**Frequently Asked Questions (FAQ) for the FY 25 Mathematics Achievement Fund (MAF) Request for Application (RFA)**

**Eligibility/Type of Application and Dates**

**Q:** On page one, under specific instructions 1. It says the grant is for schools "with students in the primary program who are struggling to meet grade-level standards in mathematics.” On page 2 under background, it states that MAF funds are created for "students, primary through 12th grade, Is this particular grant for primary schools only?  That is how I read it, but wanted clarification for the schools in our coop.

**A:** The FY25 MAF RFA is designed to meet the needs of primary students and other students within the school who are at risk of failure; therefore, the mathematics coaching will focus on grades K-5/elementary schools. If additional funding is appropriated for HB 162 (2024) in the next biennium budget, the KDE will consider extending math coaching to other grades in the future.

**Q:** My middle and high schools were awarded the MAF mini grant for the 2024-2025 school year. Why are we not eligible for this grant opportunity? We really need a school-based math coach. On page 3 of the RFA, it states "...primary through grade 12" which is why I did not realize we were not eligible.

**A:** The FY25 MAF RFA is designed to meet the needs of primary students and other students within the school who are at risk of failure; therefore, the mathematics coaching will focus on grades K-5/elementary schools. If additional funding is appropriated for HB 162 (2024) in the next biennium budget, the KDE will consider extending math coaching to other grades in the future.

**Q:** We would like to apply for the MAF Math Coaching Cohort 2 grant. We are a 9-12 grade high school and want to make sure we are eligible for this grant before completing the application process.

**A:** The FY25 MAF RFA is designed to meet the needs of primary students and other students within the school who are at risk of failure; therefore, the mathematics coaching will focus on grades K-5/elementary schools. If additional funding is appropriated for HB 162 (2024) in the next biennium budget, the KDE will consider extending math coaching to other grades in the future.

**Q:** Is this grant open to K-5 or K-12?

**A:** The FY25 MAF RFA is designed to meet the needs of primary students and other students within the school who are at risk of failure; therefore, the mathematics coaching will focus on grades K-5/elementary schools. If additional funding is appropriated for HB 162 (2024) in the next biennium budget, the KDE will consider extending math coaching to other grades in the future.

**Q:** The RFA says all public-school districts in Kentucky with students in the primary program who are struggling with meeting grade-level standards in mathematics are eligible to apply. But, in the scoring details in the "consideration for schools in need" section, it says 20 points will be awarded to the lowest 20% of applicants based on grade 3 KSA math data from the school year 2023. So, if a school is not an elementary school, would it still be possible to be funded?

**A:** The FY25 MAF RFA is designed to meet the needs of primary students and other students within the school who are at risk of failure; therefore, the mathematics coaching will focus on grades K-5/elementary schools. If additional funding is appropriated for HB 162 (2024) in the next biennium budget, the KDE will consider extending math coaching to other grades in the future.

**Q:** Can this grant be written for middle school or high school?

**A:** The FY25 MAF RFA is designed to meet the needs of primary students and other students within the school who are at risk of failure; therefore, the mathematics coaching will focus on grades K-5/elementary schools. If additional funding is appropriated for HB 162 (2024) in the next biennium budget, the KDE will consider extending math coaching to other grades in the future.

**Q:** Is this available for 6-12 or only K-5?

**A:** The FY25 MAF RFA is designed to meet the needs of primary students and other students within the school who are at risk of failure; therefore, the mathematics coaching will focus on grades K-5/elementary schools. If additional funding is appropriated for HB 162 (2024) in the next biennium budget, the KDE will consider extending math coaching to other grades in the future.

**Q:** Would a blue-level school be eligible to apply for the grant? Under the specific instructions on pg. 1 it states, "All public-school districts in KY, with students in the primary program who are struggling with meeting grade-level standards in mathematics, are eligible to apply." After reading this, I was not sure if our school would be eligible.

**A**: All public-school districts in Kentucky and Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD), with students in the primary program who are struggling with meeting grade-level standards in mathematics, are eligible to apply.

**Q:** The elementary schools in my district are not receiving MAF funds but can they still apply for this coaching grant?

**A**: All public-school districts in Kentucky and Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD), with students in the primary program who are struggling with meeting grade-level standards in mathematics, are eligible to apply.

**Q:** Will any of the renewables this year come out of the 20 spots? Or are the 20 spots only for new applicants?

**A:** This is a new RFA for MAF Math Coaching and therefore will not affect the current MAF Math Coaching grant renewal awardees in cohort 1.

**Q:** We are a very small district and are structured very differently than most. I understand that each school has to apply separately, However, our numbers for teachers are very low in mathematics. We have K-1 in one building and 2-4 in one building. Would it be possible to apply for one school and the coach, coach in both? For example, at the K-1 building, they have 12 self-contained teachers and at the 2-4 building we only have 6 mathematics teachers. We cannot afford to pay for the match twice, but really would like to figure out how we can make this work for K-4 if possible.

**A:** No. Each grant award will support one coach working in a single school to, among other things, ensure fidelity to the coaching model and support all teachers of mathematics in the building.

**Q:** We have 6 K-8 schools with varying enrollments. Can I write the grant for a coach to service 2 schools? For example, we have one school with under 100 students. Could the grant request for the coach to service that school one day per week and another school 4 days?

**A:** No. Each grant award will support one coach working in a single school to, among other things, ensure fidelity to the coaching model and support all teachers of mathematics in the building.

**Background/Funding**

**Q:** If the grant is funded at $62,000 annually, would the local contribution need to be a match of $62,000, or would it need to be what makes the coach's salary whole?

**A:** Each school will provide a budget that shows matching funds for the MAF grant of $62,000 from the local school district.

**Q:** I had a question regarding the mathematics achievement fund grant for the coaches.  When it says the district will match funds, what exactly does that mean?  What would the district be responsible for and what would the amount in the grant cover?

**A:** Each school will provide a budget that shows matching funds for the MAF grant of $62,000 from the local school district.

**Q:** Can funds be used to pay for a part-time instructional assistant or daytime ESS teacher to provide tier 2 and 3 instructions?

**A:** No. The MAF grant provides funding to support the salary of a school-based mathematics coach to improve mathematics teaching practices by working with teachers in their classrooms**.**

**Q:** I have three elementary schools that are interested in the MAF grant in my district.  However, they are not able to do the 1:1 match with their budgets. They have asked if it would be possible to consolidate a grant application and create one and work together as a team of three schools with one individual that will serve the schools.

**A:** No. The MAF grant provides funding to support the salary of a school-based mathematics coach to improve mathematics teaching practices by working with teachers in their classrooms**.**

**Mathematics Coach Role and Responsibilities**

**Q:** If this position is to be used solely for coaching teachers, does the grant include provisions for providing tier 2 and 3 instructions for students at risk?

**A:** The mathematics coach's primary responsibility is to provide ongoing support for mathematics teachers. The mathematics coach’s role and responsibility are outlined in the RFA on pages 3 and 4.

**Q:** About the 50% of math teachers in a coaching cycle, would that include special education teachers or only general education teachers?

**A:** The mathematics coach would coach certified (general and special education) teachers who teach mathematics.

**Q:** What is meant when the math grant says that the coach cannot be a classroom teacher?  Does that mean they cannot be homeroom teachers?  Could they be an intervention teacher, or are they not to have any classes of students?

**A:** When the school-based math coach is hired, they will not have any classes for students. The mathematics coach’s role and responsibility are outlined in the RFA on pages 3 and 4.

**Q:** In the first year, does the coach just focus on one grade level?

**A:** That is a school-based decision between the mathematics coach and the school principal.

**Q:** We have 2 elementary schools, so the math coach can only focus on one elementary school?

**A:** Each grant award will support one coach working in a single school to, among other things, ensure fidelity to the coaching model and support all teachers of mathematics in the building.

**Q:** In the presentation, you said the coach will engage in 8 "cycles of planning" with teachers. Is that referencing the typical coaching cycle involving observation, feedback, planning, modeling, data analysis, etc. or is it limited to planning around data and standards without the instructional practice feedback?

**A:** The coaching cycle includes coaching teachers in planning (at least 8 cycles per 50% of mathematics teachers), observation, feedback, and reflection.

**Q:** Can the math coach still teach one intervention class at the middle school?

No. The mathematics coach will not have any classes for students. The mathematics coach’s role and responsibility are outlined in the RFA on pages 3 and 4.

**Professional Learning Requirements for Mathematics Coach**

**Q:** One requirement is enrollment and completion of the elementary mathematics endorsement.  According to UL's website, you must have Kentucky K-5 certification.  My teaching certificate is 5-9 mathematics. Will a 5-9 certificate suffice?

**A:** This has been updated, anyone who has a certified teaching certificate can enroll in the Elementary Mathematics Endorsement program at UofL.

**Q:** What requirements can the math coach expect over the summer? (Workdays, Professional Learning, etc.)

**A:** The first required professional learning experience will occur August 27-28 for Cognitive Coaching, although a grant-awarded math coach could decide to do Cognitive Coaching in the spring.

**Q:** The classes from UofL are part of the grant, will all coaches take the courses?

A: Yes, please see the professional learning requirements on page 5 of the RFA.

**Q:** Can coaches get the Cognitive Coaching training through CKEC instead of OVEC?

**A:** Not at this time. The KDE is funding professional learning for the MAF Math Coaching grant and Dr. McGatha is the co-author of Everything that You Need to Know about Mathematics Coaching which is the foundational text for mathematics coaching in the MAF grant program.

**Q:** The Roadmap to Implementing High-Quality Mathematics Instruction workshop was mentioned - I attended this last summer. Will this be a different workshop?

**A:** There are three other sections that will be covered in addition to the Roadmap to Implementing High Quality Mathematics Instruction workshop including work with Getting to Know the Kentucky Academic Standards for Mathematics.

**Q:** Will the district/coach be responsible for the coach for the Math specialist endorsement?

**A:** The Kentucky Department of Education will cover the cost of the required professional learning for the school-based mathematics coach, which includes the Elementary Mathematics Endorsement with UofL.

**Q:** Is the UofL endorsement required? Does KDE cover the UofL endorsement as well?

**A:** Yes. The Kentucky Department of Education will cover the cost of the required professional learning for the school-based mathematics coach, which includes the Elementary Mathematics Endorsement with UofL.

**Q:** If grade levels are content-specific (not self-contained) in the primary, do all primary teachers participate or only those who teach math? For example, primary students rotate from content teacher to content teacher. Would the K-3 Reading teachers participate?

**A:** Only teachers within the school who teach mathematics.

**Annual Evaluation**

**Q:** What are the data collection and reporting requirements? Will teachers and students be required to do surveys, have observations, and/or focus groups or interviews?

**A:** Evaluating the coaching work is designed to impact various levels across the school community and will require the collection of data that examines the influence of the mathematics coach at each of the following levels student, teacher, mathematics coach, and school-wide, see pages 5 and 6 of the RFA for further details.

**Application Narrative Questions for Mathematics Achievement Fund**

**Q:** For the MAF grant question seven, to show the need for the grant, do we just use grade three KSA data, or would it be recommended to use KSA data for grades K through five, also?

The answer should include a needs assessment based on KSA data addressing the past three years, grades 3-5. You may also use a universal screener and diagnostic assessment data to help support answering RFA question 7.

**Budget Form/Budget Summary**

**Q:** Title II-Part A funds are utilized to support professional learning for teachers and instructional leaders.  Is it acceptable for our match for travel and conference registrations to come from Title II-Part A?  For example, the district would send math coaches to the KCM annual Conference and pay for registration, travel, and hotel, if necessary, from Title II-Part A.  Can that be used as a match?

**A:** As long as the funding is allowable within the federal grant, then yes. The matching funds will need to align with the Munis codes that are available in the budget form summary provided on pages 13-14 of the RFA.

**Q:** Can you tell me if there are requirements for how much of the grant can be budgeted for salary versus training, etc.?

**A:** The estimated $62,000 can be used for the salary of the mathematics coach. The Kentucky Department of Education will cover the cost of the required professional learning for the school-based mathematics coach.

**Q:** What can the matching funds be used for? Can they be used for math instructional assistants? Consumables? On-Line curriculum? Math programs already being used in the school?

**A:** The matching funds will need to align with the Munis codes that are available in the budget form summary provided on pages 13-14 of the RFA.

**Q:** If a math coach has already been budgeted and hired, does that count as the 1:1 match from the school? Meaning, can the $62,000 be used for other math needs?

**A:** Yes. The MAF grant funds will need to align with the Munis codes that are available in the budget form summary provided on pages 13-14 of the RFA. 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. Matching funds from the district are required. Successful approval of the budget is pending further review by the KDE.

**Q:** For the matching funds district requirement of $62,000 per year, do the matching funds have to be only money, or can it be a combination of in-kind and/or other math funds the district provides (for example: toolkits, iReady diagnostic) to meet the requirement?

**A:** It is up to each awardee to determine how to collect/garner matching funds. However, those funds may be provided by in-kind services at the district, school, provider, or partner level. An example would include summer professional learning; the district may “donate” one or more professional learning days for its teachers. The time and effort of the teachers working in the summer would be a match.

**Q:** What would be some examples and non-examples of fringe benefits that can be used with grant money?

A: The budget form on pages 13-14 provides allowable Munis codes for fringe benefits.

**Q:** When you say - Travel would come out of our $62,000 - do you mean the $62,000 from KDE OR the district matched $62,000?

**A:** That is up to the awardee, travel is an allowable 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.  Matching funds from the district are required. Successful approval of the budget is pending further review by the KDE.

**Q:** Is this a 2-year grant? If a 2-year grant- Would the match be $62,000 or $124,000?

**A:** Grants are renewable for up to four years, with a two-year grant renewal process, contingent on the successful implementation of coaching components, grant requirement compliance, demonstrated student progress, and the availability of funds. The awarded school receives approximately $62,000 per year.

**Q:** Should we include the resource books mentioned in the TA session in the budget?

**A:** No, the books will be covered in the cost of professional learning covered by KDE.

**Q:** Can we use federal funds (i.e., Title I) for matching funds or does it have to only be general funds?

**A:** As long as the funding is allowable within the federal grant, then yes.

**Q:** Regarding the pledged matching funds: Can those be "in kind"?

**A:** It is up to each awardee to determine how to collect/garner matching funds. However, those funds may be provided by in-kind services at the district, school, provider, or partner level.

**Q:** Can the matching funds be in-kind support and what would qualify for those supports?

**A:** It is up to each awardee to determine how to collect/garner matching funds. However, those funds may be provided by in-kind services at the district, school, provider, or partner level. An example would include summer professional learning; the district may “donate” one or more professional learning days for its teachers. The time and effort of the teachers working in the summer would be a match.

**Q:** Our district selected a math HQIR for all our elementary schools last year. Would purchasing materials specific for intervention from the vendor be allowable for the matching fund requirement?

**A:** As long as the materials are within the allowable Munis codes on the budget form pages 13-14 of the RFA.

**Q:** Can the mini MAF grant funds be considered matching funds because they provide materials and training for the HQIR being implemented in the school?

**A:** No. The MAF Mini Grant funds are provided by KDE and the matching funds must come from the local school district.