



REQUEST FOR APPLICATION

MATHEMATICS ACHIEVEMENT FUND GRANT Middle School Coaching Pilot Cohort 1 (FY26)

Deadline 4 p.m. (ET) March 19, 2026 <i>(Applications received after 4 p.m. (ET) will NOT be reviewed)</i>	Issued By Kentucky Department of Education Office of Teaching and Learning
Email All Questions To: Kentucky Department of Education Procurement Branch KDERFP@education.ky.gov <i>(Questions will only be accepted via email)</i>	Submit Applications to: KDERFP@education.ky.gov <i>(only electronic applications will be accepted)</i>
Specific Instructions: <u>Failure to follow these specific instructions will deem an applicant's response non-responsive and will not be scored.</u> 1. All public middle schools (grades 6-8) that are feeder schools for MAF Math Coaching grant awarded elementary schools (Cohort 1 and Cohort 2), with students in middle school who are struggling with meeting grade-level standards in mathematics, are eligible to apply. A current MAF Cohort 1 and 2 grantee must be in full compliance to be eligible for award. The public school district must submit a separate application for each school. 2. KDE reserves the right to waive minor technical issues. 3. Applicants are responsible for monitoring KDE's Competitive Grants webpage for amendments and updates to the posted RFA and supporting materials. 4. Plagiarism is prohibited. The use of AI to generate application content will also be considered plagiarism.	

Page 1: Deadline Date changed, Eligibility updated
 Page 2: Dates on Solicitation Schedule changed.
 Page 7: "B" added to naming protocol under item 2.
 Page 8: Dates changed
 Page 15: Eligibility updated

KENTUCKY DEPARTMENT OF EDUCATION

Solicitation Schedule

Date	Event	Location	Participation
December 4, 2025	RFA released	Online	N/A
December 11, 2025	Technical assistance webinar	Online	Attending or watching this recorded TA session is recommended
January 15, 2026, 4 PM ET	Questions deadline	Email	N/A
On or around January 22, 2026	FAQ posted RFA updates, if needed.	Online	Strongly recommended for all applicants.
March 19, 2026 4 PM ET	Application deadline – Applications for the MAF Coaching Grant will only be accepted on March 18 and March 19, 2026	Send to KDE	Required
April 28- May 1, 2026	Application review and scoring	Online	N/A
On or around June 4, 2026	Awardees are posted to the KDE Competitive Grant Awards website	Online	N/A
TBD	MOA process (KDE & LEA)	N/A	Districts
TBD	District plans reviewed	N/A	N/A
On or Around July 1, 2026	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. 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 of grades 6-8 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 with the [Kentucky Academic Standards for Mathematics](#) in order to meet the needs of grades 6-8 students and other students who are struggling to meet grade-level standards in mathematics.

Funding

The Kentucky Department of Education (KDE) anticipates funding approximately 10 schools at an estimated \$62,000 per year to support the salary of a school-based mathematics coach to improve mathematics teachers as defined above. The Kentucky Department of Education will cover the cost of the required professional learning for the school-based mathematics coach. Grants are for two years, contingent on the 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.

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 of grades 6-8 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 middle school students (grades 6-8) and other students who are struggling to meet grade-level standards in mathematics.

Schools shall train a school-level mathematics coach for teachers of grades 6-8:

- Who has at least five years of certified middle school 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 the 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 (the 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 the *KAS for Mathematics*, evidence-based instructional practices in mathematics, and the alignment to the school's adopted High-quality Instructional Resource (HQIR) for mathematics per the [KDE approved list](#);
 - ✓ Coach teachers in cycles of planning (at least 8 cycles per each mathematics teacher, up to 8 teachers per year), observation, feedback, and reflection; and
 - ✓ Facilitate collaborative teacher interaction addressing models of instructional practice.
- Collaborate with teachers for planning and intellectual preparation (i.e., unit and lesson internalization aligned to their adopted HQIR).
- 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 on the approved list of mathematics HQIRs and support implementation and alignment to the *KAS for Mathematics*.
- Spend at least 50% of the 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, unit/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 the *KAS for Mathematics*, evidence-based instructional practices in mathematics, and the alignment to the school's adopted high-quality instructional resource (HQIR) for mathematics per the [KDE approved list](#);

- ✓ Coach teachers in cycles of planning (at least 8 cycles per each mathematics teacher, up to 8 teachers per year), observation, feedback, and reflection; and
- ✓ Facilitate collaborative teacher interaction addressing models of instructional practice.
- Collaborate with teachers for planning and intellectual preparation (i.e., unit and lesson internalization aligned to the adopted HQIR);
- 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 the 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 on four areas:

- Intensive PL on the *KAS for Mathematics* utilizing resources from www.kystandards.org (pre-approved KDE);
- Intensive PL in mathematics coaching (pre-approved KDE with permission from Dr. Maggie B. McGatha, M² Consulting, and Dr. Jennifer Bay-Williams, University of Louisville);
 - MAF Math Mentors 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 KDE 8 days);

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's 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;
- Evaluation of coach and coaching program from district leadership and MAF Math Mentor;

School Wide data:

- Evidence of HQIR implementation;
- 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 2 pages.

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 the *KAS for Mathematics*, evidence-based instructional practices in mathematics, and the adopted KDE-approved high-quality instructional resource (HQIR) for 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 planning, addressing models of instructional practice within the shared mathematics vision for the school and intellectual preparation to include unit and lesson internalization for the school's adopted HQIR.
5. Based on the responses provided above, describe the qualities your school would look for in a prospective mathematics coach.
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 KSA 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.

Application Components

The application shall contain the following items presented in the order listed below.

1. Application Cover Page
2. Table of Contents with page numbers (1-page limit, created by applicant)

3. Answers to the Narrative Questions for Mathematics Achievement Fund Responses to each question should not exceed two pages, inclusive of charts, graphs, and bulleted lists.
4. School Budget Form, two-page limit.
5. Budget summary narrative not to exceed two pages.

Formatting Requirements

The formatting should follow the requirements set forth below. Failure to follow formatting requirements may result in point deductions and/or rejection of your proposal.

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 and Arial 12-point font. Charts and graphs may use Arial 10-point font.
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. Responses to narrative questions are single-sided and double-spaced.
5. Side and top margins should be one inch on all narrative pages.
6. Do not adjust the margins or fonts on any forms.
7. Charts, graphs, and bulleted lists shall comprise no more than 20% of the narrative sections of the application.

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 the blind copy before submitting it 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. **Applications for the MAF Coaching Grant will only be accepted on March 18 and March 19, 2026.**
2. Scan or save the completed application in its entirety, including all signatures, to PDF format. Save the original application as **26MAF MSC District School**. (For example: Southside Elementary School in Woodford County would save the original application as *26MAF Middle School Coaching Woodford Southside*.)
3. Scan or save a blinded/redacted copy of the application in its entirety to PDF format. Save the redacted application as **26MAF MSC District School B**. (For example: Southside Elementary School in Woodford County would save the redacted application as *26MAF Middle School Coaching Woodford Southside B*.)
4. Email the original copy and the redacted copy in one email to KDERFP@education.ky.gov

- ❑ In the subject line of the email, type ***26MAF MSC District School***.
- ❑ If possible, **send both attachments in one email. ALL PARTS MUST BE RECEIVED-DATE/TIME STAMPED BY THE DEADLINE of March 19, 2026, 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.
- ❑ Applicants can request confirmation of receipt in their submission email. KDE will confirm receipt of the email and attachments (if any). Please note that the KDE does not open attachments to check for accuracy.
- ❑ Do not add others to application submission emails.
- ❑ Do not send Google Docs or documents from Google Drive.
- ❑ Each PDF attachment **MUST** be less than 10,000 KB (or 10 MB) in size. Please work with your technology staff to ensure the correct file size. Files that are above the size limit will not be reviewed or eligible for an award.

Contract Award

Districts will receive preliminary notice of awards on or around **June 4, 2026**. At the conclusion of the RFA process, Memorandums of Agreement (MOAs) will be developed with all awarded applicants. The first MOA effective date is anticipated to be July 1, 2026, and funds will be eligible for use from the MOA effective date through June 30, 2028. 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 an updated budget summary form.

Evaluation of Application

Independent reviewers will be trained for this specific competition and will evaluate applications using the RFA and scoring rubric aligned with 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 and 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.

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
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: ● Focus on the <i>KAS for Mathematics</i> and how students learn mathematics; ● Actively engage teachers in understanding the <i>KAS for Mathematics</i>, evidence-based instructional practices in mathematics, and the alignment to the school's adopted high-quality instructional resource (HQIR) for mathematics per the KDE approved list; ● Coach teachers in cycles of planning (at least 8 cycles per each mathematics teacher, up to 8 teachers per year), observation, feedback, and reflection; and ● Facilitate collaborative teacher interaction addressing models of instructional practice.	
Question 2: Describe how teachers will actively engage in understanding the <i>KAS for Mathematics</i> , evidence-based instructional practices in mathematics, and the adopted KDE-approved high-quality instructional resource (HQIR) for mathematics within the shared mathematics vision for the school.	15 points
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 suggests starting with one or two effective teaching practices to focus on within the first year).	
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.	10 points
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 each mathematics teacher, up to 8 teachers per year).	
Question 4: Describe how the coach will facilitate collaborative teacher planning addressing models of instructional practice within the shared mathematics vision for the school and intellectual preparation to include unit and lesson internalization for the school's adopted HQIR.	15 points
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).	
Question 5: Based on the responses provided above, describe the qualities your school would look for in a prospective mathematics coach.	10 points

This answer should address the qualities from above including the dispositions your school looks for when hiring a mathematics coaching position.	
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 KSA 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.	10 points
This answer should include a needs assessment based on KSA data addressing the three most recent years of available data.	
Budget Form and Summary	20 points
Include a school budget form <u>and</u> summary that includes how the district will use the funds of \$62,000 per school year using allowable Munis codes.	
Evaluation Criteria Grand Total of Points	100 points

FY26 Middle School Math Coaching Application Cover Page

DISTRICT NAME		
DISTRICT ADDRESS		
SCHOOL NAME		
SCHOOL ADDRESS		
MATH COACHING COHORT ELEMENTARY FEEDER SCHOOL(S)		
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 for the 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

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. Successful approval of the budget is pending further review by the KDE. **Applicants may delete Munis codes they do not need.**

MUNIS Code	Description	Amount	Explanation of Expenditures
0110	Certified Services - (Contract)		
0111	Extended Day (Contract)		
0112	Extra Duty (Contract)		
0113	Other Certified (Not part of Contract)		
0120	Certified Substitute		
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			

MAF Coaching Cohort 1 and 2 Schools

District	School
Allen County	Allen County Intermediate Center
Anderson County	Emma B. Ward
Anderson County	Ezra Sparrow Early Childhood Center
Anderson County	Robert B. Turner Elementary
Anderson County	Saffell Street Elementary School
Barbourville Independent School	Barbourville Elementary
Barren County School District	Austin Tracy Elementary
Barren County School District	Eastern Elementary
Barren County School District	Hiseville Elementary
Barren County School District	North Jackson Elementary
Barren County School District	Park City Elementary
Barren County School District	Red Cross Elementary
Barren County School District	Temple Hill Elementary
Bath County Schools	Crossroads Elementary
Bath County Schools	Owingsville Elementary
Carter County Schools	Olive Hill Elementary
Carter County Schools	Prichard Elementary
Caverna Independent School District	Caverna Elementary
Fayette County Public Schools	Arlington Elementary
Fayette County Public Schools	Cardinal Valley Elementary
Fayette County Public Schools	Coventry Oak Elementary
Fayette County Public Schools	Harrison Elementary
Fayette County Public Schools	James Lane Allen Elementary
Fayette County Public Schools	Mary Todd Elementary
Fayette County Public Schools	Millcreek Elementary
Fayette County Public Schools	Northern Elementary
Johnson County School District	W.R. Castle Elementary
Lawrence County	Fallsburg Elementary
Lawrence County	Louisa West Elementary
Logan County	Auburn School
Logan County	Olmstead School
Madison County Schools	Boonesborough Elementary
Menifee County	Menifee Central
Metcalfe County	Metcalfe County Elementary School
Monroe County School District	Gamaliel Elementary
Monroe County School District	Tompkinsville Elementary
Montgomery County Schools	Camargo Elementary

Montgomery County Schools	Mapleton Elementary
Montgomery County Schools	Mount Sterling Elementary
Montgomery County Schools	Northview Elementary
Owensboro Public Schools	Cravens Elementary
Paintsville Independent	Paintsville Elementary
Perry County	West Perry Elementary
Shelby County Public Schools	Painted Stone Elementary
Shelby County	Southside Elementary School