FY20 KYCL FAQ’s

1. Have there been any amendments to the RFA?
2. **Yes, one amendment was made that addresses the literacy plan due with the application. The RFA originally stated that the application should include the district plan and a plan for each school. The school plans will be developed AFTER the awards are made; therefore, only the district plan is due with the application.**
3. XXXXX currently has a Striving Readers grant that serves one of our feeder patterns. However, we have 2 additional feeder patterns that are eligible based on the 2018-19 qualifying data. Are we eligible to submit Round 1 applications for those un-served feeder patterns?
4. **Yes, the awards will be made on the behalf of feeder patterns/systems. If a particular high school qualifies for the grant and is not a current Striving Readers awardee, one (1) feeder pattern may apply.**
5. One question we had when we looked over the application was what is the definition of early childhood education provider?
6. **An Early Education Provider, those that are providing early literacy and pre-literacy instruction, differs from community to community depending on who is working with children. This includes traditional providers such as Head Start and public school pre-school, but could also include non-profit and faith-based childcare providers.**
7. **Eligibility**. To ensure a large number of disadvantaged children are served, poverty will be a key indicator for eligibility for CLSD subgrants. Applicants must have a significant feeder-wide free/reduced priced meals rate as measured by at least 65% or greater at the system’s high school, as reported on the Feeder systems that include Community Eligibility Provision (CEP) qualifying schools should consult KDE individually regarding their eligibility calculation. 2018-2019 Qualifying Data report found at [Qualifying data](https://education.ky.gov/federal/SCN/Pages/Qualifying-Data.aspx). XXXXX has 64.7 % in 2018-19, in '19-20, we have over 69%. Since we do have **System Wide No Pay, Community Eligibility Provision,** we are contacting you to see if we might per chance qualify to apply for KYCL Round One. Can you clear this up for us? Would we in any way qualify to apply for Round One?
8. **If you consult the 2018-19 Qualifying data and to determine eligibility and you are a CEP-sponsored school, then you may request further clarification from KDE about eligibility. However, this clarification is usually only requested if CEP schools have 100% as their free/reduced percentage rather than the true free/reduced percentage.**
9. We have head start and a 3-5 preschool (XXXXX). We noticed we had to have at least 7 partnerships with 7 early learning centers/agencies. Would our district be able to count these schools as our early learning centers/agencies? We would, of course, bring in additional community partners to support this plan.
10. **Yes, Head Start and Preschool can count as part of these early learning centers.**
11. Is there a link to an archive of the Jan. 27th. virtual meeting.
12. **Yes, Technical Assistance recordings are now available for general information about the RFA and for evaluating evidence for alternate providers as well as general TA about grant writing. Find them all at KDE Competitive Grants page.**
13. I am getting ready to write the grant for KyCL for XXXX County. When I look at our K-prep data, I find that birth to 5 and K-5 show extreme deficits in literacy. However, our middle and High do not according to the scores. However, when I broke down male to female at the high school, the rate for females was 70% and males was 40%. Could I use that data to help qualify for this grant since it states that you much have deficits in literacy in at least three of the four continuums?
14. **Yes, you may use subpopulation data to create a profile of need for a district.**
15. "Utilize an **approved program** to improve comprehensive literacy instruction that will create district and community capacity that can continue after grant funding ends;" Does the attached image contain an exhaustive list of those **"approved programs"**?
16. **Yes, this is the grant-approved list. Anything outside this list must go through the Evaluating Evidence protocol. See TA posted at KDE Competitive Grants page.**
17. If we choose to file the application and our elementary and middle select the Kentucky Writing Project and our high school selects the Literacy Design Collaborative, can you share more information about what the evaluation would look like? We want to make sure we know exactly what we are agreeing and committing to prior to filing an application. Thank you.
18. **The commitment to professional learning is the same regardless of the provider chosen. Inside the RFA is a chart of expected hours of embedded professional learning that each cohort of teachers will receive. This professional learning, by the way, does not follow the strict PD requirements for the required 24 hours that schools are used to achieving. The professional learning associated with SRCL and KyCL may occur in conjunction with the 24 required as well as throughout the year both during and after school hours. The learning is intended to be on-going and embedded in the work the teachers will naturally be doing. See the recorded TA session for more specific examples and explanation.**
19. We are working on this grant and we were wondering if we had to use the vendors from the matrix to include in our literacy plan? We thought we heard on one of the webinars that we could use other items. We were thinking about programs like Reading Plus that goes across grade levels to include in our plan. We also looked at Kentucky Writing Project but their website had not been updated so we were not sure if that was still a viable option.
20. **The matrix included in the RFA has grant-approved providers. Those have been vetted and meet our threshold of evidence. If you choose to consider a different program/provider, please watch the "Evaluating Evidence" technical assistance video. These suggestions are to be submitted by 2/20/20.**
21. Is it required for a district to have a DLLT and a literacy plan in place when applying for the KyCL? Or will these be developed after receiving the grant?
22. **It is not required that a DLLT and SLLT and literacy plan be in place when applying. This will be a part of the grant implementation.**
23. Under the allowable expense section, it states that personnel support, choose one. Does this mean that the grant money can only be used to support salaries for just one those positions?
24. **Yes, it can only be used to support salaries for the positions listed in the RFA and for those specific percentages of the salary and for only one (1) position.**
25. Will grant money be able to be used for substitute salaries for teachers when attending professional development?
26. **Yes, the grant money is meant to offer means for intensive literacy professional learning which will sometimes require a substitute teacher.**
27. Will this grant be offered again next year?
28. **Yes, there will be a round 2 for grant applications. That round will allow current SRCL awardees and non-SRCL awardees to apply.**
29. Are the slides you used available online?
30. **The slides are only included in the recording.**
31. I know you mentioned one of the requirements was having significant deficits in literacy in at least 3 of the 4 levels. What would that be based on?
32. **That is based on data the school/district uses to determine need and areas of growth. Of course that includes K-PREP, but may also include other data that is routinely used by the school/district to base instructional decisions.**
33. Can we build stipends into our grant for teachers on our Literacy Leadership team?
34. **It is allowable to pay stipends, but not as a salary. Stipends are generally reserved for extra time spent in literacy plan implementation and should be submitted in the budget narrative for prior review and approval. Also, districts often have stipend policies that should be heeded.**
35. Will we be able to get approval for an online vendor? For example, can we get clearance to write *Flocabulary* into our budget, as an online literacy supplement for the district?
36. **It is possible to use online vendors; however, it will be necessary to go through a vetting process (i.e., Evaluating Evidence) and submit a narrative paragraph of findings for approval.**

We are from XXXX County, which would qualify as a large district. We are considering using one feeder pattern from our total of five patterns. This feeder pattern would include 3 K-8 schools and 1 high school. This feeder group is one of our greatest concerns because 2/3 of the elementary schools are identified as 2 Star and the high school is a one star. So here are our questions.

1. Can we just use this one feeder pattern, if so would the funding remain the same?
2. **Yes, you can use this feeder pattern. The funding may pivot to a different tier if this feeder is significantly smaller than others, but that will be based on the number of students and teachers being served in that feeder.**
3. If we have an RTA school, does that exclude us from participating?
4. **No, you are not excluded if an RTA school. This will actually give RTA schools an opportunity to complement the early literacy efforts in place.**
5. We have Headstart programs in each of the elementary buildings. Would Headstart count as only one community partner or would that be considered three?
6. **Yes, Headstart would be just one partner**
7. Can Family Resource Centers be considered community partners?
8. **The Family Youth Resource Center will certainly be a significant part of the program, but it isn’t a separate partner. It would be good, however, to discuss the role of FYRSC in the program.**
9. Concerning the DLLT team, would that be compiled of persons only within the feeder pattern being used or can we include others in the district?
10. **This definitely needs to include those from the feeder, especially community partners from that particular feeder, but if another person would be particularly beneficial to be on the team, then that person should be included.**
11. Can funding be used to buy materials, program resources, and software programs?
12. **Yes, funding can be used to buy these items, but they must be included and explained in the budget narrative and approved. Software or subscriptions could only be purchased if that is sustainable after the grant and meets the needs of the feeder.**
13. Does the district literacy plan have to be completed and a part of the application, or does the KDE support help write the literacy plan if the grant is awarded?
14. **Yes, the district literacy plan needs to be completed for the 4 years of the grant as a part of the application, but the KDE will offer support to bolster and/or clarify plans after awards are made. Individual school plans will be created after awards. Even though a template is not required, districts may choose to use the 30-60-90 Day Plan template to create the literacy plan**.
15. Is the PD provided and planned for every school involved? Or would districts have the flexibility to plan and provide the PD as long as it met the hour requirements?
16. **The professional learning, in large part, will be connected to the grant-approved providers from the matrix in the RFA. Each district will need to work out a plan of professional learning with the providers. Additional professional learning can be added as a supplement to this provider as well.**
17. Can textbooks be purchased with this money?

A**. No, this grant is not for textbook purchasing.**

1. Could you please explain what districts must do by March 20 to be considered?  I understand they cannot have been in the first round of grantees and must have 65% FRL at the high school level, but what else must they do?

**A. On March 20, 2020 the second round of technical assistance will begin. This question might relate more to the February 20, 2020 deadline to submit an additional program for vetting. You can find the solicitation schedule and all details about eligibility at the KDE Competitive Grants page at** <https://education.ky.gov/districts/business/Pages/Competitive%20Grants%20from%20KDE.aspx>

1. Our district, XXXX County, is identified as a large district; however, we are unsure if the feeder pattern we have chosen would still qualify for us as a large category.  The feeder system we have chosen consists of 1 high school, and 3 Pre-K- 8 buildings.
2. **Typically if a district is listed in a particular tier (small, medium or large) then that is the tier that will automatically apply. However, if a certain feeder system is considerably smaller than others in the district, that could impact the tier size, but that isn’t likely. It would be prudent to include this information in the application.**
3. We were wondering if there is a contingency plan in place for next Friday’s technical assistance meeting in Frankfort? Also, if we are to close due to the Coronavirus, and are principals are not able to have their SBDM form signed, what will we need to do? Do they have to meet or can each council member sign individually in support?
4. **There is an updated TA calendar posted to the KDE competitive grants page.**

**Each member of their SBDM can sign individually. They do not have to have a meeting.**

1. Can we reach out to see if electronic signatures will be accepted?

**A. Yes, electronic signatures are fine. Use a secure e-signature application.**

1. Should the literacy plan for the district be for 1 year or all 4?

**A. The plan should be for all 4 years, but the budget narrative is just for the first year. Additional years will have budget narratives submitted each year**.

1. The grant requires alignment to the Kentucky Academic Standards for Reading and Writing. How do other content areas teach both their standards and Reading and Writing?
2. **The grant does require alignment to the *KAS for Reading and Writing*, but it isn’t expected that these standards supplant other content areas. For those disciplines outside language arts, they will be expected to use the Interdisciplinary Literacy Practices found within the *KAS for Reading and Writing*.**
3. Teachers are expected to receive a lot of professional learning through this grant. Does this impact all of the teachers in the feeder pattern?
4. **Yes, eventually it will impact 100% of all teachers included in the feeder pattern. See the RFA for a chart of professional learning requirements for teacher cohorts.**
5. Do all teachers in the feeder pattern have to be a part of the professional learning for literacy?
6. **Yes, you can see the actual breakdown on page 4 of the RFA, but it is required that all teachers eventually are involved in literacy professional learning. Giving consideration in plans about what that looks like for each cohort is very important for a successful program. A consideration should be made to the individualized learning of teachers in various content areas.**
7. Do applicants have to choose from the matrix of providers? Can they add other programs or providers?
8. **Each subgrantee MUST choose at least one provider at each level from the grant-approved matrix included in the RFA. There may be other providers or programs a district would like to include, but that would be a supplement to the chosen program and should meet the needs established through the PERKS needs assessment.**
9. For Early learning partners, do Head Start and Preschool count as one partner or two?
10. **For early learning partners, the Head Start and Preschool can be different (two separate) partners if they are different entities in your district. Districts configure these differently across the state. Creating partnerships should be a strong consideration for your grant narrative and should include community partners outside the district-controlled programs.**
11. If we are a current SRCL district, can we apply for the grant for a feeder pattern that is not in the current SRCL grant?
12. **Yes, you can apply. There are very specific rules about not mingling the funds, so if a district qualifies to apply as a new grantee, then this will be discussed with that district and their finance officers.**
13. With districts closed and social distancing, it has been difficult to convene the site-based council. Do we have to have members physically together to sign consent for us to apply for this grant? Can we use e-signatures?
14. **Yes, electronic signatures are allowed. Use a service that offers secure e-signatures.**
15. Given that districts who choose to participate in the impact study will be systematically different from those who choose not to participate in the impact study, how does AIR and/or KDE plan to address the endogenous selection bias that will be introduced by the incentive of additional points on the grant application?

Endogeneity is when a regressor is correlated with the error term in the purely econometric definition.  From the experimental design perspective it means that the subject is able to manipulate their assignment to treatment/control.

1. **The preference points for choosing to be a part of the impact study will only come into play after subawards are made. The preference points will then apply among the subgrantees who indicated they wish to be a part of the impact study.**
2. I attended the KyCL 101 session today.  I thought I heard Johna say that we only needed to submit a District Literacy plan with the grant application and that KDE would help with development of school literacy plans.  (Which I was glad to hear!) After revisiting part 5.1 of the evaluation criteria in the RFA, it states, "Describe the process used to create the **attached** district **and school literacy plans**."  I just want to clarify my interpretation of this morning's statement (that we do not create or attach school literacy plans in addition to the district plan) is correct.
3. **All that is required is the district literacy plan. School plans will be developed for those who are awarded the KyCL grant. We will update the evaluation criteria.**
4. How many partners are required in the application? Do we have to have as many early childhood partners as schools?
5. **Yes, you need as many early childhood partners as elementary schools, but the overall number is a number range within the RFA (A minimum of three for small feeder systems, five for medium and seven for large). Each school (stakeholder) will write a letter of interest.**
6. How are grant reviewers chosen?
7. **A call for reviewers is placed on the KDE Competitive Grants page. Applicants are screened according to predetermined criteria about literacy and grant backgrounds. Reviewers are also trained and calibrated before and during reviewing.**
8. Is AIR going to be collecting any data for the KyCL evaluation (e.g., administering any surveys, doing any interviews/focus groups, administering any of their assessments, etc....) or will they only be using existing data that schools would already be collecting?
9. **AIR, the entity running the Impact Study, will be collecting data as the program is in progress (surveys, phone interviews, etc.). They will also consider/review/use state-level data as well.**
10. The RFA mentions a “needs assessment.” Is this to be a formal process or just the process of analyzing the district data in the application writing process?
11. **The needs assessment is the KY Literacy PERKS document found in the righthand column at this site:** [**https://education.ky.gov/curriculum/conpro/engla/Pages/striving\_readers.aspx**](https://education.ky.gov/curriculum/conpro/engla/Pages/striving_readers.aspx)**.**
12. The District Literacy Plan will be attached to the application, correct?
13. **Yes, the District Literacy Plan will be attached when submitted. Not the individual school plans, just the district plan.**
14. Does the district budget narrative count as part of my 25 pages in the narrative?
15. **No. The budget narrative is an attachment.**