to connect with partners who are providing support from birth to age 5 to increase oral language and strengthen readiness to learn to read. If a district does not have the required number of early childcare centers in the local area, they should clearly explain that in their application.
25. Can Head Start be counted as an early childhood provider? Yes, Head Start can be counted as an early childhood provider.
26. Do Early Childcare Centers have to include certain ages, i.e., birth through age 5?  One of our centers in our schools covers preK-5th grade.  Could this be one of the Early Childcare Providers that we include? Early childcare providers do not have to have age requirements, and the school-based early childcare center can be included as a partner. A district-administered early childcare center could be included as one partner for the grant. Morning and after-school care do not count as early childcare partners. The early childcare goal is to connect with partners who are providing support from birth to age 5 to increase oral language and strengthen readiness to learn to read. If a district does not have the required number of early childcare centers in the local area, they should clearly explain that in their application.
27. Are SRCL 2018 awardees eligible for Bonus points? According to the evaluation criteria, priority points are awarded in two areas. Districts who have not been part of a federal literacy grant in the last 5 years will get 15 priority points. Districts that have 50% or more of the students who qualify for free or reduced meal pricing will get 15 priority points. The 2018 SRCL grant ended in September 2022, which means SRCL districts have been part of a federal grant in the last 5 years and will NOT get priority points in the first area but may qualify for priority points in the second area.
28. MUNIS codes - I see 0200 is allowable but only for 0113 and 0140. The budget form also says we can budget for subs, but it does not say we can pay benefits for subs. Is that correct? Yes, substitute teacher benefits can be included. This was changed in the RFA Detailed Budget Form.
29. I noticed that 0646 is completed in the amount of $2,000 for the budget.  Is that for one year only that we are required, or must we include $2,000 for both years?  Do we put it in the budget summary plan for all years?  I am assuming that is for the required language screener. The KyCL25 requires an annual oral language screener for 4-year-olds. A minimum of $2,000 must be set aside annually for the purchase of the state selected screener. The funding chart shows funding for Year 1 and Year 2 separately. However, the Year 1 and Year 2 funds will support the 2025-2026 school year. During that time, the oral language screener will only be purchased one time. The Detailed MUNIS Form- which outlines purchases for the first year of grant implementation- shows the correct amount of $2,000.00.
30. The budget Template has the correct percentages of funding listed per year.  Are we supposed to amend those dollars annually or do we make sure that the columns per level add up to the correct 5-year percentage of funding by the end of year 5? The required percentages of spending in each grade band must be completed by the end of Year 5. Districts are required to track spending at each level throughout the grant.
31. The sample budget you just shared with us is very helpful. Will it be posted for us on the website soon?  Yes, the sample budget will be posted.
32. Just verifying, if our 6th grade is located in the Elem schools, do we include them in the MS budget? In this grant, grade 6 is considered to fall within the middle school age span.
33. Is this a FEDERAL or STATE grant? This is a grant offered by the Kentucky Department of Education from federal funds.
34. Can you talk a little bit about any expectations around engaging non-ELA teachers in professional learning in MS/HS for example? KyCL25 grant funds focus on purchasing an evidence-based, high-quality, comprehensive reading program as well as providing 2-to-4 years of curriculum-based professional learning (CBPL) and provider-based coaching support to those implementing the resource; however, if a district decides to purchase supplemental evidence-based writing resource then all teachers expected to implement the supplemental writing HQIR will need to participate in the CBPL and the district will submit a 2-to-4 year CBPL plan to be approved by the grant project directors. The plan will include the number of hours teachers will earn based on local needs.
35. Can we provide stipends to teachers to attend content-based professional learning on HQIR implementation? The KyCL25 grant does not support content literacy. ELA teachers, literacy intervention teachers, and special education teachers can get stipends for attending curriculum-based professional learning (CBPL) needed for the HQIR being implemented.
36. One of our directors is wondering if the grant is just for literacy teachers or if ALL teachers in each age band must participate in professional learning for the implementation of the HQIR. He said he thought he read somewhere that all teachers are required to participate in the PL. The KyCL25 grant supports reading HQIRs and curriculum-based professional learning (PL) for all ELA staff. All teachers are NOT required to participate in the PL. If a district chooses to purchase a supplemental writing HQIR as part of Level 2 grant activities teachers who are expected to implement that HQIR would participate in the CBPL for the writing HQIR.
37. If our district is still reviewing HQIRs to use, do we have to decide and name the HQIRs in the grant application, or do we have time to decide after the grant is funded? The district is not required to select the HQIR before writing the grant application and should include information in the application that clearly states the planned grant activities including the selection and adoption process if the district is using grant funds to select and adopt the HQIR(s).
38. My district has an A6 MS/HS facility. Are they allowed or required to participate? This is a residential facility serving about 40 students. The district can decide how to support literacy in the facility. Grant funds can be used, but the district is not required to use funds for all facilities.
39. What contact needs to be made to private and homeschools? We are getting ready to send out a mailing to all of them about a different initiative, so I wanted to see if like other grants we needed to notify them of this grant. If so, is there a template? No contact with private and homeschools is required for this grant. The grant is for public and state schools. However, the grant does require a partnership with early childhood education providers. 16% of grant funds will be spent on birth to age 5. School districts should reach out to local early childhood education providers and preschools to ask them to be a partner. As a partner, the grant will pay for high-quality instructional resources and curriculum-based professional learning to support the implementation of the resources. Grant funds can also be used to increase the literacy environment of the centers by purchasing supplemental reading and writing resources for the teachers, books, and literacy play materials. The grant supports oral language training for teachers and parents and at-home literacy support. Partner early childhood education providers can be school-based, home-based, or private. Any early childhood education provider that feeds into the district elementary schools can be included.
40. Our district has already purchased HQIR materials this year and has a plan in place for HQPL implementation. We would like to know if these existing investments would qualify us to apply for PreK Level 2 activities under the KyCL grant. Please let us know if there are any specific requirements or guidelines regarding prior investments in high-quality instructional resources and professional learning that would impact our eligibility for Level 2. If the district has purchased a valid and reliable literacy HQIR then they do not need to purchase another HQIR. However, the KyCL25 grant requires 2-to-4 years of curriculum-based professional learning (CDPL) on existing and/or new reading HQIRs as a Level 1 grant activity. After the CBPL is planned and budgeted the district can select Level 2 grant activities. All Level 1 grant activities are required before a district can select a Level 2 grant activity.
41. Is it required to use a universal screener and diagnostic assessment for grades 9-12? Yes, in KyCL25, a valid and reliable universal screener and diagnostic assessment is required for all grade bands. If a district does not have these, they can be purchased with Level 2 KyCL25 grant funds.
42. What are the permissible universal screeners for 9-12 literacy? Valid and reliable universal screeners are required. Currently, KDE does not have a list of approved universal screeners. Districts are required to research and select the universal screener.
43. What are the permissible diagnostic tools for 9-12 literacy? Valid and reliable literacy diagnostic assessments are required. Currently, KDE does not have a list of approved diagnostic assessments. Districts are required to research and select the diagnostic assessment.
44. What qualifies as an early childcare partner? For example: If a district operates preschools in multiple buildings, does each building qualify as a separate childcare partner? If a daycare operates in multiple locations, can each location qualify as a childcare partner for the minimum number required? Early childcare partners can be any school-based, home-based or private early childcare center. District early childcare providers or preschools are considered one partner even if they operate in multiple locations. However, if Head Start operates within the district they can count as a separate early childcare partner. Morning and after-school care do not count as early childcare partners. The early childcare goal is to connect with partners who are providing support from birth to age 5 to increase oral language and strengthen readiness to learn to read. If a district does not have the required number of early childcare centers in the local area, they should clearly explain that in their application.
45. Can the selected HQIR be changed after the grant has been awarded? For example, if the District Literacy Team continues to review materials and changes its preference, can a request to change resources be made before the purchase? Yes, an awarded district can change the HQIR selection.
46. We see that 16% of funding must be spent on Birth-5, 42% must be spent on K-5, and 42% must be spent on 6-12. Are those percentages required in the annual budget or the overall grant budget? In other words, could we invest more heavily in 6-12 in Year 1 of the grant, then invest more heavily in K-5 in Year 2 of the grant? The percentages for each grade band are required by the end of the grant. It is allowable to spend as needed at the local level.
47. Do HQIR materials need to be purchased for all grade levels in 9-12, or could we purchase primarily for grades 9-10? Grant funds must be spent using the required percentages. However, the district can decide what specific valid and reliable HQIRs are needed for each grade. It is allowable to select HQIRs for only specific grades. However, aligning HQIRs across grade levels is best practice.
48. Can individual schools choose their intervention? For example, one school might want to use Lexia, and another might want Rewards. Yes, each school can select the literacy intervention that meets their local needs. All literacy intervention resources selected must be based on the science of reading and structured literacy.
49. What intervention program/resources can be selected? All literacy intervention resources must be based on the science of reading and structured literacy. No balanced literacy resources will be approved such as Leveled Literacy Intervention (LLI) or Reading Recovery.
50. In a school, all teachers, regardless of what content area they teach, have a reading intervention group. Can those teachers participate in the CBPL for the ELA curriculum? Any teacher who is teaching reading and writing can participate in CBPL. It is recommended that the CBPL plan be made in collaboration with the approved, selected professional learning provider.
51. I am wondering if there is a minimum requirement for professional learning hours per year, as there was in the previous KyCL grant. No, there are no requirements for the number of required PL hours in KyCL25.
52. Please could you share the contact information for EPIC Professional Learning? Information on Epic Professional Learning can be found at the following website: <https://epicliteracy.org>
53. It specifies the use of Brigance for early childhood data.  We use Brigance for Kindergarten, but with the KyCL grant, we have used TELD-4 for PK 4-year-olds.  Is the TELD data okay to use for early childhood data and Brigance for elementary data (Kindergarten)? For the KyCL25 grant Brigance scores will be collected for incoming Kindergarten students. KDE will select an oral language screener to collect 4-year-old oral language scores. TELD-4 will not be used in this grant.
54. Texts within charts, graphs, and tables may be in Calibri 10-point font and single-spaced. Does this include the templates provided that we fill in our data?  The preset font and size are not Calibri, so do I leave that information as is and just ensure my data is in Calibri 10-point or 12-point font? When adding any data to the application, or templates please follow all guidance provided in the RFA. Yes, you can leave the data already provided in the chart and ensure what you add follows RFA guidance which states information provided in a template will be Calibri-10 point.
55. States bulleted items are in Calibri 12-point font.  Is this only narrative bulleted items or does this include information presented in the provided templates? Yes, narrative bulleted items should be in Calibri 12-point font. All other templates can use Calibri 10-point font.
56. Bulleted lists may not comprise more than 20% of the narrative. Just want to verify, that the bulleted items within the templates provided are not included in 20% of the narrative portion. The RFA training had several items within the templates provided bulleted, which would exceed 20%. Templates and forms are not considered narratives. The 20% guidance about bullets is for the narrative portions only.
57. Our district is in its fourth year of partnership with The XXXXX. We have also had over 20 staff members attend their Annual conference and hear experts in the field of the science of reading speak. We are also sending three staff members to XXXXX this year to learn at their annual conference. Our elementary teachers (P-6th) have received 72+ hours of professional learning from XXXXXXX, and our HS teachers (7th – 12th) have received over 36 hours of professional learning.  We will continue to partner with this group moving forward. This group assisted us in our selection of CKLA (P-5) and Amplify (6-8) and they provide ongoing coaching and professional learning on our implementation. I share this because we are highly interested in the KYCL grant, however, XXXXXX is not one of the providers that we can use as part of this grant, and we are not going to move away from them as they continue to provide invaluable insight for our district and we are seeing gains in instruction and overall student achievement. If the district has already met all of Level 1 grant activities, they can apply for the KyCL25 grant to support Level 2 grant activities. A district can continue professional learning that has already started and purchased from other funds. The professional learning plan must show 2-to-4 years of implementation support and HQIRs for all levels as part of Level 1 grant activities. KyCL25 grant funds can only be used to purchase approved professional learning providers. The only approved providers for the KyCL25 grant are listed in the RIVET Education PLPG or through EPIC Professional Learning.
58. What if we have more than 7 daycare partners as a large district?  Or do we limit it to 7?  The early childcare goal is to connect with partners who are providing support from birth to age 5 to increase oral language and strengthen readiness to learn to read. The grant has a minimum required number of partners; however, a district may choose to increase the number of partnerships. Examples of early childcare and education providers that would be appropriate to use as partners would be licensed daycare centers, home-based daycare providers, Head Start, Early Head Start, private childcare centers, and public or private preschools if they serve students under age 5, or not yet enrolled in kindergarten. A district-administered early childcare center could be included as one partner for the grant. Morning and after-school care do not count as early childcare partners.
59. Do we need to include the K-2 and 3-12 rubrics (under the resources) when we submit? No, you should only submit the requested information and templates with the application. Applicants should clearly explain the plan for selecting and adopting an HQIR if that process will happen during the grant. However, HQIR selection rubrics are not needed in the application.
60. If we received the RDIF mini grant, are we still eligible for the priority points?  The RDIF mini grant is a separate state-funded grant. For the KyCL25 grant, districts that have not been part of a federal literacy grant in the last 5 years will get priority points.
61. Would the KYCL grant funds to support professional learning for school-building leadership to learn how to monitor and support the implementation of an HQIR?  For instance, XXXXX provides coaching for principals during the implementation of a resource, and we would like to ensure principals have the skill set and systems in place for successful implementation. The KyCL25 grant could provide funding to support professional learning of school building leadership as part of Level 1 grant activities. All professional learning providers must be selected from an approved professional learning provider listed in the RIVET Education PLPG or through EPIC Professional Learning.
62. Can we use the rubric to identify HQIR for the high school level? We would like to consider an HQIR that is approved for our 6-8 grades but has not gone through the approval process for 9-12 yet. Currently, KDE allows the use of the rubric for HQIR. The Model Curriculum Framework recommends the use of EdReports. A district should establish a process for examining resources being considered to determine the best option for meeting the local needs. For HQIR(s) not evaluated by EdReports, the Model Curriculum Framework recommends using resources such as the Instructional Resources Alignment Rubric for a district to conduct its own evaluation.
63. Would the KYCL grant cover the expenses of instructional assistant staff who support literacy instruction in the completion of LETRS training? Classified staff salaries are not allowed in the KyCL25 grant. However, classified staff are included in the professional learning, and they can take the LETRS training and receive stipends for the work outside of the contract day.
64. Can KyCL funds help pay stipends or subs to classified staff to participate in HQIR professional learning? We are specifically looking at training our kindergarten aides in the foundational skills component of the HQIR. Yes, the grant will pay stipends and subs for classified staff to participate in HQIR PL or science of reading training.
65. Would you be able to give criteria or a process for how to determine a writing HQIR or CBPL for writing?  EdReports does not rate writing resources.  Because reading and writing are reciprocal processes, resources considered to be comprehensive and of high-quality should include both reading and writing instruction within the HQIR; however, a district may have a need to purchase a supplemental evidence-based writing resource. [The Reading and Writing Instructional Resources Consumer Guide](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Reading_and_Writing_Instructional_Resources_Consumer_Guide.pdf) can provide information and guidance to use in selecting a supplemental writing resource.
66. May district-administered early childhood centers serve as the required partners for the grant?  A district-administered early childcare center could be included as one partner for the grant. Morning and after-school care do not count as early childcare partners. The early childcare goal is to connect with partners who are providing support from birth to age 5 to increase oral language and strengthen readiness to learn to read. If a district does not have the required number of early childcare centers in the local area, they should clearly explain that in their application.
67. Our district has four daycares in the schools. Would that count as four daycares or just 1 since it is within the schools?  A district-administered early childcare center could be included as one partner for the grant. Morning and after-school care do not count as early childcare partners. The early childcare goal is to connect with partners who are providing support from birth to age 5 to increase oral language and strengthen readiness to learn to read. If a district does not have the required number of early childcare centers in the local area, they should clearly explain that in their application. .
68. Our district has six schools, each of which has a preschool.  Would this be considered as six partners?  A district preschool would be considered as one partner for this grant. The early childcare goal is to connect with partners who are providing support from birth to age 5 to increase oral language and strengthen readiness to learn to read. If a district does not have the required number of early childcare centers in the local area, they should clearly explain that in their application. .
69. Does KDE have any recommended literacy screeners for high school students? The literacy screener required for this grant is for 4-year-old children and is part of the federal requirements. All awarded districts will be required to purchase the same oral language screener, chosen by the grant, and will be required to submit scores for 4-year-old children. Currently, the KDE does not have a list of recommended literacy screeners for high school students.
70. What does the grant evaluation and reporting requirement to KDE look like? What sort of materials, data, and reports will be required from the district if funded? Will these reports include MUNIS reports, IReady data, MAP, etc.? Page 5 of the RFA lists district reporting requirements. If awarded the KyCL grant, the district agrees to appoint staff to manage the KyCL grant including submitting required documents [district literacy vision, district/school literacy plan, annual progress report, yearly budget and budget narrative, yearly professional learning plan, implementation walkthrough data, teacher and administration survey data, oral language data (4-year-old children), universal screening data (K-12), Kentucky Summative Assessment (KSA) reading data (3-8 and 10), etc.], attending KyCL quarterly virtual meetings and any scheduled in-person meetings, and scheduling/overseeing administration of the oral language screener (fall and spring) and universal screener data (fall, winter, and spring). In addition to the listed requirements, districts will submit an Education Expense Narrative Report and MUNIS reports at least each quarter for payment reimbursement of pre-approved purchases. Universal screening data, such as iReady or Map will be submitted to the KDE KyCL25 Project/Grant Directors.
71. For students at the middle and high school level, is literacy training in other content areas an allowable expense?  The KyCL25 grant supports reading and writing High-Quality Instructional Resources (HQIRs) and the curriculum-based professional Learning (CBPL) needed to implement it. The only time other content areas would be included in the professional learning is if a supplemental, evidence-based whole school writing HQIR is purchased as part of Level 2 grant activities. All staff expected to implement the evidence-based, supplemental writing HQIR would be part of the CBPL for implementation support.
72. Will all teachers be required to log professional learning hours with the FY25 KyCL grant? With KyCL25 teachers will not be required to log professional learning hours for KyCL25 Project Directors. Districts will have to submit a preapproved yearly professional learning plan that includes 2-to-4 years of PL based on the current phase of HQIR implementation and local needs.
73. Can we use our current diagnostics? Yes, districts can choose the literacy diagnostic assessment and scores for this will not be submitted. Districts must follow all KDE guidance on universal screeners and literacy diagnostics.
74. What will be the reporting responsibilities of the teachers if this grant is funded?  Teachers are not required to submit reports for the KyCL25 grant. They will fill out a yearly survey and will take part in district planned classroom walkthroughs.
75. We have several school-based daycares that operate as separate entities (different sites/locations, different funding accounts, and led by different directors) within our school district and we have a preschool at our Early Childhood Center. Given the individual nature of these early childcare partners, could they count toward our 5 needed early childcare partners? They each receive different accreditations and again, are for all intents and purposes, operated separately. Of course, we recognize the goal is to support all local daycares/preschools with HQIRs and opportunities for professional learning (which we intend to work toward), however, we want to be sure we can rely on at least 5 of them as our base amount needed. The early childcare goal is to connect district and community partners who are providing support for birth to age 5 to increase oral language and readiness to learn to read as well as strengthen transitions to kindergarten. Early Childhood Centers that are run by the district will count as 1 partner. Districts with unique situations in regard to early childhood education should provide that information in their application. M .
76. What is considered an approved universal screener for grades 9-12? KDE does not currently offer a list of approved universal screeners for grades 9-12. Districts should choose a valid and reliable literacy universal screener that can identify students who need extra support with reading.
77. Is CERT considered a grades 9-12 universal screener? No, CERT is not considered a literacy universal screener for the KyCL25 grant. Since KDE does not currently have a list of approved universal screeners for grades 4-12 districts should use the National Center for Intensive Intervention's website and other national clearinghouses to determine the validity and reliability of a universal screener.
78. Can you clarify if the PL Plan for each level should not exceed two pages per level (as stated on Pg. 12) or not exceed one page per level (as stated on Pg. 15)? The PL Plan should not exceed 2 pages. The RFA has been updated to clarify this.
79. When choosing our PreK partners, can our in-house PreK/wraparound program serve as one of those partners? Family Resources Services and wraparound programs do not count as partners in this grant. The goal is to provide early childhood educators with high-quality instructional resources and curriculum-based professional learning to increase oral language and readiness to read.
80. If we are in year one of implementing new literacy HQIRs and have paid for 3 years upfront, will it be allowable to reimburse the district for year 2 and year 3? No, the grant will not reimburse a district for purchases already made. The grant will not pay for any resources the district has already paid for out of another fund. This is called supplanting and is not allowed in federal grants. The goal of the grant is to fund grant activities that the district could not pay for without assistance from grant funds.
81. Is there a state-approved list of writing HQIRs we must choose from? Because reading and writing are reciprocal processes, resources considered to be comprehensive and of high-quality should include both reading and writing instruction within the HQIR. As a Level 2 grant activity a district may need to purchase a supplemental evidence-based writing resource. KDE does not currently provide a list of approved HQIRS. [The Reading and Writing Instructional Resources Consumer Guide](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Reading_and_Writing_Instructional_Resources_Consumer_Guide.pdf) can provide information and guidance to use in selecting a supplemental writing resource.  However, KDE requires that all HQIRs are valid and reliable, based on the science of reading, and utilizes structured literacy strategies.
82. With the requirement to have a literacy HQIR for PreK, how do federal requirements/state requirements play into that as far as public preschool is concerned? The requirement for KyCL25 is that districts will spend 16% of grant funds on birth to age 5. The district can choose how to best spend the funds on that age band based on local needs and in collaboration with early childhood education partners. The district cannot require any early childhood education center to partner with them. However, they should reach out and offer funding for high-quality instructional resources and curriculum-based professional learning for the teachers. The district can also support that age band by providing funds for Imagination Library, parent early literacy training, and needed literacy resources for early childhood education centers such as materials based on learning the names and sounds of letters, building fine motor skills needed to write, retelling stories, etc. Many districts involved in past federal literacy grants hosted family early literacy events, took books and information about the benefits of strengthening oral language or reading with children to doctor’s offices, maternity and children's hospitals, the health department, social security offices, etc. and worked with other local agencies to support early literacy. The goal is to increase support for early literacy and begin building relationships between schools and families.
83. Will the PPT from the Technical Assistance session be posted?  If so, where will we find it? No, the PPT from the session will not be posted, however, the information from the PPT is available in the posted recording on the KDE Competitive Grants page.
84. Will the Sample Budget Summary Forms be posted?  If so, where will we find it? Yes, the Sample Budget Summary shared in the training will be posted to the KDE Competitive Grants page.
85. If a district has purchased an HQIR with ESSER funds that will expire during the grant funding cycle, can the district purchase that same HQIR with KyCL funds within the funding cycle if awarded the grant? Yes, since ESSER funds are no longer available the purchase will not be supplanting and is allowed. The KyCL25 federal grant **cannot** purchase resources that are mandated through Kentucky State legislation.
86. If a district has a current K-12 HQIR that will be in place through 2027, can the district use 2025-2026 and 2026-2027 to review/select a new HQIR in accordance with KDE guidance documents for implementation beginning in 2027-2028? Yes, taking time to select a new HQIR is allowable. However, the district will have to show a plan to provide 2-to-4 years of curriculum-based professional learning to support the implementation of the HQIR. The district will also need to follow guidelines on spending grant funds; specifically, Year 1 and Year 2 funds must be spent by September 30, 2026. The KyCL25 federal grant cannot purchase resources that are mandated through Kentucky State legislation.
87. Should districts name the HQIR for implementation in the grant proposal or can districts take time to follow the KDE guidance to either continue with a current HQIR or select a new HQIR? If the district knows the name of the HQIR it should be listed in their application. However, if the district plans to select a new HQIR and is unsure which one will be chosen they can state that in their application without naming the HQIR.
88. If awarded and if funding permits, would a district be allowed to pre-purchase additional years of the HQIR?  For example, would a district be allowed to purchase HQIR materials and online subscriptions through the 2032 school year? Yes, a district can purchase multiple years of a reading HQIR if all other required grant activities, such as 2-to-4 years of CBPL and required assessments are purchased for that grade band. The KyCL25 federal grant **cannot** purchase resources that are mandated through Kentucky State legislation.
89. What resources should districts use to evaluate Early Childhood Literacy HQIRs? EdReports is vetting high-quality pre-K instructional materials. See question number 126 for further information.
90. What resource identifies approved Early Childhood professional development providers? Use the RIVET Education PLPG or EPIC Professional Learning to select early childhood professional learning providers.
91. If there are literacy HQIRs already purchased for our district, as well as supplemental resources like workbooks, is it supplanting to purchase following years' supplemental materials with KyCL funds? Any resource purchased from district funds cannot be purchased with grant funds. That is supplanting and is not allowed in federal grants.
92. The same question applies to screeners like MAP - could the grant be used to purchase literacy assessments that have already been purchased in years past by the district? Any resource purchased from district funds cannot be purchased with grant funds. That is supplanting and is not allowed in federal grants.
93. Is this also the case for previously purchased HQIR professional learning? If the district is using an HQIR professional learning provider that was contracted and paid for out-of-district funds before the grant, KyCL25 funds cannot begin paying for the same service.
94. Our district has 24 public preschool classrooms located in 11 elementary school sites. Would choosing 7 of our school sites fulfill this requirement or is the district as a whole considered one site, and should we look to include private daycare sites?   The early childcare goal is to connect district and community partners who are providing support for birth to age 5 to increase oral language and readiness to learn to read as well as strengthen transitions to kindergarten. Early Childhood Centers that are run by the district will count as 1 partner. Districts with unique situations in regard to early childhood education should provide that information in their application.
95. Is there a minimum quality rating that is required for the partnership with preschool/childcare? No, the goal is to provide HQIRs and professional learning to any early childhood provider that feeds into the district schools.
96. With 76 licensed childcare centers and 6 family childcare programs in XXXXX County listed through the Division of Child Care in our district, what is the definition of “support for HQIRs and professional learning”? Support for HQIRs is purchasing high-quality resources, such as a primary preschool curriculum to guide instruction. This can include supplemental resources needed to increase oral language, readiness to learn to read as well as strengthening preparedness for kindergarten. Curriculum-based professional learning is training offered to the teachers to support the implementation of HQIRs.
97. In the required section for high school, will the use of the universal screener/diagnostic have to be used for all students in the high school setting?  We currently use our universal screener K-9 and our diagnostic K-8. Universal screeners are required for K-12. Scores will be reported to the KyCL25 project directors each year. Literacy diagnostic assessments are important to have in all schools to look more closely at students who do not meet benchmark scores on the universal screener and are used to plan targeted instruction. However, literacy diagnostics are not required, and scores will not be reported.
98. Budget carryover - from the 5-year table on pg. 3 I understand that the total of year 1 and 2 has a deadline of 9/30/26. In the technical assistance webinar, they said we can carry over year 3 and 4 funds. Is that correct? If so, is there a limit on what percent we can carry over each year? After meeting the requirement of spending all Year 1 and Year 2 KyCL25 funds by 9/30/26, other grant funds can be carried over to allow for larger purchases if needed. There is no limit on what percent can be carried over.
99. Is it correct that the 16%, 42%, and 42% ratios only apply to the grant cumulative TOTAL at the end of year 5, and not each year along the way? Yes, that is correct. KyCL25 funds must be spent on each grade level by the end of the grant.
100. For Early Childhood Center partners - are we allowed to purchase materials to give to them for use with students whether they are public, private, for-profit, or non-profit? Yes, districts can purchase reading and writing HQIRs and provide CBPL to support implementations for all early childhood partners –school-based, public, private, for-profit, or nonprofit.
101. For Early Childhood Center partners - for participating staff that are employed by someone other than our school district, are we allowed to pay stipends to their staff to attend professional learning if it is beyond their contract time? They are not our employees, and their pay rate might be different from our district pay rates. Do we pay them based on OUR pay scale, or the pay scale from their employer? Some may require overtime rates from their employer. What MUNIS code(s) would we use for that? Yes, districts can choose to pay early childhood providers when they are participating in professional learning beyond the typical workday. For the application use MUNIS codes 0113 or 0140 as listed on the Detailed Budget Form. An additional MUNIS code will be open and available to support this request for awarded districts. The district will use the standard pay scale from the early childhood provider.
102. What are allowable expenditures for "indirect cost"? Can you give some examples? In the Detailed Budget Form "Explanation of Expenditures" box for 0913 Indirect Cost and the budget narrative do we need to provide details of how we plan to use it? I know we do for the other budget codes, just asking specifically on the INDIRECT COST item. Although most districts choose not to include indirect costs, they are allowed. Indirect costs represent the expenses of doing business that are not readily identified with a particular grant, contract, project function or activity, but are necessary for the general operation of the organization and the conduct of activities it performs. Please speak to the district finance officer to get detailed information on indirect costs.
103. On the Detailed Budget Form pg. 29, 0140 Overtime-Classified is listed. Can we pay stipends to classified staff to come in during the summer, or for part-time assistants to stay longer for training? Neither of these is "overtime". We typically use 0131 for Stipends for Classified staff, not 0140. Is that allowable? Yes, stipends are allowed for classified staff. MUNIS code 0131 can be added to the Detailed Budget Form for this cost.
104. On the Detailed Budget Form pg. 29, 0200 Employee Benefits has the note "applicable to 0113 and 0140". The budget form also shows 0120 Certified Subs and 0150 Classified Subs as allowable. Are we allowed to pay 0200 benefits for subs such as Medicare, FICA, KTRS, etc.? Yes, MUNIS code 0200 for sub benefits is allowed.
105. The Detailed Budget Form pg. 29, shows 0200 Employee Benefits on one line. Do you want us to show the breakdown for each subcode separately within the "Explanation of Expenditures" box (0231, 0222, 0232, etc.)? Is that necessary? No, it is not necessary to break down each subcode for the application.
106. Please clarify the childcare partner requirement.  Do blended preschool/Head Start programs count as a partner?  If so, is the blended program considered a partner or would each site be considered 1.  For example, XXXXXX County has a blended program, however, we have classrooms in all 7 of our elementary schools.  As a middle size district would this meet/exceed our 5 required partnerships, or would it only serve as 1 of the 5?   OR do we have to look at Private childcare centers? A district-administered early childcare center could be included as one partner for the grant even if it is a blended program. Morning and after-school care do not count as early childcare partners. The early childcare goal is to connect with partners who are providing support for birth to age 5 to increase oral language and readiness to learn to read and strengthen transitions to kindergarten. If a district does not have the required number of early childcare centers in the local area, they should clearly explain that in their application.
107. The four-year-old oral language screener designated by the RFA-has that screener been designated?  If so, where can we find the information?  If not, what should we write in the RFA to indicate it has not been selected yet? The KDE is in the process of selecting an Oral Language Screener and awardees will be notified of the selected screener after the grants are awarded. When writing their application indicate that the screener is To Be Determined by KDE.
108. Do we have to meet the requirements in Level One at every age band before we ask for funding at Level 2 in any age band, or if we meet the requirements in Level 1 in one grade band, can we ask for funding for Level Two in the same age band? Districts should consider each age band separately. After Level 1 grant activities are completed for an age band that age band can move on to Level 2 grant activities.
109. What fields/portions of Brigance will be used for evaluation?  Brigance for incoming kindergarten students should be given as directed by state guidelines. Districts awarded the grant will submit the number of students who are ready for kindergarten.
110. What is the name of the oral language screener that will be required?  The KDE is in the process of selecting an Oral Language Screener and awardees will be notified of the selected screener in April.
111. Our district administers 140 classrooms and 2,177 Early Childhood students.  We plan to use four stand-alone, district-administered child development centers as project partners as well as three school-based centers with at least five classrooms and substantial enrollments.  These are high-need centers that will address the grant priority of targeting low-income and high-need learners and the priority to assure continuity across grade-level bands.  Moreover, there are 370 preschools and child development centers in the county and there is not an equitable way to select merely 7 for the grant.  Will this approach be considered responsive to the RFA? The early childcare goal is to connect district and community partners who are providing support for birth to age 5 to increase oral language and readiness to learn to read as well as strengthen transitions to kindergarten. Early Childhood Centers that are run by the district will count as 1 partner. Districts with unique situations in regard to early childhood education should provide that information in their application. Clearly stated local needs and specific situations will be considered by the reviewers in lieu of the published requirements.
112. If the answer to the question above is no, does KDE have a suggestion on how we find/select partners in our large county that are willing to adopt an HQIR for early childhood? Contacting and funding local early childhood education providers is a local decision.
113. On the webinar, it was mentioned that districts may not use grant funding for anything that the KDE Reading Academies are providing for free.  Perhaps this refers directly to LETRS professional learning. Can we confirm if LETRS courses are allowable or not using KYCL funds? This would include LETRS for Administrators, LETRS for Early Childhood, and LETRS for Educators. LETRS professional learning is allowable. The KyCL25 grant will not pay registration costs for The LETRS training as long as KDE offers the Kentucky Reading Academies. In their application districts should not include a registration cost for LETRS for K-5 teachers and administrators. However, awarded districts will have the opportunity to revise the budget and PL plan based on current needs and the availability of science of reading training. Level 2 activities will allow for teacher stipends and or release time for teacher collaboration and Professional Learning related to the Kentucky Reading Academies.
114. At the 55-minute mark of the technical assistance recording, there is mention of using stipends for the science of reading professional learning.  Please clarify if this means we can pay a stipend for teachers to participate in LETRS, but we cannot pay for the LETRS courses and we need to use the courses paid for by the state. If that is the case, will KDE guarantee that the state Reading Academies will continue to offer LETRS for the next few years, and should we not include it in our grant budget? Level 2 activities in the grant allow for professional learning in the science of reading. The KyCL25 grant will not pay registration costs for The LETRS training as long as KDE offers the Kentucky Reading Academies. In their application districts should not include a registration cost for LETRS for K-5 teachers and administrators. However, awarded districts will have the opportunity to revise the budget and PL plan based on current needs and the availability of science of reading training. Level 2 activities will allow for teacher stipends and or release time for teacher collaboration and professional learning related to the Kentucky Reading Academies.
115. In the application, may we use the 42% designated for middle and high schools exclusively for middle schools if that is where the greatest need lies?  If so, may we leave out high school data/information? Or are we required to include high school work in addition to middle school? The best practice is to align all HQIRs to strengthen transitions between levels. However, a district can choose to use the 42% designated for middle and high schools to meet local needs. In the application, three years of data for all grade bands, K through grade 12, should be included to give a comprehensive overview of the district's needs. A universal screener and reading diagnostic assessment are required for all grade bands regardless of the phase of HQIR implementation.
116. At what point will KDE consider that districts have met their LEVEL 1 requirements for the grant and may begin to access funds for LEVEL 2 activities? Once districts have purchased an evidence-based, high-quality, comprehensive reading program, provided CBPL for 2-to-4 years, and evaluated progress through a universal screener and diagnostic assessment for each age band, then Level 1 is fulfilled.
117. EdReports does not identify curriculum resources for early childhood. Where should we look for HQIR for early childhood? See the information in question 125 below:
118. How should we select and review the Pre-K curriculum? EdReports does not include reviews of the Pre-K curriculum. Where can I go to find more information about selecting an appropriate curriculum for early childhood education? EdReports plans to have evaluation data for early childhood education curricula available in late 2025.The Early Childhood Regional Training Centers (RTC’s) provide various services for the early childhood community, including regional training/workshops, on-site consultations, lending library of materials, and annual statewide and regional collaborative institutes. Five early childhood regional training centers are dedicated to promoting high-quality learning environments and continuous quality improvement.  Please refer to the [Regional Training Center Contact List and Map](https://staffkyschools-my.sharepoint.com/%3Aw%3A/g/personal/jennifer_bryant_education_ky_gov/EdUKrmVU74NMknALBvJ6YO0BlUhfz0WX1MjPbRf59Bgk6Q?e=lcqzbJ) to find the RTC that serves your district.
119. If the District used General Funds to purchase our existing ELA HQIR, would it be considered supplanting if we used KyCL25 funds to purchase the supplemental materials that were not originally purchased using District funds?  No, using federal funds to purchase supplemental materials that were not originally acquired with district funds would not typically be considered supplanting. Since the supplemental materials are new additions and not previously covered by the district funds, using federal funds for this purpose should be acceptable.
120. Can we use the restricted and non-restricted percentages for indirect costs? When you follow the link in the RFA, both are shown. The district should use the restricted rate for indirect costs.
121. Can you provide examples and non-examples of supplanting?  The *supplement, not supplant* provision, requires grantees to use state or local funds for all services required by state law or local policy and prohibit those funds from being diverted for other purposes when federal funds are available. Federal funds must supplement—add to, enhance, expand, increase, and extend—the programs and services offered with state and local funds. Federal funds cannot be used to supplant—take the place of, replace—the state and local funds used to offer those programs and services.
122. If we have purchased resources in the past using General Funds, will there be any issue with using grant funds to purchase additional copies of the same resources? For example, curriculum materials, consumables, teacher guides, required or recommended books for the curriculum? If a district has previously purchased a valid and reliable HQIR out of general funds, then it cannot purchase the same resources using KyCL25 grant funds. However, a district can purchase any supplemental resources needed to support the HIQR not previously purchased with district funds. KyCL25 funds should supplement and not supplant purchases.
123. If the district used general funds to purchase our existing ELA HQIR, would it be considered supplanting if we use grant funds to purchase the supplemental materials we did not buy already? If so, would this be a Level 1 activity, or Level 2? If a district has already purchased a valid and reliable HQIR and 2-to-4 years of curriculum-based professional learning but did not purchase supplemental materials those would be allowable in Level 1 funding. KyCL25 funds should supplement and not supplant purchases.
124. If things purchased through other grants were needed, and were not purchased by district funds, such as actively learn supplements like that, is that considered supplanting since it came from grant funds, not district funds? Could we write that in since it was not regularly purchased from district funds?  Purchases made with other grant funds and not district or local funds are generally not considered supplanting. Supplanting typically involves replacing local funds with federal funds for costs that would otherwise be covered by the district. Since these items were never funded by district funds, it should be safe to document and allocate the grant funds for these purposes. However, additional purchases with KyCL25 funds must be supplemental; add to, enhance, expand, and increase existing educational services.

The supplement, not supplant provision, requires grantees to use state or local funds for all services required by state law or local policy and prohibits those funds from being diverted for other purposes when federal funds are available. Federal funds must supplement—add to, enhance, expand, increase, and extend—the programs and services offered with state and local funds. Federal funds cannot be used to supplant—take the place of, replace—the state and local funds used to offer those programs and services.

1. I am assuming it would be considered supplanting if our district currently shares the cost of funding for the Imagination Library and then uses grant funding for IL. Is this correct?   If the district currently shares the cost of funding for the Imagination Library (IL) and then stops district funding and uses KyCL25 grant funding, it is considered supplanting. However, if the district continues funding IL, or does not have funds for IL and that documents the lack of funds in board minutes, they can add additional funds from the KyCL25 grant. Supplanting generally involves replacing existing district or local funds with federal grant funds to cover the costs.
2. If we funded the purchase of our HQIR from ESSR money, can we use the KYCL grant to pick up those costs now? Yes. Since the original funding source is no longer available then KyCL grant funds may be used to HQIR.
3. Would it be considered supplanting if we wanted to purchase materials with grant funds that had previously been purchased with district Title 1 funding for the school year 2023-2024 but not repurchased for this school year? It is the supplementary material to our HQIR.  Three of our four district elementary schools were able to purchase for this school year, but it was not and is not budgeted for any upcoming years.  Can we budget grant funds for those materials, even if they have been purchased before or is that considered supplanting? Since the materials were previously purchased with Title 1 funding for the school year 2023-2024 and not budgeted for the following years, using KyCL25 grant funds to purchase these materials may be considered as supplanting. The main point is that the KyCL25 grant funds should be used to provide supplemental educational services and not to replace previously provided resources. If the district can clearly demonstrate and document that the materials were not budgeted with Title I funds and that absence would negatively impact the quality of education, the district may have a justifiable reason. However, if it were crucial to the providing educational services then the materials would have been budgeted under Title 1. Furthermore, since three out of four district elementary schools were able to purchase the materials, it is crucial to document how the grant funds will enhance the educational experience rather than merely fill a budget gap.

If the resources requested are not currently available to teachers and were not purchased with district funds, then KyCL25 grant funds can be used to purchase the supplemental resources needed to implement the literacy HQIR.

1. I know the grant does not allow supplanting, but if the district has purchased the iReady reading and math curriculum as well as the SAVVAS curriculum, can this grant purchase things like workbooks, textbooks, etc. that support that curriculum? The KyCL25 grant supports reading and writing only. It does not support math resources. If the district did not purchase workbooks, textbooks, etc. for the reliable and valid reading HQIR(s) grant funds could be used to purchase them. Level 1 grant activities should be purchased first. After planning and budgeting for Level 1, Level 2 grant activities, such as intervention resources could be purchased.
2. Since a Tier 1 HQIR for primary literacy is now required by KY law, are we allowed to use KyCL grant funds to purchase these materials for K-3? Isn't that "supplanting" since it is legally required now? You are correct. If the state legislation requires a district to purchase HQIRs then you cannot pay for them with federal funds.
3. My question is regarding the HQIR for the Birth to Age 5 level.  The curriculum we currently use for our preschool is one of the ones that is recommended by EPIC.  Is it considered supplanting if we purchase the same curriculum - but up to date from the decades-old version we currently have - for our preschool classrooms? Would we be able to purchase the same curriculum for our partnership with daycares?   We would also plan to purchase HQPL for preschool teachers and local daycares. If the district has not purchased the new version of the HQIR, it could be purchased with grant funds for the preschool classes and the early childhood education partners. The district should also purchase curriculum-based professional learning to support the implementation of the HQIR.
4. The district recently purchased an HQIR for one year with district general funds. Can the district use grant funds to expand this HQIR beyond year one and purchase a 5-year contract for the same approved HQIR or is this considered supplanting? No, if the district already purchased the HQIR, the grant cannot begin paying the cost of the HQIR and cannot pay for the extension of the HQIR. However, if there are components of the HQIR that the district never bought districts can use grant funds to purchase the supplemental resources needed to implement the HQIR. Grant funds can also be used to pay for 2-to-4 years of curriculum-based professional learning and/or vendor-based coaching to support implementation.
5. If an HQIR has been validated on EdReport for the 6-8 grade band, could the 9-12 version (written by the same team) be selected as the high school HQIR even though it has not yet gone through the validation process in EdReports? Yes, however if a comprehensive reading program is unrated by EdReports, the district has a greater burden to curate substantial evidence of both KAS alignment (using the Instructional Resource Alignment Rubric for 3-12 (<https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Instructional_Resources_Alignment_Rubric_for_RW_Grades_3-12_Single_Point.docx>), as applicable) and the research-basis demonstrating external validation and reliability. The district should progress monitor implementation results of the unrated resource to determine its impact on student learning at the local level.
6. May we use funds under Level 2 activities to support teachers pursuing initial national board certification for literacy? What about renewal? Support means providing PL support and/or reimbursement for NB submission fees. No, KyCL25 grant funds cannot be used for any parts of the National Board Certification. The professional learning and the curriculum-based professional learning in KyCL25 is specifically for training on how to effectively implement an HQIR and science of reading training.
7. I would like to know if it is mandatory for the high school to administer a universal screener to all students each year, or if it is permissible to utilize the STAR assessment only for students identified as at risk or on an as-needed basis. A universal screener is used with all students to identify students who are not reading on grade level or who are not meeting reading proficiency/benchmark. Diagnostic assessments are given after the universal screener to determine the specific needs of identified students and are used to plan instruction to meet the needs. All subgrantees for the KyCL25 grant will be required to give a universal screener to all high school students.
8. Are we required to purchase an HQIR for our Early Childhood partners, or can we provide/purchase HQPL only? All preschool partners are required to adopt an HQIR and attend CBPL to support implementation of the HQIR.
9. Who is responsible for monitoring the implementation of the HQIR with Early Childhood Partners? What is that process expected to look like? The early childhood partners govern themselves. The role of the districts is to meet at the start of the grant with each early childhood partner to discuss the grant requirements and gather information on literacy needs. The districts will then purchase resources, provide PL options or purchase needed PL. Each Early Childhood partner will submit a yearly Early Childhood Annual Progress Report to their partner district. If the partner does not submit the required form the district would hold resources until it is submitted.

The Early Childhood Annual Progress Report will require the oral language score for all 4-year-old children (if they have 4-year-old children), a yearly professional learning plan (if they have a preschool HQIR and need implementation support), a short narrative that discusses how the resources and PL have impacted student literacy learning and a needs assessment.

The district will purchase the needed Pre-K HQIRs, professional learning, books to increase the literate environment and materials needed for the oral language screener, family engagement and oral language support for the partner.

1. How do we address the needs of birth to age 5? The goal is to train parents on the importance of reading to children and building strong oral language skills. Districts can use grant funds in a variety of creative ways to reach parents and young children.
2. The grant emphasizes CBPL.  Does all PL have to be vetted through Rivet or EPIC or can this be a combination of both Vendor-based and local trainers?  We have some outstanding Coaches in our district who have trained through LETRS that we want to utilize in our Elementary where we are in year 3 of implementation of our HQIR. KyCL25 grant funds can only be used to purchase approved professional learning providers. The only approved providers for the KyCL25 grant are listed in the RIVET Education PLPG or through EPIC Professional Learning. Districts can continue using current district and building level coaches to support implementation of structured literacy; however, they cannot be used in place of the required CBPL providers.
3. I noticed on the sample budget form it lists $$$ for LETRS for staff.  Will that be an allowable expense under level 2 activities of training for Science of Reading? Yes, science of reading training can be purchased as part of Level 2 Grant Activities. Please note that if science of reading training is being offered at no cost through the Kentucky Reading Academies the district will be required to use the free training.
4. What is the name of the 4-year-old Oral Language Screener that we will use?  I have potential community partners who want to know what that will be before they sign on as partners. The KDE is in the process of selecting an oral language screener and awardees will be notified of the selected screener in April.
5. While purchase of a universal screener (and training for that screener) are listed as allowable purchases for Level 2 in K-12 it is not listed for the Birth through 5 age band.  Our district and community partners are interested in utilizing the early Brigance to be given to 3 and 4-year-olds prior to entrance to K. Could that be considered an allowable level 2 expense? Yes, additional literacy assessments are allowable and would be a Level 2 Grant Activity.
6. Can KyCL25 grant funds be used to purchase HQIR (level 1) for grades K-3?  The KyCL25 federal grant **cannot** purchase resources that are mandated through Kentucky State legislation. As legislation changes allowable grant purchases may change. Federal grant regulations do not allow grant funds to be used to purchase any resource that is mandated by state legislation. This is considered supplanting. KyCL25 funds should supplement and not supplant previous purchases. The *supplement, not supplant,* provision requires grantees to use state or local funds for all services required by state law or local policy and prohibits those funds from being diverted for other purposes when federal funds are available. Federal funds must supplement—add to, enhance, expand, increase, extend—the programs and services offered with state and local funds. Federal funds cannot be used to supplant—take the place of, replace—the state and local funds used to offer those programs and services.
7. I am just double-checking my understanding—districts cannot use KyCL funds to purchase core K-3 High-Quality Instructional Resources (HQIR) due to being mandated through state legislation. However, funds can be used for supplemental HQIRs, professional learning, coaching, and diagnostic assessments. Grant funds cannot be used to purchase K-3 HQIRs or assessments for K-3 required in state legislation. Grant funds can be used for supplemental HQIRs, professional learning and provider-based coaching. Two-to-four years of CBPL on the K-3 HQIR can also be purchased.
8. My district is using CKLA Core Knowledge (online version) for grades K-3 knowledge building curriculum. Can we use KyCL grant funds to purchase Amplify CKLA to have access to the print materials? Would this be considered “supplanting” or “supplementing”? This question was sent to the federal CLSD director to get clarification. Applicants can use this scenario in the application and budget for the costs. However, if federal guidance does not allow this, subgrantees will be asked to revise the plan.
9. May grant funds be used to purchase materials for classroom libraries and other supplemental reading materials (e.g., Chapter Books, Novels, Non-fiction texts) for K-5, 6-8, and 9-12 as a Tier 2 Activity?  It is not specifically listed in the RFA as it is for Birth to Age 5 Tier 2 Activities. Any text sets required to implement the literacy HQIR, such as decodables and novel studies, are allowable to purchases as a Level 1 grant activity.
10. I am having difficulty with two links to resources on page 9: the Literacy Plan Resources link (It goes to the page, but the links do not work from that page.) and the K-2 Instructional Rubric (It will not link to a page.) The links on the webpage are working. It may be confusing because nothing pops up right away, but the document is downloaded and in the downloads folder once the link is clicked.

The link for the Instructional Rubic for K-2 is: <https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=/curriculum/standards/kyacadstand/Documents/Instructional_Resources_Alignment_Rubric_for_RW_Grades_K-2_Single_Point.docx>

1. Is SBDM approval required for each school prior to submission? No, the SBDM council does not have a form to sign as part of the application. However, principals do need to sign the principal's signature page.
2. What should we put for the Award Number or Project Name on the Certification Form? List “KyCL25” for the award number.
3. Is it allowable to use grant funds to pay for CBPL on i-Ready screeners and diagnostic assessments (or other KDE approved universal screeners and reading diagnostic assessments) even though Curriculum Associates is not specifically listed as an approved provider on Rivet or Epic for CBPL on i-Ready assessments? Yes, grant funds can be used to purchase professional learning from the vendor who created the universal screener or reading diagnostic assessment.
4. If so, KDE currently lists approved universal screeners and reading diagnostics for early literacy, is it allowable to use grant funds to pay for CBPL on i-Ready screeners and reading diagnostic assessments for grades 4-12 if applicable? Yes, grant funds can be used for professional learning focused on universal screeners and reading diagnostic assessments.
5. Is there a list of KDE approved universal screeners and reading diagnostics for grades 4-12.  If so, where can those be accessed? KDE does not currently provide a list of approved universal screeners or reading diagnostics for grades 4-12.
6. This question is in regard to partnerships.  Would this be three separate partnerships - Early Steps which serves birth to 3-year-olds, Early Childhood which services kindergarten through community groups, and Literacy which serves K-6 for students in a school setting?  All of these are separate programs with different leadership within the Save the Children Program. Early childhood partners are required for birth to age 5. From the information you provided, Early Steps is the only partner that would count as an early childhood partner.
7. If we have Reading Plus for grades 7-8, is it considered supplanting if we purchase it for use with grade 6? It is not considered supplanting if you are purchasing a new resource the district has not purchased for that grade.
8. Are we able to use grant funds to purchase resources to accompany our existing HQIR? Our district adopted HQIR Core Knowledge Foundation, this program was offered at no cost by the foundation, and we need to purchase materials that were not included in the free version. This question was sent to the federal CLSD director to get clarification. Applicants can use this scenario in the application and budget for the costs. However, if federal guidance does not allow this, subgrantees will be asked to revise the plan.
9. Referencing question 1, do we need a statement of need for the entire district?  Do we need to break down the need at the school population level or does it need to be across just the grade band levels? The statement of need should give an overall description of the literacy needs at each grade band. It should also include district level data. It is optional to discuss the specific needs of each school.
10. Will Brigance need to be administered to all birth to 5 children who partner with our district grant, including daycares and preschool?  As of now, Brigance is administered to only incoming kindergarten students.  If we do, we will need to purchase additional Brigance kits for all partners, is this correct? Brigance only needs to be administered to incoming kindergarten students.
11. Does our district preschool and district daycare qualify as 1 partner or 2? A district administrated preschool, and daycare would qualify as one partner. Morning and after school care do not count as early childcare partners. The early childcare goal is to connect with partners who are providing support for birth to age 5 to increase oral language and strengthen readiness to learn to read. If a district does not have the required number of early childcare partners in the local area, they should clearly explain that in the RFA.
12. Is it permissible to use grant funds under Level 2 for highly rated literacy instructional materials specifically designed for English Learners? Yes, purchasing literacy HQIRs for EL students is allowable as Level 2 grant activity.
13. I understand what an HQIR would need to look like for ages 3-5, but can you help me understand what an "HQIR" would look like for birth to age 3? A few of our partner centers do serve this age range. A valid and reliable literacy HQIR is required for preschool through grade 12. A literacy HQIR is not required for 3-5. However, a partner could purchase an HQIR to support oral language or early literacy. They could also purchase books, literacy learning games, literacy manipulatives and family literacy resources.
14. I have a KECSAC facility in my district, A6 facility. This school is not part of the "feeder system" in our district. Children are court-ordered to attend. Pg 2 of the RFA references "feeder system". We would like to allow this facility to participate in grant activities. Are they allowed to participate, given they are not in the feeder system? Yes, since the school is part of the district it can be included in the grant.
15. Are headphones and/or earbuds an allowable expense under the "less than 2% for hardware" rule? If headphones and/or earbuds are needed to effectively implement the HQIR or supplemental literacy resources **and** they are not being purchased with district funds they can be purchased with grant funds. However, they would not be part of the 2% for hardware which refers to technology devices such as an iPad, laptop, Chromebook, etc.
16. On the Budget Summary Form, if we plan to budget for INDIRECT COST should we show that they are listed under each grade span section as well as on the Detailed Budget Form? Yes, both forms require you to show that 100% of funds are allocated so you will need to list the indirect cost on each one.
17. Is the district superintendent the person who needs to complete the "certification" form? Do we need to have each early childhood partner complete a certification form as well? Do we enter KYCL25 as the "Award/Project Name"? “KyCL25” is the award/project number. One certification form is submitted as part of the application and completed by the superintendent or the finance director for the school district.
18. In talking with our potential early childhood partners, there are multiple HQIRs in use across the various early childhood centers in our county. How should I handle that in the KyCL District At-A-Glance document? Should I list all of them? Note which ones are in use at each facility? The At-A-Glance document should have the HQIRs listed. You do not need to provide specific information about which early partners use the HQIRs listed.

 **VENDOR SUBMITTED QUESTIONS**

**These questions and answers may contain information that is not pertinent to applicants.**

1. (For RIVET Education) Since the review of CBPL providers is already underway, will you make exceptions to the application process, or extend the deadline for new providers to apply? (From RIVET Education) We conduct two review cycles every year, which result in new providers being added to the guide in February and August annually. We currently have a review cycle underway, so the next cycle that a provider can start the application process will be in March 2025.
2. I am a literacy consultant with XXXXXXXXX. We have been helping districts across the US secure and implement CLSD funds since 2019. We were also recently appointed by the XXXXX Department of Education to lead the application and guidelines process for the entire state. I was reading the guidelines on the KyCL RFA document, and I saw that districts needed to select from the RIVET or EPIC vendor lists. Is this the case in all situations? We will be applying to be added to the RIVET list; however, their application is after the KyCL deadline. If a district decides that we are able to best suit their literacy needs, could they include us in the KyCL application? Districts applying for the KyCL25 grant should only list professional learning providers from the RIVET Education PLPG or EPIC Professional Learning. The PL plan submitted with the application will be used to ensure districts have 2-to-4 years of professional learning for new HQIRs and existing HQIRs if needed. However, subgrantees can get approval to alter the PL plans throughout the grant to meet current local needs if the new plan meets all grant guidelines. The changes can include adding additional PL providers or changing PL providers. All approved PL providers must be in the RIVET Education PLPG or from EPIC Professional Learning. Professional learning providers not listed on the RIVET Education PLPG or EPIC must not be listed on the application.
3. In the grant application, it says that vendor-provided coaching and competency-based professional learning may be included.  However, does the vendor providing this service have to be an HQIR curriculum provider as long as their work is aligned to and utilizing HQIR curriculum/vendors as well?  For example, our company is using video and AI (along with personalized coaching from a human coach) to advance science of reading and literacy initiatives across other states like XXXXXX.  We work with several schools in Kentucky, and they are wondering if they can include our services in their applications.  In fact, XXXXXX County is wrapping up another literacy-based grant and they are using their grant funds to work with us.  I never want to steer any district in the wrong direction, so I wanted to get clarification from your office before pursuing this further with them.  KDE will not be posting an RFP for additional professional learning providers. Districts will choose curriculum-based professional learning providers and/or provider-based coaches from the RIVET Education PLPG or through EPIC Professional Learning, as listed in the RFA, to support the implementation of the literacy HQIR and to support Level 1 and Level 2 grant activities. Any professional learning partner who wants to support Kentucky districts in the CLSD/KyCL25 grant should contact RIVET Education and go through the required steps to be vetted and approved through them.
4. We have been a KDE partner for the last couple of years. We have been watching for an RFP connected to the CLSD Award you received (congratulations!). I saw your LEA RFA was out and I became concerned I might have missed something on the service provider's side. Can you help me with any information? Will there be a QVL or TAP solicitation issued? The KyCL25 grant will utilize high-quality professional learning (HQPL) providers selected from the RIVET Education PLPG or EPIC Professional Learning. Districts will select one or more HQPL providers to meet local needs. No RFP to select additional professional learning providers will be posted for this grant.
5. One topic that did not come up was around Small Group Targeted intervention using an HQIR.  Would this be something XXXXXX could offer as part of our solution? or would this fall under the bucket of stipend or salary? Valid and reliable resources to support literacy intervention can be purchased as a Level 2 grant activity after all Level 1 grant activities are planned and budgeted. No salaries or stipends can be given to pay teachers or outside support to teach children. If a district/school purchases an HQIR they would also be required to purchase 2-to-4 years of curriculum-based professional learning to support effective implementation. All curriculum-based professional learning and/or high-quality professional learning providers must be selected from the RIVET Education PLPG or from EPIC Professional Learning. The decision to purchase any specific resources is made by the local district and approved by the KyCL25 grant project directors.
6. XXXXX University and we have partnerships with a number of local districts to provide professional learning supporting the literacy development of P12 students.  We have looked at the recent call for proposals for the Kentucky Comprehensive Literacy Grant. We understand that as a university, we would not be able to apply for the grant, we are wondering if university faculty at EPPs could be considered vendors for curriculum-based professional learning.  Is the implication that professional learning would be provided by the company from which curriculum materials are purchased?  Specifically, we are wondering if it would be acceptable to see if there are any districts that would be interested in partnering with us for the purpose of applying for this grant. All professional learning providers must be selected from the RIVET Education PLPG or EPIC Professional Learning. Vendors can contact RIVET Education for information on the vetting process required to be added to the guide.
7. For a T1 adoption of HQIR, do digital licenses need to expire by September 30, 2029, or can they extend past the end of the grant, either with or without additional cost to the district?

 Districts can purchase multiple years of a resource. The grant will allow the purchase of resources that extended for 4 years after the grant ends.

1. Can supplemental resource*s* with **peer-reviewed, published research studies** be considered-- even if they are not included on EdReports? Yes, however, districts need to use the tools provided in the Kentucky Model Curriculum Framework when selecting a resource and the Reading and Writing Consumer Guide. To ensure supplemental resources are high quality subgrantees will be required to submit a formal request to the KyCL25 Project Directors.
2. If a district's current adoption of an all-green-rated HQIR expires during the life of the grant, can funds be used to purchase a new T1 resource? If so, can K-3 be included in the purchase or can only PreK and 4-12 be included? Since K-3 HQIRs are required by legislation they cannot ever be purchased with KyCL25 grant funds. Any resources, including HQIRs, the district has already purchased cannot be purchased with grant funds unless the original funding sources are no longer available, such as ESSR fund.
3. The open-source version of XXXX was adopted for the 24-25 SY. After completing the instructional resources alignment rubric with their team, a district has determined resources from the XXXXX version in K-3 will strengthen their implementation. Are they allowed to use KyCL funds to purchase XXXXX K-3 print and digital resources?  Here is a specific thought process, "We adopted XXXXXX this past year, and are adding digital and supplemental resources through Amplify. Look at questions 11, and 16. *(Of the Q&A)* I think adopting the open source this past year will make it ok." Is this line of thought, correct? Applicants can use this scenario in the application and budget for the costs. However, if federal guidance does not allow this, subgrantees will be asked to revise the plan.
4. On page 4 of the KyCL Grant, it states that funds may not be used to pay for "district-based coaching." I had initially interpreted this to mean that districts cannot use funds for district coach salaries, but I want to be sure it does not exclude vendors from providing coaching to people in district-level positions. Can you clarify? Districts cannot use KyCL25 funds to pay for district or school-based coaching salaries; however, they can be used to provide CBPL and provider-based coaching selected through Rivet PLPG or Epic Professional Learning for teachers, coaches, administration, and district literacy staff.