Title II, Part A – Teacher and Principal Training and Recruiting Fund
2011-2012 LEA Application

FLORIDA DEPARTMENT OF EDUCATION
PROJECT APPLICATION

**TAPS Number
12A052**

Please return to:	A) Program Name:	DOE USE ONLY
Florida Department of Education Bureau of Grants Management **Room 332** Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0734	**Title II, Part A – Teacher and Principal Training and Recruiting Fund** **2011-2012 LEA Application**	Date Received

B) Name and Address of Eligible Applicant:	Project Number (DOE Assigned)
Clay County District School Board 900 Walnut Street Green Cove Springs, FL 32043	

C) Total Funds Requested:

$1,069,481.00

DOE USE ONLY

Total Approved Project:

$

D)

Applicant Contact Information

Contact Name: Shannah Kosek	Mailing Address: **23 South Green Street, Green Cove Springs, FL 32043**
Telephone Number: 904-284-6578	
Fax Number: 904-529-4811	E-mail Address: smkosek@mail.clay.k12.fl.us

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

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Instructions for Completion of DOE 100A

A.   If not pre-printed, enter name of the program for which funds are requested.

B.   Enter name and mailing address of eligible applicant. The applicant is the public or non-public entity receiving funds to carry out the purpose of the project.

C.   Enter the total amount of funds requested for this project.

D.   Enter requested information for the applicant's contact person. This is the person responsible for responding to all questions regarding information included in this application.

E.   **The original signature of the appropriate agency head is required.** The agency head is the school district superintendent, university or community college president, state agency commissioner or secretary, or the president/chairman of the Board for other eligible applicants.

•   **Note:** Applications signed by officials other than the appropriate agency head identified above must have a letter signed by the agency head, or documentation citing action of the governing body delegating authority to the person to sign on behalf of said official. Attach the letter or documentation to the DOE 100A when the application is submitted.

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Assurances

1. 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)].

2. 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)].

3. 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)].

4. The LEA, after timely and meaningful consultation, will be provided the opportunity for children enrolled in private, nonprofit schools, and the educational personnel of such schools equitable participation in the activities and services funded by this application and the schools of these children 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)].

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)].

6. 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)].

7. 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)].

8. 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.

9. 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.

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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)].

➢ Briefly summarize the process and results of the needs assessment.

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:

➢ *74% of White students, 60% of Black students, 68% of Hispanic students, 65% of Economically Disadvantaged students and 49% of Students with Disabilities scored in the proficient range in reading.*
➢ *74% of White students, 58% of Black students, 65% of Hispanic students, 66% of Economically Disadvantaged students and 53% of Students with Disabilities scored in the proficient range in math.*
➢ *71% of fourth grade students scored in the proficient range in writing.*
➢ *46% of fifth grade students, 48% of eighth grade students and 36% of eleventh 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.

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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 27 non-highly qualified teachers as follows:

BLC/0111

Dickerson, Alison

Social Studies

Ferraro, Paul

E/BD

Hall, Stephanie

DOP

Pope, Mylon

ESE Alt

Reville, Trevor

ESE Alt

CGE/0601

Macher, Christine

ESE Reading

CHS/0341

Parker, Teresa

InD Academics

GCJ/0021

Bleau, Chera

Reading

KHH/0311

Jones, Lisa

Reading

Mattox, Jesse

History

__LAJH/0481__

Ahlgren, Kristin

Reading

__LSE/0352__

Ortega, Andrea

E/BD

__MBH/0391__

McCabe, Mandy

Reading

Johnson, Jacki

Reading

__MCE/0381__

Fitzsimmons, Mary

Elem K-6

__OLH/0661__

Adams, Amanda

Reading

Brayman, Keith

Reading

Jackson, Sherry

MG Math

OLJ/0611

Lohman, Deborah

E/BD

OPH/0252

Bowman, Michael

ESE Alt Academics

Brown, Dewayne

Marine Science

Davis, Zach

Reading

Scott, Jarutha

Reading

OPJ/0361

Brown, Cynthia

ESE US History

Perricelli, Delisha

ASL

RVH/0431

Gay, Delisha

ASL

Sigona, Julia

American History

Activities to Choose From:
Based on the needs assessment, an LEA that receives a subgrant shall use the funds to carry out one or more of the following activities, including carrying out the activities through a grant or contract with a for-profit or nonprofit entity:

(1) Developing and implementing mechanisms to assist schools in **effectively recruiting and retaining highly qualified teachers**, including specialists in core academic subjects, principals, and pupil services personnel, except that funds made available may be used for pupil services personnel only—
    (A) if the LEA is making progress toward meeting the annual measurable objectives described in section 1119(a)(2); and
    (B) in a manner consistent with mechanisms to assist schools in effectively recruiting and retaining highly qualified teachers and principals.

(2) Developing and implementing initiatives to assist in **recruiting highly qualified teachers** (particularly initiatives that have proven effective in retaining highly qualified teachers), and hiring highly qualified teachers, who will be assigned teaching positions within their fields, including—
    (A) providing scholarships, signing bonuses, or other **financial incentives**, such as differential pay, for teachers to teach in academic subjects in which there exists a shortage of highly qualified teachers within a school or within the LEA; and in schools in which there exists a shortage of highly qualified teachers;
    (B) recruiting and hiring highly qualified teachers to **reduce class size**, particularly in the early grades; and
    (C) **establishing programs that:**
- **train and hire regular and special education teachers** (which may include hiring special education teachers to team-teach in classrooms that contain both children with disabilities and non-disabled children);
- **train and hire highly qualified teachers of special needs children**, as well as teaching specialists in core academic subjects who will provide increased individualized instruction to students;
- **recruit qualified professionals** from other fields, including highly qualified paraprofessionals, and provide such professionals with alternative routes to teacher certification, including developing and implementing hiring policies that ensure comprehensive recruitment efforts as a way to expand the applicant pool, such as through identifying teachers certified through alternative routes, and using a system of intensive screening designed to hire the most qualified applicants; and
- **provide increased opportunities for minorities**, individuals with disabilities, and other individuals underrepresented in the teaching profession.

(3) **Providing professional development activities**
    (A) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning—
- one or more of the core academic subjects that the teachers teach; and
- effective instructional strategies, methods, and skills, and use of challenging State academic content standards and student academic achievement standards, and State assessments, to improve teaching practices and student academic achievement; and

    (B) that improve the knowledge of teachers and principals and, in appropriate cases, paraprofessionals, concerning effective instructional practices and that—
- involve collaborative groups of teachers and administrators;

- provide training in how 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;
- provide training in methods of improving student behavior in the classroom; and identifying early and appropriate interventions to help students that have different learning styles learn;
- provide training to enable teachers and principals to involve parents in their child's education, especially parents of limited English proficient and immigrant children; and
- provide training on how to understand and use data and assessments to improve classroom practice and student learning.

(4) Developing and implementing initiatives to **promote retention** of highly qualified teachers and principals, particularly within elementary schools and secondary schools with a high percentage of low-achieving students, including programs that provide—

(A) **teacher mentoring** from exemplary teachers, principals, or superintendents;

(B) **induction and support** for teachers and principals during their first 3 years of employment as teachers or principals, respectively;

(C) **incentives**, including financial incentives, to retain teachers who have a record of success in helping low-achieving students improve their academic achievement; or

(D) **incentives**, including financial incentives, to principals who have a record of improving the academic achievement of all students, but particularly students from economically disadvantaged families, students from racial and ethnic minority groups, and students with disabilities.

(5) Carrying out programs and activities that are designed to improve the quality of the teacher force, such as—

(A) **innovative professional development programs** (which may be provided through partnerships including institutions of higher education), including programs that train teachers and principals to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy, are consistent with the requirements of section 9101, and are coordinated with activities carried out under part D;

(B) development and use of **proven, cost-effective strategies** for the implementation of professional development activities, such as through the use of technology and distance learning;

(C) **tenure reform**;

(D) **merit pay** programs; and

(E) **testing** of elementary school and secondary school teachers in the academic subjects that the teachers teach.

(6) Carrying out professional development activities designed to improve the quality of principals and superintendents, including the development and support of academies to **help talented aspiring or current** principals and superintendents become outstanding managers and educational leaders.

(7) **Hiring highly qualified teachers**, including teachers who become highly qualified through State and local alternative routes to certification, and special education teachers, in order to reduce class size, particularly in the early grades.

(8) Carrying out **teacher advancement initiatives** that promote professional growth and emphasize multiple career paths (such as paths to becoming a career teacher, mentor teacher, or exemplary teacher) and pay differentiation.

(9) Carrying out programs and activities related to **exemplary teachers**.

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A response is required to each item regardless if Title II, Part A is used to implement the activity.

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.*

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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.

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.

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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 for K-2, FCAT, and Performance Matters 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, Performance Matters, and use of data to improve achievement of students scoring less than Level 3 in reading;

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, Common Core Standards, 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 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, teacher evaluation training for administrators, PD 360 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, through this application, will be tied to the standards [Section 2122 (b)(1)(A)(ii)].

Response: *Training activities are correlated to Next Generation Standards and Common Core 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.*

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Annual Measurable Objectives

6. Provide realistic annual measurable outcome objectives for all activities funded through 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 2011-2012 school year, students in White, Black, Economically disadvantaged, and Students with Disabilities subgroups will maintain or increase reading achievement to meet state proficiency targets. Eighty six percent (86 %) of the students in each subgroup will score at or above a level three (3)*

By the end of the 2011-2012 school year, students in White, Black, Economically disadvantaged, and Students with Disabilities subgroups will maintain or increase math achievement to meet state proficiency targets. Eighty six percent (86 %) of the students in each subgroup will score at or above a level three (3)

By the end of the 2011-2012 school year, the percentage of students in the White and Economically Disadvantaged subgroups meeting proficiency targets will increase by 1%

By the end of the 2011-2012 school year, the percentage of students in grades 5, 8 and 11 meeting proficiency targets in science will increase by 4%

By the end of the 2011-2012 school year 100% of our teachers and/or paraprofessionals will be highly qualified

By the end of the 2011-2012 school year, at least seventy five percent (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 2011-2012 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 2011-2012 school year, the percentage of Hospital Homebound students being served via distance learning will increase by 10 % as evidenced by Hospital Homebound reporting data.

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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 11-12 professional development activities. Meeting are held bi-weekly for all Instructional Division administrators, monthly will all curriculum specialists, and bi-monthly with all school administrators to continue coordination of programs.*

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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].

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 2012, eighty percent (80%) of teachers and administrators will integrate technology and information literacy into the curriculum as measured by District reporting data including usage reports for follow-up web-based resources and discussion boards.*

By June 2012, seventy eight percent (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 2012, each school will have a team to mentor teachers as they integrate technology into the curriculum and fully utilize district-wide 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 2011-2012.

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: *N/A*

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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.*

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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 Performance Matters, FAIR, Thinklink, Harcourt and Prentice Hall math & science assessments. Teachers and administrators will use knowledge gained to develop Individual Professional Training Plans to improve student achievement.*

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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 are 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 2012.*

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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 Performance Matters; and offering teacher in-service activities with parent involvement components that include activities and strategies to improve student achievement.*

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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.*

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A) _____

Name of Eligible Recipient: _____

B) _____

Project Number: **(DOE USE ONLY)**

FLORIDA DEPARTMENT OF EDUCATION
BUDGET NARRATIVE FORM

(1) FUNCTION	(2) OBJECT	(3) ACCOUNT TITLE AND NARRATIVE	(4) FTE POSITION	(5) AMOUNT
6400	120	Salaries: PD Facilitators	0.0	$4246.12
6400	130	Salaries: Curriculum Specialists	3.0	$163,130.00
6400	130	Salaries: Technology Integration Specialists	2.0	$134,449.00
6400	140	Salaries: PD Substitutes to include but not limited to: Intervention, Technology and Curriculum Trainings	0.0	$40,269.50
6400	210	Retirement	0.0	$32,837.50
6400	220	Social Security/Medicare	0.0	$23,649.21
6400	230	Insurance	0.0	$26,782.11
6400	240	Workman's Compensation	0.0	$3,410.94
6400	310	Consultants: PD to include but not limited to: HRMD, ESOL, Reading, Virtual School,	0.0	$19,304.89
6400	330	Travel: To include but not limited to: Curriculum/Technology Conferences, Virtual School Trainings, Federal Project Trainings, Teacher Evaluation Trainings/Conferences, for Private Schools & SDCC Departments	0.0	$34,183.51
6400	350	Repairs & Maintenance: To include but not limited to: ESOL, PD Supplies, PD 360,	0.0	$7962.00
6400	390	Other Purchased Services: To include but not limited to: PD Online Training, Blackboard, LearnKey, iSafe,	0.0	$201,600.00
6400	510	Supplies: To include but not limited to: PD Supplies, PD Books, Training Supplies	0.0	$1,200.00
6400	590	Other Supplies: To include but not limited to: Other training materials and supplies	0.0	$2,784.00
6400	646	Computer Hardware <$750: To include but not limited to: PD Hardware for information/technology literacy, ESOL, Administrator observation, iTouch, iPad,	0.0	$16,800.00
6400	730	Dues and Fees: To include but not limited to: Tuition reimbursement	0.0	$162,806.78
6400	790	Indirect Cost: PD Indirect Cost	0.0	$30,076.44
6400	730	Additional Budgeted Until FINAL Allocation UPLOADED	0.0	$168,989.00
			C) TOTAL	**$900,492.00**
			TOTAL ONLINE	**$1,069481.00**

Title II, Part A – Teacher and Principal Training and Recruiting Fund
2011-2012 LEA Application

Instructions Budget Narrative Form

This form should be completed based on the instructions outlined below, unless instructed otherwise in the Request for Proposal (RFP) or Request for Application (RFA).

A.   Enter Name of Eligible Recipient.

B.   **(DOE USE ONLY)**

COLUMN 1
FUNCTION: **SCHOOL DISTRICTS ONLY:**
   Use the four digit function codes as required in the <u>Financial and Program Cost Accounting and Reporting for Florida Schools Manual.</u>

COLUMN 2
OBJECT: **SCHOOL DISTRICTS:**
   Use the three digit object codes as required in the <u>Financial and Program Cost Accounting and Reporting for Florida Schools Manual.</u>

   COMMUNITY COLLEGES:
   Use the first three digits of the object codes listed in the <u>Accounting Manual for Florida's Public Community Colleges</u>.

   UNIVERSITIES AND STATE AGENCIES:
   Use the first three digits of the object codes listed in the <u>Florida Accounting Information Resource Manual</u>.

   OTHER AGENCIES:
   Use the object codes as required in the agency's expenditure chart of accounts.

COLUMN 3   - **ALL APPLICANTS:**
ACCOUNT TITLE: Use the account title that applies to the object code listed in accordance with the agency's accounting
   system.

NARRATIVE: Provide a detailed narrative for each object code listed. For example:

- **SALARIES** - describe the type(s) of positions requested. Use a separate line to describe each type of position.
- **OTHER PERSONAL SERVICES** – describe the type of service(s) and an estimated number of hours for each type of position. OPS is defined as compensation paid to persons, including substitute teachers not under contract, who are employed to provide temporary services to the program.
- **PROFESSIONAL/TECHNICAL SERVICES** - describe services rendered by personnel, other than agency personnel employees, who provide specialized skills and knowledge.
- **CONTRACTUAL SERVICES AND/OR INTER-AGENCY AGREEMENTS** - provide the agency name and description of the service(s) to be rendered.
- **TRAVEL** - provide a description of each type of travel to be supported with project funds, such as conference(s), in district or out of district, and out of state. Do not list individual names. List individual position(s) when travel funds are being requested to perform necessary activities.
- **CAPITAL OUTLAY** - provide the type of items/equipment to be purchased with project funds.
- **INDIRECT COST** - provide the percentage rate being used. Use the current approved rate. (Reference the DOE Green Book for additional guidance regarding indirect cost.)

COLUMN 4 – MUST BE COMPLETED FOR ALL SALARIES AND OTHER PERSONAL SERVICES.
   FTE - Indicate the Full Time Equivalent (FTE based on the standard workweek for the type of position) number of positions to be funded. Determine FTE by dividing the standard number of weekly hours (e.g., 35 hours) for the type of position (e.g., teacher aide) into the actual work hours to be funded by the project.

COLUMN 5 - AMOUNT - Provide the budget amount requested for each object code.

C.   TOTAL - Provide the total for Column (4) on the last page**.** Must be the same amount as requested on the DOE-100A or B.