# Striving Readers FAQ

Q: I see it says pretty plainly on the first page of the RFA that eligibility is limited to districts on behalf of feeder systems with a significant number of high school students (65% or greater) who qualify for Free/Reduced meals. Reading this, it sounds like our district — with just over 40% F/R at the high school level — can’t apply, regardless of the F/R levels at the middle and elementary levels. Is this correct?

A: That is correct. The F/R percentage for eligibility is 65% at the high school level only.

Please consult the 2017-18 [Final Qualifying Data report](https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx) to check your district’s eligibility.

Q: Under Special Instructions: the last sentence: “Of those districts, competitive preference will be given to those who show, through data, that they serve significant numbers of disadvantaged students.” Can you tell me what the grant is considering “disadvantaged” Homeless, ELL, Migrant, Special Ed???

A: In the RFA on page 3, "Disadvantaged child" is defined as "a child from Birth to Grade 12 who is at risk of educational failure or otherwise in need of special assistance and support, including a child living in poverty, a child with disability, or a child who is an English learner. This term also includes infants and toddlers with developmental delays or a child who is far below grade level, who has left school before receiving a regular high school diploma, who is at risk of not graduating with a diploma on time, who is homeless, who is in foster care, or who has been incarcerated. Other indicators may include, for example, children from migrant families.

Q: Stars for KIDS Now… is that the same as the KIDS Now referred to on page 4?

A: There is a transition from KIDS Now to KY All STARS. Both of these will be employed by SRCL schools that choose this model as some early care providers are operating under one and some are transitioning to the other.

Q: Will the grant be allowed to pay tuition for teachers to the KY Reading Project, Ky Writing Project, National Boards, etc.?

A: Program costs and travel expenses can be used from SRCL funds to pay for these approved professional learning experiences. Other models not listed in the matrix need to be explained and justified in the proposal.

Q: For schools working through Title I with private schools, can/should those schools be partners?

A: Any schools that are a part of the feeder system to the high school should be a part of the proposal. Each district must determine who their partners will be.

Q: I have read the RFA for Striving Readers and have seen the definition of “applicant” on page 3 that says applications come from a K-12 school district. Can a cooperative prepare an application with multiple school districts and have a project coordinator employed at the coop level?

A: Only districts may apply for the SRCL subgrants. Cooperatives, can offer assistance and professional learning, but cannot be the applicant.

Q: We have a couple of elementary schools that feed into different middle schools.  How should they be considered in the application process for the Striving Readers Grant?  Is the school considered a part of the feeder system if a certain portion of the student body feeds into the high school that qualifies?  Is there a minimum ... for example: at least 1/3 of the population must be designated to attend the feeder high school and middle school?

A: There aren't specific minimums for how many students feed into the middle and high school. It is an expectation that schools considered part of a feeder pattern are a part of the application.

Q: The Striving Readers grant lists the Adolescent Literacy Model as one option for MS/HS.  Is this the program out of the Center for Teaching and Learning?  They list specifically the Adolescent Literacy Model. CCLD has the Adolescent Literacy Project.  Just wondering if this is also an option or is the ONLY option Adolescent Literacy MODEL out of the Center for Teaching and Learning.

A: The Adolescent Literacy Model mentioned in the grant's matrix for approved models is a part of the Collaborative for Teaching and Learning (CTL).

Q: On page 3 of the RFA at the top of the page the third bullet down,  "Integration of technology"

A: A grant proposal is expected to include information about how the feeder system’s literacy plan will integrate technology as a part of their literacy plan. Some examples may be professional learning, curriculum planning, as a means of data collection, and/or as a communication tool.

Q: Can you give some clarity on that wording? “**Eligibility**. To ensure a large number of disadvantaged children are served, poverty will be a key indicator for eligibility for SRCL subgrants. Applicants must have a significant feeder-wide free/reduced priced meals rate as measured by at least 65% or greater at the system’s high school, as reported on November 2017 Qualifying Data report.”

A: Schools/Districts do not have to contact KDE, but may use the 2017-18 Final Qualifying Data report.

Q: I went to the KDE Qualifying Data website at [Qualifying data](https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx)  and downloaded the 2017-2018 Qualifying Data file.  Is this the correct file to use to determine eligibility?

Yes, 2017-2018 Qualifying Data file has recently been made available and this is the correct website of its location.

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| [Kentucky Department of Education : Qualifying Data](https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx)education.ky.govAll participating sponsors of the National School Lunch Program are required to report the total number of program eligible participants by category of receiving free ... |

Q: Both of our qualifying feeder patterns include CEP-qualifying schools—XXXX HS and XXXXX HS. With whom do I consult to determine their eligibility? (Does this consultation have to wait until the Q&A are posted?)

A: You may use the 2017-2018 Final Qualifying Data to make the determination. You will not have to consult KDE.

Q: Do we need to complete a separate proposal for each eligible high school feeder pattern?

A: Yes, grant proposals must be submitted for each feeder pattern up to three (3) in a district.

Q: Mr. xxxxxxx, Principal of xxxxxx Independent, contacted me concerning partnering with xxxxx County for the Striving Readers grant. His school is a K-8 independent system within our county. His students feed into our High School for 9-12.   Just trying to wrap my mind around this…would we submit one grant for our district that would include XXXXX or would they submit a separate grant, but partner with XXHS too?

A: The proposals are made on behalf of the feeder system. So if these two districts agree to the terms together, are willing to building a common Literacy Leadership Team, build a plan together, and be monitored and evaluated as a single feeder system, then they may apply together; only one grant proposal that clearly explains this partnership.

Q: What is the free/reduced lunch eligibility percentage requirement at the high school for applying for the Striving Readers grant?  Seems like I saw somewhere that it was 65% but I can’t remember where I saw that, so I wanted to double check.  I don’t think we’re eligible, but I wanted to make sure.

A: 65% or higher Free/Reduced lunch is the correct percentage for eligibility.

Q: XXXXXX County Schools is very interested in applying for the Striving Readers Comprehensive Literacy Grant. The RFA states that the high school must have a F/R rate of at least 65%.  Our high school’s F/R rate is 59%.  However, one of my colleagues had been given information from our regional consortium that we were able to use the nutritional program’s F/R data (they use the 1.6 multiplier).  If we use that data, our F/R rate with the multiplier is 90% for our high school.  Nowhere in the RFA is it stated we can use the multiplier.  I just need you to clarify which we use:  the real F/R rate or the F/R rate with the multiplier.

A: For the SRCL grant eligibility, use the 2017-18 Qualifying Data found [here](https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx). No calculations need to be made by the district.

Q: I just want to make sure I am very clear before I begin rallying the troops and begin working on the grant.  So since our high school and our entire district is CEP we can go ahead and apply even though we are slightly below 65% free/reduced lunch at our high school?

A: Eligibility should be determined by using the 2017-18 Qualifying Data found [here](https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx). If a high school is at or above 65% F/R according to this data, then the feeder system of which that high school is a part, is eligible to apply regardless of CEP status.

Q: Our district in considering applying for the Striving Readers Grant; however, we do have a question.  Is the grant written for a program and professional development only, or will it allow us to provide an interventionist or reading coach for all the feeder schools applying?

A: Most of the funds received will be dedicated to ongoing professional learning based on the school or district's needs. However, because of the scope of this project and the multiple schools involved at each site, districts are allowed to use their funds to pay for up to half of the salary and fringe for a high-quality instructional coach that will benefit either the entire project or a proportional piece of the project.

Q: In the description of the grant, there is a chart that aligns recommended products with grade levels.  Are these where the grant money is being requested to be applied for or are you allowing outside groups to work with districts in lieu of these particular recommendations?

A: Each feeder system must assure implementation of approved frameworks and services, those included in the matrix in the RFA, to receive funding.

Q: I am a principal that was interested in the Striving Readers grant; however, I was told today that the districts that are awarded the grants will be required to match the funding. I hadn’t seen or heard that until today. Is this a state or federal regulation to require matching funds from the district?

A: The SRCL grant does not require matching funds. A district may choose to show their dedication to the project by matching funds, but it is not required.

Q: Our only high school for the district is sitting at 52% F/R population.  Would this data point disqualify us for applying for the grant since the cut off is 65%?

A: To be eligible, the high school in a feeder system must be at 65% F/R or higher according to the 2017-18 Qualifying data found [here](https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx).

Q: In the Striving Readers grant application, are applicants expected to clearly identify the comprehensive program (page 4) for each level (Early Childhood, Elementary and Middle/High)?

A: Though similar in many respects to other KDE grant competitions, the SRCL grant will not ask districts to describe their literacy plans or choose specific literacy programs or interventions in the grant proposal. Rather, KDE will use the RFA and peer-review process to identify feeder systems that have 1) high numbers and percentages of high-needs students in need of literacy support (needs assessment), and 2) the capacity to develop district literacy plans aligned to the state, to the district, and to each school and early care/education provider. Face-to-face technical assistance will be available Feb 1, Feb 2, and Feb 5 (register [here](https://www.surveymonkey.com/r/YKLDGY7)) and three online Q&A sessions in February to assist in proposal development. However, grantees will begin literacy plan development and select their comprehensive literacy programs and intervention after awards are made in April.

Q: Assuming in the grant application, applicants are expected to identify a comprehensive literacy program for Early Childhood, Elementary and Middle/High how will this be documented in the budget?

A: Though similar in many respects to other KDE grant competitions, the SRCL grant will not ask districts to describe their literacy plans or choose specific literacy programs or interventions in the grant proposal. Rather, KDE will use the RFA and peer-review process to identify feeder systems that have 1) high numbers and percentages of high-needs students in need of literacy support (needs assessment), and 2) the capacity to develop district literacy plans aligned to the state, to the district, and to each school and early care/education provider. Face-to-face technical assistance will be available Feb 1, Feb 2, and Feb 5 (register [here](https://www.surveymonkey.com/r/YKLDGY7)) and three online Q&A sessions in February to assist in proposal development. However, grantees will begin literacy plan development and select their comprehensive literacy programs and intervention after awards are made in April. The budget for the proposal will indicate capacity to support for establishing a local Literacy Leadership Team and developing and implementing a district literacy plan that includes intensive and ongoing professional learning. This Information can be found in the RFA.

Q: Many of the programs listed in the past have be offered at no cost to the participants.  In speaking with CCLD, KY Reading Project, KY Writing Project have been provided at no cost to the district or participant.  How do you include budget information when this information is not available from CCLD?

A: At this point in the proposal stage, the budget narrative is to indicate the district's capacity to provide oversight of the allocation of funds, understand the method for which you will determine reasonable costs relative to your literacy improvement ideas, and how the district will assure connections between funding and needs. During Literacy Plan Development in April, KDE will offer more support and specificity around each model in the matrix of approved vendors.

Q: Because my school is involved with the LINK grant, I presumed (erroneously) that we would be ineligible to apply for the SRCL when I first heard about it in December.  While in a (LINK) grant meeting last week, I discovered that we might be eligible, so…

After printing off the RFA and watching the recorded webinar, I contacted our DPP to determine the percentage of students who qualify for F/R lunch at the High School. It seemed a logical place to start to see if we meet the required 65%. Yesterday, 438/674 students or 64.985% qualified for F/R lunch status.  That number concerns me: do reviewers “round up?” What if we lose a couple of qualifying students and that loss drops the percentage below 64.95?

A: Districts should use the 2017-18 Qualifying Data found [here](https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx) to determine eligibility. If a high school in a feeder system is at 65% F/R or high according to the Qualifying Data, then that district may apply on behalf of that feeder system.

Q: If a vendor is a partner in the grant, can the school system pay for their resources, if they are not on the matrix listed in Table 3, on page 4?  There are several that offer good literacy programs, but are not necessary listed.

A: Each feeder system must assure implementation of approved frameworks and services, those included in the matrix in the RFA, to receive funding.

Q: I have a question about Qualifying Data for Striving Readers. Some of the high schools in the 2017-2018 Qualifying Data set are not listed out separately. For example, for XXXXXX Co. the Elem/MS/HS are all on one line:

XXXXXXX County High School/MS/XXXXX Elementary School (\* CEP Sponsor)  75.55%

A: Typically when schools are listed together it is a building that houses all of those schools. For instance, a K-8 school might be housed in the same building and listed together. Just use the percentage in the 2017-18 Qualifying Data to determine if the listing that includes the high school is at or above 65% F/R.

Q: When we look at the KDE school report cards for most schools, the F/R number listed there is frequently lower than the one listed under Qualifying Data across the board. So looking at XXXXXXX Co. High separately using the school report card puts them at just over 60%, which is below the 65% eligibility line. (That is also the case for some other districts that do have their HS listed separately, but they are good according to the data source specified in the RFP)

How would eligibility work for a district listed like XXXXXX?

A: For the SRCL grant eligibility, use the 2017-18 Qualifying Data found [here](https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx). No calculations need to be made by the district.

Q: With this grant, will elementary schools apply for the grant separately, or is it the district that applies for the grant?

A: The district will apply on behalf of a feeder system, considering young children and students from birth to grade 12.

Q: On page 7 of the RFA, it lists SIX allowable and required activities.  In the proposed subgrant budget, must the applicant included budget items for each of these six areas out of the Striving Readers funds?  Can some of these activities be funded out of matching funds?

A: If awarded, the district is required to use the SRCL funds for the activities listed under Allowable and Required Activities, but the district can supplement or match if they choose.

Q: What should be the make up of the district literacy leadership team?  Is there a ratio of administrators to teachers?  A certain number of teachers from each school?  Intervention teachers?  Special Needs teachers? How many members are expected on the team?

A: The state guidance around the district/school Literacy Leadership Teams can be found in the Literacy PERKS [document](https://education.ky.gov/teachers/Documents/LiteracyPerks_2018.pdf). Under “Literacy Team”, 7.1 indicates that an SBDM policy must be established to form the Literacy Team and to monitor its work and 7.2 suggests a 6-8 member team which represents the school’s demographics. Some suggestions of team members:

☐ Principal

☐ School Writing Leader

☐ Library Media Specialist

☐ SBDM member

☐ A student

☐ A counselor

☐ An Early Care Partner from the community

☐ Technology Coordinator

☐ Title 1 Coordinator

☐ Limited English Proficiency Teacher

☐ Special Education Teachers who collaborate

☐ Representatives from all grades and content areas

The district team will consist of a representation of the overall stakeholders chosen from school teams. Administrators, teachers, and early care providers.

Q: Some of the language in the literature about the grant point to it being a high school only grant.  Is this the case?  If middle schools can apply, does the high school they feed into have to have 65% of students that qualify for free and reduced lunch?

A: This Striving Readers grant is a comprehensive approach to literacy - from birth to grade 12. Feeder patterns will apply for the grant. The determination for eligibility is based on the high school's free/reduced percentage (based on the 2017-2018 Qualifying Data), but the funding is for the entire feeder pattern. For instance, if a high school qualifies, then the middle school(s), elementary school(s) and early learning providers that feed into that feeder will all be a part of the proposal. If funded, they will work together to build a district literacy plan as well as school plans.

Q: To verify, the Striving Readers Comprehensive Literacy Grant is only open to districts with 65% of high school students qualifying for Free/Reduced lunch, correct?

A: Eligibility to apply for the SRCL grant is based on the Free/Reduced percentage of the feeder high school. The high school percentage must be at 65% or higher on the 2017-2018 KDE Qualifying [Data](https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx).

Q: Confirming what I heard yesterday:

* + A district can pay 50% of a 1 FTE coach from these funds and 50% from other funds.
	+ A district can pay all of a .5 FTE coach.
	+ One district can pay all of a .5 FTE coach and another district can also pay all of that same person to be a .5 FTE coach in their district.

Is this true?

A: If a feeder system determines it necessary to hire a literacy instructional coach, they may use SRCL funds to pay 50% of the salary of that coach. A district can pay all of the salary of a half-time coach and/or share a coach with another district, but all of these scenarios should be clearly explained and justified. The intent of the grant is to provide a much quality professional learning as possible, so districts must make the determination if a literacy coach will be able to serve that purpose.

Q: Sometimes, partner or school signatures are best obtained by different people at different times, depending on relationships… must signatures for each element (principals, school council, partners) all be on the same assurances page?  For example, of the seven required partners, could 3 be on one page and 4 on another, or 6 on one and one and another?

A: School signature pages ask that one form be used for each school. If you use more than one page for partner signature pages, just make sure it is clear to the reviewers.

Q: The cover page that requires the superintendent's signature states "Failure to continuously meet compliance requirement and deadlines could result in partial or complete loss of funding of the Read to Achieve grant and may impact future funding." Should this refer to the Striving Readers Comprehensive Literacy Grant?

A: Yes, it should and you can find that on the amended RFA at this [link](https://education.ky.gov/districts/business/Documents/FY18%20Striving%20Readers%20Comprehensive%20Literacy%20with%20amendments%20Feb.%205th.pdf). Please use the updated signature sheet for the superintendent's signature.

Q: Are we limited on the number that can apply?

A: If a district is large enough to have several high schools and those high schools are at or above 65% Free/Reduced lunch, then up to three (3) feeder systems may apply.

Q: Intent to Apply- What do districts need to put for the name and goals of the project on the intent to apply form that is due by Friday?  There is no direction on this in the RFA, on the webpage, nor was it mentioned in the TAS in Frankfort.

A: The Intent to Apply is there as a reference point for KDE to help plan for the number of reviewers needed to review the applications.  A district may be quite general at this point about goals and name of project at this point. The content of this form will have no impact on the final application.

Q: Will a Word version of the RFA be made available so we can type in the required forms?

A: No.

Q: We, at xxxxxx, are a Preschool-12 school. What numbers do we need to review to see if we are eligible to apply for the Striving Readers grant?

The 2017-2018 Qualifying Data is the only source needed to make a determination of eligibility. You may find that at this [link](https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx).

Q: Can we partner within district, in school programs?  For example, can schools partner with their 21st Century Community Learning Centers?  If so, can the district coordinator sign the partnership or does it have to be the KDE 21st CCLC coordinator?

A: Districts need to make the determination about the best partners for each school. If a partner serves the literacy needs of students at multiple schools, then it is understandable they are partners with the schools they serve. The district coordinator will sign.

Q: I was wondering if Striving Readers' funds can be used to pay for literacy programs like iReady that will be used for assessment, progress monitoring, and intervention?

A: In the Striving Readers RFA, there is a matrix of approved models for feeder systems to make their choices. These models focus on professional learning for teachers. Other programs outside this matrix will not be approved for SRCL funds.

**Q:** Page 6 of the RFA lists 5 details that must be included in letters of interest from grant partners.  Schools are included in this list of partners.  Page 9 of the grant lists 4 details that must be included in letters of interest from schools.  Are schools required to include details from both lists in their letters of interest?

**A:** The word “school” has been removed from page 6 in the section that describes stakeholders and partnerships and what must be included in those letters. What needs to be included in the school letters does appear on page 9. Therefore, the RFA was amended on 2/5/18 for clarification.

**Q:** I was wondering if Striving Readers' funds can be used to pay for literacy programs like iReady that will be used for assessment, progress monitoring, and intervention?

**A:** Striving Readers funds can be used for an assessment system that could provide reliable screening, diagnostic testing, and progress monitoring. There will also be a need for analyzing, monitoring, and reporting data. Programs that assist in these could be purchased with SRCL funds.

**Q:** Would Pathways, a local support for social and emotional issues, count as a partner for Striving Readers.

**A:** Partners for these SRCL projects must provide literacy and pre-literacy services to young children or students. From this description, it doesn’t sound like Pathways would meet this definition.

**Q:** When considering our feeder systems.. the 5 required early learning centers/agencies (medium tier) could we choose to include.. are they considered an agency???

OWL Academy?

Born Learning Academy?

Head Start- even if it is housed in one of our elementary schools?

LEAP Mobile Learning Lab- (starts this summer) the lab will have regularly scheduled location visits and students will be registered to attend each site visit with monitoring of progress using a screener.

We also plan to include our Preschool at each elementary school.

**A:** The choices listed sound appropriate, but each district must decide the best partners. A feeder system should include early learning partners who provide literacy learning services and supports to young children and students who feed into that system.

**Q:** Do the attachments (letters) count as page numbers in the page limit? Do the tables (birth to feeder system, school council signature page, principal signature page, and partner signature page) count in your page number limit?

**A:** No. These do not count in the district narrative page numbers.

**Q:** Where can I locate a list of allowable MUNIS codes to be used in the budget for the SRCL grant?

**A:** Financial officers will have access to the MUNIS codes as soon as they are available. For the purpose of the grant proposal, a district could use reasonable codes that are already listed and adjustments will be made during the literacy plan development process.

**Q:** How many years would you prefer districts go back on data?

**A:** That is a determination the district will make to best show trends and need.

**Q:** How long would you like school/partner letters to be?

**A:** That is an individual decision between districts and their partners. There is no set length.

**Q:** Can funds be used to pay lead teachers stipends?

**A:**  SRCL funds can be used to pay stipends for teachers if that is a component of the district’s state approved literacy plan and is tightly connected to the SRCL outcomes. For example, if lead teachers are to receive training in order to coach and support other teachers to implement the literacy plan, then yes. A stipend for something like a department chair does not fit the same stipulations, so it would not be a proper use for SRCL funds.

**Q:** We are consolidating elementary schools next year and will go from three to two schools. Do we need support from the SBDM of the closing school as well, or just from the two schools that will remain open for 2018-19?

**A:** Only the signature pages of the two schools who will be involved in the grant will need to be signed.

**Q:**  Regarding section 9.5 Budget Narrative -  How specific does this section need to be?  For example, should we say that we are budgeting 45,000 to purchase Read 180 for the high school, OR should we say $45,000 is budgeted for software and materials for high school intervention?

**A:** The budget can be somewhat generic for the proposal, but with as many specifics as a district knows. When providers are chosen (from the matrix listed in the RFA) during literacy plan development, then budgets can be completed more specifically.

**Q:** On the Birth – Grade 12 feeder system chart – What type of data is appropriate to include for the Birth – Age 5 partners (i.e. – daycares, head starts, public libraries, etc.).  We know what type of data to include for our schools, but are unsure about these partners.

**A:** Include whatever data they can provide. Some partners will not have benchmark data. In that case you can simply mark that N/A.

**Q:** If we have agencies like First Steps and the XXXXX District Health Department who support our initiative, should reference to those agencies be made in the partner section of the grant.

**A:** An important piece of the Striving Readers grant is developing partnerships that address comprehensive literacy – birth to grade 12. So, it would be appropriate to include partners if they are going to support these literacy efforts.

**Q:** Can funds be used to pay subs?

**A:** Yes. SRCL funds can be used to pay subs when teachers are out of the building for professional learning that is related to their approved literacy plan.

**Q:** Does KDE have trainings plan to support teacher training- example LDC Implementation trainings?

**A:** The providers listed in the matrix will be working with districts to arrange professional learning, mentoring, coaching, and follow up. KDE will provide information to districts about each provider as well as give opportunities for districts and providers to meet and communicate. The first KDE planned opportunity will be in mid-April during the literacy plan development meetings.

**Q:** Does the Budget Narrative Chart (page 19 in packet) count in the 25 page limit of the grant narrative?

**A:** No.

**Q:** Does the Budget Narrative Chart (page 19 in packet) meet component 5 in part 9 of the Proposal Criteria?

**A:** Component 5 under Proposal Components is the District Narrative. That is different than the Budget Narrative chart.

**Q:** How does Proposal Component 6 (Itemized District Budget) differ from the Budget Narrative Chart (page 19 in packet)?

**A:** They are the same.

**Q:** Do we still omit the budget narrative for part 9?

**A:** Make sure you are working from the amended RFA (2/5/18). The budget **summary** was eliminated when the RFA was updated, but the itemized district budget is still a component. It is on page 19 and is called a “Budget Narrative.”

**Q:** To whom do we address the district intent letter? Is there a guideline for spacing regarding the letter?

**A:** It could simply be addressed to To Whom it May Concern.

**Q:** Can you provide additional information regarding the GEPA statement?

**A:** A GEPA statement (General Education Provisions Act) applies to applicants of new grant awards. It is a statement that indicates the district’s assurance of equitable access to, and participation in this program for students, teachers, and other program beneficiaries with special needs. In short, it explains how the district will overcome barriers for these participants. The statement need not be lengthy. There are examples of GEPA statements that can be found through GOOGLE searches that can be of assistance as districts consider the particular barriers their participants might face.

**Q:** Are we going to receive an updated proposal components—Table of Contents?

**A:** The RFA was amended on 2/5/18 with these updates. These can be found on KDE’s Competitive grants [webpage](https://education.ky.gov/districts/business/Pages/Competitive%20Grants%20from%20KDE.aspx).

**Q:** There is no mention of paying for a grant manager from the grant. Can we include a grant manager position in our budget?

**A:** SRCL funds cannot be used for grant manager positions. The only position allowed is a literacy instructional coach. A district may put 50% of a coach’s salary.

**Q:** We heard on the webinar what they money can not be spent on- What CAN it be spent on and is it specific to Pearson. Where do you find the list of approved programs?

With the current budget issues many positions may be cut that have helped our children.  Can we fund intervention positions so we can keep these positions in place?

**A:** The matrix of approved providers can be found on page 4 of the RFA. The majority of funds will be spent on literacy learning for teachers in the form of professional learning. A feeder pattern may pay 50% of a literacy instructional coach if they deem that necessary. Page 7 and 8 of the RFA have listed requirements of funded districts as well as allowable and required activities. These address allowable activities that may be included in the local SRCL project.

**Q:** We are a medium system and are required to have a minimum of 5 ‘early learning centers/agencies.’ My question is do daycare centers count, and does our own Preschool count? Our preschool students are located in two separate buildings at the north and south ends of the county.

**A:** If students from these daycare centers and the preschool feed into the school system, then they can be counted.

**Q:** Since this application is being written for an entire district, how much do I need to reference specific school data, as opposed to collective district data?

**A:** The application should be made on behalf of a feeder system within the district. It will be imperative to know school data to establish need. District and school data could be included. Page 20 of the RFA is specific to the schools and partners in the feeder system.

**Q:** We have two high schools and both are eligible to apply for the SR grant.  Would we need to submit two proposals or could both high schools be included in one proposal?  We have 10 schools total.  Both high schools have one middle and 4 elementary feeder schools.  As a district literacy team our plan has been and would continue be the same for all 10 schools.

**A:** Feeder systems make the application. In a district with more than one high school that is eligible, up to three (3) may apply. Each feeder system submits its own proposal.

**Q:** I need clarification on what is considered an agency/provider for this grant.  We serve both our preschool, XXXXXX Preschool Academy and our Licensed child care program within the same building.  They are separate programs that fall under separate guidelines (one under state funded preschool and the other under childcare regulations).  Can these be represented as two separate providers in this grant proposal? Also,  Head Start serves both Head Start (3-4 year olds) and Early Head Start (Birth-3) in the same building, but they are two separate programs.  Can these be counted as separate providers or will they need to be counted as only one provider?

**A:** Yes. Since these are different agencies serving different groups, they are separate providers.

**Q:** Who should letter of interest and assurances be addressed to?

**A:** This has not been specified. It could be made to To Whom it May Concern.

**Q:** On page 20 regarding the feeder system form, what does the word “Projects” mean under % Meeting Benchmarks?  We are assuming it means early childhood, elementary, middle/high as is evidenced on page 4.  Thanks for clarifying this.

**A:** This is a generic term for whatever assessment or “project” may have been used that provided data. Some partners, such as libraries, may have data and some do not. If it does not, you may simply put N/A.

**Q:** I know we can include up to 50% of the salary of and fringe for a Literacy Instructional coach (es).  Can a Literacy Instructional Coach be a para educator for ELL population?  If so, can the position be a contracted position with the district for a certain number of hours and hourly rate?

**A:** This is a very district-specific question that we could address as literacy plans are developed. However, if this is an established need…

**Q:** Can grant funds be used to pay a stipend to the literacy leads or literacy coaches at each level- PreK, Elem. and MS/HS?

**A:**  SRCL funds can be used to pay stipends (not salaries) for teachers if that is a component of the district’s state approved literacy plan.

**Q:** Due to the fact that the district plan will be written **after** the grant is awarded, coupled with the fact that there are approved programs that could be no longer in existence if the proposed state budget is approved, what happens if the district is awarded but does not agree with the direction KDE wants them to take after the grant is awarded, or the district’s choice of programs no longer exists? Can the funds be declined after the grant is award if the district determines in the plan-writing process that the programs offered and professional development outlined do not fit with the district goals and objectives?

**A:** KDE will assist schools and districts to develop local comprehensive literacy plans that support the literacy attainment of students and that include research-based practices. The plan is based on the needs assessment of the district and must address the particulars addressed in the grant. We are moving forward with the chosen matrix programs and will make adjustments if necessary, to provide options for districts. A district does have the option to decline the MOA.

**Q:** was told in a training session that a medium sized district would require a minimum of 5 early literacy providers where children are house and taught.  Having only 2 elementary schools and reviewing requirements for funded districts (#8)  it seems we would be required a minimum of 2 early literacy providers where children are housed and taught.  Can clarification be provided?

**A:** Normally, if a district is classified as medium, there would be 5-7 elementary schools. On page 5-6, point #3, of the RFA is the more defined definition of the minimum number for each tier: “minimum of three early learning centers/agencies are required for small feeder systems, five for medium systems, and seven for large systems.” The RFA does also state that a district should include a proportional number of non-school, early literacy partners, including at a minimum of at least as many early literacy programs as elementary school sites (p. 7). Therefore, if your particular district only has two (2) elementary schools, that is the minimum number to include.

**Q:** Can SRCL grant funds be used to purchase chrome books?

**A:** The SRCL grant's purpose is to improve literacy achievement and accelerate literacy performance through districts that are committed to literacy achievement of all learners, particularly disadvantaged learners. It seems unlikely that purchases like Chromebooks are going to make the impact on student achievement as would the other designated allowable and required activities on page 7 and 8 of the RFA.

**Q:** One more question, sorry! I just want to check about identifying information in the applications. All of the signature sheets ask specifically for school names, so I wanted to clarify whether district and school names are acceptable in the rest of the application.

**A:** You may use school and district names within the grant proposal.

**Q:** On page 6 of the RFA there is discussion of what letters of interest from partners should entail and then information about district letters.

I was under the impression to have my schools write to the 2 points under district letters.

However, on page 9 there are four items (a-d) listed for number 8 "Letters of Interest from each participating school"

Can you clarify which our school letters should cover?

**A:** The RFA was amended to make this clarification. You can find the amended RFA on the KDE Competitive Grants webpage.

**Q**. Can we include indirect costs in the budget?

**A**. Yes. Indirect costs may be included; however, a district may only charge the approved restricted rate,  [Indirect Costs 2017-2018](https://education.ky.gov/districts/FinRept/Documents/Indirect%20Costs%202017-2018.xlsx%22%20%5Ct%20%22_blank).

**Q.** Some of our early childhood and community partners do not do formal assessments, because they work with wide arrays of students/families in more informal capacities. On the Feeder System form, this would mean we will not have assessment data for every partner. Will this be an issue?

**A.** Some early childhood partners won't have benchmark data. In that case, a district could put N/A in the data column.

**Q.** We have two alternative schools listed in IC: one middle school, one high school. Neither are A1.  We also have five A-1 schools: 3 elementary schools, 1 middle school and 1 high school.  **When we talk about the number schools in our district  and in our feeder pattern should we describe ourselves as a district with 5 schools or 7 schools?**

**A.** The students and teachers at the alternative schools need to be considered a part of the middle and high school populations. Therefore, in this case the application would indicate five (5) schools, but include the students and teachers at the alternative school in the comprehensive literacy plan.

**Q**. I am confused about the number of Partner Letters that I need to get for multiple programs across multiple schools.  **Save the Children** partners with the district on an early literacy program and a K-5 literacy program in each of our 3 schools.  Even though they are distinct programs because they fall under the umbrella of STC, we received a single partner letter which included all schools and programs. **Head Start** is in all 3 buildings, and they are only submitting a single letter. The **public library** is going to partner with all schools, but they were only submitting a single letter. These are just a few examples.  We have numerous partners that work in all buildings, but they are only submitting a single letter.   **Please clarify for me if I need to request additional letters.**

**A.** This description of partner letters is ideal. Districts or their partners may choose to approach this differently, but one letter can be appropriate.

**Q.** Also, I am so confused about a partner versus an agency.  Would you jot down how you would classify the groups above?

**A**. In general, consider an agency a physical place that students attend. A partner is an entitiy that offers pre-literacy and literacy supports.

**Q.** Do the attachments count against your page count?  I know the budget does not, but do the attachments such as GEPA Statement, DUNS Number, UAR compliance, and SAMS registration?

**A.** No. Attachments do not count against the 25 page limit for the narrative.

**Q.** On the front page of the RFA, it states that “monetary allocations are based on the number of schools in the application’s proposed feeder system (p.8).”  If not all schools in the feeder pattern participation, will the award amount be decreased?

**A.** Theoretically allocations could be decreased if not all schools within a feeder pattern participate. The number and size of the district awards will depend on the number of students in each district or feeder system (p. 5).

**Q:** For those teachers who will be doing monitoring observations in other schools as a part of the monitoring/evaluation process, where do the funds come from to cover the costs?  Will the local sub-award budget be responsible for paying for mileage, a sub, and other associated costs? Or will this be a part of the state’s SR evaluation budget?

A: Costs associated with monitoring need to come from the district's SRCL funds. Conversely, these experiences are also a part of the involved teachers' professional learning.

**Q:**  If districts aren’t including a literacy plan in the application, when will that be due?

A: In mid-April, districts who win an award will work with KDE and literacy specialists in regional meetings on the district literacy plan as well as prepare for leading this plan development in the schools within the district. The plans will then be due on or before June 15.

**Q:**Do early learning centers have to be public? Can they be private? Can it be a districtwide preschool?

A: In the RFA, the definition for “partners” is a good explanation that is inclusive. *For these SRCL projects, partners* ***must*** *include agencies (including nonprofits and for-profit agencies) that provide literacy and pre-literacy services to young children and students. This may, for example, include independent, home-based, and faith-based childcare and preschool providers; Head Start centers; public preschool providers; and other nonprofits and for-profit agencies that provide literacy supports for children in the continuum, including public libraries, afterschool programs, mentoring programs, etc.*

***Q:****How many teachers will participate in the program?*

*A:**Eventually, by Spring 2020, all teachers and early care providers within the awarded feeder pattern will participate. The expected roll out will be tiered to help build teacher leadership networks and sustainability. In 2018, 25-30% of teachers from multiple content areas, administrators, and early learning specialists, caregivers, and other early childhood partners will be early adopters and receive the deepest levels of professional learning over the term of the grant. It is from this group that teacher leaders will rise. After this early adopters group, it is expected in 2019 that 45-50% more will join – the early majority. By 2020, the remaining 20-25% will receive professional learning in the embedded model.*

**Q:** Will partners be committing to professional learning alongside teachers and school administrators?

A: Yes. The foundation of Kentucky’s SRCL program – KyCL-FLUENT – is professional learning for all in the feeder pattern from birth to grade 12.

**Q:**  Can grant funds be used to pay for staff or programs already in place?

A:No. There is a supplement not supplant rule in place with the SRCL grant.

**Q**: Does NBCT take the place of one of the programs?

**A:** No. NBCT is in addition.

**Q**: What are the literacy components?

**A**: In the matrix, the literacy components are listed in the column down the left-hand side.

**Q:** Is the list of MUNIS codes available?

**A:** A draft list is now available on the SRCL website at [Munis codes draft Striving Readers](https://education.ky.gov/teachers/Documents/DRAFT%20Striving%20Readers%20Funding%20Matrix.pdf).

**Q.** We are concerned about the size of the PDF file with all required attachments. We anticipate that this file will exceed 25 mb.  What do we need to do if our PDF file size exceeds that which can be submitted and delivered to KDE in a single document?

**A.** If you are concerned the PDF file is too big to send with all required attachments, you can send the attachments separately just make sure you label it accordingly.