FLORIDA DEPARTMENT OF EDUCATION PROJECT APPLICATION	TAPS: 1. 11A052

| Please return to:

Florida Department of Education
Office of Grants Management
Room 332, Turlington Building
325 West Gaines Street
Tallahassee, Florida 32399-0400
Telephone: (850) 245-0496 | A) Name and Address of Eligible Applicant:

Clay County District School Board
900 WALNUT ST
GREEN COVE SPRINGS, FL 32043 | DOE USE ONLY

Date Received |
|---|---|---|

B) Applicant Contact Information

Contact Name: Alisa Jones	Telephone Number: 904-529-2612
Mailing Address: 23 S. Green St. Green Cove Springs, FL	Fax Number: 904-284-6583
E-mail Address: ajones@mail.clay.k12.fl.us	

Programs

C) Program Name:	Project Number: (DOE Assigned):	D) Total Funds Requested:	Total Approved Funds (DOE USE ONLY):
1. Title II, Part A, Teacher and Principal Training and Recruiting Fund	100-2241A-1CT01	$1,122,481.00	

CERTIFICATION

I, <u>Ben Wortham</u> do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of general assurances and specific programmatic assurances for this project. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by appropriate state and federal staff. I further certify that all expenditures will be obligated on or after the effective date and prior to the termination date of the project. Disbursements will be reported only as appropriate to this project, and will not be used for matching funds on this or any special project, where prohibited. Further, I understand that it is the responsibility of the agency head to obtain from its governing body the authorization for the submission of this application.

E) _____
   Signature of Agency Head

DOE 100

Dr. Eric J. Smith, Commissioner

Clay County District School Board

General Assurances

The Department of Education has developed and implemented a document entitled, <u>General Terms, Assurances and Conditions for Participation in Federal and State Programs</u>, to comply with:

A. **34 CFR 76.301 of the Education Department General Administration Regulations (EDGAR) which requires local educational agencies to submit a common assurance for participation in federal programs funded by the U.S. Department of Education;**
B. **applicable regulations of other Federal agencies; and**
C. **State regulations and laws pertaining to the expenditure of state funds.**
   In order to receive funding, applicants must have on file with the Department of Education, Office of the Comptroller, a signed statement by the agency head certifying applicant adherence to these General Assurances for Participation in State or Federal Programs. The complete text may be found at http://www.fldoe.org/comptroller/gbook.asp

<u>School Districts, Community Colleges, Universities and State Agencies</u>
The certification of adherence filed with the Department of Education Comptroller's Office shall remain in effect indefinitely unless a change occurs in federal or state law, or there are other changes in circumstances affecting a term, assurance, or condition; and does not need to be resubmitted with this application.

<u>No Child Left Behind Assurances (Applicable to All Funded Programs)</u>
By my signature on this application, I hereby certify that the **Clay County District School Board** will comply with the following requirements of the No Child Left Behind Act of 2001:

☑The LEA assures that, under Sec. 9528, it will comply with a request by a military recruiter or an institution of higher education for secondary students' names, addresses, and telephone numbers, unless a parent has "opted out" of providing such information.

☑The LEA assures that, under Sec. 9528, it will provide military recruiters the same access to secondary school students as it generally provides to postsecondary institutions or prospective employers.

<u>Persistently Dangerous Schools</u>

☑The LEA hereby assures that, under Sec. 9532, if the State of Florida identifies any school within the LEA as "persistently dangerous," it will offer students attending that school, as well as students who are victims of a violent criminal offense while on school property, the opportunity to transfer to a safe school.

*These assurances are in addition to those previously signed by the Local Education Agency (LEA) maintained on file in the Florida Department of Education's Comptroller's Office.

Program Specific Assurances

Title II, Part A – Teacher and Principal Training and Recruiting Fund

☑The local educational agency (LEA) assures that the program(s) described in this application is based on the need assessment; and the activities are tied to academic content standards, student achievement standards and state assessments [Section 2122(b)(1)(A)].

☑The LEA assures that it will target funds to schools within the jurisdiction of the LEA that have the lowest proportion of highly qualified teachers, have the largest average class size, or are identified for school improvement under section 1116(b) [Section 2122(b)(3)(A-C)].

☑The LEA assures that the needs assessment will be carried out with the involvement of teachers, including teachers in schools receiving assistance under Part A, Title I, and will take into account what activities need to be conducted in order to give teachers and, where appropriate, administrators the means, including the knowledge and skills, to provide students with the opportunity to meet challenging state or local student performance standards [Section 2122(c)(1-2)].

☑The LEA, after timely and meaningful consultation, will provide the opportunity for equitable participation by private school educational personnel in the activities and services funded by this application and those schools have been so notified. Educational services or other benefits, including materials and equipment, provided, shall be secular, neutral, and non-ideological [Section 2122(b)(11) and 9501(a)(1-5)].

☑The LEA assures that the professional development activities have been developed with extensive participation of teachers, principals, parents, and administrators of schools to be served [Section 2122(b)(7)].

☑The LEA assures that funds received will be used to supplement and, to the extent practical, increase the level of funds that would be made available from nonfederal sources; in no case will such funds be used to supplant funds from nonfederal sources [Section 2123(b)].

☑The LEA assures that the control of funds will remain in the public agency and the public agency will administer the funds and property to the extent required by the authorizing law [Section 9501(d)(1)].

☑The LEA assures that accurate records will be kept and provide such information to the state, as may be reasonably required for fiscal audit and program evaluation and shall demonstrate compliance with all state, federal, and program requirements.

☑The LEA assures that programs will be evaluated annually; the evaluation will be used to make decisions about appropriate changes in programs for the subsequent year; the evaluation will describe how program(s) affected student academic achievement and will include, at a minimum, information and data on the use of funds, the types of services furnished, and the students served; and the evaluation will be submitted to the state annually.

General Education Provisions Act

In accordance with the requirements of Section 427 of the General Education Provisions Act (GEPA) Public Law 103-382, each applicant must ensure equitable access to, and participation in, its program for students, teachers, and other program beneficiaries with special needs. For details refer to URL:
http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf

Needs Assessment

To be eligible for funds, an LEA shall conduct an assessment of local needs for professional development and hiring, as identified by the LEA and school staff. The needs assessment shall be conducted with the involvement of teachers, including teachers participating in programs under part A of Title I, and shall take into account the activities that need to be conducted in order to give teachers the means including subject matter knowledge and teaching skills, and to give principals the instructional leadership skills to help teachers, to provide students with the opportunity to meet challenging state and local student academic achievement standards. The LEA must incorporate into the needs assessment the results of annual performance appraisals for teachers and principals. Data must be presented to show how many teachers do not meet the Highly Qualified requirements of section 1119, the list of schools, and the core courses in which the not highly qualified teachers (NHQTs) are teaching. LEAs must show evidence that an analysis has been conducted for NHQTs who have been reported under code "G" as the reason they are not HQ. [Section 2122 (b)(8)].

Response: A needs assessment was conducted utilizing multiple data sources to determine professional development needs for employees. The sources include surveys, student achievement data, and information from school improvement reports. This needs assessment yields substantial information to assist district personnel in developing professional development designed to impact student achievement.

The following is the most recent data available to the district at this time to support the need for improved quality of teaching in the Educational System:

72% of white students, 54% of black students, 64% of hispanic students; 74% of asian students; 68% of American Indian students, 60% of economically disadvantaged students; 39% of ELL learners; and 40% of students with disabilities scored in the proficient range in reading.

77% of white students; 59% of black students; 69% of hispanic students; 86% of Asian students; 77% of American Indian students; 63% of economically disadvantaged students; 49% of ELL students;and 40% of students with disabilities scored in the proficient range in math.

All students except ELL students scored in the proficient range in writing but only 54% of 5th grade students, 48% of 8th grade students, and 36% of 11th grade students scored in the proficient range in science.

An annual professional development survey is conducted by the Office of School Improvement, Professional Development and Assessment, and includes all employees with survey areas that include technology, classroom management, subject and content, assessment, and instructional strategies. Survey results are aggregated by elementary, secondary, instructional, non-instructional, and administrative employees by district and individual school locations.

Additional data defines the percentage of employees participating in Learning Communities; percentage of employees who indicate that they

have sufficient training to meet student needs; percentage of employees who indicate that they have sufficient professional development time allotted; and the preferred delivery method and time for training.

A summary of School Professional Improvement Plans is used to document school needs.

Evaluation of Individual Professional Training Plans and Professional Development data indicates the extent to which training activities accomplish student performance gains that are predicted to result from training activities.

Current Data from Human Resources documents 19 non-highly qualified teachers as follows:

BLC / 0111

Hall, Stephanie

1000410 / English

Pope, Mylon

1200330 / Algebra II

1208300 / Liberal Arts Math

OPH / 0252

Wait, Rebecca

200310 / Physical Science

Wolfe, Ryan

2109310 / World History

Demers, Kristi

1001340 / English II

Napier, Ken

1200310 / Algebra 1

1200380 / Algebra IB

Matricardi, Fred

2002500 / Marine Science

Scott, Jarutha

1000410 / Reading

KHHS / 0311

Jones, Lisa

1000410 / Reading

LES / 0232

Ortega, Andrea

5010040 / Language Arts

5010040 / Language Arts E

5012040 / Reading E

5012040 / Math Second

5012050 / Math Third

OPJH

Morano , Jessica

1000010 / Intensive Reading

Kostenko, Susan

1000010 / Intensive Reading

MHS / 0391

McCabe, Mandy

1000410 / Reading

Woodley, Jacquelyn

1208300 / Liberal Arts Math

RHS / 0431

Crosby, Kaleema

1000410 / Reading

LAJH / 0481

Ahlgren, Kristin

1000010 /Intensive Reading

TBE / 0531

Oller, Sandra

5010040 / Language Arts E

5010050 / Reading E

5012020 / Math Grade K

5020010 / Science

5021000 / Social Studies

FIH / 0571

Sainte-Agathe, San

0708340 / French

OJH / 0611

Iseminger, Penny

1205080 / Math Advanced

1200310 / Algebra I

Collaboration

1. Describe how the LEA has collaborated with teachers, paraprofessionals, principals, other relevant school personnel, private school officials, and parents in the planning of activities to be carried out and in the preparation of this application [Section 2122 (b)(7)].

> **Response:** All staff members participated in a Staff Development Survey; all departments collaborated during the development of the District Strategic Plan; staff members and parents collaborated to develop School Improvement Plans; private school officials worked collaboratively to develop goals and activities to be carried out through Title II, Part A.

Program Plan to Address Strategies and Activities Required under Section 2141

2. Describe the proposed strategies and activities the LEA intends to implement specifically to assist teachers not meeting highly qualified requirements, teaching a core course(s) for which the teacher is not HQ, and how the LEA will continue to keep teachers highly qualified. Strategies must be explicitly detailed with clearly written activities. These plans must be developed through consultation with principals and effected teachers. Describe how the activities will be coordinated with and support other reform efforts at the schools [Section 2141(c)(1) & (d)(1&2)].

Response: Human Resources has established procedures to ensure teachers meet the criteria for NCLB highly qualified legislation. The procedure includes reassignment and hiring guidelines as well as strategies to verify highly qualified status of job applicants.

A differentiated pay scale has been negotiated to encourage highly qualified teachers and administrators to work in low performing, high minority, and/or high poverty schools. At present, 100% of all staff members in Title I schools are highly qualified, and records indicate that Clay`s one D school has no more first year teachers or NHQ teachers than other schools.

Tuition, certification fee and certification testing fee reimbursement will continue to be offered for out-of-field teachers enrolled in degree programs leading to teacher certification or highly qualified status.

Alignment of Activities

3. Describe all other activities to be carried out by the LEA and how these activities will be aligned with state academic content standards, student academic achievement standards, and state assessments. Describe how the proposed activities assure priority will be given to teachers not meeting the Highly Qualified requirements. [Section 2122 (b)(1)(A)(i)].

Response: Student achievement in the classroom and on state assessments such as FAIR and FCAT will be targeted through the following training opportunities to improve instructional, data analysis and assessment abilities of teachers, administrators, and appropriate support staff:

Professional Development to improve knowledge of teachers in core subjects they teach and effective instructional strategies and methods including Sunshine State Standards and Benchmarks, FCAT assessments, and literacy;

Best practices support for specific content area teachers provided by Curriculum Specialists to ensure effective implementation of curriculum/assessment, diagnostic/prescriptive planning, aligning resources/strategies, and integration of technology with special focus on increasing achievement of Level 1 and Level 2 students;

Workshops to train teachers and administrators on effective implementation of RTI, End-of-Course testing, FAIR assessment, and use of data to improve achievement of students scoring less than Level 3 in reading;

Workshops to train secondary teachers and administrators on effective implementation of digital course recovery and remediation courseware to improve student achievement in math, science, reading and other core subjects with special focus on increasing achievement of Level 1 and Level 2 students;

Professional Development to improve knowledge of teachers, administrators, and other qualified staff members in how to teach and address the needs of students with limited English proficiency with special focus on increasing achievement of Level 1 and Level 2 ELL students;

Professional Development in the areas the schools did not make AYP, including workshops in the Next Generation Math Standards, math strategies, grammar, science content, Read 180, and the six components of reading (oral language, phonological awareness, phonics, fluency, vocabulary, and comprehension);

Professional Development, including mentoring and modeling by Technology Integration Specialist, to increase the technology integration skill level of teachers, administrators, and other qualified staff members with focus on increasing engagement of students scoring levels 1 and 2 in reading and math, including mentoring and modeling by Technology Integration Specialists.

Workshops for teachers, administrators and other qualified staff members to use and interpret data and assessments to improve classroom practice and student achievement;

Professional Development to improve leadership and management skills for teachers and administrators through training in strategies and methods to improve achievement of lower performing students, differentiated instruction, Response to Intervention (RTI), involvement of parents and other stakeholders in their child's education, and improvement of student behavior;

Leadership workshops on disaggregating data to focus on struggling students, and facilitating professional learning communities;

Leadership workshops to implement Continuous Improvement Model and RTI to identify students at risk of failure, plan for appropriate instructional strategies, and monitor progress of student achievement;

Professional Development for administrators and school leaders to improve reference and research scores, especially for those subgroups failing to make AYP;

Mentoring and use of incentives such as equipment, hardware, software and other items, as initiatives to retain highly qualified teachers and principals and promote professional growth;

Professional Development to improve the quality of the teacher force and improve home-school connections; proven, cost-effective strategies such as distance learning, web-conferencing, and other technology resources will be utilized;

Conference attendance will be limited to conferences such as language arts, math, technology, and science conferences that provide research based information proven to impact student achievement (includes attendance by private school employees).

Curricula and Programs

4. Describe how the curricula and programs being implemented will be tied to the standards described in this application [Section 2122 (b)(1)(A)(ii)].
http://www.fldoe.org/bii/Curriculum/

Response: Training activities are correlated to Next Generation Standards in the appropriate subject areas.

Activities Based on Scientifically Based Research

5. Describe how the activities will be based on a review of scientifically based research and explain why the activities are expected to improve student academic achievement [Section 2122 (b)(1)(B)].

Response: A review of research indicates that classes with highly qualified teachers and paraprofessionals, and improving teachers` and administrators` knowledge of content, teaching methods and strategies, technology integration, management of student behavior, and parent involvement result in improved student achievement. Activities have been developed to improve these areas of concern.

Annual Measurable Objectives

6. Provide realistic annual measurable outcome objectives for all activities described in this application, include how the activities will increase highly qualified teachers and will have a positive impact on student academic achievement [Section 2122 (b) (2)].

Response: By the end of the 2010-2011 school year, students in subgroups White, Black, Economically Disadvantaged, and Students with Disabilities will maintain or increase reading achievement to meet state proficiency targets.

Seventy nine percent (79%) of the students in each subgroup will score at or above a Level 3, or will increase proficiency by at least 5% in reading on the Florida Comprehensive Assessment Test and other assessment instruments.

By the end of the 2010-2011 school year, students in subgroups White, Black, Economically Disadvantaged, and Students with Disabilities will maintain or increase math achievement to meet state proficiency targets. Eighty percent (80%) of the students in each subgroup will score

at or above a Level 3 or will increase proficiency by at least 5% in math on the Florida Comprehensive Assessment Test and other assessment instruments.

By the end of the 2010-2011 school year, subgroups White and Economically Disadvantaged will increase writing achievement by 1% to continue meeting state proficiency targets in writing on the Florida Comprehensive Assessment Test.

By the end of the 2010-2011 school year, students in grades 5, 8, and 11 will increase proficiency in science by 4%.

By the end of the 2010-2011 school year, the number of non-highly qualified teachers will decrease to .5% or less as measured by District reporting data.

By the end of the 2010-2011 school year, all paraprofessionals will be highly qualified.

By the end of the 2010-2011 school year, at least 97% of teachers and administrators will use data to improve student achievement as measured by staff development data, attitudinal surveys, data usage reports, and curriculum specialist reports.

By the end of the 2010-2011 school year,all grade levels will increase the percentage of students scoring Level 3 or higher in reading/language arts, math, and science on the Florida Comprehensive Assessment Test and other assessment instruments.

By the end of the 2010-2011 school year, at least 75% of teachers and administrators will integrate technology and information literacy into the curriculum as measured by District reporting data.

By the end of the 2010-2011 school year, all schools will report student/parent access to Blackboard Community System and technology resources, and will report at least one parent/community activity relating to curriculum and/or technology.

By the end of the 2010-2011 school year, the percentage of Hospital Homebound students being served via distance learning will increase by 10% as evidenced by Hospital Homebound reporting data.

Activities to Eliminate the Achievement Gap

7. Describe how the activities will be used as part of a broader strategy to eliminate the achievement gap that separates low-income and minority students from other students [Section 2122 (b)(2)].

Response: Training in differentiated instruction, RTI, and research-based effective strategies for reading, writing, math, and science instruction will target activities to improve achievement for low-income and minority students. Coordination of programs and monitoring to target sub-group performance has been implemented to eliminate achievement gaps.

Professional development will include project-based activities teachers can implement in the classroom to target subgroup performance in secondary reading.

Differentiated Accountability workshops will focus on data analysis and development of strategies to decrease the number of Prevent I, Correct I, and Correct II schools.

Professional Development Coordinated through Federal, State, and Local Programs

8. Describe how the LEA will coordinate professional development activities with professional development activities provided through other federal, state, and local programs [Section 2122 (b)(4)].

Response: Coordinated planning for professional development activities takes place between all Instructional Division administrators prior to development of the 10-11 professional development activities. Meetings are held bi-weekly for all Instructional Division administrators, monthly with all curriculum specialists, and bi-monthly with all school administrators to continue coordination of programs.

Professional Development in Accordance with Florida's Professional Development System

9. Describe how the LEA will ensure that the professional development (which may include teacher mentoring) needs of teachers and principals, provided in accordance with Florida's Professional Development System, will be assisted using these funds [Section 2122 (b)(5) and FS 1012.98].
http://www.fldoe.org/board/meetings/2010_03_26/cover5071.pdf

Response: Based on needs assessments, professional development activities will address leadership, management, literacy, and technology integration strategies and methods for administrators to improve achievement of lower performing students, involve parents in the child`s education, and improve student behavior to demonstrate an improvement in student achievement.

Teachers will increase knowledge in effective instructional strategies and methods including literacy, core academic subjects, differentiated learning styles and special learning needs of students.

Professional Development activities will be based on scientifically based research and will be ongoing sustained activities with effective follow-up activities and evaluation tied to student achievement.

Additional evaluation will be conducted to draw a closer link between the knowledge and skills learned and formal follow-up with the percentage of participants implementing learned skills to improve achievement of struggling students.

Technology Purchase Evaluation

10. Describe how the effectiveness of the delivery of professional development utilizing equipment and technology purchased with Title II-A funds will be determined. The evaluation must be based on the Professional Development System Evaluation Protocol standards: 1.3.3; 2.2.4; 2.3.3; 3.2.4; 3.3.3; 3.3.4 and include measurable objectives.

Response: By June 2011, 80% of teachers and administrators will integrate technology and information literacy into the curriculum as measured by District reporting data including usage reports for followup web-based resources and discussion boards.

By June 2011, 78% of teachers and administrators will successfully complete at least one technologically delivered staff development component and provide documentation of school or classroom delivery and student achievement results to document effectiveness.

By June 2011, each school will have a team to mentor teachers as they integrate technology into the curriculum and fully utilize districtwide digital resources and enhanced classroom equipment. In order to replicate professional development at the school level, laptop computers or other digital devices and digital cameras will be purchased utilizing Title II-A funds. At the present time, no Title II-D funds have been allocated for 2010-2011.

Integrate Technology Activities from Title II-D with Title II-A

11. Describe how the LEA will integrate Title II, Part A funds with funds received under Title II, Part D (entitlement) that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy. [Section 2122 (b)(6)].

Response: Activities will be coordinated with Title II, Part D, to provide ongoing professional development activities to develop the skills of K-12 teachers and administrators in integrating technology and information literacy into the curriculum. Title II-D will provide professional development, mechanisms for parent involvement, technology infrastructure, and diagnostic tools to determine technology literacy levels of student and staff. Title II-A funds will be utilized for two Technology Integration Specialists to train, mentor, and model effective strategies for teachers and administrators, and additional professional development including teacher and administrator training in strategies for staff, parents, and community, to improve student achievement.

Professional Development to Address the Needs of Students with Different Learning Styles

12. Describe how the LEA will provide training to enable teachers to teach and address the needs of students with different learning styles, particularly students with disabilities, students with special learning needs (including students who are gifted and talented), and students with limited English proficiency [Section 2122 (b) (9)(A)].

Response: Face-to-face, online, and blended activities will include components for differentiated learning styles, RTI, ESOL, and ESE teaching strategies.

Professional Development to Improve Student Behavior in the Classroom

13. Describe how the LEA will provide training to enable teachers to improve student behavior in the classroom and identify early and appropriate interventions to help students learn [Section 2122 (b)(9)(B)].

Response: Face-to-face, online, and blended activities will include components for RTI strategies and appropriate and effective school discipline strategies.

Professional Development to Assist Teachers with Parent Involvement

14. Describe how the LEA will provide training to enable teachers to involve parents in their child's education [Section 2122 (b)(9)(C)].

Response: Training will include utilization of online resources such as Blackboard Community System to communicate regularly with parents, class website or course development to guide parents to appropriate resources and keep parents informed of classroom activities and assignments, and professional development that includes specific topics that can be offered by teachers and schools as Home-School connection activities for parents.

Professional Development to Assist Teachers to Understand and Use Data and Assessments

15. Describe how the LEA will provide training to enable teachers to understand and use data and assessments to improve classroom practice and student learning as part of teacher Individual Professional Development Plans [Section 2122 (b)(9)(D)].

Response: Teachers and administrators will participate in professional development activities to gain knowledge about the use of student data and assessments utilizing specific resources such as DataStar, FAIR, Thinklink, Harcourt and Prentice Hall math assessments, and running records. Teachers and administrators will use knowledge gained to develop Individual Professional Training Plans to improve student achievement.

Meet the Requirements of Section 1119

16. Describe the activities the LEA will implement to meet the requirements of section 1119. *Title I, Part A, Qualifications for Teachers and Paraprofessionals* **[Section 2122 (b)(10)].**

Response: Continuous review of certification status is monitored through Human Resources to identify any teachers who do not meet the NCLB and FL DOE definition of Highly Qualified Personnel. Professional Development activities, including content based workshops and modeling and mentoring by curriculum specialists, are designed to assist non-highly qualified personnel in obtaining the skills necessary to complete subject area exams. Tuition, certification fee, and certification testing fee reimbursement will be offered through Title II, Part A, for non-highly qualified or out-of-field teachers, and professional development and certification testing fee reimbursement will be offered to ensure all paraprofessionals are also highly qualified by 2011 as required by Differentiated Accountability.

Support Reading Initiatives

17. Describe how the activities in this project will support the reading initiative and are consistent with the *Reading Program Specifications* for the Just Read, Florida! Program which can be found at http://www.justreadflorida.com**.**

Response: Florida`s reading initiative will be supported by improving teacher and administrator knowledge in effective teaching strategies in reading; providing training district-wide on reading assessments, including FAIR; and offering teacher in-service activities with parent involvement components that include activities and strategies to improve student achievement.

Dissemination and Marketing

18. Describe how information about the programs in this application will be disseminated and marketed to appropriate populations.

> **Response:** Information is disseminated and marketed through the district website at www.clayschools.net, a teacher training center website at www.clay.k12.fl.us/ttc, in-service calendars, a staff development management system, an educational access channel, email, and other notification systems.

FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title II, Part A, Teacher and Principal Training and Recruiting Fund

A) NAME OF ELIGIBLE RECIPIENT: **Clay County District School Board**

B) Project Number (DOE USE ONLY): **100-2241A-1CT01**

E) TAPS
Number
11A052

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	PD Teacher-Parent Involvement	6150	0391	Parent Involvement Materials	0.000	$800.00
2	PD Teacher-Parent Involvement	6150	0510	Parent Involvement Supplies	0.000	$615.00
3	PD Salaries/Stipends; Intervention, ESOL, Technology, Curriculum Training	6400	0120	Stipends/Salaries; Intervention, ESOL, Technology and Curriculum Tr...	0.000	$35,984.00
4	PD Reading Endorsement Comp 4/5 and 6	6400	0130	Facilitators: Reading Endorsement Comp 4/5 and 6	5.200	$10,000.00
5	PD Specialist Salaries	6400	0130	Salaries: Curriculum Specialists	0.000	$314,028.00
6	PD Substitutes for Intervention, Technology and Curriculum Trainings	6400	0140	Substitute Salaries	0.000	$81,735.00
7	PD Paraprofessional Stipends	6400	0160	Other Support Personnel	0.000	$3,000.00
8	Retirement	6400	0210	Retirement	0.000	$38,843.00
9	Social Security/Medicare	6400	0220	Social Security/Medicare	0.000	$32,908.00
10	Insurance	6400	0230	Insurance	0.000	$28,263.00
11	Worker's Compensation	6400	0240	Worker's Compensation	0.000	$4,372.00
12	PD HRMD, ESOL, Reading, Virtual School	6400	0310	Consultant Services	0.000	$65,000.00
13	Curriculum/Technology Conferences, Virtual School trainings, Federal Projec...	6400	0330	FLVS and Private Schools	0.000	$51,204.00
14	ESOL PD Supplies	6400	0350	ESOL Supplies/ (Books)	0.000	$3,399.00
15	PD Online Training	6400	0390	On-Line Fees and Training	0.000	$199,561.00
16	PD Printing	6400	0391	Printing Training Materials	0.000	$12,654.00
17	PD Supplies for Training	6400	0510	Training Supplies	0.000	$10,000.00
18	PD Other Supplies for Training	6400	0590	Other Training Materials and Supplies	0.000	$21,200.00
19	PD Equipment - digital cameras for information/technology literacy and admi...	6400	0642	Noncapitalized Furniture, Fixtures and Equipment Under $750	0.000	$32,000.00
20	PD Computer Hardware for information/technology literacy digital	6400	0643	Capitalized Computer Hardware over $750	0.000	$12,000.00

	storytelli...					
21	PD Computer Hardware for information/technology literacy digital storytelli...	6400	0644	Noncapitalized Computer Hardware under $750	0.000	$1,200.00
22	PD Hardware for information/technology literacy, ESOL, administrator observ...	6400	0646	iTouch, iPad, Noncapitalized Hardware under $750	0.000	$30,000.00
23	PD Computer Software under $750	6400	0692	Noncapitalized Computer Software under $750	0.000	$6,000.00
24	PD Tuition Reimbursement	6400	0730	Tuition Reimbursement	0.000	$90,225.00
25	PD Indirect Cost	6400	0790	Indirect Cost	0.000	$37,490.00
Totals:					5.200	$1,122,481.00

DOE 101

Dr. Eric J. Smith, Commissioner