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**REQUEST FOR APPLICATION**

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| **FY25 Kentucky Comprehensive Literacy (KyCL) Grant**   |  |  |  | | --- | --- | --- | | **Deadline**  December 18, 2024  *(Applications received after 4 p.m. (ET) will NOT be reviewed)* | Issued By  Kentucky Department of Education  Office of Teaching and Learning  Division of Program Standards |  | | Email All Questions To:  Kentucky Department of Education  Procurement Branch  [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)  *(Questions will only be accepted via email)* | **Submit Applications to:**  [**KDERFP@education.ky.gov**](mailto:KDERFP@education.ky.gov)  *(Only electronic applications will be accepted)* |  | | **Specific Instructions:**  **Failure to follow these specific instructions will deem an applicant’s response**  **non-responsive and will not be scored.**     1. All public school districts in Kentucky and Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD) are eligible to apply. 2. It is the responsibility of the applicant to continue to check the KDE Competitive Grants webpage for any changes or updates to the posted RFA and supporting documents. 3. The Kentucky Department of Education (KDE) reserves the right to waive minor technical issues. 4. Plagiarism is strictly prohibited.  The use of artificial intelligence (AI) to generate application content will also be considered plagiarism. | |  | |
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Pages 2-3: Clarification about allowable expenses under the KYCL grant.

Page 13: “Certifications form” added to list of application components.

Page 16: “one page” changed to “two pages”. Additional details about PL plan narratives added

Page 17: Cover page: “grant collaborators” line added.

Page 29: Addition of MUNIS codes to Budget Form

Page 30-31: Certifications form added.

“Grade bands” clarifying language added throughout.

**Kentucky Comprehensive Literacy (KyCL) Grant**

Deadline- December 18, 2024, 4:00 p.m. (ET)

**Solicitation Schedule**

| **Date** | **Event** | **Location** | **Participation** |
| --- | --- | --- | --- |
| October 2024 | RFA Released | Online | N/A |
| November 6, 2024  10:00 AM ET | [Live Technical Assistance Webinar](file:///C:\Users\jbryant\AppData\Local\Microsoft\Windows\INetCache\Content.Outlook\JK9WH7BJ\Join%20the%20meeting%20now) | Online and recorded | Attending or watching this recorded TA session is recommended |
| November 13, 2024 | Deadline to submit questions | Email | N/A |
| November 20, 2024 | Frequently Asked Questions (FAQs) Released | Online | Recommended |
| December 18, 2024 | Application Deadline | Send to KDE | **Required** |
| February 2025 | Application review and scoring by independent evaluators | Online | N/A |
| March 2025 | Districts will receive preliminary notice of award | Online | N/A |
| March 2025 | Subgrantee plans reviewed, and feedback provided | N/A | N/A |
| April 2025 | Budget revisions due | N/A | **Required for Subgrantees** |
| July 1, 2025 | Funding available to LEA | N/A | **Subgrantees** |

The Office of Teaching and Learning is issuing a Request for Application (RFA) for Kentucky public school districts and state schools to apply on behalf of a feeder system (daycare/preschool partners and Kindergarten to grade 12).

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

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

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

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

Purpose of the Kentucky Comprehensive Literacy Grant

The purpose of the Kentucky Comprehensive Literacy (KyCL) grant is to provide competitive grant funds to support public and state schools and participating early childhood partners to improve oral language, increase readiness for school, strengthen transitions between levels (grade bands) and improve reading and writing instruction and student literacy outcomes. HQIRs are not just for teachers; they are critical for student success. Students deserve access to standards-aligned instructional resources and grade-level assignments to help them reach the intended learning outcomes within the Kentucky Academic Standards (KAS). Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. The Kentucky Department of Education (KDE) will guide awarded districts to utilize a District Literacy Leadership Team (LLT) that will identify a district vision for reading and writing instruction and create a district and school level Literacy Plan. The project will establish collaborative relationships among all providers of educational opportunities (early childcare providers, elementary schools, middle schools, and high schools). Additionally, this grant will focus on closing the literacy learner gaps of underserved students by establishing specific, targeted support for low-income, high-need learners, birth-grade 12.

Goals for the Kentucky Comprehensive Literacy Grant

The Grant will provide funding to support the following goals:

1. Provide equitable access to Tier 1 reading HQIRs for early childhood, elementary, middle, and high school students in Kentucky based on the science of reading.
2. Improve reading instruction by providing CBPL to all reading instructional staff that is sustained, aligned to the HQIR, and job-embedded for the effective implementation of the HQIR.

A secondary goal of the KyCL grant is to provide high-quality writing HQIRs, targeted literacy interventions aligned with structured literacy, the science of reading training for all levels (grade bands), and support for family engagement. The KyCL grant will also provide funding for needed literacy assessments- Early Oral Language Screener, a KDE-approved Universal Screener, Literacy Diagnostic Assessments, and progress monitoring tools.

Funding

The Kentucky Department of Education (KDE) will make $52,236,266.00 available for subgrants through the federal KyCL grant and anticipates funding approximately 40 districts. **No matching funds are required.**

**Grant funding is based on district size. (Size Chart provided at the end of the RFA)**

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| **District Size** | **Year 1\***  July 1, 2025- September 30, 2025 | **Year 2**  October 1, 2025 – September 30, 2026 | **Year 3**  October 1, 2026 – September 30, 2027 | **Year 4**  October 1, 2027 – September 30, 2028 | **Year 5**  October 1, 2028 – September 30, 2029 | **Award Total** |
| Small | 213,000 | 213,000 | 213,000 | 213,000 | 213,000 | **1,065,000** |
| Medium | 260,000 | 260,000 | 260,000 | 260,000 | 260,000 | **1,300,000** |
| Large | 312,000 | 312,000 | 312,000 | 312,000 | 312,000 | **1,560,000** |

**\*Funding will be available until September 30, 2026**

Implementation of the KyCL grant is for July 1, 2025-September 30, 2029 contingent on (1) successful implementation of selected HQIR and CBPL, (2) grant requirement compliance, (3) progress toward grant goals, (4) submission of required reports including student data [oral language screening data (4-year-old children), universal screening data (K-grade 12) and Kentucky Summative Assessment (KSA) reading data (grades 3-8 and 10)]and (5) availability of federal funds. Funds must be spent using allowable MUNIS codes and following contract time frames. The grant will end on September 30, 2029. Districts will have an additional 60 days to request payment reimbursement for purchases made on or before September 30, 2029.

The KyCL project is a reimbursement grant. Districts seek prior approval from KyCL Project Directors for all purchases, make the purchases, and then submit a payment reimbursement request that includes the MUNIS report. Payment requests should be submitted as follows:

January-March: Payment request due by April 25.

April-June: Payment request due by July 25.

July-September: Payment request due by October 25.

October-December: Payment request due by January 25.

The fiscal agent for the public schools and partner daycares/preschools shall be a local school district. Each school will provide a yearly budget and budget narrative aligned to the allowable MUNIS codes to show how the funds will be spent by the local school district. The budget narrative shall include professional learning plans and details on all planned purchases. KyCL Project Directors approve budgets and plans each year.

**District Funding Agreements**

Districts applying for the KyCL grant agree to the following grant activities:

* 1. The district will form a District Literacy Leadership team using KDE guidelines as part of the RFA process.
  2. The District Literacy Leadership team will utilize the [Curriculum Implementation Framework](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Implementation_Framework.pdf) **before** submitting the RFA to assess current HQIRs.
  3. The district will submit a comprehensive application with a detailed plan to purchase reading HQIRS for any or all levels (grade bands)(if needed) and a detailed plan to purchase 2- to 4 years of CBPL for an existing HQIR or HQIR purchased with grant funds. The CBPL can include vendor-provided coaching for implementation support for the HQIR. **The KyCL grant does not provide funding for district-based coaching or any other staff salaries.**
  4. The district building principals, and a district grant coordinator agree to monitor the implementation of the HQIR and CBPL for existing and/or newly purchased tier 1, tier 2, and/or tier 3 HQIR(s).
  5. The district will partner with local daycares and preschools (public or private) that feed into the district schools and will submit a signature of partnership on the provided template. The goal is to support **all** local daycares/preschools with HQIRs and opportunities for professional learning. If daycares/preschools are not present in the district, the RFA should explain why this requirement cannot be met.

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| **Feeder System Size** | **Number of Expected Early Childcare Partners** |
| **Small** | **3** |
| **Medium** | **5** |
| **Large** | **7** |

* 1. **If awarded the KyCL grant, the district agrees to spend 16% of KyCL grant funds to support grant activities for birth to age 5.**
  2. **If awarded the KyCL grant, the district agrees to spend 42% of KyCL grant funds to support grant activities for elementary schools.**
  3. **If awarded the KyCL grant, the district agrees to spend 42% of KyCL grant funds to support grant activities for middle and high school.**
  4. If awarded the KyCL grant, the district agrees to complete all required KyCL grant activities, use KyCL funds as approved, maintain documentation of grant compliance, and provide requested evidence and/or surveys/data to the KDE. The school acknowledges that failure to meet compliance requirements and deadlines may result in partial or complete loss of funding for the KyCL grant.
  5. If awarded the KyCL grant, the district agrees to appoint staff to manage the KyCL grant including submitting required documents [district literacy vision, district/school literacy plan, annual progress report, yearly budget and budget narrative, yearly professional learning plan, implementation walkthrough data, oral language data (4-year-old children), universal screening data (K-12), Kentucky Summative Assessment (KSA) reading data (3-8 and 10), etc.], attending KyCL quarterly virtual meetings and any scheduled in-person meetings, and scheduling/overseeing administration of the oral language screener(fall and spring) and universal screener data (fall, winter, and spring).
  6. If awarded the KyCL grant, the district agrees to provide time for teachers to attend CBPL **and** to schedule time for Professional Learning Community (PLC) meetings to support the implementation of the HQIR. Stipends for CBPL/HQPL after the contract day and substitutes for CBPL/HQPL during the school day can be paid using KyCL funds.

**KyCL Required and Optional Grant Activities**

The charts below provide information about KyCL grant activities. Level 1 activities are **required**. Level 2 activities are allowable **after** all Level 1 activities have been planned and budgeted. Activity charts are separated by levels (grade bands)- early childhood (birth to age 5), elementary school and middle/high school.

This Request for Application (RFA) requires a detailed plan explaining how the district will implement grant activities over a 4-year time frame. Activities will vary based on district needs for each level (grade band) and planned start dates. Some activities are most effective if implemented after time is spent on planning for the activity, such as purchasing a new HQIR. Please consider yearly funding amounts and time frames when budgeting for KyCL Activities.

Use the activity charts to plan how the district will utilize grant funds.

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| **Birth to Age 5 Activities**  **Level One Activities (All Required):**   * Purchase an evidence-based, high-quality, comprehensive Pre-K reading program, including a supplemental curriculum for foundational reading, if needed. * Purchase vendor-provided CBPL to support implementation of the HQIR (2-to 4 year plan required). Vendor-provided coaching support can also be purchased.   + PL must be sustained, job-embedded, and aligned to the specific resource to ensure maximum impact for educators and students. * Evaluate readiness for kindergarten utilizing the Brigance screener and 4-year-old oral language screener designated by the grant. |
| **Level Two Activities (Optional)-Additional Supports for Students and Family Engagement:**   * Purchase HQPL on the science of reading, to build knowledge in understanding the cognitive processes and skills involved in learning how to read. * Purchase literacy libraries for classrooms and homes. * Support effective transitions from preschool to kindergarten. * Provide literacy training and support engagement for families. |

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| **Kindergarten to Grade 5 Activities**  **Level One Activities (All Required):**   * Purchase an evidence-based, high-quality, comprehensive reading program including a supplemental curriculum for foundational reading, if needed. * Purchase vendor-provided CBPL to support implementation of the HQIR (2-to-4 year plan required). Vendor-provided coaching support can also be purchased.   + PL must be sustained, job-embedded, and aligned to the specific resource to ensure maximum impact for educators and students. * Evaluate progress with a universal screener, diagnostic assessments, and Kentucky Summative Assessment (KSA) reading data. |
| **Level Two Activities (Optional)-Additional Supports for Students and Family Engagement:**   * Purchase KDE-approved universal screeners and reading diagnostic assessments, if needed. * Purchase vendor-provided CBPL on the KDE-approved universal screener and reading diagnostic assessment that addresses the following components.   + How to properly administer the approved universal screener and reading diagnostic assessment.   + How to interpret the results of the reading diagnostic assessment to identify students needing interventions.   + How to use the assessment results to design instruction and interventions.   + How to use the assessment to monitor the progress of student performance.   + How to use accelerated, intensive, and direct instruction that addresses students’ individual differences and enables students to achieve proficiency in reading. * Purchase high-quality, explicit, and systematic writing HQIRs. * Purchase vendor-provided CBPL to ensure successful implementation of the purchased writing HQIRs. Vendor-provided coaching can also be purchased. * Provide instructional resource support and CBPL for tiered instruction following the Kentucky MTSS framework. * Purchase HQPL on the science of reading to build knowledge in understanding the cognitive processes and skills involved in learning how to read. * Support effective transitions from elementary to middle school. * Provide literacy training and support engagement for families. |

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| **Grade 6 to 12 Activities**  **Level One Activities (All Required):**   * Purchase an HQIR for ELA. * Purchase vendor-provided CBPL to support the implementation of high-quality reading resources (2-to-4 year plan required). Vendor-provided coaching can also be purchased.   + PL must be sustained, job-embedded, and aligned to the specific resource to ensure maximum impact for educators and students. * Evaluate progress with universal screener, diagnostic assessments, and Kentucky Summative Assessment (KSA) reading data. |
| **Level Two Activities (Optional)-Additional Supports for Students and Family Engagement:**   * Purchase universal screeners following available KDE guidance and reading diagnostic assessments, if needed. * Purchase vendor-provided CBPL for selected universal screener and reading diagnostic assessments that address the following components.   + How to properly administer the approved universal screener and reading diagnostic assessment.   + How to interpret the results of the reading diagnostic assessment to identify students needing interventions.   + How to use the assessment results to design instruction and interventions.   + How to use the assessment to monitor the progress of student performance.   + How to use accelerated, intensive, and direct instruction that addresses students’ individual differences and enables students to achieve proficiency in reading. * Purchase high-quality, explicit, and systematic writing HQIRs. * Purchase vendor-based CBPL to ensure successful implementation of the purchased writing HQIRs. Vendor-based coaching can also be purchased. * Provide instructional resource support and CBPL for tiered instruction following the Kentucky MTSS framework. * Purchase HQPL for the science of reading training to build knowledge in understanding the cognitive processes and skills involved in learning how to read for literacy staff and administrators to support implementation. * Support effective transitions from middle school to high school. * Provide literacy training and support engagement for families. |

**Budget Information**

The KyCL RFA requires a Detailed Budget Form outlining Year 1 and Year 2 of grant funding. Additionally, a four-year Budget Summary Form and Budget Narrative should be completed. Awarded districts will submit annual budgets based on current needs throughout the grant.

Awards are contingent upon the administrator's review of the grant application and other necessary conditions, including budget amendments based on the requirements of the RFA.

Resources

The *Kentucky Literacy Framework* located on KDE’s [Literacy Plan Resources](https://www.education.ky.gov/curriculum/conpro/engla/Pages/Kentucky-Literacy-Plan.aspx) webpage provides information on the Literacy Leadership Team. When preparing for the KyCL RFA districts should form and utilize this team to evaluate the current HQIR for reading.

The [Curriculum Implementation Framework](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Implementation_Framework.pdf) should be used to evaluate the district's current HQIR implementation process. This evaluation should guide the selected grant activities.

The KDE’s [Reading and Writing Instructional Resources Consumer Guide](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Reading_and_Writing_Instructional_Resources_Consumer_Guide.pdf) (RW Consumer Guide) outlines four steps school and district instructional resource review teams may follow as they seek out HQIRs, evaluate their effectiveness, and ultimately select them for use in schools.

After determining the selection criteria from step one of the process, review teams should refer to [EdReports](https://www.edreports.org/) as a recommended starting point to research available instructional resources that meet the selection criteria.

If using funds to purchase literacy HQIRs for tier 3 instruction, the [Academic Intervention Tools Chart](https://charts.intensiveintervention.org/aintervention) is a recommended starting point for identifying resources that earn positive and/or potentially positive effectiveness ratings. [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) is another source. Information and resources for supporting tiered instruction can be found on the KDE’s [kymtss.org](https://kymtss.org/resources/resources-for-tiered-delivery-system-with-a-continuum-of-supports/) webpage.

Before making a final selection, review teams should determine the best tier 1, tier 2 and/or tier 3 reading instructional resource(s) for meeting their school’s instructional vision and their student needs using the KDE’s [Instructional Resources Alignment Rubrics](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fkystandards.org%2Fstandards-resources%2Finst-mats-align-rubrics%2F&data=05%7C01%7Cdanielle.ward%40education.ky.gov%7Ccc6fde15a5594323293108dafe18ab03%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C638101679148050033%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000%7C%7C%7C&sdata=FhXVhOOu1Iqnj9nHDPK6bxW3aIGpSjpnE1yyW1Qp99k%3D&reserved=0) for [K-2 Rubric](https://education.ky.gov/_layouts/download.aspx?SourceUrl=https://education.ky.gov/districts/business/Documents/Instructional_Resources_Alignment_Rubric_for_RW_Grades_K-2_Single_Point.docx) or [3-12 Rubric](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Instructional_Resources_Alignment_Rubric_for_RW_Grades_3-12_Single_Point.docx) one of the key tools included in step 3 of the process for selecting HQIRs, according to the [Reading and Writing Instructional Resources Consumer Guide](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Reading_and_Writing_Instructional_Resources_Consumer_Guide.pdf)*.*

Additionally, review teams may refer to the Reading League’s [*Curriculum Evaluation Guidelines*](https://www.thereadingleague.org/curriculum-evaluation-guidelines/) *for K-5 English Language Arts (ELA)* for support in understanding and confirming the potential HQIR includes the Key Criteria for Reading Foundations. The Key Criteria for Reading Foundations are listed in the K-2 and 3-12 Reading and Writing Instructional Alignment Rubrics but are further clarified in the *Curriculum Evaluation Guidelines*.

**Curriculum-Based Professional Learning (CBPL) to Support HQIR Implementation**

Applicants should consider the guidance below when planning vendor-provided CBPL and HQPL.

Use the [RIVET Education Professional Learning Partner Guide](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Friveteducation.org%2Fpartner-search%2F&data=05%7C02%7Cjennifer.bryant%40education.ky.gov%7C23efa6b1a4b24e804fd808dcf43f8b74%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C638653800994515859%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=d1b7QBVwEaEAPZL3SjRXfbqMRUJry1TmwuaLPr39ehY%3D&reserved=0) or contact [EPIC Professional Learning](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.epicliteracy.org%2F&data=05%7C02%7Cjennifer.bryant%40education.ky.gov%7C23efa6b1a4b24e804fd808dcf43f8b74%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C638653800994544424%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C0%7C%7C%7C&sdata=wI%2Fj%2F%2FZC4UFOpBvraUWbL6IJVZPhbk%2BZ3crO5PyzNOE%3D&reserved=0) to select a vendor to provide CBPL or HQPL and/or a provider-based coach. These are the **only** professional learning providers approved for this grant. When contacting CBPL or HQPL providers get information on the **cost** and **availability of service provided** to use on the budget form submitted with the KyCL RFA.

Teachers implementing HQIR(s) for tier 1, tier 2, and/or tier 3 are required to have **2-to-4 years** of training/support on the reading/writing HQIRs. The professional learning shall be:

* Aligned to the characteristics of [High-Quality Professional Learning](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) (HQPL); and
* Aligned to the [KAS for Reading and Writing](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Reading_and_Writing.pdf)***.***

Please note: For a district using funding for vendor-provided CBPL to support the implementation of a previously purchased HQIR for tier 1, tier 2 and/or tier 3, the HQIR must meet the same requirements expected of a newly purchased HQIR such as being valid and reliable, green-rated on EdReports, based on the science of reading, utilizing structured literacy, etc. All literacy assessments must meet KDE guidelines.

**Key Terms and Definitions**

* **Feeder System:** The public or state school district and all schools in the district. Including the early childcare partners that support children who will go to any school in the district.
* **High-Quality Instructional Resource (HQIR):** Research-based and/or externally validated; comprehensive to include engaging texts, tasks, and assessments; based on fostering vibrant student learning experiences; culturally relevant, free from bias; accessible for all students; supports structured literacy; and aligned to the *KAS for Reading and Writing.* For the KyCL grant HQIRs for reading are required as part of Level 1 grant activities. HQIRs for writing are allowable as part of Level 2 grant activities.
* **Comprehensive reading program:** Program that addresses the 5 essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and support connections between writing and reading acquisition and motivation to read.
* **Sustained CBPL/HQPL:** Professional learning that occurs over an extended period to support effective implementation of an HQIR or effective instructional practice. For the KyCL grant it is professional learning and coaching support that happens for 2-to-4 years. Sustained CBPL should happen throughout the school year and during summer training aligned to the district literacy vision and plan. It is never a one and done type of PL.
* **Job-embedded CBPL/HQPL:** Professional learning that happens during the school day and supports teacher implementation. For the KyCL grant this could happen in professional learning communities or team meetings.
* **Aligned CBPL/HQPL:** Professional learning that supports a specific HQIR. For the KyCL grant alignment is focused on the HQIR and Kentucky Standards.
* **Curriculum-Based Professional Learning (CBPL):** Professional Learning that is focused on implementing a specific HQIR. For the KyCL grant 2-to-4 years of CBPL is required for all reading HQIRs and writing HQIRs.
* **High-Quality Professional Learning (HQPL):** Content-focused and standards-aligned; equity-focused; considerate of adult learners; symmetrical to a vibrant student experience; uses models of effective practice; provides coaching and expert support; offers feedback and reflection; is sustained and continuous. For the KyCL grant HQPL refers to science of reading training which is an allowable Level 2 grant activity for all levels.
* **Structured Literacy (SL):** An instructional approach that emphasizes highly explicit and systematic teaching of all essential components of literacy. These components include foundational skills (e.g., decoding, spelling) and higher-level literacy skills (e.g., reading comprehension, written expression). SL also emphasizes oral language abilities essential to literacy development, including phonemic awareness, sensitivity to speech sounds in oral language, and the ability to manipulate those sounds (Spear-Swerling, 2019). SL prepares students to decode words explicitly and systematically. This approach not only helps students with dyslexia but there is substantial evidence that it is effective for all readers (IDA, 2021). For the KyCL grant SL strategies should be used in HQIRS and intervention resources.
* **Tier 1 instruction:** Instruction provided to all students based on the Kentucky Academic standards. For the KyCL grant Level 1 grant activities focus on HQIRs for Tier 1.
* **Tier 2 instruction:** Targeted, supplemental, evidence-based intervention for students identified by universal screening and diagnostic data as at risk for not meeting grade level academic benchmarks. For the KyCL grant supplemental Tier 2 resources are allowable as part of Level 2 grant activities.
* **Tier 3 instruction:** Intensive support in addition to Tier 1 and Tier 2 instruction that provides evidence-based intervention services, based on diagnostic assessment and progress monitoring data, with an intensity and duration matched to the student’s individualized academic needs. For the KyCL grant Tier 3 instructional resources are allowable as part of Level 2 grant activities.
* **Universal screener:** A systematic process of analyzing students’ performance at certain points during the academic year, utilizing valid and reliable tools to assess the learning and achievement of all students to evaluate the effectiveness of Tier 1 universal instruction and determine which students need closer monitoring or intervention. For the KyCL grant data from universal screeners is required for K-grade 12.
* **Reading diagnostic assessment:** A formal or informal student assessment, utilizing valid and reliable tools, given to guide instruction and tailor interventions based upon individual student academic strengths and needs to accelerate progress toward proficiency. For the KyCL grant purchase of reading diagnostic assessments is allowable as part of Level 2 grant activities and recommended for all levels to determine the specific area of intervention needed for individual students.
* **Supplant:** Using federal funds to purchase resources the district has already been purchasing from other funds. Supplanting is not allowed in the KyCL grant.

Allowable use of Funds

* Level 1 grant activities.
* Level 2 grant activities.
* Using funds to pay for extended time for certified and/or classified staff to engage in CBPL/HQPL of the existing or newly purchased reading and/or writing HQIR to support tier 1, 2, and/or 3 outside the contract day.
* Using funds to cover substitute teacher expenses when necessary for certified and/or classified staff to participate in CBPL/HQPL of the existing or newly purchased literacy HQIR to support tier 1, 2, and/or 3 during the school day.
* Travel for the reading/writing instructional staff and district administration to attend CBPL/HQPL for newly purchased or existing tier 1, 2, and/or tier 3 HQIRs when the vendor-provided professional learning is at a location outside of the district.
* Travel for the district grant manager and members of the district Literacy Leadership Team to attend in-person KyCL meetings.
* 2% of KyCL grant funds can be used on technology hardware if it is critical to the implementation of the reading and/or writing HQIR.
* Indirect costs following KDE guidance.

**Unallowable use of Funds**

* Purchasing HQIRs that are not valid and reliable, and not green rated on Ed Reports.
* Purchasing resources from Level 2 activities before Level 1 activities are planned and budgeted.
* Purchasing resources for anything other than reading and writing.
* Travel within a district.
* Out-of-state travel.
* Full or partial salary for a district grant manager or any district staff.
* Supplanting
* Furniture (tables, desks, filing cabinets, bookcases, book bins, etc.).
* Copiers, copy paper, laminators, and/or laminator film.
* Using MUNIS codes that are not allowable for the KyCL grant.
* Food
* Motivational materials such as clothing, shirts, trophies, etc.
* Individual student technology hardware such as laptops, Chromebooks, or tablets.
* Purchasing science of reading PL if it is available at no cost.

**Allocation of Funds**

Funding will be provided to the district upon approval of the contract by the Finance and Administration Cabinet. Project activities may begin upon receipt of a fully executed contract approved by the Finance and Administration Cabinet. The expected date for availability of funds is July 1, 2025. Districts will follow KyCL grant guidance on yearly spending of funds. Final grant purchases must be made by September 30, 2029.

### **Application Components**

### The application should contain the following items presented in the order listed below. Each component should be clearly labeled within the application.

1. Application Cover Page
2. Principal Signature Page
3. Birth-5 Partners Signature Page
4. Table of Contents with page numbers (created by applicant)
5. **District At-A-Glance Plan** Use the template provided. Do not exceed two pages.
6. **Question 1- Statement of Need Narrative.** Do not exceed two pages.
7. **Question 2- Assessing Current HQIR(s).** Do not exceed two pages.
8. **Question 3- Alignment of HQIRs Narrative.** Do not exceed two pages**.**
9. **Question 4- Professional Learning (PL) Plan**

Required for each level (grade band): Early Childhood (birth to age 5), Elementary, Middle and High School.

* 1. **Professional Learning Plan**. Do not exceed two pages per level.
  2. **Professional Learning Plan Narrative**. Do not exceed two pages per level.

1. **Question 5-** **Budget** 
   1. **Budget Summary Form for all five years of the grant.** Please use the correct form for district size. Do not exceed ten pages.
   2. **Detailed Budget Form for Year 1 and Year 2.** Use template provided. Do not exceed two pages.
   3. **Budget Narrative.** Do not exceed two pages.
2. Certifications Form

Formatting Requirements

Failure to follow the formatting requirements may deem your application non-responsive.

1. Double-spaced
2. Letter-size (8 ½ x 11)
3. Calibri 12-point font (no compressed, narrow, or light fonts allowed)
4. Margins for the narrative portion should be 1-inch on all sides.
5. Texts within charts, graphs and tables may be in Calibri 10-point font and single-spaced.
6. Bulleted lists should be **single-spaced** and must be in Calibri 12-point font.
7. Charts, graphs, bulleted lists, and tables may not comprise more than 20% of the total narrative.
8. All text should be black.
9. Pages should be numbered consecutively with the At A Glance beginning on page one. Do not number the application cover page or the Table of Contents.

### **Submission of Application**

1. Scan or save the completed application in its entirety, including all the At-A-Glance Plan and signatures, to PDF format. Save the original application as ***KyCL25 District***. (For example: Woodford County would save the original application as *KyCL25 Woodford*.)
2. Scan or save a blinded/redacted copy of the application in its entirety to PDF format. Save the redacted application as ***KyCL25 District B***. (For example: Woodford County would save the redacted application as *KyCL25 Woodford B*.)
3. Scan or save the completed At-A-Glance Plan in its entirety to PDF format as ***AAGPDistrict***.
4. Email to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)

* On the subject line of the email, type ***KyCL25 District*** .
* If possible, **send all three attachments in the same email**. If necessary, the application may be sent in parts. **ALL PARTS MUST BE RECEIVED-DATE/TIME STAMPED BY THE DEADLINE of December 18, 2024, 4:00 p.m. (ET).**
* Keep in mind that email coming into the KDE is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that email is not always received on the first try.
* Applications received after the deadline will not be reviewed or considered for award.
* Do not CC others on application submissions.
* **Do not send Google docs or documents from Google drives.**
* Each PDF attachment **MUST** be less than 10,000 KB (or 10 MB) in size. Please work with your technology staff to ensure the correct file size. Files that are above the size limit will not be reviewed or eligible for an award.

**Redacting Instructions**

Blinding/Redacting is the removal of identifying information from an application. Identifying information is district name, school name, county name and city name. Names of Individuals and Signatures should NOT be blinded/redacted.

Redacted copies should be completely redacted electronically using Black highlighting or X’d out - using the find and replace feature - ex: XXX.

Please review redacted copy before submitting to ensure all identifying information is redacted and all required pages and attachments are included. Redacted copies will be scored as received.

Redacted copies will be scored as received.

**Evaluation of Application**

Independent reviewers will be trained for this specific competition, and they will evaluate applications using the RFA and a scoring rubric aligned to the criteria established in the RFA. Recommendations will be based on independent reviewer scores. The KDE reserves the right to consider demographic and programmatic diversity as factors in the selection of qualified funded applications. The KDE will select reviewers with grant experience, knowledge of the current state standards, and knowledge of valid and reliable literacy resources and practices. A Call for Reviewers, including a reviewer application, is available on the KDE Competitive Grants webpage. Subject matter experts will internally score the At-A-Glance Plan.

**Kentucky Comprehensive Literacy Grant**

Evaluation Criteria

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|  |  |
| --- | --- |
| **District At-A-Glance Plan- Use the template, should not exceed 2 pages.** | **20 points** |
| **If you score 0 on the At-A-Glance Plan you will also score 0 on questions 2 and 3.**  **A score of 0 will be awarded if HQIRs do not follow guidelines published in this RFA. (Page 11)** | |

|  |  |
| --- | --- |
| **Question 1:** **Statement of Need**  Utilizing Kentucky Summative Assessment (KSA) data, Brigance data, and universal screener data, identify the need for new and/or additional high-quality instructional resources (tier one, tier two, and/or tier three) for the student population of the schools to be served. How will the KyCL Grant be used to specifically meet the needs of students within the school? | **20 points** |
| This answer should include a needs assessment based on KSA data, Brigance data, and universal screener data addressing the past three years for all levels (grade bands) of early childhood (use Brigance), elementary school, middle school, and high school. | |
| **Question 2: Assessing Current HQIR(s).**  Submit a narrative clearly describing the following:   * 1. How the district utilized a district literacy leadership team to assess the current HQIR(s).   2. How the [Curriculum Implementation Framework](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Implementation_Framework.pdf) was used to assess current HQIR(s) and make plans for needed HQIR(s). | **20 points** |
| Provide information on the formation, roles, and responsibilities of the district literacy leadership team. How did the team's work inform the RFA plan?  Provide information on strengths and weaknesses of current HQIR(s) and plans for new HQIRS using guidance from the Curriculum Implementation Framework. | |
| **Question 3**: **Alignment of HQIRs**  Submit a narrative clearly describing the district’s plan to align reading and writing HQIRs across grades, schools, and levels. This can include current HQIRs and HQIRS purchased with grant funds. The detailed plan should address how the alignment of the HQIRs will strengthen transitions between levels. | **20 points** |
| Include how aligned HQIRs will support student learning. | |
| **Question 4: Professional Learning (PL) Plan and PL Plan Narrative (Required for each level** (grade band). **Addresses the PL Plan for each year of the grant-2025/2026, 2026/2027, 2027/2028, 2028/2029)**  Submit a detailed 2-to-4 year professional learning plan, using the template provided, that aligns with the characteristics of CBPL and HQPL, describes **who** will attend the PL, and demonstrates **how** and **when** teachers will be trained on the new and/or existing literacy HQIRS and assessments. This plan can include provider-based coaching for implementation support. Submit one of each level (grade band).  Submit a PL Plan Narrative that provides additional information about the PL Plan. Submit one for each level (grade band). | **60 points total**  10 points for each PL Plan (40 points total)  5 points for each PL Plan Narrative (20 points total) |
| This answer should include a complete professional learning plan that utilizes the attached form **and** includes an additional narrative explaining the rationale for the PL plan throughout the 4 years of the grant.  The PL Plan Template for each level (grade band) will contain multiple years to show the progression of PL throughout the grant time frame.  Question 3 requires a separate PL Plan Template for each (grade band)- Birth to Age 5, Elementary School, Middle School, and High School. A PL Plan Narrative that does not exceed two pages per level should accompany the PL Plan for each level (grade band). Four PL Plan Templates and 4 narrative rationales will be submitted.  The Birth – Age 5 PL narrative should provide details about how early childhood partners were selected.  The Elementary, Middle, and High school PL narratives should include details about how specific grades, schools, etc. were selected if the district is not serving all schools, grades, etc. with KYCL grant funds. | |
| **Question 5: Budget**  Submit a Budget Summary Form indicating how the district will use **all** KyCL grant funds for each of the 4 years of the grant. The budget summary form should contain **all** levels (grade bands) and what is expected to be purchased during each year. Use the template provided for the size of the district-Small, medium, or large.  **Only submit one Budget Summary Form.**  Submit a Detailed Budget Form for Year 1 and 2 that spends all Year 1 and Year 2 funds before September 30, 2026. Use the template provided.  Submit a Budget Narrative that clearly explains the budget summary and budget form, including how the district plans to ensure they achieve the required distribution of funds among the targeted levels (grade bands). | **60 points total**  Budget Summary Form –  20 points  Budget Form –  20 points  Budget Narrative – 20 points |
| Districts should only use the MUNIS codes listed on the Detailed Budget Form template.  District Budgets Narratives should thoroughly explain how the requirements for all levels (grade bands) will be met. The narrative should provide additional information that helps explain the Budget Summary and Detail Budget Form. | |
| **Priority Points**  Districts who have not been part of a federal literacy grant (Striving Readers Grant or the Kentucky Comprehensive Literacy Grant) in the last 5 years will get priority points for the FY25 KyCL grant.  Districts that have 50% or more of the students who qualify for free or reduced meal pricing will get priority points for the KyCL grant. | **15 points**  **15 points** |
| **Evaluation Criteria Grand Total of Points (without priority points)**  **Applications scoring less than 140 points will not be considered for funding.** | **200 points** |

**Kentucky Comprehensive Literacy (KyCL) Grant**

**Application Cover Page**

**District Size:** Small Medium Large

**Has the district been part of the Striving Readers Grant or the Kentucky Comprehensive Literacy Grant either currently or in the past 5 years?** Yes No

| **District Name** |  | |
| --- | --- | --- |
| **Utilizing the** [**Qualifying Data**](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=https://www.education.ky.gov/federal/SCN/Documents/2023-2024FinalQualifyingData.xlsx) **record the district F/R lunch rate.** |  | |
| **District Address** |  | |
| **Superintendent** |  | Phone:  Email: |
| **Finance Officer** |  | Phone:  Email: |
| **District KyCL Grant Manager** |  | Phone:  Email: |
| **Grant Writer** |  | Phone:  Email: |
| **Grant Collaborators, if any** |  | |

I ensure the attached application contains accurate information. I understand grant applications with incorrect or falsified information will not be considered for review or will be revoked once awarded. I ensure the application has been reviewed and approved for implementation by all shareholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. Failure to continuously meet compliance requirements and deadlines could result in partial or complete loss of funding of grant and may impact future funding.

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Superintendent Signature Date

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District KyCL Grant Manager Signature Date

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Notary Signature Date Exp. Date

**Principal Signature Page**

(Required for all schools to be served by the KyCL grant)

I/We confirm by the signature(s) below that the attached proposal was reviewed and approved for implementation by the school and SBDM council. I/we agree to the requirements listed in the KyCL RFA and will comply with the assurances applicable to this grant.

|  |  |  |
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| **School** | **Principal Signature** | **Date** |
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**Birth to Age 5 Early Childcare Partner(s) Signature Page**

I/We confirm by the signature(s) below that the attached proposal was reviewed and approved for implementation by the staff and authorized governing body of our organization. I/We agree to the requirements described in the KyCL RFA and will comply with the assurances applicable to this grant.

|  |  |  |
| --- | --- | --- |
| **Name of Organization** | **Signature (Authorized Governing Body)** | **Date** |
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**KyCL District At-A-Glance Plan**

|  |  |
| --- | --- |
| **Birth – Age 5** | |
| Name of HQIR for reading |  |
| Does the district already have this HQIR? | Yes No |
| When do you plan to begin implementing the HQIR? If you are already implementing the HQIR, when did you start? |  |
| Provide an expected timeline for 2-to-4 years of CBPL to support the implementation of the selected reading HQIR. If CBPL has already started, when did it start and how many hours were provided? |  |
| Will this HQIR be implemented in all the schools at this level(grade band)? | Yes No |

|  |  |
| --- | --- |
| **Elementary School** | |
| Name of HQIR for reading |  |
| Does the district already have this HQIR? | Yes No |
| When do you plan to begin implementing the HQIR? If you are already implementing the HQIR, when did you start? |  |
| Provide an expected timeline for 2-to-4 years of CBPL to support the implementation of the selected reading HQIR. If CBPL has already started, when did it start and how many hours were provided? |  |
| Will this HQIR be implemented in all the schools at this level (grade band)? | Yes No |

|  |  |
| --- | --- |
| **Middle School** | |
| Name of HQIR for reading |  |
| Does the district already have this HQIR? | Yes No |
| When do you plan to begin implementing the HQIR? If you are already implementing the HQIR, when did you start? |  |
| Provide an expected timeline for 2-to-4 years of CBPL to support the implementation of the selected reading HQIR. If CBPL has already started, when did it start and how many hours were provided? |  |
| Will this HQIR be implemented in all the schools at this level(grade band)? | Yes No |

|  |  |
| --- | --- |
| **High School** | |
| Name of HQIR for reading |  |
| Does the district already have this HQIR? | Yes No |
| When do you plan to begin implementing the HQIR? If you are already implementing the HQIR, when did you start? |  |
| Provide an expected timeline for 2-to-4 years of CBPL to support the implementation of the selected reading HQIR. If CBPL has already started, when did it start and how many hours were provided? |  |
| Will this HQIR be implemented in all the schools at this level(grade band)? | Yes No |

**Professional Learning Plan**

|  |  |
| --- | --- |
| **District:** |  |

**Level** (grade band):Birth to age 5 Elementary Middle High

The PL Plan template expands and should contain all planned PL for 4 years of the grant for the level (grade band) listed on the template. Use a separate template for each level (grade band).

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| What HQIR is the professional learning (PL) supporting? (Please list the name of the specific HQIR) | Who will attend this Curriculum-Based Professional Learning (CBPL) or High-Quality Professional Learning (HQPL)? (Name the group of teachers and the school or schools involved) | How many years of CBPL or HQPL is being provided? | How many hours of CBPL or HQPL is being provided each school year? | Will vendor-provided coaches be utilized? | Dates/Time Frame |
|  |  |  |  |  |  |
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**Kentucky Comprehensive Literacy Grant**

**BUDGET SUMMARY FORM – SMALL District**

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| --- | --- | --- | --- | --- | --- | --- |
| **District Size** | **Year 1**  July 1 – Sept. 30, 2025 | **Year 2**  October 1, 2025 – Sept. 30, 2026 | **Year 3**  October 1, 2026 – Sept. 30, 2027 | **Year 4**  October 1, 2027 – Sept. 30, 2028 | **Year 5**  October 1, 2028 – Sept. 30, 2029 | **Award Total** |
| Small | 213,000.00 | 213,000.00 | 213,000.00 | 213,000.00 | 213,000.00 | **1,065,000.00** |

By the end of the grant-September 30, 2029-funds must be spent on the required percentages:

Early Childhood (birth to age 5)-16%

Elementary School-42%

Middle and High School-42%

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Early Childhood** (Birth to  Age 5) | **Cost** | **Year 1** (Summer) & Year 2  (2025-26) | **Year 3**  **2026-27** | **Year 4**  **2027-28** | **Year 5**  **2028-29** | **Total funds for Early Childhood** |
| 16% |  | $68,160.00 | $34,080.00 | $34,080.00 | $34,080.00 | $170,400. |
| Level 1 |  |  |  |  |  |  |
| Level 1-Total Cost Per Year |  |  |  |  |  |  |
| Level 2 |  |  |  |  |  |  |
| Level 2-Total Cost Per Year |  |  |  |  |  |  |
| Early Childhood Total Expenses Per Year |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Elementary School** | **Cost** | **Year 1** (Summer) &  Year 2  (2025-26) | **Year 3**  **2026-27** | **Year 4**  **2027-28** | **Year 5**  **2028-29** | **Total funds for Elem.** |
| 42% |  | $178,920.00 | $89,460.00 | $89,460.00 | $89,460.00 | $447,300.00 |
| Level 1 |  |  |  |  |  |  |
| Level 1-Total Cost Per Year |  |  |  |  |  |  |
| Level 2 |  |  |  |  |  |  |
| Level 2-Total Cost Per Year |  |  |  |  |  |  |
| Elementary Total Expenses Per Year |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Middle and High School** | **Year 1** (Summer 2025) & Year 2  (2025-26) | **Year 3**  **2026-27** | **Year 4**  **2027-28** | **Year 5**  **2028-29** | **Total funds for Middle School and High School** |
| **42% Together-**  **Divided as needed** | **$178,920.00** | **$89,460.00** | **$89,460.00** | **$89,460.00** | **$447,300.00** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Middle School** | **Cost** | **Year 1**  (summer) &  Year 2  (2025-26) | **Year 3**  **2026-27** | **Year 4**  **2027-28** | **Year 5**  **2028-29** | **Total funds for Middle School** |
| Level 1 |  |  |  |  |  |  |
| Level 1-Total Cost Per Year |  |  |  |  |  |  |
| Level 2 |  |  |  |  |  |  |
| Level 2-Total Cost Per Year |  |  |  |  |  |  |
| Middle School Total Expenses Per Year |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **High School** | **Cost** | **Year 1**  (Summer) & Year 2  (2025-26) | **Year 3**  **2026-27** | **Year 4**  **2027-28** | **Year 5**  **2028-29** | **Total funds for High School** |
| Level 1 |  |  |  |  |  |  |
| Level 1-Total Cost Per Year |  |  |  |  |  |  |
| Level 2 |  |  |  |  |  |  |
| Level 2-Total Cost Per Year |  |  |  |  |  |  |
| High School Total Expenses Per Year |  |  |  |  |  |  |

**Kentucky Comprehensive Literacy Grant**

**BUDGET SUMMARY FORM – MEDIUM District**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **District Size** | **Year 1**  July 1 – Sept. 30, 2025 | **Year 2**  October 1, 2025 – Sept. 30, 2026 | **Year 3**  October 1, 2026 – Sept. 30, 2027 | **Year 4**  October 1, 2027 – Sept. 30, 2028 | **Year 5**  October 1, 2028 – Sept. 30, 2029 | **Award Total** |
| Medium | 260,000.00 | 260,000.00 | 260,000.00 | 260,000.00 | 260,0000.00 | **1,300,000.00** |

By the end of the grant-September 30, 2029-funds must be spent on the required percentages:

Early Childhood (birth to age 5)-16%

Elementary School-42%

Middle and High School-42%

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Early Childhood (Birth to Age 5)** | **Cost** | **Year 1** (Summer) & Year 2  (2025-26) | **Year 3**  **2026-2027** | **Year 4**  **2027-2028** | **Year 5**  **2028-2029** | **Total funds for Early Childhood** |
| 16% |  | $83,200.00 | $41,600.00 | $41,600.00 | $41,600.00 | $208,000. |
| Level 1 |  |  |  |  |  |  |
| Level 1-Total Cost Per Year |  |  |  |  |  |  |
| Level 2 |  |  |  |  |  |  |
| Level 2-Total Cost Per Year |  |  |  |  |  |  |
| Early Childhood Total Expenses Per Year |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- | --- |
| **Elementary School** | **Cost** | **Year 1**  (Summer) &  Year 2  (2025-26) | **Year 3**  **2026-27** | **Year 4**  **2027-28** | **Year 5**  **2028-29** | **Total Funds for Elem.** |
| 42% |  | $218,400.00 | $109,200.00 | $109,200.00 | $109,200.00 | $546,000. |
| Level 1 |  |  |  |  |  |  |
| Level 1-Total Cost Per Year |  |  |  |  |  |  |
| Level 2 |  |  |  |  |  |  |
| Level 2-Total Cost Per Year |  |  |  |  |  |  |
| Elementary School Total Expenses Per Year |  |  |  |  |  |  |

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| --- | --- | --- | --- | --- | --- |
| **Middle and High School** | **Year 1**  (Summer) &  Year 2  (2025-26) | **Year 3**  **2026-27** | **Year 4**  **2027-28** | **Year 5**  **2028-29** | **Total funds for Middle School and High School** |
| **42% Together-**  **Divided as needed** | **$218,400.00** | **$109,200.00** | **$109,200.00** | **$109,200.00** | **$546,000.00** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Middle School** | **Cost** | **Year 1** (summer) & Year 2  (2025-26) | **Year 3**  **2026-27** | **Year 4**  **2027-28** | **Year 5**  **2028-29** | **Total funds for Middle School** |
| Level 1 |  |  |  |  |  |  |
| Level 1-Total Cost Per Year |  |  |  |  |  |  |
| Level 2 |  |  |  |  |  |  |
| Level 2-Total Cost Per Year |  |  |  |  |  |  |
| Middle School Total Expenses Per Year |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **High School** | **Cost** | **Year 1** (Summer) &  Year 2  (2025-26) | **Year 3**  **2026-27** | **Year 4**  **2027-28** | **Year 5**  **2028-29** | **Total funds for High School** |
| Level 1 |  |  |  |  |  |  |
| Level 1-Total Cost Per Year |  |  |  |  |  |  |
| Level 2 |  |  |  |  |  |  |
| Level 2-Total Cost Per Year |  |  |  |  |  |  |
| High School Total Expenses Per Year |  |  |  |  |  |  |

**Kentucky Comprehensive Literacy Grant**

**BUDGET SUMMARY FORM – LARGE District**

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| --- | --- | --- | --- | --- | --- | --- |
| **District Size** | **Year 1**  July 1 – Sept. 30, 2025 | **Year 2**  October 1, 2025 – Sept. 30, 2026 | **Year 3**  October 1, 2026 – Sept. 30, 2027 | **Year 4**  October 1, 2027 – Sept. 30, 2028 | **Year 5**  October 1, 2028 – Sept. 30, 2029 | **Award Total** |
| Large | 312,000.00 | 312,000.00 | 312,000.00 | 312,000.00 | 312,000.00 | **1,560,000.00** |

By the end of the grant-September 30, 2029-funds must be spent on the required percentages:

Early Childhood (birth to age 5)-16%

Elementary School-42%

Middle and High School-42%

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Early Childhood (Birth to Age 5)** | **Cost** | **Year 1** (Summer) & Year 2  (2025-26) | **Year 3**  2026-27 | **Year 4**  2027-28 | **Year 5**  2028-29 | **Total funds for Early Childhood** |
| 16% |  | $99,840.00 | $49,920.00 | $49,920.00 | $49,920.00 | $249,600.00 |
| Level 1 |  |  |  |  |  |  |
| Level 1-Total Cost Per Year |  |  |  |  |  |  |
| Level 2 |  |  |  |  |  |  |
| Level 2-Total Cost Per Year |  |  |  |  |  |  |
| Early Childhood Expenses Per Year |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Elementary School** | **Cost** | **Year 1** (Summer) &  Year 2  (2025-26) | **Year 3**  2026-27 | **Year 4**  2027-28 | **Year 5**  2028-29 | **Total funds for Elem. School** |
| 42% |  | $262,080.00 | $131,040.00 | $131,040.00 | $131,040.00 | $655,200. |
| Level 1 |  |  |  |  |  |  |
| Level 1-Total Cost Per Year |  |  |  |  |  |  |
| Level 2 |  |  |  |  |  |  |
| Level 2-Total Cost Per Year |  |  |  |  |  |  |
| Elementary Total Expenses Per Year |  |  |  |  |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Middle and High School** | **Year 1** (Summer &  Year 2  (2025-26) | **Year 3**  2026-27 | **Year 4**  2027-28 | **Year 5**  2028-29 | **Total funds for Middle School and High School** |
| **42% Together-**  **Divided as needed** | **$262,080.00** | **$131,040.00** | **$131,040.00** | **$131,040.00** | **$655,200.00** |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Middle School** | **Cost** | **Year 1** (Summer) &  Year 2  (2025-26) | **Year 3**  2026-27 | **Year 4**  2027-28 | **Year 5**  2028-29 | **Total funds for Middle School** |
| Level 1 |  |  |  |  |  |  |
| Level 1-Total Cost Per Year |  |  |  |  |  |  |
| Level 2 |  |  |  |  |  |  |
| Level 2-Total Cost Per Year |  |  |  |  |  |  |
| Middle School Total Expenses Per Year |  |  |  |  |  |  |

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **High School** | **Cost** | **Year 1** (Summer) & Year 2  (2025-26) | **Year 3**  2026-27 | **Year 4**  2027-28 | **Year 5**  2028-29 | **Total funds for High School** |
| Level 1 |  |  |  |  |  |  |
| Level 1-Total Cost Per Year |  |  |  |  |  |  |
| Level 2 |  |  |  |  |  |  |
| Level 2-Total Cost Per Year |  |  |  |  |  |  |
| High School Total Expenses Per Year |  |  |  |  |  |  |

**Kentucky Comprehensive Literacy Grant**

**Detailed Budget Form for Years 1 & 2**

Complete a **detailed budget form for years 1 & 2 (July 1, 2025 – September 30, 2026)** of the grant that equals the full amount budgeted based on district size.

Any unused MUNIS codes and directions may be deleted from the budget form.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MUNIS Code** | **Description** | **Amount** | **Explanation of Expenditures** | **In-Kind/ Matching**  **(not required)** |
| 0113 | Other- Certified  (Not part of contract) |  |  |  |
| 0140, 0131 | Overtime- Classified |  |  |  |
| 0200 | Employee Benefits  (applicable to 0113, 0140, 0120, 0131 and 0150) |  |  |  |
| 0120 | Certified Substitute |  |  |  |
| 0150 | Classified Substitute |  |  |  |
| 0300 | Other Purchased Services (Contract for coaching support) |  |  |  |
| 0580 | Travel – (in-state professional learning) |  |  |  |
| 0646 | Tests (Required Oral Language Screener. Selected by the grant) | $2,000.00 |  |  |
| 0643 | Supplemental Books, Study Guides, and Curriculum. |  |  |  |
| 0734 | Technology Related Hardware |  |  |  |
| 0735 | Technology Software |  |  |  |
| 0913 | [Indirect Costs 2024-2025](https://www.education.ky.gov/_layouts/download.aspx?SourceUrl=https://www.education.ky.gov/districts/FinRept/Documents/Indirect%20Costs%202024%20-%202025%20ADA.xlsx) |  |  |  |
| **Total** |  |  |  |  |

**CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS**

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. The signature of the form provides for compliance with certification requirements under 34 CFR, Part 82, “New Restrictions on Lobbying,” and 34 CFR Part 85, “Government-wide Debarment and Suspension (Non-procurement) and Government-wide Requirements for Drug-Free Workplace (Grants).” The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant or cooperative agreement.

1. **LOBBYING**

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

1. No federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with the making of any federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment or modification of any federal grant or cooperative agreement;
2. If any funds other than federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a member of Congress, an officer or employee of Congress, or an employee of a member of Congress in connection with this federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form– LLL, “Disclosure Form to Report Lobbying,” per its instructions;
3. The undersigned shall require that the language of this certification is included in the award documents for all sub-awards at all tiers (including sub grants, contracts under grants and cooperative agreements, and subcontracts) and that all sub-recipients shall certify and disclose accordingly.
4. **DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS**

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions as defined at 34 CFR Part 85, Sections

85.105 and 85.110:

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible or voluntarily excluded from covered transactions by any federal department or agency; have not within three years preceding this application been convicted of or had a civil judgment rendered against them for the commission of fraud or a criminal offense in connection with obtaining, attempting to obtain or performing a public (federal, state or local) transaction or contract under a public transaction; violation of federal or state antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements or receiving stolen property.

(b) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (federal, state or local) with the commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

1. Have not within three years preceding this application had one or more public transactions (federal, state or local) terminated for cause or default; and

B. Where the applicant is unable to certify any of the statements in this certification, he or she shall attach an explanation to this application.

1. **DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 84, for grantees, as defined at 34 CFR Part 84, Sections 84.605 through 84.670.

1. The applicant certifies that it will continue to provide a drug- free workplace by:
2. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee’s workplace and specifying the actions that will be taken against employees for violation of such prohibition.
3. Establishing an ongoing drug-free awareness program to inform employees about:
4. The dangers of drug abuse in the workplace.
5. The grantee’s policy of maintaining a drug-free workplace.
6. Any available drug counseling, rehabilitation and employee assistance programs; and
7. The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
8. Making it a requirement that each employee engaged in the performance of the grant be given a copy of the statement required by paragraph (a).
9. Notifying the employee in the statement required by paragraph (a) that as a condition of employment under the grant, the employee will.
10. Abide by the terms of the statement; and
11. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.

(E) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such convicted employees must provide notice, including position title to Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:

(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or

(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by federal, state or local health, law enforcement or other appropriate agency:

(g) Making a good faith effort to continue to maintain a drug-free workplace through the implementation of paragraphs (a), (b), (c), (d), (e) and (f).

**­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­­DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)**

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610:

1. As a condition of the grant, the fiscal agent certifies that it will not engage in the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance in any activity with the grant; and
2. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.

**As the duly authorized representative of the fiscal agent, I hereby certify that the applicant will comply with the above certifications.**

|  |
| --- |
| **Fiscal Agent (District name):** |
| **Award Number or Project Name:** |
| **School Name and Address:** |
| **Printed Name:** |
| **Title:** |
| **Signature and Date:** |

**The Size chart below is used to determine the amount of KyCL grant funding. Districts have been grouped by small, medium, and large based on size.**

A table of numbers with names

Description automatically generated with medium confidence

Table

Description automatically generated