**FY22 Read To Achieve RFA Frequently Asked Questions**

**Relating to Eligibility**

**Q: I am the RTA grant teacher at my school. I received the email titled Commissioner's Monday Message. I read the section about the RTA grant. Is this the application for renewal as well as the application to apply as a new school? Can you give me some guidance on how I need to proceed to reapply for the grant for my school?**

A: Yes, all schools have to apply. No school is able to renew. The current RTA awardees (FY17-22) will be funded through June 30, 2022. On or about that time, the funding for FY17-22 RTA recipients will end. All schools wishing to be considered for the FY22-24 RTA grant cycle that will begin July 1, 2022 - contingent upon state funding - must submit an application. Schools wishing to apply, may visit the [Competitive Grants from KDE](https://education.ky.gov/districts/business/Pages/Competitive%20Grants%20from%20KDE.aspx) webpage to download a copy of the application.

**Q: We are a Round 1 KyCL School. Are we eligible to apply for the Read to Achieve Grant?**

A: Yes.

**Q: Our district has a school that is open this school year (2021-2022) but will be combined with another school for next school year (2022-2023). Can this school apply for a RTA grant?**

A: The school the district wishes to receive the grant for is the school that should apply. If that school closes or consolidates, a request to transfer the grant for that purpose must be submitted at that time. The grant follows students. So, if the request to transfer the grant is approved, wherever the majority of the students from the closing school will transfer to is where the grant funds would most likely be transferred to.

**Q: Is each public school only eligible for one Read to Achieve grant? I know of buildings that have two (or more) Reading Recovery teachers. In that case, would the second teacher have to be fully funded outside of the Read to Achieve grant?**

A: Correct. As in the current cycle, the new grant cycle will allow for each public school awardee to be eligible for one RTA grant. A single school would not be awarded multiple grant awards.

Currently, there is only one interventionist per RTA school that is considered the RTA interventionist (regardless of Reading Recovery) and allowed to be paid using RTA funds. Thus, multiple interventionists (Reading Recovery or not) at a school is unrelated to the RTA grant. Schools and districts have the local authority to determine staffing, and some choose to employ an interventionist(s) regardless of grant funds. As you also know, there are some elementary schools funding an interventionist(s) who are not RTA schools.

**Relating to Salary**

**Q: For the salary- can it only be used for 1 certified reading intervention teacher per school?**

A: Yes. Grant funds may only support the salary of a, one (1), reading interventionist.

**Q: Would it be allowable to use base and/or matching funds to fund a position that serves in a dual role as a school library media specialist and reading interventionist, if a school does not currently have a library media specialist?**

A: The RFA allows base or matching funds to be used toward the salary of a reading interventionist to **support implementation of reading interventions**. The reading intervention teachers schedule is a local decision.

However, a “certified school media librarian” is a statutory requirement. EPSB also speaks to that certification requirement as a teacher certification does not qualify as a school media librarian certification in normal circumstances. We have seen “emergency certifications” granted quite regularly as certified teachers work towards their school media librarian certification. There are provisions in place IF a fully certified (school media librarian) is not available….

[*KRS 158.102*](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapps.legislature.ky.gov%2Flaw%2Fstatutes%2Fstatute.aspx%3Fid%3D3437&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7Cde220409c1f14ecc35ca08d9d1f5cd67%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637771675903155158%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GHmjE13Z8IAtyFa%2BErbnVpNIh5bz1zMc4kIgKi23Qtk%3D&reserved=0) *Requirement: The board of education for each local school district shall establish and maintain a library media center in every elementary and secondary school to promote information literacy and technology in the curriculum, and to facilitate teaching, student achievement, and lifelong learning. Also requires the employment of a certified school media librarian to be assigned to each school to organize, equip, and manage the operations of the school library. With school council consent, the librarian may be assigned to two or more schools.*

If the superintendent attests that a certified school media librarian is not available….  [16 KAR 2:130](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapps.legislature.ky.gov%2FLaw%2FKAR%2F016%2F002%2F130.pdf%23xml%3Dhttps%3A%2F%2Fapps.legislature.ky.gov%2FLRCSiteSessionSearch%2FdtSearch%2Fdtisapi6.dll%3Fcmd%3Dgetpdfhits%26u%3D1eb8e539%26DocId%3D29230%26Index%3DE%253a%255cProduction%255cDTSearch%255cDTSearchIndex%255cKY_Administrative_Reg%26HitCount%3D8%26hits%3D98%2B99%2B9a%2B9b%2B9c%2B9d%2B9e%2B9f%2B%26SearchForm%3D%26.pdf&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7Cde220409c1f14ecc35ca08d9d1f5cd67%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637771675903155158%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=NdBwaJfUbfhyD84HpBxPe3IpD7aaBFTs0%2Fb1p54exqY%3D&reserved=0) provides guidance in a situation where a certified school librarian is not available to fill a position. These state regulations include the pursuance of a library certificate by the certified teacher employed in the position.

*If a fully certified person is not available for the position of school media librarian as attested by the local school superintendent, the superintendent, on behalf of the local board of education, may request a one (1) year approval for the assignment of a classroom teacher, subject to the following conditions:*

*(a)1. A teacher holding a valid classroom teaching certificate for grades K-4, 1-8, or 5-8 may be approved for the position of school media librarian, grades K-8.*

 *2. A teacher holding a valid classroom teaching certificate for grades 5-8, 7-12, or 9-12 may be approved for the position of school media librarian, grades 5-12.*

*(b) Prior to employment as a media librarian, the applicant shall have completed the nine (9) semester hours of the school media librarian specialization component of the endorsement program outlined in KAR Title 16.*

*(c) Within the first year of employment, the applicant shall complete an additional nine (9) semester hours within the specialization component to satisfy competencies in the areas of administration and library reference services.*

*(d) During the first four (4) weeks of the school term, the applicant shall participate in a practicum of one (1) week designed to allow him to demonstrate competencies in administration and organization of school library media programs.*

*(2) Continuation of the recruitment plan is subject to the following conditions:*

*(a) The applicant shall complete the required coursework from the endorsement program for school media librarian at a minimum rate of nine (9) semester hours per year.*

*(b) A letter of request for continuation of the recruitment plan shall be submitted annually by the local school superintendent to the Division of Teacher Education and Certification, Department of Education.*

*(c) The applicant shall participate in two (2) additional practicum experiences of one (1) week each designed to allow him to demonstrate competencies as stated in the specialization component of the curriculum for the provisional certificate for school media librarian. The total of three (3) weeks of practicum experience during the recruitment plan shall satisfy the practicum requirements for en- dorsement of an existing certificate. (15 Ky.R. 741; eff. 10-7-88; Recodified from 704 KAR 20:490, 7- 2-2002; Crt eff. 2-27-2020.)*

**Q: So according to the new RFA, we could use the entire $62,000 for the salary of an intervention teacher and use matching funds to pay for the professional learning?**

A: Yes.

**Relating to Base and/or Matching Funds**

**Q: Are intervention materials allowable expenses for the match?**

A: Yes.

**Q: Can the district use ESSER Funds for part of the matching funds?**

A: Yes.

**Q: Are ESS and Summer School funds (ESSER) allowable for matching funds during instructional time spent in reading?**

A: Yes.

**Q: In looking at the chart that shows allowable expenses it says that you can use up to $124,000 of total funds to help pay for salaries. Does this mean that we can potentially use the $62,000 to fund one of our positions and also use up to $62,000 of the matching funds to fund a 2nd RTA teacher?**

A: No. The grant allows using funds toward the salary of a, one (1), reading interventionist.

**Q: If grant funds are used to purchase a salary for a certified interventionist, could matching funds be used to pay the salary of a classified intervention assistant?**

A: No.

**Q: Our district is providing an instructional coach for our Core Reading curriculum. Could matching funds be used to purchase extended days for the instructional coach to be used for planning, training of teachers, etc.?**

A: No. Funds may only go toward the salary of an interventionist.

**Q: Could matching funds be used for the purchase of new library books? What about makerspace materials that go along with the projects listed in some of the library books?**

A: Yes, per the RFA, MUNIS code 643, Supplemental Books, Study Guides & Curriculum, is permissible only when necessary to ensure a highly effective library media program is implemented as defined in [BeyondProficiency@your library](https://education.ky.gov/school/diglrn/libmedia/Documents/Beyond%20Proficiency.pdf), the Kentucky Department of Education’s guidelines for effective school library media programs. The team will refer to the [Library Media Program](https://education.ky.gov/school/diglrn/libmedia/Documents/Library_Media_Program_Rubric.pdf) Rubric and [*Kentucky Academic Standards for Library Media*](https://education.ky.gov/districts/tech/Documents/KAS_for_Library.pdf)as resources for supporting and guiding collaboration with the library media specialist and teacher to ensure a highly effective library media program is implemented.

**Q: Could matching funds be used for a One School One Book program for family/community involvement?**

A: Yes, per the RFA, MUNIS code 643, Supplemental Books, Study Guides & Curriculum, is permissible only if the purchase meets at least one of the criterion of the school’s system for informing parents of struggling readers of the available literacy services within the district. The criteria are below.

The system must:

1. Streamline dissemination of literacy information to families;
2. Include a plan for increasing communication about literacy between educators and families;
3. Include digital and non-digital communication methods; and
4. Be advertised to families so they know how to access the literacy services/resources/opportunities.

**Q: Do matching funds have to be an exact one to one match?**

**For example, if you use $30,000 for professional development in Orton Gillingham with grant funds.... do we have to match $30,000 with school/district funds in Orton Gillingham or something else within that category of science of reading.**

A: Matching funds must at least equal $62,000 to match the base funds of $62,000; however, the matching funds do not have to be an exact match to the base funds in terms of how they are used. The only requirement is that the matching funds are in compliance with the allowable use of funds and add up to at least $62,000.

**Q: One of the stipulations for the grant is that the district must budget matching funds for the program in order to receive the $62,000 grant. Where do we need to match the funds from? Does it need to be from our General Fund or can it be from Federal or anything else?**

A: The school and/or district will provide additional resources and funds. Matching funds may come from appropriate federal, state and/or local sources.

**Q: Is the grant 62K per year from the state and 62K matching each year for a total of $124K for year 1 and then another $124K for year 2, $124k for year 3 and $124k for year 4? Or is it $31K base and $31K base matching for year 1 and then the same for year 2, year 3 and year 4?**

A: Yes, the grant is anticipated to award $62,000 in base funds with at least a matching $62,000 from appropriate federal, state and/or local sources, for a total of at least $124,000 per year.

**Q: Can a portion of the grant be awarded (and that portion be matched), or is it all-or-none?**

A: A portion of the grant may not be awarded. The award will be the full $62,000. The match must be at least 100%, so $62,000 or more, for a total of at least $124,000.

**Q: If we receive the grant of $62,000, per year. Does the district match the full $62,000? Or do we have the option to fund a certain percentage? Is the minimum amount 50%?**

A: The matching funds must be at least equal to the full $62,000 and may come from appropriate federal, state and/or local sources.

**Q: Per the RFA, KRS 158.792 (4) In order to qualify for funding, the school council, or if none exists, the principal or the superintendent of schools, shall allocate matching funds required by grant recipients under subsection (3) of this section. Funding for professional development allocated to the school council under KRS 160.345 and for continuing education under KRS 158.070 may be used as part of the school's match.**

**In the event that all matching funds are at the district level, is this saying that SBDM should approve the application because they are not allocating district funds?**

A: No. If the matching funds are coming from the district level, SBDM does not need to approve. SBDM would need to approve when the matching funds are coming from the school level.

**Q: If we already have an additional reading interventionist, can we use this salary as a match?**

A: No.

**Q: Can a portion of current teacher salary be used as matching funds (i.e. K teacher spends 15% of her day teaching reading, can 15% of his/her salary be used as matching funds)?**

A: No.

**Q: Can a portion of a district's literacy instructional coaches salary be used as matching funds?**

A: No.

**Q: In the original RFA, it states “using up to 25% of matching funds for technology (hardware and/or supplies)” on page 16.**

**In the amended RFA, it states “no more than 25% of new hardware costs may be charged to the grant” on page 27.**

**These two statements read differently to me. Does the 25% threshold represent “up to 25% of the match, equating to $15,500 (like in the original RFA) or does the threshold apply to the total expense of technology purchase required for intervention programs (which is a variable amount)?**

A: No more than 25% of new hardware costs may be charged to the grant, which will be a variable amount, and only if the purchase is critical to the implementation of the grant intervention program.

**Q: What does hardware consist of in matching funds?**

A: For the purposes of this grant, hardware includes items such as laptops, personal computers, tablets, headsets, etc.

**Q: May matching funds be used to purchase a new research-based comprehensive literacy instructional program?**

A: Yes, per the RFA, high quality instructional resources to supplement comprehensive reading programs; matching funds only, no portion of base funds may be used toward instructional resources to supplement comprehensive reading programs (CRP).

**Q: May grant funds AND/OR matching funds be used for professional learning associated with the new comprehensive literacy instructional program?**

A: Matching funds may be used to pay for professional learning to support a comprehensive reading program; however, no portion of base funds may be used toward professional learning related to the implementation of resources to supplement the comprehensive reading program.

**Q: If we decide to extend the intervention services to students into the summer, could we count school/district costs for summer school as a match? If it directly extends the services of this grant for the selected students?**

A: Yes

**Q: May grant funds be used to pay costs associated with implementation of a research-based reading intervention program including materials, required participation fee, on-going professional learning for the intervention teacher from a provider not specifically listed in the PD chart for staff (including registration, travel, professional materials, etc.)?**

A: Yes , paying for professional learning to support implementation of a high quality intervention program using base grant funds is allowed. Decisions on how best to meet diverse student learning needs and grant program goals are left to local schools. Yet, “[s]chools shall implement a reading intervention program for grades K-3 that is reliable, replicable, evidence-based, meets the expectations of a [high-quality instructional resource](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and has been shown to improve student outcomes.” Schools should “[c]onsider resources that earn positive and/or potentially positive effectiveness ratings according to What Works Clearinghouse in the Beginning Reading domain, convincing evidence according to the [Academic Intervention Tools Chart](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcharts.intensiveintervention.org%2Faintervention&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C4509f883a36f4d5b689108d9a6360847%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637723573348090392%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=dpa3tILb%2FTVsGwnZ08nQUu%2BAiD2ItblxsFIDg%2B3jPH4%3D&reserved=0) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource. The intervention services for identified students must supplement, not replace, their classroom comprehensive reading program” (RTA RFA).

**Q: May matching funds be used to pay costs associated with implementation of a research-based reading intervention program including materials, required participation fee, on-going professional learning for the intervention teacher from a provider not specifically listed in the PD chart for staff (including registration, travel, professional materials, etc.)?**

A: Yes, paying for professional learning to support implementation of a high quality intervention program using matching grant funds is allowed. Decisions on how best to meet diverse student learning needs and grant program goals are left to local schools. Yet, “[s]chools shall implement a reading intervention program for grades K-3 that is reliable, replicable, evidence-based, meets the expectations of a [high-quality instructional resource](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and has been shown to improve student outcomes.” Schools should “[c]onsider resources that earn positive and/or potentially positive effectiveness ratings according to What Works Clearinghouse in the Beginning Reading domain, convincing evidence according to the [Academic Intervention Tools Chart](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcharts.intensiveintervention.org%2Faintervention&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C4509f883a36f4d5b689108d9a6360847%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637723573348090392%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=dpa3tILb%2FTVsGwnZ08nQUu%2BAiD2ItblxsFIDg%2B3jPH4%3D&reserved=0) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource. The intervention services for identified students must supplement,

**Q: Can reading professional development costs be used as matching funds?**

A: Yes. The professional learning would have to meet HQPL requirements and/or support HQIR requirements for an intervention or comprehensive reading program and/or at least one of the four key areas of learning to allow for the use of base or matching funds. Only matching funds may be used to pay for high-quality comprehensive programs and/or high-quality professional learning to support the implementation of comprehensive reading programs.

**Q: If a district has already invested in training all K-3 educators in Orton Gillingham, would the funding spent on that training be considered as a matching fund even though the funds were spent prior to the grant cycle? Likewise, our school already has 5 primary teachers who have been part of the Kentucky Reading Project. Would the funds spent for that professional learning be applicable as a matching fund?**

A: No. New funds per new grant cycle.

**Q: Can “matching funds” be funds that are currently being spent, or do they need to be “new” funds?**

A: No. New funds per new grant cycle.

**Q: If schools apply and are granted the RTA funds, then you see that you do not have enough matching funds to implement the programs, are you able to forfeit the grant.**

A: Yes.

**Q: May matching funds be used for the universal screener cost--prorated to only include the screener cost for reading in grades K-3?**

A: Yes.

**Q: Can KyCL money be used for matching funds?**

A: Per KyCL coordinators, matching funds for the Read to Achieve (RTA) grant can come from the Kentucky Comprehensive Literacy (KyCL) Grant as long as all professional learning (PL) has reading and writing instruction as the main focus and all PL and requested resources are approved through the KyCL outlined process. This includes completing an Elevating Evidence or a Hexagon Tool as needed. Any teacher PL required for the KyCL grant and logged on the required Professional Learning Log should adhere to KyCL requirements. All PL should support teacher growth in reading and writing instruction and should not be solely focused on a specific curriculum as outlined in the KyCL grant.

**Q: I am currently at a school that serves Preschool and Kindergarten students only. We have received the RTA grant for several years and are working on our RFA for the next grant cycle. My question is: Could we use matching funds to cover professional development for our Preschool staff so that their professional development will align with our Kindergarten staff's plan? I know the grant is specifically designed for grades K-3.**

A: No base or matching funds may be used to pay for professional learning for preschool staff (staff who do not work with K-3 struggling readers); however, preschool staff (or staff who do not work with K-3 struggling readers) may engage in professional learning offered to K-3 staff if allowable by the provider and as long as no RTA funds are used to cover any expenses incurred as a result of their participation.

**Q: The RFA says the school must provide a certified substitute to implement intervention services in the event the person responsible for delivering intervention is absent or otherwise unable to provide services. Can this come from grant funds?**

A: Yes.

**Q: If an organization outside the district provides an online subscription to a universal screener or to diagnostic assessment, may the district count that as "in-kind" for the $62,000 match?**

A: Yes.

**Q: Can matching funds be used for a portion of the Certified Library Media Specialist salary?**

A: No.

**Q: If preschool teachers and speech language therapists attend the professional development, can the cost of the training be included as matching funds?**

A: No.

**Relating to In-Kind Matching Funds**

**Q: Are in-kind services allowed as part of the match?**

A: Yes

**Q: Do in-kind contributions (such as furniture, reading texts, etc.) that we already have available to provide for the RTA teacher count towards matching funds?**

A: No, not if already purchased prior to July 1, 2022. And furniture purchases would never be allowed. Please review the allowable and non-allowable expenses on pages 26-27 of the RFA.

**Q: If a school submits the Elevating Evidence form for district-provided PD--and it is approved--would that be considered an in-kind expense?**

A: Yes, contingent upon approval of the professional learning.

**Q: Would the salaries for the time on the project by the Certified library media specialist and the literacy team count as in-kind expenses?**

A: No

**Q: Could a district count teacher salaries for the 24 hours of required PD that is specific to the grant implementation as part of their 185 day contract as match? For example, if a school used 18 hours of their 24 hours of required PD on LETRS training, could the district count the teacher’s daily rate for 3 days (10 teachers x $250.00 per day x 3 days = $7,500.00) as in-kind match or does the in-kind match of teacher time need to take place outside the contractual day(s)?**

A: No. Teachers are already being paid for that contracted time. However, additional time spent outside of contract hours could be counted as in-kind toward the matching requirement.

**Q: If a district purchased Reading/ELA core programming for 5 years in 2021-2022 and has paid for the entire subscription which includes annual online subscriptions and annual consumable student editions for 4 years, may the district count a prorated amount per year for the online subscription and the consumable student edition as an “in-kind” match for the 4 years of the grant?**

A: No because the money was already spent prior to FY22.

**Q: If a district purchases the supplemental i-Ready instructional component, may that cost be included as district match?**

A: Yes. As long as these expenses are critical to the implementation of the intervention program and falls under the appropriate MUNIS code below.

**0735 Technology Software** Amounts for expenditures for purchased software used for educational or administrative purposes that exceed the capitalization threshold. Software costs that are below the school district's capitalization threshold should be coded to object code 0650, Supplies—Technology Related. (Used with functions but primarily used with 2230 and 2580)

**Q: If an organization outside the district provides/pays for professional learning on the core program, on the intervention program, or on the use of assessments, may the district count that as "in-kind" for the $62,000 match?**

A: Yes.

**Q: If a district uses IReady, Map or other Universal Screener to measure progress, can these funds be used as an in-kind match if they are purchased to monitor progress of the intervention students and success of the grant?**

A: Yes

**Relating to Library Media Specialist**

**Q: Are there specific professional learning requirements and/or grant requirements for the library media specialist (beyond serving on the School Literacy Team)?**

A: In addition to the responsibilities as a member of the school literacy team, the library media specialist may not be shared between more than three schools and must be at the RTA school 33% of the week. The certified library media specialist will collaborate with the literacy team to ensure the library media program is highly effective as defined in [BeyondProficiency@your library](https://education.ky.gov/school/diglrn/libmedia/Documents/Beyond%20Proficiency.pdf), the Kentucky Department of Education’s guidelines for effective school library media programs. The team will refer to the [Library Media Program](https://education.ky.gov/school/diglrn/libmedia/Documents/Library_Media_Program_Rubric.pdf) Rubric and [*Kentucky Academic Standards for Library Media*](https://education.ky.gov/districts/tech/Documents/KAS_for_Library.pdf)as resources for supporting and guiding collaboration with the library media specialist and teacher to ensure a highly effective library media program is implemented.

**Q: With the revisions to the RTA Grant Proposal, Is the 33% per day certified librarian still a requirement for applying and receiving funding for the grant?**

A: Yes.

**Q: The RFA states that schools must have a LMS available for at least 33% of the day. If two schools split a Library Media Specialist (LMS) 2.5 days per school each week, is that acceptable? Or if three schools share the LMS so that she is at each school 33% of the week, but not each day, is that permissible?**

A: Yes. As long as the library media specialist is at the RTA school 33% of the week, grant guidelines are being met.

**Q: According to page 7 of the application, grants will not be funded for schools without a librarian 33% of each school day. If we do not meet that requirement, does that mean that we are not eligible to apply for the grant?**

A: Per the RFA, the certified library media specialist may not be shared between more than three schools and must be available to the RTA school for at least 33% of the school day and uphold the position on the school literacy team. This is a requirement to receive funds. It is not a requirement to apply.

**Follow up Q: What is the purpose of applying for the grant if no funds will be received at the school?**

Follow up A: A school interested in receiving RTA grants funds but that doesn’t have a certified library media specialist available at least 33% of the time may choose to explore the possibility of increasing the time the librarian is available, in order to qualify for funding.

**Q: Some of our schools use one teacher in multiple roles (art teacher and librarian, etc). They are in the library for 2 or 3 days a week and art for the test of the week. The teacher stays at that school 100% of the time. Is this acceptable? Does the teacher have to be a certified librarian or just a certified teacher?**

A: Per page 11 of the RFA, \*\*Please note schools awarded the RTA grant must have a certified library media specialist in order to receive funds. The certified library media specialist may not be shared between more than three schools and must be available to the RTA school for at least 33% of the school day and uphold the position on the school literacy team. Schools employing a full-time certified library media specialist (no time is split between schools, 100% of his/her time is spent at the applying school) will be awarded extra points and special consideration.

So, yes, the library media specialist must be filled by a certified library media specialist *OR actively planning and working towards that certification as explained below:*

A “certified school media librarian” is a statutory requirement. EPSB also speaks to that certification requirement as a teacher certification does not qualify as a school media librarian certification in normal circumstances. We have seen “emergency certifications” granted quite regularly as certified teachers work towards their school media librarian certification. There are provisions in place IF a fully certified (school media librarian) is not available….

[*KRS 158.102*](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapps.legislature.ky.gov%2Flaw%2Fstatutes%2Fstatute.aspx%3Fid%3D3437&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7Cde220409c1f14ecc35ca08d9d1f5cd67%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637771675903155158%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=GHmjE13Z8IAtyFa%2BErbnVpNIh5bz1zMc4kIgKi23Qtk%3D&reserved=0) *Requirement: The board of education for each local school district shall establish and maintain a library media center in every elementary and secondary school to promote information literacy and technology in the curriculum, and to facilitate teaching, student achievement, and lifelong learning. Also requires the employment of a certified school media librarian to be assigned to each school to organize, equip, and manage the operations of the school library. With school council consent, the librarian may be assigned to two or more schools.*

If the superintendent attests that a certified school media librarian is not available….  [16 KAR 2:130](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapps.legislature.ky.gov%2FLaw%2FKAR%2F016%2F002%2F130.pdf%23xml%3Dhttps%3A%2F%2Fapps.legislature.ky.gov%2FLRCSiteSessionSearch%2FdtSearch%2Fdtisapi6.dll%3Fcmd%3Dgetpdfhits%26u%3D1eb8e539%26DocId%3D29230%26Index%3DE%253a%255cProduction%255cDTSearch%255cDTSearchIndex%255cKY_Administrative_Reg%26HitCount%3D8%26hits%3D98%2B99%2B9a%2B9b%2B9c%2B9d%2B9e%2B9f%2B%26SearchForm%3D%26.pdf&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7Cde220409c1f14ecc35ca08d9d1f5cd67%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637771675903155158%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C3000&sdata=NdBwaJfUbfhyD84HpBxPe3IpD7aaBFTs0%2Fb1p54exqY%3D&reserved=0) provides guidance in a situation where a certified school librarian is not available to fill a position. These state regulations include the pursuance of a library certificate by the certified teacher employed in the position.

*If a fully certified person is not available for the position of school media librarian as attested by the local school superintendent, the superintendent, on behalf of the local board of education, may request a one (1) year approval for the assignment of a classroom teacher, subject to the following conditions:*

*(a)1. A teacher holding a valid classroom teaching certificate for grades K-4, 1-8, or 5-8 may be approved for the position of school media librarian, grades K-8.*

 *2. A teacher holding a valid classroom teaching certificate for grades 5-8, 7-12, or 9-12 may be approved for the position of school media librarian, grades 5-12.*

*(b) Prior to employment as a media librarian, the applicant shall have completed the nine (9) semester hours of the school media librarian specialization component of the endorsement program outlined in KAR Title 16.*

*(c) Within the first year of employment, the applicant shall complete an additional nine (9) semester hours within the specialization component to satisfy competencies in the areas of administration and library reference services.*

*(d) During the first four (4) weeks of the school term, the applicant shall participate in a practicum of one (1) week designed to allow him to demonstrate competencies in administration and organization of school library media programs.*

*(2) Continuation of the recruitment plan is subject to the following conditions:*

*(a) The applicant shall complete the required coursework from the endorsement program for school media librarian at a minimum rate of nine (9) semester hours per year.*

*(b) A letter of request for continuation of the recruitment plan shall be submitted annually by the local school superintendent to the Division of Teacher Education and Certification, Department of Education.*

*(c) The applicant shall participate in two (2) additional practicum experiences of one (1) week each designed to allow him to demonstrate competencies as stated in the specialization component of the curriculum for the provisional certificate for school media librarian. The total of three (3) weeks of practicum experience during the recruitment plan shall satisfy the practicum requirements for en- dorsement of an existing certificate. (15 Ky.R. 741; eff. 10-7-88; Recodified from 704 KAR 20:490, 7- 2-2002; Crt eff. 2-27-2020.)*

**Relating to Instructional Resources**

**Q: Also, we are stuck on understanding the expectations for a school-wide reading comprehension in grades k-3. Any help or guidance you can provide me with would be very much appreciated.**

A: "Comprehensive reading program" means any print, nonprint or electronic medium of reading instruction designed to assist students. For students in kindergarten through grade three (3), program instructional resources shall include instruction in the essential components of reading: phonemic awareness, phonics, fluency, vocabulary, comprehension, and connections between writing and reading acquisition and motivation to read.

Schools shall implement a comprehensive reading program in grades K-3 that meets the expectations of a [high-quality instructional resource](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf). Consider green ratings for all gateways by EdReports or positive and/or potentially positive effectiveness ratings according to What Works Clearinghouse in the Beginning Reading domain. The [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource is also available to assist schools in selecting high quality instructional resources. Schools also must ensure alignment to the *KAS for Reading and Writing.* The [Reading and Writing Instructional Resources Alignment Rubrics](https://kystandards.org/standards-resources/inst-mats-align-rubrics/) are available to guide districts and schools in assessing existing or purchasing new instructional resources to determine what revisions may be needed to ensure alignment to the *KAS for Reading and Writing.*

**Q: As a district we are currently using Fountas and Pinnell Classroom as our core instructional resource. Knowing that Edreports just rated this as “red”, would using that program automatically knock us out of this grant, due to not having a green rating.**

A: Using the program would not prevent you from being awarded the grant; the selection of instructional resources is a school-based decision; however, in your application, we recommend explaining what supplemental supports will be added to Tier 1 Core instruction to address the concerns in having a resource rated as “red”.

**Q: My question is this, just to be clear, would Reading Recovery be considered an approved intervention through this grant?**

A: Decisions on how best to meet diverse student learning needs and grant program goals are left to local schools. Yet, “[s]chools shall implement a reading intervention program for grades K-3 that is reliable, replicable, evidence-based, meets the expectations of a [high-quality instructional resource](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and has been shown to improve student outcomes.” Schools should “[c]onsider resources that earn positive and/or potentially positive effectiveness ratings according to What Works Clearinghouse in the Beginning Reading domain, convincing evidence according to the [Academic Intervention Tools Chart](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcharts.intensiveintervention.org%2Faintervention&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C4509f883a36f4d5b689108d9a6360847%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637723573348090392%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=dpa3tILb%2FTVsGwnZ08nQUu%2BAiD2ItblxsFIDg%2B3jPH4%3D&reserved=0) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource. The intervention services for identified students must supplement, not replace, their classroom comprehensive reading program” (RTA RFA).

**Q:If we write for Reading Recovery as the intervention, do we need to get that approved?**

A:The RFA does not include a list of approved intervention programs; therefore, there is no process for requesting approval of a certain program. Curricular decisions and program selection is a local decision per KRS 160.345. Selecting a high quality intervention program is addressed on pages 9-10 of the RFA (see below).

Per RFA Page 9-10

a. Comprehensive Reading Program

Schools shall implement a comprehensive reading program in grades K-3 that meets the expectations of a [high-quality instructional resource](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf). Consider green ratings for all gateways by EdReports or positive and/or potentially positive effectiveness ratings according to What Works Clearinghouse in the Beginning Reading domain. The [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource is also available to assist schools in selecting high quality instructional resources. Schools also must ensure alignment to the *KAS for Reading and Writing.* The [Reading and Writing Instructional Resources Alignment Rubrics](https://kystandards.org/standards-resources/inst-mats-align-rubrics/) are available to guide districts and schools in assessing existing or purchasing new instructional resources to determine what revisions may be needed to ensure alignment to the *KAS for Reading and Writing.*

b. Reading Intervention Program

Schools shall implement a reading intervention program for grades K-3 that is reliable, replicable, evidence-based, meets the expectations of a [high-quality instructional resource](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and has been shown to improve student outcomes. Consider resources that earn positive and/or potentially positive effectiveness ratings according to What Works

**Q: In previous RTA grant applications Fountas and Pinnell LLI was a provider. Was that an oversight on this application or does the request to add them need to be submitted?**

A: The professional learning providers on the list are non-program specific. HQIR evaluation and selection for the intervention and comprehensive reading program is a local decision. The RFA does provide guidance on the characteristics of “high-quality.” There are also tools embedded to make that evaluation. Professional learning to support the high quality comprehensive program or intervention program does not have to be requested, but it should meet HQPL requirements and/or support HQIR requirements.

**Q: Are materials that are not considered sustainable, such as digital supplementation for pre existing curriculum….programs such as Lalilo, are they possibilities for approval or does it need to be a sustainable resource for supplementation?**

A: High-quality instructional resources evaluation and selection for the intervention and comprehensive reading program is a local decision. The RFA provides guidance on the characteristics of “high-quality.” There are also tools embedded to make that evaluation. Also see the definitions for reading intervention program and comprehensive reading program in the RFA.

**Relating to Professional Learning**

**Q: Can a portion of the professional learning required for staff also count as a portion of the 24 hour PD requirement?**

A: Yes, as long as doing so is in line with local policy for professional learning.

**Q: Can a Reading Recovery Teacher use their intensive RR and CIM training plus any additional professional learning allowable per grant approval, then that teacher have school or district PD to train/share that literacy information with the appropriate staff for primary students? Would that satisfy the professional learning requirements?**

A: No. The learning must be first hand.

**Q: Can the professional development requirements being logged for the KyCl Literacy grant be used for professional development in this grant requirement?**

A: Yes as long as any teacher PL required for the KyCL grant and logged on the required Professional Learning Log adheres to KyCL requirements as well as the RTA requirements. For KyCL, all PL should support teacher growth in reading and writing instruction and should not be solely focused on a specific curriculum as outlined in the KyCL grant. Therefore, professional learning to support the intervention or comprehensive reading program (as one of the PL requirements of the RTA grant) would not be suitable; however, professional learning to support the four key areas of professional learning as required by the RTA grant would meet the KyCL log guidelines.

**Q: How do you recommend districts that have received the KYCL grant and have chosen different providers than those listed for the RTA grant proceed? Also for continuation districts with the KYCL grant that are already requiring 100% of staff to receive professional learning, how does that overlap appropriately with the RTA grant?**

A: Check with KyCL Coordinator. Consider submitting the Elevating Evidence form to align the PL initiatives. A request may be submitted to approve a high-quality professional learning experience not on the pre-approved professional learning list. The request must include completion of the [Elevating Evidence](https://education.ky.gov/school/evidence/Documents/Empowered%20by%20Evidence.docx) instrument, provide rationale for how the proposed other provider(s) would fulfill one or more of the required professional learning areas, and be submitted for approval to kderfp@education.ky.gov no later than 4:00 p.m. on January 12, 2022. Requests submitted after 4:00 p.m., ET, on January 12, 2022, will not be reviewed and only pre approved professional learning experiences will be acceptable.

**Q: If a school wants to use KRP for their professional learning, I was under the impression that they could only choose KRP for each teacher for one year. So if they send all the teachers in the building to the same training the first year, they would pick different professional learning options the next 3 years. Or they could send some teachers to KRP4RTA one year, some to another professional learning and then during the second year, send the other teachers to KRP4RTA. I guess my question is can they send all teachers through KRP for all 4 years?**

A: Each provider only counts toward one professional learning area per year, even if the provider has an offering or offerings that address more than one of the required areas. So, no, no one is allowed to attend the same professional learning all four years. In this case, if a school wants to engage in the KRP4RTA for professional learning, they must decide which category they would like the training to count toward. For an example of how the KRP4RTA may fit into a school’s professional learning timeline, see sample D on page 14 of the RFA. In that example, the school selected KRP4RTA to meet the Implementing the Essential Components of Reading category for at least some teachers during year four of the grant, which would be the 2025-2026 school year.

**Q: Can we work with the provider to focus on a different component for each year? For example, can we do structured literacy for year one that is focused on building knowledge in understanding the cognitive processes and skills involved in learning how to read and then another year - say, year two, work with the provider for structured literacy training focused on supporting the reading-writing connection?**

**So, in this case, would we need to complete an evidence form if GRREC offers other PD opportunities to address each area in the matrix for years 2-4?**

A: Yes, working with a provider is acceptable to customize four different courses to meet the requirement of the four key areas; however, an Elevating Evidence form would need to be submitted as well as evidence of how each course will fulfill the requirement.

**Q: KRP has indicated they can do the same thing as above. They could customize the training to meet a different category in year 2?**

A: Yes, they could customize the training to meet a different category in year 2, but not beyond two years (per the KRP director). An Elevating Evidence form would need to be submitted as well as evidence of how each course will fulfill the requirement.

**Q:Per the RFA, KRP addresses all 4 categories; however, the grant specifies that within 2 years all reading instructional staff K-3 should complete Building Knowledge, so I am a little confused on what that would look like.**

1. **What is the vision for the KRP training across 4 years to meet the grant requirements if we selected KRP as our only PD provider or is that even an option?**
2. **Would you be able to map out what that would look like? Would we divide the staff into cohorts and send a different cohort each year for 4 years or would we send everyone within the first two years?**

A: KRP could only be used to suffice one of the four categories.

Per the RFA pg. 24:

Please Note: Each provider only counts toward one professional learning area per year, even if the provider has an offering or offerings that address more than one of the required areas.

1. Local decision as to how to map out who attends what training each year as long as at least 50% of K-3 reading instructional staff begin category 1 training in year 1 and all said staff begin or complete category 1 training by the end of year 2.
2. See Sample Professional Learning Schedules on page 24 of the RFA.

**Q: If we would like to provide additional professional learning (e.g. Structured Literacy, with a different provider than what is listed in the grant), would we need to submit a request for off-list professional learning providers if we would like to use grant or match funds to pay for the provider and/or for literacy materials?**

A: If I am understanding the question correctly and the question is in regards to professional learning that would be **in addition** to the professional learning requirements, then no request for off-list professional learning providers would be needed, but the PL would have to meet HQPL requirements and/or support HQIR requirements for an intervention or comprehensive reading program and/or at least one of the four key areas of learning to allow for the use of base or matching funds. Only matching funds may be used to pay for high-quality comprehensive programs and/or high-quality professional learning to support the implementation of comprehensive reading programs.

**NOTE: If you are wanting to utilize an off-list provider for Structured Literacy to fulfill the professional learning requirement for one of the four key areas, then an Elevating Evidence form must be submitted for approval.**

**Q: The response above states that “each provider only counts toward one professional learning area per year”. Based on the information in the RFA that is the case for all except LETRS. How is that allowed when other providers can also provide PL on more than one of the 4 components? How do you suggest we ensure continuity and connections between professional learning each year when we are required to use four different providers?**

A: None of the providers can be used for all 4 categories, but some providers, like KRP4RTA and Keys to Literacy have a course that covers content for more than one category. The school must decide which category they want the course to work for. For instance, Keys to Beginning Reading Course (provided by Keys to Literacy) and KRP4RTA qualify for Category 1, 2, 3, or 4; however, the same course cannot be taken one time or 4 times to suffice for all 4 categories. A school may select Keys to Beginning Reading as their Category 1 course and KRP4RTA as their Category 2 course. The school could then select Keys to Early Writing (provided by Keys to Literacy) to meet the Category 3 requirement. They could not use the Keys to Early Writing course to also work for Category 4. They would then need to review the table to determine a new course/professional learning offering to meet the Category 4 requirement, perhaps Top Ten Tools, The Writing Revolution or Structured Literacy.

LETRS has a different course for year 1 than year 2.

**Q: As part of KYCL, we have committed to Structured Literacy through GRREC for the next three years. This training will continue to build on itself over the three years and will not be repeated sessions- so could we remain with that provider for four years focusing on each of the 4 components over the 4 years or would we need to choose a different provider each year? If this would be allowed, do we have to submit an elevating evidence since this is already an approved provider?**

A: Yes, Elevating Evidence would need to be submitted and approved.

**Q: If we aren’t part of GRREC, how do we participate in Structured Literacy?**

A: Non-GRREC members often participate in trainings sponsored by GRREC. Please reach out to the contact person listed on the Professional Learning Provider Table and inquire about registering. Another option is to submit a request for an off-list provider who offers professional learning in structured literacy.

**Q: To clarify, PD is required to support the comprehensive literacy and the intervention program? Do we need to submit an off list professional learning provider?**

A: Yes, professional learning is required for the comprehensive reading program and the intervention program.

No. Only professional learning providers a school wishes to use in place of one of the four key categories of professional learning requires approval. Professional learning to support implementation of a high quality intervention program and high quality comprehensive program is required and separate from the four key categories. Decisions on how best to meet diverse student learning needs and grant program goals are left to local schools. Yet “[s]chools shall implement a reading intervention program for grades K-3 that is reliable, replicable, evidence-based, meets the expectations of a [high-quality instructional resource](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and has been shown to improve student outcomes.” Schools should “[c]onsider resources that earn positive and/or potentially positive effectiveness ratings according to What Works Clearinghouse in the Beginning Reading domain, convincing evidence according to the [Academic Intervention Tools Chart](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcharts.intensiveintervention.org%2Faintervention&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C4509f883a36f4d5b689108d9a6360847%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637723573348090392%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=dpa3tILb%2FTVsGwnZ08nQUu%2BAiD2ItblxsFIDg%2B3jPH4%3D&reserved=0) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource. The intervention services for identified students must supplement, not replace, their classroom comprehensive reading program” (RTA RFA).

**Q: Does every teacher/instructional assistant have to attend the training as an individual every year? or can teacher leaders attend the training/module work and bring it back for the others in the building as part of building capacity?**

A: Yes, each named person must participate as an individual every year. By the end of the full grant cycle, all K-3 instructional staff, including reading interventionists, special education teachers, library/media specialists and other staff who assist struggling primary readers must have completed the required professional learning in all four professional development areas. Hence, all named staff must be engaged in one of the four key areas of professional learning each year in order to complete all four areas by the end of the four-year grant cycle.

**Q: Is it allowable to use the same provider for all four years of the grant? For example, KRP meets all the focus areas. Would it be allowable to choose them for all four years with a different focus each year?**

A: Each provider only counts toward one professional learning area per year, even if the provider has an offering or offerings that address more than one of the required areas. So, no, no one is allowed to attend the same professional learning all four years. In this case, if a school wants to engage in the KRP4RTA for professional learning, they must decide which category they would like the training to count toward. For an example of how the KRP4RTA may fit into a school’s professional learning timeline, see sample D on page 14 of the RFA. In that example, the school selected KRP4RTA to meet the Implementing the Essential Components of Reading category for at least some teachers during year four of the grant, which would be the 2025-2026 school year.

**Q: Do we need to submit Elevating Evidence for each of the 4 components or can it be all in one? If we have in-district providers that can provide different training for the components will that be approved?**

A: Whether you use one Elevating Evidence form or four forms, an explanation and evidence for all four components and professional learning experiences would be needed.

**Q: We have been using the RTA grant to implement Reading Recovery and CIM interventions, with great success. How do we best meet the needs of our kids given the current Professional Learning providers?**

A: Engaging in the professional learning requirements outlined by the RFA should better equip teachers to meet students' needs. Per the RFA, Implementation Requirement (c), “Yearly, awardees **must** participate in [high quality professional learning](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) (see page 2 of linked PDF). **Firstly, the professional learning must support implementation of a high-quality reading intervention program…”** Decisions on how best to meet diverse student learning needs and grant program goals are left to local schools. Yet, the RFA states “[s]chools shall implement a reading intervention program for grades K-3 that is reliable, replicable, evidence-based, meets the expectations of a [high-quality instructional resource](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and has been shown to improve student outcomes.” Schools should “[c]onsider resources that earn positive and/or potentially positive effectiveness ratings according to What Works Clearinghouse in the Beginning Reading domain, convincing evidence according to the [Academic Intervention Tools Chart](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcharts.intensiveintervention.org%2Faintervention&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C4509f883a36f4d5b689108d9a6360847%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637723573348090392%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=dpa3tILb%2FTVsGwnZ08nQUu%2BAiD2ItblxsFIDg%2B3jPH4%3D&reserved=0) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource. The intervention services for identified students must supplement, not replace, their classroom comprehensive reading program” (RTA RFA).” Implementation Requirement (c) goes on to explain additional professional learning is required in four key areas. It says,

**“Additionally, per KRS 158.792 (2), awardees must also participate in professional learning in one of four key areas to support teachers in implementing reading intervention each year of the grant cycle.** These four areas are:

1. Building knowledge in understanding the cognitive processes and skills involved in learning how to read;

2. Implementing the essential components of reading, including instruction in phonics, phonemic awareness, fluency, vocabulary and comprehension;

3. Implementing high-quality, grade-level instruction and assignments aligned to the *KAS for Reading and Writing:*

*a.* *Foundational Skills Strand; and*

*b.* *Reading Literature, Reading Informational Text, Composition and Language Strands; and*

4. Evidence-based instructional practices to support the reading-writing connection.

**Q: Many current RTA schools use Reading Recovery as an intervention program and engage more than their intervention teachers in Reading Recovery professional learning to promote literacy in the primary grades; however, Reading Recovery is not on the current PD provider list. Was Reading Recovery considered in the RFP development process and denied? If it was not considered, can someone from Reading Recovery file the paperwork independently rather than each school submitting their own individual request?**

A: The professional learning providers on the list are non-program specific. The RFA does not include a list of approved intervention programs.

**Q: IF our Reading recovery teacher is not returning can we use funds to train a new person to serve as our RTA interventionist?**

A: Yes.

**Q: Does the grant require attendance at state and national conferences? If so, who is required to attend?**

A: While travel for all K-3 reading instructional staff (classroom teachers, reading interventionists, special education teachers, library/media specialists and other staff who support struggling readers) and administrators to attend professional learning, including state and national conferences, directly related to the grant requirements is allowable, attending state and/or national conferences is not a requirement of the grant. Professional learning requirements are explained on page 10-11 of the RFA, section (c) and as it relates to assessments in section (f) on pages 12-13.

**Q: My question is about programs that we may be using in our schools already. If they are not on the approved list nor are they on the Clearinghouse list, would our teachers be able to have professional learning involving these resources as long as it is written into the application narrative?**

A: The FY22 RFA does not include a list of approved intervention programs. Decisions on how best to meet diverse student learning needs and grant program goals are left to local schools. Yet “[s]chools shall implement a reading intervention program for grades K-3 that is reliable, replicable, evidence-based, meets the expectations of a [high-quality instructional resource](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and has been shown to improve student outcomes.” Schools should “[c]onsider resources that earn positive and/or potentially positive effectiveness ratings according to What Works Clearinghouse in the Beginning Reading domain, convincing evidence according to the [Academic Intervention Tools Chart](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcharts.intensiveintervention.org%2Faintervention&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C4509f883a36f4d5b689108d9a6360847%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637723573348090392%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=dpa3tILb%2FTVsGwnZ08nQUu%2BAiD2ItblxsFIDg%2B3jPH4%3D&reserved=0) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource. The intervention services for identified students must supplement, not replace, their classroom comprehensive reading program” (RTA RFA). Professional learning to support implementation of a high quality intervention program is required and separate from the four key categories.

**Q: Do all staff have to be trained in all 4 areas by the end of year 2? Or, is it just all staff has to be trained by the end of year 2 in Building knowledge in the science of reading? So, basically, all staff have to be trained in all 4 areas by the end of the 4 years then. What happens if you have new staff who move in during the process? Do those new staff in year 3 have to go back and be trained in yr 1, and 2 PD?**

A: Keeping in line with the requirement that at least 50% of staff engage in professional learning in Category 1, Building Knowledge in the Science of Reading, during year one and all completing by the end of year two, staff who join the school after year one of the grant cycle would be required to begin their professional learning in Category 1, Building Knowledge in the Science of Reading, contingent upon availabiliy. Professional learning for these individuals after completing Category 1 and through the remaining years of the grant cycle would be at the discretion of the school literacy team as long as the professional learning adheres to one of the remaining four key areas of professional learning.

**Q: We would like to start with LETRS in year one, but also Getting to Know KAS. Are we allowed to do both in year one and KAS will still count as part 3? We would still complete PD each year, but Domain 3 would be included in year one, along with Domain 1.**

A: Yes. All k-3 staff do not have to engage in the same training and not at the same time. It is a local decision as to how you set up your professional learning plan as long as it meets the requirements of the 4 key areas of professional learning over the four years. So every k-3 reading instructional staff will be engaged in at least one of the categories each year, but not necessarily the same category or same course.

**Q: What happens when you hire new K-3 teachers in the 2nd-4th year of the grant?**

A: Ideally, you would begin a new teacher with category 1 professional learning their first year, contingent upon availability. If they come on board in year 2, it would be likely that at least some others would still be engaged in category 1 training - and even if not, the RFA states that all k-3 reading instructional staff should at least begin category 1 training by the end of year 2. It would ultimately be a local decision how to engage the new K-3 teacher in professional learning based on where the school is in their professional learning plan. New teachers should be considered in the professional learning plan.

**Q: How do we integrate new teachers with training if we chose Letrs?**

A: Ideally, you would begin a new teacher with category 1 professional learning their first year, contingent upon availability. If they come on board in year 2, it would be likely that at least some others would still be engaged in category 1 training - and even if not, the RFA states that all k-3 reading instructional staff should at least begin category 1 training by the end of year 2. It would ultimately be a local decision how to engage the new k-3 teacher in professional learning based on where the school is in their professional learning plan. New teachers should be considered in the professional learning plan.

**Q: So….at the end of year four, all K-3 staff should be trained in all four categories, right?**

A: Yes

**Q: Our District schools have had the grant for several years, the amount of KRP for RTA teachers has spread throughout the buildings, are ALL of the PD requirements still have to be in place? Is there any flexibility? For example with training staff for the administration of the universal screener and diagnostic assessment, we have already done this for any current staff. Does this just mean any new staff?**

**Basically, we are questioning if it is practical to apply for this grant as our District has been doing these components for years. However, our student data still supports needing it especially with Brigance and current MAP and KPREP data due to the pandemic.**

A: In order to offer flexibility, there are multiple providers for each of the four key areas of professional learning. KRP4RTA is one of 14 providers from which to choose. Schools may choose another provider if most teachers have already experienced the KRP4RTA. As for providing professional learning on the universal screener and reading diagnostic assessments, the school must ensure the professional learning addressed all of the topics listed in the RFA under Implementation Requirements for Assessments and Reporting Section (f) ii. 1-6. Any teacher required to be trained but who has not received the most current and available training in these areas, must engage in the professional learning for the universal screener and reading diagnostic assessments.

**Q: What if our local cooperative provides us with four years of specific professional learning. Example would be in Year 1, they would offer training for Building Knowledge in understanding the cognitive processes and skills involved in learning how to read, Year 2 would be implementing essential components of reading, Year 3- Implementing the KAS for Reading and Writing, Year4 would be supporting the reading-writing connection. Their professional learning would be based around Jan Richardson's Framework.**

A: Per the RFA:

**Other Professional Learning Providers:**

A request may be submitted to approve a high-quality professional learning experience not on the pre-approved professional learning list. The request must include completion of the [Elevating Evidence](https://education.ky.gov/school/evidence/Documents/Empowered%20by%20Evidence.docx) instrument, provide rationale for how the proposed other provider(s) would fulfill one or more of the required professional learning areas, and be submitted for approval to kderfp@education.ky.gov no later than 4:00 p.m. on January 12, 2022. Requests submitted after 4:00 p.m., ET, on January 12, 2022, will not be reviewed and only preapproved professional learning experiences will be acceptable.

**Q: On the PD requirements for principals (pg 10-11), I understand the year 1 requirement but I have questions about options for year 2-4. It says they must participate in at least 2 hours in the other 3 areas. There is very little I see in the table that’s only 2 hours. Most of them appear to be quite extensive. Do you have suggestions on how to accomplish this in a time-effective way for principals? Could a principal in year 2-4 join in on at least 2 hours of a training their other teachers are doing, rather than fully complete an entire 40-45 hr PD program?**

A: It is a local decision as to how you set up your professional learning plan as long as it meets the requirements of the 4 key areas of professional learning over the four years. As for suggestions for an administrator, consider 1) The Getting to Know the *KAS for Reading and Writing* Module is approximately 7 hours total but can be broken into sections, allowing for smaller portions of the module to be completed at a time and 2) The Effective Literacy Modules: Task Predicts Performance & Improving ELA Tasks is approximately a 2 hour commitment and 3) Foundational Skills Mini-Course is approximately 12-15 hours total, but is organized into individual modules that build on one another and could be utilized to fulfill the minimum 2 hour requirement for administrators. And, yes, joining in on a portion of a more intensive training being completed by teachers in the building could work as long as the provider is in agreement. It would be important to discuss this option with the training facilitators to determine the most beneficial portion(s) to engage in. Randomly joining thirty minutes here and there would not be ideal.

**Q: In the professional learning section if we want to request another professional learning provider, is there a certain amount of hours that is required for the training each year?**

A: No. I have bolded and underlined the portion of the RFA below that addresses off-list provider requests. It is a local decision as to how you set up your professional learning plan as long as it meets the requirements of the 4 key areas of professional learning over the four years. If the request is approved, it would also be important to include a thorough explanation of how the selected professional learning will impact and sustain overall literacy instruction, improve and sustain the reading skills of primary students reading at low levels as well as increase and sustain students’ motivation to read as detailed in Part 5 of the Narrative/Evaluation Criteria and Rubric. The timeline included in the professional learning plan would also need to reflect how the time commitment required by the selected provider best fits the professional learning plan and needs of the school.

Per the RFA:

**Other Professional Learning Providers:**

A request may be submitted to approve a high-quality professional learning experience not on the pre-approved professional learning list. **The request must include completion of the** [**Elevating Evidence**](https://education.ky.gov/school/evidence/Documents/Empowered%20by%20Evidence.docx) **instrument, provide rationale for how the proposed other provider(s) would fulfill one or more of the required professional learning areas**, and be submitted for approval to kderfp@education.ky.gov no later than 4:00 p.m. on January 12, 2022. Requests submitted after 4:00 p.m., ET, on January 12, 2022, will not be reviewed and only preapproved professional learning experiences will be acceptable.

**Q: It appears this sample schedule would be for all staff participating every year. Can you provide a sample schedule to show what it might look like with more of a phase in approach with 51% participating in year 1 and then moving to more each year with everyone meeting the requirement of completing all 4 parts by the end of year 4?**

A: It is a local decision as to how you set up your professional learning plan as long as it meets the requirements of the 4 key areas of professional learning over the four years.

**Q: The sample PD schedule on Pg. 14 appears to include some of the more modular-based PD providers. What could be an acceptable PD schedule for programs that are designed as 1 year intensive programs (i.e. KY Reading Project)?**

A: It is a local decision as to how you set up your professional learning plan as long as it meets the requirements of the 4 key areas of professional learning over the four years.

**Q: The KRP is confusing. You can only address one of the key areas each year of the grant cycle. Will you be involved in the KRP for one year or four years?**

A: For RTA grant purposes, to meet the four categories of professional learning (separate from professional learning to support implementation of the intervention program and comprehensive reading program), a teacher may only be involved in the KRP one year. The school may determine which category of professional learning they want that year of KRP to work for.

**Q: We have several primary teachers who have completed the KY Reading Project and/or KY Writing Project in the last 3 years. May we opt them out of the PD requirement since they have already completed this intensive training recently?**

A: Funding spent outside of the grant cycle does not count toward the FY22 grant cycle. Within the application narrative, an applicant must provide a [high quality professional learning](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) plan for all teachers and staff who provide reading instruction in the primary (K-3) program to support teachers in addressing the needs of struggling readers in these four areas: 1) Building knowledge in understanding the Cognitive Processes and Skills Involved in Learning How to Read; 2) Implementing the essential components of reading, including instruction in phonics, phonemic awareness, fluency, vocabulary and comprehension; 3) Implementing the *KAS for Reading and Writing and 4) Evidence-based instructional practices to support the reading-writing connection.* An applicant may include in the plan how previous, recent professional learning meets one of these categories. Upon receiving the grant award, a school wishing to have a previous and recent professional learning (from the approved list of providers) qualify for one of the professional learning category requirements, may submit evidence of participation in one of the trainings and potentially have it approved.

In order to offer flexibility, there are multiple providers for each of the four key areas of professional learning. KRP4RTA is one of 14 providers from which to choose. Schools may choose another provider if most teachers have already experienced the KRP4RTA. Each provider only counts toward one professional learning area per year, even if the provider has an offering or offerings that address more than one of the required areas.

**Q: In the PD section the grant says, “other staff who assist struggling primary readers”--it says “staff” rather than “teachers” or “certified staff”. Does the grant require that we train all instructional assistants who work with primary students as well as teachers? If so, are the approved PD programs the same for them as they are for teachers? Are they required to complete the same PD activities we choose for our teachers or may we choose different PD options for them?**

A: Yes, all instructional assistance who work with primary students as well as teachers must be trained. Professional learning suitable for non-certified instructional staff is noted with an asterisk. All stakeholders who require training do not have to engage in the same professional learning experiences.

**Q: Should the Professional Learning Cycle include all 4 years or just Year 1 and Year 2?**

A: All four years should be included in the professional learning plan.

**Relating to Extra Points**

**Q: The scoring rubric states that 25 points will be given to applicants who performed in the lowest 20% of applicants based on grade 3 KPREP reading data from school year 2018-2019.**

**One of the schools in our district is a Prek-K school only--- does this mean that school would automatically not receive these 25 points?**

A: Correct. These are extra points and will not be given to schools that did not perform in the lowest 20% of applicants based on grade 3 KPREP reading data from 2018-2019.

**Relating to a Reading Interventionist**

**Q: Does this reading intervention person only work with intervention students below the 25 percentile? Or, is it flexible like previously with working with a co-teacher/s for part of the day too?**

A: While schools may choose to employ an interventionist, which we certainly support as an agency, [KRS 158.792](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapps.legislature.ky.gov%2Flaw%2Fstatutes%2Fstatute.aspx%3Fid%3D3589&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C610d1ed01afc41f7614408d9a60ec171%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637723404570678034%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=wDqCY7HLjNGi2GlhkNPfgbiLvjAYhl%2F%2BiqBbICzc3Bw%3D&reserved=0) does not require schools to use any portion of grant funds toward hiring or supporting the salary of an interventionist. Decisions on how best to meet diverse student learning needs and grant program goals are left to local schools. Yet, “[s]chools shall implement a reading intervention program for grades K-3 that is reliable, replicable, evidence-based, meets the expectations of a [high-quality instructional resource](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and has been shown to improve student outcomes.” Schools should “[c]onsider resources that earn positive and/or potentially positive effectiveness ratings according to What Works Clearinghouse in the Beginning Reading domain, convincing evidence according to the [Academic Intervention Tools Chart](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcharts.intensiveintervention.org%2Faintervention&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C4509f883a36f4d5b689108d9a6360847%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637723573348090392%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=dpa3tILb%2FTVsGwnZ08nQUu%2BAiD2ItblxsFIDg%2B3jPH4%3D&reserved=0) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource. The intervention services for identified students must supplement, not replace, their classroom comprehensive reading program” (RTA RFA).

**Q: Are there any scheduling requirements that must be met in the intervention teacher’s schedule (i.e. a certain portion of the day in pull-out intervention, co-teaching, planning, etc.)?**

A: While schools may choose to employ an interventionist, which we certainly support as an agency, [KRS 158.792](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fapps.legislature.ky.gov%2Flaw%2Fstatutes%2Fstatute.aspx%3Fid%3D3589&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C610d1ed01afc41f7614408d9a60ec171%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637723404570678034%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=wDqCY7HLjNGi2GlhkNPfgbiLvjAYhl%2F%2BiqBbICzc3Bw%3D&reserved=0) does not require schools to use any portion of grant funds toward hiring or supporting the salary of an interventionist. Decisions on how best to meet diverse student learning needs and grant program goals are left to local schools. Yet, “[s]chools shall implement a reading intervention program for grades K-3 that is reliable, replicable, evidence-based, meets the expectations of a [high-quality instructional resource](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and has been shown to improve student outcomes.” Schools should “[c]onsider resources that earn positive and/or potentially positive effectiveness ratings according to What Works Clearinghouse in the Beginning Reading domain, convincing evidence according to the [Academic Intervention Tools Chart](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fcharts.intensiveintervention.org%2Faintervention&data=04%7C01%7Cwhitney.hamilton%40education.ky.gov%7C4509f883a36f4d5b689108d9a6360847%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637723573348090392%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=dpa3tILb%2FTVsGwnZ08nQUu%2BAiD2ItblxsFIDg%2B3jPH4%3D&reserved=0) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource. The intervent ion services for identified students must supplement, not replace, their classroom comprehensive reading program” (RTA RFA).

**Q: Do interventionists have to have 3 years of experience?**

A: This is a local decision.

**Q: If you hire an interventionist, do they have to be a full time employee?**

A: This is a local decision.

**Q: Is there a limit to the number of students an interventionist may work with (during a single class, and/or total number of students)?**

A: No. This is a local decision. Consider recommendations provided by the HQIR that is being implemented.

**Relating to Budget**

**Q: Currently, it does not appear that there are any open codes to pay stipends to non certified staff. Can grant or matching funds be used to pay stipends to classified staff who are considered "reading instructional staff" for participating in professional learning beyond their contractual day (either additional work days or additional time spent after school hours)?**

A: Yes. Code 113 is the correct code to use beginning July 1, 2022. Per the RFA page 26, release time or stipends for the RTA intervention teacher and K-3 reading instructional staff (classroom teachers, special education teachers, library/media specialists and other staff who support struggling readers) to participate in professional learning directly related to the grant requirements, including job-embedded professional learning such as study groups, observations and/or self- or peer reflection on teaching practices.

**Q: Is MUNIS code 330 for Professional Training and Development Services an allowable expense or should professional development be coded in a different MUNIS Code? Only 338 is on the budget form and that is for registration fees.**

A: 330 no longer exists. Code 335 will be an allowable code beginning July 1, 2022. Professional learning to support high quality instructional resources and/or the four categories of professional learning can be coded as 335. Please add it to the budget summary form should you wish to allocate funds to its purpose:

**0335 Professional Consultant** Amounts paid for services supporting the professional development of school district personnel, including instructional and administrative employees. Included are charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors. Expenditures should be captured in this account regardless of the type or intent of the training course or professional development activity.

**Q: Munis codes 322, 323, and 335 are not listed on the budget page as discussed in the presentation. Can we add them in or are we only allowed to use the ones listed?**

A: Code 335 will be an allowable code beginning July 1, 2022. Professional learning to support high quality instructional resources and/or the four categories of professional learning can be coded as 335. Please add it to the budget summary form should you wish to allocate funds to its purpose:

**0335 Professional Consultant** Amounts paid for services supporting the professional development of school district personnel, including instructional and administrative employees. Included are charges from external vendors to conduct training courses (at either school district facilities or off-site), and other expenditures associated with training or professional development by third-party vendors. Expenditures should be captured in this account regardless of the type or intent of the training course or professional development activity.

**Q: When should MUNIS code 338 be used on the Budget Summary Form?**

A: When paying a straight forward registration fee for a single conference, course, or series of trainings that fits the description below:

0338 Registration Fees Amounts paid for registration fees for courses or conferences supporting the professional development of school district personnel, including instructional and administration.

**Q: We are purchasing Lexia Learning for all primary students to receive reading instruction on their individual levels for 20 minutes a day. Should this be MUNIS Code 643 since it is a reading curriculum or MUNIS Code 434 since it is technology software?**

A: Technology software falls under MUNIS Code 735 as seen below. 434 is not an allowable MUNIS Code.

**0735 Technology Software** Amounts for expenditures for purchased software used for educational or administrative purposes that exceed the capitalization threshold. Software costs that are below the school district's capitalization threshold should be coded to object code 0650, Supplies—Technology Related. (Used with functions but primarily used with 2230 and 2580)

**Q: Should the Budget Form and Budget Narrative only address Year 1 of Funding or should it include multiple years. If it should include multiple years, what years should we include.**

A: The budget summary form should only include year 1. The Narrative should address the criteria in terms of the overall project.

**Q: Can the costs of the universal screener be used as part of the matching funds?**

A: Yes

**Q: Could the reading interventionist also serve as a reading coach assisting the school leadership team in its responsibilities relative to its role as identified in the grant application on pg. 11-12. This individual could facilitating the job embedded professional learning supports such as observing, provide feedback, model appropriate evidence based practices, establish professional learning communities, etc.**

A: The RFA allows base or matching funds to be used toward the salary of a reading interventionist to **support implementation of reading interventions**. The reading intervention teachers schedule is a local decision.

**Q: For previous grants such as, Striving Readers, School-Turnaround Plans, and School Improvement Funds we have been allowed to submit a narrative descripting the proposed evidence-based initiative in lieu of complete the Elevating Evidence document. Would this be accepted?**

A: No. Per page 25 of the RFA, a request may be submitted to approve a high-quality professional learning experience not on the pre-approved professional learning list. The request must include completion of the [Elevating Evidence](https://education.ky.gov/school/evidence/Documents/Empowered%20by%20Evidence.docx) instrument, provide rationale for how the proposed other provider(s) would fulfill one or more of the required professional learning areas, and be submitted for approval to kderfp@education.ky.gov no later than 4:00 p.m. on January 12, 2022. Requests submitted after 4:00 p.m., ET, on January 12, 2022, will not be reviewed and only preapproved professional learning experiences will be acceptable.

**Q: Can the professional learning occur during early release Fridays during the school year if approved by the vendor?**

A: Yes, this would be allowable toward professional learning requirements, but this time would not qualify for receiving a stipend.

**Q:Are we to do a budget just for year 1 or do we need a budget for all 4 years (separate or all together)?**

A: The budget form is for year one of the grant cycle.

**Q: Are volunteers (employees of other organizations volunteering in the school or retired staff) who may assist with reading instruction in the K-3 classroom required to participate in the Professional Learning in the four key areas?**

A: No.

**Q: Is there a spending cap on online subscriptions for universal screeners, diagnostic assessments, progress monitoring assessments, and/or supplemental instruction (digital curriculum)?**

A: No.

As long as these expenses are critical to the implementation of the intervention program and falls under one of the appropriate MUNIS codes below.

**0735 Technology Software** Amounts for expenditures for purchased software used for educational or administrative purposes that exceed the capitalization threshold. Software costs that are below the school district's capitalization threshold should be coded to object code 0650, Supplies—Technology Related. (Used with functions but primarily used with 2230 and 2580)

**0646 Tests** Amounts paid for expenditures for tests that use various types of methods such as formative assessment, summative tests (K-Prep, end of course exams and AP exams), Interim or benchmark tests (PAS, MAP, Learning Checks and GRADE) are examples and may include other costs of other tests that may not be taken by the student population as a whole to measure how well students have learned content based on academic standards.

**Q: How would you suggest putting a dollar amount on volunteer services in the budget?**

A: This is a local decision. However, a “time in-kind” approach is one suggestion. If a non-certified staff member is paid $12/hour, then the in-kind expense for a volunteer’s time could be calculated based on $12/hour.

**Assessment**

**Q: Can we use i-Ready as the screener and the diagnostic, or is a second diagnostic assessment required?**

A: I-Ready is rated as having good classification accuracy, reliability and validity for use as a screener. It can be diagnostic in the sense that it provides basic information to help match students to an intervention for initial Tier 2 identification. So it is a good starting place when assigning students to intervention. Standardized diagnostic tools, which require more time to administer and interpret, are required for students who continually demonstrate a lack of response to the intervention or students with more intense needs. Per the RFA, those performing in the bottom 25% on the universal screener should be administered a diagnostic assessment as part of the multi-tiered system of supports.

**Miscellaneous**

**Q: Is there a possibility of extending the grant deadline beyond Friday, January 21, 2022, for counties who were hit by the recent tornado?**

A: Unfortunately no. The Division of Budget and Financial Management has indicated that in order to fund districts by July 1, 2022, for the 2022-2023 school year, a deadline extension is not feasible.

**Q: Is there a specific percent of students that are to be included in the student selection for students receiving intervention services or is that a local decision? For example, Key Terms notes that Tier 2 is typically 5-15% and Tier 3 is typically 1-5%.**

A: No, there is not a specific percentage of students that must be served. Research states an effective system typically serves 5-15% in Tier 2 and 1-5% in Tier 3. Per the RFA, K-3 students performing in the bottom 25% on the universal screener will complete a diagnostic assessment for reading that is reliable and valid to be administered as part of a multi-tiered system of supports to identify the most struggling readers and determine specific reading deficiencies. Based on the results of the diagnostic assessment, the literacy team and classroom teacher will develop a plan of reading intervention supports. The percentage of students in need and requiring intervention may be more than the typical percentage suggested by research.

**Q: I was unable to attend the RTA Technical Assistance Session. Will the presentation be posted to the KDE site?**

A: Yes. You may access the video from the [KDE Competitive Grants](https://education.ky.gov/districts/business/pages/competitive%20grants%20from%20kde.aspx) page.

**Q: What type of turnaround can we expect on elevating evidence being approved or denied?**

A: Notification will be provided on or before January 19, 2022, depending upon the amount of forms submitted. Therefore, it’s in the best interest of applicants to have an alternate plan in case the request is denied.

**Q: On the blind/redacted copy, do we blind/redact the 4 pieces of information on the Cover Page?**

A: Yes. The district, county, city, and school names should be blinded/redacted on each page of the blinded copy.

**Q: To verify, the Cover Page, Table of Contents, and Budget Forms are not counted in the 20 page limit for the narrative.**

A: Correct. The Cover Page form, your Table of Contents, and the Budget Summary Form do **not** count against the 20 pages. However, the written response to the two criteria in Part 7 (Budget) **do count** in the 20 pages.