



KENTUCKY CENTER FOR
MATHEMATICS

2013

ANNUAL REPORT

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INTRODUCTION

The KCM (Kentucky Center for Mathematics), established by the Kentucky General Assembly in 2006, supports diverse teacher and student populations across the Commonwealth. The KCM is a leader in the evolution of mathematics teaching and learning. At the heart of the KCM's mission is the foundational belief that mathematical proficiency is a gateway skill necessary for success in school and career.

The KCM utilizes research-based strategies to facilitate improvement in teaching practices, which in turn leads to improved student achievement in mathematics. The KCM maintains a broad and comprehensive focus on mathematics education and educators, ranging from early childhood through adult education.

This annual report contains highlights of the KCM's statewide work from July 1, 2012, to June 30, 2013. As legislated, the KCM acts as a clearinghouse for information about professional learning experiences; collaborates, advises and disseminates on mathematics education; and provides training to develop teacher leaders with a focus on improving student achievement.

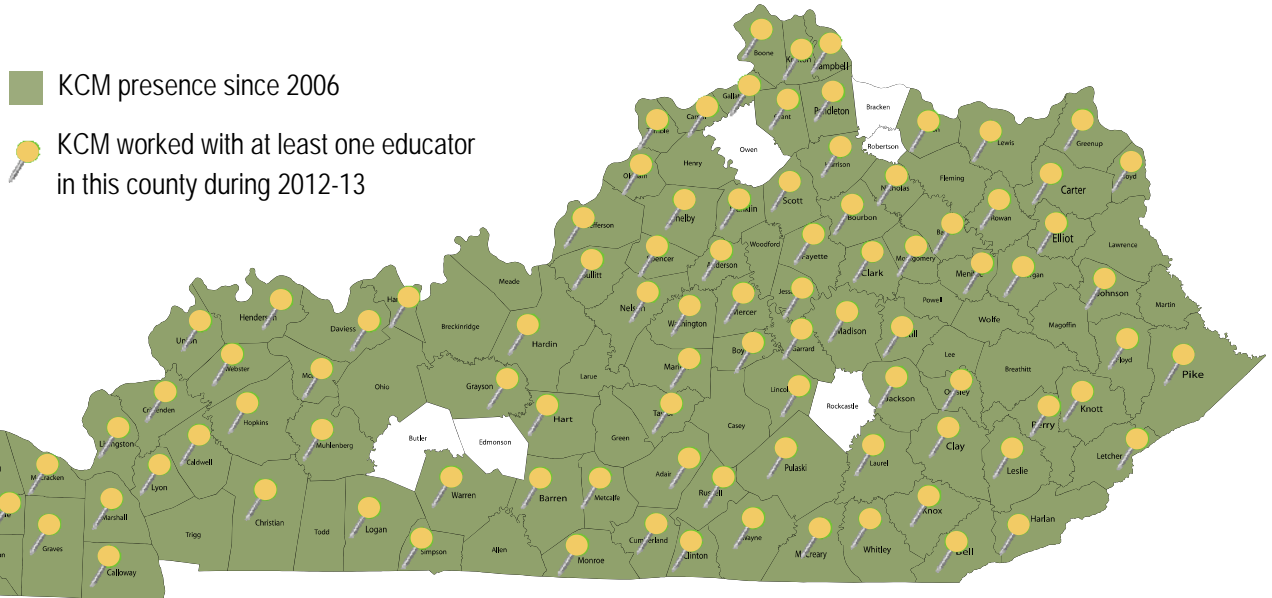
The following initiatives represent a fairly comprehensive outline of KCM activities and efforts, all of which support Senate Bill I (2009):

Develop teacher leaders—KCM equips teachers to become confident decision-makers who employ research-based tools and strategies to improve student achievement in mathematics.

Foster learning communities—KCM brings educators together to share knowledge, strategies, and resources in a supportive environment, growing their expertise and passion for mathematics education.

Share and create resources—KCM provides professional learning experiences and instructional tools that are research-based and aligned with the Kentucky Core Academic Standards for Mathematics, including content and practice standards.

Advance knowledge—KCM values, conducts, and disseminates mathematics education research to strengthen the foundation of educational practice and policy.



KCM has worked with over 900 of Kentucky's educators to impact more than 41,000 students during 2012-13. Additionally, the teachers that KCM serves, in turn, support other educators by sharing their expertise.

KCM supports educators by providing research-based tools and strategies for professional learning that are teacher-centered, student-focused, sustained, and job embedded.

KCM by the numbers

Number of Kentucky educators who received KCM training in 2012-13

◀ 908

Number of Kentucky students impacted in 2012-13

◀ 41,000

IMPACT



“My participation in the KCM as a Mathematics Intervention Teacher has literally been life changing. I have learned most importantly, HOW children learn math and WHAT I need to do as an educator to make certain they learn it.”



“Everything builds from numeracy. This is the foundation for math. If the foundation has holes, the whole foundation is weakened.”

“I’ve learned more in the three days of (Making Middle School Mathematics Accessible course) than in 30 course hours of a Secondary Ed. Master’s program on how to teach.”



“My understanding of my role as a [mathematics] coach has been transformed.”



Erikson Early Mathematics Collaborative

KCM partnered with the Erikson Institute, the nation's premier graduate school in child development, to provide high quality professional learning experiences for Kentucky preschool teachers.

The EEMC (Erikson Early Mathematics Collaborative) delivered a series of four learning lab experiences with high-impact, evidence-based strategies and support for engaging preschool students in deep mathematical content. Three KCM numeracy development specialists independently led the EEMC course under the direction of Erikson faculty. Over 100 Kentucky preschool teachers from nearly 40 different school districts participated in this ongoing course.

"I learned that I am not going in depth enough with my lessons and some new ways to challenge my children."

-EEMC Participant

"The activities were simple but profound in the amount of learning that can take place. The continuous loop of math learning was fascinating."

-EEMC Participant

121



Number of
EEMC
participants

Participating preschool teachers (at right) challenge each other as learners by naming attributes and sorting, creating a rigorous experience in algebraic thinking and pattern recognition. The activities from the EEMC learning lab are transferred to the preschool classroom where students are similarly engaged and challenged.



ELEMENTARY

Primary Mathematics Intervention Program



The goal of this state mathematics diagnostic intervention program is to expand the capacity of teachers to assess a child's current level of understanding and adjust instruction accordingly. KCM provides highly effective research-based training for MITs (Mathematics Intervention Teachers) at 110 schools in Kentucky. MITs are funded by the Mathematics Achievement Fund which is appropriated by the Kentucky General Assembly.

As a group, the MITs provide intensive instruction to approximately 3,000 students in order to improve mathematical fluency and achievement. MITs indirectly serve more than 30,000 students annually by sharing their passion and knowledge with colleagues.

During 2012-13, MITs had an average of more than four years experience in their role as an MIT. These highly trained MITs are a resource to other teachers within their schools and districts and across the state. Collectively, MITs provided approximately 1,500 hours of professional development during 2012-13 to teachers.

During 2012-13 nine KCM Regional Coordinators, who provide research-based instructional tools and strategies for advancing early number knowledge, logged over 2,400 hours in training and consulting with educators throughout Kentucky.

"The students who are serviced through the Math Intervention Program have gained a much needed confidence to be able to participate in their regular math class. The classes have helped them feel a sense of accomplishment and have helped with their overall self esteem."

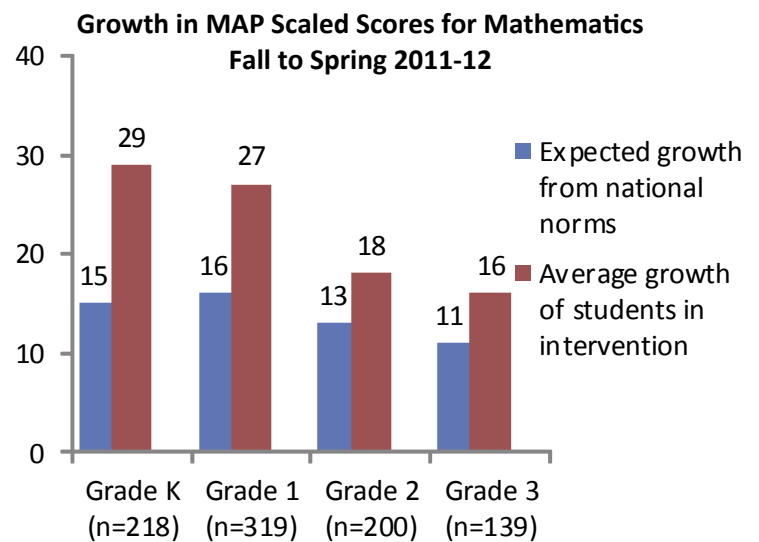
-Mathematics Intervention Teacher

ELEMENTARY

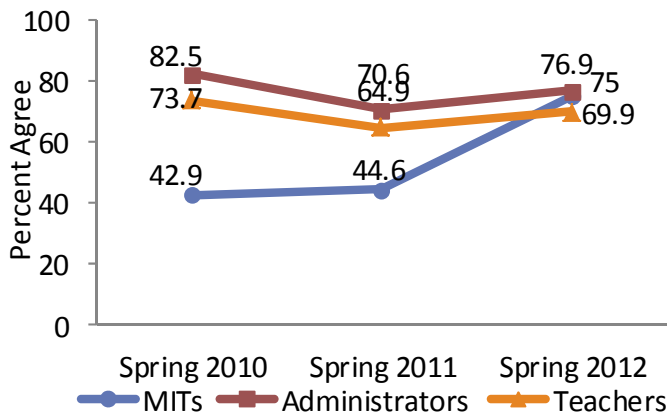
The 2011-12 external evaluation of the Primary Mathematics Intervention Program prepared by HumRRO (Human Resources Research Organization) provides a substantial body of evidence that validates the program's ability to influence teacher growth for improving student success in mathematics.¹ Key findings from the evaluation report indicate that the program:

- Enables **sustained teacher growth**
- Yields **sustained gains in intervention students' achievement**
- Encourages **school-wide changes toward effective instructional practices**
- Enhances **school-wide gains in student achievement**

Students receiving intervention through this program and assessed by the MAP (Measures of Academic Progress) test made impressive growth compared to national norms in mathematics. Primary grades students receiving intervention gained 18.83 percentile points; whereas their non-intervention peers gained 9.56 percentile points. In one year, 80% of all primary grades intervention students exceeded the expected gains based on MAP national norms.



Percent Agreeing that Teachers are Engaging in Effective Instructional Practices Encouraged by MITs



MITs embrace teacher leadership opportunities serving teachers in order to build capacity in their schools. Teachers in schools that receive the Mathematics Achievement Fund engage in a variety of instructional practices that are encouraged by the MIT; this is evidenced by responses from MITs, administrators, and teachers.

¹The full report is available upon request.

ELEMENTARY

Primary Mathematics Intervention Program

Writers Workshop

The primary purpose of the 2012 KCM Summer Writer's Workshop was to identify and disseminate the experiences and expertise of KCM community members to a larger audience via practitioner publications. Participants met for two days in late July 2012, communicated electronically during the academic year, and met to finalize their manuscripts in early June 2013. The manuscripts are currently in review for publication. The workshops, facilitated by a KCM faculty associate, empowered reflection on practice in the context of manuscript production, strengthened the KCM community relationships through collaborative activity, and enhanced visibility of KCM within the professional literature base.

"I have always wanted to publish an article and as exciting as that is, I discovered what a great teaching/learning tool it can be beyond the process itself!"
-Writers Workshop Participant

MIT Project Workshop



MITs with at least one year of experience joined together, in late July 2012, for a workshop to develop possible projects that would help regular classroom teachers. MITs worked in small groups to identify the major problems and potential solutions in the teaching and learning of mathematics. The workshop facilitated collaborative planning, resource sharing, and nurtured professional relationships. MITs shared the objectives and plans for their projects with the whole group.

Primary Mathematics Intervention Program Expanded to Intermediate Grades

The Mathematics Response to Intervention Network experience allowed educators to gain greater understanding of how intermediate students learn mathematics. This learning experience focused on strategies for assessing

and advancing number knowledge of intermediate grades teachers. Participants were engaged in discussions around evidence-based intervention strategies for use with students who are struggling and resources for

in-depth implementation of the Kentucky Core Academic Standards for Mathematics. The Mathematics Response to Intervention Network will continue through 2013-14.

Mathematics Achievement Fund

The MAF (Mathematics Achievement Fund) appropriated by the Kentucky General Assembly since 2006, provides diagnostic assessment and intervention services to students for mathematics. During the 2012-13 school year, 110 schools received \$41,873.78 from the MAF. Each school had a full or half time MIT (Mathematics Intervention Teacher) who was trained and supported by KCM through the Primary Mathematics Intervention Program.

Although the MAF supports MITs to provide direct intervention services for students in primary grades, the impact extends beyond those teachers and students. MITs build capacity in their schools and districts, allowing for school-wide growth in teacher development and student achievement. Furthermore, MITs have been instrumental in the KCM's outgrowth of the Primary Mathematics Intervention Program through two projects: the Kentucky Numeracy Project and Enacting Effective Response to Intervention Math Circles.



Mathematics Intervention Teachers at 2013 KCM Conference

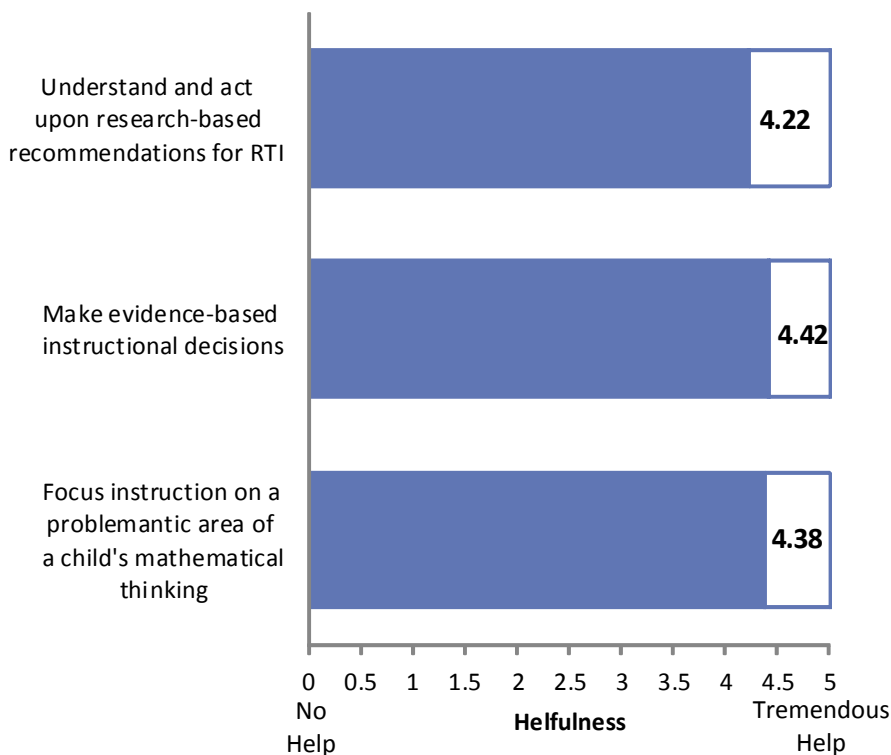
Enacting Effective Response to Intervention Math Circles

The KCM supports schools across Kentucky in enacting effective RtI (Response to Intervention) in mathematics. The Mathematics Achievement Fund supports the intention of HB 69 (2012), which requires implementation of district-wide mathematics primary grades RtI systems by 2014. As such, KCM has capitalized on Kentucky's existing community of highly trained Mathematics Intervention Teacher Leaders to facilitate EERTI (Enacting Effective RtI) Math Circles through funding provided by the Kentucky Department of Education.

The EERTI Math Circles are professional learning communities each headed by a Math Circle leader who was provided with training and resources from KCM. In turn, the leaders provided professional development to classroom teachers. The professional learning is organized around developing greater understanding of fluency within the Common Core State Standards for mathematics. Participating teachers gain the capacity to effectively assess and advance students' number knowledge.

Twenty-five EERTI Math Circles were created throughout Kentucky in 2013. More than 200 educators participated in these professional learning communities. The EERTI Math Circles are anticipated to grow and continue with existing and new participants during 2013-14.

To what extent has the EERTI professional development received this year helped you in the following areas:

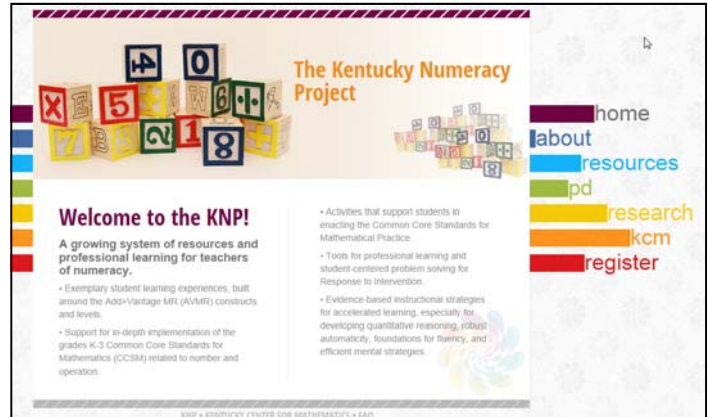


"I really enjoyed the EERTI math circle PD I participated in. I feel like I have learned SO much and because of this my student achievement level is very high this year."

"EERTI professional development helped reconstruct my entire way of thinking about how I run math RtI in my classroom. It has given a refreshed look at the Common Core Standards and now I'm able to identify new areas of focus and learning targets for my class."

Kentucky Numeracy Project

The KCM's professional community has developed a growing system of resources and professional learning for teachers of numeracy, known as the KNP (Kentucky Numeracy Project). The resources and professional learning opportunities provide evidence-based tools and strategies to support teacher development for exemplary student learning experiences and growth in student achievement.



The KNP Intervention Guide is available free of charge to Kentucky teachers!

The Intervention Guide, a major component of the KNP, was developed to capture, refine, and organize the pedagogical tools for teachers of numeracy. The Intervention Guide provides lessons plans, printables, and student instructions that are aligned with the Common Core State Standards for mathematics.

Fluency Assessments are another major component of the KNP, designed to provide teachers with a means for considering students' attainment of fluency benchmark standards. Work is progressing toward vetting the Fluency Assessments as reliable and valid measures of student progress and need.

KNP Intervention Guide

Choose a **Search Type** to find an activity

Search Type:

Domain:

Cluster:

KCAS Standard #:

Standard:

Activity:

Lesson Plan: Access the lesson plan

Student Instructions: Student-friendly directions

Printables: Masters for game boards, game cards, etc.

Virtual Demo:

Classroom Video: Not Yet Available

1,025 Number of online KNP users

knp.kentuckymathematics.org

MIDDLE AND HIGH

Middle Grades Mathematics Content Coaching

During 2012-13, KCM partnered with the KDE (Kentucky Department of Education) to provide research-based, content coaching training. This professional learning experience provided middle school mathematics coaches, teacher leaders, and administrators with learning opportunities that could be used to initiate profound, sustainable, school-wide improvements in teaching and learning.

The content coaching model works to cultivate a shared understanding of effective instruction among coaches, teacher leaders, principals and administrators. This collaboration across roles results in a collective clarity about the work at hand, providing coherence, purpose, and focus throughout the districts.

Administrators, coaches, and teacher leaders experience:

- Content-focused coaching, which incorporates lesson co-planning focused on the mathematics content, observation of the lesson with scripting and co-teaching, and a post lesson debrief with an outline for next steps
- Strengthened professional relationships that guide school improvement for greater student achievement in mathematics
- Growth in their understanding of and ability to implement middle school mathematics content, while guiding others to do the same

The learning experience targets improving the school's sustained capacity to support thoughtful professional conversations and reflective practice.

KCM and KDE plan to continue their collaborative efforts to establish content-focused coaching as a viable model for districts to use in supporting teachers and schools as they implement statewide initiatives such as the Kentucky Core Academic Standards.

Teachers said...

"I learned a new way of working with teachers to more meaningfully plan and to design richer lessons that will grow not only student understanding of math but professionally grow the teacher as well."

"I now have more tools to try and change the culture of mathematics teaching in my district. I feel more confident in what my roles are as a math coach."

"The impact a coach or teacher leader can have on classroom instruction is powerful. The professional development opens your eyes as to how 'math' can look and sound in all classrooms."

Making Middle School Mathematics Accessible

In order to work toward closing the achievement gap, the KCM partnered with EDC (Education Development Center, Inc.), a global non-profit organization with funding from the National Science Foundation, to offer a professional development course designed specifically for middle grades mathematics and special education teachers.

The 2012-13 course, Making Middle School Mathematics More Accessible for Struggling Students, was designed by EDC and facilitated by KCM to empower teachers to apply practical differentiated strategies with their students while enacting the school's core mathematics curriculum. This course nurtures the collaboration and sharing of expertise across disciplines (mathematics and special education) in order to support teachers to meet students' needs in making mathematics more accessible while maintaining the integrity and rigor of the mathematics.

During 2012-13, over 50 Kentucky teachers from 11 counties participated in the course. Teachers engaged in three days of training spread across three months in order to provide for practical applications of the learning between sessions. Participants shared how this course was targeted to meet their specific needs and included high quality tools and practices to support their teaching and efficacy.



Number of Making
Middle School
Mathematics
Accessible
participants

◀ 58

Teachers said...

"This model gives me much needed tools and ideas to make math learning a realistic goal for a lot of students."

"The strategies and approaches introduced were often new to me, and opened my eyes to an entirely new way of teaching some concepts I had been mundanely teaching in the past with little success."

"I now feel more confident in my ability to provide alternatives for my at-risk students."

MIDDLE AND HIGH

See Blue Mathematics Clinic

With the help of funding from the KCM in 2012-2013, the P20 STEM Education Innovation Lab, located at the University of Kentucky, conducted three types of outreach activities: (1) See Blue Mathematics Clinic; (2) Family Math Night; and (3) See Blue STEM Camp.

The goal of the See Blue Mathematics Clinic is to assist struggling students increase their mathematical knowledge in order to meet college and career readiness goals. Simultaneously, the clinic helps pre-service mathematics teachers gain knowledge and exposure to the needs of students struggling with mathematics. In 2012-13 with the help of KCM funds, the See Blue Mathematics Clinic was able to reach out to over 1,300 middle and high school students and their families.

Additionally, the clinic provided training and support to more than 80 pre-service teachers. University of Kentucky educators provided five weeks of instruction for pre-service teachers in 2012-13. Then the following 11 weeks were spent working with student-teachers once a week. Evaluation of this project indicated a positive change in pre-service teachers' confidence with an identifiable need for more work with mathematical content. The experience positively impacted the pre-service teachers' abilities to learn and implement research-based instructional strategies to work with struggling mathematics learners. All of the pre-service teachers cited this as the most beneficial learning experience in their teacher preparation program.

The goal of each Family Math Night was to bring students and their families together to play mathematical games and to show mathematics can be fun and a regular at-home family activity. In 2012-13, two of these Family Math Nights were sponsored with the help of KCM funding. Over 1,012 students and their families, 103 pre-service STEM teachers and faculty, and 40 public school teachers attended the two events.



see blue.
Mathematics Clinic

1,300 ►

Number of
middle and high
school students
reached by See
Blue Mathematics
Clinic

MIDDLE AND HIGH

The See Blue STEM Camp at the University of Kentucky allows middle school students to gain more exposure to the STEM disciplines and increase their interest in STEM Careers. In 2012-13, 142 middle school students came from all across Kentucky to UK's campus to participate in the camp. Half of each day was spent with a STEM expert; the other half-day was spent doing Lego Robotics Challenges. The evaluation revealed an increase in students' motivation and interest in STEM fields. Students reported gaining more exposure to women in the STEM fields. Parents reported their child(ren) were excited at the end of each day of camp, and came home and talked openly about their STEM activities. Parents were pleased that presenters gave their child exposure to STEM fields, particularly ones their child would not have the opportunity to experience in a traditional setting. Parents were kept apprised of daily activities via a blog, <http://www.margaretmohrschroeder.com/?tag=stem-camp> and Twitter, <http://www.twitter.com/SeeBlueSTEMCamp>.



Corporation Gives To Improve High School Mathematics Achievement

The Kentucky Center for Mathematics was awarded a \$20,000 gift from AT&T in December 2012 to improve mathematics learning experiences for high school students.

By addressing students' needs early, high schools can increase students' chances of success throughout high school, in college and later in

life. The gift will allow KCM to work toward improving the students' performance in mathematics courses and on standardized tests, enhancing their overall college and career readiness.

AT&T's regional director for legislative and external affairs said "as we focus more on STEM (science, technology, engineering and mathemat-

ics) initiatives, technology will be a major part of the process moving forward. We are always looking for new and creative ways to help our students have the most successful future."



POSTSECONDARY

Noticing Numeracy Now

N3 (Noticing Numeracy Now) is a collaborative effort, founded by the KCM in 2009, with six public Kentucky postsecondary institutions designed to refine elementary pre-service teacher preparation in mathematics. The N3 project aims to specifically enhance professional noticing capacities of pre-service elementary teachers in the area of early numeracy. Here, professional noticing is defined as a set of practices that help aspiring teachers observe, interpret, and respond with effective instruction to advance the mathematical thinking of individual children.

At each of the implementing universities, pre-service elementary teachers experienced significant growth in their professional noticing skills as well as their attitudes towards mathematics teaching and learning. Presently, this collaborative is at work on developing a project to bring professional noticing, in the area of early-algebraic thinking, to both pre-service and in-service teachers via an electronic professional development module.

During 2012-13, N3 collaborators continued their dissemination efforts to advance the understanding and application of professional noticing at a national scale. Research from this project has been represented in journals such as the *Journal of Mathematics Teacher Education* and *Teaching Children Mathematics*. Additionally, this research has been presented at a variety of national conferences including the Association of Mathematics Teacher Educators, the National Council of Teachers of Mathematics, and the American Educational Research Association.

Senate Bill I (2009) Workshop

As part of the KCM's effort to implement Senate Bill I (2009) and prepare educators for understanding and implementing the Common Core, a workshop was held for STEM (science, technology, engineering, and mathematics)

educators at the Kentucky Innovations Summit in November 2012.. The workshop, "STEM Education in the Context of Kentucky Core Academic Standards," was facilitated by KCM and consultants from the Kentucky Department of

Education. Participants learned about the development process, structure, and vision of the Next Generation Science Standards. Moreover, the workshop provided implications for disciplinary integration through the lens of academic practices.

PRIME

The PRIME (Preparing Regional Increases in Mathematics Education) project, funded by the National Science Foundation (NSF DUE Noyce award #0934709) and supported by the KCM, is a collaborative effort that exists to increase the number and effectiveness of high school mathematics teachers. The project aims to increase the number and diversity of highly qualified students who graduate as secondary mathematics teachers and increase the number, retention, and effectiveness of secondary mathematics teachers who take positions in high-need schools.

The project provides two types of funding opportunities with ongoing professional development. Noyce scholarships are available to secondary mathematics majors; for each semester awarded, the student commits to teach one year in a high-need school district. PRIME Internships are available for freshman or sophomores interested in secondary mathematics education as a future career.

As of June 2013, the project has funded 20 Noyce Scholars, with three more expected to receive funding in fall 2013. Since inception in 2010, the project has funded 71 student-semester scholarships, which are anticipated to yield 60 cumulative years of teaching, 6.5 of which have already been completed.



Noyce Scholars lead a mathematics summer camp

Flipped Classroom

Project FLIP involves using video podcasts for mathematics instruction and intervention, allowing teachers to “flip” the traditional instructional sequence such that students view teacher-created video podcasts of the lesson as homework and classroom time is devoted to discussion and problem solving.

The project, which received funding in fall 2012 from the Kentucky Council on Postsecondary Education through an IEQ (Improving P-12 Educator Quality) grant, consists of 30 teachers from 12 school districts under the direction of Northern Kentucky University and Murray State University with support from the Kentucky Center for Mathematics.

During summer 2013, the teachers worked with university faculty and their project colleagues to develop lesson videos and accompanying out-of-class and in-class materials. Each teacher will flip at least one unit of one class during the 2013-14 school year. The results will be evaluated for impact and effectiveness by project evaluation staff. The project is expected to enhance student engagement and ultimately improve student learning.

KCM CONFERENCE

Educators Reason about Improving Readiness

The KCM hosted its fifth annual conference on February 25 and 26, 2013, in Lexington, Kentucky. The theme of the conference, "Reasoning for Readiness," was based on one of the Standards for Mathematical Practice. Encouraging quantitative and abstract reasoning by students ensures they gain strong foundations that will establish readiness for the next stage of learning.

Over 450 educators gathered to participate in this statewide event that represented preschool education, over 85 K-12 Kentucky school districts, all Kentucky public post-secondary institutions, adult education, and other educational organizations throughout the state and across the nation.

The conference kicked off with remarks from Commissioner Terry Holliday and Northern Kentucky University President Geoffrey Mearns regarding the important role mathematics education plays in helping kids ready themselves for college and careers.

This year's conference provided a venue for mathematics educators to share their knowledge and expand their thinking and understanding for developing students' quantitative and abstract reasoning. Participants were able to connect with educators statewide, grow their professional networks, and nourish their passions for teaching mathematics, all to support students in achieving academic and life-long success.

The KCM external evaluator conducted an analysis of the influence the KCM conference has on participants. The results imply participants are highly impacted by their participation. More specifically, participants:

- Are inspired to think about critical issues in mathematics education
- Gained better understanding about national mathematics standards
- Improved their knowledge related to mathematics education
- Showed impact of the conference on their educational decisions



Number of
educators who
participated in the
2013 KCM
conference

450

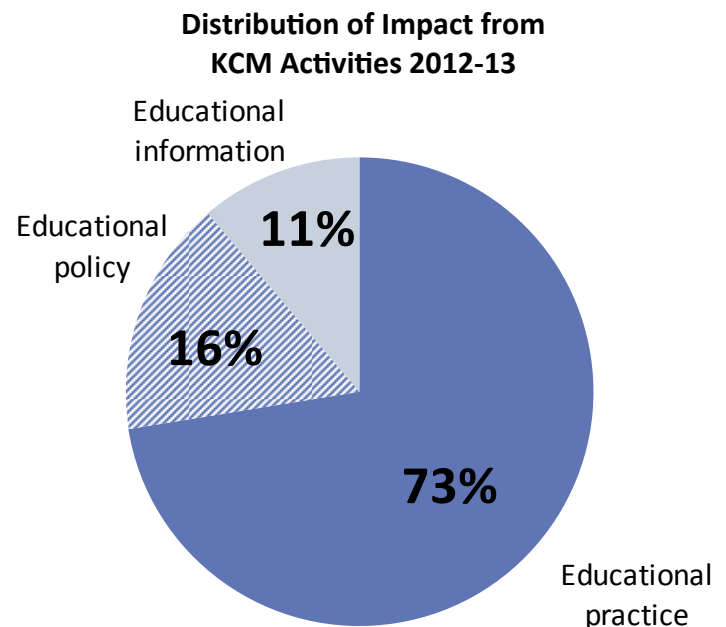
Center Evaluation

The KCM's external evaluator conducts an annual review on the center's primary activities as they relate to KCM's objectives to advise, collaborate, disseminate, and develop teacher leaders. In addition to analyzing the KCM's activities for 2012-13, the evaluator conducted an in-depth evaluation of the KCM's annual conference, the KCM website, and the Kentucky Numeracy Project website. The results below represent a summary of the center's 2012-13 evaluation.¹

The KCM acts as a clearinghouse for information about professional development programs and instructional strategies for mathematics education. These KCM efforts were primarily carried out in the form of presentations, scholarly publications, press releases, and newsletters. The KCM advises organizations focused on mathematics education and disseminates information designed to improve the teaching and learning of mathematics. The KCM's role in advising and disseminating is primarily played through the provision of leadership. The KCM collaborates with Kentucky's public and independent postsecondary institutions and other organizations to develop teachers' mathematical knowledge with a focus on improving student achievement. The major collaborative efforts during 2012-13 pertained to work with postsecondary education and P-12 education.

The development of teacher leaders is a key priority for the KCM. In the past academic year, KCM initiatives focused on the development of teachers as highly trained educational specialists and as educational leaders who serve teachers throughout the Commonwealth. There was a well-balanced distribution of efforts in developing teacher leaders among teachers becoming educational specialists, authors and consumers of literature for teacher professional growth, and teachers becoming educational leaders.

Research is an important part of the KCM operation. There was a well-balanced distribution of research methods during 2012-13. Of the KCM's major activities reviewed by the evaluator for 2012-13, 71% impacted educational practice, 16% impacted educational policy, and 11% either entirely or partially impacted educational information. The majority of participants in KCM events and activities for 2012-13 were in-service teachers. The work of KCM has implications for many practice and policy issues in mathematics education. Some implications are local, some national, and some international.



¹The full report is available upon request.

BUDGET

FY 2013 Funding*

	Expenditures	Revenue	Totals
Personnel			
KCM Personnel (Full-time Staff, Faculty, Temporary Staff)	\$ 621,704.01		
Other Personnel (Student Workers)	\$ 30,110.55		
Contracted Employees (Regional Coordinators, Evaluators, Trainers, Media)	\$ 875,451.65		
Subtotal Personnel			\$ 1,527,266.21
Operating			
Sales/Services (Trainings, Events, Workshops)		\$ 146,206.91	
KCM Operating (Supplies, KCM Conference, Refreshments, Space)	\$ 152,955.98		
Subtotal Operating			\$ 6,749.07
Foundation			
Gifts & Bequests		\$ 19,000.00	
Subtotal Foundation			\$ 19,000.00
	Subtotal KCM Expenses		\$ 1,515,015.20
	Pass-through Reimbursement	\$ 83,835.71	
	Total Expenditures FY 2012-2013		\$ 1,431,179.50

In addition to normal duties, the following projects were entrusted to the KCM

	Grant Funding Received
MSP-MARTI (Middle School Partnership-Mathematics Response to Intervention)	\$ 140,000.00
Mathematics Content Coaching	\$ 40,000.00
EERTI (Enacting Effective Response to Intervention)	\$ 200,000.000
KET/GED (Kentucky Education Television/General Educational Development)	\$ 51,240.00
Senate Bill I (2009) Workshops (Carry over)	\$ 35,277.18
Subtotal Grants	\$ 466,517.18

*FY 2013 is from July 1, 2012 through June 30, 2013.



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