**Frequently Asked Questions (FAQ)**

**FY 22 Mathematics Achievement Fund (MAF)**

**General Questions:**

**1. What is the expectation for schools/districts for sustainability agreements once the grant is exhausted?**

A: Throughout the grant cycle, the local school/district should consider sustainability, but once the grant ends, this would be a local decision. Schools who are awarded the FY22 MAF grant will build capacity within a school in pursuit of the school-wide mathematics vision. Within each school, the mathematics coach's primary responsibility is to provide ongoing support for mathematics teacher to improve mathematics teaching practices by working with teachers in their classrooms. The mathematics coach’s role and responsibility are outlined in the RFA on pages 3 and 4.

**2. Could we be provided with a schedule for a typical day of a mathematics coach?**

A: The mathematics coach will spend at least 50% of instructional day in classrooms to improve mathematics teaching practices by working with teachers (as defined above in the RFA) with the remainder of the day spent in acceptable activities (collaborative planning, lesson study, participating in/co-leading PL, serving on MTSS team and family engagement).

**3. If you apply and are awarded the grant are you allowed to decline?**

A: Yes. If circumstances have changed from the time of application and the time of award, the applicant may decline the award.

**4. What is the reasoning for changing this application from an interventionist position to a coaching position?**

A: The mathematics coach is based in [158.844](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=3615) and in [KRS 158.842](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=49099), a "mathematics coach" is defined as a mathematics leader whose primary responsibility is to provide ongoing support for mathematics teachers. The role of the coach is to improve mathematics teaching practices by working with teachers in their classrooms. The Mathematics Coach--working with all mathematics teachers in an elementary school over the project period--will create capacity in the school for overall mathematics learning. Certainly, the work of the Mathematics Intervention Teacher from the soon-to-expire MAF funding cycle targets the neediest of our individual students. Local schools and districts should consider keeping these positions if they have proven to be effective. The new MAF funding for 2022+ aims to target classroom instructional practices to more fully support students in all tiers of mathematics instruction.

**5. Based on KRS 158.844 the purpose of the mathematics achievement fund is to provide diagnostic assessments and intervention services to students. The RFA for the next funding cycle of MAF is for professional learning for a mathematics coach and 25% of the salary. How does this fulfill the stated purpose of KRS 158.844?**

A: The mathematics coach is based in [158.844](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=3615) and in [KRS 158.842](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=49099), a "mathematics coach" is defined as a mathematics leader whose primary responsibility is to provide ongoing support for mathematics teachers. The role of the coach is to improve mathematics teaching practices by working with teachers in their classrooms. The Mathematics Coach--working with all mathematics teachers in an elementary school over the project period--will create capacity in the school for overall mathematics learning. Certainly, the work of the Mathematics Intervention Teacher from the soon-to-expire MAF funding cycle targets the neediest of our individual students. Local schools and districts should consider keeping these positions if they have proven to be effective. The new MAF funding for 2022+ aims to target classroom instructional practices to more fully support students in all tiers of mathematics instruction.

**6. Explain the reasoning for a coaching position to be school specific rather than district specific.**

A: The use of a mathematics coach is based on the research on how to impact more students more effectively. Through a coaching model, a single coach will work with small numbers of teachers in the school each year to support improved classroom instruction. The coaching model has been shown to be particularly effective in rural locales as it provides professional leadership and support directly to classroom teachers.

**7. I am currently the Math Interventionist at our school, will the grant for my current job be eligible for renewal for next year?**

A:The current FY 21-22 Mathematics Achievement Fund grant program is currently in an extension year and will end on/about June 30, 2022.The FY 2022-24 is a new grant cycle. The funding will support the professional learning of a mathematics coach with up to 25% of the funds used for salary of the mathematics coach to improve mathematics teaching as defined on page two of the FY22 MAF RFA.

**8. Will there be an additional MAF opportunity for intervention services for next year, or does this recently posted RFP “replace” the prior version of MAF altogether?**

A:The current FY 21-22 Mathematics Achievement Fund grant program is currently in an extension year and will end on/about June 30, 2022.The FY 2022-24 is a new grant cycle. The funding will support the professional learning of a mathematics coach with up to 25% of the funds used for salary of the mathematics coach to improve mathematics teaching as defined on page two of the FY22 MAF RFA.

**9. Is the MAF RFA 2021-2022 replacing the current MAF grant or is it in addition to?**

A:The current FY 21-22 Mathematics Achievement Fund grant program is currently in an extension year and will end on/about June 30, 2022.The FY 2022-24 is a new grant cycle. The funding will support the professional learning of a mathematics coach with up to 25% of the funds used for salary of the mathematics coach to improve mathematics teaching as defined on page two of the FY22 MAF RFA.

**10. At XXXXX, we’ve received some inquiries about the shift in focus on the new Math Achievement Fund RFA.  In the past, the focus has been on interventionists and now it is on coaching.  Could you provide us a few talking points on why that shift in focus has occurred, so that we may use them with our districts if they ask us?**

A: The mathematics coach is based in [158.844](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=3615) and in [KRS 158.842](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=49099), a "mathematics coach" is defined as a mathematics leader whose primary responsibility is to provide ongoing support for mathematics teachers. The role of the coach is to improve mathematics teaching practices by working with teachers in their classrooms. The Mathematics Coach--working with all mathematics teachers in an elementary school over the project period--will create capacity in the school for overall mathematics learning. Certainly, the work of the Mathematics Intervention Teacher from the soon-to-expire MAF funding cycle targets the neediest of our individual students. Local schools and districts should consider keeping these positions if they have proven to be effective. The new MAF funding for 2022+ aims to target classroom instructional practices to more fully support students in all tiers of mathematics instruction.

**11. Is this a renewal for the current MAF grant that we have or is it totally different? Is this taking place of the current MAF or is this in addition to the current MAF grant?**

A: The FY22-24 MAF RFA is taking the place of the current FY 21-22 MAF grant.

**12. Is the FY 22 Math Achievement Fund Grant, focused on mathematics coaching replacing the previous grant for Math Intervention Services or will this be an additional grant offered?**

A:The current FY 21-22 Mathematics Achievement Fund grant program is currently in an extension year and will end on/about June 30, 2022.The FY 2022-24 is a new grant cycle. The funding will support the professional learning of a mathematics coach with up to 25% of the funds used for salary of the mathematics coach to improve mathematics teaching as defined on page two of the FY22 MAF RFA.

**13. Will the grant for the math coach replace the current MIT positions or is the coach in addition to the K-3 school level math interventionist?**

A:The current FY 21-22 Mathematics Achievement Fund grant program is currently in an extension year and will end on/about June 30, 2022.The FY 2022-24 is a new grant cycle. The funding will support the professional learning of a mathematics coach with up to 25% of the funds used for salary of the mathematics coach to improve mathematics teaching as defined on page two of the FY22 MAF RFA.

**14. Will the MIT position be changing to a coach position for the 22-23 school year?  Or is this a separate position, in addition to the interventionist position?**

A:The current FY 21-22 Mathematics Achievement Fund grant program is currently in an extension year and will end on/about June 30, 2022.The FY 2022-24 is a new grant cycle. The funding will support the professional learning of a mathematics coach with up to 25% of the funds used for salary of the mathematics coach to improve mathematics teaching as defined on page two of the FY22 MAF RFA.

**15. Is the grant opportunity you emailed out replacing the current MAF grant that funds the MIT position? Also, $15,000 can be used to pay our salary?**

A:The current FY 21-22 Mathematics Achievement Fund grant program is currently in an extension year and will end on/about June 30, 2022.The FY 2022-24 is a new grant cycle. The funding will support the professional learning of a mathematics coach with up to 25% of the funds used for salary of the mathematics coach to improve mathematics teaching as defined on page two of the FY22 MAF RFA.

**16. Does this RFP replace the past RFP for math intervention teachers that receive training through KCM?**

A:The current FY 21-22 Mathematics Achievement Fund grant program is currently in an extension year and will end on/about June 30, 2022.The FY 2022-24 is a new grant cycle. The funding will support the professional learning of a mathematics coach with up to 25% of the funds used for salary of the mathematics coach to improve mathematics teaching as defined on page two of the FY22 MAF RFA.

**Eligibility/Type of Application and Dates**

**17. Is the math achievement grant open for primary through grade 12 or only primary?**

A:The FY22 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.

**18. Clarifying if this grant is open only to Elementary Schools, or will you consider Middle Schools as well?**

A: The FY22 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.

**19. Can the MAF grant be written as a district position that will service more than one school?**

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 to support all teachers of mathematics in the building.

**20. Can this be used by a district rather than a school to hire district level coaches rather than school coaches or must these be school grants as in the past?**

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

**21. Our primary grades K-5 are in two buildings--a K-2 school and a 3-5. Would both schools need to apply with separate applications or one application that included both schools?**

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

**22. On page 2, the background section states, "is hereby created to provide.... primary through grade 12."  Is this grant for a K-12 coach or can the coach be central to an elementary school?  Will the expectation be that the coach will work with k-12 teachers?**

A: The FY22 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.

**23. We developed a systematic approach that builds up math teacher leaders to coach within their building.  They act as a math coach on release dates from their classrooms that we build into their schedule.  Would my schools still be able to apply for this grant?**

A: All schools who meet the stated eligibility may apply. In developing each school’s mathematical vision (required in the proposal), each school may address how this position will benefit that current model, see mathematics coach roles and responsibility on page 3.

**24. May prior grantees (including continuation grants) apply for funding?**

A: Yes, prior grantees may apply. 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.

**25. When we apply for the FY22 MAF RFA do we need to include how we will include the math coach across the other buildings or just the current building?**

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

**26. I was wondering if this grant could be transferred to another school in our district if we close in 2022-23?**

A: Once a school has been awarded the MAF grant, transferring the award to another school is not an option.

**Background/Funding**

**27. Page 2 of the RFA references, primary through grade 12, but page 4 references a requirement for the Math Coach to obtain an elementary math endorsement from UofL so is the grant only for elementary schools?**

A:The FY22 MAF RFA mathematics coach will improve mathematics teaching practices by working with teachers in their elementary school. For this reason, the mathematics coach will be required to enroll and complete the elementary mathematics endorsement program.

**28. The grant award can only be spent on salary & fringes for a math coach ($15,500) and PD activities ($46,500). There are no other allowable expenses?**

A:The Kentucky Department of Education (KDE) anticipates funding approximately 75 schools at an estimated $62,000 per year to support the professional learning of a mathematics coach and up to 25% of the funds used for salary of the mathematics coach to improve mathematics teaching.

**29. I am needing some clarification on the grant funds of $62,000. I see that 25% of that will fund the teacher salary, so does that mean the school district is responsible for the remaining portion of the teacher's salary?**

A:Yes. Up to 25% of the estimated $62,000 can be used for the salary of the mathematics coach, the remaining of the funds will support the professional learning of a mathematics coach to improve mathematics teaching.

**30. The 25% towards salary with a $62K match part is confusing.  Can you clarify this piece on a total and annual basis?  In other words, if only 25% can be spent towards salary, what else might you expect the funds would be spent on?**

A: Up to 25% of the estimated $62,000 can be used for the salary of the mathematics coach, the remaining of the funds will support the professional learning of a mathematics coach to improve mathematics teaching. The budget form on pages 13-14 of the RFA contain the munis codes that are allowable for the grant.

**31. It is stated that 25% of the awarded $62,000 can be used toward salary.  Will the other $46,500 be used for the required training?  What is the cost of each component of the mandatory training?**

A:Yes. Up to 25% of the estimated $62,000 can be used for the salary of the mathematics coach, the remaining of the funds will support the professional learning of a mathematics coach to improve mathematics teaching. The costs of the pre-approved organizations will review the costs during the Technical Assistance session on September 15, 2021.

**32. For example, the District will match $15,500 (25% of $62,000) plus remaining salary of position. OR the District will match the $62,000 plus remaining salary of the position?**

A: The school or district will match the $62,000 and the remaining of the mathematics coach’s salary.

**33. If schools choose to use up to 25% of the estimated $62,000 on the mathematics coach’s salary, will the rest be used for the Elementary Mathematics Endorsement program**?

A: The remainder of the funding will be used to support the professional learning of a mathematics coach, please review the professional learning requirements for the mathematics coach on page five of the FY22 MAF RFA.

**34. Are the matching funds what the school can use to pay for the teacher’s salary?**

A: The matching funds will need to align with the munis codes that are available in the budget form summary provided on page 13-14 of the RFA. Again, up to 25% of the estimated $62,000 can be used for the salary of the mathematics coach, the remaining of the matching funds will support the professional learning of a mathematics coach to improve mathematics teaching.

**35. Does this mean that the matching funds must be provided by the district and not the school?**

A: Matching funds from the district are required. Matching funds may also be from the school, a partner, volunteers, etc.

**36. Does the full $62,000 in matching funds have to come from the district? Or could some of those matching funds come from the district and some come from the school?**

A: Matching funds from the district are required. Matching funds may also be from the school, a partner, volunteers, etc.

**37. Is the required match amount 100% ($62,000), or may this be less?**

A: Yes. The match is 1:1. For every $1 in funding received, the district pledges to match $1.

**38. Can grant funds be used to pay benefits on the coach's salary and on stipends/additional work for teachers to attend PD?**

A: The budget form on pages 13-14 provides munis codes that can be used. 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.

**39. If benefits are an allowable expense for grant funds, are they then an allowable expense for the match?**

A: The budget form on pages 13-14 provides munis codes that can be used. 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.

**40. Does the district have to match the grant funds given?  Example: If three schools in our district are rewarded the grant, will the district need to match $186,000 (62,000 x 3)?**

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.

**41. May the match be in kind or does it require new dollars?**

A: If the funding is allowable with the fund/grant that the district is matching from, then yes.

**42. Can schools use match funds to pay for part of STAR, MAP or I-Ready assessments?**

A: The matching funds will need to align with the munis codes that are available in the budget form summary provided on page 13-14 of the RFA. Again, up to 25% of the estimated $62,000 can be used for the salary of the mathematics coach, the remaining of the matching funds will support the professional learning of a mathematics coach to improve mathematics teaching.

**43. What are some examples of in-kind matching that are approved for the MAF grant?**

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.

**44. Could a district use Title-1 funds as in-kind matching for family engagement events that include the work of the school math coach?**

A: If the funding is allowable with the fund/grant that the district is matching from, then yes.

**45. Could in-kind funds be used for a portion of a district math coach position (if the district coach is serving as the school math coach's supervisor)?**

A: This grant will support one coach working in a single school to ensure fidelity to the coaching model and to support all teachers of mathematics in the building.

**46. May the match come from federal funds?**

A: If the funding is allowable within the federal grant, then yes.

**47. May schools use part of the $62,000 per year towards the remainder of the coach’s salary?**

A: Up to 25% of the estimated $62,000 per year, can be used for the salary of the mathematics coach, the remaining of the funds will support the professional learning of a mathematics coach to improve mathematics teaching.

**48. When writing the budget, should we assume that the 25% of the coach’s salary will be awarded?**

A: 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 July 1, 2022 and funds will be eligible for use from the MOA effective date through June 30, 2024. Up to 25% of the estimated $62,000 can be used for the salary of the mathematics coach, the remaining of the funds will support the professional learning of a mathematics coach to improve mathematics teaching.

**49. Has the funding for this grant already been allocated in the state budget?**

A: Grants are renewable for up to four years, with a two-year grant renewal process, contingent on successful implementation of coach components, grant requirement compliance, demonstrated student progress and the availability of funds.

**50. For the 2021-22 school year, our district has funded a coaching position at an Accelerated Improvement School (AIS).  Could the AIS school apply to transition this coaching position into a MAF Coach (meeting all the grant requirements) and could their salary, which is paid with General Funds, be used as the project match?**

A: If the funding is allowable with the fund/grant that the district is matching from, then yes.

**51. How was the figure $62,000 determined?**

A: The funding was determined based on an estimate for the expenses to fully implement the program **and** the available levels of funding. Grants are renewable for up to four years, with a two-year grant renewal process, contingent on successful implementation of coach components, grant requirement compliance, demonstrated student progress and the availability of funds.

**52. This RFA states that the school district will match $62,000 for each grant awarded each year.  Please verify that matching funds of $62,000 are expected each year from the local school district.**

A: 1:1 match is required each year; that is, $62,000 would be awarded to the district for a single school with another $62,000 in support required from the district/school. Therefore, the total program funding annually is $124,000 to fund the position, professional learning, and materials. The role of the MAF Coach will be localized to the school, not a one-size-fits-all approach. The MAF Coach will work individually with teachers based on the school’s individual mathematics vision, which likely differs from school to school based on local needs. Research on the impact of coaching within a school -- with a well-trained coach -- has found the approach to be highly effective in rural schools.

**53. How was it determined that 25% of the awarded $62,000 could be spent towards a salary?**

A: The grant program is focused on long term sustainability. Salary will be the key remaining cost at the end of funding; by covering the majority of that cost over the four years, the school/district will have the capacity to continue that funding when the grant ends.

**54. For the MAF budget, should we only focus on outlining the funds as they will be used in years 1-2 or, will the budget need to cover all 4 years?**

A: The budget form is for one year, schools will be awarded $62,000 per year, contingent on successful implementation of coach components, grant requirement compliance, demonstrated student progress and the availability of funds.

**55. To be clear, $15,500 of the $62,000 can be used for salaries?**

A:Yes. Up to 25% of the estimated $62,000 can be used for the salary of the mathematics coach, the remaining of the funds will support the professional learning of a mathematics coach to improve mathematics teaching. Same applies for matching funds.

**56. 25% of $62,000 would provide $15,500 for salary. Can the grant also pay fringe benefits? Is there a limit on that amount?**

A: Up to 25% of the estimated $62,000 can be used for the salary (including fringe) of the mathematics coach, the remaining of the funds will support the professional learning of a mathematics coach to improve mathematics teaching. The budget form on pages 13-14 provides munis codes that can be used. 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.

**57. Does the 25% ($15,500) go toward the salary with the fringe on top of the 15,500 or does 25% encompass the fringe as well?**

A: Up to 25% of the estimated $62,000 can be used for the salary (including fringe) of the mathematics coach, the remaining of the funds will support the professional learning of a mathematics coach to improve mathematics teaching. The budget form on pages 13-14 provides munis codes that can be used. 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.

**58. Up to 25% of coach's salary/fringes can come from MAF grant and up to 25% of salary/fringes comes from matching funds of the awarded district. District must match $62,000 each year.**

A: Yes, that is correct.

**59. If we budget 25% of the 62,000 for salary, we will need to pay the entire remaining salary from district funds. Are we allowed to count all of the salary as a match or do we have to cap the salary match ($15,500) at the same dollar amount that can be used toward salary?**

A:Up to 25% of the estimated $62,000 can be used for the salary of the mathematics coach, the remaining of the MAF grant funds will support the professional learning of a mathematics coach to improve mathematics teaching. Same applies for matching funds. The school or district will fund the remainder of the mathematics coach’s salary.

**Mathematics Coach Role and Responsibilities**

**60. The Math Coach is not allowed to provide direct intervention to struggling students but can only spend their time as outlined on page 4 of the RFP?**

A:Correct, 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.

**61. We have 4 intervention math teachers, one for each of our 4 elementary schools. An intervention teacher would not be able to be a coach simultaneously with the responsibilities of intervention as well correct?**

A:Correct, 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.

**62. The RFA states that 50% of the instructional day will be in classrooms to improve mathematics teaching practices by working with teachers. Can some of the other 50% of the time be spent teaching intervention groups?**

A: No, the mathematics coach’s role and responsibility are outlined in the RFA on pages 3 and 4.

**63. When it mentions 50% of the time in the classroom; does that mean teaching their own class?**

A: No, the mathematics coach’s role and responsibility are outlined in the RFA on pages 3 and 4.

**64. Is it possible to have a grant for both positions? The Math Interventionist and a Math Coach?**

A: No, the mathematics coach’s role and responsibility are outlined in the RFA on pages 3 and 4.

**65. The MAF Coach must spend 50% of their day performing coaching tasks, however, can they pull intervention groups the other 50% of the day?**

A: The mathematics coach’s role and responsibility are outlined in the RFA on pages 3 and 4.

**66. There is little to no mention of an MIT (mathematics intervention teacher).   Will there no longer be funding for an MIT?**

A: Local schools and districts may choose to fund the MIT. The FY 2022-24 will not fund the mathematics intervention teacher’s position. The FY 2022-24 is a new grant cycle. Per [158.844](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=3615)(2), the funding will support the professional learning of a mathematics coach with up to 25% of the funds used for salary of the mathematics coach to improve mathematics teaching as defined on page two of the FY22 MAF RFA.

**67. I met with the math team at my school today to review the grant information. We noticed that the grant is geared more toward a math coaching position, rather than a math intervention teacher position. Will there be a grant for MIT specifically or is the math coach grant the only one?**

A: Local schools and districts may choose to fund the MIT. The FY 2022-24 will not fund the mathematics intervention teacher’s position. The FY 2022-24 is a new grant cycle. Per [158.844](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=3615)(2), the funding will support the professional learning of a mathematics coach with up to 25% of the funds used for salary of the mathematics coach to improve mathematics teaching as defined on page two of the FY22 MAF RFA.

**68. The RFA indicates the Mathematics Coach must engage in 8 cycles per 50% of mathematics teachers....  Does this mean the coach will engage in 8 separate cycles consisting of planning/observation/feedback/reflection with half of the mathematics teachers each year?**

A: Yes.

**69. If our elementary school set up is K-6, can the MAF Mathematics Coach serve grade 6 teachers?**

A:The FY22 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.

**70. Does education supplement years of experience count when considering a math coach?**

A: When considering hiring a mathematics coach, the applicant shall have at least five years of certified primary/intermediate mathematics teaching experience.

**Professional Learning Requirements for Mathematics Coach**

**71. Can the courses (15 hours) of the elementary mathematics endorsement program count towards a Rank 1 completion?**

A: This will depend on the candidate's specific EPP. Although, most likely once the elementary mathematics endorsement has been completed, the coursework could be applied to a rank change program.

**72. Page 4 of the RFA indicates the mathematics coach shall co-facilitate PL... with the professional learning provider for 100% of the mathematics teachers within the school.  Where can applicants locate information about these trainings (duration, frequency, fees) in order to budget appropriately?**

A: Information on the four approved providers is provided in the technical assistance webinar posted on the KDE Competitive grants page. Additional materials are also posted there about the cost of each.

**73. May grant funds be used to provide for the cost of tuition for the UofL elementary mathematics endorsement?**

A: Yes, it can, 0569 tuition is an allowable munis code on the budget form, see pages 13-14 of the RFA.

**74. Does UofL graduate tuition come out of the $62,000?**

A: Yes, it can, 0569 tuition is an allowable munis code on the budget form, see pages 13-14 of the RFA.

**75. How much is the tuition for the Math Specialist Endorsement?**

A:Information on the four approved providers is provided in the technical assistance webinar posted on the KDE Competitive grants page. Additional materials are also posted there about the cost of each.

**76. On page 5, the professional learning requirements for the mathematics coach is to enroll at UofL for the 15-hour elementary math endorsement.  Will the grant fund that?  Who will pay for the enrollment and tuition fees?  The school or the grant?**

A: The MAF grant funds may be used to pay for the elementary mathematics endorsement program. The allowable munis codes for the enrollment and tuition fees are included on the budget form, pages 13-14.

**77. There does not appear to be an online option for the math endorsement. Will there be or are other post-secondary schools an option?**

A: The University of Louisville Elementary Mathematics Endorsement program is online. Schools can select other providers to meet the profession learning requirements, but if they are selecting a provider outside of the approved list, the [Elevating Evidence Tool](https://education.ky.gov/school/evidence/Documents/Empowered%20by%20Evidence.docx) must be used to ensure alignment with [HQPL](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and submitted to the KDE (grant coordinator) for approval.

**78. What is the cost to the applicant associated with these trainings (excluding tuition for the UofL elementary mathematics endorsement)?**

A:Information on the four approved providers are posted on KDE’s Competitive Grants webpage.

**79. Will the required trainings be provided during the regular academic year, or is it possible that the coach may need extended days to participate in training?**

A:Information on the four approved providers are posted on KDE’s Competitive Grants webpage.

**80. Are the trainings provided in-person or virtually?**

A:Information on the four approved providers are posted on KDE’s Competitive Grants webpage.

**81. What is the duration/number of days required for the PL on the KAS for Mathematics utilizing resources and Intensive; PL in cognitive coaching; and PL in mathematics coaching with a focus on equity?**

A:Information on the four approved providers are posted on KDE’s Competitive Grants webpage.

**82. If an individual is employed who already holds an elementary mathematics endorsement from a Kentucky EPSB-approved educational preparatory program provider, will he/she still be required to complete the UofL program?**

A: The applicant would need to submit the [Elevating Evidence Tool](https://education.ky.gov/school/evidence/Documents/Empowered%20by%20Evidence.docx) with an evaluation of the program he/she attended, the program also must be aligned with [HQPL](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and submitted to the KDE (grant coordinator) for approval.

**83. What happens if the math coach chooses to leave the position after two years?  Would the person who takes their place also be expected to complete the elementary mathematics endorsement?  Will the program through U of L be provided as a virtual experience?**

A: Yes, the school level mathematics coach shall engage in ongoing professional learning for the two-year renewable grant focused in four areas identified on page 5 of the MAF RFA. The UofL Elementary Mathematics Endorsement program is offered online.

**84. Question 2 in the RFA addresses evidence based instructional practices in mathematics - in prior years, applicants were required to select a mathematics intervention program.  Should a specific program be identified, or should applicants address only the 8 Effective Teaching Practices for Mathematics identified in the *NCTM Principles to Action* document?**

A: There are pre-approved professional learning providers included in the RFA and discussed in the technical assistant webinar posted on the KDE Competitive grants page. The pre-approved providers have already demonstrated alignment to the 8 Effective Teaching Practices. Schools can select other providers to meet the profession learning requirements, but if they are selecting a provider outside of the approved list, the [Elevating Evidence Tool](https://education.ky.gov/school/evidence/Documents/Empowered%20by%20Evidence.docx) must be used to ensure alignment with [HQPL](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and submitted to the KDE (grant coordinator) for approval.

**85. Will the coach have to participate in all four PL options bulleted on page 5?**

A: Yes, school level mathematics coach shall engage in ongoing professional learning for the two-year renewable grant focused in four areas, see page 5 of the RFA.

**86. Do we have to utilize all 4 professional learning providers?**

A: The school level mathematics coach shall engage in ongoing professional learning for the two-year renewable grant focused in four areas, see page 5 of the RFA. Schools can select other providers to meet the profession learning requirements, but if they are selecting a provider outside of the approved list, the [Elevating Evidence Tool](https://education.ky.gov/school/evidence/Documents/Empowered%20by%20Evidence.docx) must be used to ensure alignment with [HQPL](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and submitted to the KDE (grant coordinator) for approval.

**87. If the coach is already certified as a Cognitive Coach, will they be required to attend the training?**

A: If the mathematics coach has already been trained in Cognitive coaching, they would not be required to complete the training again. Although through M2 they will be offering an additional 8 hours of mentoring and coaching resources. If awarded, reach out to M2 and MAF grant coordinator to discuss this further.

**88. To clarify, applicants may choose one of the four or are the applicants going to work with all 4 providers and complete all training provided by all 4?**

A: The school level mathematics coach shall engage in ongoing professional learning for the two-year renewable grant focused in four areas, see page 5 of the RFA. Schools can select other providers to meet the profession learning requirements, but if they are selecting a provider outside of the approved list, the [Elevating Evidence Tool](https://education.ky.gov/school/evidence/Documents/Empowered%20by%20Evidence.docx) must be used to ensure alignment with [HQPL](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and submitted to the KDE (grant coordinator) for approval.

**89. For the mathematics endorsement through UofL, did we understand correctly that a teacher could add on additional classes needed to complete a degree even if they are not required for the mathematics endorsement? Are districts allowed to use grant funds for these extra classes not required for the grant program?**

A:Information on the four approved providers (including UofL) is available on the KDE Competitive grants webpage. The budget form on pages 13-14 provides the allowable munis codes. 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.

**90. Does the grant cover the cost of the Enrollment/tuition of the Elementary Mathematics Endorsement listed under 'year two and beyond the mathematics coach shall?'  Or is this cost incurred by the coach personally?**

A: The MAF grant funds may be used to pay for the elementary mathematics endorsement program. The allowable munis codes for the enrollment and tuition fees are included on the budget form, pages 13-14.

**Additional Professional Learning Providers**

**91. Should applicants choosing to do this submit the tool with the application?**

A:No, a school would submit the [Elevating Evidence Tool](https://education.ky.gov/school/evidence/Documents/Empowered%20by%20Evidence.docx) after they were awarded the MAF grant and if they chose to select a provider outside the approved list.

**92. I am currently working on my math specialist’s endorsement through XXX. Will that provider work, or do I need to write the additional proposal piece?**

A: Schools can select other providers to meet the profession learning requirements, but if they are selecting a provider outside of the approved list, the [Elevating Evidence Tool](https://education.ky.gov/school/evidence/Documents/Empowered%20by%20Evidence.docx) must be used to ensure alignment with [HQPL](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) and submitted to the KDE (grant coordinator) for approval.

**Annual Evaluation**

**93. The MAF RFA says the coach, “Be evaluated by and report to a district-level supervisor.” In our district, principals are considered district-level administrators. Can the coach report to the principal?**

A:No, the mathematics coach will be evaluated by and report to a district-level supervisor, not the school’s principal. The mathematics coach and principal will meet regularly (at least once per month) to address the school’s mathematics vision and the coach’s work (mathematics coach will not evaluate classroom teachers).

**Application Narrative Questions for Mathematics Achievement Fund**

**94**. **Advice on how to use KPREP data as an Early Childhood Center for a district. Our school services all Preschool and Kindergarten for the district. Our students attend 3 different elementary schools within the district.**

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 7.

**95. Can we flip flop the budget form and budget summary or not?**

A: The budget form and budget summary should follow the responses to the narrative questions (#1-7). The budget form should precede the summary narrative (600 words). Therefore, the order of the application components should be--in this order--the Application Cover Page, Table of Contents, Answers to the Narrative Questions from pages 10-11 (600 words each), the Budget Form, and the Budget Summary (600 words).

**96. On page 11, the consideration for schools in need - will KDE pull that information, or do we need to include that information in the grant narrative?**

A: No. KDE will pull the information. The 20 points will be awarded to the lowest 20% of applicants based on grade 3 KPREP math data from the school year 2018-2019.

**97. About the extra points for schools in need, should we write a response to this question just like the other questions and in 600 words or less?**

A: No. The 20 points will be awarded to the lowest 20% of applicants based on grade 3 KPREP math data from the school year 2018-2019.

**Formatting Requirements**

**98. How do we determine the word value of charts and graphs?**

A: It remains the applicant’s responsibility to ensure they are within the 600-word limit within each section. That might include manually counting the words with a table or chart to ensure compliance.

**Submission of Application**

**99. The RFA says "Names of individuals and signatures should NOT be blinded/redacted." Is that accurate? So, on the blind copy, we should leave the superintendent, principal, district level personnel, and grant contact/writer's names visible along with required signatures? For larger districts where the superintendent is well known throughout the state, this will effectively mean the application is not blinded. Additionally, couldn't reviewers easily search on Google to figure out districts via the superintendent and principal names?**

A: Correct. Names of individuals and signatures should NOT be blinded/redacted. The names of school and district leaders may be visible. However, you should blind the four indicators noted on page 7 of the RFA (district name, school name, county name, city name). Reviewers are not likely to Google or otherwise research any listed names; they simply do not have time during the review process. In addition, during reviewer training, reviewers will receive instructions regarding whether they should consider information outside of the actual grant application (unallowed) and what to do if they recognize the applicant organization. All reviewers sign confidentiality statements that include language regarding bias during the review process. A protocol is in place during the multi-day review process to swap out specific proposals that might trigger a conflict or bias with a reviewer or panel. In addition, panels are constructed -- in part -- based on geography. Reviewers from eastern Kentucky, for example, typically review applications from another region of the state.

**100. If we are an existing MAF school, and the current MIT plans to transition to the Math Coach position if awarded funding, should we name the individual in the narrative and list their specific qualifications?**

A: Correct. Names of individuals and signatures should NOT be blinded/redacted. The names of school and district leaders may be visible. However, you should blind the four indicators noted on page 7 of the RFA (district name, school name, county name, city name).

**Budget Form/Budget Summary**

**101. The budget template does not provide for the use of extended days or extra service (codes 0112 and 0113).  Are these unallowable, even if they pertain to completion of grant responsibilities such as participation in the required professional learning?**

A: The budget form has been updated to include munis codes 0111, 0112 and 0113.

**102. Is there any guidance pertaining to which costs should be allocated to the grant and which should be provided through matching funds?  (For example:  salary, educational consultant, tuition, etc...)**

A: Yes, the budget form on pages 13-14 provides munis codes that can be used. 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.

**103. For the budget portion, should we include a budget narrative? Or is the budget form all that is needed?**

A: A budget summary is required and is limited to 600 words. The summary may address the matching funds, the professional learning plan and other aspects of the budget form.

**104. Should we follow the same 600-word count limit for the Budget Summary as well (not including the form)?**

A: A budget summary is required and is limited to 600 words. The summary may address the matching funds, the professional learning plan and other aspects of the budget form.

**105. Do we submit a budget for allocated only the $62,000 OR the total amount with district contribution?**

A: The budget form on pages 13-14 is a requirement for the RFA. Up to 25% of the estimated $62,000 can be used for the salary of the mathematics coach, the remaining of the funds will support the professional learning of a mathematics coach to improve mathematics teaching, the same applies for matching funds as well.

**106. What other types of costs outside of coach can the funds be spent on?**

A: The budget form on pages 13-14 provides the allowable munis codes. 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.

**107. Will our budget form need to reflect 100% matching funds? For example, if we expect $62,000 from the grant, should it be matched with $62,000?**

A: Yes.

**108. Can we see an example of the 25% and 25% match funding along with the additional funding?**

A: The budget form on pages 13-14 is a requirement for the RFA. Up to 25% of the estimated $62,000 can be used for the salary of the mathematics coach, the remaining of the funds will support the professional learning of a mathematics coach to improve mathematics teaching, the same applies for matching funds as well.

**109. I understand the MAF grant money can only be used on MUNIS codes provided on the Budget form. Are schools allowed to use matching funds on MUNIS codes which are not listed? Such as a textbook, as an example.**

A: No, the school may not use MAF grant monies for any MUNIS code that is not listed.