

Request to Place an Item on the Agenda

Name: Jennifer Oyler, STES

Address: _____

Telephone number: _____

Name of school children attend, if applicable: _____

Group represented: _____

Check if request was submitted to: Superintendent Board Chairperson

Conferred with following administrators (names): _____

Description of Issue: _____

Specific Action Requested: Request to apply for KDE Math Achievement Fund Grant

Check if you are: Board Member District Employee Community Member

All requests for items to be placed on the agenda must be submitted to the Superintendent prior to the Board meeting as specified in Board Policy 01.45. Items submitted shall require prior approval of the Superintendent.

Review/Revised: 3/13/06



REQUEST FOR APPLICATION

MATHEMATICS ACHIEVEMENT FUND GRANT

<p style="text-align: center;">Deadline</p> <p style="text-align: center;">4 p.m. (ET) Friday, October 8, 2021 <i>(Applications received after 4 p.m. (ET) will NOT be reviewed)</i></p>	<p style="text-align: center;">Issued By</p> <p style="text-align: center;">Kentucky Department of Education Office of Teaching and Learning Division of Program Standards</p>
<p style="text-align: center;">Email All Questions To:</p> <p style="text-align: center;">Kentucky Department of Education Procurement Branch KDERFP@education.ky.gov <i>(Questions will only be accepted via email)</i></p>	<p style="text-align: center;">Submit Applications to:</p> <p style="text-align: center;">KDERFP@education.ky.gov <i>(only electronic applications will be accepted)</i></p>
<p>ELIGIBILITY</p> <ol style="list-style-type: none"> 1. 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. 2. The public-school district must submit a separate application for each school. 	
<p>Please note the following requirements must be met or the application will not be considered:</p> <ul style="list-style-type: none"> • Submission of a redacted copy of the application without identifying information. • Submission and receipt of the electronic application (original copy and redacted copy without any identifying information) by Friday, October 8, 2021, at 4:00 p.m., ET via e-mail to kderfp@education.ky.gov. 	

KENTUCKY DEPARTMENT OF EDUCATION
Request for Competitive Application

Mathematics Achievement Fund Grant

Deadline – Friday, October 8, 2021 4 p.m. (ET)

Date	Event	Location	Participation
September 1, 2021	RFA released	Online	N/A
September 15, 2021	Technical assistance webinar	Online	Attending or watching this recorded TA session is recommended
September 22, 2021	Questions deadline	Email	N/A
October 8, 2021	Application deadline	Send to KDE	Required
TBD	Application review and scoring	Online	N/A
On or around December 1, 2021	Awardees are posted to KDE website	Online	N/A
TBD	MOA process (KDE & LEA)	N/A	Districts
TBD	District plans reviewed	N/A	N/A
July 1, 2022	Funding available to LEA	N/A	Districts

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 release time for teachers to serve as coaches. The mathematics coach will improve mathematics teaching practices by working with teachers in their classrooms:

- observing and providing feedback to them;
- modeling appropriate evidence based instructional practices;
- conducting workshops or institutes;
- establishing professional learning communities; and
- ensuring high quality instructional resources are aligned to the [Kentucky Academic Standards for Mathematics](#) in order to meet the needs of primary students and other students who are struggling to meet grade level standards in mathematics.

Funding

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 as defined above. 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.

The fiscal agent for the application for public schools shall be a local school district. Each school will provide a budget that shows matching funds for the MAF grant of \$62,000 from the local school district.

Mathematics Coach Role and Responsibilities

As provided in [KRS 158.842](#), 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:

- observing and providing feedback to them;
- modeling appropriate evidence based instructional practices;
- conducting workshops or institutes;
- establishing professional learning communities; and
- ensuring high quality instructional resources are aligned to the *Kentucky Academic Standards for Mathematics* in order to meet the needs of primary students and other students who are struggling to meet grade level standards in mathematics.

Schools shall train a school level mathematics coach:

- Who has at least five years of certified primary/intermediate mathematics teaching experience;
- Who demonstrates leadership skills regarding coaching adult learners;
- Who has the capacity to design professional learning aligned to the characteristics of [High Quality Professional Learning](#) (HQPL); and
- Who is able to determine whether instructional resources are aligned to the *KAS for Mathematics* (please see [High Quality Instructional Resources](#)) and, based on that determination, support teachers with next instructional steps.

Years one and two the mathematics coach shall:

- Serve on the MTSS team to:
 - ✓ Align the school's systems, data and practices to the essential six elements of [KYMTSS](#) in order to provide reliable and valid data to the KDE at least twice per year (see Annual Evaluation).
 - ✓ Provide more detailed information about individual students to inform next steps for instruction or intervention; and
 - ✓ Provide guidance on diagnostic assessment, intervention selection, implementation fidelity and progress monitoring for tier two and tier three services. (Consider 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.
 - ✓ The intervention services for identified students must supplement, not replace, their classroom comprehensive mathematics program.

- Meet regularly (at least once per month) with the school principal to address the school's mathematics vision and the coach's work (coach will not evaluate classroom teachers).
- Submit a detailed schedule to the KDE for feedback and approval each fall.
- Be evaluated by and report to a district-level supervisor.
- May not serve as a substitute teacher or classroom teacher.

In year one of the grant, the mathematics coach shall:

- Develop a shared vision with the school on what mathematics teaching will look like for the students that the school serves. The shared vision must include plans to:
 - ✓ Focus on the *KAS for Mathematics* and how students learn mathematics;
 - ✓ Actively engage teachers in understanding *KAS for Mathematics* and evidence based instructional practices in mathematics;
 - ✓ Coach teachers in cycles of planning (at least 8 cycles per 50% of mathematics teachers), observation, feedback and reflection; and
 - ✓ Facilitate collaborative teacher interaction addressing models of instructional practice.
- Collaborate w/ teachers for planning.
- Co-facilitate Professional Learning (PL) aligned to the school mathematics vision with the professional learning provider for 100% of the mathematics teachers within the school (see approved professional learning provider list).
- Ensure instructional resources are aligned to the *KAS for Mathematics*. Consider utilizing the Kentucky Department of Education's [Mathematics Instructional Resources Alignment Rubric](#).
- Spend at least 50% of instructional day in classrooms to improve mathematics teaching practices by working with teachers (as defined above) 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).

In year two and beyond, the mathematics coach shall:

- Continue to refine the shared vision with the school on what mathematics teaching will look like for the students that the school serves. The shared vision must include plans to:
 - ✓ Focus on the *KAS for Mathematics* and how students learn mathematics;
 - ✓ Actively engage teachers in understanding *KAS for Mathematics* and evidence based instructional practices in mathematics;
 - ✓ Coach teachers in cycles of planning (at least 8 cycles per 50% of mathematics teachers), observation, feedback and reflection; and
 - ✓ Facilitate collaborative teacher interaction addressing models of instructional practice.
- Collaborate with teachers for planning;
- Lead school wide professional learning aligned to the school wide mathematics vision for 100% of the mathematics teachers within the school; and
- Spend at least 50% of instructional day in classrooms to improve mathematics teaching practices by working with teachers (as defined above) with the remainder of the day spent in acceptable activities (collaborative planning, lesson study, participating in/leading PL, serving on MTSS team and family engagement).

Professional Learning Requirements for Mathematics Coach

School level mathematics coach shall engage in ongoing professional learning for the two-year renewable grant focused in four areas:

- Intensive PL on the *KAS for Mathematics* utilizing resources from www.kystandards.org (pre-approved educational cooperatives);
- Intensive PL in mathematics coaching with a focus on equity (pre-approved Dr. Maggie B. McGatha, M² Consulting and Dr. Jennifer Bay-Williams, University of Louisville);
 - KCM will support mathematics coaches in between coaching sessions and provide feedback on the coaching model utilizing the Kentucky Mathematics Innovation Tool.
- Intensive PL in cognitive coaching (pre-approved Dr. Maggie B. McGatha M² Consulting 8 days);
- Enrollment and completion of the elementary mathematics endorsement (pre-approved program University of Louisville 15 hours, <https://louisville.edu/education/degrees/elementary-mathematics-specialist>).

Approved List of Professional Learning Providers

- Educational Cooperatives
- Kentucky Center for Mathematics
- M² Consulting
- University of Louisville

Additional Professional Learning Providers

- 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](#) must be used to ensure alignment with [HQPL](#) and submitted to the KDE (grant coordinator) for approval.

Annual Evaluation

Per [KRS 158.844](#), the Kentucky Board of Education administrative regulations shall “establish the minimum annual evaluation process for each grant recipient.” The role of the mathematics coach is to improve mathematics teaching practices in support of the school mathematics vision. Evaluating work that is designed to have an impact at various levels across the school community will require the collection of data that examines the influence of the mathematics coach at each of the following levels:

Student data:

- Longitudinal performance data and comparative progress data;
- Evaluation of progress data;
- Formative, diagnostic and summative assessment results;

Teacher data:

- Evaluation of evidence based instructional practices (Kentucky Mathematics Innovation Tool);

Mathematics Coach data:

- Description and number of hours from the professional learning requirements (see above) the mathematics coach received in a school year;
- Description and number of hours of professional learning requirements (see above) the mathematics coach implemented in their school within a school year;
- Number of credit hours obtained in an Elementary Mathematics Endorsement program;
- Evaluation of coach and coaching program from district leadership and regional consultants;

School Wide data:

- Description and evidence of family involvement;
- Evidence of principal involvement;
- Reflection on school mathematics vision and next steps;
- Action plan for improvement; and
- Evidence of sustainability.

Application Narrative Questions for Mathematics Achievement Fund

Responses to each question should not exceed 600 words.

1. Utilizing the *KAS for Mathematics*, describe the shared vision for what mathematics teaching and learning will look like for the teachers and students whom the school serves.
2. Describe how teachers will actively engage in understanding *KAS for Mathematics* and evidence-based instructional practices in mathematics within the shared mathematics vision for the school.
3. Describe how the coach will work with teachers in cycles of planning, observation, feedback and reflection within the shared mathematics vision for the school.
4. Describe how the coach will facilitate collaborative teacher interaction addressing models of instructional practice within the shared mathematics vision for the school.
5. Based on the responses provided above, describe the qualities your school would look for in a prospective mathematics coach. Include rationale on how the school would support the mathematics coach in earning their Elementary Mathematics Endorsement.
6. Describe how the role of the mathematics coach would be integrated into the school's multi-tiered system of supports (utilizing <https://kymtss.org/>).
7. Utilizing KPREP data, identify the student populations with the most need in the area of mathematics. Discuss how the MAF grant will specifically meet the needs of those students?

Technical Assistance

To assist districts in preparing an application, the KDE will offer a technical assistance session on **Wednesday, September 15 at 4 p.m. ET** for the purpose of application preparation. Attendance is not required but encouraged, as this will be the only opportunity for live questions.

Applicants should advise the KDE within seven working days of the scheduled technical assistance session of any special accommodations needed for attendees.

Submission of Questions

All questions must be submitted via email to the KDE mailbox at KDERFP@education.ky.gov by **Wednesday, September 22, 2021 at 4 p.m. ET**. All questions and answers will be posted with the RFA on the KDE website on or around **Monday, September 27, 2021**.

Application Components

The application should contain the following items presented in the order listed below. Each component should be clearly labeled within the application.

1. Application Cover Page
2. Table of Contents with page numbers
3. Answers to the Narrative Questions for Mathematics Achievement Fund Responses to each question should not exceed 600 words, inclusive of charts, graphs and bulleted lists.
4. School Budget Summary Form

Formatting Requirements

Failure to follow the formatting requirements may deem your application non-responsive.

1. Text shall be Arial 12-point font and be double-spaced. Do not use condensed or narrow versions.
2. **Bullets** may be single-spaced; however, they should not be used excessively.
3. Pages should be numbered consecutively with the narrative beginning on page one. Do not number the application cover page or the Table of Contents.
4. The narrative description of the MAF grant application shall not exceed **600 words per question**, single-sided and double-spaced pages.
5. The narrative description of the MAF grant application should have side and top margins of one inch.

Blinding Instructions

Blinding/Redacting is the removal of identifying information from an application. Identifying information is **district name, school name, county name, and city name**. Names of Individuals and Signatures should NOT be blinded/redacted.

Blind copies should be completely redacted electronically using Black highlighting or X'd out - using the find and replace feature - ex: XXX.

Please review blind copy before submitting to ensure all identifying information is redacted and all required pages and attachments are included.

Blind copies will be scored as received.

Submission of Application

1. Scan or save the completed application in its entirety, including all signatures, to PDF format. Save the original application as *MAF22-District-School Name-Original*. (For example: Southside Elementary School in Woodford County would save the original application as *MAF22-Woodford-Southside-Original*.)
2. Scan or save a blinded/redacted copy of the application in its entirety to PDF format. Save the redacted application as *MAF22-District-School Name-Redacted*. (For example: Southside Elementary School in Woodford County would save the redacted application as *MAF22-Woodford-Southside-Redacted*.)
3. Email to KDERFP@education.ky.gov
 - On the subject line of the email, type *MAF22-District-School Name*.
 - If at all possible, **send both attachments in the same email**. If necessary, the application may be sent in parts. **ALL PARTS MUST BE RECEIVED-DATE/TIME STAMPED BY THE DEADLINE of October 8, 2021 by 4 p.m. ET.**
 - Keep in mind that email coming into the KDE is routed for security purposes through multiple networks and servers. Allow ample time for this and the possibility that email is not always received on the first try.
 - Applications received after the deadline will not be reviewed or considered for award.

Application Deadline

The KDE must receive, in its email inbox, the application by October 8, 2021 at 4 p.m. ET. Applications received after this time and date will not be accepted. Furthermore, applications not complying with any of the technical requirements may be deemed non-responsive.

It is the district's responsibility to check the [KDE Competitive Grants webpage](#) regularly for new information (including amendments) regarding this solicitation. Applicants are responsible for contacting the KDE confirming the receipt of their application.

Contract Award

Districts will receive preliminary notice of awards on or around **Wednesday, December 1, 2021**. 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. Additional MOA contracts will be developed as needed to extend grant awards. Activities prior to the effective date of the MOA are not allowable charges. The district must submit quarterly expenditure reports. The first payment will be made upon approval of the contract, submission of the MAF assurance statement and updated budget summary form.

Evaluation of Application

Independent reviewers will be trained for this specific competition and they will evaluate applications using the RFA and a scoring rubric aligned to the criteria established in the RFA. Recommendations will be based on independent reviewer scores. The KDE also reserves the right to consider demographic and programmatic diversity as factors in the selection of qualified funded applications. The KDE will select reviewers with grant experience, knowledge of the current state standards or mathematics instruction. A Call for Reviewers, including a reviewer application, is available on the [KDE Competitive Grants webpage](#).

Mathematics Achievement Fund Grant

Evaluation Criteria

The narrative description should be written in the chronological order in which the criteria are written below. Questions 1-7 should be limited to six hundred (600) words per question, single-sided, double-spaced pages and have margins of one inch. **Do not include any additional attachments.**

Evaluation Criteria	Maximum Points
Question 1: Utilizing the <i>KAS for Mathematics</i> , describe the shared vision for what mathematics teaching and learning will look like for the teachers and students whom the school serves.	10 points
<p>The answer should include a description of the school’s mathematics shared vision of what mathematics teaching and learning will look like for teachers and students. The answer should reference the bulleted items below:</p> <ul style="list-style-type: none"> • Focus on the <i>KAS for Mathematics</i> and how students learn mathematics; • Actively engage teachers in understanding <i>KAS for Mathematics</i> and evidence based instructional practices in mathematics; • Coach teachers in cycles of planning (at least 8 cycles per 50% of mathematics teachers), observation, feedback and reflection; and • Facilitate collaborative teacher interaction addressing models of instructional practice. 	
Question 2: Describe how teachers will actively engage in understanding <i>KAS for Mathematics</i> and evidence based instructional practices in mathematics within the shared mathematics vision for the school.	10 points
<p>This answer should describe what evidence based instructional practices in mathematics (NCTM Effective Teaching Practices in Mathematics) will be of focus in the delivery of the <i>KAS for Mathematics</i> within the first two years. (Note: research suggest starting with one or two effective teaching practices to focus on within the first year).</p>	
Question 3: Describe how the coach will work with teachers in cycles of planning, observation, feedback and reflection within the shared mathematics vision for the school.	20 points
<p>This answer should explain what each of the four components of the coaching cycle would look like in the school and the schedule of what it might look like throughout the school year. (Remember, at least 8 cycles per 50% of mathematics teachers will be coached within a school year).</p>	
Question 4: Describe how the coach will facilitate collaborative teacher interaction addressing models of instructional practice within the shared mathematics vision for the school.	10 points
<p>This answer will address how the coach will meet the needs of all adult learners while building a culture of trust and collaboration (reference HQPL).</p>	
Question 5: Based on the responses provided above, describe the qualities your school would look for in a prospective mathematics coach.	10 points
<p>This answer should address the qualities from up above including the dispositions your school looks for when hiring a mathematics coaching position. Include rationale on how the school would support the mathematics coach in earning their Elementary Mathematics Endorsement.</p>	

Question 6: Describe how the role of the mathematics coach would be integrated into the school’s multi-tiered system of supports (utilizing https://kymtss.org/)?	10 points
This answer should include background of how the MTSS functions at the school level and how the mathematics coach would play a role in data, intervention practices, diagnostic assessment and how students move through a tiered delivery system (tier one, two and three) with a continuum of supports.	
Question 7: Utilizing KPREP data, identify the students with the most need in the area of mathematics. Discuss how the MAF grant will specifically meet the needs of those students?	10 points
This answer should include a needs assessment based on KPREP data addressing the past three years.	
Budget Form and Summary	20 points
Include a school budget form and summary that includes how the district will match the funds of \$62,000 per school year for their professional learning plan in mathematics.	
Evaluation Criteria Grand Total of Points	100 points
Consideration for Schools in Need	20 points
20 points will be awarded to the lowest 20% of applicants based on grade 3 KPREP math data from school year 2018-2019.	

MAF RFA Application Cover Page

Type of Application: Please select one.

- New applicant (never awarded the MAF grant)
 Repeat applicant (awarded the MAF grant previously)

DISTRICT NAME		
DISTRICT ADDRESS		
SCHOOL NAME		
SCHOOL ADDRESS		
PRINCIPAL NAME		Phone: Email:
SUPERINTENDENT		Phone: Email:
DISTRICT LEVEL PERSONNEL (Supervisor/Evaluator of the mathematics coach)		Phone: Email:
GRANT CONTACT/WRITER		Phone: Email:

I assure the attached application contains accurate information. I understand grant applications with incorrect or falsified information will not be considered for review or will be revoked once awarded. I assure the application has been reviewed and approved for implementation by all shareholders and 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 grant and may impact future funding.

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

 Superintendent

 Date

 District Level Personnel

 Date

 Principal

 Date

Mathematics Achievement Fund Budget Form

District

Name of School

Instructions: Use this form to provide a detailed, itemized explanation of expenditures for each 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 budget is pending further review by the KDE.

MUNIS Code	Description	Amount	Explanation of Expenditures	Matching Funds
0110	Certified Services - (Contract)			
0211	Life Insurance			
0212	Health Insurance			
0214	Dental Insurance			
0221	Employer FICA Contribution			
0222	Employer Medicare Contribution			
0231	Ky. Teacher Retirement Systems (KTRS)			
0321	Workshop Consultant			
0322	Educational Consultant			
0335	Professional Consultant			
0338	Registration Fees			
0339	Other Professional Services:			
0569	Tuition: Other			
0580	Travel			
0591	Services Purchased from another district or Educational Agency within the state			
0592	Services Purchased from another district or Educational Agency out of state			
0610	General Supplies			
0643	Supplemental Books, Study Guides & Curriculum			
0734	Technology Related Hardware			

0735	Supplies – Technology Related			
0810	Due and Fees			
Total				