**FY26 Read to Achieve FAQ**

**Note: Match-related questions begin at number 96.**

1. Can multiple schools in one district apply and be awarded?

Yes. Each eligible public school in your district can apply by submitting a separate application. The fiscal agent for each application must be the local public school district.

1. Since there are no additional LTRS cohorts planned after Cadre 4, can grant funds be used to pay for LTRS?

No, RTA funds may not be used to pay for LETRS. Future LETRS cohorts will be available through the [Kentucky Reading Academies](https://www.education.ky.gov/curriculum/EarlyLiteracy/Pages/KY_reading_Academies.aspx). RTA base funds may be used to pay stipends to K-3 reading instructional staff who participate in the LETRS cohorts.

1. Our school has a waiver for our HQIR. Is that okay for this grant?

No. HQIR waivers will not be accepted for this grant.

1. Can we use our current HQIR and reading diagnostic? Or do we have to adopt new ones?

If your current HQIR and early literacy assessments are approved by the KDE, you do not need to adopt new ones to apply for this grant. Approved [early literacy assessments](https://www.education.ky.gov/curriculum/EarlyLiteracy/Pages/early_Literacy_screening_Assessments.aspx) and [comprehensive reading programs](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/KY_HQIR_List_Reading_and_Writing.pdf) can be found on the KDE’s [Early Literacy webpage](https://www.education.ky.gov/curriculum/EarlyLiteracy/Pages/default.aspx).

1. Are the Assessments and Progress Monitoring PL to be done once or yearly during the grant period?

Early literacy assessment and progress monitoring professional learning should be done with the vendor at the adoption of the assessment and progress monitoring tool. If your K-3 reading instructional staff was trained at the adoption of the assessments and/or progress monitoring tool and there are no updates to the assessment and/or progress monitoring tool, then your school has met this professional learning requirement.

If new teachers have not been trained, it is essential they are trained in proper administration of the assessment, how to interpret the results and identify students in need of intervention, as well as how to use the assessments and/or progress monitoring tool to plan instruction that addresses students’ needs and capture student rate of improvement in response to intervention. In addition, if the early literacy assessment and/or progress monitoring tool is updated and requires new professional learning in any of the aforementioned areas, all K-3 reading instructional staff and administrators should participate in the updated professional learning.

1. Districts can apply for all K-3 schools within the district, correct?

Yes.

1. Can we use RTA Grant funds to pay teachers to participate in LETRS (to meet the "building knowledge in the science of reading" requirements)?

No, RTA funds may not be used to pay for LETRS. Future LETRS cohorts will be available through the [Kentucky Reading Academies](https://www.education.ky.gov/curriculum/EarlyLiteracy/Pages/KY_reading_Academies.aspx). RTA base funds may be used to pay stipends to K-3 reading instructional staff who participate in the LETRS cohorts.

1. Is EPIC an approved vendor for building the knowledge in the science of reading, essential components of reading, and the reading-writing connection?

Yes.

1. Can we use RTA Grant funds to sustain the HQIR yearly costs?  For example, digital access to Amplify and student workbooks?

RTA grant funds may not be used to purchase or sustain comprehensive reading programs. RTA funds may be used to purchase Tier 2 and/or Tier 3 structured literacy interventions, including digital access and student workbooks essential to the successful implementation of the Tier 2 and/or Tier 3 structured literacy program.

1. Is there a certain percentage that is allowed for the reading interventionist's salary?

No. RTA awardees may use any amount of RTA base grant funds toward the salary of a certified teacher who is most qualified to provide intervention.

1. What are the key differences between this grant and the KYCL grant?

The KyCL 25 grant is federally funded and provides funding for birth through twelfth grade literacy initiatives. The Read to Achieve grant is funded by the state of Kentucky through [KRS 158.792](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=54246) and provides funds for reading intervention services for students in grades K-3.

1. Does the cover page of the application need to be notarized, or is a signed version sufficient?

The cover page does not need to be notarized.

1. Can you repeat what Narrative Short Form means?

The narrative short form is an additional form submitted with the application. It requires applicants to identify the universal screener, diagnostic assessment, progress monitoring tool (if applicable), the comprehensive reading program, reading intervention program, and curriculum based and assessment literacy professional learning providers from Part 3. In addition, the narrative short form also requires applicants to identify the professional learning providers for the three RTA key areas of professional learning from Part 5.

1. Do we have access to these slides somewhere?  I am unable to click on the links during the presentation.

Yes, the slides have been posted to the [KDE Competitive Grants page.](https://www.education.ky.gov/districts/business/pages/competitive%20grants%20from%20kde.aspx)

1. Can you please confirm the funding source for the Read to Achieve grant? Specifically, are these Federal funds?

Read to Achieve funds are state funds legislated through [KRS 158.792](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=54246).

1. Can you apply just for the special education team to be trained in an approved intervention? Or does it have to involve/include school-wide use?

If all K-3 reading instructional staff will be using the structured literacy intervention, then they should all be trained in the successful implementation of the intervention.

1. What school years does the data need to be from?

Part 1 asks applicants to describe the current literacy needs and trends at the school. Universal screener data used to provide details on current literacy needs and trends should be within the last three school years (2022-2023, 2023-2024, 2024-2025). KSA data from 2024-2025 should not be included in the application. Applicants can use KSA data from 2021-2022, 2022-2023, and 2023-2024 to describe need and show trends.

1. Does the supplemental reading intervention curriculum need to be rated green on EdReports?

EdReports does not currently evaluate reading intervention programs. Approved Tier 1 core comprehensive resources with embedded Tier 2 intervention supports are recommended for Tier 2 instruction. Tier 3 may require more targeted interventions. When selecting a supplemental reading intervention, consider consulting the [National Center on Intensive Intervention](https://intensiveintervention.org/).

1. My school has participated in this grant for the last 4 years. As a result, all of our primary teachers have already completed the 4 types of PD required. If we write the grant for the next 4 years, what would our PD plan need to look like? Is there any flexibility within the PD options in this case?

If your school has completed the RTA PL requirements, please list the names of the PL providers and year completed for Part 5 sections a, b, and c. In addition, please note the name of the PL providers you plan to partner with for new K-3 administrators and/or K-3 reading instructional staff hired at your school during the upcoming RTA grant cycle. In addition, use the KDE’s [Curriculum-Based Professional Learning Guidance](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Based_Professional_Learning_Guidance_Document.pdf) document in conjunction with an approved professional learning service provider to develop a CBPL plan detailed in Part 3 section d based on your school’s stage of HQIR implementation and the needs of your K-3 reading instructional staff.

1. If we use the money for 100% of the interventionist's salary, can they still work with 4th and 5th-grade struggling readers?

Yes. An interventionist paid with RTA funds may work with students in grades 4-5, but the interventionist must use their time primarily to support K-3 if funded via the grant.

1. Will there be a KYCL grant opportunity this year?

No.

1. How is this different from the previous Read to Achieve Grant? Any differences?

The FY27 Read to Achieve grant still requires high-quality professional learning like the FY22 Read to Achieve grant; however, in addition to the RTA key areas of PL, a curriculum-based professional learning requirement has been added. For the FY27 RTA grant, schools who have participated in RTA key areas and early literacy assessment PL within the last three are not required to participate in the RTA PL areas again and only participate in early literacy assessment PL if the school has changed assessments or if the vendor has added additional learning to the assessment product. Allowable use of funds is similar between the FY22 and FY27 RTA grant, but in this cycle of the Read to Achieve grant there is an increase in funding from $62,000 per year to $70,000 per year.

1. Is there a list of programs that are green rated somewhere, or where do we go to check?

KDE-approved comprehensive reading programs can be found on the [2025 Approved K-12 High-Quality Instructional Resources for Reading and Writing document](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/KY_HQIR_List_Reading_and_Writing.pdf). There is no official KDE-approved list of Tier 2 and/or Tier 3 reading intervention programs; however, KDE recommends using embedded Tier 2 supports within the approved comprehensive reading programs to ensure alignment between Tier 1 and Tier 2 instruction. Tier 3 may require more targeted interventions. When selecting a supplemental reading intervention, consider consulting the [National Center on Intensive Intervention](https://intensiveintervention.org/). All reading intervention programs used by Read to Achieve grantees must have a strong research base in structured literacy practices and show evidence of accelerated student outcomes.

1. What will the ongoing required reporting look like?

Annual reporting requirements can be found in the RTA RFA on page 10 (F) (1-7).

1. If we're using Tier 1 for grades K-5, can teachers from grades 4-5 participate in the HQPL?

Yes, but RTA funds may only be used for K-3 reading instructional staff and K-3 students in need of accelerated reading instruction.

1. Where can we find approved intervention programs?

There is no official KDE-approved list of Tier 2 and/or Tier 3 reading intervention programs; however, KDE recommends using embedded Tier 2 supports within the approved comprehensive reading programs to ensure alignment between Tier 1 and Tier 2 instruction. Tier 3 may require more targeted interventions. When selecting a supplemental reading intervention, consider consulting the [National Center on Intensive Intervention](https://intensiveintervention.org/). All reading intervention programs used by Read to Achieve grantees must have a strong research base in structured literacy practices and show evidence of accelerated student outcomes.

1. Do we have to have a full-time librarian at the school to qualify for funding?

Schools awarded the RTA grant must have a Certified Library Media Specialist (CLMS) in order to receive funds. The CLMS 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-based MTSS Team.

1. What about i-Ready? Since iReady is an approved diagnostic, would the My Path Learning Plan be approved as tier 2 instruction?

iReady Core Literacy Tasks is an approved diagnostic assessment tool; however, approval of an early literacy assessment is not an endorsement of the entire platform. The KDE recommends using approved comprehensive reading program interventions to ensure alignment between Tier 1 and Tier 2 instruction. All Read to Achieve grantees must provide evidence that their Tier 2 and/or Tier 3 instructional resources have a strong research base in structured literacy practices and show evidence of accelerated student outcomes. If the My Path Learning Plan has a research basis and is aligned to structured literacy practices, the local district may elect to use the platform as part of the intervention plan for students.

1. Can a District pay for PL of the approved Diagnostic Assessment/Screener with these grant funds?

Yes.

1. UFLI Foundations became an approved intervention during the last grant cycle, but it is not listed on What Works or ESSA. Can we still use this as our intervention program?

Yes. UFLI has been externally validated through research demonstrating an impact on student outcomes, and it is green-rated on EdReports.

1. For part 6, if we are already a recipient of the RTA grant, can we use the current numbers of students served as the identifier for the estimate of students who will be served?

Yes.

1. Which data will you use to determine the lowest 25% of applicants?

The lowest 20% will be determined among the schools applying for the Read to Achieve grant.

1. Can the grant pay for the approved diagnostic itself with the funds?

Yes.

1. For the KSA data you pull for the competitive points, is it just 3rd-grade data that you all pull for this K-3 grant, or is it the entire school? Since different schools have a variety of KSA data (i.e., Early Learning centers or different grade levels)

Grade 3 KSA reading data from school year 2023-2024 will be used to determine competitive priority points.

1. What about schools with special populations like Gifted and Talented clusters? Will those scores be pulled out when looking at test scores?

No.

1. On part 5 of the Narrative Response Short Form- If our school was previously awarded the RTA grant, do we simply need to note it in that section? Would we need to focus more on PL for our primary HQIR / Screener / Intervention programs?

If your school has completed the RTA key area PL requirements, please list the names of the PL providers and year completed for Part 5 sections a, b, and c. In addition, please note the name of the PL providers you plan to partner with for new K-3 administrators and/or K-3 reading instructional staff hired at your school during the upcoming RTA grant cycle. If your school has completed RTA key area PL, your school will focus more on curriculum-based and assessment literacy professional learning during the upcoming RTA grant cycle.

1. Can we virtually attend conferences that are hosted out of state? Litcon, for example, which is normally in Columbus, OH, can we register and attend virtually with grant PL funds?   It includes sessions that are focused on structured literacy.

Read to Achieve funds cannot be used to attend conferences out of state – in person or virtually.

1. We've used MAP data in the past.  Can we still use it, or just KSA?

Part 1 asks applicants to describe the current literacy needs and trends at the school. Universal screener data, like MAP, is a reliable and valid data source and may be used.

1. We use Wonders as our approved HQIR, but recently adopted 95% CORE as our tier one program for Phonics, since Wonders was lacking in that domain. I do not see 95% CORE on the approved HQIR? What steps do I need to take to address this?

On the narrative response short form, please list Wonders and 95% CORE on the Comprehensive Reading Program line.

1. What would be the process to request and be approved for any technology purchases?

Technology purchase requests should be submitted to the RTA grant administrator with a description of the technology requested, rationale for purchase as a critical component of the intervention program, and the total amount of the purchase. Notification of approval will be given after a thorough review of the request.

1. To compare applications for purposes of the competitive points, KSA should be included for sure, right?  Or will you compare, for example, MAP in one application and KSA in another for those points? And that KSA should be for grade 3?

The KDE will determine competitive priority point awards based on grade 3 KSA data of the applicants. Applicants do not need to include their grade 3 KSA data for points consideration.

1. For the 10 competitive priority points, are recipients of RDIF grants considered Read to Achieve funding recipients?

No.

1. Is the PL plan in this application only for the first 2 years? Will we include the other 2-year plan for the grant at the time of the renewal?

Yes, the PL plans submitted in the application (Part 3 and Part 5) are for the first two years of the grant. The second half of the grant cycle PL plans will be submitted after grant renewal.

1. We’re preparing an application for the Reading Diagnostic and Intervention Fund – Read to Achieve (RTA) Grant and plan to use the funds for High-Quality Professional Learning (HQPL). We’d like to partner with the Comprehensive Training Center; based on the state’s [Characteristics of High-Quality Professional Learning](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Characteristics_of_High_Quality_Professional_Learning.pdf) that we found in the guidelines, it looks like their trainings align. Here’s their site for reference: [Home | Comprehensive Training Center](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Fwww.comprehensivetrainingcenter.net%2F&data=05%7C02%7CKDERFP%40education.ky.gov%7C5b077b3878d84978718508ddf49ddecd%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C638935681233102557%7CUnknown%7CTWFpbGZsb3d8eyJFbXB0eU1hcGkiOnRydWUsIlYiOiIwLjAuMDAwMCIsIlAiOiJXaW4zMiIsIkFOIjoiTWFpbCIsIldUIjoyfQ%3D%3D%7C0%7C%7C%7C&sdata=2HbFvrlPqY5UQtqZPjZyf3XwmTzS6t5GM%2FyWmkJ7%2BAU%3D&reserved=0). Can you confirm whether this vendor is allowable? (VENDOR QUESTION)

Approved Professional Learning Providers for the RTA grant can be found on pages 11-13 in the RTA RFA.

1. KDE has provided LETRS training to many teachers. After this last phase, LETRS will no longer be offered for free through KDE. May we use RTA Grant funding to pay for *new* teachers to participate in LETRS? *Teachers who have not had the opportunity to participate.*

No. Future LETRS cohorts will be available through the [Kentucky Reading Academies](https://www.education.ky.gov/curriculum/EarlyLiteracy/Pages/KY_reading_Academies.aspx). RTA base funds may be used to pay stipends to K-3 reading instructional staff who participate in LETRS cohorts.

1. Our district has begun a new comprehensive reading HQIR this year.  Can we include additional professional learning on this new curriculum in the RTA grant, even though we already began the curriculum this year?

Yes. The RTA grant has a curriculum-based professional learning component to support teachers and leaders in moving toward refinement and sustainability of the effective implementation of the local curriculum and HQIRs to strengthen tiered instruction.

1. If a school's LMS spends less than 33% of its day at a single school, does that mean the school is ineligible to apply for RTA or that they are simply ineligible to receive any of the points as indicated on the rubric (Part 5/subsection 3)?

Yes, this school would be ineligible to apply for the grant. 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.

1. KDE has allowed e-signatures on cover sheets on the last few grants. Just confirming that those are allowable for the current grant.

Yes, for FY26 the KDE will continue to accept electronic signatures on grant applications.

1. If we choose to use the grant money to pay an interventionist salary, can it be half time interventionist and half-time library media specialist or does it have to be full-time interventionist?

The school can use RTA base funds for a reading interventionist, but base funds may not be used for a library media specialist.

1. Can the Curriculum-Based Professional Learning be conducted by the K-5 district instructional supervisor, or does it have to be vendor-provided?  We are currently beginning work this year, quarterly on unit and lesson internalization with our ELA HQIRs, and this will continue through next year as well.  I have worked with Allison Gregory on how to conduct these CBPL sessions, but I want this work to continue district-wide.

Yes, you may continue the internalization work, but the RTA Curriculum-Based Professional Learning must be facilitated by approved providers which includes all vendors of T1 green-rated and/or approved structured literacy-based reading intervention HQIRs for T2 and/or T3, EPIC, and PL providers found in the Rivet Partner Guide. We recommend you work with your CBPL provider to support scaling internalization across the RTA school(s).

1. I have multiple elementary schools in my district, so each school will be submitting a separate grant application.  However, as the district supervisor of K-5 instruction and the district PD coordinator, all 5 elementary admins agree that we need to focus on writing as our PD next school year.  Would that be considered plagiarism if I completed that part of the application and just shared it with all admins to put into their applications?

Applications from the same district are not considered to be plagiarized, as KDE assumes the same individuals will be involved in the writing process. However, in sections where school-specific data or information is requested, points could be deducted if identical data is reported for all schools in the district.

1. As a district, we have an MTSS structure in place that all interventionists follow.  For Part 1 of the grant application, can I write that for them (as the RTA coordinator/K-5 Supervisor of Instruction) and just share with admins to paste into their applications?

Applications from the same district are not considered to be plagiarized, as KDE assumes the same individuals will be involved in the writing process.

1. Does a specific portion of this money have to be given to library media specialists each year for their library?

No.

1. Would the department be willing to assist us by giving us a list of approved intervention tools that fit the "structured literacy" model? Many of the highest-rated tools that are found through WWC, and the Elevating Evidence sites, do not seem to be structured literacy-focused. (ex, LLI).

The KDE does not have the statutory authority to provide an approved intervention list. We do recommend using your approved Tier 1 comprehensive reading program embedded Tier 2 interventions for alignment to core instruction. In addition, we recommend UFLI as a supplemental structured literacy-based program that has been shown to accelerate student outcomes. For more information regarding structured literacy-based intervention programs for Tiers 2 and 3, we recommend consulting the [National Center for Intensive Interventions](https://intensiveintervention.org/).

1. I see that the font requirement is Arial 12 for the grant. However, is there a smaller font size allowed for charts or tables?

Yes, font in charts and graphs may be 10 point. Bulleted lists should be 12-point font, but can be single-spaced.

1. When budgeting for an interventionist, should we use federal fringe amounts or state fringe amounts?

State fringe amounts.

1. Can we hire a part-time interventionist?

To provide an accurate answer to this question, more information is required. Please refer to questions 49, 63, and 114 for additional information.

1. If we are a KyCL recipient, does that lessen the chances of being awarded the RTA grant?

No.

1. Does the school have to have a full-time library media specialist? If not, what percentage of their time needs to be spent at the school?

Schools awarded the RTA grant must have a Certified Library Media Specialist (CLMS) to receive funds. The CLMS 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-based MTSS Team.

1. Where can I find the list for the approved Structured Literacy Reading Intervention Program for Tier 2 and 3 HQIR?

The KDE does not have the statutory authority to provide an approved intervention list, but we recommend consulting the [National Center for Intensive Interventions](https://intensiveintervention.org/). In addition, we can recommend UFLI as a supplemental structured literacy-based program that has been shown to accelerate student outcomes.

1. Does SOR training have to be LETRS? Can it be training led by the district?

A list of KDE-approved professional learning providers for building knowledge in the science of reading can be found on page 13 of the RTA RFA. All RTA professional learning must be facilitated by approved professional learning providers.

1. If we already have a Universal Screener and our teachers have been trained in it, are they required to do the training again?

If all K-3 reading instructional staff have been trained to properly administer the KDE-approved universal screener, they are not required to do the training again.

1. Can grant salary funds be utilized for a RETIRED certified teacher? Retired teachers cost approximately $26,000 a year for 3 days a week, so this would enable funds to also be used for resource materials.

Yes, with the caveat that the retired certified teacher has and/or will participate in all RTA professional learning, including curriculum-based professional learning (for tiers 2 and/or 3) and assessment literacy learning, in addition to meeting all RTA implementation requirements.

1. For clarification - Applicants who were awarded the grant in the last cycle and attended trainings in the 3 areas are **not** required to choose from the following list. Is this correct?

A screenshot of a book

AI-generated content may be incorrect.

K-3 reading instructional staff and administrators employed in schools awarded the RTA grant in the previous cycle (2022-2026) who have participated in professional learning in building knowledge in the science of reading, implementing the essential components of reading, and evidence-based instruction to support the reading-writing connection will not be required to participate in these RTA areas of PL again should their school be awarded the RTA grant in the next cycle (2026-2030).

1. Do we need to build two separate PL plans with more than one PL vendor per year for our 1.) comprehensive reading and intervention instruction programs and 2.) one for the 3 areas -Building Knowledge in the Science of Reading, Implementing the Essential Components of Reading, and Evidence-based Instruction to Support the Reading-Writing Connection?  **OR** can we build one plan in which one PL for year one may cover both our comprehensive reading and intervention instruction programs *while tying into one or more of the 3 key areas*, and then do the same for year 2?

The RTA RFA requires two separate PL plans – one plan is addressed in Part 3: “Design a high quality professional learning plan for the first two years of the RTA grant that (1) supports teachers in effectively administering, interpreting, and using screener and assessment results to properly address student instructional needs and (2) identifies and describes professional learning aligned to the stage of curriculum-based professional learning for T1 and T2 and/or T3 reading programs at the school.”

The second PL plan is addressed in Part 5: “Design a high quality professional learning plan for administrators and all K-3 reading instructional staff who provide reading instruction in the primary (K-3) program to support teachers in addressing the needs of struggling readers in these areas – building knowledge in the science of reading; implementing the essential components of reading; evidence based instructional practices to support the reading-writing connection.”

1. Will there be points available to schools that have already had the grant for the past four years and have performed well or shown growth on KSA?

No.

1. On the NRSF- if the school has already completed vendor-based PL from the comprehensive program parent company, and they employed a train-the-trainer option-- how do we specify on this form that we are using local personnel to provide that training for new hires or teachers who are new to a grade-level/content area- which is appropriate for our district's Implementation Stage?

Make a note, like the explanation provided within this question, on the narrative response short form. Be sure to include the name of the vendor and the training the district personnel received from the vendor to provide curriculum-based professional learning for new hires and teachers new to grade-level/content areas.

1. Can we use supplemental K-3 literacy materials other than the Tier 1 core program (classroom library, manipulative literacy materials, etc)

Yes. The KDE recommends supplemental materials be aligned to core instruction with a research base in structured literacy practices with strong evidence of accelerated student outcomes.

1. The only technology codes on the current RTA budget are 0734 and 0735, which to my understanding, are for substantial items, $5000 or more. May we use code 0650 - Technology Supplies for RTA items that are of lesser expense? If not, is there another technology material code that we could use for an RTA item of lesser expense?

MUNIS code 0650 has been added to the RTA Budget form. All Technology purchases must be approved by the Read to Achieve grant administrator before purchase.

1. In the last RTA round, we were able to use The Hill Center's Short Course on The Science of Reading for professional learning to meet the "Building Knowledge of the Science of Reading" requirement. Most of our teachers completed LETRS but a few opted for the Hill Center's training. Does the Hill Center training count as having completed "Building Knowledge of the Science of Reading" within the last 3 years or will those teachers who completed the Hill Center training be required to complete another PD activity to meet the grant requirement for "Building Knowledge of the Science of Reading"?

Achieve the Core by Student Achievement Partners Foundations of Reading Short Course is an approved science of reading professional learning webinar for K-2 reading instructional staff and meets the science of reading professional learning requirement for RTA awarded schools. The Hill Center Short Course on the Science of Reading is not an approved RTA professional learning course.

1. The webinar was clear for our universal screeners we DO NOT have to complete training every year of the grant, except for with new staff or if something were to change. Are our experienced teachers who may have had training on the universal screener several years ago required to have training again? I get we don't have to do this every year, but do we even have to do this at all with our staff who are experienced with the screener/diagnostic and trained more than 3 years ago.

Training in proper administration and interpretation of results of early literacy assessments is expected at the adoption of the assessment and/or diagnostic. If the assessment and/or diagnostic has not changed or been updated, then no new training is required.

1. EPIC offers professional learning on the Science of Reading. Can EPIC be our vendor to meet the "Building Knowledge in the Science of Reading" requirement?

Yes.

1. EPIC offers professional learning on the Essential Components of Reading. Can EPIC be our vendor to meet the "Implementing Essential Components of Reading" requirement?

Yes.

1. EPIC offers professional learning on the Reading & Writing Connection. Can EPIC be our vendor to meet the "Building Knowledge in the Reading & Writing Connection" requirement?

Yes.

1. 2024-2025 KSA data will not be released publicly until after the Nov 3 submission date.  In Part 1, I assume we are not including any locally calculated 24-25 KSA statistics. OAA has told us we cannot even talk to teachers about 24-25 KSA statistics until the data is released in mid to late November. We have our student listing, and we have created local statistics for leadership analysis, but OAA is not permitting us to discuss this beyond leadership yet. I do not want our application to be marked down for NOT including 24-25 KSA statistics if other schools are including them.

Part 1 asks applicants to describe the current literacy needs and trends at the school. Universal screener data used to provide details on current literacy needs and trends should be within the last three school years (2022-2023, 2023-2024, 2024-2025). KSA data from 2024-2025 should not be included in the application. Applicants can use KSA data from 2021-2022, 2022-2023, and 2023-2024 to describe need and show trends.

1. Are there page limits per subsection of the grant narrative?  For example, is the Literacy Needs section limited to 2 pages?

No. The total narrative page limit is 20 pages, not counting the narrative response short form and budget. It is recommended to consider the length and point value of each part of the application narrative.

1. To clarify, each school determines its own Curriculum Implementation Phase in relation to its T1 HQIR  and T2/T3 HQIR. This establishes the foundation for the CBPL Plan.  **Do we develop a one-year or two-year CBPL plan?**

Yes, each school determines its own curriculum implementation phase in relation to its T1 HQIR and T2 and/or T3 intervention program. Your CBPL plan in Part 3 will reflect planning for the first two years of the grant.

1. If there are a budget narrative and a budget form, are the points for this section cumulative for both the narrative and the form, or are the points awarded for one or the other?

Part 7 includes the budget narrative and budget summary form. Part 7 is a total of 10 points.

1. Is there a limit on the number of pages on the budget form?

No. The budget summary form is not limited and is not included in the 20-page narrative limit.

1. Are there any points awarded for the NRSF?

While there are no points awarded for the narrative response short form, an application that does not attach the form would be deemed non-responsive and not scored.

1. According to the RFA, "KDE will review the identification of screeners, diagnostics, and reading programs. A score of 0 will be awarded if the application does not identify a KDE-approved screener(s) and diagnostic assessment(s), in addition to a Structured literacy intervention program(s) (Tier 2 and Tier 3) and a green-rated, comprehensive reading program." **Does this mean that applicants are required to select/identify the Structured Literacy intervention program that they will use if awarded the grant upon grant submission?  (Basically, that should be finalized before the grant submission.)**

If an applicant has not selected a high-quality, structured literacy supplemental reading program or intervention before submitting their application, they should identify the program they are considering when completing the narrative response short form.

1. Where does the NRS form go?

The narrative response short form is an attachment submitted separately from the original and redacted applications.

1. Please clarify what is considered a complete application.

On page 13 of the RFA, under the heading “application components,” there is a list of the required components. This list has been edited for clarity.

1. Are districts permitted to engage vendors for assistance in completing the application? Certain sections appear to require detailed programmatic and instructional information. For example, the scope and sequence of Tier 2 and Tier 3 interventions, as well as documentation demonstrating alignment to the green-rated Tier 1 HQIR, the proposed budget, and the professional learning plan for CBPL.

Applicants may use vendors to assist in the development of the application; however, all who contribute to the writing of the application should be noted on the cover page to avoid the appearance of plagiarism. The collaborator line has been added to the updated cover sheet.

1. If so, will there be a place for the vendor to sign the application, similar to the KyCL grant?

A vendor signature is not required for the RTA grant.

1. Do our local Co-ops, such as SESC, count as an approved vendor for CBPL? For example, if they provide UFLI training, will that count as an approved vendor?

Yes, if your local cooperative is certified to provide CBPL for your HQIR. For example, if SESC is certified to provide UFLI training, then they would be considered an approved CBPL vendor for the RTA grant.

1. Are the use of applications such as Grammarly/Spellcheck considered content generators? Are these applications allowable? I’ve been told they leave a digital footprint similar to AI content generators.

If your application is flagged for plagiarism/AI use, it can be deemed non-responsive. Spell check and other grammar correcting tools within word processing programs would not flag as AI-generated content.

1. Is the use of AI for data analysis considered generating content for the application? Is it permissible to use AI to analyze data to be used in the application?

If your application is flagged for plagiarism/AI use, it can be deemed non-responsive. However, it is unlikely that data would be flagged.

1. Will documentation continue to be submitted in an RTA Google Classroom to monitor compliance? If not, what will the documentation submission process be? What compliance checks will be conducted to monitor the implementation of grant components? What will verify or constitute as demonstrated student progress?

Yes, awarded applicants will submit required documentation for grant implementation throughout the grant cycle to monitor grant spending, professional learning progress, family engagement initiatives, assessment data and intervention services. The progress monitoring platform for submitting grant implementation requirements is subject to change.

1. Are there recommendations for RTA intervention services, such as the maximum number in a group? Caseload selection from the bottom of “at risk” 0–15th percentile? Or top of “at risk” 16th–25th percentile? Attendance qualifications? Would chronically absent mean more in need of RTA interventions? Should grade-level retention students still qualify for RTA intervention?

The KDE recommends following the instructional guidelines provided by the approved, structured literacy-based intervention resource. RTA student selection and tiered delivery of instruction requirements can be found in the RTA RFA on pages 13 and 14 sections (D) and (E).

1. Is the KDE Reading Improvement Plan document required for reading intervention documentation for this grant, or can we use our previously approved MTSS digital document that contains the same components, but additionally addresses math, attendance, and behavior?

RTA grantees are required to develop and implement Reading Improvement Plans in accordance with the requirements of [KRS 158.305](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=56358). The KDE has developed a template as an example that incorporates the requirements. Districts may modify the template to fit the local context as needed.

1. Are the titles Data Review Team (DRT) and Multi-Tiered System of Supports Team interchangeable?

Possibly. For specific information regarding the purpose and actions of the Multi-Tiered System of Supports Team, please refer to the RTA RFA pages 13 and 14 section (E).

1. We previously established and continue to maintain school literacy teams. Are the descriptors “Reading Improvement Team” and “Literacy Team” interchangeable?

Possibly. For specific information regarding the purpose and actions of the Multi-Tiered System of Supports Team, please refer to the RTA RFA pages 13 and 14 section (E).

1. Does the language of the new grant need to be updated and reflected specifically to include an MTSS Team and Reading Improvement Team? Does a Literacy Team need to be included in addition to these two teams?

It is recommended to align your application narrative language with the language used within the RTA RFA to ensure consistency and understanding of program requirements.

1. If we are continuing with an HQIR that is approved and we have maintained throughout the entirety of the current RTA grant, concluding this 25–26 school year, should we still begin at phase 1 of the Curriculum Development Process for that HQIR?

The KDE recommends using the [Curriculum Based Professional Learning (CBPL) Guidance document](https://www.education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Based_Professional_Learning_Guidance_Document.pdf) when planning for on-going curriculum-based professional learning. RTA grantees should identify their phase of implementation based on the three stages outlined on pages 6-14 in the document.

1. Do the matching funds have to be the full amount of the grant ($70,000)?

Yes.

1. What sources can fund the matching funds (general fund, federal grant, etc.)?

Per [KRS 158.792](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=54246), “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. 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.” Matching funds may be identified from other state, federal, local or nonpublic sources, within the uses and conditions set forth by the source of those funds.

1. Can you purchase some of the non-allowable expenses (i.e., filing cabinet) with the "Match" portion of funds?

Yes – if the matching fund source allows those expenses.

1. Page 9 states, "Matching funds may not be used for salary or to purchase comprehensive reading programs." Does this exclude all 0100 Salary MUNIS codes, or are there specific codes excluded for our matching funds?

Yes, this does exclude all 0100 salary MUNIS codes.

1. Can matching funds be "in-kind"?

No.

1. Did you say it should be at least a 100% match? Would it be beneficial to show a higher match rate?

Yes, the match should be 100%. There is no scoring benefit to showing a higher match rate.

1. Are there guidelines for how the "matching funds" are to be used?  Can a district use the interventionist salary as “matching funds" and use the grant money for professional learning?

Matching funds must be a 100% match and may come from appropriate federal, state and/or local sources. Matching funds may not be used for salary or to purchase comprehensive reading programs.

1. p. 9 bullet 3 "matching funds may not be used for salary. Are you saying that is not correct, and we can use it for salary?

Matching funds may not be used for salary.

1. Can we use matching funds from the KyCL grant?

No.

1. The salary bullet on Page 12 says funds may be used toward a certified interventionist’s salary. It was mentioned earlier that salary could not be budgeted for this grant. Can you please clarify?

Read to Achieve base grant funds may be used toward the salary of a certified teacher who is most qualified to provide intervention. District/school-based matching funds may not be used toward the salary of any position.

1. My district will be unable to match any funds for the next RTA grant cycle. Will we be awarded this opportunity, or are we automatically unable to apply?

A 100% match of funding is required of RTA grant applicants/recipients.

1. If we are using some grant funds to cover a portion of the RTA Teacher Leader salary, could we use local funds to pay the remaining salary/benefits and count that toward the required match?

RTA matching funds may not be used for salary.

1. If the school's data demonstrates that there are substantial needs that would exceed the capacity of a single intervention teacher or teacher leader, could we use the salary for a second teacher or coach as a source of matching funds?

RTA matching funds may not be used for salary of any position.

1. If the district or school uses local personnel (e.g., coach, administrator) to provide PL or facilitate PLCs related to the HQIR or assessments, could we use a portion of the time they would spend as a source of matching funds for the grant?

RTA Professional Learning must be facilitated by approved PL Providers. Approved RTA PL Providers can be found on pages 11-13 of the RTA RFA.

1. Can you define matching funds for me?  Can it be funds that we have allocated to help continue and implement our literacy initiative?  For example, we just recently switched from STAR Testing to IReady testing--would that count as matching funds?

The school and/or district must provide additional resources and funds. Matching funds may come from appropriate federal, state and/or local sources. Matching funds may not be used for salary or to purchase comprehensive reading programs.  Yes, funds used to purchase universal screeners, diagnostic assessments, and progress monitoring tools can be considered matching funds for the RTA grant, provided the purchased screeners and assessments are approved by the KDE and are allowable purchases per the funding source.

1. Can we use classified salary (0130 MUNIS Code) for classified personnel to support the intervention teacher in implementing the intervention and list that as matching funds?

No. Salary cannot be used for matching funds.

1. We use 0335 and for professional consulting services with EPIC. We are doing quite a bit of professional learning with them right now that I believe should meet the match, but it's not a code that is open on the budget. Can we use 0335 as a match?

MUNIS code 0335 may be used for RTA base grant funds and/or matching funds.

1. May we use 0533 as a match? We use this to pay for iReady Instruction and some other supplemental literacy resources or intervention materials that are digital rather than paper-pencil resources.

Yes.

1. Can we use some grant money to pay for a half-time interventionist and the other half of a library media specialist's salary from school funds?

RTA base grant funds can be used toward the salary of an interventionist but cannot be used toward the salary of any other position.

1. Can funds for the awarded district’s match come from another federal fund (Title 1)?

Yes, if the source of funding allows the match.

1. For the $70,000 match per year, there are several MUNIS codes not listed that I would like to include as a match. I understand we cannot use these other codes for the RTA budget itself, but could we use them for a match?

Yes, but salary and comprehensive reading programs may not be purchased with matching funds.

1. I understand classified staff stipends, subs or associated benefits are not allowable for RTA; however, could we use that as part of our match? We have released time with our instructional assistants for literacy professional learning.

Substitutes and classified staff stipends are allowable expenses with base grant funds or matching funds for all K-3 non-certified reading instructional staff participating in professional learning directly related to the grant requirements and professional learning experiences directly related to the required professional learning categories established in the RTA grant. Classified staff training must take place during non-contracted time to qualify for stipends.

1. May we use the 0647 code, reference materials, as a match? For example, a book study with staff?

Yes.

1. May we include the cost associated with family engagement literacy activities as a match? (0322 for a literacy program, books, literacy manipulatives)

Yes.

1. May we use the cost of our K-3 reading universal screener and diagnostic assessments as a match?

Yes.

1. Can you clarify what **Subsection (3)** says as referenced in this quote from 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 the matching funds required by the grant recipients under subsection (3) of this section."**

This means matching funds are required of RTA awarded schools and should be allocated in the district and school budget by the principal or superintendent.

1. Do we submit a  Year 1 Budget and a Year 2 budget?  If we submit a two-year budget, is it on 2 forms: a Year 1 form and a Year 2 form, or combined on a single budget form?

Part 7 of the RTA RFA should describe the fiscal resources needed for the program and a detailed explanation of how funds will be used to improve reading instruction for the **first year of the grant**. The budget summary form should be completed to match the written explanation.

1. What will the total budget be for the budget form? Base $70,000 + Match $70,000 for a total of $140,000, or is it $280,000?

The budget summary form “Amount of Grant Funds” column total should equal $70,000. The budget summary form “Source & Amount of Matching Funds” column total should be equal to $70,000 or more.

1. What are the restrictions on allowable expenses for matching funds?

Matching funds may not be used to fund salary or purchase a comprehensive Tier 1 reading program.

1. To clarify, the interventionist's salary must be paid solely by the grant (base) funds?

RTA base grant funds may be used to pay the interventionist’s salary. Matching funds cannot be used to pay salary.

1. Is there a budget narrative (included in the 20-page narrative) and a budget form (not included in the 20-page narrative) or just a budget form?

Part 7 includes a narrative describing the fiscal resources needed for the program and a detailed explanation of how funds will be used to improve reading instruction during the first year of the grant. In addition to the narrative, applicants will complete the RTA school budget summary form to match the narrative explanation. The school budget summary form is not included in the 20-page narrative.

1. If several districts have the same Tier 1 HQIR and are choosing the aligned Tier 2 and 3 intervention programs, the information provided by the vendor will be the same. Should this be noted somewhere so districts don't get flagged for plagiarism?

All who contribute to the writing of the application should be noted on the cover page to avoid the appearance of plagiarism. Please use the vendor's name, and not a person’s name. For example, if Joe Jones from ABC Learning provided content for your application, list “ABC Learning” as a collaborator, not Joe Jones. The collaborator line has been added to the updated cover sheet.

1. The total cost of our RTA teacher will be more than $70,000. Can the rest of the RTA teacher's salary count as a Match?

No.

1. We employ additional primary reading intervention teachers beyond the RTA-funded teacher. They are part-time teachers who are certified, highly skilled, and participate in literacy professional learning.  Can the salary for these additional intervention teachers be counted as a Match?

No.

1. We employ a primary curriculum specialist through supplemental Title 1 funds who provides coaching and professional learning support. Can we use as a match the portion of her salary and benefits specific to the time she spends with K-3 literacy?

No.

1. We currently have a District-wide Literacy Instruction Coach. Can we use that salary as matching funds for the RTA grant?

No.

1. An amount is not specified for matching funds. Do schools have to match the $70,000 funds per year for a two-year period? For example, would year one be $70,000 base funds with $70,000 matching funds provided by the district? Or is there another amount required for matching funds?

Annual matching funds are $70,000.