

## Dec. 10, 2009 TRC Conference Call FAQ's

Q. The RFP indicates the TRC Facilitator cannot also be a .5 FTE Teacher, what else do they usually do?

A. The TRC Facilitator is a .5 FTE role, and frequently we see the other .5 FTE being a district technology integration specialist, literacy coach, math coach, etc. The TRC Facilitator may also be a contracted position (ie. with a service center).

Q. Does the TRC Facilitator have to be a certified teacher?

A. Although the TRC Facilitator is not required to be a certified teacher—it would certainly be advantageous. The TRC Facilitator required and recommended qualifications are outlined on page 27 of the RFP. The TRC Facilitator is critical to the success of the TRC Teachers/project, and should possess a high level of expertise integrating technology within the content area of focus. Co-teaching, modeling lessons, and providing guidance/expertise in developing higher-order learning opportunities are primary to this role. Experience in working with students, teachers, principals and effectively communicating with these groups is an outlined requirement. The TRC Facilitator will support, guide, and mentor the TRC Teachers, so having 'walked in their shoes' is always a benefit.

Q. Can our existing Technology Coordinator be the TRC Facilitator?

A. The TRC Facilitator role is required to be a .5 FTE. Most Technology Coordinator positions are already a full time responsibility, so unless someone else is taking over .5 of the responsibilities associated with the Technology Coordinator position, it would not be recommended.

Q. Our district has a 'rock star' technology Integration specialist who is district-wide—could they be the TRC Facilitator?

A. Yes—provided they meet the TRC Qualifications outlined on p. 27 of the RFP, AND they have support/commitment to dedicate .5 FTE (20 hours per week) to the TRC project/teachers. The district should review the scope of the current position with the new .5 FTE TRC Requirement, to ensure the job description/expectations/priorities are adjusted and clearly outlined. The district should clearly outline what the other .5 FTE includes—as well as documenting/communicating what they will no longer be responsible for when the TRC responsibilities are added.

Q. Can we have 2 people share the TRC facilitator responsibilities?

A. This would not be recommended—and would be subject to KSDE approval on a case by case basis--based on the participating schools, locations, and site specific needs. Please email Melinda Stanley at [mstanley@ksde.org](mailto:mstanley@ksde.org).

Q. Although we have a couple of people in mind, I am not sure who my facilitator will be since the district will not hire them until the grant is approved. How do I address that in my grant application?

A. Applicants should pursue identifying the best possible facilitator for the TRC Grant during the application period (now!), and work with that individual (or service center if that is the case) to ensure that individual meets the

required/preferred qualifications outlined on p. 27 in the grant RFP. Applicants should include the ‘most likely’ candidate in the grant application. Also remember the TRC Grant facilitator is required to attend the June TRC Facilitator Institute, and negotiating that now will help ensure continuity if the grant is received. If applicants need assistance in identifying a TRC Facilitator, they can contact Melinda Stanley at [mstanley@ksde.org](mailto:mstanley@ksde.org)

Q. We are considering a middle school application involving two math teachers, a science teacher, and a reading teacher. Can we choose more than 1 content area of focus?

A. Yes.

Q. Can you provide information related to what General Operating Expenses are?

A. These are costs that are directly related to the project activities (ie. the 4 TRC Teachers/Classrooms, Professional Development and Facilitator). For example, sending home a notice of a TRC Open House—the cost to copy that would be considered a General Operating Expense. If the TRC Facilitator does not have a phone, adding a phone for the TRC Facilitator would be considered a general operating expense. If the TRC School must register a new internet domain for the TRC Grant project, that would be considered a general operating expense.

Q. Is there a limit to General Operating Expenses?

A. There is not a set limit in the budget regarding General Operating Expenses. However—it should be noted these expenses must be directly related to the project and the associated project activities, should be outlined specifically in the narrative, and should be reasonable. This line item should not represent a significant amount of the TRC grant budget.

Q. What is the difference between General Operating Expenses and indirect costs?

A. General Operating Expenses are costs that are directly identifiable and related specifically to the grant project/associated activities. Indirect costs are expenses that are shared among programs/functions within the district (sometimes called overhead costs). Expenses such as Internet Access, IT Support, Administrative management of the grant, work space for the facilitator, etc. are examples of indirect costs that may be budgeted up to 5% of GRANT funds (ie. 5% of \$125,000 or a max of \$6,250). Indirect costs may be funded by grant dollars, or may be identified as a local match. Additional information on Indirect Costs may be found on page 19-20 in the TRC RFP.

