



Investing in Innovation (i3) Grant Opportunity

If the Kentucky Center for Mathematics receives funding for this grant, the Request for Application will most likely include the following:

Eligibility

1. All public school districts in Kentucky and Kentucky School for the Blind and Kentucky School for the Deaf, with students in the primary program who are struggling with mathematics, are eligible to apply; however, schools that have a Mathematics Intervention Teacher funded by a Mathematics Achievement Fund grant are not eligible to apply.
2. The public school district must submit a separate application for each school applying.

Funding

Should the i3 proposal be funded, the Kentucky Center for Mathematics anticipates funding approximately 40 schools to support and train one teacher per school in mathematics intervention. Grants will be renewable for an additional two years. The award for each year will be equivalent to the teachers' salary and benefits plus a fixed amount for up to a maximum of \$60,000 per year. Renewal will be contingent on successful implementation of program components, demonstrated student progress 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 Selection and Commitments:

1. The Mathematics Intervention Teacher (MIT) 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 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, quarterly in-person Collegial Team Meetings (3 hours in length), 2 to 3 peer visits (up to 3 hours in length), and 2 AdMIT days a year during which MITs and their principals attend training together.

MIT Professional Development Requirements

Phase	When Training Occurs	Training Event <i>Goal</i>	Duration [Attendees]
PHASE 1 Intervention Teaching Experts	Summer before First Year as MIT	Math Recovery Intervention Specialist (MRIS) Course <i>Goal: develop MIT's capacity to implement dynamic assessments and intervention teaching using Math Recovery numeracy development frameworks</i>	4 days [MITs]
	First Year as MIT	MRIS Follow-up Days <i>Goal: further develop MIT's capacity to implement dynamic assessments and intervention teaching using Math Recovery numeracy development frameworks</i>	6 days [MITs]
		Kentucky Numeracy Project (KNP) Intervention Guide-Introduction <i>Goal: to familiarize MITs with Kentucky's comprehensive database of numeracy strategies and resources</i>	1 day [MITs]
		Administrator/MIT (AdMIT) Training <i>Goal: develop shared strategies between MITs and administrators regarding local implementation of intervention</i>	2 days [MITs & Administrator(s)]
PHASE 2 Building-Level Specialists	Summer before Second Year as MIT	Add+VantageMR Teacher Course 1 <i>Goal: develop capacity of MITs to conduct small group or classroom intervention using Math Recovery type strategies for early number and addition and subtraction</i>	4 days [MITs]
	Second Year as MIT	Add+VantageMR Teacher Course 2 <i>Goal: develop capacity of MITs to conduct small group or classroom intervention using Math Recovery type strategies for multiplication and division and place value</i>	2 days [MITs]
		Add+VantageMR Champion Training <i>Goal: develop MIT's capacity to lead classroom-oriented Math Recovery type (AVMR) professional development for classroom teachers</i>	5 days [MITs]
		KNP Leadership Course (optional) <i>Goal: develop MIT's capacity to lead professional development sessions related to the Kentucky Numeracy Project</i>	3 days [MITs]
		AdMIT Training <i>Goal: reflect upon and refine shared strategies regarding local implementation of intervention</i>	2 days [MITs & Administrator(s)]

PHASE 3 District/State-Level Leaders	Summer before Third Year as MIT	MR Leadership Course <i>Goal: develop capacity of MITs to lead the Math Recovery Intervention Specialist course for new MITs</i>	6 days [MITs]
	Third Year as MIT	Adaptive Schools Foundation Seminar <i>Goal: develop MIT's capacity to initiate, develop and sustain high functioning collaborative groups</i>	4 days [MITs]
		AdMIT Training <i>Goal: reflect upon and refine shared strategies regarding local implementation of intervention</i>	2 days [MITs & Administrator(s)]

3. The MIT must work full time in the content area of mathematics at the primary grades level. The MIT must provide mathematics diagnostic assessment and intervention services directly for students 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 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.
4. The MIT must be included 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.
5. The MIT 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 instruction (tier 2).
6. The MIT, in cooperation with the principal, will provide documentation of the MIT's work with students and teachers.

Intervention Student Selection:

7. 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 NWEA MAP or GMADE assessments and other measures such as teacher referrals and diagnostic interviews.
8. If special education students are identified as struggling in mathematics and have an Individual Education Plan (IEP), an Admission Release Committee (ARC) meeting may be required to discuss the appropriate interventions to be provided for the student (the MIT may provide services for the student as determined by the ARC).

Diagnostic Assessment and Intervention Services:

9. The mathematics diagnostic assessment and intervention services and materials used by the MIT must align with the Math Recovery frameworks and models presented during KCM-sponsored training.

10. 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.
11. The mathematics diagnostic assessment and intervention services must be targeted to address student learning deficiencies rather than to provide tutoring within the core curriculum.
12. Tier 2 (small group) and tier 3 (one-on-one) progress monitoring and diagnostic assessments must be formative in nature, revealing learning deficits as defined by the Math Recovery frameworks and models, and be used to inform cutting edge intervention instruction. The MIT should not be responsible for monitoring progress for tier 1 intervention delivered in the core program.
13. Schools may purchase materials and resources to supplement the intervention program with grant funds, provided 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
 - are developmentally appropriate
 - allow students to flexibly move in and out of program(s) based on individual student needs
 - are provided to a student by a elementary certified teacher with training in mathematics diagnostic assessment and intervention services for primary students

Data Collection and Evaluation:

14. The school must agree to designate a staff person (in most cases, the MIT) to coordinate data collection and reporting. Funds cannot be used to hire an additional person solely for these duties.
15. The school must agree to pay for, administer, and report universal screening data at least twice a year from NWEA MAP or GMADE and/or another student assessment for *all* K-5 students to the Kentucky Center for Mathematics.
16. In order to have a standard measure of progress for intervention students, the school must use the common diagnostic assessments, progress monitoring, and outcome measures required by the KCM at least twice per year.
17. An annual evaluation report must be submitted and shall include:
 - description of (including number of hours) professional development in mathematics diagnostic assessment and intervention services for the MIT, including any non-KCM training attended by the MIT
 - description of training received by classroom teachers
 - 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
 - description of collaborations, including informal teacher meetings and co-teaching
 - description of family involvement
 - observation data from a teacher monitoring mechanism to ensure program implementation
18. The school must agree to participate in statewide evaluations of the program at the request of the KCM. 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		
-----	--	--

19. 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 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 support
 - effective program implementation
 - reflection on “next steps”
 - demonstration of desire/need to continue
 - action plan for improvement
 - evidence of sustainability

Allowable Use of Funds:

20. Funds are to be used to provide intervention to identified primary grades students struggling in mathematics by the MIT. 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.
21. The school district must agree to provide quarterly financial reports for each funded school and send copies of all financial reports to the participating school's principal and mathematics intervention teacher.
22. Discretionary grant spending decisions will be made by the principal and the mathematics intervention teacher in cooperation with KCM guidance and must be in keeping with i3 grant requirements and guidelines.
23. 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 local sources.
24. Specifically, funds may be used to:
 - provide salary and benefits for the MIT 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 of the Mathematics Intervention Teacher (MIT) for mathematics diagnostic assessment and intervention services and programs.
 - cover the following expenses: :
 - registration fees and travel for the mathematics intervention teacher to attend state and national conferences specific to mathematics diagnostic assessment and intervention services for primary students.
 - release time, substitutes or stipends for the mathematics intervention teacher 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 mathematics intervention teacher.
 - 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 computers. All technology equipment, including the computers, must be housed in the MIT area with priority for usage given to students served by the MIT.
 - purchase software for a computer which is integral to the mathematics diagnostic assessment and intervention program as approved by the KCM.
 - provide high-quality professional development for teachers of struggling primary grades students at the participating school.

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

- administrative or indirect costs
- capital expenditures (i.e., reprogramming, renovating, renting, or purchasing space)
- furniture (tables, desks, filing cabinets, book bins, pillows etc.)
- classified staff or instructional assistants
- food
- mathematics coaches or other administrative only 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:

26. 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 school and district implementing services/programs
- provide teacher qualifications for the mathematics intervention teacher
- indicate a plan for implementation (delivery/days/times) and a rationale for the plan chosen
- include a budget narrative/explanation

Note: The tentative deadline for application is **January 30, 2011**.