



FLORIDA DEPARTMENT OF EDUCATION
Request for Proposal/Application

Bureau/Office

Division of Public Schools/Bureau of Educator Recruitment, Development, and Retention

Program Name

Title II, Part A - Teachers and Principals Training and Recruiting Fund

Specific Funding Authority (ies)

Federal, No Child Left Behind Act, 2001, P. L. 107-110, CFDA 84.367A

Title II, Part A- Teacher and Principal Training and Recruiting Fund, Section 2103(a)

Funding Purpose/Priorities

“Florida’s mission is to increase the proficiency of all students within one seamless, efficient system, their knowledge and skills through learning opportunities and research valued by students, parents and communities. Our goals are:

- Highest Student Achievement
- Seamless Articulation and Maximum Access
- Skilled Workforce and Economic Development
- Quality Efficient Services”

The general purpose is to provide entitlement projects to local educational agencies. The projects are intended to increase student academic achievement through strategies such as improving teacher and principal quality and increasing the number of highly qualified teachers in the classroom and highly qualified principals and assistant principals in schools. An additional purpose is to hold local educational agencies and schools accountable for improvements in student academic achievement. An appropriate use of the funds consistent with the purpose supporting statewide education reform efforts is to provide professional development on the components and implementation of Florida’s Continuous Improvement Model.

Type of Award

Entitlement

Total Funding Amount

\$125,277,425 (preliminary)

Budget Period

Effective July 1, 2006 or date received in substantially approvable form, whichever is later, through June 30, 2007

Program Performance Period

Effective July 1, 2006 or date received in substantially approvable form, whichever is later, through June 30, 2007

Target Population

Target populations include educators, administrators and staff.

Eligible Applicant(s)

Local Educational Agencies (LEAs)

Application Due Date

Entitlement projects will be effective on the date received or July 1, 2006 whichever is later and will remain in effect through June 30, 2007. Projects should be submitted as soon as possible and **not later than December 8th, 2006.**

The due date refers to the date of receipt in Grants Management. For Federal programs, the project effective date will be the date that the application is received within DOE meeting conditions for acceptance, or the date of receipt of the Federal Award Notification, whichever is later. For State programs, the project effective date will be no earlier than the effective date of the legislative appropriation, usually July 1. The ending date can be no later than June 30, of the fiscal year unless otherwise specified in statute or proviso.

Contact Persons

Peggy L. Primicerio 850-245-0734 Fax: 850-245-0543 Email: Peggy.Primicerio@fldoe.org
Kynder Crossner 850-245-0722 Fax: 850-245-0737 Email: Kynder.Crossner@fldoe.org

Assurances

Assurances specific to Title II, Part A are listed on page three of the LEA application, which is attached.

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:

- **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;**
- **applicable regulations of other Federal agencies; and**
- **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.firn.edu/doe/comptroller/gbook.htm>

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.

Funding Method

This entitlement program is formula driven; the preliminary allocation chart is attached. Allowable expenditures are in accordance with the NCLB federal legislation, section 2123. Unallowable expenditures are listed in the Education Department General Administrative Regulations (EDGAR); these are also listed in the attached application as assurances, e.g., supplement not supplant, etc.

Federal Cash Advance –On-Line Reporting required monthly to record expenditures.

Federal cash advances will be made by state warrant or electronic funds transfer (EFT) to a recipient for disbursements. For federally funded projects, requests for federal cash advance must be made on the Electronic Federal Cash Advance Request System. If at times it is determined that disbursements are going to exceed the amount of cash on hand plus cash in transit, an on-line amendment can be made prior to the due date of the next Federal Cash Advance distribution on the Electronic Federal Cash Advance Request System.

Fiscal Requirements

Supporting documentation for expenditures is required for all funding methods. Examples of such documentation include: invoices with check numbers verifying payment, and/or bank statements; all or any of which must be available upon request.

NARRATIVE SECTION

Project Design-Narrative

Allowable activities under Title II, Part A are on pages five and six. These activities are chosen by the applicant based on a needs assessment described on page four of the LEA application.

The description of planned program activities, based on stated needs assessment are within pages seven through ten of the LEA application.

The district must incorporate into the needs assessment the results of annual performance appraisals for teachers and principals. In addition, data must be presented to show how many teachers meet the Highly Qualified requirements of section 1119 of No Child Left Behind (NCLB), how many do not meet these requirements and how many are not yet required to meet the requirements but are in process. Districts shall demonstrate how the proposed activities in this application assure priority will be given to teachers not meeting the Highly Qualified requirements.

State and local resources are available through various avenues to assist in accomplishing these Imperatives for all teachers. In particular, staff development appropriations, teacher training initiatives and numerous grant opportunities may be brought to bear on these needs. Title II, Part A funds are specifically allocated to assist school districts in preparing, training and recruiting high quality teachers and principals. These funds may be used to assist LEAs both in meeting the current requirements and in being prepared to meet the 2006-07 requirements. Doing so will also ensure that the LEA is positioned to meet the Strategic Imperatives.

Through the implementation of the funding priorities the reading needs of students will be addressed within each district that applies for these funds. A minimum of 10 percent of each applicant's allocation must be focused on training and support of Florida's reading initiative, Just Read, Florida! Proposed expenditures for the reading initiative will be reflected on the DOE 102 Budget form.

New Requirement: Based on the 2005-06 School Performance Grading System, LEAs with schools receiving an F must hire a school-based mathematic coach for each identified F school. Coaches employed with these funds must have a minimum of a bachelor's degree with appropriate Florida teacher certification, preferably with advanced coursework at the Master's degree level or higher, and in-depth mathematics content knowledge. The coach(s) will serve as a stable resource for professional development, progress monitoring, and student data analysis throughout the school to generate improvement in mathematics instruction and achievement. Mathematics coaches will be expected to offer professional development on a variety of high quality mathematics instructional strategies, moving from concrete instructional strategies to abstract, and data management skills. The coach shall provide support and provide initial and ongoing professional development to teachers in each of the Sunshine State Standards mathematics Benchmarks, administration and interpretation of instructional assessments, and differential instruction. The coach will model effective instructional strategies for teachers, facilitate study groups, train teachers in data analysis, and coach and mentor colleagues. And in general, provide daily support to classroom teachers to ensure high fidelity implementation of comprehensive mathematic programs. Professional Development in-service activities provided by the coach should include but not limited to the following:

- Examination and discussion of teacher knowledge relative to high quality mathematic instruction;
- Delivery and scaffolding of instruction in each mathematic strand of number sense, measurement, geometry, algebraic thinking and data analysis;
- Administration and use of instructional assessment to include screening, diagnosis testing, progress monitoring and outcome measures;
- Data analysis for planning instruction and effective use of time;
- Methods for providing differentiated instruction in the classroom, including meeting the needs of students with disabilities and limited English proficient students; and
- Increasing instructional density.

The district will provide a marketing plan that describes how information about the project(s) will be disseminated and marketed to appropriate populations.

Strategic Imperatives:

1. Increase the Supply of Highly Effective Teachers
Every public school classroom is led by a highly effective teacher.
2. Set, Align and Apply Academic Curricular and Testing Standards
Every student progresses and advances to the next educational level based on proficiency.
3. Improve Student Rates of Learning
Every student is proficient on grade level in reading, writing, and mathematics.
4. Improve the Quality of Instructional Leadership
Every educational institution is led by a quality instructional leader.
5. Increase the Quantity and Improve the Quality of Education Options
Every student and parent has reasonable access to a choice of quality public or private education.
6. Align Workforce Education Programs with Skill Requirements of the New Economy
Every workforce education program graduate has competencies required to succeed in his or her field.
7. Align Financial Resources with Performance
All resources are allocated and used solely to improve student and institutional performance.
8. Coordinate Efforts to Improve Higher Student Learning
The State Board of Education and Board of Governors collaborate to provide world-class higher education opportunities.

Florida's Strategic Imperatives are congruent with the direction and intent of the No Child Left Behind statute; in particular, "Imperative 1: Increasing the supply of highly qualified K-12 instructors" and "Imperative 4: Improving the quality of school leadership at all levels." The federal and state requirements in this area support each other to focus objectives and funds.

Support for Reading/Strategic Imperatives

Each applicant will describe how, through the implementation of the funding priorities, the reading needs of students will be addressed within each district that applies for these funds (see application form, item 17). A minimum of 10 percent of each applicant's allocation must be focused on training and support of Florida's reading initiative, Just Read, Florida!

Describe how the proposed project will incorporate reading initiatives and one or more of the Florida State Board of Education (SBE) strategic imperatives.

URL: http://www.fdoe.org/meetings/2005_01_18/StratPlanDetails.pdf

Dissemination/Marketing

Each applicant will provide a marketing plan that describes how information about the project(s) will be disseminated and marketed to appropriate populations (see application form, item 18).

Describe methods /strategies you will use to disseminate and market information about the project to appropriate populations.

Reporting Outcomes

Each applicant is required to evaluate 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 (assurances).

For Federal Programs - General Education Provisions Act (GEPA)

All applicants for federal funds must address the provision of Section 427 of the General Education Provisions Act (GEPA), enacted as part of the Improving America's Schools Act, P.L. 103-382, 1994: This provision requires each school district to provide a description of the steps the school district proposes to take to ensure equitable access to, and participation in, its federal assisted program(s) for students, teachers, and other program beneficiaries with special needs; The provision allows applicants discretion in developing the required description(s); The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age; Section 427 is not intended to replace the requirements of civil rights statutes, but rather to ensure that, in designing programs, applicants for federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the program and to achieve to high standards; and consistent with the program requirements and its approved application, an applicant may use the federal funds awarded it to eliminate barriers it identified.

Equitable Services for Private School Participation

The following requirements are embodied within the application (see assurance number four on page three, description of collaboration with private school personnel in item one, page seven and the rest of the application will include activities conducted pertaining to the public and private school implementation to meet the needs assessed).

In accordance with P.L. 107-110, Title IX, Part E Uniform Provisions, Subpart 1, Section 9501, the applicant must provide a detailed plan of action for providing consultation for equitable services to private school children and teachers within the local education agency (ies) service area. For details, refer to URL:

<http://www.ed.gov/policy/elsec/leg/esea02/pg111.html>.

Conditions for Acceptance

The requirements listed below must be met for applications to be considered for review:

- 1) Application is received in DOE within the timeframe specified by the RFA**
- 2) Application includes required forms: DOE 100A or 100B Project Application Form and DOE 101 - Budget Narrative Form**
- 3) All required forms must have the assigned TAPS Number included on the form**
- 4) All required forms have original signatures by an authorized entity**
- 5) Application must be submitted to:**

**Office of Grants Management
Florida Department of Education
325 W. Gaines Street, (Room 344)
Tallahassee, Florida 32399-0400**

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.

Method of Review

Department staff will review for federal requirements, state initiatives and professional development goals.

Title II, NCLB 2006-2007	Hold Harmless Req. II & CSR Totals 2001-02	Total 06-07 Allocation	July 1st	October 1st Remaining
Alachua	1,195,793	1,530,353	765,176	765,176
Baker	165,328	211,022	105,511	105,511
Bay	1,006,406	1,319,811	659,906	659,906
Bradford	191,234	243,725	121,863	121,863
Brevard	2,159,821	2,808,756	1,404,378	1,404,378
Broward	7,362,720	10,248,428	5,124,214	5,124,214
Calhoun	105,411	136,895	68,448	68,448
Charlotte	507,896	680,526	340,263	340,263
Citrus	581,441	794,268	397,134	397,134
Clay	652,770	821,644	410,822	410,822
Collier	1,015,389	1,384,590	692,295	692,295
Columbia	453,344	613,835	306,917	306,917
Dade	16,165,999	22,628,700	11,314,350	11,314,350
DeSoto	224,637	324,130	162,065	162,065
Dixie	119,390	158,891	79,446	79,446
Duval	4,498,466	5,996,204	2,998,102	2,998,102
Escambia	2,035,136	2,708,735	1,354,368	1,354,368
Flagler	212,132	286,952	143,476	143,476
Franklin	75,314	96,427	48,213	48,213
Gadsden	456,017	590,571	295,286	295,286
Gilchrist	106,992	143,179	71,590	71,590
Glades	57,719	77,752	38,876	38,876
Gulf	98,278	124,449	62,225	62,225
Hamilton	127,238	165,470	82,735	82,735
Hardee	239,047	340,795	170,397	170,397
Hendry	331,022	462,218	231,109	231,109
Hernando	649,089	895,340	447,670	447,670
Highlands	455,495	635,780	317,890	317,890
Hillsborough	5,812,409	7,982,158	3,991,079	3,991,079
Holmes	174,736	227,349	113,675	113,675
Indian River	476,654	634,265	317,132	317,132
Jackson	335,490	430,478	215,239	215,239
Jefferson	115,480	144,485	72,243	72,243
Lafayette	49,524	66,979	33,490	33,490
Lake	1,050,055	1,429,285	714,642	714,642
Lee	1,917,152	2,600,689	1,300,345	1,300,345
Leon	1,058,218	1,362,666	681,333	681,333
Levy	263,772	360,065	180,032	180,032
Liberty	51,497	67,197	33,598	33,598
Madison	165,474	215,254	107,627	107,627
Manatee	1,209,544	1,634,901	817,450	817,450
Marion	1,583,808	2,209,220	1,104,610	1,104,610
Martin	465,646	609,871	304,936	304,936
Monroe	322,192	408,079	204,039	204,039
Nassau	284,564	361,752	180,876	180,876
Okaloosa	848,095	1,125,429	562,714	562,714
Okeechobee	288,682	384,988	192,494	192,494
Orange	4,834,940	6,768,300	3,384,150	3,384,150
Osceola	1,017,533	1,502,854	751,427	751,427
Palm Beach	4,800,495	6,479,194	3,239,597	3,239,597
Pasco	1,674,516	2,315,179	1,157,590	1,157,590

Pinellas	3,761,445	5,066,613	2,533,306	2,533,306
Polk	3,123,474	4,229,006	2,114,503	2,114,503
Putnam	627,484	848,416	424,208	424,208
St. Johns	526,837	656,272	328,136	328,136
St. Lucie	1,157,965	1,567,440	783,720	783,720
Santa Rosa	682,179	887,776	443,888	443,888
Sarasota	1,009,702	1,312,423	656,211	656,211
Seminole	1,666,066	2,124,517	1,062,258	1,062,258
Sumter	325,150	430,143	215,071	215,071
Suwannee	260,729	354,525	177,263	177,263
Taylor	171,971	220,874	110,437	110,437
Union	85,386	109,514	54,757	54,757
Volusia	2,175,923	2,924,549	1,462,274	1,462,274
Wakulla	136,558	180,133	90,066	90,066
Walton	287,642	397,694	198,847	198,847
Washington	172,446	227,487	113,744	113,744
Correctional	6,871	27,916	13,958	13,958
Dozier	2,919	18,771	9,385	9,385
Eckerd	1,519	13,997	6,999	6,999
FAMU*	14,630	21,208	10,604	10,604
FAU*	1,407	6,821	3,410	3,410
FSU*	22,381	38,214	19,107	19,107
UF*	20,609	27,027	13,514	13,514
Sch D & B*	31,693	45,116	22,558	22,558
DRAFT	86,322,987	125,277,425	62,638,713	62,638,713
2/1/06				125,277,425

**Title II, Part A – Teacher and Principal Training and Recruiting Fund
2006-2007 LEA Application**

Please return to: Florida Department of Education Office of Grants Management Room 344 Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400 Telephone: (850) 245-0734 Suncom: 205-0734	A) Program Name: <p align="center">Title II, Part A – Teacher and Principal Training and Recruiting Fund</p> <p align="center">2006-2007 LEA Application</p>	<u>DOE USE ONLY</u> Date Received						
B) Name and Address of Eligible Applicant:		Project Number (DOE Assigned)						
C) Total Funds Requested: \$ _____ <hr/> <p align="center">DOE USE ONLY</p> Total Approved Project: \$ _____	D) Applicant Contact Information <table border="1"> <tr> <td data-bbox="610 772 1068 856">Contact Name:</td> <td data-bbox="1068 772 1524 856">Mailing Address:</td> </tr> <tr> <td data-bbox="610 856 1068 940">Telephone Number:</td> <td data-bbox="1068 856 1524 940">SunCom Number:</td> </tr> <tr> <td data-bbox="610 940 1068 1045">Fax Number:</td> <td data-bbox="1068 940 1524 1045">E-mail Address:</td> </tr> </table>		Contact Name:	Mailing Address:	Telephone Number:	SunCom Number:	Fax Number:	E-mail Address:
Contact Name:	Mailing Address:							
Telephone Number:	SunCom Number:							
Fax Number:	E-mail Address:							
<p align="center">CERTIFICATION</p>								
<p>I, _____, (<i>Please Type Name</i>) 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.</p> <p>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.</p> <p>E) _____ Signature of Agency Head</p>								



**Title II, Part A – Teacher and Principal Training and Recruiting Fund
2006-2007 LEA Application**

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.



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.

Title II, Part A – Teacher and Principal Training and Recruiting Fund 2006-2007 LEA Application

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 [Section 2122 (b)(8)]. *The district must incorporate into the needs assessment the results of annual performance appraisals for teachers and principals. The needs assessment must include an evaluation component that measures the extent to which training activities accomplished the student performance gains that were predicted to result from the training activities. In addition, data must be presented to show how many teachers meet the Highly Qualified requirements of 1119, how many do not meet these requirements and how many are not yet required to meet the requirements but are in process.*

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

Title II, Part A – Teacher and Principal Training and Recruiting Fund 2006-2007 LEA Application

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;

Title II, Part A – Teacher and Principal Training and Recruiting Fund 2006-2007 LEA Application

- 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**.

**Title II, Part A – Teacher and Principal Training and Recruiting Fund
2006-2007 LEA Application**

16. Describe proposed steps to ensure equitable access to, and participation in, federally assisted program(s) included in this application for students, teachers, and other program beneficiaries with special needs as listed in the instructions, GEPA, Section 427.
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>. This item must include data to support the use of the application of at least 10% of the district allocation or show that the need has been met. Expenditures for reading initiatives must be reflected on the budget page (DOE 102) under column 3, “Account Title and Narrative”. This may be done by note with dollar amount specified for this initiative.
18. Describes how information about the project(s) will be disseminated and marketed to appropriate populations.

Title II, Part A – Teacher and Principal Training and Recruiting Fund 2006-2007 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 Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

Column 2

OBJECT: SCHOOL DISTRICTS:

Use the three digit object codes as required in the Financial and Program Cost Accounting and Reporting for Florida Schools Manual.

COMMUNITY COLLEGES:

Use the first three digits of the object codes listed in the Accounting Manual for Florida's Public Community Colleges.

UNIVERSITIES AND STATE AGENCIES:

Use the first three digits of the object codes listed in the Florida Accounting Information Resource Manual.

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.