 

**Mathematics Achievement Fund (MAF)**

**Questions and Answers**

# **Deadlines and Submission Process**

Q. Is there an advantage to submitting the application early?

**A. No. All applications are due October 4, 2016 by 4 p.m. (ET).**

Q. Do the notarized signatures require raised seals?

**A. No. The raised notary seals are not necessary.**

# **Eligibility**

Q. Are existing MAF grants renewable or are all schools required to apply for this funding to continue current services?

**A. All schools are required to apply for MAF funding. The previous grants were awarded for two years and will end June 30, 2017. The new grants will begin July 1, 2017.**

Q. The RFA posted on the website does not mention anything about MAF renewals. If we received a MAF grant in the last cycle, is this the RFA we must attend to, or will there be a separate RFA that addresses previous recipients?

**A. All schools are required to apply for MAF funding. The previous grants were awarded for two years and will end June 30, 2017. The new grants will begin July 1, 2017.**

Q. Should current MAF schools identify they already have the grant or write as though they have not had the grant previously?

**A. The proposal should address each part of the evaluation criteria to reflect the specific school.**

Q. If a 3rd – 5th intermediate school applies, can the Mathematics Intervention Teacher (MIT) serve only 3rd grade for interventions?

**A. Yes.**

Q. If a middle school and high school want to apply, do I use a different application because the application I am finding is related to primary students K-3?

**A. No. The MAF is open to public schools with students in the primary (K-3) program who are struggling with mathematics.**

Q. Are middle schools eligible to apply for the grant from the MAF?

**A. No. The MAF is open to public schools with students in the primary (K-3) program who are struggling with mathematics.**

Q. What if a district is planning on consolidating eligible schools?

**A. A school can only receive one grant award. If schools consolidate after awards are announced, grant funding for one school will be awarded to the “new” school. The additional funding will not be awarded.**

Q. Our district will be opening a new elementary school in the fall of 2018, can we complete a grant application for this school?

**A. The contracts for MAF grant awards will start July 1, 2017 for the fall of 2017. If the school will not open until the fall of 2018, the school is not eligible to apply.**

# **Grant Approved Intervention Program Selection**

Q. Which program is the best for intervention students?

**A. The school should select the program that best meets the needs of the school’s student population.**

Q. We are a current MAF recipient using an intervention program that is one of the approved programs for the current RFA. Can we keep using the current program for 2nd and 3rd grade students and add a different grant approved program for students in Kindergarten and 1st grade?

**A. Yes. The school should select the program that best meets the needs of the school’s student population.**

Q. Is it okay for schools to select more than one grant approved intervention program?

**A. Yes. The school should select the program that best meets the needs of the school’s student population.**

Q. Is it okay to select different programs for different grade levels?

**A. Yes. The school should select the program that best meets the needs of the school’s student population.**

Q. Is there any specific data around previous MAF schools and the use of these intervention programs?

**A. Yes. The Kentucky Center for Mathematics (KCM) publishes an annual report each year that includes data around previous MAF schools. The reports can be found on the KCM’s website at** [Kentucky Mathematics](http://www.kentuckymathematics.org/).

Q. If I select AVMR, am I required to also select Math Recovery?

**A. No.**

Q. In our school, we already have Do the Math by Marilyn Burns, but we don't have the personnel who can take the time to implement it. Is it ok that you already have a program or is it necessary to choose another program?

**A. The school should select the program that best meets the needs of the school’s student population.**

# **Student Selection**

Q. What students should receive MAF interventions?

**A. Students in the primary (K-3) program who are struggling with mathematics should be the focus of interventions in the MAF grant.**

Q. What is the expectation for students served directly by the MIT?

**A. Students should be in the primary (K-3) program who are struggling with mathematics. Students served directly by the MIT should make adequate progress towards goals that are appropriate to individual needs and services provided during intervention.**

# **Intervention Teacher Selection and Responsibilities**

Q. Which part of the MAF grant would information about the highly qualified teacher be listed under?

**A. Information regarding the selection of the intervention teacher can be found on page 3 under Part III. Intervention Teacher Selection and Responsibilities. The intervention teacher selected must be a certified teacher with at least three years teaching experience that has completed the Kentucky Teacher Internship Program (KTIP). Preference shall be given to teachers with at least three years of primary teaching experience or training in mathematics intervention services for primary students.**

Q. There appears to be a conflict in the General Requirements regarding the MIT.  From the RFA General Requirements in section III, part “a” (page 3), “The intervention teacher selected must be a certified teacher with at least three years teaching experience that has completed the Kentucky Teacher Internship Program (KTIP). Preference shall be given to teachers with at least three years of primary teaching experience or training in mathematics intervention services for primary students.” The section appears to imply that a teacher trained in mathematics intervention services for primary students could receive hiring preference over a teacher with at least three years of primary teaching experience.

**A. As noted on page 3 of the RFA under Part III. Intervention Teacher Selection and Responsibilities, the minimum requirements are a certified teacher with a least three years teaching experience that has completed KTIP. The minimum requirements do not include a reference to experience in the primary grade levels. The two preferences of primary teaching experience or training in intervention services for primary students are considered equal as indicated by the “or” in the statement. The MIT should not be a first year teacher completing the Kentucky Teacher Internship Program.**

Q. Should schools include additional requirements/qualifications they seek in a candidate for the MIT position?

**A. The school may include additional requirements or qualification for the position of MIT. The minimum requirements established by the grant are stated on page 3 under Part III. Intervention Teacher Selection and Responsibilities. The intervention teacher selected must be a certified teacher with at least three years teaching experience that has completed the Kentucky Teacher Internship Program (KTIP). Preference shall be given to teachers with at least three years of primary teaching experience or training in mathematics intervention services for primary students.**

Q. Can a retired teacher serve in the role of MIT?

**A. The funds must be used to hire one full-time Mathematics Intervention Teacher for the entire school year. A retired teacher may serve as the MIT, if he or she can serve as a full-time teacher for the entire school year. The retired teacher would need to consultant with the Kentucky Teachers’ Retirement System for limitations regarding days eligible to be employed.**

Q. The current MIT has taught several years. KTIP was not in place at the time of her certification. Does this mean without KTIP she would not be eligible to continue as the MIT?

**A. No. As long as the teacher has at least three years of teaching experience, he or she is eligible to serve as MIT. The MIT should not be a first year teacher completing KTIP.**

Q. There may be some veteran teachers who have much more than 3 years primary experience but did not participate in KTIP.  If these teachers meet all of the other requirements, can the KTIP participation requirement be waived?

**A. As long as the teacher has at least three years of teaching experience, he or she is eligible to serve as MIT. The MIT should not be a first year teacher completing the KTIP.**

Q. Should we have the MIT selected prior to writing the grant proposal?

**A. No. It is not necessary to have the MIT selected prior to writing the grant proposal.**

Q. Should a school identify the MIT by name in the grant proposal if the teacher is known?

**A. The school may identify the qualities of the selected MIT. However, the redacted copy should not contain any identifying information. Applications with identifying information will be deemed non-responsive. Refer to Submission of Application on page 10 of the RFA.**

Q. When are the 10 intense professional development days?

A. Dates and locations of the professional learning have not been scheduled. Typically three to five days occur during the summer session and five days throughout the school year. In most cases, all training will be completed by January. Locations will be determined after grant awards are announced and are based on the need geographically.

Q. Can you identify all of the required training days, including conference days for the MIT?

A. For a new MIT that has never served in this role, he or she will have ten days of training, one fall training day with the school mathematics team, plus one state conference. The KCM Conference is two days in the spring and the Kentucky Council of Teachers of Mathematics (KCTM) Conference is one day in the fall. The MIT is only required to attend one of these conferences.

Q. When will most of the trainings be scheduled for the MIT and the school mathematics teams? Will most of these be during the summer?  This will impact the budget as to whether funds for subs or stipends need to be allocated.

A. Dates and locations of the professional learning have not been scheduled. Typically three to five days occur during the summer session and five days throughout the school year. In most cases, all training will be completed by January. All MITs and school mathematics team members will also attend one fall training day and one state mathematics conference. Locations will be determined after grant awards are announced and are based on the need geographically.

Q. How many total professional learning events is the MIT expected to participate? How many are the plus 2 teachers expected to participate? Part (a) mentions 'commitment to 10 days of intensive training'. Part (b) states the 'team shall attend a fall professional development event'. Part (c) states the MIT and 2 teachers must attend at least one state mathematics conference.  Are these all referring to the Comprehensive Course for Primary Grades Mathematics and Comprehensive Course for Intermediate Grades Mathematics events offered by KCM or are there more events the MIT plus two must attend. I understand the MIT must also be trained in the intervention program which is separate from this required 10 day training mention under Part IV (a).

A. The MIT will receive 10 days of training in the selected intervention program, not the comprehensive courses. The two classroom teachers will attend the appropriate comprehensive course depending on his or her grade level of instruction. The MIT and two classroom teachers each year will attend a one-day fall professional learning event, as well as one state mathematics conference.

Q. Will the training of the program you choose be located in Kentucky?

A. Yes. Specific locations will be determined based on the needs geographically.

Q. May a district use an internal trainer, e.g., a Math Recovery Teacher Leader, rather than the KCM?

A. Yes. The district will need to work the KDE to make sure all requirements and trainer qualifications align to the objectives of the grant.

Q. Can the PD requirements be split among more teachers…like a job-share?

A. No. The requirements are intended to build the expertise of the MIT and develop a mathematics leader within the school.

Q. What if the MIT is already trained in the selected intervention program?

A. Once grant awards are announced, the KDE and the KCM will work with schools and teachers to develop a plan for appropriate training based on individual needs. Typically, if the MIT is already trained in the selected program, he or she will only receive follow-up training.

Q. Our school received the grant last year and I was trained to use Number Worlds. Our last three days of the ten day training, we were trained to use AVMR. My question is, how much training do I need to sign up for if we receive the grant again?

A. Once grant awards are announced, the KDE and the KCM will work with schools and teachers to develop a plan for appropriate training based on individual needs.

Q. If the MIT is already program trained, what will his or her training look like in the first year?

A. Once grant awards are announced, the KDE and the KCM will work with schools and teachers to develop a plan for appropriate training based on individual needs. Typically, if the MIT is already trained in the selected program, he or she will only receive follow-up training.

Q. I am applying for the MAF grant this year.  My school had the grant several years ago and the last time I wrote for the grant I didn’t receive it.  The reason I am writing you is to find out if I will need to go through the 10 day AVMR training again or just do an update training.  I am needing to know for section 7 The Budget, what PD I will be needing to take.

A. Once grant awards are announced, the KDE and the KCM will work with schools and teachers to develop a plan for appropriate training based on individual needs. Typically, if the MIT is already trained in the selected program, he or she will only receive follow-up training.

Q. What is the current cost of the AVMR refresher course and in what city and how many days does it require?

A. The cost and number of days of the AVMR refresher courses vary depending on the experience of the participant. Once grant awards are announced, the KDE and the KCM will work with schools and teachers to develop a plan for appropriate training based on individual needs. The locations are determined based on the need geographically.

Q. Also, is the current KCM conference still $110? And if not can you tell me the current cost, membership fee, what city and how many days this conference is?

A. The KCM Conference is currently $175 for two days and held in Lexington.

Q. Are we required to submit a schedule for the MIT?

A. The RFA does not require a schedule to be submitted with the application. However, grant awarded schools will be required to submit a schedule each fall for approval by the KDE.

Q. How can the MIT’s time be spent?

A. As stated on page 3 under *Part III. Intervention Teacher Selection and Responsibilities*. *At least one-half of the MIT’s time must be spent delivering intensive mathematics interventions to primary grade students using the grant approved primary mathematics intervention program. The remaining time may be spent providing additional intensive mathematics interventions to primary grade students or providing support to other teachers in the area of mathematics. The MIT must serve on the school’s Kentucky System of Intervention (KSI)/Response to Intervention (RTI) team. The MIT must schedule time for co-teaching with teachers from the school mathematics team during mathematics instructional time. Examples of other activities may include administering the universal and/or diagnostic assessments, analyzing data, collaborating with colleagues, and/or encouraging family involvement. The majority of the instructional day shall be dedicated to directly providing services to students. The MIT may have supervisory duties equal to, but not greater than, the other teachers in the building. The MIT shall have appropriate planning time equal to, but not greater than, the other teachers in the building. The MIT may not serve as a substitute teacher. The MIT must submit a detailed schedule to the KDE for feedback and approval each fall.*

**School Mathematics Team Selection and Responsibilities**

Q. What happens if a school only has primary teachers in the building?

A. As stated on page 4 under *School Mathematics Team Selection and Responsibilities: In schools with primary grade levels only, two primary classroom teachers shall be selected.*

Q. In a 3rd – 5th grade intermediate school, could the MIT select a 3rd grade teacher and a 4th or 5th grade teacher as the classroom teachers to attend the 10 days of KCM training?

A. Yes. As stated on page 4 under *School Mathematics Team Selection and Responsibilities: The school must develop a school mathematics team including the MIT, principal, a primary classroom teacher and an intermediate classroom teacher.*

Q. What if the school does not have eight classroom teachers to train over the four years of the grant? Are there other teachers in the building that might be able to receive training, like special education teachers?

A. Yes. Once grant awards are announced, the KDE and the KCM will work with schools and teachers to develop a plan for appropriate training based on individual needs.

Q. Should a school identify the classroom teachers by name in the grant proposal if the teacher are already selected?

A. The school may identify the qualities of the selected teachers. However, the redacted copy should not contain any identifying information. Applications with identifying information will be deemed non-responsive. Refer to *Submission of Application* on page 10 of the RFA.

Q. Can the mathematics team members also serve on the RTI team?

A. Yes.

Q. How often is the mathematics team required to meet?

A. The grant does not have specific requirements for the mathematics team to meet.

Q. Do classroom teachers also receive training in the intervention program selected or just the comprehensive professional learning?

A. The MIT will receive 10 days of training in the selected intervention program. The two classroom teachers will attend the appropriate comprehensive course depending on his or her grade level of instruction.

Q. Does the MIT need to attend the classroom teachers’ training in the first year too?

A. The MIT will receive 10 days of training in the selected intervention program. The two classroom teachers will attend the appropriate comprehensive course depending on his or her grade level of instruction.

Q. What if the classroom teachers have already received the training required for them laid out by the KCM as a part of the MAF Grant requirements?

A. Once grant awards are announced, the KDE and the KCM will work with schools and teachers to develop a plan for appropriate training based on individual needs.

Q. Can you identify all of the required training days, including conference days for the mathematics team?

A. The two classroom teachers will attend ten days of training, either the Comprehensive Course for Primary Grades Mathematics or the Comprehensive Course for Intermediate Grades Mathematics. Details related to these courses can be found on the KCM website at [Kentucky Mathematics](http://www.kentuckymathematics.org/). The classroom teachers will also attend a one-day fall professional learning event, as well as one state mathematics conference. The KCM Conference is two days and the KCTM is on day.

Q. When are the 10 intensive professional development days?

A. Dates and locations of the professional learning have not been scheduled. Typically three to five days occur during the summer session and five days throughout the school year. In most cases, all training will be completed by January. Locations will be determined after grant awards are announced and are based on the need geographically.

Q. How many total professional learning events is the MIT expected to participate? How many are the plus 2 teachers expected to participate? Part (a) mentions 'commitment to 10 days of intensive training'. Part (b) states the 'team shall attend a fall pd event'. Part (c) states the MIT and 2 teachers must attend at least 1 state mathematics conference.  Are these all referring to the Comprehensive Course for Primary Grades Mathematics and Comprehensive Course for Intermediate Grades Mathematics events offered by KCM or are there more events the MIT plus 2 must attend. I understand the MIT must also be trained in the intervention program which is separate from this required 10 day training mention under Part IV (a).

A. The MIT will receive 10 days of training in the selected intervention program, not the comprehensive courses. The two classroom teachers will attend the appropriate comprehensive course depending on his or her grade level of instruction. The MIT and two classroom teachers each year will attend a one-day fall professional learning event, as well as one state mathematics conference.

Q. I understand the MIT plus 2 teachers will be required to attend Comprehensive Course for Primary Grades Mathematics or Comprehensive Course for Intermediate Grades Mathematics training offered by KCM. The pink flier we were given at the assistance session described each program training and at the bottom says Professional Learning Cost: $1600. However, the website says cost: 0.00 ([Kentucky Mathematics](http://www.kentuckymathematics.org/kcm_offerings.php)) Do you happen to know the cost?

A. The MIT will receive 10 days of training in the selected intervention program. The two classroom teachers will attend the appropriate comprehensive course depending on his or her grade level of instruction. The estimated cost for each comprehensive course for the MAF grant requirement is $1600.

Q. What are the professional learning requirements for the two additional classroom teachers?

A. The two classroom teachers will attend ten days of training, either the Comprehensive Course for Primary Grades Mathematics or the Comprehensive Course for Intermediate Grades Mathematics. Details related to these courses can be found on the KCM website at [Kentucky Mathematics](http://www.kentuckymathematics.org/). The classroom teachers will also attend a one-day fall professional learning event, as well as one state mathematics conference. The KCM Conference is two days and the KCTM is on day.

Q. Can the classroom teachers begin their training prior to the grant awards?

A. Yes. However, grant funds cannot be used prior to July 1, 2017.

Q. Can the math team expand each year/grow each year or only have three teachers as a maximum?

A. Yes. The team may expand each year, with the two additional teachers receiving the comprehensive course training.

Q. What training is required of the principal? Can an assistant principal or coach serve in this role too?

A. The principal or assistant principal is required to attend the one-day fall professional learning event.

Q. Is there a cost for the fall professional development day?

A. No.

**Assessments and Reporting Requirements**

Q. In Part 2 where it says, "Explanation of assessment data is in-depth and articulated thoroughly", what does "assessment data" mean?  Does it mean the assessment tools we use or the actually data we have from assessments or something else?

A. Explain how assessment tools and/or assessment data are used as a part of the RTI Framework.

Q. What are some examples of valid and reliable tests that can be used to provide the requested data?

A. There are a variety of valid and reliable assessments that can be used to provide the requested data. The proposal should reflect what the school is currently using to make instructional decisions.

Q. What is considered valid and reliable data?  Can teacher formative and summative assessment be included in that or does it need to be norm referenced or standardized?

A. There are a variety of valid and reliable assessments that can be used to provide the requested data. The proposal should reflect what the school is currently using to make instructional decisions.

Q. Can the FAST assessment be used for this?

A. Yes. The proposal should reflect what the school is currently using to make instructional decisions.

Q. Our district has dropped the DEA assessment and does not currently have a universal screener. I am currently administering the Terra Nova to intervention students. So I can have a screener for all students, I have administered the BVSD math screener and easyCBM. Would this be okay to use in the grant?

A. There are a variety of universal screeners. Discuss what the school is currently using to identify students for interventions, as well as what the school is planning to use as assessments for MAF interventions.

Q. Should we use this year's data or last year's data?

A. The school may use data from one year or multiple years to demonstrate an overall picture of the school and student needs.

Q. Can we use 2016 K-Prep scores in our Grant Proposal?

A. Yes. The school can choose to use 2016 KPREP scores. As of now, scores are embargoed until October 4th which is the same date proposals are due. Proposals will not be shared publicly or even looked at prior to this date; therefore, the KPREP data can be used within the proposal.

Q. Once we are allowed access to the Spring 2016 K-PREP scores, may we use the Spring 2016 K-Prep scores to show a need since they will be available for the public by October 4th?

A. Yes. The school can choose to use 2016 KPREP scores. As of now, scores are embargoed until October 4th which is the same date proposals are due. Proposals will not be shared publicly or even looked at prior to this data; therefore, the KPREP data can be used within the proposal.

**Other Requirements and Non-Negotiables**

Q. Are substitutes required for every MIT absence or just for long-term absences?

A. As stated in the RFA on page 5 under *Part VI. Other Requirements and Non-Negotiables: The school must provide a certified substitute to implement intervention services in the event the MIT is absent or otherwise unable to provide services. Long-term substitutes with training in primary mathematics intervention services are preferred.*

Q. On page 5 of the Request for Application, it states that the school must provide a certified substitute to implement intervention services in the event the MIT is absent or otherwise unable to provide services. Does this mean that a substitute is required for each day the MIT is absent? Or is this in the event of a long-term absence of an MIT?

A. As stated in the RFA on page 5 under *Part VI. Other Requirements and Non-Negotiables: The school must provide a certified substitute to implement intervention services in the event the MIT is absent or otherwise unable to provide services. Long-term substitutes with training in primary mathematics intervention services are preferred.*

**Criteria**

Q. On *Part 1: Identification of Need* when they refer to the comprehensive mathematics model currently in place at your school, are they referring to the core math program or if we have AVMR for example are they referring to that?

A. As stated in the RFA on page 12 of the *Evaluation Criteria* under *Part 1: Identification of Need*, t*he section should describe the comprehensive mathematics model currently in place at the school*.

Q. On Part 2, what does assessment data mean? Does that mean the number of students who are in the Tiers or does it mean the frequency of the assessments given?

A. Assessment data is any data or assessment tools that are used to make instructional decisions.

Q. On Part 2, what is exactly required when describing the RTI Framework of the school?

A. The proposal should describe how RTI is currently implemented at the school.

Q. In Part 2, should we only discuss math RTI or overall RTI?

A. The proposal should describe how RTI is currently implemented at the school.

Q. In part 2 of the MAF, do I discuss the school wide RTI framework or since we already have the grant, do I focus on how the framework looks like in my position? For example, Kindergarten is part of our school wide RTI plan, but not a focus in my position except that I am a resource for the K classroom teachers.

A. The proposal should describe how RTI is currently implemented at the school.

Q. What if our school does not already have RTI in place?

A. [704 KAR 3:095](http://www.lrc.state.ky.us/kar/704/003/095.htm) requires the implementation of a comprehensive response to intervention system for Kindergarten through Grade 3.

Q. We are unclear about Part 2's section on the rubric that reads: Explanation of assessment data is in-depth and articulated thoroughly.  Are they asking about our current specific assessment data? Or is it asking about the assessment tools we use to get the assessment data? What specifically are we to explain about the assessment data?

A. Explain how assessment tools and/or assessment data are used as a part of the RTI Framework.

Q. In Part 2 where it says, "Explanation of assessment data is in-depth and articulated thoroughly", what does "assessment data" mean?  Does it mean the assessment tools we use or the actually data we have from assessments or something else?

A. Explain how assessment tools and/or assessment data are used as a part of the RTI Framework.

Q. Please explain the difference in Part 2-D: Description of the process to determine eligibility for RTI and tier movement” and Part 4-B “Explanation of the process the school will use to determine eligibility, make instructional decisions and determine progress for the selected intervention program”.

A. Part 2 should describe how RTI is currently implemented at the school. Part 4 should describe how or if the process will change based on the selected intervention program.

Q. In part 5, we are to discuss how the MAF will be sustained beyond the grant. Does this include financially sustaining the grant or is this only the work of the grant?

A. Discuss how the work of the MAF will be sustained beyond the grant.

Q. In Part 5, when we describe a plan for family involvement, is that ONLY for students who will be served by the grant or is it ALL students enrolled in school?

A. As stated in the RFA on page 13 of the *Evaluation Criteria* under *Part 5: Professional Learning and Sustainability*, the section should *include a plan for family involvement initiatives to support the mathematics instruction.*

Q. In Part 6, should we only identify goals for primary or project goals in higher grades in a few years?

A. As stated in the RFA on page 13 of the *Evaluation Criteria* under *Part 6: Assessment and Evaluation Plan*, *this section should provide a detailed and comprehensive plan for evaluating the impact and effectiveness of the mathematics intervention plan and implementation*. The proposal should also i*nclude a description of specific and measureable long-term goals for student achievement and instructional change over time*.

Q. In section 6.2 of Assessment & Evaluation, where it ask how three or more sources of data will be used throughout the MAF, can you clarify? Is it asking for data that we will be collecting while using MAF funds? Or is it asking for sources of data we currently have available in regard to trying to get MAF funding?

A. Explain the school’s plan for how the data will be used throughout the MAF interventions.

Q. Are there any bonus points?

A. No.

**Contract Awards**

Q. What is the length of the grant?

A. As stated in the RFA on page 2 under *Funding*, *grants are renewable for up to four years, contingent on successful implementation of intervention components, grant requirement compliance, demonstrated student progress and the availability of funds.*

Q. What is the renewal process to continue to receive funding after the first year?

A. As stated in the RFA on page 2 under *Funding*, *grants are renewable for up to four years, contingent on successful implementation of intervention components, grant requirement compliance, demonstrated student progress and the availability of funds.*

Q. Are we guaranteed $50,000 for each year for four years?

A. KDE anticipates $50,000 for each year for four years contingent on future funding.

**Application Components and Formatting Requirements**

Q. Font shall be Arial, does that mean it shall not be Times New Roman?

A. As stated in the RFA on page 9, *text shall be Arial 12-point font and be double-spaced. Do not use condensed or narrow versions.*

Q. Are you allowed to double space and indent?

A. Yes. As stated in the RFA on page 9, *text shall be Arial 12-point font and be double-spaced. Do not use condensed or narrow versions.*

Q. Bullets are 12 point font?

A. Yes. As stated in the RFA on page 9, *text shall be Arial 12-point font and be double-spaced. Do not use condensed or narrow versions.*

Q. Can the application be shorter than 20 pages?

A. Yes.

Q. How should the cover page be submitted in the redacted copy?

A. A blank copy of the cover page can be submitted in the redacted copy.

**Evaluation of Application**

Q. Can schools request scoresheets from previous RFA processes?

A. Yes. Schools should send request to [kderfp@education.ky.gov](mailto:kderfp@education.ky.gov).

Q. Is there an advantage to submitting the application early?

A. No.

Q. Will the grant reviewers be able to see graphs in color?

A. Reviewers will review redacted proposals digitally in the PDF version submitted to KDE. There is no guarantee the graphs will be reviewed in color.

Q. Once you receive all MAF grants, will they be printed in black and white or color? I am asking for color graph/chart purposes.

A. Reviewers will review redacted proposals digitally in the PDF version submitted to KDE. There is no guarantee the graphs will be reviewed in color.

**Funding and Budget**

Q. Is the budget summary form included in the page total?

A. No. As stated in the RFA on the top of page 12, *the budget summary form is not included in the 20-page limit*.

Q. Will the budget summary form be scored?

A. The budget summary form will be reviewed as support for *Part 7* of the *Evaluation Criteria*.

Q. Do schools need to answer PART 7 or just answer using the budget summary form?

A. Schools should answer Part 7 of the criteria. The budget summary form will be reviewed as support for *Part 7* of the *Evaluation Criteria*.

Q. Should applications include a budget narrative in addition to the budget summary form?

A. The application should not include a separate budget narrative. Schools should answer Part 7 of the criteria. The budget summary form will be reviewed as support for *Part 7* of the *Evaluation Criteria*.

Q. I have been working on the MAF grant. I am a little confused about the budget. Looking back at my previous grant, I noticed there is a Budget Narrative. However the current MAF evaluation criteria has part 7 budget, but does not indicate that we need a separate detailed school budget narrative. Can you clarify?

A. The application should not include a separate budget narrative. Schools should answer Part 7 of the criteria. The budget summary form will be reviewed as support for *Part 7* of the *Evaluation Criteria*.

Q. Should a school submit a budget reflecting four years or just the first year of implementation?

A. The school should submit a budget reflecting the first year of the grant only. Grant recipients will be required to submit an annual budget to receive funding each year.

Q. What should be included in the budget, just the $50,000 or the entire expense related to the implementation?

A. As stated in the RFA on page 13 of the *Evaluation Criteria* under *Part 7: Budget,* *this section should describe the fiscal resources needed for the interventions and a detailed explanation of how funds will be used.*

Q. Is it okay to put the full grant amount under salary?

A. Yes.

Q. What kind of technology should a school plan for in the first year?

A. Technology will depend on the grant approved intervention program selected.

Q. Should we total the in-kind funding on the budget summary?

A. As stated in the RFA on page 13 of the *Evaluation Criteria* under *Part 7: Budget,* *explain how the grant and resources will be used efficiently and how additional funds will be used to supplement the cost of implementing mathematics intervention services beyond the grant award amount.*

Q. Are we guaranteed $50,000 for each year for four years?

A. KDE anticipates $50,000 for each year for four years contingent on future funding.

Q. Can the grant funding pay for the classroom teachers’ salary too?

A. No.

Q. How much money do you anticipate that schools will have to provide as their portion for this grant opportunity?  I thought at one time that each participating school had to match funds of $20,000.  Is this true and, if not, how much money would each school have to provide?

A. The grant does not require matching funds. As stated in the RFA on page 5 under *VI. Other Requirements and Non-Negotiables*, *the school and/or district will provide additional resources and funds*. The additional funds will vary at each school.

Q. We have several schools interested in applying for the MAF grant. However, some have expressed the concern over possible matching funds. In the technical assistance session, they understood the presenter to say the school would need to provide an additional $20,000.  Is this an exact amount or an estimate?  Does this amount include the trainings and related costs for the +2?

A. The grant does not require matching funds. As stated in the RFA on page 5 under *VI. Other Requirements and Non-Negotiables*, *the school and/or district will provide additional resources and funds*. The additional funds will vary at each school.

Q. Are these the only MUNIS codes available to use for this grant? What about additional travel MUNIS codes? What about KTRS?

A. At this time, the approved MUNIS codes are listed in the RFA. All grant recipients will be required to submit an amended budget prior July 1, 2017 to receive funding. At that time, the KDE may add to or revise the listed MUNIS codes.

Q. The following MUNIS codes were included in the previous year's budget, but are not included in this RFA: 0231 Kentucky Teacher Retirement, 0253 KSBA Unemployment, 0338 Registration Fees - what about the required conference attendance? 0650 Supplies-Technology Related - will there be a $200 WebEx software charge? 0892 Parent Involvement Meetings. Will these be added?  The directions state "the school may not use MAF grant monies for any MUNIS code that is not listed."

A. At this time, the approved MUNIS codes are listed in the RFA. All grant recipients will be required to submit an amended budget prior July 1, 2017 to receive funding. At that time, the KDE may add to or revise the listed MUNIS codes.

Q. Regarding the allowable budget codes, will KTRS be allowed?  If not, why, when it is allowed for RTA and other state-funded grants?  If it is not an allowable expense, this will create a lot of issues state-wide, as MUNIS forces the mandatory fringe amounts to be included on all salaries and stipends. The budget code for “Dues and fees” is 0810. Currently this is the code for student fees, not teachers. The code for teacher/staff “dues and fees” is 0338. Is this an error or is the code being changed?

A. At this time, the approved MUNIS codes are listed in the RFA. All grant recipients will be required to submit an amended budget prior July 1, 2017 to receive funding. At that time, the KDE may add to or revise the listed MUNIS codes.