

**Title II, Part A – Teacher and Principal Training and Recruiting Fund  
2005-2006 LEA Application**

**FLORIDA DEPARTMENT OF EDUCATION  
PROJECT APPLICATION**

<b>TAPS Number</b>
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<b>Please return to:</b>  Florida Department of Education Bureau of Grants Management <b>Room 344</b> Turlington Building 325 West Gaines Street Tallahassee, Florida 32399-0400  Telephone: (850) 245-0501 Suncom: 205-0501	<b>A) Program Name:</b>  <p align="center"><b>Title II, Part A – Teacher and Principal Training and Recruiting Fund</b></p> <p align="center"><b>2005-2006 LEA Application</b></p>	<b>DOE USE ONLY</b>  Date Received
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<b>B) Name and Address of Eligible Applicant:</b>	<b>Project Number (DOE Assigned)</b>
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<b>C) Total Funds Requested:</b>  \$ _____  <hr/> <p align="center"><b>DOE USE ONLY</b></p> <b>Total Approved Project:</b>  \$ _____	<b>D) Applicant Contact Information</b> <table border="1"> <tr> <td>Contact Name:</td> <td>Mailing Address:</td> </tr> <tr> <td>Telephone Number:</td> <td>SunCom Number:</td> </tr> <tr> <td>Fax Number:</td> <td>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:						

**CERTIFICATION**

I, \_\_\_\_\_, *(Please Type Name)* 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 [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.

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### 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;

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- 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 whether Title II, Part A funds are used to implement the activity.**

**Program Descriptions**

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)].
  
2. Describe the 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 [Section 2122 (b)(1)(A)(i)]. *Demonstrate how the proposed activities assure priority will be given to teachers not meeting the Highly Qualified requirements.*
  
3. Describe how the curricula and programs are tied to the standards described above [Section 2122 (b)(1)(A)(ii)].
  
  
4. 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)].
  
  
5. Describe the annual measurable outcome objectives for the activities that will have a positive impact on student academic achievement [Section 2122 (b)(2)]. *Identify the outcome measures that will be used to demonstrate the accomplishment of those objectives.*

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6. 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)].
7. 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)].
8. Describe the professional development activities, aligned with *the State Board of Education’s Strategic Imperatives 1 and 4*, that will be made available to teachers and principals [Section 2122 (b)(5)].
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 met using these funds [Section 2122 (b)(5)].
10. Describe how the LEA will integrate funds with funds received under Title II, Part D that are used for professional development to train teachers to integrate technology into curricula and instruction to improve teaching, learning, and technology literacy. *Title II, Part D, Enhancing Education through Technology, entitlement portion* [Section 2122 (b)(6)].



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11. 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)].
  
12. 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 (described in the above paragraph) learn [Section 2122 (b)(9)(B)].
  
13. Describe how the LEA will provide training to enable teachers to involve parents in their child's education [Section 2122 (b)(9)(C)].
  
14. 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 the teacher's Individual Professional Development Plan* [Section 2122 (b)(9)(D)].
  
15. Describe how the LEA will use funds to meet the requirements of section 1119. *Title I, Part A, Qualifications for Teachers and Paraprofessionals* [Section 2122 (b)(10)].

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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.

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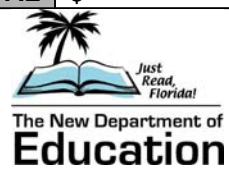
A) \_\_\_\_\_  
Name of Eligible Recipient:

<b>TAPS Number</b>
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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
<b>C) TOTAL</b>				<b>\$</b>



# Title II, Part A – Teacher and Principal Training and Recruiting Fund 2005-2006 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.