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**REQUEST FOR APPLICATION**

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **FY24 MATHEMATICS ACHIEVEMENT FUND**  **(MAF) MINI GRANT**   |  |  |  | | --- | --- | --- | | Deadline 4 p.m. (ET)  Wednesday, November 8, 2023  *(Applications received after 4 p.m. (ET) will NOT be reviewed)* | Issued By  Kentucky Department of Education  Office of Teaching and Learning  Division of Program Standards |  | | Email All Questions To:  Kentucky Department of Education  Procurement Branch  [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)  *(Questions will only be accepted via email)*  **September 20, 2023, at 4 p.m. (ET)** | **Submit Applications to:**  [**KDERFP@education.ky.gov**](mailto:KDERFP@education.ky.gov)  *(Only electronic applications will be accepted)* |  | | **Specific Instructions:**  **Failure to follow these specific instructions will deem an applicant’s response**  **non-responsive and will not be scored.**   1. 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*. Schools who have been previously awarded the MAF Mini Grant may apply, but **only** to further implement the HQIR identified in the previous award or to select a HQIR for a different tier of instruction. 2. The public-school district must submit a separate application for each school. 3. KDE reserves the right to waive minor technical issues. 4. Applicants are responsible for monitoring KDE’s Competitive Grants webpage for amendments and updates to the posted RFA and supporting materials. 5. Plagiarism is prohibited. The use of AI to generate application content will also be considered plagiarism. | |  | |

**KENTUCKY DEPARTMENT OF EDUCATION**

**Request for Application**

**Mathematics Achievement Fund Mini Grant**

Deadline – Tuesday, November 8, 2023, 4 p.m. (ET)

| **Date** | **Event** | **Location** | **Participation** |
| --- | --- | --- | --- |
| September 1, 2023 | RFA released | Online | N/A |
| September 14, 2023  4-5 p.m. EST | Technical assistance webinar | Online | Attending or watching this recorded TA session is recommended |
| September 20, 2023 | Questions deadline | Email | N/A |
| On or around September 29, 2023 | FAQ posted | Online | N/A |
| November 8, 2023 | Application deadline | Send to KDE | **Required** |
| December 11-14, 2023 | Application review and scoring | Online | N/A |
| On or around January 17, 2024 | Awardees are posted to KDE website | Online | N/A |
| TBD | MOA process (KDE & LEA) | N/A | Districts |
| TBD | District plans reviewed | N/A | N/A |
| Spring 2024 | Funding available to LEA | N/A | Districts |

Background

The Office of Teaching and Learning is issuing a Request for Application (RFA) for Kentucky public school districts to apply on behalf of individual schools for the MAF Mini Grant. KSB and KSD are also eligible to apply. Schools who have been previously awarded the MAF Mini Grant may apply, but **ONLY** to further implement the HQIR identified in the previous award or to select a HQIR for a different tier of instruction. As specified in [KRS 158.844](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=52384), the Mathematics Achievement Fund (MAF) is hereby created to provide developmentally appropriate diagnostic assessment and intervention services to students, primary through grade 12, to help them reach proficiency in mathematics. 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.

Funding

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.Funds must be encumbered by June 30, 2025.

The fiscal agent for the application for public schools shall be a local school district. Each school will provide a budget and budget summary aligned to the allowable MUNIS codes to show how the funds will be spent.

Mathematics Materials for Modification of Instruction

As specified in [KRS 158.844](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=52384), 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. Therefore, 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.), tasks and assessments;
* Based on fostering vibrant student learning experiences;
* Culturally relevant, free from bias; and
* Accessible for all students.

To evaluate and select the HQIR, please see the [Mathematics Instructional Resources Consumer Guide](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Mathematics_Instructional_Resources_Consumer_Guide.pdf). Specifically, applicants shall use the KDE’s [Mathematics Instructional Resources Alignment Rubric](https://kystandards.org/standards-resources/mathematics-resources/mathematics-instructional-resources-alignment-rubric/) for the purpose of the grant application. When evaluating resources, please consider the following:

* + Resources that meet expectations (green ratings) on [edreports.org](https://www.edreports.org/reports/math/k-8?alignment=meets) for mathematics; and
  + Resources that earn positive and/or potentially positive effectiveness ratings according to the [Academic Intervention Tools Chart](https://charts.intensiveintervention.org/aintervention) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource.

Additionally, **all** mathematics teachers who will be implementing the HQIR shall be trained in the newly purchased mathematics materials. The professional learning shall be:

* Aligned to the characteristics of [High-Quality Professional Learning](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Characteristics_of_HQPL.pdf) (HQPL); and
* Aligned to the[*KAS for Mathematics*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Mathematics.pdf)***.***

**With the MAF mini grant, the district/school shall:**

* Develop a shared vision on what mathematics teaching will look like for the students that the district/school serves ([See the Curriculum Development Process, Phase 2 within the Model Curriculum Framework for guidance)](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Model_Curriculum_Framework.pdf#page=16). The shared vision must include plans to:
* Focus on the *KAS for Mathematics* and how students learn mathematics;
* Actively engage teachers in understanding the *KAS for Mathematics* and evidence based instructional practices in mathematics;
* Facilitate collaborative teacher interaction addressing models of instructional practice to support tier one, tier two and/or tier three.
* Submit a professional learning plan to the KDE for approval that aligns to the characteristics of High-Quality Professional Learning ([HQPL](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Characteristics_of_HQPL.pdf)) on the HQIR and demonstrates how and when teachers will be trained on the new mathematics materials purchased [(See the Curriculum Development Process, Phase 4 within the Model Curriculum Framework for guidance](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Model_Curriculum_Framework.pdf#page=27)).
* Lead professional learning aligned to the mathematics vision for 100% of the mathematics teachers within the district/school using the newly purchased mathematics materials.
* 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* ([See the Curriculum Development Process, Phase 3 within the Model Curriculum Framework for guidance](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Model_Curriculum_Framework.pdf#page=19))*.*

Annual Evaluation

Per [KRS 158.844](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=52384), the Kentucky Board of Education administrative regulations shall “establish the minimum annual evaluation process for each grant recipient.” High-Quality Instructional Resources are not just for teachers; they are critical for student success. Students deserve access to standards-aligned instructional resources and grade-level assignments to help them reach the intended learning outcomes within the KAS. Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Evaluating the initial effectiveness of the newly purchased mathematics program will include the following below.

* 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* ([See the Curriculum Development Process, Phase 3 within the Model Curriculum Framework for guidance](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Model_Curriculum_Framework.pdf#page=19))*.*
* Submitted professional learning plan for KDE approval that aligns to the characteristics of HQPL on the HQIR and demonstrates how and when teachers will be trained on the new mathematics materials purchased ([See the Curriculum Development Process, Phase 4 within the Model Curriculum Framework for guidance](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Model_Curriculum_Framework.pdf#page=27)).
* Description and number of hours of professional learning on the selected HQIR implemented in the school within a school year.

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

Responses to questions are single-sided and double-spaced pages. The responses to questions 1 and 2 should not exceed 2 pages. Questions 3 and 5 must use forms embedded within the questions. Question 4 must use budget form (attached) with a summary that does not exceed 2 pages inclusive of charts and graphs.

High-Quality Instructional Resources are not just for teachers; they are critical for student success. Students deserve access to standards-aligned instructional resources and grade-level assignments to help them reach the intended learning outcomes within the *Kentucky Academic Standards (KAS) for Mathematics.*

1.Utilizing Kentucky Summative Assessment (KSA) and universal screener data, identify the need for new mathematics materials (tier one, tier two and/or tier three) for the student population of the school. How will the MAF Mini Grant be used to specifically meet the needs of students within the school?

This answer should include a needs assessment based on KSA and universal screener data addressing the past three years.

2. Utilizing the *KAS for Mathematics,* describe the shared vision for what mathematics teaching and learning will look like for the teachers and students whom the school serves. For more guidance see ([See the Curriculum Development Process, Phase 2 within the Model Curriculum Framework](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Model_Curriculum_Framework.pdf#page=19) ).

The answer should include a description of the school’s mathematics shared vision of what mathematics teaching and learning will look like for teachers and students. The answer should reference the bulleted items below:

* Focus on the *KAS for Mathematics* and how students learn mathematics;
* Actively engage teachers in understanding *KAS for Mathematics* and evidence based instructional practices in mathematics;
* Facilitate collaborative teacher interaction addressing models of instructional practice to support tier one, tier two, and tier three.

3. Submit a [professional learning plan](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Implementation_Professional_Learning_Plan_Template.docx) to the KDE for approval that aligns to the characteristics of [High-Quality Professional Learning (HQPL)](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Characteristics_of_HQPL.pdf) and demonstrates how and when teachers will be trained on the new mathematics materials purchased.

This answer should include a completed [professional learning plan](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Implementation_Professional_Learning_Plan_Template.docx) while addressing [HQPL](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) on the newly adopted mathematics materials.

4. Include a school budget form **and** summary indicating how the district will use the $40,000 in purchasing the selected materials needed for modification of instruction (tier one, tier two and/or tier three) in mathematics and the associated high-quality professional learning for the new materials.

This answer should include a school budget form (attached) **and** summary indicating how the district will use the $40,000 in purchasing the new instructional mathematics materials and the professional learning for the new materials.

5. 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.*

This answer should explain each of the components of HQIR below and strong evidence to support the Mathematics Instructional Resources Alignment Rubric.

* 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.), tasks and assessments;
* Based on fostering vibrant student learning experiences;
* Culturally relevant, free from bias; and
* Accessible for all students.

Note: Consider resources that meet expectations (green ratings) on [edreports.org](https://www.edreports.org/reports/math/k-8?alignment=meets) for mathematics; and resources that earn positive and/or potentially positive effectiveness ratings according to the [Academic Intervention Tools Chart](https://charts.intensiveintervention.org/aintervention) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource.

### **Application Components**

The application should contain the following items presented in the order listed below. Each component should be clearly labeled within the application.

1. Application Cover Page
2. Table of Contents with page numbers
3. Narrative responses and required forms for questions 1-4.
4. Question 5 Rubric (the rubric will be submitted separately from items 1-3 on this list)

Formatting Requirements

Failure to follow the formatting requirements may deem your application non-responsive.

1. Text shall be Arial 12-point font and be double-spaced. Do not use condensed or narrow versions.
2. **Bullets** may be single-spaced; however, they should not be used excessively.
3. Pages should be numbered consecutively with the narrative beginning on page one. Do not number the application cover page or the Table of Contents.
4. Responses to questions are single-sided and double-spaced pages. Questions 1 and 2 should not exceed 2 pages, questions 3 and 5 must use forms embedded within the questions and question 4 must use budget form with a summary that does not exceed 2 pages inclusive of charts and graphs.
5. The narrative description of the MAF mini grant application should have side and top margins of one inch.

**Redacting Instructions**

Blinding/Redacting is the removal of identifying information from an application. Identifying information is district name, school name, county name, and city name. Names of Individuals and Signatures should NOT be blinded/redacted.

Redacted copies should be completely redacted electronically using Black highlighting or X’d out - using the find and replace feature - ex: XXX.

Please review redacted copy before submitting to ensure all identifying information is redacted and all required pages and attachments are included.

Redacted copies will be scored as received.

### **Submission of Application**

1. Scan or save the completed application in its entirety, including all signatures, to PDF format. Save the original application as ***MAFMINI24DistrictSchool Name***. (For example: Southside Elementary School in Woodford County would save the original application as *MAFMINI24WoodfordSouthside*.)
2. Scan or save a blinded/redacted copy of the application in its entirety to PDF format. Save the redacted application as ***MAFMINI24DistrictSchool NameB***. (For example: Southside Elementary School in Woodford County would save the redacted application as *MAFMINI24WoodfordSouthsideB*.)
3. Scan or save the completed [Mathematics Instructional Resources Alignment Rubric](https://kystandards.org/standards-resources/mathematics-resources/mathematics-instructional-resources-alignment-rubric/) in its entirety to PDF format as ***RubricDistrictSchool***. If submitting multiple rubrics, they should be sent in one attachment/document.
4. Email the original copy, the redacted copy, and the rubric to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)

* On the subject line of the email, type ***MAFMINI24DistrictSchool Name***.
* If possible, **send all three attachments in the same email**. **ALL PARTS MUST BE RECEIVED-DATE/TIME STAMPED BY THE DEADLINE of November 8, 2023, by 4 p.m. ET.**
* Keep in mind that email coming into the KDE is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that email is not always received on the first try.
* Applications received after the deadline will not be reviewed or considered for award.
* Applicants can request confirmation of receipt in their submission email. KDE will confirm the receipt of the email and attachments (if any). Please note the KDE does not open attachments to check for accuracy.
* Do not add others on application submission emails.
* Do not send Google docs or documents from Google drives.
* Each PDF attachment **MUST** be less than 10,000 KB (or 10 MB) in size. Please work with your technology staff to ensure the correct file size. Files that are above the size limit will not be reviewed or eligible for an award.

**Contract Award**

Awards will be posted on the KDE Competitive Grant Awards page on or around **Wednesday, January 17, 2024.** At the conclusion of the RFA process, Memorandums of Agreements (MOAs) will be developed with all awarded applicants. The first MOA effective date is anticipated to be in spring 2024 and funds will be eligible for use from the MOA effective date through June 30, 2025. Additional MOA contracts will be developed as needed to extend grant awards. Activities prior to the effective date of the MOA are not allowable charges. The district must submit quarterly expenditure reports. The first payment will be made upon approval of the contract, submission of the MAF Mini Grant assurance statement and updated budget summary form.

**Evaluation of Application**

Independent reviewers will be trained for this specific competition, and they will evaluate applications using the RFA and a scoring rubric aligned to the criteria established in the RFA. Internal reviewers will review and score question five only. The KDE will select reviewers with grant experience, knowledge of the current state standards or mathematics instruction. A Call for Reviewers, including a reviewer application, is available on the [KDE Competitive Grants webpage](http://education.ky.gov/districts/business/Pages/Competitive%20Grants%20from%20KDE.aspx).

**Mathematics Achievement Fund Mini Grant**

Evaluation Criteria

The narrative description should be written in the chronological order in which the criteria are written below.

|  |  |
| --- | --- |
| **Evaluation Criteria** | **Maximum**  **Points** |
| **Question 1:**  **All applicants** should include utilizing KSA and universal screener data, identify the need for new mathematics materials (tier one, tier two and/or tier three) for the student population of the school. How will the MAF Mini Grant be used to specifically meet the needs of students within the school? | **10 points** |
| This answer should include a needs assessment based on KSA and universal screener data addressing the past three years. | |
| **Question 2:**  **New applicants** shall include utilizing the *KAS for Mathematics,* describe the shared vision for what mathematics teaching and learning will look like for the teachers and students whom the school serves.  **Continuation applicants** shall include utilizing the *KAS for Mathematics to* describe how they will build upon the initial shared vision and what teaching and learning will look like for teachers and students with a second year of funding. | **10 points** |
| The answer should include a description of the school’s mathematics shared vision of what mathematics teaching and learning will look like for teachers and students. The answer should reference the bulleted items below:   * Focus on the *KAS for Mathematics* and how students learn mathematics; * Actively engage teachers in understanding *KAS for Mathematics* and evidence based instructional practices in mathematics; * Facilitate collaborative teacher interaction addressing models of instructional practice to support tier one, tier two, and tier three. | |
| **Question 3:**  **New applicants** shall submit a [professional learning plan](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Implementation_Professional_Learning_Plan_Template.docx) to the KDE for approval that aligns to the characteristics of [High-Quality Professional Learning (HQPL)](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and demonstrates how and when teachers will be trained on the new mathematics materials purchased.  **Continuation applicants** shall submit a [professional learning plan](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Implementation_Professional_Learning_Plan_Template.docx) to the KDE for approval that aligns to the characteristics of [High-Quality Professional Learning (HQPL)](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and demonstrates how and when teachers will be trained on the mathematics materials purchased from previous year or to select a HQIR for a different tier of instruction. | **10 points** |
| This answer should include a completed [professional learning plan](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Curriculum_Implementation_Professional_Learning_Plan_Template.docx) while addressing [HQPL](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) on the newly adopted (or previous HQIR adopted for continuation applicants) mathematics materials. | |
| **Question 4:**  **All applicants** shall include a school budget form and summary indicating how the district will use the entire $40,000 in purchasing the selected materials needed for modification of instruction (tier one, tier two and/or tier three) in mathematics and the associated high-quality professional learning for the new materials (previous HQIR materials for continuation applicants). | **20 points** |
| This answer should include a school budget form (below) and summary indicating how the district will use the entire $40,000 in purchasing the new instructional mathematics materials (previously adopted HQIR for continuation applicants) and the professional learning for the new materials. | |
| **Question 5:**  **All applicants** shall 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.* | **50 points** |
| This answer should explain each of the components of HQIR below and strong evidence to support the Mathematics Instructional Resources Alignment Rubric.   * 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.), tasks and assessments; * Based on fostering vibrant student learning experiences; * Culturally relevant, free from bias; and * Accessible for all students.   Note: Consider resources that meet expectations (green ratings) on [edreports.org](https://www.edreports.org/reports/math/k-8?alignment=meets) for mathematics; and resources that earn positive and/or potentially positive effectiveness ratings according to the [Academic Intervention Tools Chart](https://charts.intensiveintervention.org/aintervention) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) resource. | |
| **Competitive Priority:** Schools that were not awarded from the FY23 Math Achievement Fund Mini-Grant will receive 10 priority points. | **10 points** |
| **Total Points Possible** (excluding competitive priority) | **100 points** |

**MAF Mini Grant RFA Application Cover Page**

Application type

New Applicant (Did not receive FY23 MAF Mini-grant award) Continuation Applicant (Received FY23 MAF Mini-grant award)

| **DISTRICT NAME** |  | |
| --- | --- | --- |
| **DISTRICT ADDRESS** |  | |
| **SCHOOL NAME** |  | |
| **SCHOOL ADDRESS** |  | |
| **PRINCIPAL NAME** |  | Phone:  Email: |
| **SUPERINTENDENT** |  | Phone:  Email: |
| **DISTRICT LEVEL PERSONNEL**  **(Supervisor/Director of Curriculum/Instruction)** |  | Phone:  Email: |
| **GRANT CONTACT/WRITER** |  | Phone:  Email: |

I assure the attached application contains accurate information. I understand grant applications with incorrect or falsified information will not be considered for review or will be revoked once awarded. I assure the application has been reviewed and approved for implementation by all shareholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the grant. Failure to continuously meet compliance requirements and deadlines could result in partial or complete loss of funding of grant and may impact future funding.

**Assurance of Commitment from the Superintendent, District Level Personnel and Principal**

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Superintendent Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

District Level Personnel Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Principal Date

Mathematics Achievement Fund Mini Grant Budget Form

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**District**

**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**Name of School**

**Instructions**: Use this form to provide a detailed, itemized explanation of expenditures for each MUNIS Code. Not all MUNIS codes listed need to be used. However, the school may not use MAF grant monies for any MUNIS code that is not listed. Successful approval of budget is pending further review by the KDE.

|  |  |  |  |
| --- | --- | --- | --- |
| **MUNIS Code** | **Description** | **Amount** | **Explanation of Expenditures** |
| 0110 | Certified Services - (Contract) |  |  |
| 0111 | Extended Day (Contract) |  |  |
| 0112 | Extra Duty (Contract) |  |  |
| 0113 | Other Certified (Not part of Contract) |  |  |
| 0321 | Workshop Consultant |  |  |
| 0322 | Educational Consultant |  |  |
| 0335 | Professional Consultant |  |  |
| 0339 | Other Professional Services: |  |  |
| 0580 | Travel |  |  |
| 0591 | Services Purchased from another district or Educational Agency within the state |  |  |
| 0592 | Services Purchased from another district or Educational Agency out of state |  |  |
| 0610 | General Supplies |  |  |
| 0643 | Supplemental Books, Study Guides & Curriculum |  |  |
| 0644 | Textbooks & other Instructional Materials Data required for State reporting |  |  |
| 0734 | Technology Related Hardware |  |  |
| 0735 | Supplies – Technology Related |  |  |
| **Total** |  | $40,000 |  |