



## Mathematics Achievement Fund

### High-Quality Instructional Resources Mini-Grant Assurance Document

#### Background

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) funds approximately 25 schools serving students in grades 6-12 at an estimated \$40,000 per year 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 mathematics materials purchased.

This MAF Mini-Grant can be used for the purchase of a High-Quality Instructional Resource (HQIR), intervention materials, a screener and/or diagnostic (including professional learning for administering those assessments), and/or curriculum-based professional learning that aligns to and will support implementation of the adopted HQIR.

The MAF Mini-Grant is for one year (spring 2026-June 30, 2027) contingent on successful implementation of mathematics purchased materials, grant requirement compliance and the availability of funds. Funds must be spent using allowable MUNIS codes by June 30, 2027.

The fiscal agent for the application shall be a local school district. Each school district will provide a budget and budget summary aligned to the allowable MUNIS codes to show how the funds will be spent.

#### 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 mathematics materials purchased.

Therefore, a district/school shall use funding to purchase instructional materials for mathematics (including valid and reliable intervention programs and KDE-approved 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.

When evaluating resources, applicants should consider the following:

- Resources represented on the KDE's [list of approved Tier 1 core comprehensive high-quality instructional resources 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 receive [curriculum-based professional learning](#) (CBPL) in the purchased mathematics materials. The CBPL shall be:

- Aligned to the characteristics of [High-Quality Professional Learning](#) (HQPL); and
- Aligned to the [KAS for Mathematics](#).

Grant funding may be used for vendor facilitated curriculum-based professional learning for the selected/purchased HQIR and for the purchase of associated HQIR manipulatives and tier two and/or tier three resources.

**With the HQIR MAF Mini Grant, the district/school shall:**

- Develop a shared vision on what mathematics teaching will look like for the students in grades 6-12 that the school serves ([see Model Curriculum Framework Phase 2 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.
- Implement and maintain records relating to the professional learning plan submitted to the KDE 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 Model Curriculum Framework Phase 4 for guidance](#)). Submitted professional learning plans included evidence of intellectual preparation such as unit internalization, lesson internalization, lesson rehearsal, and student work analysis as outlined in the KDE's [Structuring Professional Learning Cycles](#).
- Lead professional learning aligned to the mathematics vision for 100% of the mathematics teachers within the district/school using the purchased mathematics materials.

## Annual Evaluation

Per [KRS 158.844](#), the Kentucky Board of Education administrative regulations shall “establish the minimum annual evaluation process for each grant recipient.” HQIRs 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 for Mathematics*. Research demonstrates a positive link between high-quality professional learning (HQPL), teaching practices and student outcomes. Evaluating the initial effectiveness of the purchased mathematics program will include the following below.

- Submitted curriculum-based 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 Model Curriculum Framework Phase 4 for guidance](#)).
- Evidence of intellectual preparation, such as unit internalization, lesson internalization, lesson rehearsal, and student work analysis as outlined in the KDE’s [Structuring Professional Learning Cycles](#), including but not limited to a description and number of hours of professional learning on the selected HQIR implemented in the school within a school year. Should a school/district need assistance in using any KDE protocols, reference the KDE’s [Curriculum-Based Professional Learning Guidance Document](#).
- Completed survey including a reflection on progress toward the school mathematics vision and next steps (at least 2 times per year by the school principal).



## MAF Assurance of Commitment Statement

<b>DISTRICT NAME</b>		
<b>SCHOOL NAME</b>		
<b>PRINCIPAL</b>		Phone:  Email:
<b>SUPERINTENDENT</b>		Phone:  Email:
<b>DISTRICT LEVEL PERSONNEL</b> (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 FY26-27, 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 June 30, 2026, via email at [kde.maf@education.ky.gov](mailto:kde.maf@education.ky.gov).** Questions may also be sent to this email address.*

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Date

\_\_\_\_\_  
District Personnel

\_\_\_\_\_  
Date

\_\_\_\_\_  
Superintendent

\_\_\_\_\_  
Date

# Mathematics Achievement Fund Budget Form

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**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. Successful approval of the budget is pending further review by the KDE. Munis Codes not used can be deleted from the form.

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)		
<b>0120</b>	<b>Certified Substitute</b>		
0321	Workshop Consultant		
0322	Educational Consultant		
0335	Professional Consultant		
0339	Other Professional Services:		
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		
0644	Textbooks & other Instructional Materials Data required for State reporting		
0734	Technology Related Hardware		
0735	Supplies – Technology Related		
<b>Total</b>			