**FY23 MAF Mini-Grant FAQ**

**General**

1. Q: May I request an application here in this email? If not, please direct me as I am exploring the grant opportunity for our school.

A: The application and related materials can be found on the KDE competitive grants page.

**Eligibility**

1. Q: Can districts apply on behalf of non-MAF grant awarded schools? I tried to read through the RFA and did not see any language indicating one way or another (other than "All public-school districts in Kentucky and Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD) are eligible to apply on behalf of the school(s) to support K-12 students in reaching proficiency in mathematics through the purchase of high-quality instructional materials aligned to the *KAS for Mathematics.*"

A: All public-school districts in Kentucky and Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD) are eligible to apply on behalf of the school(s) to support K-12 students in reaching proficiency in mathematics through the purchase of high-quality instructional materials aligned to the KAS for Mathematics. Eligibility is not affected by whether schools are or are not currently receiving other Mathematics Achievement Funds.

1. Q: Does the district need to submit an application for every school in the district or just each school that is interested in pursuing the grant?

A: Only schools who are interested in the MAF Mini Grant.

1. Q: Can schools that received the FY22 MAF grant from last fall apply for this mini grant?

A: All public-school districts in Kentucky and Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD) are eligible to apply on behalf of the school(s) to support K-12 students in reaching proficiency in mathematics through the purchase of high-quality instructional materials aligned to the KAS for Mathematics. Eligibility is not affected by whether schools are or are not currently receiving other Mathematics Achievement Funds.

1. Q: If a district plans to submit applications for multiple schools who will be using the same instructional resources and professional learning experiences, will that be okay if the applications are very similar?

A: Yes, as long as the applications follow the RFA requirements.

1. Q: I wanted to clarify: Is the grant for all schools K-12? We can apply for our middle school and high school.

A: Yes, middle school and high schools can apply. All public-school districts in Kentucky and Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD) are eligible to apply on behalf of the school(s) to support K-12 students in reaching proficiency in mathematics through the purchase of high-quality instructional materials aligned to the KAS for Mathematics.

If your middle school and high school are two separate schools, with different school numbers, each may submit an application.

1. Q: If you write this grant, can you also be a reviewer?

A: No, that would be a conflict of interest.

1. Q: The Call for Reviewers says Employees of the State may not serve as reviewers. Does that mean any current district employee since we are all state employees?

A: Current district employees may serve as grant reviewers if they have obtained the proper approvals from their supervisors and taken the appropriate type of leave in order to be able to do so. No one who has any part in completing an application can review applications. This includes, but, is not limited, to writing, editing, etc. Current state employees (who report time through the use of the KHRIS system) may not review competitive grants.

1. Q: Follow-up to previous question: Is the information reported in the grant considered confidential/secure or is the grant application (blind and not blind) subject to an open records request or would the information be reported publicly in any way?

A: Submitted applications are subject to open records requests. Additionally, high scoring applications may be posted online as sample work in later grant competitions.

Funding:

1. Q: Can the funds be used for after school math intervention, or must the funds only be used to purchase a math program and professional learning for teachers to use the new program?

A: The RFA states the Mathematics Achievement Fund (MAF) provides funding for purchase of materials needed for modification of instruction (tier one, tier two and/or tier three) in mathematics and pay for extended time or release time for teachers to engage in professional learning of the new mathematics materials purchased.

1. Q: How will the grant funds be awarded, by district or by school? Is the amount $40,000 per district or per school?

A: The Kentucky Department of Education (KDE) anticipates funding approximately 75 schools at an estimated $40,000 per year for purchase of materials needed for modification of instruction (tier one, tier two and tier three) in mathematics and pay for extended time or release time for teachers to engage in professional learning of the new mathematics materials purchased.

1. Q: Will all schools within the district that submit an application be awarded the grant? Or is there a chance that one school in the district may be awarded the grant and others are not.

A: Each school's application will be scored independent of one another. Approx 75 schools will be awarded grants. Depending on the number of applicants and the scores of each school's applications, it is possible some schools may be awarded the grant and others not in the same district.

1. Q: In the funding section of the mini grant, it says KDE anticipates funding approx. 75 schools an estimated $40,000 per year. In the application narrative question section, number 5 says include a school budget form and indicate how the district will use the $40,000. So, my question is for clarification- would each school in “Nice “County apply independently for this grant, with the chance of each school getting selected, or do we apply from the district level and use the money among the schools?

A: The public-school district must submit a separate application for each school that wants to participate.

1. Q: We are planning to vet HQIRs to use in our core curriculum starting in October with selection in March and April and implementation starting right after that, which will include initial training and ongoing learning during implementation. Are these allowable purchases and costs with these grant funds?

A: A district/school shall use funding to purchase instructional materials for mathematics (including intervention programs and diagnostic assessments) that are [High-Quality Instructional Resources](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) (HQIR), which the KDE defines as being:

* Aligned to the [*KAS for Mathematics*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Mathematics.pdf).
* Research-based and/or externally validated.
* Comprehensive to include engaging texts (books, multimedia, etc.), problems and assessments.
* Culturally relevant, free from bias; and
* Accessible for all students.

1. Q: Is there a match requirement for this grant?

A: There are no matching funds.

1. Q: Quick questions Math in Focus (an authentic Singapore math curriculum) is the current math curriculum our district uses, is this covered under the MAF grant? We are trying to find a way to use this funding to support our Interventionists teachers (who currently provide RTI in the areas of Math and Reading). Other than paying for training and materials, how else could we use the funding? Is there any way to pay a partial salary from it?

A: Salary is not an allowable Munis code for this MAF Mini Grant. The only allowable codes are the ones indicated on the MAF Mini Grant Budget form on page 12 of the RFA. The MAF grant provides funding for purchase of materials needed for modification of instruction (tier one, tier two and/or tier three) in mathematics and pay for extended time or release time for teachers to engage in professional learning of the new mathematics materials purchased.

1. Q: If a school has just purchased HQIM, can the grant funding expenditures only focus on professional learning and quality implementation?

A: The RFA states the Mathematics Achievement Fund (MAF) provides funding for purchase of materials needed for modification of instruction (tier one, tier two and/or tier three) in mathematics and pay for extended time or release time for teachers to engage in professional learning of the new mathematics materials purchased.

1. Q: We currently have a program we would like to use the grant to provide professional development on understanding how to deliver Tier 2 and 3, assessing student needs and PD on KAS. We do not foresee purchasing a new program. Can we use the grant for training and release time, and consultants only?’

A: The RFA states the Mathematics Achievement Fund (MAF) provides funding for purchase of materials needed for modification of instruction (tier one, tier two and/or tier three) in mathematics and pay for extended time or release time for teachers to engage in professional learning of the new mathematics materials purchased.

1. Q: Can funds be used to send a team to a math professional development conference that covers content they aren't able to get elsewhere and will share/use with staff and students upon their return.

A: The RFA states the Mathematics Achievement Fund (MAF) provides funding for purchase of materials needed for modification of instruction (tier one, tier two and/or tier three) in mathematics and pay for extended time or release time for teachers to engage in professional learning of the new mathematics materials purchased.

1. Q: Can funds be used to purchase supplemental progress monitoring software that is not instructional, but that works alongside and monitors the effectiveness of the resources used in instruction?

A: A district/school shall use funding to purchase instructional materials for mathematics (including intervention programs and diagnostic assessments) that are [High-Quality Instructional Resources](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) (HQIR), which the KDE defines as being:

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**Mathematics Materials for Modification of Instruction**

1. Q: At our elementary level, are we able to purchase a math intervention program, or just manipulatives?

A: Manipulatives in isolation would not have strong evidence to the KAS for Mathematics through the Mathematics Instructional Resources Alignment Rubric, therefore do not count without a program. A district/school shall use funding to purchase instructional materials for mathematics (including intervention programs and diagnostic assessments) that are [High-Quality Instructional Resources](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) (HQIR), which the KDE defines as being:

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* Comprehensive to include engaging texts (books, multimedia, etc.), problems and assessments.
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1. Q: Are we able to only purchase one or the other (program/manipulatives), or can we purchase both, as long as there is enough funding?

A: Manipulatives in isolation would not have strong evidence to the KAS for Mathematics through the Mathematics Instructional Resources Alignment Rubric, therefore do not count without a program. A district/school shall use funding to purchase instructional materials for mathematics (including intervention programs and diagnostic assessments) that are [High-Quality Instructional Resources](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) (HQIR), which the KDE defines as being:

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1. Q: At our middle school level, they use Aleks. Are we able to use the funding to pay for current intervention programs?

A: The RFA states the Mathematics Achievement Fund (MAF) provides funding for purchase of materials needed for modification of instruction (tier one, tier two and/or tier three) in mathematics and pay for extended time or release time for teachers to engage in professional learning of the new mathematics materials purchased.

1. Q: We purchased Bridges in Spring 2022. Is this considered a "new" program? We need additional training to continue effective implementation.

A: The RFA states the Mathematics Achievement Fund (MAF) provides funding for purchase of materials needed for modification of instruction (tier one, tier two and/or tier three) in mathematics and pay for extended time or release time for teachers to engage in professional learning of the new mathematics materials purchased.

1. Q: The grant application does state that all mathematics teachers who will be implementing the HQIR shall be trained in the newly purchased mathematics materials.  It also states that there could be pay for extended time or release time for teachers. Is this expected to be completed outside of the regular school day/school hours?

A: That is up to the school/district and should be indicated in the professional learning plan submitted and the budget form and summary.

1. Q: When using the Instructional Resource Alignment rubric, do we need to complete a rubric for each individual resource, or do we just complete one rubric for all resources?

A: Submit a completed [Mathematics Instructional Resources Alignment Rubric](https://kystandards.org/standards-resources/mathematics-resources/mathematics-instructional-resources-alignment-rubric/) for each resource to ensure the selected materials needed for modification of instruction (tier one, tier two and/or tier three) align to the *KAS for Mathematics.*

1. Q: The top section of the rubric asks for information provided by a publisher. Does this mean it must be a book or program? Would manipulatives count?

A: Manipulatives in isolation would not have strong evidence to the KAS for Mathematics through the Mathematics Instructional Resources Alignment Rubric, therefore do not count without a program.

1. Q: We are wondering if the Building Fact Fluency kits by Graham Fletcher would be accepted?

A: Part of the MAF Mini Grant RFA is for the school to submit a completed [Mathematics Instructional Resources Alignment Rubric](https://kystandards.org/standards-resources/mathematics-resources/mathematics-instructional-resources-alignment-rubric/) to ensure the selected materials needed for modification of instruction (tier one, tier two and/or tier three) align to the *KAS for Mathematics.* Therefore, it is on the school/district to provide strong evidence of any mathematics resource to be aligned to the *KAS for Mathematics* and HQIR.

1. Q: We would like to know if IXL.com would be an approved program for this grant? We would love to have it for math intervention and instruction. We love the diagnostic tools, and the way students can so easily use self-reflection to set and meet personal goals.

A: Part of the MAF Mini Grant RFA is for the school to submit a completed [Mathematics Instructional Resources Alignment Rubric](https://kystandards.org/standards-resources/mathematics-resources/mathematics-instructional-resources-alignment-rubric/) to ensure the selected materials needed for modification of instruction (tier one, tier two and/or tier three) align to the *KAS for Mathematics.* Therefore, it is on the school/district to provide strong evidence of any mathematics resource to be aligned to the *KAS for Mathematics* and HQIR.

1. Q: Can schools apply for the grant if they purchased a new math curriculum for this 22-23 school year and would like to purchase it again for next school year?

A: The RFA states the Mathematics Achievement Fund (MAF) provides funding for purchase of materials needed for modification of instruction (tier one, tier two and/or tier three) in mathematics and pay for extended time or release time for teachers to engage in professional learning of the new mathematics materials purchased.

1. Q: It looks like edreports just has tier1 textbooks?

A: Edreports rates tier one mathematics programs and the Academic Intervention Tools Chart rates tier two and three programs.

1. Q: If we are awarded this grant and our district ends up purchasing something from our professional learning or materials list, can we replace that item with something else? Also, if we change our mind on needed resources from next year, can we purchase something that is not on our list?

A: The funding is to purchase instructional materials for mathematics (including intervention programs and diagnostic assessments) that are [High-Quality Instructional Resources](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) (HQIR), which the KDE defines as being:

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**Application Narrative Questions for Mathematics Achievement Fund Mini Grant**

1. Q: We are writing the grant for a K-2 school. While we will certainly address KSA / KPREP scores, is it okay to use our universal screener data to better help demonstrate the need for the specific school? Or should we leave that out entirely and focus only on KPREP data?

A: The answer should include a needs assessment based on KPREP data addressing the past three years. Also, universal screener and diagnostic assessment data can also help support answering RFA question 1.

1. Q: In the narrative question 1, do you want KPREP data or KSA data? We do not have the previous year results back for KSA. What years do you need?

A: The answer should include a needs assessment based on KPREP data addressing the past three years. As KPREP was not administered in 2020, the past three years will refer to data from 2018, 2019 and 2021. Also, universal screener and diagnostic assessment data can also help support answering RFA question 1.

1. Q: Per the RFA Evaluation Criteria page 9 Question 1: This answer should include a needs assessment based on K-Prep Data for 3 years. What do we do if KDE has "suppressed" all of our math data due to the information being personally identifiable? We have access and know the results, but KDE says that it cannot be published/shared publicly? Suggestions?

A: To qualify for the grant, you must respond to all application questions. These responses should be based on applicable local data sources. For the year that is suppressed, do you have screener, diagnostic, common formative assessment data, which would show the need for and benefit of the grant funds?

Budget Form

1. Q: Is there a page limit on the budget form?

A: Use the budget form provided in the RFA, but there is not a page limit. The budget summary has a 600-word limit.

1. Q: Is consideration being given to using the MUNIS code:  0120 for substitutes?

A: No, schools may not use MAF grant monies for any MUNIS code that is not listed on the budget form on page 12 of the RFA.