1. How should grant applications be submitted?

*Email one (1) complete set of all required documents (Part I, Part II, Part III, and any additional related information) to:**Cecelia.Spencer@doe.mass.edu****no later than 5:00 p.m. on the Wednesday December 11, 2019.***

1. Can individual schools apply for the grant?

*The Financial Literacy Planning and Implementation Grant is open for applications from all MA Local Education Agencies (LEAs)- districts, charter schools, and Collaboratives*

1. Which four digits of the district code do we enter on the application?

*Enter the first four digits of the district code.*

1. Where does the data (1) regarding schools identified as requiring assistance and (2) percentage of economically disadvantaged students come from?
2. *Per the language of the grant, LEAs with schools identified as requiring assistance according to the state accountability system will receive competitive priority. The list of schools classified as ‘requiring assistance’ is available on our* [*District and School Accountability*](http://www.doe.mass.edu/accountability/) *page on the right-hand side in the ‘2019 Accountability Determinations for Districts & Schools’. Please review the document prior to completing the application.*
3. *The data for economically disadvantaged refers to the district and can be found in the school and district profiles, available* [*HERE.*](http://profiles.doe.mass.edu/)
4. If an LEA cannot check either of the competitive priority boxes, does this eliminate their application?

*Failing to check these priority boxes will not eliminate your application in the competitive process. All parts of application will be considered along with the competitive priority in the scoring process.*

1. Will the applications for this grant (Financial Literacy Planning and Implementation Grant 104) be viewed separate from the Civics Grant (Civics Teaching and Learning Grant 589)

*Both grant applications will be viewed and scored separately.*

1. What should be included in the scope of work from the vendor?

*The scope of work should come from the vendor and clearly outline the outcomes of the vendor relationship with the vendor (i.e. PD, curricular materials, products, events). The scope of work should be responsive to the challenges/needs articulated by the district.*

1. Can grant activities include the purchase of curricular materials?

*This grant can include the purchase of curricular materials. This could fall under two of the three types of activities that are eligible for funding:*

*- Curriculum Development*

*- Curriculum Implementation and Professional Development*

*We seek proposals that demonstrate a commitment to the thoughtful integration of curriculum. All grant activities should directly build towards increasing student access to this knowledge through coherent, high-quality, and standards-aligned instruction.  The purchase of curricular materials should include training from the vendor (if applicable) and additional curriculum work time to ensure consistent and systematic implementation.*

1. Would an algebra class taught through a financial literacy lens be applicable to the Financial Literacy Grant?

*LEAs may integrate financial literacy across grades K-12 in a variety of subjects such as mathematics, history and social science, technology, advisory, or business. All grant activities should directly build towards increasing student access to this knowledge through coherent, high-quality, and standards-aligned instruction.*

1. Are expenses for Credit for Life Fairs within the Financial Literacy Experiential Learning appropriate and acceptable?

*Credit for Life fairs would fall in the third category described in the grant as “Financial Literacy Experiential Learning.” Experiential learning captures any special programs that simulate authentic experiences related to financial literacy outside the classroom. We encourage proposals that concretely and clearly align these experiential learning opportunities with the concepts from legislation (Chapter 438) and the Standards for Personal Financial Literacy. Grant activities should increase access to financial literacy concepts for all students and build towards sustainable and replicable teaching of said concepts.  Experiential learning activities would be meaningful and increase financial literacy beyond the happenings of a single event.*

1. What if we are adapting and redesigning materials from an afterschool program into our everyday courses? Does this go under the Curriculum Development category or Curriculum Implementation and PD?

*This would go under Curriculum Development if this work is being done without a vendor. If this is done in partnership with an external partner who originally created the material/program, it would go under Curriculum Implementation and PD. Any work involving external partners requires a draft scope of work from the vendor to be attached with Part III- Required Program Information* (F. Supplemental Information). *See above for details on the scope of work.*

1. Why does the comment section of Part-II the budget, turn red when I input figures?

*Please complete all parts of Part-II Budget Form*.