

**Read to Achieve**

**FY17 RFA**

**Questions and Answers**

# **Deadlines and Submission Process**

Q: Will more information be forthcoming about the due date for the grant and how to submit?

A: All of that information is in the RFA which can be found on the KDE Competitive Grants webpage.

Q: Where is the Grant Cover Letter located?  Is it something we design or does it exist somewhere?

A: The Grant Cover Page is located at the end of the application, page 16.

Q: Is there an Intent to Apply?

A: No, we did not require an intent to apply for this grant.

Q; Can we submit our application early?

A: Yes.

Q: Does this need board approval prior to submission?

A: Not for KDE. It depends on each district’s protocol.

Q: What about the notary seal?

A: Should be current notary in Original copy of proposal.

Q: Is the only difference between original and redacted copies of the cover page that it can be blank?

A; Yes, the cover page on redacted copy can be blank.

Q: So, it is okay to name the file with our school?

A: Yes, the Grants Procurement Branch will rename/assign a number to the redacted copy.

# **Eligibility**

Q: Are schools who are currently operating on the final year of the previous Read to Achieve grant eligible to apply? If not, are their certain situations that could cause them to be eligible to re-apply (such as reconfiguration of school, redistricting, etc...)?

A: Yes, they are eligible to apply. A public school that enrolls primary students, including the Kentucky School for the Blind and the Kentucky School for the Deaf, shall be eligible to apply.

Q: Is it okay to resubmit our old grant?

A: No, there are different criteria and a different rubric.

Q: After the 1st 2-year period, will schools need to complete a reapplication or desk audit?

A: There will not be another RFA process; however, there will be some form of an accountability check. After this two-year period, RTA schools will be eligible to request a grant renewal for an additional two years contingent upon successful implementation of all program components, grant requirement compliance, demonstrated student progress and the availability of funds.

Q: Is it okay to talk about already having materials and trainings being completed?

A: The proposal should address each part of the evaluation criteria to reflect the specific school.

Q: We are about to begin work on the RTA grant for next year. Our school will be consolidating next year with another school. We both have the RTA grants. For this new grant do we write a grant for each school or do we just write one grant?

A: Each school may submit a proposal based on the current configuration and address the evaluation criteria based on the specific school.

Q: What if schools are consolidating?

A: Each school may submit a proposal based on the current configuration and address the evaluation criteria based on the specific school.

Q: If we have three schools in our district applying for the grant (same grant writer) and we have similar reading programs at each school, it is obvious our proposals will have some of the same information and look alike.  How will you make sure we are not penalized if reviewers think there has been plagiarism when really all grants were done by the same person??  Is it possible for all of our schools to get funded?

A:  We are aware that some proposals will have similar reading programs and have some of the same information when one grant writer covers the district. We are looking for plagiarism in the fact that schools are copying other district grants and inputting their own school specific data.

\*It is possible that all schools could be funded, however it is also not a guarantee that just because one school was funded from a district written by the same grant writer that the others will be funded too. We try to split up schools from the same district to different review teams, so one team doesn’t get all schools from a district.

Q: What if a district team works together and grants are similar?

A: We are aware that some proposals will have similar reading programs and have some of the same information when one grant writer covers the district. We are looking for plagiarism in the fact that schools are copying other district grants and inputting their own school specific data.

Q: Is it okay for us to acknowledge that we already (currently) have the (RTA) grant?

A: Yes, the proposal should address each part of the evaluation criteria to reflect the specific school.

Q: If we identify as previous school, is that identifying info on redacted copy?

A: No, that would not be identifiable information. Do not include specific names.

Q: Is it okay for applicants to admit having the grant previously?

A: Yes, the proposal should address each part of the evaluation criteria to reflect the specific school.

Q: Our school reached a School of Distinction status in the 1516 school year.  Is that considered identifiable information on the grant? Are we allowed to say that?  I would assume we are allowed to say we have reached \_\_\_\_\_\_\_ level on KPREP, but wasn't sure about the School of Distinction status.

A: That would not be identifiable information. Do not include specific names.

Q: I was wanting to state that our school is \_\_\_th out of \_\_\_\_ elementary schools in the area of gap students' growth on K-Prep. Could that be considered identifiable information?

A: That would not be identifiable information. Do not include specific names.

Q: Would sharing the number of students at our school be considered identifiable information?

A: That would not be identifiable information. Do not include specific names.

Q: Our school only serves 1st & 2nd, is that too identifying?

A: That would not be identifiable information. Do not include specific names.

Q: If my school is in the bottom 10%, is that identifying information?

A: That would not be identifiable information. Do not include specific names.

Q: Is it okay in the original copy to use terms like “our school” and minimize the use of names?

A: Yes.

Q: Will it hurt applicants if they pick something besides CIM with Reading Recovery?

A: No, it should be based on the needs of the students.

Q: If a school is currently using LLI with some intervention staff currently, may the school select LLI for RTA or is this SUPPLANTING?

A: It is not supplanting. The school should select the program that will best meet the needs of their students.

Q: If we have purchased LLI previously is it supplanting?

A: It is not supplanting. The school should select the program that will best meet the needs of their students.

# **Grant Approved Intervention Program Selection**

Q: Is there an informational handout for each of the approved programs including the professional development costs? (similar to what was given for the math grant)

A: You will need to research programs for that information.

Q: Should a school research training directly with the vendor?

A: Yes, it depends on program selected by the school.

Q: Do schools have to pay for a teacher leader for the Reading Recovery program?

A: Schools should contact Reading Recovery for payment specifics.

Q: What about Reading Recovery teachers already trained? Will there be an additional layer of training?

A: No, only the continued training required by the program.

Q: Can you clarify which programs can stand alone?

A: EIR and LLI may stand alone. Reading Recovery must have a grant-approved small group program used with it. CIM must be used along with Reading Recovery.

Q: What about CIM and Reading Recovery? How does this work?

A: CIM cannot stand alone. It must be used with Reading Recovery.

Q: If our school doesn’t select Reading Recovery, do we need to select 2 small group programs?

A: No.

Q: What if our school is a previous grant school but our current program is not an option on the current RFA?

A: You must select the program that will best meet the needs of your students from the grant-approved program list in the RFA.

Q: As a previous grantee, is it okay for us to select a different program?

A: Yes, it is about why the program is best for your specific students.

Q: So, the whole day for RTA teacher is grant approved programs?

A: Yes.

Q: Is the RTA teacher allowed to use other programs?

A: No, they will only use grant approved programs.

Q: If we select a non-grant approved program can it be used with other grade levels?

A: Yes, but not with/by the RTA teacher.

Q: Will it hurt applicants if they pick something besides CIM with Reading Recovery?

A: No, it should be based on the needs of the students.

Q: Is it okay to use a variety of programs at different grade levels?

A: Yes, pick what is best for your students. \* It must be from the list in the RFA.

Q: If a school is currently using LLI with some intervention staff currently, may the school select LLI for RTA or is this SUPPLANTING?

A: It is not supplanting. The school should select the program that will best meet the needs of their students.

Q: If we have purchased LLI previously is it supplanting?

A: It is not supplanting. The school should select the program that will best meet the needs of their students.

Q: We already have/use LLI, can we choose something we already have?

A: Yes. The school must choose the intervention program that best meets their students’ needs.

Q: Will required trainings be set up at the state level for the various programs, as they were for the Math Achievement Fund grants? Or will schools be required to arrange their own training for the interventionists and teachers?

A: Program specific training is the responsibility of the individual school/district. KDE will provide the training opportunity for the classroom teacher. (See School Reading/RTA Team)

Q: If the grant approved intervention program we choose was a program that a neighboring school in our district was previously trained in last year when they were awarded the RTA grant, would they be allowed to train our intervention team?

A: Possibly, depending on the intervention program selected. The district will need to work with KDE to make sure all requirements and trainer qualifications align to the objectives of the grant.

Q: What sizes should small groups be for the grant?

A: Depends on program selected. Refer to vendor program recommendations.

Q: Are there specific professional developments sessions for Fountas and Pinnell Leveled Literacy Intervention? If so, what is the cost of the professional development sessions for Fountas and Pinnell Leveled Literacy Intervention?  How many days are involved, and where would the professional development sessions take place?

A: Check with the vendor regarding initial training requirements. KDE will be better able to determine additional training requirements once awards are made and needs are assessed.

Q: Can a school select Reading Recovery and LLI as the small group intervention without CIM?

A: Yes. The school must choose the intervention program that best meets their students’ needs.

Q: With the program options, there are two notes: “ii) Reading Recovery \*must also select a small group intervention” and “iii) Comprehensive Intervention Model (CIM) \*must be used with Reading Recovery”

Does CIM qualify as one of the options for small group interventions or is it absolutely required to be in tandem with Reading Recovery?

A: CIM cannot be used as a stand-alone intervention program. It must be used alongside Reading Recovery.

Q: If selecting CIM, then the school must also select Reading Recovery. If so, would the school also need to select an additional small group intervention?

A: No, CIM would be the small group intervention selection for Reading Recovery.

# **Student Selection**

Q: If we include all grade levels, should they be included every year on schedule?

A: No, it would be flexible as needs change.

Q: Previous grant K-3, planned to incorporate 3rd later. Is that okay?

A: Yes, it should be flexible as needs change.

Q: Clarification on whether the grant should state all grades that the RTA teacher could possibly work with now or in the future or only the grades you know the RTA teacher will work with for sure at this point. There was contradictory information given at the technical assistance session that I attended. The facilitator said write the grant for any possible grades that you may ever be working with even up to year 4. But an attendee in the audience spoke up and said that they had done that on a previous grant and when the state came to do a site visit they then required them to work with EVERY grade level that they had listed in the grant application. Please advise.

A: From the RFA Criteria: Schools should “describe the current literacy needs and trends at the school... (and)…explain how the intervention selected will serve the needs of the students at the school.”

Q: May students who receive other services such as migrant, or served by special education participate in the RTA program?  (In the past I have served students who have an IEP for: articulation or speech sound production only, and students who are placed DD due to motor skills.  But no others)

…and

Q: If a student has been released from their DD IEP, but is in immediate need of intervention in reading, may the RTA interventionist service this student?

A: This program is established in [**KRS 158.792**](http://www.lrc.ky.gov/statutes/statute.aspx?id=3589)**,** to fund reading intervention services for struggling readers in the primary program (K-3) who need them in order to learn to read at the proficient level and allows for short-term, intensive instruction in the essential skills necessary to read proficiently.

#  **Intervention Teacher**

Q: So, the whole day for RTA teacher is grant approved programs?

A: Yes.

Q: If we select a non-grant approved program can it be used with other grade levels?

A: Yes, but not with/by the RTA teacher.

Q: Is the RTA teacher allowed to use other programs?

A: No, they will only use grant approved programs.

Q: Is it okay for RTA interventionist to work with more than the +1 (classroom) teacher?

A: Yes.

Q: What is the definition for “co-teaching” and “collaborating”?

A: That is up to you. Should be reflected in narrative.

Q: What does co-teaching look like during the day? Do I give up groups?

A: Depends on needs of schools.

Q: Is it possible for me to have Reading Recovery, multiple groups and co-teaching? Will KDE mandate a schedule?

A: No, that is very flexible. (\*See below also.)

Q: At the Frankfort Technical Assistance Training it was mentioned during a break that the collaboration and co-teaching between the Plus 1 Classroom Teacher and the RTA Teacher should occur *outside* Core Reading Instruction. Is this correct?

A: KDE does not mandate when interventions occur. That is a school/district decision. (\*See below also.)

Q: Please describe the expected role of the Plus 1 Classroom Teacher.

* How much time is expected for us to spend collaborating and co-teaching weekly?
* When the RTA Teacher is in the Plus 1’s classroom, does the RTA Teacher focus solely on her intervention students?
* Is the co-teaching time spent in the Plus 1’s classroom *in addition to* the 5 days per week/30minutes per day Tier 3 Reading Intervention time?

…and

Q: If the RTA Teacher is to co-teach and collaborate with the Plus 1 Teacher during Core Reading, should she allocate a time slot in her schedule just as she does an intervention group? Please advise. At our school, the RTA Teacher is not permitted to pull students for Intervention services during Core Reading or Core Math instruction, so her schedule of 30 minute intervention groups is the same throughout the week. For example, she pulls First Grade intervention students during Second Grade Core Reading.

\*A: The RTA intervention teacher’s daily responsibility must be primarily devoted to the delivery of RTA intervention instruction to identified struggling readers. Greater than half of the reading intervention teacher’s time will be spent delivering intensive reading interventions to primary grade students. The remaining time may be spent providing intensive reading interventions to additional primary grade students or providing support to other teachers in the area of literacy. Examples of other leadership activities might include co-teaching during a reading class, collaborating with colleagues, encouraging family involvement, leading literacy trainings, etc. The RTA intervention teacher must serve on the school’s Kentucky Systems of Intervention (KSI)/Response to Intervention (RTI) team. The RTA teacher may have supervisory duties (e.g., bus duty, hall duty) and appropriate planning time equal to, but not greater than, the other teachers in the building. The RTA teacher may not serve as a substitute teacher. The RTA intervention teacher must submit a detailed schedule to the KDE for feedback and approval each fall.

Q: With the phrase "*Preference shall be given to teachers with primary grades teaching experience and those who have, or are working towards, a Master’s degree in reading/literacy"*does this mean that if you have teachers on staff who have an endorsement in literacy/reading they are the pool from which to select the best candidate?

A: Schools should select the best candidate for the RTA position meeting, at least, the minimum requirements listed on page 3 under *Part 3: The intervention teacher selected must be a highly-trained/qualified, certified primary teacher with at least three years teaching experience. Preference shall be given to teachers with primary grades teaching experience and those who have, or are working towards, a Master’s degree in reading/literacy.*

Q: Is a schedule for the RTA teacher required to be in the grant?

A: The RFA does not require a schedule to be submitted with the application. However, grant awarded schools will be required to submit a schedule each fall for approval by the KDE.

# **School Reading/RTA Team**

Q: Details on training for classroom teacher?

A: KDE cannot determine exact details until grant awards are announced but the general training info given at the Technical Assistance sessions is:

*The Collaborative Center for Literacy Development (CCLD) will provide KRP-styled teacher professional development for improved literacy instruction (here labeled KRP-PD-4-RTA-Classroom-Teachers) to regular classroom teachers, one each from the RTA schools, grades K-3.*

*The Kentucky Reading Project (KRP) is a yearlong, graduate level literacy training provided through eight university service region sites. During KRP, teachers learn best practices in reading instruction and increase their effectiveness as teachers by expanding their knowledge base and deepening their understanding of best practices in reading instruction as they develop and implement a Literacy Action Plan in their classrooms.*

*The KRP-PD-4-RTA-Classroom-Teachers summer intensives will involve 40 hours of classroom time, distributed over two or three weeks in the summer at a centrally located school given the distribution of enrollments for that service region. Books and materials for the summer intensive will be provided to registered teachers and a stipend will be provided to registered teachers to cover incidental costs related to their implementation project (at end of summer intensive and at the Share Fair in the spring). There will be two follow-up meetings, one in the fall and one in winter at a centrally located space in each service region.*

\*The KRP-PD-4RTA-Classroom Teachers training is paid for by the KDE. Districts/schools should plan, generally-based on above information, to cover travel and PD stipends in the initial application budget summary but will have the opportunity to amend their budget specifics, if needed, after awards are made.

Q: The committed number of days and the amount of time in the KRP application differ from what is listed in the RTA RFP. What is the exact, actual expected commitment for participants as it pertains to the RTA grant? For example, will it 8- 5 hours days or 5-8 hour days?

A: See above. KRP for RTA classroom teachers is separate from the KRP initiative on the CCLD website. KDE cannot determine exact details until grant awards are announced and needs assessed.

Q: With KRP, will it include college credit?

A: No.

Q: If no college credit, what is the incentive for a teacher to attend KRP? ☹

A: …exemplary service, dedication to learning reading pedagogy and a commitment to intensive reading training…

Q: Is it possible for the Plus-One teacher to receive graduate level credit toward his/her Master's or Rank 1 for participation in the Kentucky Reading Project?

…and

Q: Can districts pay for the KRP and opt for college credit?

A: That is yet to be determined.

Q: Could the interventionist attend KRP if they want to?

A: The KRP for RTA classroom teachers is provided by KDE for RTA schools’ classroom teachers.

Q: Is the KRP a non-negotiable? Is it a mandate of the grant or is it to be considered as a resource schools could use?

A: Intensive literacy training for one classroom teacher per year is a requirement. The KRP is the KDE-provided training for RTA schools’ classroom teachers. Once awards are announced, KDE and CCLD will work with schools and teachers to develop a plan for appropriate training based on individual needs.

Q: Will the interventionist, principal and +1 (classroom) teacher all attend KRP?

A: Only the +1 (classroom) teacher will attend KRP.

Q: Will schools have to apply individually for KRP? Will there be the traditional application for the KRP?

A: No, we will work out the schools’ process for deciding on the +1 (classroom) teacher and once chosen with that process the acceptance into KRP is automatic.

Q: The KRP application specifies that up to 20 teachers are accepted at each of the 8 university sites. (160)  If approximately 300 schools are awarded grants and only 20 teachers are accepted at each site, will there be a revision for equitable distribution and/or will teachers be expected to travel to a more distant site than their closest one?

A: See above. The KRP for RTA classroom teachers will be handled differently.

Q: What will a school do if they write the grant but cannot find a classroom teacher K-3 to participate in the KRP training each year? That is a large commitment to ask of a teacher especially when the school is small and has summer school which already takes a number teachers to run. The pool of teachers to choose from for the reading committee will be slim.

…and

Q: Please advise - Regarding the participation of a teacher in the KRP to co-teach with the Reading Recovery Teacher, we need to know if the co-teacher will receive college hours for attending KRP. We are having a difficult time finding someone willing to take this on and not receive credit OR pay

…and

Q: Teachers at our school wholeheartedly support this grant.  We do.  However, teachers are only mandated to do 12 hours of flex pd per year.  I do not anticipate having trouble getting volunteers to be trained.  However, what happens if a teacher signs up and then has an unforeseen event preventing the training? .

A: Classroom teachers should be selected based on exemplary service, dedication to learning reading pedagogy and a commitment to intensive reading training over the course of the school year. Each year an additional classroom teacher shall be selected to participate on the school reading team and receive the intensive reading training.

Q: Is the KRP training required by a classroom teacher the same training that has been offered in the past? My principal wanted me to ask because if a classroom teacher in the building already has the KRP training, can they be on the reading committee and use their previous training in place of the new training.

…and

Q: What if the +1 (classroom) teachers have already had KRP, do they repeat or not participate?

…and

A: No, All classroom teachers need to be exhausted. Once awards are announced, KDE and CCLD will work with schools and teachers to develop a plan for appropriate training based on individual needs.

Q: The grant states:

"Classroom teachers should be selected based on exemplary service, dedication to learning reading pedagogy and a commitment to intensive reading training over the course of the school year."

Our district has partnered with a university in a capacity building model for schools. We have many K-3 teachers in the schools who will be applying for this grant that have already, or will be, dedicating themselves to this commitment of professional learning in order to build capacity in our district. If the classroom teacher, who is identified to be the teacher on the school Reading/RTA Team, is already committed to this intensive training, will they also need to participate in KRP (or the designated KDE PD) or can the participation in the (above mentioned) training be considered as an approved professional development? The teacher will, of course, attend a KDE approved conference, in addition to the ongoing professional learning in the LP.

A: K-3 classroom teachers who are not currently participating in the literacy partnership should be considered first for the KRP RTA training. Once awards are made and needs assessed, KDE will work with those schools to develop RTA classroom teacher professional learning plans.

Q: Clarify role of +1 (classroom) teacher (requirement of training and collaboration time).

A: Training will be in summer and attend the fall PD. Collaboration time will depend on school and student needs.

Q: What is the definition for “co-teaching” and “collaborating”?

A: That is up to you. Should be reflected in narrative.

Q: What conferences will be approved?

A: Look for literacy conferences. This is not critical for the RFA. Can be changed later.

Q: Where will fall PD be held and what are the costs?

A: It will be regional and at no charge to RTA schools. Travel costs will be paid by the school/district.

Q: Can +1 (classroom) teacher be a Special Education primary teacher?

A: For grant purposes, select primary classroom teachers.

Q: Is it a safe assumption that the +1 teacher be from the primary pool (as this is a K-3 grant) or does this allow for adding teachers from 4th or 5th grades for the purpose of building capacity across the grades?

…and

Q: Do the +1 (classroom) teachers have to be primary?

A: Should be focused on primary, but each school’s need is different. KDE can work with awarded schools to plan what is best after primary teachers are trained.

Q: Does the principal have to be on the Literacy Team or can it be another administrator?

…and

Q: Can another member of administration be on the reading committee instead of the principal such as the PGES coach since they run the RTI program at our school?

A: The principal is the building administrator and should be included for grant purposes.

Q: Can another reading specialist, a certified teacher in the building be the +1? She works with grades 3-5 and oversees the Reading Intervention pull out groups for 1st and 2nd at our school.

A: The +1 (classroom) teacher must be a classroom teacher. Other teachers may be additional members of the Reading/RTA Team.

Q: Clarify fall PD and KRP and RTA teacher and +1 (classroom) teacher.

A: RTA teacher will be trained in intervention. +1 (classroom) teacher will do KRP. Fall PD will be attended by the principal, +1 (classroom) teacher, and the RTA teacher. It will be a one-day conference in the fall.

Q: The RFA states that the grant is to pay for the training of one classroom teacher each year of the grant.

Is this IN ADDITION to the Reading Interventionist?   AND Must this training be in one of the approved Primary Reading Intervention Programs listed in the RFA?

A: While there may be stipends and travel for schools to cover, the KRP training will be paid by KDE. Classroom teacher training is the KRP training mentioned above-not the intervention program training.

Q: Can you provide any information on the Fall Professional Learning events held by KDE? Location, cost, length of conference?

A: The fall professional learning will be at no cost for required RTA Team members, regionally located and be one day in length.

Q: What will happen if a KRP trained teacher can no longer be on the reading committee due to other conflicts such as switching grade levels (primary to intermediate and vice versa), transferring to another school, pink slipped due to budgeting, etc.?

A: The school must develop a school reading team, including (but not limited to) the RTA teacher, principal, and a classroom teacher.

Q: The school Reading/RTA Team consists of at least 3 members (principal, RTA teacher, +1 teacher) but will most likely have more to ensure successful implementation and support. Do all the members of the team attend the training in the fall of 2017 or just the 3 base members?

A: The fall PD is required for the principal, RTA teacher and the +1 (classroom) teacher.

Q: Can the RTA/RTI team be the same?

A: There should be separate teams but may overlap. The dedicated RTA team will have specific requirements.

Q: As I budget for Professional Development, how many days should we plan around and exactly when is the PD scheduled? If there is a session scheduled during the summer, obviously, all team members will have to be notified in advance in order to avoid scheduling conflicts, etc.

A: Program training depends on the intervention program chosen. Fall PD for Reading/RTA Team is one day. KRP-4-RTA Classroom Teacher PD details will be determined once awards are made and needs are assessed.

Q: How many people may be on the Reading Team? We would like to include the Plus 1 Classroom Teacher along with 4 other people on our Reading Team - the Principal, the Asst. Principal/Primary Staff Assistant/Data Coordinator, the RTA Teacher, and our other part-time certified Reading Intervention Teacher.

A: The school must develop a school reading team, including (but not limited to) the RTA teacher, principal, and a classroom teacher.

Q: Will all 5 of the above mentioned people on the Reading Team be permitted to attend the regional KDE training?

A: The fall PD is required for the principal, RTA teacher and the +1 (classroom) teacher.

Q: If the reading team is required to attend a fall training and it’s the KRA conference, will that count as the “required” conference or do we have to attend a separate one?

A: The fall PD for the Reading/RTA Team is separate from the literacy conference required for the RTA teacher.

Q: Do we know yet what the fall and spring conferences will be? Will they be KRA (in fall) or the national Reading Recovery Conference (spring) or one designed each semester by KDE? This is imperative to know in the planning of the budget because overnight and multiple day conferences accumulate more cost than a single day conference would have.

…and

Q: Will KRA conference count as required conference or will we need a separate conference as well? The RTA team attends a fall conference but another bullet says the RTA teacher will attend a conference as well.

A: The principal must agree to pay for the RTA teacher to attend at least one reading/literacy conference approved by the KDE. The fall PD for the Reading/RTA Team is separate from the literacy conference required for the RTA teacher.

# **Assessments and Reporting**

Q: When looking at the School Report Card on the KDE website, we can only go back to 2013 – 2014. Can you advise us on how to go back to 2011 – 2012 and 2012 – 2013?

A: Districts maintain records of data from the School Report Card.

Q: Will there be more than the Infinite Campus Intervention Tab for data over the next 2-4 years?

A: As of right now, that will be the same.

# **Other Requirements and Responsibilities**

Q: Clarify substitute issue. Does that mean 2 or more days?

…and

Q: Do we need to get a substitute for any day we are not in the building whether it is for sickness or training? Or do we get a substitute when we will be absent *multiple* days?

…and

Q: If Reading Recovery and CIM are our chosen interventions, are we to provide a substitute every time we have Continuing Contact training?

A: The school must provide a certified substitute to implement intervention services in the event the RTA teacher is absent or otherwise unable to provide services. Long-term substitutes with training in primary reading intervention services are preferred.

Q: What is a certified sub?

A: A sub that is certified to be a sub according to your district’s guidelines—not necessarily certified in intervention program.

Q: What type of lessons will be expected for a Reading Recovery and Comprehensive Intervention Model (CIM) teacher to leave for a sub since they cannot do the same plans the trained teacher would do?

…and

Q: Will we need a certified sub on days we have training? Will the subs be teaching our lessons? Will the subs be required to have RTA training?

A: Plan for your kids if you will be out. A “certified sub” refers to a sub that is certified to be a sub according to your district’s guidelines—not necessarily certified in intervention program.

Q: Can we train for a group of subs to provide reading intervention?

A: Yes.

Q: I teach in XXXX and we do not have half-day subs. On days when we have continuing contact and we are in our building half the day what do we do the other half if we can't get a sub?

…and

Q: Substitutes: Schools has a severe shortage in substitutes.  For example, today in our school, we have two jobs not covered.  What happens in the event a sub for the RTA position is not available?

…and

Q: What will happen if there is a substitute shortage in the district and your position goes unfilled?

A: In the RFA on page 5 under Part 6: The school must provide a certified substitute to implement intervention services in the event the RTA teacher is absent or otherwise unable to provide services. Long-term substitutes with training in primary reading intervention services are preferred.

Every effort should be made to provide a certified substitute as stated in the RFA. KDE will work with individual schools, as needed, to plan for students when RTA teachers must be absent.

Q: In the section for implementation requirements, number six, part a, it states the following:

* The school must already have a comprehensive evidence-based core reading program/model in place for Tier 1 (core instruction for all students).

Our school does not have a school-wide literacy program in use (i.e., balanced literacy). Each grade uses their own program and formulates their literacy block differently. Would this preclude us from applying?

A: No, it does not. You have a core reading program/model in place for Tier 1. School-wide programs are not required.

# **Criteria**

Q: Where is the new RTA grant rubric located that includes the KRP-PD-4-RTA-Classroom-Teachers?

A: The RTA RFA Evaluation Rubric is located on the KDE Competitive grants webpage.

Q: When looking at the School Report Card on the KDE website, we can only go back to 2013 – 2014. Can you advise us on how to go back to 2011 – 2012 and 2012 – 2013?

A: Districts maintain records of data from the School Report Card.

Q: In looking at trend data with the Brigance screener, I have this year’s data as it is new in the system, but wanted to get the data from the last 3 years. I have not been able to find anyone who can get this information for me from past years. Do you have any idea who I might be able to contact to see about this?

A: School readiness can be found on the KDE Open House site.

Q: Do you let reader know that you currently do not have the RTA Grant?

A: The proposal should address each part of the evaluation criteria to reflect the specific school.

Q: Where should I include a description of student population (transient kids…)?

A: In Part 1, the proposal should describe the current literacy needs at the school and also demonstrate a compelling need for the *Read to Achieve: Reading Diagnostic and Intervention Program* grant.

Q: Can attendance be address as a factor in the narrative?

A: Yes. In Part 1, the proposal should describe the current literacy needs at the school and also demonstrate a compelling need for the *Read to Achieve: Reading Diagnostic and Intervention Program* grant.

Q: How many years should be reflected in Trend Data?

…and

Q: Should we use last year’s data?

…and

Q: For the Request for Application for the Read to Achieve Reading Diagnostic and Intervention Grant, how many years back should we use for data in our grant applications?

…and

Q: If we have had the grant for multiple years, how much data?

A: Depends on your “story”. The proposal should describe the current literacy needs and trends at the school. Based on reliable and valid data, provide evidence to demonstrate a compelling need for the RTA grant.

Q: What is meant in 1.1 by “in-depth” focus on literacy instruction? Do they want what we are doing now, how we need to change, what is best, why our scores are linked to our instruction?

…and

Q: Does 'in-depth focus on literacy instruction' in Level 5 on rubric mean to describe teacher's instruction or the basal series content?

A: The proposal should describe the current literacy needs and trends at the school.

Q: Should we include math interventions while discussing our RTI framework in Part 2 of the RTA grant?

A: Describe how the school’s current RTI framework is implemented.

Q: Should the RtI plan contain information about math?

A: Describe how the school’s current RTI framework is implemented.

Q: Is it okay to list multiple screeners?

A: Yes, the proposal should describe how the school’s current RTI framework is implemented, including determining eligibility, data, assessment(s), scheduling, and tier movement.

Q: Is the “scheduling” part of Question 2 referring to student scheduling of intervention or scheduling for I-Team meetings?

A: Describe how the school’s current RTI framework is implemented, including determining eligibility, data, assessment(s), scheduling, and tier movement.

Q: Should a proposal include a description of the program?

A: Proposals should explain the how and why the program was selected for your students. This section should explain how the intervention selected will serve the needs of the students at the school.

Q: What sizes should small groups be for the grant?

…and

Q: How many students should we say are served with each program?

A: Depends on program selected. Refer to vendor program recommendations.

Q: Is it okay to talk about already having materials and trainings being completed?

A: The proposal should address each part of the evaluation criteria to reflect the specific school.

Q: Do you let reader know that you are current Reading Recovery teacher?

A: The proposal should address each part of the evaluation criteria to reflect the specific school.

Q: If we already have other events for family involvement, can we use those to build upon in the RFA?

A: Yes.

Q: Should we discuss how the previous teacher will continue training?

A: Yes, the proposal should address each part of the evaluation criteria to reflect the specific school.

Q: In Part 6, should the proposal include goals for 1, 2, 3, or 4 years?

A: That’s a judgement call.

# **Contract Award**

Q: The RFA says KDE will be awarding 300 schools the RTA grant.  Is that 300 a hard number or do schools need to meet a minimum score on the rubric in order to even be considered?  In other words, will KDE be awarding all 300 grants or might there be fewer than that if a large number of schools don’t score high enough based on points from the rubric?

…and

Q: Since the RTA grants are competitive, will they be awarded by the top 300 scores?  Or will they be awarded to a certain number of top scores in each of the geographical areas of the state?  Some educators feared that it would be geographical and that some schools with higher scores would not receive the grant because they were not the highest in that region.

A: The Kentucky Department of Education (KDE) anticipates funding approximately 300 schools at an estimated $50,000 per year…The Kentucky Department of Education also reserves the right to consider demographic and programmatic diversity as factors in the selection of qualified funded applications.

Q: What does “The Kentucky Department of Education also reserves the right to consider demographic and programmatic diversity as factors in the selection of qualified funded applications” mean?

A: They have the right to consider whether awards are evenly distributed across the state.

# **Application Components and Formatting Requirements**

Q: How beneficial are graphs and charts. With 10 less pages in the 2016 grant application it is difficult to get everything in the narrative. Graphs and charts take up a great deal of space.

A: The proposal should address each part of the evaluation criteria to reflect the specific school.

Q: Is it okay to use acronyms in the application?

A: Yes, spell it out occasionally.

Q: Does the budget summary (MUNIS) form count against 20 page limit?

A: No. In the RFA on page 8: The “Narrative Description of the proposed Read to Achieve grant intervention (limited to 20, single-sided, double-spaced pages). Please note that the narrative description limit of 20 pages includes Parts 1-7 of the evaluation criteria. “

Q: Do you number the budget page?

A: No, you do not have to number the budget summary form.

Q: Does the narrative have to be 20 pages, or can it be less.

A: The narrative description of the proposal is limited to (no more than) 20, single-sided, double-spaced pages.

Q: Is it okay to use bold/italic print in the grant?

A: Yes.

Q: Can the information in the charts be single-spaced?

A: Yes.

Q: What font and size should be used on the Budget Summary Form?

A: There are no font-size requirements for the Budget Summary Form.

Q: When it asks for the email on the cover page, is that the email for the grant writer or the district contact?

A: District contact is preferable.

Q: What are the required margins for the narrative portion of the RTA grant?

A: The narrative description of the RTA grant application should have side, top and bottom margins of one inch.

Q: In the past our school has used the spelling of the abbreviation of rti as RtI. The grant RFA uses the abbreviation of RTI. Which is preferable?

A: Either way is acceptable.

Q: It says that the text contained within charts/graphs may be 10 point font.  Does it have to be 10 point font?  Can it be smaller?

A: Text contained within charts/graphs may be 10-point font.

Q: Should words or phrases be in bold type in the grant?  If so what is the format for that? What types of words and phrases should be in bold type?

A: Bold type is acceptable for use within the grant proposal.

# **Evaluation of Application**

Q: Is the on-line rubric the current scoring criteria?

A: The RTA RFA Evaluation Rubric is located on the KDE Competitive grants webpage.

Q: Will reviewers know the training dates and expenses are still to be determined?

A: Yes.

Q: What if our school has great data as a result of RTA, should we talk about it?

A: You should address the current needs, etc. of your students.

Q: Is it okay to resubmit our old grant?

A: No, there are different criteria and a different rubric.

Q; Can we submit our application early?

A: Yes.

Q: What does “The Kentucky Department of Education also reserves the right to consider demographic and programmatic diversity as factors in the selection of qualified funded applications” mean?

A: They have the right to consider whether awards are evenly distributed across the state—rarely is this necessary.

Q: If we have three schools in our district applying for the grant (same grant writer) and we have similar reading programs at each school, it is obvious our proposals will have some of the same information and look alike.  How will you make sure we are not penalized if reviewers think there has been plagiarism when really all grants were done by the same person??  Is it possible for all of our schools to get funded?

A:  We are aware that some proposals will have similar reading programs and have some of the same information when one grant writer covers the district. We are looking for plagiarism in the fact that schools are copying other district grants and inputting their own school specific data.

\*It is possible that all schools could be funded, however it is also not a guarantee that just because one school was funded from a district written by the same grant writer that the others will be funded too. We try to split up schools from the same district to different review teams, so one team doesn’t get all schools from a district.

# **Funding and Budget**

Q: Are the additional funds “matching” or “in-kind”?

A: The additional funds are in-kind. Does not have to march dollar for dollar.

Q: Do we have to meet a minimum amount? Threshold?

A: No.

Q: How should previous grants address training in the budget?

A: Make note that training has already happened.

Q: Can we get a cost breakdown of the programs?

A: You will need to research programs for that information.

Q: Can you explain expenses related to training in the programs?

A: Varies-check vendor sites or with vendors themselves for information.

Q: For KRP, for training in June who will cover expenses—for the budget portion?

…and

Q: Should I set aside and budget monies for the "additional" classroom teacher for all of the PD required or just a portion?

A: KRP training (other than travel and, possibly, stipends) will be paid by KDE.

Q: If +1 (classroom) teacher training is in June, do we pay it of our funds because it is before July 1?

A: +1 (classroom) teacher training (KRP) will be paid by KDE.

Q: Will KRP be paid for by KDE for all +1 (classroom) teachers for all 4 years?

A: Yes.

Q: Should a district/school only list travel or break it down by mileage, reimbursements, etc.?

A: Either is fine however, approved MUNIS codes should be used.

Q: If we don’t have a teacher picked, how do we complete the budget?

A: Best estimate based on your projected needs.

Q: Should the budget summary form just reflect the 1st year?

A: Yes, Year 1.

Q: Will schools awarded grants submit a revised budget for each year?

A: Yes.

Q: On the budget is it okay to say “she” is current RTA teacher?

A: Yes.

Q: Since this is a state grant does the school have to cover medical?

A: Depends on the district’s protocol/procedures.

Q: Do schools have to pay for a Teacher leader for the Reading Recovery program?

A: No, the schools should find out who, regionally, supports them. Also, there is a continuing contact fee. Contact RR for more information.

Q: Out of what pot will stipends be paid?

A: Stipends may be paid out of either grant (allowable activities) or district funds.

Q: Where will fall PD be held and what are the costs?

A: It will be regional. Travel costs will be paid by the school/district.

Q: Other than travel, is there a registration fee for the fall training?

A: No.

Q: What about KRP travel? What do we put for that?

A: It will be regionally based. Estimate costs for grant purposes.

Q: Will KRP-related stipends be paid by district or KDE?

A: Plan for districts to pay at this point.

Q: Will KDE pay for LLI vendor training?

A: That is yet to be determined.

Q: Will the interventionists training and material be paid with grant funding?

A: Yes, they may be paid with grant funding.

Q: Can Title I funds be used for RTA expenses?

A: That is a district/school decision.

Q: As I budget for Professional Development, how many days should we plan around and exactly when is the PD scheduled? If there is a session scheduled during the summer, obviously, all team members will have to be notified in advance in order to avoid scheduling conflicts, etc.

A: Beyond the information already provided in a previous section KDE cannot determine exact details until grant awards are announced and needs assessed. Estimate costs for grant purposes.

Q: Do we know yet what the fall and spring conferences will be? Will they be KRA (in fall) or the national Reading Recovery Conference (spring) or one designed each semester by KDE? This is imperative to know in the planning of the budget because overnight and multiple day conferences accumulate more cost than a single day conference would have.

A: The principal must agree to pay for the RTA teacher to attend at least one reading/literacy conference approved by the KDE. The fall PD for the Reading/RTA Team is separate from the literacy conference required for the RTA teacher.

Q: We have a question regarding the budget allocation for the Read to Achieve RFP.  At a training attended by our RTA teacher and principal, a budget was shown to have the grant funds expended on teacher salary only for the entire $50,000 grant amount with the remainder of the teacher’s salary, all benefits, all training, all supplies, etc. being covered by matching funds.  This is contradictory to what we have done with past budget submissions where all of these things were included in the RTA budget and the district covered a larger portion of the salary as a result.

…and

Q: Can you please provide feedback on what items should be included in the RTA grant portion of the budget or if it can indeed be for one line item only (teacher’s salary) with all remaining expenditures coming from matching funds?

A: Budgets shown at the Technical Assistance were examples. Each school/district should determine the best way to budget grant monies against school/district funds.

Q: XXXX has been providing a .5 position stipend to schools who have a certain percentage of their teachers committing to the literacy project. This is money intended to provide support, so that school designated literacy coaches have the ability to mentor the teachers that are participating in this capacity building literacy project. Can a school who receives this stipend designate the use of if in their grant proposal as a source of income to fund additional expenses that are not covered in the grant?

A: That is a district/school decision.

# **Other**

Q: Would it be possible to have the link sent out with answers to the questions for the current RTA teachers?

A: All questions and answers will be posted with the RFA on the KDE Competitive Grants webpage as Frequently Asked Questions (FAQs) on or around Friday, December 9, 2016.

Q: In RFA Submission of Questions section “all questions must be submitted via email to the KDE mailbox at KDERFP@education.ky.gov by Wednesday, November 30, 2016 at 12 p.m. (ET). Questions not submitted in this manner or directly to KDE personnel may deem the school’s application as non-responsive.” Do we have to submit questions or can we not if we don’t have any?

A: Questions are not required.  That part of the RFA refers to how questions need to be submitted, but, no, they are not required.

Q: Does this need board approval prior to submission?

A: Not for KDE. It depends on each district’s protocol.