



Primary Mathematics Intervention Program (PMIP) – 2

Investing in Innovation (i3) Grant

Request (of Kentucky Elementary Schools) for Application

Following the anticipated announcement of the KCM's i3 award from the US Department of Education (anticipated on or before December 2011), this RFA will be distributed to Kentucky elementary schools with an invitation to apply for funding for a primary grades mathematics intervention program.

Eligibility

1. All public school districts in Kentucky, the Kentucky School for the Blind, and the Kentucky School for the Deaf with students in the primary program who are struggling (i.e., having difficulty, low-achieving) with mathematics are eligible to apply; however, schools that have a mathematics intervention teacher (MIT) funded by a Kentucky Mathematics Achievement Fund grant, issued by the Kentucky Department of Education, are not eligible to apply.
2. The public school district must submit a separate application for each school applying.

Funding

If the KCM's PMIP – 2 i3 proposal is funded by the US Department of Education, the Kentucky Center for Mathematics will select, through a competitive process, up to 60 schools to each

receive one year of funding for up to \$65,000. Funding includes a full-time MIT Leader's salary and benefits and up to \$15,000 for additional expenses. Up to 40 schools will participate in the KCM's Professional Development Trajectory described in this document. The other schools will be randomly selected to serve as a control group and will receive equivalent funding to establish a mathematics intervention program of their own choosing. Grants may be renewed for up to \$60,000 (MIT's salary and benefits and up to \$10,000 for additional expenses) for an additional two years (a total of three years). Renewal is contingent on successful implementation of program components, demonstrated student progress, compliance with PMIP – 2 i3 grant requirements, and the availability of funds. The fiscal agent for the application for public schools must be a local school district.

General Requirements

Mathematics Intervention Teacher Leader Selection and Commitments:

1. The Mathematics Intervention Teacher (MIT) Leader selected for training must be an elementary certified teacher with at least three years of teaching experience at the elementary level.
2. The school must agree for the MIT Leader to participate in the 3-year professional development cycle outlined below and to fully participate in all MIT Community activities including weekly 1-hour online meetings, peer visits, presentations, in-person Regional Coordinator visits, quarterly in-person Collegial Team Meetings (3 hours in length), and a 2-day Administrator/MIT event each year during which MIT Leaders and their principals will engage in collaborative teaming for maximizing the impact of the program.

MIT Leader Professional Development Trajectory

Year 1 (June 1 to May 30)

1) Math Recovery Intervention Specialist (MRIS) Course* for the MIT Leader –

Goal: develop MIT Leader's capacity to implement dynamic assessments and intervention teaching using Math Recovery numeracy development frameworks and models (4 days in the summer plus two 3-day sessions during the school year).

2) Kentucky Numeracy Project (KNP) Intervention Guide-Introduction for the MIT

Leader – Goal: to familiarize MIT Leaders with Kentucky's comprehensive database of numeracy strategies and resources (1 day, summer or school year).

3) Administrator/MIT Leader Training 1 for the MIT Leader and Principal – Goal:

develop shared strategies between MIT Leaders and the principal regarding local implementation of intervention (2 days, at least one during school year).

Year 2 (June 1 to May 30)

1) Add+VantageMR Teacher Course 1 & 2* for the MIT Leader – Goal: develop

MIT Leader's capacity to conduct small group or classroom intervention using Math Recovery type strategies for early number, addition, and subtraction (4 days in early summer and 2 days in later summer).

2) Add+VantageMR Champion Training* for the MIT Leader – Goal: develop MIT

Leader's capacity to lead classroom-oriented Math Recovery type (AVMR) professional development for classroom teachers (5 days in late fall or winter).

3) KNP Leadership Course (optional) for the MIT Leader– Goal: develop MIT

Leader's capacity to lead professional development sessions related to the Kentucky Numeracy Project (3 days).

4) Administrator/MIT Leader Training 2 for the MIT Leader and principal – Goal: reflect upon and refine shared strategies regarding local implementation of intervention (2 days, at least one during school year).

Year 3 (June 1 to May 30)

1) Lead Add+VantageMR Teacher Course 1* for classroom teachers (provided by the MIT Leader) – Goal: develop capacity of classroom teachers to conduct small group or classroom intervention using Math Recovery type strategies for early number, addition, subtraction (4 days in the summer – or the equivalent in the previous spring – and follow-up at least 2 hours per month for at least 4 teachers in the MIT Leader’s home school district).

2) MR Leadership Course* for the MIT Leader – Goal: develop capacity of MIT Leaders to lead the Math Recovery Intervention Specialist course for other MITs (6 days).

3) Adaptive Schools Foundation Seminar for the MIT Leader– Goal: develop MIT Leader’s capacity to initiate, develop and sustain high-functioning collaborative groups (2 two-day sessions).

4) Administrator/MIT Leader Training 3 for the MIT Leader and principal – Goal: reflect upon and refine shared strategies regarding local implementation of intervention (2 days, at least one during school year).

5) Lead the Math Recovery Intervention Specialist (MRIS) Course* for new MITs (provided by the MIT Leader) – Goal: develop teachers’ capacity to implement dynamic assessments and intervention teaching using Math Recovery numeracy

development frameworks and models (4 days in the summer plus two 3-day sessions during the school year for at least 2 teachers in the MIT Leader's home school district).

3. The MIT Leader must comply with all US Math Recovery Council requirements (attendance, written reflection, study of professional literature, video-taping of practice, written assignments, collegial sharing, reporting of student progress, high-quality teaching, etc.) the details of which will be provided at the trainings* marked with an asterisk in the Professional Development Trajectory (#2) above.
4. Each applicant must propose an alternate intervention program which would be implemented if the school is randomly selected as one of the 20 control schools who will receive funding but not participate in the KCM's PMIP – 2 Professional Development Trajectory. The following requirements marked with the symbol † will not be applicable to the 20 control schools.
5. The MIT Leader must work full time in the content area of mathematics at the primary level.
6. The MIT Leader must provide mathematics diagnostic assessment and intervention services directly to students, through pull-out, at least half of the day for at least four days per week. The other half of each day and the fifth day must be spent providing primary grades mathematics diagnostic assessment and intervention services or providing related implementation services of the mathematics intervention program (e.g., reviewing student video, additional work with struggling primary grades students, collaboration with classroom teachers, and providing professional development for mathematics teachers).
7. The MIT Leader must be involved in the school-based Individual Assistance Team (as may be established through Response to Intervention/Kentucky System of Interventions) for any students served by the MIT Leader .

8. The MIT Leader will serve at least 2 individual first grade students through one-on-one instruction (tier 3) per semester and may serve a maximum of five students per group through small group pull-out instruction (tier 2).
9. The MIT Leader, in cooperation with the principal, will provide documentation of the MIT Leader's full-time work with students and teachers for the benefit of struggling primary grades students and the primary grades mathematics program.
10. The MIT Leader must participate in the annual Kentucky Council of Teachers of Mathematics Conference and the annual Kentucky Center for Mathematics Conference. The MIT Leader, after the first year, must present at a state conference or participate in another leadership activity that benefits the extended MIT Community.
11. The school must agree to provide sufficient, quiet classroom space for the MIT Leader and students served.

Intervention Student Selection:

12. Students who receive mathematics diagnostic assessment and intervention services must be in the K - 3 primary program and identified as at-risk in mathematics using a universal screening assessment, teacher referrals and/or diagnostic interviews.
13. If a special education student is identified as struggling in mathematics and has an Individual Education Plan (IEP), an Admissions and Release Committee (ARC) meeting may be required to discuss the appropriate interventions to be provided for the student either by a special education teacher with or without guidance from the MIT Leader or by the MIT Leader directly.

Diagnostic Assessment and Intervention Services:

14. MIT Leaders will video-record all assessment and instruction and will maintain all video footage, lesson plans, and other written records for at least one year.
15. † All mathematics diagnostic assessment and intervention services and materials used by the MIT Leader must align with the Math Recovery frameworks and models and must be approved by the KCM.
16. The mathematics diagnostic assessment and intervention services must supplement, not replace, regular classroom instruction for the entire primary population, through pull-out at times other than during mathematics core instruction.
17. The mathematics diagnostic assessment and intervention services must be targeted to advance student learning according to the student's current status rather than to provide tutoring within the core curriculum.
18. † Tier 2 (small group) and tier 3 (one-on-one) progress monitoring and diagnostic assessments must be formative in nature, revealing student learning needs as defined by the Math Recovery frameworks and models, and be used to inform cutting edge intervention instruction. The MIT Leader should not be responsible for monitoring progress for tier 1 intervention delivered in the core program.
19. Schools may use PMIP – 2 i3 grant funds to purchase materials, software, and resources to supplement the intervention program, provided that the materials:
 - † align with the Math Recovery frameworks and models presented in the KCM training
 - align with relevant state/national mathematics standards
 - include research-based practices
 - have evidence of success

- are developmentally appropriate
- allow students to flexibly move in and out of the program(s) based on individual student needs
- are provided to a student by an elementary certified teacher with extensive training in mathematics diagnostic assessment and intervention services for primary students.

Data Collection and Evaluation:

20. The school must agree to designate a staff person (in most cases, the MIT Leader) to coordinate data collection and reporting. Funds cannot be used to hire an additional person solely for these duties.
21. In order to have a common measure of program success, the school must agree to administer Northwest Education Association Measures of Academic Progress (NWEA MAP) and report data to the KCM twice in the students' first year of intervention (which will happen for a different group of students each year of the grant) and once during the successive years for the intervention students served and twice that number of a comparison group of students. Schools that administer NWEA MAP school-wide must also submit to the KCM test scores for all K-5 students (by student number only) at least once per year.
22. The school must maintain and submit a spreadsheet (using the Dates of Record (DOR) template provided by the KCM) with details such as student number, dates of intervention, dates of MAP administration, group size, hours of intervention per week, gender, ethnicity, notes, etc.
23. An annual evaluation report must be submitted to the KCM and shall include:

- description of (including number of hours) professional development in mathematics diagnostic assessment and intervention services for the MIT Leader, including any non-KCM training attended by the MIT Leader
 - principal observations and support of the MIT Leader, including MIT leadership opportunities
 - description of training received by classroom teachers
 - description of collaborations, including informal teacher meetings and co-teaching
 - number of students identified in need of mathematics intervention services
 - number of students actually served
 - number of hours students receive intervention
 - evaluation of student progress data, including data for current and previous intervention students and comparison students
 - description of family involvement
 - observation data from a teacher monitoring mechanism to document program implementation.
24. MIT Leaders, classroom teachers, and administrators must complete tests and surveys that measure pedagogical content knowledge, beliefs and attitudes, and experiences within the program.

Schedule for Data Collection and Program Evaluation - TBA

25. Each school selected for funding will be considered for renewal for up to two subsequent years depending on successful implementation of program components, demonstrated student

progress, compliance with grant requirements, and the availability of future funds. Midway through the first year of funding, an implementation evaluation will be required to be submitted to the KCM that addresses the bullets listed below:

- progress of students engaged in mathematics intervention programs
- evidence of district and school administrators' actions that support the work and leadership of the MIT Leader
- effective program implementation
- reflection on "next steps"
- demonstration of desire/need to continue
- action plan for improvement of the school's comprehensive mathematics program
- evidence of sustainability.

Allowable Use of Funds:

26. Funds are to be used to provide intervention to identified primary grades students struggling in mathematics by the MIT Leader. Funds are not to be used to purchase a comprehensive mathematics program for the entire primary population. The school must already have in place a comprehensive mathematics program/model.
27. Discretionary grant spending decisions will be made by the MIT Leader with the principal's approval in cooperation with KCM guidance and must be in keeping with PMIP – 2 i3 grant requirements and guidelines.

28. The school district must agree to provide quarterly financial reports to the KCM for each funded school and send copies of all financial reports to the participating school's principal and MIT Leader.
29. If needed to carry out the program effectively, the school and/or district will provide additional resources and funds. Funds may include cash contributions. Additional funds may come from federal, state and/or local sources.
30. Specifically, funds may be used to:
- provide salary and benefits (that are also available to all teachers at the school) for the MIT Leader to provide intervention services as described in this document. Classified staff and/or instructional assistants cannot be hired or supported by grant funds.
 - support training (including materials, mileage, meals, stipend/substitute and housing) of the MIT Leader for mathematics diagnostic assessment and intervention services and for leadership development programs.
 - cover the following expenses:
 - registration fees and travel for the MIT Leader to attend state and national conferences specific to mathematics diagnostic assessment and intervention services for primary students.
 - release time, substitutes or stipends for the MIT Leader to participate in job-embedded professional development including study groups and/or self or peer reflection on teaching practices related to mathematics as determined by the KCM.
 - materials required for professional development of the MIT Leader.

- implement research-based mathematics diagnostic assessment and intervention services and programs aligned with the Math Recovery frameworks and models presented in the KCM training.
- purchase instructional materials for use with struggling primary grades students served in the mathematics intervention program.
- purchase technology equipment, including no more than 5 student computers and a teacher computer, not to exceed \$6500 for all 6 computers and other technology hardware (not including video equipment). All technology equipment, including the computers, must be housed in the MIT Leader's classroom with priority for usage given to students served by the MIT Leader.
- purchase computer software for students which is aligned to the mathematics diagnostic assessment and intervention program as approved by the KCM.
- purchase online meeting software (Webex \$200) as stipulated by the KCM.
- Provide school-based, high-quality, job-embedded, sustained professional development (including payment for one set of teacher materials per participant) for teachers of struggling primary grades students at the participating school.

31. Grant funds may **not** be used for:

- reallocation of MIT Leader time for substitute teaching
- administrative or indirect costs
- capital expenditures (i.e., reprogramming, renovating, renting, or purchasing space)
- furniture (tables, desks, filing cabinets, book bins, pillows etc.)

- sending other teachers, besides the MIT Leader, to conferences or other off-site training
- classified staff or instructional assistants
- food (regardless of the possible mathematical applications)
- administrative staff positions (or any part of their salaries)

Note: If an application is funded and includes unallowable expenditures, the budget must be amended before any funds will be distributed.)

Application Process:

32. The applicant will be asked to:

- demonstrate a need for the mathematics intervention program
- provide specific school-wide student data
- demonstrate the commitment level of applicant school and district
- provide teacher qualifications for the mathematics intervention teacher leader
- indicate a plan for implementation (delivery/days/times) and a rationale for the plan chosen
- include a budget narrative/explanation, including the anticipated relationship of the PMIP – 2 i3 intervention program to the school’s comprehensive mathematics improvement plan and the Kentucky System of Interventions/Response to Intervention.

Note: The tentative deadline for application is **March 31, 2012**. PMIP – 2 i3 grant awards will be announced by the KCM on or before May31, 2012.

Submission of Questions

All questions must be submitted via email to the KCM mailbox at kcm@nku.edu by 12:00 P.M. (EST) on [TBA]. You will receive a response to your question via email and all questions and answers will be posted to the KCM website by 4:00 P.M. (EST) [a week later].

Technical Assistance

Technical assistance will be provided through a webinar provided online [TBA]. To register for the webinar, please go to [TBA] and follow the instructions to register.

Application Deadline

The KCM must receive the application by 4:30 P.M. (EST) **March 31, 2012**. Applications received after this time and date will not be accepted.

It is the district's responsibility to check the KCM i3 web page regularly for new information (including changes) regarding this solicitation.

Contract Award

Districts will receive preliminary notice of award on or around May 31, 2012. At the conclusion of the RFA process, Memorandums of Agreement (MOA) will be developed with all successful applicants. The MOA effective date is anticipated to be July 1, 2012 and funds will be eligible for use from the MOA effective date through June 30, 2013. Activities prior to the effective date of the MOA are not allowable charges. The district must submit quarterly expenditure reports and will receive payments based on cost reimbursement.

Application Components

The application should contain the following items presented *in the order listed below*. Each component should be clearly labeled within the application. **Do not include attachments.**

1. Application Cover Page – (name of school, district, contact person, etc.)

2. Table of Contents with Page Numbers
3. Assurances
4. Narrative Description of the Proposed Primary Mathematics Intervention Program – 2 implementation details (limited to ten, double-spaced pages). Please note that the narrative description limit of ten pages includes Parts one to five of the evaluation criteria (see below).
5. School Budget Summary Form
6. Detailed School Budget Narrative Explaining Expenditures on Summary Form
7. Timeline of Grant Activities

Formatting Requirements

1. All pages must be single-sided.
2. Text must be Times New Roman 12-point font and be double-spaced with standard margins (per the default setting). Do not use condensed or narrow versions.
 - Text contained within **charts/graphs** may be Times New Roman 10-point font and may be single-spaced; however, tables should not be used excessively.
 - **Bullets** may be single-spaced; however, they should not be used excessively.
3. Pages should be numbered consecutively with the narrative beginning page one (please do not number the application cover, the table of contents or the assurances).
4. The narrative description (i.e., application component #3 above) may not exceed **10** double-spaced pages.

5. The narrative description of the application should have side, top, and bottom margins of one inch.
6. The narrative 10-page limit does *not* need to include the title page, table of contents, assurances, budget form, budget narrative, or timeline.
7. The original and all copies should be secured using only clips, staples, or rubber bands. Do **not** bind them or place them in notebooks.

Submission of Application

The Kentucky Center for Mathematics must receive the application by 4:00 P.M. (EST) **March 31, 2012**. Applications received after this time and date will not be considered. Blind copies should not contain any identifying information (i.e., district name, school name, county, individual names, etc). All applications must be mailed or hand delivered [and/or submitted electronically – to be determined]. Please label the original, each copy and the CD with PMIP-2. Hand-delivered copies **MUST** be delivered to the Kentucky Center for Mathematics, Northern Kentucky University, Founders' Hall, Suite 305, Highland Heights, KY 41076

THE FOLLOWING MUST BE SUBMITTED TO THE KENTUCKY CENTER FOR MATHEMATICS:

1. **ONE (1) ORIGINAL WITH ORIGINAL SIGNATURES IN INK. THE SIGNATURE OF THE SUPERINTENDENT AND THE SIGNATURE OF THE PRINCIPAL MUST BE NOTARIZED WITH A RAISED SEAL.** If a circumstance arises in which the superintendent is unavailable to sign, contact the KCM for further instruction. A designee's signature will not be accepted without prior approval from the KCM.
2. **TWO (2) EXACT COPIES OF THE ORIGINAL**
3. **THREE (3) BLIND COPIES**

4. ONE (1) CD, DVD, or FLASH DRIVE CONTAINING BOTH THE ORIGINAL AND A BLIND COPY

If you are mailing your application, please allow adequate time for the application to be received by the KCM by the deadline. **Applications postmarked before the deadline, but not received by the deadline will be deemed non-responsive.**

The applicant is responsible for ensuring that ALL pages of the application submitted are in both the original application and the copies (including the blind copies).

Within five business days following the deadline (applications are not opened prior to the deadline), KCM will provide notification of receipt of the application to the program contact identified on the application cover. Applicants that have not received a notice from KCM within five business days of sending their applications are responsible for contacting KCM confirming the receipt of their application.

Evaluation of Application

Independent reviewers will score applications using the criteria established in this RFA (see Evaluation Criteria below). KCM will select reviewers having expertise in mathematics education. A Call for Reviewers, including a reviewer application, will be available on the KCM website beginning January 31, 2012.

Evaluation Criteria

The narrative description should be written in the order in which the criteria are written below. Parts one to six should be limited to a total of ten double-spaced pages with uniform margins of

one inch. The budget summary form, budget narrative, and timeline are not included in the ten-page limit.

Do not include attachments or supplemental materials.

Evaluation Criteria	Maximum Points
Part 1) Demonstrate a need for the primary mathematics intervention program	20
<p>This section should describe the comprehensive mathematics program that is <u>currently</u> in place at the school. It should <u>not</u> describe the proposed intervention program implementation.</p>	
<p><u>1.a. 5 points:</u> Describe the school’s comprehensive mathematics model and an assessment of program areas of strength and weakness.</p> <p><u>1.b. 5 points:</u> Describe the school’s current mathematics needs and trends based on the most recent test data, including the needs of primary students who are struggling in mathematics.</p> <p><u>1.c. 5 points:</u> Describe the school’s current process for identifying primary grades students who are struggling in mathematics and ways in which interventions are (or are not) already targeting these students’ specific needs.</p> <p><u>1.d. 5 points:</u> Describe the school’s recent mathematics professional development offerings for primary grades teachers.</p>	

Part 2) Implementation of the Primary Mathematics Intervention Program – 2	35
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This section should describe the school's detailed implementation plans of the PMIP – 2.

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2.a. 5 points: Describe the desirable qualifications of the MIT Leader and explain the intended selection process.

2.b. 5 points: Describe the mathematics goals for targeted students in alignment with Kentucky's 2010 Core Academic Standards for Mathematics and the Kentucky System of Interventions.

2.c. 5 points: Describe how the MIT Leader will communicate with classroom teachers of the intervention students to ensure that the learning occurring within the intervention program transfers to the classroom.

2.d. 5 points: Describe how family involvement initiatives will support the mathematics intervention.

2.e. 3 points: Describe how the MIT Leader will communicate evidence of success with all stake-holders, including the superintendent and the board of education.

2.f. 4 points: Describe how the intervention program/strategies will be sustained beyond the funding period.

2.g. 4 points: Describe how the MIT Leader will share intervention strategies for assessment and instruction with classroom teachers and engage them in hard thinking about student learning.

2.h. 3 points: Explain how the building principal will support the work of the MIT Leader, including the intended MIT schedule, observations, and provisions for MIT leadership opportunities.

2.i. 3 points: Provide a detailed timeline of grant activities. Any discussion of the timeline is included in the 10 page narrative limit; however the actual timeline framework with dates and activities is not included in the 10 page limit.

Part 3: Program Assessment and Reporting**15**

This section should provide a detailed and comprehensive plan for evaluating the impact and effectiveness of the Primary Mathematics Intervention Program – 2.

3.a. 4 points: Describe the formative assessment measure(s) that will be used to show continuous monitoring of student progress at all tiers. Include a variety of data sources (informal and formal) to monitor and document student achievement and inform instruction.

3.b. 4 points: Outline specific and measurable student performance goals that will be used to assess progress toward attaining objectives for student achievement and instructional practice.

3.c. 4 points: Describe the plan to engage the MIT Leader, with the school's Individual Assistance Team, in student-centered problem solving, if an intervention student fails to make progress.

3.d. 3 points: Identify the person who will be responsible for

- Coordinating the collection of assessment data from participating classroom teachers,
- Monitoring student progress and program implementation, and
- Completing required reports.

Part 4: Proposed Alternate Intervention Program	10
<p>This section should describe the plan for an alternate mathematics intervention program to be implemented, if the school is randomly selected for full funding as one of the 20 control schools.</p>	
<p><u>4.a. 5 points:</u> Describe the proposed alternate mathematics intervention program, which will be implemented if the school is randomly selected for full funding as one of the twenty control schools not participating in the KCM professional development trajectory.</p> <p><u>4.b. 5 points:</u> Give a rationale for choosing the proposed alternate intervention program and explain the how it supports, not supplants, the comprehensive school mathematics program/model.</p>	

Part 5: Priority Points	15
<p>Describe the school's priority status, according to the categories below.</p>	
<p><u>5.a. 5 priority points:</u> Given to schools with a Kentucky Core Content Test mathematics academic index below 60 in 2011.</p> <p><u>5.b. 5 priority points:</u> Given to schools identified as rural, that is, schools eligible for the Small Rural School Achievement (SRSA) program or the Rural and Low-Income School (RLIS) program authorized under Title VI, Part B of the ESEA.</p> <p><u>5.c. 5 priority points:</u> Given to schools in districts that do not already receive Kentucky Mathematics Achievement Funds for the Primary Grades Intervention Program – 1.</p>	

Part 6: Budget Narrative	10
Describe the fiscal resources needed for the program (listed in the budget form) and a detailed explanation of how funds will be used.	
<p><u>6.a. 3 points:</u> Describe the numbers listed in the budget form. Relate the cost of the proposed activities to the number of students served.</p> <p><u>6.b. 3 points:</u> Demonstrate that grant and resources will be used efficiently to address all necessary expenditures.</p> <p><u>6.c. 4 points:</u> Demonstrate a clear connection between project activities and desired results.</p>	

Points Possible	105
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KENTUCKY CENTER FOR MATHEMATICS

Primary Mathematics Intervention Program – 2 Grant Competitive Application

Amount

Contact: _____

Address: _____

Project

Title:

Coordinator:

Name of

Principal:

Agency:

Phone:

E-mail:

Participating School:

I assure the attached application has been reviewed and approved for implementation by all stakeholders and the district and school will comply with all requirements, both technical and programmatic, pertaining to the i3 grant. Failure to do so could impact future funding.

Superintendent

Date

Notary Public

My commission expires

Notary seal

Principal Signature

Date

Notary Public

My commission expires

Notary seal

Kentucky Center for Mathematics

Primary Mathematics Intervention Program – 2

School Budget Summary Form

(Name of School)

Instructions: Use this form to provide a detailed, itemized explanation of expenditures for each MUNIS Object Code. Not all MUNIS codes listed need to be used however, **the school may not use any MUNIS code that is not listed.** Successful approval of budget is pending further review by the Kentucky Center for Mathematics.

MUNIS CODE	Description	Amount	Explanation of Expenditures
110	Certified permanent salary		
111	Extended day salary for certified staff		
113	Stipends for certified staff		
120	Certified substitutes		
211	Life Insurance*		
212	Health Insurance		
213	Liability		

214	Dental Insurance*		
219	Other Group Insurance*		
231	Kentucky Teacher Retirement		
233	Other employee match retirement contributions*		
251	KSBA Unemployment		
260	Workers Compensation		
320	Educational consultant (non-LEA employee)		
581	Travel, meals, hotel (in district))		
582	Travel, meals, hotel (out of district)		
610	General supplies (consumables)		
642	Periodicals and newspapers		
643	Supplementary books		

645	Audiovisual materials		
646	Tests		
648	Software		
734	Computers		
735	TVs, VCRs, camcorders		
810	Registration fees		
892	Parent meetings/orientation		
Totals			

*These expenses may be paid for with PMIP-2 grant funds if they are paid for other teachers within the district.

Note: Applicants should include \$200 for Webex (online conferencing) in the “software” line of the budget. Further, applicants should include \$1292.50 for “General Supplies” for the Math Recovery Intervention Specialist Course books and training materials. In-state conference attendance will include the annual fall Kentucky Council of Teachers of Mathematics Conference (1 day), approximately \$80, and the annual Kentucky Center for Mathematics Conference (3 days), approximately \$80. Applicants may spend up to \$6500 for one to six computers and other technology equipment.