

**REQUEST FOR APPLICATION**

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| **MATHEMATICS ACHIEVEMENT FUND GRANT**  **Coaching Cohort 2 (FY25 MAF CC2)**   |  |  |  | | --- | --- | --- | | Deadline 4 p.m. (ET)  Tuesday, June 4, 2024  *(Applications received after 4 p.m. (ET) will NOT be reviewed)* | Issued By  Kentucky Department of Education  Office of Teaching and Learning  Division of Program Standards |  | | Email All Questions To:  Kentucky Department of Education  Procurement Branch  [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)  *(Questions will only be accepted via email)* | **Submit Applications to:**  [**KDERFP@education.ky.gov**](mailto:KDERFP@education.ky.gov)  *(only electronic applications will be accepted)* |  | | **Specific Instructions:**  **Failure to follow these specific instructions will deem an applicant’s response**  **non-responsive and will not be scored.**   1. All public school districts in Kentucky and Kentucky School for the Blind (KSB) and Kentucky School for the Deaf (KSD), with students in the primary program who are struggling with meeting grade-level standards in mathematics, are eligible to apply. 2. The public school district must submit a separate application for each school. 3. KDE reserves the right to waive minor technical issues. 4. Applicants are responsible for monitoring KDE’s Competitive Grants webpage for amendments and updates to the posted RFA and supporting materials. 5. Plagiarism is prohibited. The use of AI to generate application content will also be considered plagiarism. | |  | |

**KENTUCKY DEPARTMENT OF EDUCATION**

Solicitation Schedule

| **Date** | **Event** | **Location** | **Participation** |
| --- | --- | --- | --- |
| April 24, 2024 | RFA released | Online | N/A |
| May 6, 2024 | Technical assistance webinar | Online | Attending or watching this recorded TA session is recommended |
| May 8, 2024 | Questions deadline | Email | N/A |
| June 4, 2024 | Application deadline | Send to KDE | **Required** |
| TBD | Application review and scoring | Online | N/A |
| On or around July 15, 2024 | 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 |
| September 1, 2024 | 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. KSB and KSD are also eligible to apply. As specified in [KRS 158.844](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=52384), 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 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*](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Kentucky_Academic_Standards_Mathematics.pdf) in order to meet the needs of primary students and other students who are struggling to meet grade-level standards in mathematics.

Funding

The Kentucky Department of Education (KDE) anticipates funding approximately 20 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 renewable for up to four years, with a two-year grant renewal process, contingent on 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. Each school will provide a budget that shows matching funds for the MAF grant of $62,000 from the local school district.

Mathematics Coach Role and Responsibilities

As provided in [KRS 158.842](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=52384), 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 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 primary students and other students who are struggling to meet grade-level standards in mathematics.

Schools shall train a school-level mathematics coach:

* Who has at least five years of certified primary/intermediate 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](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) (HQPL); and
* Who is able to determine whether instructional resources are aligned to the *KAS for Mathematics* (please see [High Quality Instructional Resources](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf)) 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](https://kymtss.org/) 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](https://charts.intensiveintervention.org/aintervention) and/or high ratings from other reliable studies, which can be accessed on the [Elevating Evidence Clearinghouses and Databases](https://education.ky.gov/school/evidence/Documents/Elevating%20Evidence%20Resources%20Clearinghouses%20and%20Databases.pdf) 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 *KAS for Mathematics* and evidence-based instructional practices in mathematics;
* Coach teachers in cycles of planning (at least 8 cycles per 50% of mathematics teachers), observation, feedback, and reflection; and
* Facilitate collaborative teacher interaction addressing models of instructional practice.
* Collaborate with teachers for planning.
* 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 aligned to the *KAS for Mathematics*. Consider utilizing the Kentucky Department of Education’s [Mathematics Instructional Resources Alignment Rubric](https://kystandards.org/standards-resources/mathematics-resources/mathematics-instructional-resources-alignment-rubric/).
* 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/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 *KAS for Mathematics* and evidence-based instructional practices in mathematics;
* Coach teachers in cycles of planning (at least 8 cycles per 50% of mathematics teachers), observation, feedback, and reflection; and
* Facilitate collaborative teacher interaction addressing models of instructional practice.
* Collaborate with teachers for planning;
* 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](http://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);
  + KCM 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 Dr. Maggie B. McGatha M2 Consulting 8 days);
* Enrollment and completion of the elementary mathematics endorsement (pre-approved program University of Louisville 15 hours, [https://louisville.edu/education/degrees/elementary-mathematics-specialist](https://nam11.safelinks.protection.outlook.com/?url=https%3A%2F%2Flouisville.edu%2Feducation%2Fdegrees%2Felementary-mathematics-specialist&data=04%7C01%7Cerin.chavez%40education.ky.gov%7C96f83ee826414ff6e2db08d9488a9660%7C9360c11f90e64706ad0025fcdc9e2ed1%7C0%7C0%7C637620582446427615%7CUnknown%7CTWFpbGZsb3d8eyJWIjoiMC4wLjAwMDAiLCJQIjoiV2luMzIiLCJBTiI6Ik1haWwiLCJXVCI6Mn0%3D%7C1000&sdata=%2BgrayaBOwF8cTITyRkPGzGp2ao9U4nNCa0P7M5RNXzI%3D&reserved=0) ).

Approved List of Professional Learning Providers

* Educational Cooperatives
* Kentucky Center for Mathematics
* M2 Consulting
* University of Louisville
* Kentucky Department of Education

Annual Evaluation

Per [KRS 158.844](https://apps.legislature.ky.gov/law/statutes/statute.aspx?id=52384), 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;
* Number of credit hours obtained in an Elementary Mathematics Endorsement program;
* Evaluation of coach and coaching program from district leadership and regional consultants;

**School Wide data**:

* 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 *KAS for Mathematics* and evidence-based instructional practices in 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 interaction addressing models of instructional practice within the shared mathematics vision for the school.

5. Based on the responses provided above, describe the qualities your school would look for in a prospective mathematics coach. Include rationale on how the school would support the mathematics coach in earning their Elementary Mathematics Endorsement.

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. Do not adjust the margins on any forms.
6. 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. Scan or save the completed application in its entirety, including all signatures, to PDF format. Save the original application as ***25MAF CC2 District School***. (For example: Southside Elementary School in Woodford County would save the original application as *25MAF CC2 Woodford Southside*.)
2. Scan or save a blinded/redacted copy of the application in its entirety to PDF format. Save the redacted application as ***25MAF CC2 District School*** B. (For example: Southside Elementary School in Woodford County would save the redacted application as *25MAF CC2 Woodford Southside B*.)
3. Email the original copy and the redacted copy in one email to [KDERFP@education.ky.gov](mailto:KDERFP@education.ky.gov)

* In the subject line of the email, type ***25MAF CC2*** ***District School Name***.
* If possible, **send both attachments in one email**. **ALL PARTS MUST BE RECEIVED-DATE/TIME STAMPED BY THE DEADLINE of June 4, 2024, 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 the receipt of the email and attachments (if any). Please note 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 **Monday, July 15, 2024.** At the conclusion of the RFA process, Memorandums of Agreements (MOAs) will be developed with all awarded applicants. The first MOA effective date is anticipated to be September 1, 2024, and funds will be eligible for use from the MOA effective date through June 30, 2026. 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 updated budget summary form.

**Evaluation of Application**

Independent reviewers will be trained for this specific competition, and they will evaluate applications using the RFA and a scoring rubric aligned to 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, 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](http://education.ky.gov/districts/business/Pages/Competitive%20Grants%20from%20KDE.aspx).

**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 *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. | **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 *KAS for Mathematics* and how students learn mathematics; * Actively engage teachers in understanding *KAS for Mathematics* and evidence-based instructional practices in mathematics; * Coach teachers in cycles of planning (at least 8 cycles per 50% of mathematics teachers), observation, feedback, and reflection; and * Facilitate collaborative teacher interaction addressing models of instructional practice. | |
| **Question 2:** Describe how teachers will actively engage in understanding *KAS for Mathematics* and evidence-based instructional practices in mathematics within the shared mathematics vision for the school. | **10 points** |
| This answer should describe what evidence-based instructional practices in mathematics ([NCTM Effective Teaching Practices in Mathematics](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/Effective_Mathematics_Teaching_Practices_NCTM.docx)) will be of focus in the delivery of the *KAS for Mathematics* 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. | **20 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 50% of mathematics teachers will be coached within a school year). | |
| **Question 4:** Describe how the coach will facilitate collaborative teacher interaction by addressing models of instructional practice within the shared mathematics vision for the school. | **10 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](https://education.ky.gov/curriculum/standards/kyacadstand/Documents/High-Quality_Instructional_Resources.pdf) ). | |
| **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. Include rationale on how the school would support the mathematics coach in earning their Elementary Mathematics Endorsement. | |
| **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](https://kymtss.org/essential-elements/tiered-delivery-system-with-a-continuum-of-supports/) ) with a continuum of supports. | |
| **Question 7**: Utilizing KPREP data, identify the students 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 **and** summary that includes how the district will match the funds of $62,000 per school year using allowable Munis codes. | |
| **Evaluation Criteria Grand Total of Points** | **100 points** |
| **Consideration for Schools in Need** | **20 points** |
| 20 points will be awarded to the lowest 20% of applicants based on grade 3 KSA math data from the school year 2023. | |

**FY25 MAF CC2 Application Cover Page**

**Type of Application:** Please select one.

New applicant (never had the MAF grant)

Repeat applicant (awarded the MAF grant previously)

| **DISTRICT NAME** |  | |
| --- | --- | --- |
| **DISTRICT ADDRESS** |  | |
| **SCHOOL NAME** |  | |
| **SCHOOL ADDRESS** |  | |
| **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**

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Superintendent Date

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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. Matching funds from the district are required. 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** | **Matching Funds** |
| 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** |  |  |  |  |