
Columbia County District School Board

General Assurances

The Department of Education has developed and implemented a document entitled, General Terms, Assurances and Conditions for Participation in Federal and State Programs, 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>

School Districts, Community Colleges, Universities and State Agencies

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.

No Child Left Behind Assurances (Applicable to All Funded Programs)

By my signature on this application, I hereby certify that the **Columbia County District School Board** will comply with the following requirements of the Elementary and Secondary Education Act (ESEA) as reauthorized as No Child Left Behind (NCLB) 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.

Persistently Dangerous Schools

- 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: For the 2010-11 school year, 24 of the district's teachers were reported as "not highly qualified" for the February FTE. On review, it was found that of the 24 reported, 22 were either reported in error, multiple entries for the same teacher, or teachers added the certification later in the year. That leaves 2 teachers to address. One has passed the SAE and needs to add the certification. The other is working toward adding ESE to their certification.

On 2011 FCAT Science, 49% of tested fifth graders scored level 3 or higher; 39% of eighth graders scored level 3 or higher; and 37% of 11th graders scored level 3 or higher.

On 2011 FCAT Math, the percentage of each grade level scoring level 3 or above is as follows: Grade 3, 81%; Grade 4, 80%; Grade 5, 63%; Grade 6, 58%; Grade 7, 54%; Grade 8, 58%; Grade 9, 65%; and Grade 10, 70%.

On 2011 FCAT Reading, the percentage of each grade level scoring level 3 or above is as follows: Grade 3, 78%; Grade 4, 76%; Grade 5, 73%; Grade 6, 64%; Grade 7, 66%; Grade 8, 47%; Grade 9, 44%; and Grade 10, 32%.

On 2011 FCAT Writing, 83% of tested fourth graders scored level 4.0 or higher; 81% of eighth graders scored level 4.0 or higher; and 71% of 10th graders scored level 4.0 or higher.

The district's goal is for each subgroup to meet or exceed the AYP target, meet "safe harbor" provisions, or meet needed growth model requirements.

With Columbia High School's status under the state's Differentiated Accountability model, the district plans on allocating any available additional funds under this grant to Columbia High School to assist with Professional Development requirements to aide in improving student achievement.

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: Collaboration takes place initially at the school level by each school's School Advisory Council (SAC) that is composed of parents, business partners, teachers, administrators and support staff. The composition of members of each SAC is at least 51% parent, community, and business members. Each SAC develops a School Improvement Plan and completes a Professional Development Needs Assessment. The district-level instructional leadership team also reviews data and plans strategies with school leaders. State and federal initiatives are integral for collaboration also. The district cooperates with other regional districts through the Schultz Center for Teaching and Leadership and NEFEC for various programs.

Private schools are contacted by certified mail inviting them to participate. Each private school conducts a needs assessment and communication takes place to assist the private schools in meeting their staff development needs.

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: The district will continue the option of a district Alternative Certification program to ensure that students receive effective instruction from highly qualified teachers, when Alternative Certification is selected as the option for meeting initial certification/HQ requirements by eligible teachers. The district will also support teachers' participation in Educator Preparation Institutes in order to ensure that students receive effective instruction from highly qualified teachers. On-going training will be offered to those needing the Reading and ESOL Endorsements, via local professional development programs. The district also provides resource materials for subject area exam preparation (SAE); test preparation courses (where developed and available) for SAEs, and reimbursement for SAE and other fees for adding subject areas to an existing certificate, to ensure all core teachers meet Highly Qualified requirements. Teachers identified on the prior year's FTE and coded as "G" on the NHQ reports are notified of the district's assistance in their areas.

Title II funds are used to reimburse non-HQ teachers who take and pass subject area exams to meet the highly qualified requirements for core subject areas and who add the coverage to their certificate. Reimbursement is also provided for costs to add the coverage to their certificate. Additional supports are in place to assist new teachers who have not met the "highly qualified" standard such as peer teachers, mentoring programs, Transition to Teaching programs, and mentoring by National Board Certified Teachers. These additional supports are funded through local dollars and other state-administered grants.

The district collaborates with Florida Gateway College's Educator Prep Institute to offer test preparation courses for FTCE exams to assist teachers in passing the required exams to meet the HQ requirements.

Any teacher who does not meet the criteria for "highly qualified" enters into an agreement with the district to meet that standard within a two year period.

The district has several new administrators and several experienced administrators approaching retirement. Thus, the district has a need to provide professional development opportunities for principals. Funds from Title II will be used to support training for principals and assistant principals to develop school leadership capacity. Many activities are through the Principal Leadership Academy (NEFEC) and Crown Consortium.

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: A review of test scores shows that secondary students are not meeting proficiency targets in reading. To target this need, the district will use Title II funds to pay Reading Coaches in secondary schools. These reading coaches will provide professional development opportunities for the secondary teachers which will lead to an increase in the classroom teacher's effectiveness.

Test scores also indicate students performing below proficiency targets in the area of mathematics and science. The district implemented the Florida SUMS (Students Understanding Math and Science) program in six elementary schools. This is a K - 5 mathematics and science initiative for schools in the NEFEC districts. This initiative is modeled after the Alabama Mathematics, Science, and Technology Initiative.

The goals of Florida SUMS are aligned with United States Department of Education's Teacher Mathematics and Science Initiative Knowledge and Work Group Report (October 31, 2003) and are as follows: deliver professional development grounded in research on mathematics and children's cognition, increase teacher knowledge of research-based mathematics pedagogy and methodology, increase teacher knowledge of mathematical concepts, and evaluate the effect of Florida SUMS on student mathematical achievement.

Florida SUMS is a research based initiatives that have been implemented in other districts and prompted increases in student learning, which indicates an increase in teacher effectiveness.

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Additionally, with advances in educational technology, the districts teachers need training on integrating the technology into the classroom. This will improve student engagement, which should, in turn, increase student learning. To assist, II-A funds will be used to provide a resource teacher to develop and deliver technology training to teachers throughout the district.

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)].

<http://www.fldoe.org/bii/Curriculum/>

Response: The curricula and programs identified specifically support instruction in high academic standards, as identified in the Florida Sunshine State Standards, and measured by the FCAT assessments and the SAT-10. A major component of this plan is to support ESOL and Reading teachers, and first year teachers, with support, training and instructional coaching, especially for teachers who are in process of becoming Highly Qualified under NCLB standards and requirements.

Trainings will follow the Florida Staff Development Protocol and will focus on aligning Sunshine State Standards in all core academic areas, with a focus on reading in all content areas at all levels of instruction. All Programs funded by state and federal dollars will be reviewed to ensure that they are research based and relevant to the goals of the state and the Title II Part A Fund.

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: The following topics are included in the training provided by Reading Coaches: phonics & phonemic awareness, reading/writing connection, language development, vocabulary, comprehension, and content specific strategies. The district emphasizes that each teacher needs to be knowledgeable and address each area in order for a student to be successful. Reading strategies are for all teachers, not just reading and language arts teachers. The district will use available grant funds to assist teachers in achieving their Reading Endorsements.

SUMS (Students Using Math and Science) empowers teachers in grades K-5 to use inquiry based instruction through math and science. The approach taken to teaching math allows the teacher to use a variety of strategies and manipulatives in an effort to help the students develop a strong understanding of the concepts.

To further assist in math and science improvement, the district will participate in activities with the Florida Center for Research in Science Technology Engineering and Mathematics (FCR-STEM)

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: The goal for the district is to attain 100% HQT. As a district, we will continue to hire HQT when at all possible. Through the utilization of teacher recruitment and retention funds we will initiate a campaign to encourage current teachers to expand their areas of certification to become highly qualified and in-field. This program will include the reimbursement of subject area exam fees for "passing" scores and reimbursement of DOE fees to update teaching certificates. Our overall goal is to get more teachers in field and working towards and obtaining a highly qualified status.

The district goal for SY 2011-12 is to have 100% of its core courses taught by HQT, as measured by the February FTE.

The goal is for each subgroup to meet AYP targets. Professional development activities will be centered on those areas identified by each school during their data analysis. Schools will schedule individual professional development activities based on their data analysis.

The district will continue to support teachers in earning Reading Endorsements, Florida SUMS training (Science and Math), and the Middle School Math initiative.

The goal for the district is to have a 10% increase in the percent of secondary students scoring Level 3 or higher on FCAT reading and math.

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: Provision of Reading coaches will increase low socio-economic and minority student achievement by supporting the goal of reading and proficiency through modeling of best practices, provision of scientifically-based reading strategies and resources, and monitoring of curriculum implementation and student progress.

FCAT data will be reviewed to determine the achievement level of low-income and minority students as compared to the total enrollment. Each school will conduct a data analysis of student assessment results early in the school year.

Periodic progress monitoring assessments will be given to each student. Results of the monitoring assessments will be used to target specific instruction.

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: Professional development at the school level is planned through the School Advisory Council during the writing of the school improvement plan. They consider all funding sources for professional development and coordinate expenditures of all sources to meet the professional development needs at the school level.

District level professional development via Title II-A is planned in conjunction with Title I and Title II-D, and other grants and programs, along with curriculum and accountability staff, to coordinate expenditures in all projects to meet the needs of the teachers. This is accomplished via called meetings, monthly curriculum meetings, and monthly principal meetings.

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].

The final version of the protocol standards can be found at <http://www.fldoe.org/profdev/pdf/pdsprotocol.pdf> and the revised rule https://www.flrules.org/gateway/notice_files.asp?ID=8567251

Response: Funds from this project will be utilized to fund a teacher mentoring and training program. Title II funds will be utilized for stipends paid to mentor teachers who will be mentoring beginning teachers. All administrators have been trained and will continue to be updated on the FLDOE Professional Development Protocol System. All staff development activities are conducted in accordance with the FLDOE Professional Development Protocol System.

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: NA: Not Applicable

The district has limited funds budgeted for equipment and technology purchases with II-A funds. Technology purchases will be for low cost items such as projectors, and/or items needed to maintain current technology used for professional development.

All professional development offered in the district is evaluated under the PD System Evaluation Protocol.

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: While the district will use its limited Title II, Part D funds for professional development, Title II, Part A funds will be used to provide substitutes for teachers attending the II-D funded training. For the 2011-12 year, II-A funds will be used to pay for two district trainers who will develop training programs and train teachers on use of technology and integrating technology in the classroom.

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: District funding will be utilized to support on-line ESOL staff development trainings delivered by NEFEC and Beacon Educators.

The funds will also be used to promote ESOL and Reading Competency courses, which include differentiated learning.

Professional development in this area may also be offered through FDLRS.

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: The district implemented Rtl in schools during SY 2009-10 and will continue implementation into the 2011-12 school year. A district coordinator of Rtl worked with all elementary schools during the first year of district-wide implementation and added secondary schools for the 10-11 year. For the 2011-12 school year, Rtl will be coordinated at the school level. II-A funds will be available to provide training for teachers, as needed, in strategies to improve student behavior.

Additionally, the district has assigned Behavior Resource Teachers in some schools. These teachers will also provide professional development in the area of classroom management and discipline.

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: Funds from School Improvement, ESE, Title I and local community groups will be utilized to provide parent training activities. The district's Title I office has a collaborative effort with Even Start, Early Learning Coalition, the Public Library, and other agencies to provide training for parents and teachers.

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: Staffs from NEFEC and the Curriculum Department provide on-going and on-site data analysis training as needed. Each instructional and administrative staff members will have access to the student data for their respective schools/classes. Individual Professional Development Plans are based on student data. The school principal reviews IPDP's. The MIS Department works closely with the curriculum department to provide reports that are meaningful and beneficial.

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: All Title I paraprofessionals meet the qualification requirements of NCLB. Additionally, meeting the NCLB paraprofessional requirements are listed in the job description as a minimum qualification for employment in that job.

Currently all Title I teachers meet HQT requirements. All Title I schools are instructed that any teacher must meet HQT requirements at the time of hire. Any Title I school hiring a teacher that does not meet HQT requirements must file a written explanation to the superintendent justifying their recommendation for a non-HQ teacher.

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: The District K-12 Reading Plan, the District Professional Development Plan, and each School Improvement Plan addresses professional development goals and activities that support the CAR-PD, ESOL, Reading Endorsement.

At a minimum the following Title II dollars will be set aside for reading professional development:

Funding for Reading Coaches in schools

Teachers may receive a one-time stipend for adding Reading Endorsement or Certification and/or ESOL Endorsement or Certification.

Dissemination and Marketing

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

Response: All teachers (and paraprofessionals as applicable), both public and private, receive advance notification of training that is being offered. Notification is primarily through email however information is posted on websites and bulletin boards at schools. Project activities are planned in conjunction with principals, district administrators, and School Advisory Councils.

**FLORIDA DEPARTMENT OF EDUCATION
BUDGET DESCRIPTION FORM -
Title II, Part A, Teacher and Principal Training and Recruiting Fund 2011-
2012**

A) NAME OF ELIGIBLE RECIPIENT: **Columbia County District School Board**
B) Project Number (DOE USE ONLY): **120-2242A-2CT01**

E) TAPS
Number
12A052

count	Activity	Function	Object	Account Title and Description	FTE	Amount
1	Recruitment services from NEFEC	6300	311	<u>Subagreements up to \$25,000</u> Subagreements up to \$25,000	0.000	\$5,000.00
2	Travel for recruitment	6300	330	<u>Travel</u> Travel	0.000	\$500.00
3	Supplies for recruitment (brochures, supplies, materials, etc., for displays at recruitment fairs)	6300	510	<u>Supplies</u> Supplies	0.000	\$500.00
4	Stipends for teachers to participate in workshops such as Florida Reading Initiative, Florida SUMS, Middle School Science Initiative, Promise, and PD activities that take place outside of the contract day	6400	120	<u>Classroom Teachers</u> Classroom Teachers/Stipends	0.000	\$110,000.00
5	Supplemental incentive payments for teachers earning Reading Cert/Endorsement and/or ESOL Cert/Endorsement; Peer Teachers to mentor beginning teachers	6400	120	<u>Classroom Teachers</u> Classroom Teachers	0.000	\$51,000.00
6	Reading Coaches to provide training and model lessons in secondary schools; Resource teachers to provide training on technology use and integration	6400	139	Other Certified Instructional Personnel	8.000	\$387,107.00
7	Retirement benefit	6400	210	<u>Retirement</u> Retirement 4.91%	0.000	\$26,912.05
8	Social Security (FICA)	6400	220	<u>Social Security</u> Social Security 7.65%	0.000	\$41,930.19
9	Group Insurance Benefits	6400	230	<u>Group Insurance</u> Group Insurance	0.000	\$44,000.00
10	Consultant fees for providers of professional development activities in reading, math, science, writing, and school leadership (including non-public schools) Crown Consortium-	6400	311	<u>Subagreements up to \$25,000</u> Subagreements up to \$25,000	0.000	\$60,000.00

	\$10,000 NEFEC-\$10,000 Pro Devel Assoc-\$ 20,000 Beacon Educator \$ 20,000 Smaller Individual Consultants and Trainers- \$20,000					
11	Travel for teachers and principals to attend conferences and workshops designed to assist in increasing student achievement in reading, writing, math, science, and other curricular areas	6400	330	<u>Travel</u> Travel	0.000	\$60,000.00
12	Printing, reproduction, and binding of items needed for staff development activities	6400	390	<u>Other Purchased Services</u> Other Purchased Services	0.000	\$5,000.00
13	Supplies and materials needed for staff development activities	6400	510	<u>Supplies</u> Materials and Supplies	0.000	\$3,928.67
14	AV equipment needed to provided professional development activities	6400	621	<u>Audio Visual Materials Capitalized</u> AV Equipment over \$1000; DVDs, tapes, books, charts, maps, etc. needed to provided professional development activities	0.000	\$2,000.00
15	AV equipment needed to provided professional development activities	6400	622	<u>Audio Visual Materials Non-Capitalized</u> AV Equipment under \$1000; DVDs, tapes, books, charts, maps, etc. needed to provided professional development activities	0.000	\$1,000.00
16	Reimbursement for teachers taking FTCE test prep courses, SAE exam fees, and other costs associated with earning HQT status; tuition and registration for courses; payment for certification costs	6400	730	<u>Dues and Fees</u> Dues and Fees	0.000	\$10,000.00
17	Substitutes to pay for teachers attending PD activities	6400	750	<u>Other Personal Services</u> Substitutes	0.000	\$22,187.76
18	Indirect Costs	7200	790	<u>Miscellaneous Expenses</u> Indirect Costs (3.86%) all but 600's	0.000	\$31,963.33
Totals:					8.000	\$863,029.00

DOE 101



Gerard Robinson, Commissioner