

KyCL RFA Round 2 Technical Assistance FAQ

1. Q: The Kentucky Writing Project (KWP) includes a project for preschool. Are they considered an approved Early Childhood provider?

A: Yes. KWP has added a new professional learning (PL) program for Early Childhood writing. They are an approved vendor.

2. Q: Is there a presentation for Head Start?

A: There is a website for Head Start information. Please visit <https://www.benefits.gov/benefit/1912>

3. Q: Does the 100% of teachers who are required to earn PL include FMD and guidance?

A: 100% of teachers should earn PL hours focused on reading and writing in the area they teach. The PL should be tailored to meet the needs of different content areas and specific roles of the teachers. Administration should also attend PL focused on comprehensive literacy.

4. Q: Do district-based Early Childhood providers count as partners?

A: Yes, district-based Early Childhood providers can count as partners.

5. Q: Is the literacy coach/grant manager per school or per district?

A: Per district. The grant will only pay for part of the salary of one person per district.

6. Q: Can you pay 30% for a person to serve as grant manager and 20% for a different person to serve as literacy coach?

A: No, the district can only pay the salary of one person. Either 30% for a district grant manager or 50% for a district grant manager/literacy coach. The district must choose only one.

7. Q: Can you give stipends to be a literacy coach at each school?

A: Grant funds cannot pay any part of the regular salary for a literacy coach at each school. The reason for the stipend would need to be fully explained since the normal role of a literacy coach is to support any literacy initiative the school is involved in. A stipend would only be paid if the literacy coach is doing literacy work outside of their normal role. If awarded the grant, the district would meet with KDE grant directors to get approval for stipends.

8. Q: If we are a continuing district and we choose a new provider for a portion of teachers would they be in a cohort model while the remaining teachers would continue work started in year 1 with a continuation model of PL hours?

A: Yes, however the district could also choose to put all teachers receiving training from a new provider in cohort 1 so they can earn more professional learning. If awarded the grant, the district would meet with KDE grant directors to make a plan that best meets the needs of teachers.

9. Q: If we submit the Elevating Evidence (EE) documents, how much time will it take to hear back?

A: Turn around time on EE documents vary, but grant administrators strive to provide feedback within a few days.

10. Q: If we submit an early grant application, do we hear earlier? Or is everyone notified at the same time?

A: All grant applications are scored at the same time regardless of when they are submitted. Grant Awardees will be posted on the Kentucky Department of Education Competitive Grants page in March.

11. Q: Are all districts required to select a provider from the approved list or can we use only providers approved through the elevating evidence process?

A: All districts are required to select at least one PL provider for each level. If a district gets approval from the EE process to use a PL provider that is not already on the approved list, they can still select providers listed in the RFA for any level.

12. Q: If a continuing district decides to go with a new provider is the school required to complete the 60 hours of professional development in a cohort model or do they follow the 30 hours of professional learning category?

A: If a continuing district chooses a new PL provider the district will use the cohort model shown below. Cohort 1 will earn 60 hours of PL. The minimum number of teachers in cohort 1 is 25% to 30% of the staff. 100% of teachers are required to receive PL through the KyCL grant by the end of the grant.

**Continuation Districts Using the Cohort Model with a New PL Provider
PL Requirements/Number of Required Hours per Cohort**

| | Cohort #1 | Cohort #2 | Cohort #3 |
|-----------|-----------|-----------|-----------|
| 2021-2022 | 60 | | |
| 2022-2023 | 40 | 40 | |
| 2023-2024 | 24 | 24 | 24 |
| Total | 124 | 64 | 24 |

13. Q: Can we separate the elementary into primary and intermediate levels?
A: Yes, but keep in mind that allocated Elementary funds K-5 are 42% of the grant.

14. Q: Is there an estimate on the number of grants that will be awarded in Round 2?
A: The KDE plans to award between 11 and 15 grants.

15 .Q: Do the 60 hours apply if a continuation district keeps the current provider but adds a supplemental provider like National Boards for select teachers?
A: All teachers should be placed in a cohort and earn PL hours through an approved provider. If the continuation district keeps the current PL provider they will follow the PL chart below. Grant funds can pay for teachers to earn their National Boards, but this is supplemental PL and does not take the place of the district planned PL.

**Continuation Districts Continuing the PL started in SRCL
PL Requirements/Number of Required Hours**

| | Minimum Hours All Teachers |
|-----------|-------------------------------|
| 2021-2022 | 30 |
| 2022-2023 | 30 |
| 2023-2024 | 24 |
| Total | 84 |

16. Q: If SRCL district selects a new provider, the district applies as a new applicant-right? What if the district continues with the early childhood partner but replaces the secondary partner?

A: SRCL districts applying for this grant are considered continuation districts and should answer questions that apply to continuation districts. SRCL districts can choose the PL that meets their needs by selecting a new PL provider at any level or keeping the same PL provider at any level.

17. Q: We received the supplemental money through SRCL. Can we apply using them as a vendor despite the fact that they are not on the approved list?

A: No, if a SRCL district is currently using a PL provider not listed on the KyCL RFA they are required to submit an EE Form to seek approval to use that provider if awarded the KyCL grant.

18. Q: What about teachers attending conferences specific to literacy? Do we need to complete the EE form for those?

A: If awarded the KyCL grant, districts will contact the KDE grant directors for prior approval to attend conferences. Although most conferences will not require an EE form the KDE grant directors can choose to require the EE forms for any requests.

19. Q: How do outside professional learning providers or vendors get approval to be used by the awarded KyCL districts?

A: Vendors are welcome to reach out to districts with information about the services they provide. Districts who want to use PL providers who are not on the list or who want to purchase resources to support their literacy plan, need to fill out the EE forms and submit them to the grant directors. Grant directors will notify the district regarding the approval status.

20. Q: Can we use the PERKS audit and needs survey results that we used for application to the SRCL grant since we are continuing with our Literacy Plan work?

A: Yes, districts can use the needs assessment already completed for SRCL if it has been recently reevaluated. It is best practice to regularly assess district and/or school progress and needs. The needs assessment completed at the beginning of the SRCL grant is several years old and may not reflect current needs.

21. Q: If we choose to do a combination of a new provider for some teachers and continue the professional learning with our previous provider for the rest of the teachers, would all teachers be expected to complete the work with both providers? Or could we have a Cohort 1 in the new and everyone else in continuation? If we can do this, would everyone need to participate in the new over the next two years?

A: Continuation districts can decide which PL teachers attend. It is acceptable to have teachers receiving training from different PL providers as long as it follows the district literacy plan. A district can have some teachers learning from a new provider while others continue learning from a provider used in SRCL. It is not required that all teachers participate in all PL. However, the district needs a plan to assure all teachers receive PL that is extended and supported to change teacher practice in reading and writing.

22. Q: We would like to differentiate the professional learning for our teachers and match teachers to the learning that best meets their individual needs. Our thoughts would be that a coach from one of the providers would come to the district to coach everyone when facilitating PLCs throughout the year and the Literacy Instructional Coach for the district would provide the individualized coaching for specific teachers.

A: Every teacher must participate in either the Continuation Model of professional learning hours or the new cohort model of hours. Districts can use a combination of providers, new and current, and place teachers in the cohort/PL model that best meets the district's needs. The district plan can assign teachers the PL needed most. Every provider does not have to work with every teacher.

23. Q: National Board Certification - Can we use money for teachers to redo components if they didn't certify the first time during our SRCL work? We had/have over 30 teachers that participate(d) in our district cadre. All five of our schools are National Board Pilot Schools through KDE. Of those teachers that have completed all four

components, we had 8 who certified and 10 who did not. About half of those ten only missed certification by a mere 2-3 points.

A: Grant funds can pay for teachers to participate in the NBCT Modules and pay for only one certification test. If teachers do not pass the certification test, grant funds cannot pay for them to retake the test.

24. Q: Early Education Learning Centers/Agencies - We would need to include at least 5. We have two Head Start centers in our county. Would those count as one or two centers?

A: Districts can count each Head Start as a separate partner. However, the goal is to connect with as many early childcare providers as possible. You can partner with home daycares, church daycares, independent daycares, etc.

25. Q: The RFA states that we would use TELD 4 to assess the oral language development of all 4 year olds. Currently our preschools use Teaching Strategies Gold to assess preschoolers and send that data in through KEDS. Would TELD 4 be an additional assessment or is that data included in the Teaching Strategies Gold data? And does that include ALL 4 year olds from our preschools, Head Start centers, and partnering daycares or just our preschoolers?

A: The KyCL grant requires awarded districts to purchase and assess ALL 4 year-old children in ALL settings with TELD 4. If the district doesn't currently use TELD 4, the assessment would be given in addition to any other assessment given. All early childcare providers will be required to give TELD 4 to all 4 year-old children.

26. Q: For a large district, do we have to have seven early education providers and seven community partners OR do we have to have seven early education providers and community partners total?

A: Seven early childcare providers and 7 community partners. Fourteen total partners.

27. Q: Can a district apply for the grant if they don't have enough early childcare or community partners?

A: Yes, the district can apply. Give specific information in the grant application about the choice in partners and explain why the district is unable to have the number of partners listed in the RFA.

28. Q: The components for the individual Letter of Interest for the Early Education Providers and the Community partners is listed in two different sections, and they do not match exactly. It is first listed under the topic District Identification of Schools/Partnering Agencies and then again a few pages later under Proposal Components. I am specifically looking at the 4th bullet. The first one states

"....specifically for improved literacy and pre-literacy"; and under the proposal components it states"....specifically for improved literacy and pre-literacy"Which one should we use for guidance for the individual letter for the Early Education Providers and Community partners since the letters will be evaluated based on how the partner addresses the components?

A: "....specifically for improved literacy and pre-literacy"

As related to community partners-How has each community partner worked with literacy and pre-literacy in the past and how can they support the district as a partner with this grant. The letter needs to show a plan and a commitment to work with the district.

As related to early childhood providers-What is the plan for them to partner with the district? How will they attend PL, be part of a cohort and collaborate with kindergarten teachers to get children ready for school by focusing on literacy and making the environment literacy rich? The letter needs to show a plan and a commitment to attend PL and collaborate with the district.

29. Q: Questions 5, 6, and 7 that accompany the EE Forms only mention **resources** and not the professional learning provider. Do I still need to answer those if I am submitting evidence for another provider to be used?

A: If the district is not requesting a resource then you do not need to answer questions related to resources.

30. Q: In the RFA, it specifically mentions a letter of interest from the district under the topic District Identification of Schools/Partnering Agencies. However, the letter from the district is not mentioned under Program Components. It lists a District Assurance Form that is an RFA attachment; however, I cannot locate this form. Can you please clarify if we need a letter of interest from the district and if so, where it goes in the order of the program components? Can you clarify or give guidance on the District Assurance Form that is an RFA attachment?

A: The District Cover Letter is the same as the Assurance Document. The updated RFA clarifies this in red. There is no separate district letter required. Information about the districts' needs and commitments to the grant will be written within the body of the 25 page narrative.

31. Q: How do we handle the naming of our partners for a blind copy?

A: Blind copy the name and make sure there is no identifying information that would tell the evaluator where the district is located. Letters must be blinded.

32. Q: Do we need to report data on our partners?

A: No, if data is not available you do not need to include it. The information provided

needs to confirm the partner wants to learn and grow and are committed to PL through this grant.

33. Q: What should our attached budget focus on?

A: The budget/Budget Narrative is an attachment. It should outline the first year expenditures making sure to abide by the set allowances - 16% of funds spent on Early Childhood birth through age 5, 42% of funds spent on Elementary K-5, and 42% of funds spent on Middle/High 6-12.

34. Q: Can a notary electronically sign our application?

A: "The Kentucky Department of Education will accept an electronic notarized signature. The Secretary of State website contains information on electronic notaries: <http://web.sos.ky.gov/notaries/Index>. Senate Bill 150, passed in relation to the COVID-19 pandemic, also provides the following: For purposes of complying with any law, rule, order, or other requirement relating to the receipt of testimony or signature from any party or witness, or the acknowledgement or notarization of any document, for any legal purpose:

(a) Individuals, whether acting for themselves or in a representative capacity, not in the same physical location shall be considered in the presence of one another if the individuals can communicate via a video teleconference in real time to the same extent as if they were physically present in the same location; and

(b) Any document resulting from a video teleconference conducted in accordance with paragraph (a) of this subsection may be executed, acknowledged, or notarized in counterparts, which together shall be considered a single document.

35. Q: To clarify, a medium size district needs 5 Community Partner letters and 5 Early Learning partner letters for a total of 10 letters-correct? With regards to bullet 3 in Part 4-all partner letters must include how high risk/low poverty parents will be involved? We were thinking about some Early partners who may not have high risk/poverty populations.

A: As part of the district application for KyCL, eligible districts must solicit **letters of interest** from appropriate partners and stakeholders who will participate in the district's literacy plan and literacy leadership team. This should include:

Each school in the feeder system.

Early Education Providers (includes independent, home-based, and faith-based childcare and preschool providers; Head Start centers; public preschool providers, etc.). A minimum of three for small feeder systems, five for medium and seven for large.

Community Partners (includes nonprofits and for-profit agencies that provide literacy support for children in the continuum, including public libraries, afterschool programs, mentoring programs, etc.). A minimum of three for small feeder systems, five for medium and seven for large.

Yes, the total number of partners is ten for a medium school.

If a partner has connections with high poverty and high-risk populations they should mention it. If they don't they can still be a partner.

36. Q: Given the Governor's requirement to close in-person learning through mid-December, I wondered if you had any plans to extend the deadline for the KyCL competition.

A: The deadline for the KyCL grant application will not change regardless of any COVID prevention guidelines or restrictions. When the grant was written, extra time was built in to account for COVID related challenges.

37. Q: Our high school has not signed their letter of intent, and we do not believe their council is going to approve for them to be part of the grant. Does this mean we can't/shouldn't move forward with writing the grant if all schools are not interested in participating?

A: The KyCL grant requires the eligible high school to be part of grant implementation. If the high school is not willing to implement the grant goals and required PL, the district cannot apply for the KyCL grant.

38. Q: As a continuation district we are working to complete our grant application and literacy plan. With that being said is it necessary to finalize your literacy team and have them create/edit the new literacy plan or can the "grant writers" do that and then bring in the additional team members if the grant is awarded. Is the final grant application due December 16th?

A: The district can write the literacy plan and then bring on a literacy team that has representatives from each level if they are awarded the grant. However, it is important to have the administrators at each school fully on board with the grant requirements and the literacy plan. You may consider including the administration when writing the district literacy plan.

DEADLINE

4:00 p.m. (ET)

Wednesday, December 16, 2020

39. Q: Does the grant focus on professional learning for reading and writing? Or reading, writing, speaking and listening?

A: PL for the KyCL grant is based on the KAS for Reading and Writing. Speaking and listening are no longer part of the KAS. Speaking and listening are parts of effective, comprehensive literacy instruction, but the main focus is on reading and writing.

40. Q: The District Cover Sheet is also 100% completely blind? Even the Notary?

A: Applying districts will submit two copies of their grant application. One copy is completely blinded, removing any identifying information from the entire document, including the notary name, address, etc. The other copy will retain all identifying information.

41. Q: What do you suggest we do in these COVID times, when SBDM councils are meeting virtually? Are we to expect members to come in and sign this form?

A: Digital signatures are allowed. Please follow the KDE guidelines.

42. Q: The list calls the 25 pages the "District Eligibility Narrative, Historic..." Is this the same thing as the Proposal Criteria with its 8 parts?

A: Yes

43. Q: How do you get Brigrance data for childcare providers?

A: If childcare providers do not have Brigrance data you will explain that in your RFA.

44. Q: Can area educational cooperatives be considered a community partner?

A: It depends on their role in the grant. If they provide PL they would not be a community partner.

45. Q: Should we address the competitive priorities using separate bullets in the 25 pages or embedded throughout the 25 pages?

A: The priorities should be discussed throughout the narrative when necessary to fully explain the district. However, it would be helpful to also include separate bullet points to make them clear.

46. Q: Does the 50% allowed for one district grant manager/literacy coach include only part of the salary or does it also include fringe?

A: The grant also pays fringe.

47. Q: For blind copy, in naming the file we leave in "District name", not actually put in our district name?

A: When you name the file you will need to put in your district name. However, it should not be anywhere else in the blind copy.

48. Q: Do 100% of staff at each early learning center have to be trained or is the opportunity extended and encouraged?

A: Yes, it is a requirement that 100% of the staff at each early learning center receive PL focused on literacy. Remember the early learning providers can attend ECE TRIS approved training focused on literacy to earn the needed credit hours for the state and also count the hours toward grant requirements.

49. Q: We are a continuing district. One of our private preschool centers has closed, so they will not be participating again. Do we need to address this in the partners section?

A: No

50. Q: Would it be appropriate to add references to other sections for the competitive Preferences Priorities instead of retyping narrative information?

A: You can structure this section however you choose. Remember the goal is to make the priorities clear and easy for the scorers to see.

51. Q: Who scores the competitive priorities? Reviewers or KDE?

A: Reviewers will score all components of the grant applications.

52. Q: Do all early childcare teachers need to keep a learning log and fulfill the professional learning hours?

A: Yes, a PL learning log is required for all teachers, including early childcare teachers.

53. Q: Can we only do Imagination Library if we do the ELLP training?

A: Yes, Imagination Library is an add-on feature of the ELLP PL.

54. Q: Will TELD be a pre/post measure each year?

A: The TELD-4 early language screener will be used as a pre and post measure of four-year-old language acquisition each year of the grant.

55. Q: We do not have any day care centers in our district; however, our FRYSC does offer some programs for early childhood. Can they count as early childhood partners?

A: Yes

56. Q: Does the district preschool count as an early learning provider?

A: Yes

57. Q: Can the public library be an early learning partner?

A: The library would typically be a community partner. If a district uses them as an early learning partner they would need to clearly explain how they will partner to teach young children and how they will earn the PL hours required for early learning partners.

58. Q: For the district preschool to be an early learning partner would we include them with a school support letter and then also include an early learning partner letter from them?

A: Yes. The district preschool can serve as an early learning partner and also as a part of your district's feeder system, so include a preschool support letter, as well as an early learning partner letter.

59. Q: Can we include folks who keep a few children but are not licensed? Our licensed daycares have dwindled in the last three years.

A: Yes, remember all early childhood teachers will need to be part of a cohort and earn PL hours.

