

Mathematics Achievement Fund Mini Grant Assurance Document

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. KSB and KSD are also eligible to apply. As specified in [KRS 158.844](#), 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. The MAF Mini Grant is for one year (spring 2024-June 30, 2025) contingent on successful implementation of mathematics newly purchased materials, grant requirement compliance and the availability of funds. Funds must be spent using allowable MUNIS codes 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 by the local school district.

Mathematics Materials for Modification of Instruction

As specified in [KRS 158.844](#), 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](#) (HQIR), which the KDE defines as being:

- Aligned to the [KAS for Mathematics](#).
- 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. Specifically, applicants shall use the KDE's [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](#) for mathematics; and
- Resources that earn positive and/or potentially positive effectiveness ratings according to the [Academic Intervention Tools Chart](#) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](#) 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](#) (HQPL); and
- Aligned to the [KAS for Mathematics](#).

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](#)). 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) 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](#)).
- 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](#) 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](#)).

Annual Evaluation

Per [KRS 158.844](#), 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](#) 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](#)).
- 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](#)).
- Description and number of hours of professional learning on the selected HQIR implemented in the school within a school year.



MAF Assurance of Commitment Statement

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:

*I have read and understand the District Assurance document. I assure all of the grant requirements will be met, as outlined in the Request for Application and within this document. I assure 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 the Mathematics Achievement Fund. To receive MAF funding in FY24, the school or district will need to submit the completed and signed MAF Assurance of Commitment Statement (only page 4) to the MAF Grant Coordinator by February 16, 2024 via email at kde.maf@education.ky.gov . Questions may also be sent to this email address.***

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

Superintendent

Date

District Level Personnel

Date

Principal

Date