

U.S. Department of Education

Washington, D.C. 20202-5335



APPLICATION FOR GRANTS UNDER THE

TRANSITION TO TEACHING PROGRAM (LOCAL)

CFDA # 84.350A

PR/Award # U350A090032

Grants.gov Tracking#: GRANT10132291

Closing Date: JAN 21, 2009

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter c (for example, c1, c2, c3, etc.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application		* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision		* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify) <input type="text"/>	
* 3. Date Received: 01/21/2009		4. Applicant Identifier: <input type="text"/>			
5a. Federal Entity Identifier: <input type="text"/>			* 5b. Federal Award Identifier: <input type="text"/>		
State Use Only:					
6. Date Received by State: <input type="text"/>		7. State Application Identifier: <input type="text"/>			
8. APPLICANT INFORMATION:					
* a. Legal Name: Hillsborough County Public Schools					
* b. Employer/Taxpayer Identification Number (EIN/TIN): 59-6000660			* c. Organizational DUNS: 042471060		
d. Address:					
* Street1:	901 East Kennedy Blvd.				
Street2:	<input type="text"/>				
* City:	Tampa				
County:	<input type="text"/>				
* State:	FL: Florida				
Province:	<input type="text"/>				
* Country:	USA: UNITED STATES				
* Zip / Postal Code:	33602				
e. Organizational Unit:					
Department Name: Grants and Research			Division Name: Student Serv. & Fed. Programs		
f. Name and contact information of person to be contacted on matters involving this application:					
Prefix:	<input type="text"/>	* First Name:	Lynn		
Middle Name:	<input type="text"/>				
* Last Name:	Fell				
Suffix:	<input type="text"/>				
Title:	Grants and Research Operations Officer				
Organizational Affiliation: Hillsborough County Public Schools					
* Telephone Number:	813-272-4880	Fax Number:	813-272-4664		
* Email:	lynn.fell@sdhc.k12.fl.us				

Application for Federal Assistance SF-424

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9. Type of Applicant 1: Select Applicant Type:

C: Independent School District

Type of Applicant 2: Select Applicant Type:

[Empty text box]

Type of Applicant 3: Select Applicant Type:

[Empty text box]

* Other (specify):

[Empty text box]

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.350

CFDA Title:

Transition to Teaching

*** 12. Funding Opportunity Number:**

ED-GRANTS-111308-002

* Title:

Transition to Teaching Grant Program: Local Projects CFDA 84.350A

13. Competition Identification Number:

84-350A2009-2

Title:

[Empty text box]

14. Areas Affected by Project (Cities, Counties, States, etc.):

Hillsborough County, FL

*** 15. Descriptive Title of Applicant's Project:**

Transition to Teaching Program - Project SMART

Attach supporting documents as specified in agency instructions.

Application for Federal Assistance SF-424

Version 02

16. Congressional Districts Of:

* a. Applicant * b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date: * b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="450,000.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="450,000.00"/>

* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?

- a. This application was made available to the State under the Executive Order 12372 Process for review on
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)

Yes No

21. *By signing this application, I certify (1) to the statements contained in the list of certifications** and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)

 ** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name: Middle Name: * Last Name: Suffix: * Title: * Telephone Number: Fax Number: * Email: * Signature of Authorized Representative: * Date Signed:

Application for Federal Assistance SF-424

Version 02

*** Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.

Additional Congressional Districts for Hillsborough County Public Schools:

FL-009

FL-012

January 21, 2009



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
 Hillsborough County Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 89,345	\$ 93,810	\$ 98,503	\$ 103,428	\$ 108,579	\$ 493,665
2. Fringe Benefits	\$ 28,197	\$ 29,607	\$ 31,087	\$ 32,641	\$ 34,267	\$ 155,799
3. Travel	\$ 44,550	\$ 52,350	\$ 52,350	\$ 28,950	\$ 4,440	\$ 182,640
4. Equipment	\$ 81,625	\$ 1,468	\$ 360	\$ 500	\$ 0	\$ 83,953
5. Supplies	\$ 24,828	\$ 13,517	\$ 7,039	\$ 9,092	\$ 3,554	\$ 58,030
6. Contractual	\$ 93,650	\$ 129,150	\$ 90,150	\$ 56,278	\$ 49,150	\$ 418,378
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 17,092	\$ 13,330	\$ 300	\$ 10,000	\$ 2,342	\$ 43,064
9. Total Direct Costs (lines 1-8)	\$ 379,287	\$ 333,232	\$ 279,789	\$ 240,889	\$ 202,332	\$ 1,435,529
10. Indirect Costs*	\$ 10,713	\$ 12,005	\$ 10,211	\$ 9,111	\$ 7,668	\$ 49,708
11. Training Stipends	\$ 60,000	\$ 80,000	\$ 160,000	\$ 200,000	\$ 240,000	\$ 740,000
12. Total Costs (lines 9-11)	\$ 450,000	\$ 425,237	\$ 450,000	\$ 450,000	\$ 450,000	\$ 2,225,237

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2008 To: 6/30/2009 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or, Complies with 34 CFR 76.564(c)(2)?



U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS

OMB Control Number: 1890-0004

Expiration Date: 06/30/2005

Name of Institution/Organization:
Hillsborough County Public Schools

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
2. Fringe Benefits	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee-3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

<p>* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> <p>Lynn Fell</p>	<p>* TITLE</p> <p>Superintendent</p>
<p>* APPLICANT ORGANIZATION</p> <p>Hillsborough County Public Schools</p>	<p>* DATE SUBMITTED</p> <p>01/21/2009</p>

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a contract <input checked="" type="checkbox"/> b grant <input type="checkbox"/> c cooperative agreement <input type="checkbox"/> d loan <input type="checkbox"/> e loan guarantee <input type="checkbox"/> f loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a bid/offer/application <input checked="" type="checkbox"/> b initial award <input type="checkbox"/> c post-award	3. * Report Type: <input checked="" type="checkbox"/> a initial filing <input type="checkbox"/> b material change
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> SubAwardee *Name: Hillsborough County Public School *Street 1: 901 Earl Kennel Blvd Street 2: *City: Tampa State: FL - Florida Zip: 33602 Congressional District if known: FL 011		
5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:		
6. * Federal Department/Agency: US Department of Education	7. * Federal Program Name/Description: Transition to Teaching CFDA Number if applicable: 84 350	
8. Federal Action Number, if known:	9. Award Amount, if known: \$	
10. a. Name and Address of Lobbying Registrant: Prefix: *First Name: Nicole Middle Name: *Last Name: Nicole Suffix: *Street 1: Street 2: *City: State: Zip:		
b. Individual Performing Services (including address if different from No 10a) Prefix: *First Name: Nicole Middle Name: *Last Name: Nicole Suffix: *Street 1: Street 2: *City: State: Zip:		
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure. *Signature: Lynn Felt *Name: Prefix: *First Name: Marvellen Middle Name: *Last Name: Elia Suffix: Title: Superintendent Telephone No.: 813 272 4880 Date: 01/21/2009		
Federal Use Only		Authorized for Local Reproduction Standard Form - LLL (Rev. 7-97)

NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P.L.) 103-382).

To Whom Does This Provision Apply?

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

What Does This Provision Require?

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

Estimated Burden Statement for GEPA Requirements

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Optional - You may attach 1 file to this page.

GEPA.pdf

Add Attachment

Delete Attachment

View Attachment

GENERAL EDUCATION PROVISIONS ACT (GEPA) REQUIREMENT

On the basis of race, color, sex, national origin, marital status, disability, age or religion, no person shall be excluded from participation in, denied the benefits of, or subjected to discrimination under any education program or activity, or in any employment conditions or practices conducted by this school district, except as provided by law.

STATUTORY AUTHORITY: Florida Statute 230.22(2):228.2001:230.23(5)

Equal Access For All:

The primary goal of Hillsborough County Public Schools (HCPS) is to ensure that each student succeeds in his or her quest for a secure future. To that end, the school district continues to focus on equal opportunity for all students and staff regardless of race, creed, ethnicity, socio-economic status, gender, or any other discriminatory criteria. An Equity Committee comprised of district and school personnel reviews all data by school and special programs submitted annually to the court. This data includes information about the programs currently operating in the district.

In addition, the Equity Committee reviews all recommendations about programmatic issues to ensure that all project participants have equal access to all aspects of the program. The district staff continuously gives special attention to those who have been traditionally underrepresented.

- a) Information about programs is available in multiple languages and representatives of the Bilingual/ESOL staff distribute program descriptions and information to ESOL parents.
- b) The district provides equal opportunity for disabled students as required by the Individuals With Disabilities Education Act (IDEA). Whenever appropriate, special education students are mainstreamed into regular and/or special theme classes. Similar provisions have been made for participation of limited English proficient students.

Specific to the Transition to Teaching (TTT) program, HCPS will seek to include all proposed participants in project activities without regards to race, creed, ethnicity, socio-economic status, gender or any other discriminatory criteria. All informational materials will be available in multiple languages. Materials will be designed to meet the physical and language requirements of participants in order to remove barriers to participation. Participants will not be discriminated against in regards to disabilities, and accessibility options will be made available to participants with disabilities so that they may fully participate in the this project program, pursuant to the Americans With Disabilities Act (ADA) and other pertinent Disability Rights legislation.

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION Hillsborough County Public Schools	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input type="text"/>	* First Name: <input type="text" value="MaryEllen"/> Middle Name: <input type="text"/>
* Last Name: <input type="text" value="Elia"/>	Suffix: <input type="text"/>
* Title: <input type="text" value="Superintendent"/>	
* SIGNATURE: <input type="text" value="Lyrr Fell"/>	* DATE: <input type="text" value="01/21/2009"/>

Close Form

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

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2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #: 2, 4

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No Provide Assurance #, if available:

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Please attach an explanation Narrative:

Exempt Research Narrative.pdf	Add Attachment	Delete Attachment	View Attachment
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Exempt Research Narrative

Research activities conducted as part of Hillsborough County Public Schools federal Transition to Teaching Program Grant application are exempt from the regulations for the protection of human subjects for the following reasons. Research conducted in the project will involve the use of data obtained in a manner in which no subjects can be identified and in which no investigators participate in the activities. Research will also involve the collection of existing data that are publicly available and in which no subjects can be identified, such as the number of teachers who receive state certification each year or the number of teachers who are rated as Highly Effective by their principals on their annual review.

Project Narrative

Abstract Narrative

Attachment 1:

Title: Pages: Uploaded File: 1234-abstract.pdf

The **Science and Mathematics Accelerated Readiness for Teaching (SMART)** project, proposed by the Hillsborough County Public Schools (HCPS) is designed to provide high quality comprehensive support to individuals pursuing full teacher certification in the high needs areas of mathematics and science. SMART partners with Tampa Bay Workforce Alliance (TBWA) to provide recruitment and pre selection induction and is designed to recruit and attract only career changers and recent college graduates who have experience or a degree in Science, Technology, Engineering, and Mathematics (STEM) and are willing to teach in a high needs school for a minimum of three years. Goals include: 1) Recruit and place project participants as science and mathematics teachers in high needs schools, 2) Increase the efficacy of the alternative certification program to support an accelerated path to certification/licensure for project participants, and 3) Retain highly qualified participants as science and mathematics teachers in high needs schools. Expected outcomes include: 1) the number of participants with STEM backgrounds in the applicant pool at high needs schools will increase by 20% annually, 2) The number of participants with STEM backgrounds who become teachers of record in mathematics and science at high needs schools will increase by 20% annually, and 3) the number of participants who gain state certification at an accelerated rate will increase by 50%. SMART proposes to begin Year 1 with 30 participants, adding participants each year for a five year project total of 250 participants.

Activities for SMART are specifically tailored for the project and include: 1) targeted recruitment at universities, 2) a year-long professional development series that integrates science and mathematics content and pedagogy, 3) an accelerated time frame of one year to receive state certification, and 4) incentive scholarships to defray costs of National Board Certification or a Master's Degree in Education.

January 21, 2009

Project Narrative

Project Narrative

Attachment 1:

Title: Pages: Uploaded File: 1240-Project Narrative.pdf

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COMPETITIVE PRIORITIES**1) Partnerships or consortia that include a high-need LEA.**

Hillsborough County Public Schools (HCPS), is a high-need Local Education Agency (LEA) with 2007 Census Bureau statistics indicating **28,444 students in families living in poverty**. Additionally, 14.71% of teachers have temporary certificates and 2.42% are teaching out-of-field (HCPS data analysis, 2008). HCPS designed this proposal in **partnership with Tampa Bay WorkForce Alliance (TBWA)**. Both entities will work together to support successful implementation.

2) Districts propose to streamline teacher hiring systems, timelines and processes.

HCPS is the 8th largest school district in the nation. For a school district the size of HCPS, the hiring process can be complex. Vacancy projections for the upcoming school year drive the recruitment and hiring process. The projections are based upon student numbers from the 20th, 40th and 80th day of school. In January an aggregate projection or trend is sent to the state based on these counts. In February school projections are given to area directors who then meet with principals from February through mid-March to gather any additional information. At the end of March instructional needs are sent to Human Resources. The transfer period opens in April and teachers can move from school to school. There are 209 K-12 schools in the district with approximately 12% of the work force moving annually. Teacher resignations and retirements occur throughout the year, but most heavily at the end of the school year or during the summer. Principals know well in advance about retirements, but resignations can occur with little notice.

Current recruitment occurs through outreach at career fairs and three large recruitment days in June. This meets about one third of the need. The current process includes the following steps:

HCPS Hiring Process	
Process Sequence	Barriers
Complete an online application	Website open to anyone with internet access. (Not responsive to specific district need)
Send college transcripts	The transcript is physically attached to the printed online application. Labor intensive
Application is reviewed	Reviewed to determine what qualifications have been successfully met. Labor intensive
Applicant status is posted online; applicant can check his/her status online	Status refers to eligible or not eligible. No further information provided at this point in the process.
Applicant calls or e-mails for further direction	Can not directly link to further directions or explanation; time consuming.
If status is "Pending" the application is incomplete	Candidate has to call for directions.
If status is "Ineligible" applicant calls or e-mails for further direction	There is no link to an explanation.
If status is "Eligible" and coursework is sufficient; candidates receive a letter of invitation to district interview day or can check the vacancy lists and contact principals	Vacancy lists are inaccurate; non-ed candidates for hard to staff areas are not differentiated; principals can't access the eligible list and contact a candidate.
If eligible but course work is not sufficient for certification, candidates take Subject Area Knowledge Test	Prospective employees must call for information and schedule the testing individually.
Candidate applies with the state for a temporary certificate.	Waits for certificate and then adds to file ; no status report available.
Accesses vacancy list and schedules interviews at individual schools	Vacancy list may be inaccurate; candidate must call and schedule interviews.
Non-ed candidates attend Alternative Certification Program (ACP) information meeting after hiring	Can't enroll until after hired and attend scheduled information session.
Complete ACP program in 24 months	Teachers with no classroom experience may defer support by up to two years by not joining or completing the ACP program in their first year; students then taught by inexperienced, temporarily certificated teachers receiving no support.

The new hiring process implemented within this project is designed to streamline the process and create a more user friendly system for ACP candidates. There will be **targeted**

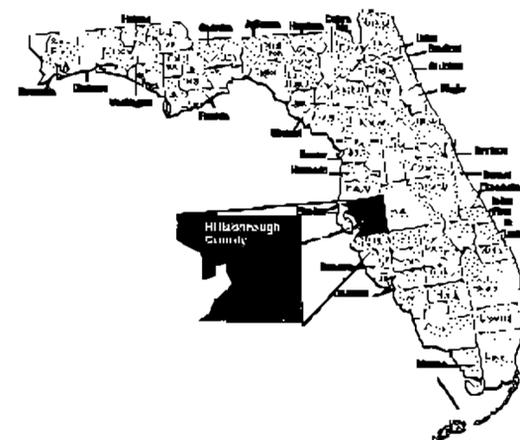
outreach programs specifically for high needs areas. Information regarding these programs will disseminate through TBWA and the HCPS. Recruited candidates will be those mid-career professionals or recent college graduates with academic backgrounds in science and/or math. In **the recruitment process**, targeted candidates will work through a condensed application process with TBWA. Candidate records will be assessed and those needing the state Subject Area Knowledge Tests will be immediately scheduled to take the assessment. TBWA seminars will provide education interview skills, resumes to support educational job attainment, and a realistic look at the skill set needed to become a successful educator. During this recruitment phase, all district application paperwork and the application for ACP will be completed along with an online Haberman Questionnaire. The Questionnaire is designed to evaluate a candidate's knowledge and skills, and the data collected is an indicator of teacher success and retention especially in dealing with students in high-poverty schools. **The district process support** will then begin with a District Level Placement Committee. The district Placement Referral Committee (principals, content area leaders, grade level leaders, Classroom Teachers Association Representative, and ACP program manager) will interview the recruited ACP candidates. Successful candidates will be referred to principals in high needs schools with known vacancies.

This system streamlines the hiring process by **linking it directly to accurate vacancy data**. Only candidates in high needs areas are targeted which eliminates the wait time imposed by the generic, open to all, application process. **Pre screening and immediate scheduling of the state Subject Area Knowledge Test** removes the lag time involved in a state screening which includes thousands of applicants prior to determination if the subject area exam is needed. The recruitment includes application for both ACP and the school district which **eliminates the**

wait time to apply for ACP. The recruitment process also walks the candidate through the district process and provides a **direct link, through the ACP program manager, to updated status information.** The District Level Placement Referral Committee enables the candidate to schedule interviews with principals who already know that the candidate is viable. It saves the “cold calling” process and links the recruited ACP candidate directly to a job that is available. It also **eliminates the time consuming process for principals** in high-needs schools as they seek applicants who may or may not be a good candidate for their school. The principals will have a bank of prescreened “priority hires” to work with. For those candidates who are not directly recruited and may seek a job during a non-vacancy period, the process can still be supportive. All recruitment and district support activities can occur with the candidates placed on a call list, to be contacted when an unexpected opening occurs.

QUALITY OF THE PROJECT DESIGN

Hillsborough County, Florida, which approximates the size of Rhode Island, includes Tampa, a large urban city and several outlying municipalities and communities. Supporting over 1,000,000 people, the county is economically and ethnically diverse. The annual population growth has exceeded both national and state rates for the last six years including a 31.5% growth rate in children 5-14 years old. HCPS is the eighth largest school district in the nation serving more than 191,000 students in 209 schools. This population is geographically diverse with large farming areas to the south and east, numerous suburbs, and a dense, urban core. There has been a



sharp increase in students qualifying for the Federal Free and Reduced Priced Meal program (FRPM). Currently over 100,000 of the district's students are eligible. This number has grown from 48% of the student population to 53% qualifying students in the last six years.

HCPS is a high-need LEA both in terms of numbers of children living in poverty and in terms of recruiting and retaining highly qualified teachers especially in the areas of mathematics and science.

Overview of Project:

The **Science and Mathematics Accelerated Readiness for Teaching (SMART)** project, proposed by HCPS is designed to provide high quality comprehensive support to individuals pursuing full teacher certification. HCPS currently is in its final year of a previous Transition to Teaching grant. While the research based program components of professional development combined with mentoring support remain the structural foundation of the **SMART** project, goals, objectives, and activities are unique to this initiative. This proposal's three components (recruitment, certification, and retention) reinvent the implementation of ACP in HCPS and maintain a framework to support sustainable capacity building.

SMART partners with TBWA to provide **recruitment** and pre-selection induction. TBWA is the leading workforce development organization in the Tampa Bay region. TBWA offers services to businesses to help connect them to job candidates and other value-added workforce development services. Expertise in recruitment, process improvement and professional employee preparation are services they will provide for this project as well as a facility designed to support training activities. **SMART** is designed to recruit and attract only degreed career changers and recent college graduates who have experience or a degree in Science, Technology, Engineering, and Mathematics (STEM) and are willing to teach in a high-

needs school for a minimum of three years. The previous ACP initiative included candidates of varied backgrounds and levels of degree completion. The program timeframe for coursework completion was broad enough to enable three year completion by all candidates. With a refined target population of degreed candidates with STEM backgrounds, all **SMART** training will be accelerated through a set schedule that is delineated during the ACP application process. It is the intent of **SMART** to enable **certification** of candidates within one year of program enrollment. **Retention** strategies in **SMART** are designed to support this specific population and content specific pedagogy will be infused throughout professional development. Each candidate will have two mentors to support both content and pedagogy. The incentive structure within this project is designed to support a path to professional excellence. The direct individual “bonus” type payments in the previous initiative have been replaced by financial support for education that will increase professional expertise and ground the participants in commitment to a teaching career.

The following are addressed in detail in the Selection Criteria. This program meets the following program requirements: 1) develop a recruiting program specifically targeting STEM degreed career changers and undergraduate degree holders, 2) work in collaboration with TBWA to recruit, train, and place **SMART** participants, 3) assist **SMART** participants to become fully certified in one year’s time, and 4) increase the number of highly qualified teachers teaching at high needs schools. Authorized activities include: 1) providing financial incentives for **SMART** participants that are linked to participation (scholarships for National Board Certification, Master’s Degree in Education), 2) carrying out pre and post placement and induction activities through a one year specialized professional development and three year mentoring program, 3)

carrying out placement activities in partnership with TBWA to place highly qualified candidates in high needs schools, and 4) paying costs associated with recruitment of these candidates.

(a) The extent to which the goals, objectives, and outcomes to be achieved by the proposed project are clearly specified and measurable

<p>Identified Needs:</p> <ul style="list-style-type: none"> • The number of university graduates with science and mathematics education degrees is not sufficient to meet district needs. • Teachers with temporary certificates currently teaching mathematics and science courses did not graduate from an institution of higher education with a STEM related degree. 		
<p>GOAL 1: Recruit and place mid-career professionals and recent graduates of an institution of higher education with STEM backgrounds as science and mathematics teachers in high needs schools. (Program Requirement – Recruitment, Increase # of Highly Qualified Teachers; Competitive Priority 2 – Streamline Hiring Systems, Processes)</p>		
Goal 1 Objectives	Activities	Outcomes
<p>Objective 1.1 Increase the number of mid-career professionals and recent college graduates with STEM backgrounds participating in the project by 20% annually</p> <p>Objective 1.2 Increase the number of STEM related recruitment activities by 25% annually</p> <p>Objective 1.3: Increase the number of project participants who are placed in science and mathematics teaching positions by 20% annually (GPRA 1)</p>	<ul style="list-style-type: none"> • Partner with TBWA to recruit project participants (Program Requirement – Partnership) • Participate in local and state job fairs • Enhance internet recruitment activities • Target recruitment at institutions of higher education • Identify viable candidates via pre-placement induction • Support placement process through HCPS District Level Placement Committee (Program Requirement – Placement Activities) • Collaborate with the HCPS Office of Teacher Recruitment, Staff Development and TBWA to improve communication and reduce application processing delays • Conduct regular information sessions at TBWA to assist potential participants in the application and ACP enrollment 	<ul style="list-style-type: none"> • The number of participants identified and recruited via TBWA will increase by 20% annually • By the end of Grant Year 5, the HCPS hiring process will be aligned with the needs of alternative route candidates as evidenced by a reported participant satisfaction rate of 95% • By the end of Grant Year 5, 75% of the principals of participating schools will report that they consider ACP STEM candidates to have potential equal to that of traditionally trained candidates • 100% of the candidates chosen by the HCPS/TBWA placement referral committee will receive “priority” for hiring by individual schools • The number of participants with STEM backgrounds in

	<p>process</p> <ul style="list-style-type: none"> • Conduct “pre-training” at TWBA on topics such as resumes, interviewing, getting the job and the basics of “education speak” • Screen candidates using the Haberman Star Teacher assessment to determine their ability to adapt to the classroom • Confirm that selected ACP STEM candidates possess the qualifications and dispositions necessary to work effectively with high need students through the HCPS/TWBA Screening Committee 	<p>the applicant pool at high needs schools will increase by 20% annually</p> <ul style="list-style-type: none"> • The number of participants with STEM backgrounds who become teachers of record in mathematics and science at high needs schools will increase by 20% annually (GPRA 1)
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SMART Goals, Objectives, Activities, and Outcomes are tabled below, and respond to specific identified district needs. A detailed, data-supported description of identified needs can be found in section (c).

<p>Identified Need: Teachers with temporary certificates have up to three years to complete a certification program and receive state certification, with a current average of 24 months.</p>		
<p>GOAL 2: Increase the efficacy of the alternative certification program to support an accelerated path to certification/licensure for project participants. (Program Requirement – Train, Place, Support, Induction Training, Help Participants Become Licensed Teachers)</p>		
<p>Goal 2 Objectives :</p>	<p>Activities</p>	<p>Outcomes</p>
<p>Objective 2.1: Implement an enhanced content specific certification program that is highly relevant for ACP STEM teachers at HCPS high need schools, as evidenced by a reported stakeholder satisfaction rate of 95%</p> <p>Objective 2.2: Decrease the amount of time necessary to become certified via the district’s state-approved program by 50%</p> <p>Objective 2.3: Increase the number of project participants who receive</p>	<ul style="list-style-type: none"> • Modify the ACP training curriculum to directly target the specific needs of ACP STEM teachers • Enhance knowledge, skills and instructional effectiveness of ACP STEM teachers through ongoing professional development • Enroll ACP STEM teachers in Project SMART during the district application process • Create specialized one year ACP STEM program, 	<ul style="list-style-type: none"> • The number of participants who receive certification within three years will increase by 25% annually. (GPRA 2) • The number of mathematics and science classrooms in high needs schools taught by highly qualified teachers will increase by 20% annually.

certification in three years by 20% annually (GPRA 2)	allowing participants to receive state certification within 12 months time	
Identified Needs: <ul style="list-style-type: none"> • Teachers in HCPS high poverty schools leave the teaching profession at a significantly higher rate than teachers at non-poverty schools. • Science and Mathematics Teachers at high poverty schools have less experience than their counterparts at non-high poverty schools. 		
GOAL 3: Retain highly qualified mid-career professionals and recent graduates of an institution of higher education, as science and mathematics teachers in high needs schools (Competitive Priority 1)		
Goal 3 Objectives :	Activities	Outcomes
<p>Objective 3.1: 100% of the participants who begin the program in Years 1, 2, and 3 will be eligible for incentives.</p> <p>Objective 3.2: Provide 100% of the ACP STEM teachers with intensive, targeted mentoring</p> <p>Objective 3.3: Increase the number of project participants who teach in high needs schools for three years by 25% each year after the Year 2 benchmark (GPRA 3)</p>	<ul style="list-style-type: none"> • Provide incentive system structured to sustain professional growth <ul style="list-style-type: none"> ○ Provide funding and support for NBPTS program ○ Provide funding and support for enrollment in a mathematics or science Master’s Degree in Education program • Provide pedagogy coach • Provide additional content specific mentoring 	<ul style="list-style-type: none"> • 100% of participants who begin the program in Years 1, 2, and 3 will complete the NBPTS process or enroll in a Master’s Degree program by September, 2014. • The percentage of experienced highly qualified teachers teaching science and mathematics in high needs schools will increase 20% each year after the Year 3 benchmark (GPRA 3)

(b) The extent to which the design of the proposed project reflects up to date knowledge from research and effective practice.

Research supports all design components of SMART. The overall focus of the project is supported through a research review conducted by The Education Commission of the States (ECS, 2005). As stated in their policy implication, educators must focus attention on the attrition in the mathematics and science areas and in schools with high percentages of low income

students. **SMART** addresses this issue through specific recruitment and support of mathematics and science candidates. Individual program components align with the National Conference of State Legislators Report on Teacher Recruitment and Retention (2000). The report reviewed research from the National Center for Education and Information and other national studies and stated the following components of Alternative Certification Programs are considered to be the most successful:

Components of Successful Programs	SMART component
They are directed to individuals who already have a bachelor’s degree.	Recruitment for SMART is targeted to degreed individuals.
Successful candidates have passed rigorous screening.	Pre-selection induction and placement interview committee screens candidates for both academic and “soft” attributes.
Programs are based in schools.	SMART program components are actualized in high needs schools
The programs include coursework in professional education studies before or during teaching assignments.	Course occurs during the teaching assignment.
Candidates work closely with mentor teachers.	Each candidate has two mentors and the assistance of the building administrator. One of the mentors is a content area teacher.
Candidates meet high professional standards.	Candidates are evaluated on the Florida Performance Measurement System and Coursework meets the Florida Department of Education Accomplished Practices for Educators of the Twenty-First Century.

Partnership: Wiske (1989) stated that partnerships are successful when exchanges are reciprocal and outcomes are mutually shared. The partnership with TBWA is mutually beneficial in that HCPS gains training and recruitment assistance and TBWA gains expanded job applicants through working with ACP candidates. Other TBWA organizations have already expressed interest in this kind of partnership. This is an atypical partnership for HCPS and characterizes the **SMART** project as it seeks to adapt and change systems and processes to meet the demands of an evolving economic, social and educational environment.

Recruitment and Placement: In a Harvard Graduate School of Education Survey, it was found that Florida hires over 64% of their teachers within one month prior to the school year beginning. HCPS has three large recruitment days in June that have attracted as many as 1800 candidates, about 22% of whom are recruited and contracted. This process, however, meets about one-third of the need and is augmented with recruitment trips to colleges. The school year still begins with multiple vacancies, heavily skewed to high needs schools. According to Scollon and Fifield (2005) hiring late decreases the opportunity to find qualified teachers. The **SMART** project design includes a proactive, transparent and continuous recruitment process that adds the expertise of TBWA, a nationally recognized organization. This addition to the recruitment process opens opportunity for non education majors that move them beyond late hiring and filling vacancies that were “left over” by the start of the school year. The National Council on Teacher Quality (NCTQ) published a review of research entitled *Increasing the Odds, How Good policies Can Yield Better Teachers*. In their review of research of pre-service training in education, they stated that “... there is no evidence to support policies that bar individuals from the profession because they lack such coursework. Other credentials or experience may add just as much or more value.” The recruitment process in the **SMART** project will reflect this and level the application field for **SMART** participants.

The NCTQ review also examined the assessment of “soft” attributes for teacher candidacy and determined that measurable teacher attributes account for only a portion of why some teachers are more effective than others. The Haberman Educational Foundation has worked with over 170 districts and cities across the country in the use of the “Star” Teacher Selection Tool which explores the soft attributes needed to be a successful teacher. Foundation studies have shown that the retention rate for teachers who have been hired using the Haberman

"Star" Teacher Selection Interview is about 95%-98%. Milwaukee schools, for example, showed a 95% retention rate eight years after the 137 Haberman-interviewed teachers were hired. At Spring Branch Independent School District in Houston, achievement levels of students taught by teachers hired from the Haberman interview became among the highest in the district, and the use of the Haberman instrument is now regarded as a reform strategy there. **SMART** will use the Haberman Tool as further support in the pre-selection induction process.

Preparation will also occur for the district placement process. A district level Placement Advisory Committee (principals, content area leaders, grade level leaders, Classroom Teachers Association Representative, and ACP program manager) will dialogue with the recruited ACP candidates. Candidates can then be referred to principals in high needs schools with known vacancies and assisted with application problems. It is essential to better prepare principals for the interview process for their hard-to-staff school to ensure that they identify key teacher attributes necessary to succeed within their school (Shapiro & Laine). This pre-selection process (Haberman, Subject Area Knowledge screening, TBWA seminars and Placement Referral Committee interview) removes much of initial interview process where a principal has to query qualifications and assess attributes and the candidate has to try to assess the positives and negatives of the available job. Prepared with prior knowledge of the candidate, the principal and the candidate can go straight to the essence of what is needed for success in that specific school setting.

The New Teacher Project, a national non-profit organization, is dedicated to increasing the number of outstanding individuals who become public school teachers and to creating environments for all educators that maximize their impact on student achievement. In its report, *Missed Opportunities: How We Keep High-Quality Teachers Out of Urban Classrooms* by

Jessica Levin and Meredith Quinn (2003) the hiring process in large urban districts often acts as a deterrent to highly qualified and motivated candidates. Through partnership with TBWA and the district level Placement Advisory Committee the potential ACP teacher is supported throughout the application and placement process.

Path toward Certification: The ECS, 2003 summary of findings on teacher preparation suggested that solid curriculum that includes coursework in classroom basics in addition to good participant screening and selection processes are important to successful alternative certification programs. **SMART** not only screens thoroughly, but also provides strong coursework for participants. To promote high quality alternative pathways into teaching, HCPS initiated the first district-based ACP to be approved by the state of Florida in 1998. ACP provides participants with the opportunity to complete the professional education requirements of their state certification without entrance into a formal college program. The ACP in HCPS maintains high levels of quality according to state law. Coursework is aligned with Florida Department of Education Accomplished Practices for Educators of the Twenty-First Century. The following is a table of the required ACP courses and the twelve State of Florida Competencies for teachers:

Coursework and Competencies

ACP Coursework	Assessment	Communication	Continuous Improvement	Critical Thinking	Diversity	Ethics	Human Development & Learning	Knowledge of Subject Matter	Learning Environments	Planning	Teacher Role	Technology
Reading to Learn		✓										
Transition to Teaching	✓	✓	✓	✓			✓		✓	✓	✓	
Effective Teaching Strategies	✓	✓	✓	✓				✓	✓	✓	✓	
Effective Classroom Management		✓					✓		✓			
Teacher Induction		✓							✓	✓	✓	
Integrating Technology in Education												✓
Professionalism through Integrity						✓						
Crisis Intervention for Educators											✓	

As a policy implication, the ECS stated that limited pre-service components to alternative route programs may hamper the effectiveness of the ACP candidates early in their teaching experiences. Because **SMART** participants are recently employed teachers, the coursework and on-the-job field experience are heavily supported and scaffolded by intensive mentoring and advisement. Integration of the coursework and field experience for the **SMART** participant is natural and essential to the content.

Retention: Inman and Marlow (2004) state that beginning teachers gain a sense of empowerment when they are mentored and identify their work environment as positive.

Additionally Ingersoll and Kralik (2004) reported that mentoring programs have a positive impact on teacher retention. There is a support team to coordinate and support the professional development of the **SMART** teacher. A peer mentor offers face-to-face feedback and assistance throughout the professional development process. This is a **content mentor** as well as a direct contact for site based issues such as procedures or site-specific technology. Research supports the efficacy of mentoring that includes specific procedural support (Tauer, 1998). ECS, 2003 also reports that policy makers must find ways to ensure that prospective teachers acquire not only adequate knowledge of a subject, but also some knowledge of how to teach it. There is also an **ACP coach** to focus on pedagogy. This is a retired administrator. Each ACP coach is screened and must have recommendations from two previous district level supervisors. The coach takes mandatory training that includes ACP program specifics as well as discussions of research on effective mentoring. Continued feedback from the **SMART** teacher and the site-based principal support the integrity of the mentoring relationship. These coaches work with classroom management, and preparation for the district and state evaluation process. The ACP coach and content mentor interact to define specific teaching methodology needed to support candidate success. In addition to both assigned mentors, support at the school level comes from the building level administrator who is trained in classroom walk through observation and follow up conferencing. **SMART** teachers also have collegial support through a conference area on the HCPS internal mail network. This area is open only to **SMART** candidates and the ACP program manager and is a conference where both concerns and successes can be shared. Jorissen (2002) advocated for a strong mentor and collegial group to support the novice teacher during his/her first year in school district. The **SMART** proposal provides both of these components through the mentoring components and interactive peer conference site. Acceleration of the

program to enable completion within one year of program initiation is data driven. Within the current HCPS ACP program, 93% of the participants who finished ACP within one year of joining the program are still in the district three years later, as opposed to 78% of those who chose to take longer to complete.

(c) The extent to which the design of the proposed project is appropriate to, and will successfully address, the needs of the target population or other identified needs.

HCPS is a high-need LEA both in terms of the number of children living in poverty and in terms of recruiting and retaining highly qualified teachers especially in the areas of mathematics and science. Currently, of 191,891 students, 53% qualify for the Federal Free/Reduced Price Meal Plan. With over 100 schools identified as Title I, the challenges to meet the needs of students living in poverty in the district increase each year.

In order to meet the unique needs of students from a low socioeconomic background, recruiting highly qualified teachers is of the utmost importance. Evidence suggests that the qualifications of teachers in high-poverty schools (defined as those having a student population of 50% or more students participating in the National Lunch Program's Free/Reduced Priced Meals, FRPM) tend to be inferior to the qualifications of those in other schools (ECS, 2005). There is a strong consensus among experts that teacher effectiveness is the single most important educational determinant. In fact, teacher quality accounts for at least 7.5% of the variation measured in student achievement (Rivkin, Hanushek and Kain 1998).

The correlation between teacher efficacy and student achievement is clearly illustrated in the percentage of Hillsborough County students performing at or above grade level on the 2008 Florida Comprehensive Achievement Test (FCAT). The FCAT is administered annually to assess student progress. When student performance of those at high-poverty schools is compared to those in non-poverty schools, the discrepancy is alarming, especially in science and

mathematics. Data seen in the table below clarifies a need to recruit, train and retain more highly-qualified teachers in HCPS, especially in the schools serving students living in poverty.

Percent of Students At or Above Grade Level in Science & Math FCAT 2008				
Grade	Science*		Math	
	FRPM	Non FRPM	FRPM	Non FRPM
3	*	*	64	87
4	*	*	55	82
5	26	60	48	78
6	*	*	36	71
7	*	*	46	78
8	22	56	51	79
9	*	*	52	78
10	*	*	55	80
11	23	54		

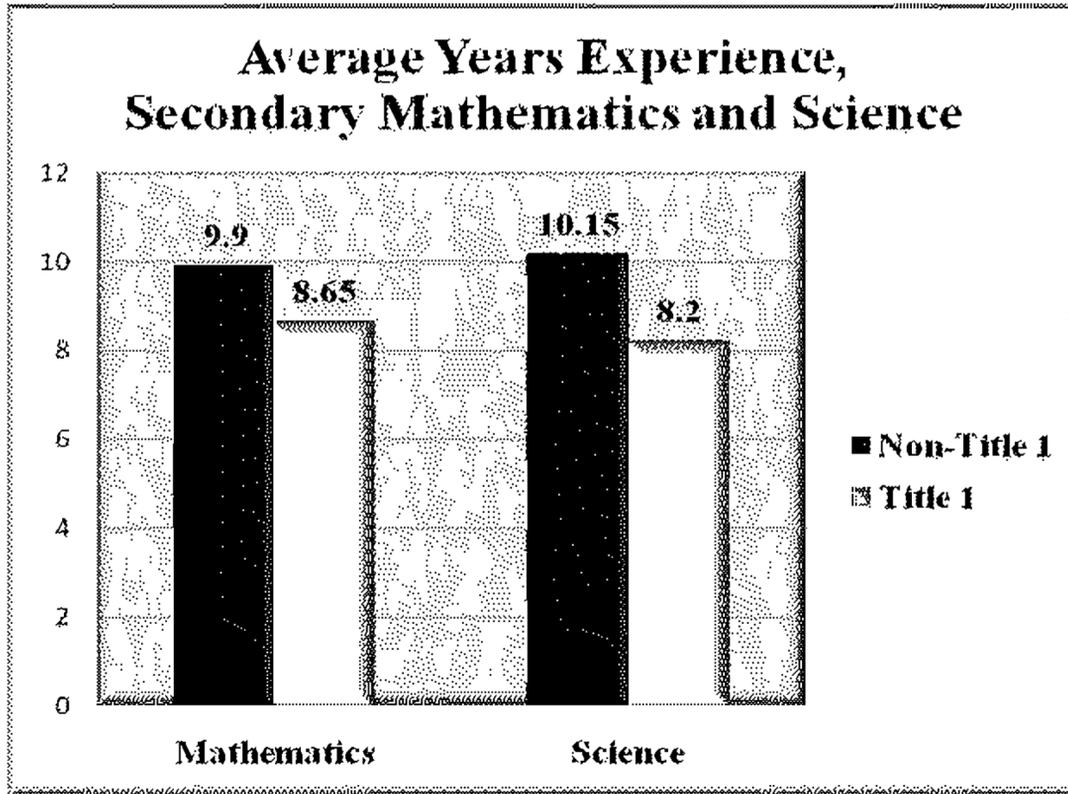
**Science is tested only at grades 5, 8, and 11 in the State of Florida*

Identified Need: The Number of University Graduates with Science and Mathematics Education Degrees Is Not Sufficient to Meet District Needs

The struggle for HCPS to recruit and retain highly qualified teachers is apparent in the lack of viable candidates to teach math and science. Staffing high-poverty schools with qualified instructors in math and science is difficult due a lack of graduates from state universities with teacher preparation programs. Locally, at the University of South Florida, (USF), the number of science and math education degrees has declined over the past decade. There was a 46% drop in mathematics education degrees between 1997 and 2007. The figure for science education degrees is even more startling with a drop of 78% over the same time period. In fact, there were only four science education graduates in 2007 from USF.

Identified Need: Science and Mathematics Teachers at Title I Schools Have Less Experience than Their Counterparts at Non-Title I Schools

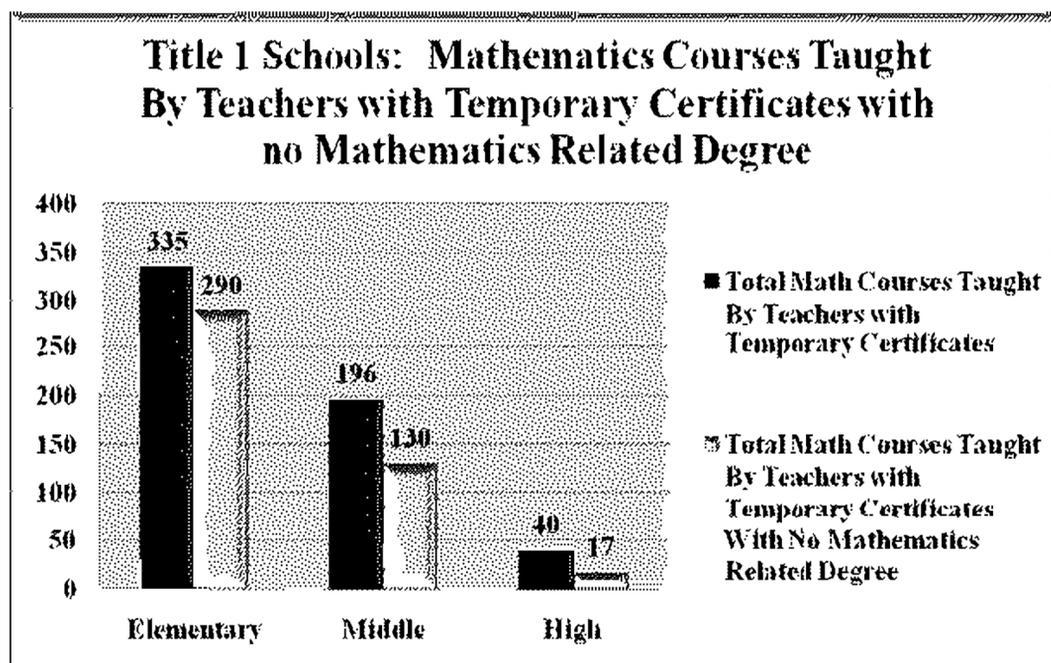
Once employed, a lack of experience in the classroom is also a cause for concern. Research indicates that nationally, 20% of teachers in high-poverty schools have three or fewer



years of experience, compared with 11% of low-poverty schools. Likewise, there is an incongruity in experience between math and science teachers serving students in low and high poverty schools in HCPS, as evidenced in the chart.

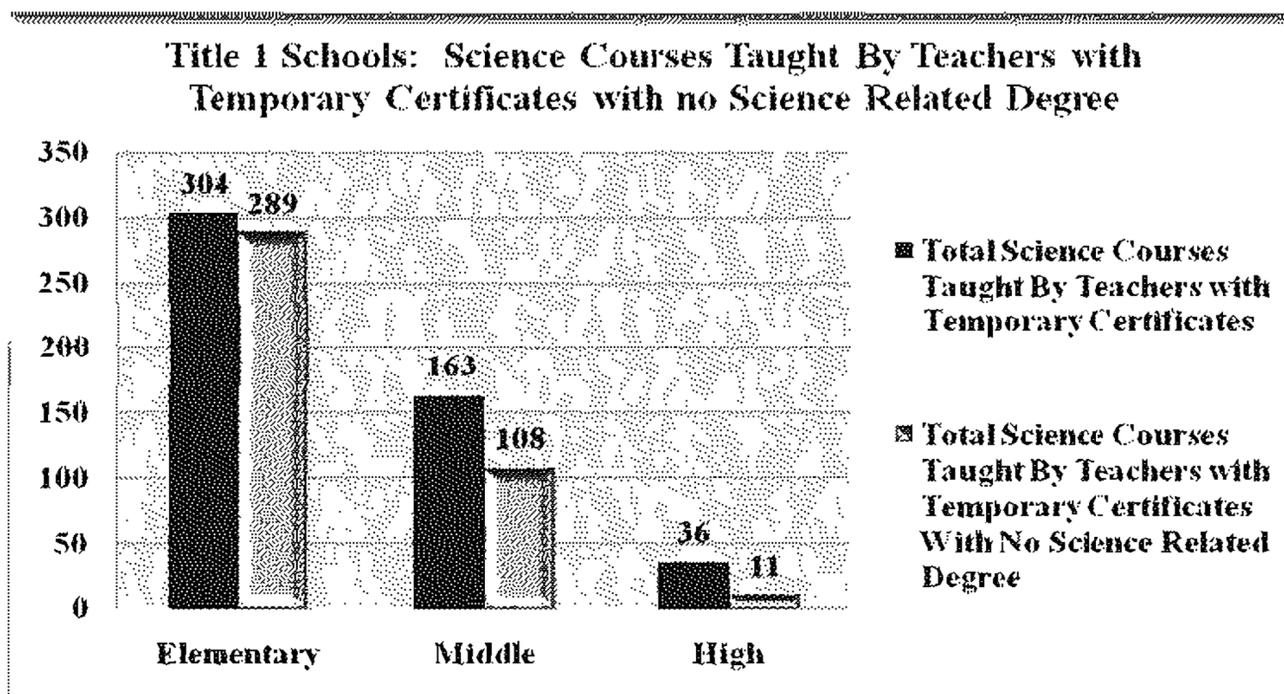
Identified Need: Teachers at High Poverty Schools with Temporary Certificates Currently Teaching Mathematics and Science Courses Did Not Graduate From an Institution of Higher Education with A STEM Related Degree

A lack of classroom experience in Title I schools is married with a lack of practical preparation for many of the teachers serving the neediest students in high-poverty schools.



Research shows that approximately 43% of the nations' math teachers and 28% of science teachers in high-poverty secondary schools lack a major or minor in their field (Ingersoll 1999). In HCPS, of

those newly employed in 2008 to teach mathematics, 12.16% were teaching out of field while 8.45% of those teaching science were out of field (HCPS data analysis, 2008). Furthermore, many of these instructors are employed with temporary certificates. These facts clearly demonstrate that these teachers are wholly unprepared to handle their respective subject areas and meet the varied challenges they face in the classroom. The chart reflects this fact by illustrating the number of courses taught by HCPS science teachers who have a temporary certificate coupled with no related degree in the area in which they teach.



The same deficiency is present for those employed to teach mathematics. The chart shows the number of courses

taught by HCPS mathematics teachers who lack preparation in their subject area.

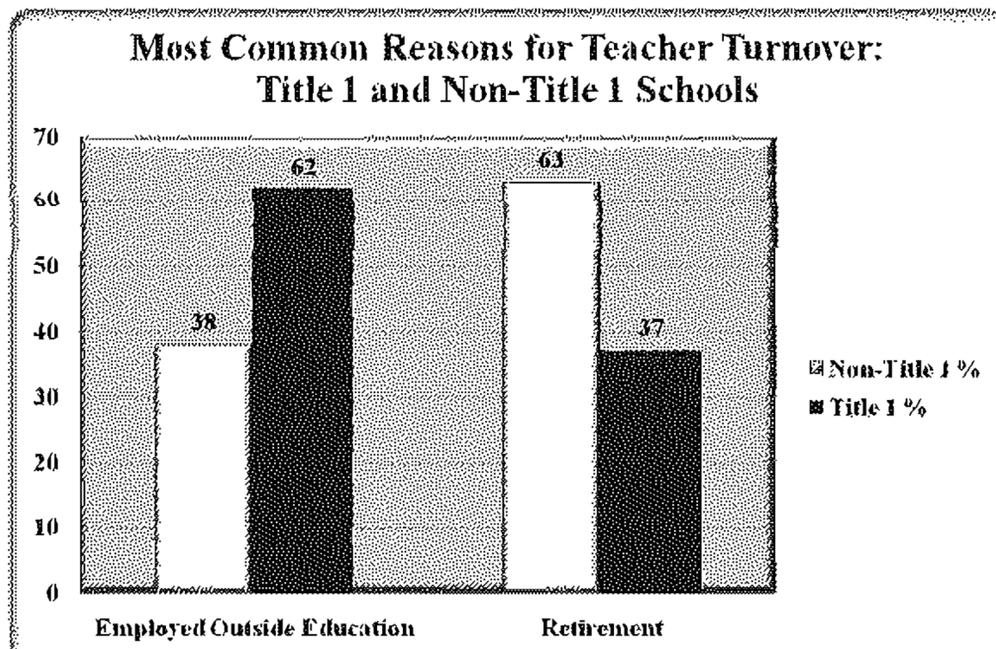
In fact, high-poverty schools in HCPS in general tend to have a higher percentage of teachers with temporary certificates when compared to non-Title I schools as show below (HCPS data analysis, 2008):

Percentage of Teachers With Temporary Certificate	
High-Poverty Schools	55.1%
Non-Poverty Schools	45.7%

Identified Need: Teachers in HCPS High Poverty Schools Leave the Teaching Profession at a Significantly Higher Rate than Teachers at Non-Poverty Schools

Equally important to recruiting, training, and employing highly-qualified teachers is teacher retention. According to the 2003 report, *No Dream Denied: A Pledge to America's Children*, teacher attrition is the true cause of the “teacher shortage” in the U.S. (ECS, 2005). While national research indicates that roughly 50% of teachers leave their initial assignment in the first five years of their career, science and math teachers are more likely to leave their jobs than secondary school teachers of other subjects (ECS, 2005). Teacher turnover is most severe in high-poverty schools. This is evident in HCPS as seen below:

This chart illuminates the fact that teachers in HCPS high poverty schools leave the teaching profession at a significantly higher rate than teachers at non-poverty schools. One of the most common reasons for leaving employment in HCPS



is abandoning the teaching profession all together. Again, Title I schools in the district are obviously lacking teachers prepared and supported in such a way as to compel them to sustain teaching as a career. Another reason most frequently stated for leaving HCPS is retirement. It is interesting to note, however, that most of the retirees hail from non Title I schools. A lack of a seasoned faculties at Title I schools, as shown in the previous data, points towards the cause for this trend.

Identified Need: Teachers with Temporary Certificates Have Up To Three Years to Complete a Certification Program and Receive State Certification, With a Current Average of 24 Months

The need to support new teachers is of paramount importance in HCPS, especially for those employed in Title I schools. The Alternative Education Program (ACP), while incorporating many sound practices, often allows for lapses in support to occur. Current ACP teachers span the K-12 grade levels. They come from all backgrounds and teach almost all subject areas. They complete the ACP program somewhere between twelve months and three years. The average is twenty-four months. As of December 2008, over 1900 participants have completed HCPS' ACP program during its eleven year history. 76% of these teachers still teach in HCPS. Each year, approximately 90% of participants who begin the program during that year return for the next year.

While most participants join ACP during their first year in the classroom, many wait until their second or third year to join ACP. Joining after the first year (or even half-way through the first year) often leaves the teacher on his or her own to struggle with limited support from the school. The **SMART** program will rectify this issue by providing what new teachers who leave the profession often cite as major roadblocks to their success. Screening applicants will match teachers to the schools in which they will be most successful. Enrolling them in the ACP program immediately will end the problem of lag time between employment and the training in pedagogy and subject area content and access to mentoring that is so vital. Finally, streamlining the process to achieve permanent certification will eliminate the current barriers and frustration new educators face. **SMART** will not only assist the district in decreasing attrition, but will ultimately equip instructors with the tools and skills they need to excel and meet the needs of their students.

(d) The extent to which the proposed project is designed to build capacity and yield results that will extend beyond the period of Federal financial assistance.

SMART is making changes in the recruitment system that will endure beyond the grant period. The partnership initiated through this project with TBWA to recruit candidates to meet specific district need will be firmly established by the end of the grant period. TBWA will have an established pre-selection induction and outreach process to support HCPS. An HCPS process of recruitment of ACP candidates to meet data-driven teacher employment needs will be altered through the partnership. Late hiring of ACP candidates will be alleviated as job vacancies are not only better communicated but also immediately filled from pre selection lists. This process will be validated through this project and implemented across other disciplines as there will be a high level of recruitment capacity by the end of the grant period.

The impact of the **SMART** project reaches across divisions in the school district. At the district level Human Resources is affected through the change in recruitment and hiring practices; staff development is affected through feedback from the **SMART** participants. At the school level, student achievement is affected, collegial support moves the teacher to ongoing collegial interaction, and the building administrator participates in the positive growth process of the candidate. Mentoring training that gives support to the **SMART** candidate elicits the participation of the building administrator through walk-through observations and ability to interact with both the candidates and their mentors. The positive results and retention of the ACP teacher will reinforce the participatory approach to teacher success. With the coursework and intensive mentoring for classroom application, ACP candidates will achieve certification and become highly qualified teachers in HCPS. The positive ACP experience builds retention. The Hillsborough County Teacher of the Year for 2006-2007 is an ACP graduate who completed his certification in 2004. The quality of the ACP teacher will not diminish over time.

QUALITY OF PROJECT EVALUATION

1) **The extent to which the methods of evaluation include the use of objective performance measures that are clearly related to the intended outcomes of the project and will produce quantitative and qualitative data to the extent possible.**

Program evaluation activities are designed to accomplish two major interrelated tasks during implementation and operation of the project. These tasks include **process oriented evaluation** activities throughout the grant to guide and adjust program activities, and **outcome evaluations** activities to assess accomplishment of project specific and GPRA key performance indicators. The Evaluation Matrix outlines an initial plan for the project evaluation; however, the final evaluation matrix will be refined by the program staff, partnership personnel, other key stakeholders and the program evaluator. After reaching consensus, the evaluation team will work together to implement the plan, meeting at critical stages to review progress and make adjustments as necessary. Data collection will include quantitative and qualitative measures. The evaluation team will work collaboratively to collect data from multiple sources. Moreover, a variety of measures that offer evidence concerning the participants' knowledge of content, effectiveness of instructional planning and performance, and attitude toward working in high-needs schools will facilitate convergence of data and provide a deep understanding of the key evaluation questions. A specialized data collection system will be created and maintained for **SMART** in order to provide timely feedback from multiple data sources.

<ul style="list-style-type: none"> • To what extent was the TBWA/HCPs partnership effective in providing qualified applicants and ultimately, participants? • Were benchmarks for increasing the number of ACP teachers hired as “Teachers of Record” in STEM areas in high needs schools met? • How often were information sessions held at TBWA? • How many potential candidates attended the information sessions? • Were the pre-training sessions helpful in preparing candidates? • How many ACP teachers were eligible for re-appointment as per “Effective Ratings on their Final Performance Appraisals?” • To what extent did ACP participants use the knowledge and skills learned in the coursework in their classrooms? 	<p>Recruitment/ Hiring</p> <p>Database Review</p> <p>Information session/ Pre- training Documents</p> <p>Principal annual evaluations of participants</p> <p>Mentor logs</p>		<p>Y1: 9/30/10 Y2: 9/30/11 Y3: 9/30/12</p>	
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<p>GOAL 2: Increase the efficacy of the alternative certification program to support an accelerated SMART to certification/licensure for project participants</p>				
<p>Objective 2.1: Implement an enhanced content specific certification program that is highly relevant for ACP STEM teachers at HCPS high need schools, as evidenced by a reported stakeholder satisfaction rate of 95%</p> <p>Objective 2.2: Decrease the amount of time necessary to become certified via the district’s state-approved program by 50%</p> <p>Objective 2.3: Increase the number of project participants who receive certification in three years by 20% annually (GPRA 2)</p>				
<p>Evaluation Questions:</p>	<p>Data Sources:</p>	<p>Instruments/ Methodology:</p>	<p>Completion Dates:</p>	<p>Persons Responsible:</p>
<ul style="list-style-type: none"> • Did ACP participants report satisfaction with ACP coursework? 	<p>ACP participants</p>	<ul style="list-style-type: none"> • Review of Training Database 	<p>Y1: 9/30/10 Y2: 9/30/11 Y3: 9/30/12</p>	<p>External Evaluator</p>

<ul style="list-style-type: none"> • Did other stakeholders (ACP Instructors, Mathematics and Science District Supervisors, Staff Development Personnel) report satisfaction with ACP coursework? • Were there any delivery obstacles? • Did ACP participants complete courses in a timely manner? <p>Did ACP participants take and pass the Florida Professional Educator Examination?</p>	<p>Project Director</p> <p>Program Manager</p> <p>Mentors</p> <p>ACP Instructors</p> <p>Database Review</p> <p>Information session/ Training Documents</p>	<ul style="list-style-type: none"> • Interviews of ACP Participants • Review of training products • Interviews with Mentors • Review of training records • Annual Focus group • Interviews with ACP Instructors • Review of training documents 		<p>Project Director</p> <p>Program Manager</p>
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GOAL3: Retain highly qualified mid-career professionals and recent graduates of an institution of higher education, as science and mathematics teachers in high needs schools (Competitive Priority 1)

Objective 3.1: 100% of the participants who begin the program in Years 1, 2, and 3 will be eligible for incentives.

Objective 3.2: Provide 100% of the ACP STEM teachers with intensive, targeted mentoring

Objective 3.3: Increase the number of project participants who teach in high needs schools for three years by 25% each year after the Year 2 benchmark (**GPRA 3**)

Evaluation Questions:	Data Sources:	Instruments/ Methodology:	Completion Dates:	Persons Responsible:
<ul style="list-style-type: none"> • Did ACP participants report satisfaction with mentor support? • How many teachers remained in high needs schools and critical needs areas each year? • Did ACP participants achieve full licensure within one year? • To what extent did the stipend act as an effective incentive for recruiting and retaining ACP teachers? 	Participants Project Director Program Manager	Review of teacher retention data Review of teacher certification data Surveys	9/30/08 9/30/09 9/30/10 9/30/11	External Evaluator Project Director Program Manager

2) The extent to which the methods of evaluation will provide performance feedback and permit periodic assessment of progress toward achieving intended outcomes.

The external evaluator for Project SMART will be Dr. Mariann Schmulde. Currently, Dr. Schmulde is an instructor for the Educational Leadership Program at Stetson University and president of *Insights for Achievement*. She received her M.Ed. from Duke University and her Ph.D. from the University of Central Florida. She has extensive evaluation experience including Transition to Teaching Projects in Florida and Texas. Having been a classroom teacher, a professional developer, and a university level administrator, and as a director of a state

educational agency, she has practical knowledge of all levels of K-20 education and administration.

During the analysis stage of the evaluation, systematic and rigorous qualitative and quantitative procedures will be used to measure the significance of program effects. Annual reports detailing progress on GPRA measures and project measures will be compiled and disseminated according to USDOE formats and requirements. Upon completion of Year 3, an **interim evaluation report** will summarize the extent to which the project's activities have been implemented in an effective and timely manner. The interim evaluation questions include: (a) Is the project operating within budget? (b) Are project activities being completed as needed, as planned and on time? (c) Are problems occurring? If so, what can be done to alleviate/solve current problems and prevent future problems? (d) Are appropriate training models for teacher certification being implemented? (e) Are recruitment, processing and hiring procedures satisfactory for the provision of the targeted number of **SMART** teachers to work in high-need schools and hard-to-staff areas? (f) Are appropriate support components, including mentoring, being implemented for **SMART** teachers? (g) To what extent, at the end of Year 3, has the school district met the project's goals of teacher recruitment and retention?

The **final evaluation report** will be completed at the end of the fifth year of the grant, and will include summaries of all quantitative and qualitative data collected throughout the grant period in order to determine if the project's goals concerning the recruitment, training, and retention of highly qualified science and mathematics teachers for the school district's high needs schools have been met. This summative evaluation report will document the effectiveness of the implementation strategies in meeting the project's goals and objectives. In addition to addressing GPRA measures, the final evaluation questions include: (a) To what extent was the

school district able to increase the number of highly qualified science and mathematics teachers in hard-to-staff areas high-needs schools? (b) To what extent did the project activities provide the training and support necessary for successfully teaching **SMART** participants? (c) How can successful strategies be replicated in other settings to enhance the quality of instruction in hard-to-staff areas in high-needs schools? Objective performance measures such as retention rates, certification test pass rates, and student achievement measures will be used. In addition, an analysis of project participants' competency and performance levels in the classroom will be made using surveys and questionnaires, Final Performance Appraisals, interviews, and observations from a variety of sources including support team members and district assigned mentors.

In addition to the required *Interim Evaluation Report* and *Final Evaluation Report*, a variety of formative oral and written reports on the evaluation of the project's components will be developed and disseminated to target audiences throughout the project period. These reports will include chronicles of efforts to align hiring processes with the needs of alternative route candidates; review of participant characteristics, demographics and placements; course evaluation summaries; summaries of program satisfaction data; overview of partnership participation, and others as necessary.

All project reports will be shared in quarterly meetings that include the project staff, associated district personnel and the evaluator so that challenges may be addressed and appropriate adjustments implemented. Additionally, information concerning the progress of the project will be shared at the quarterly Project **SMART** Advisory Committee meetings to be held each every three months.

The following table outlines the benchmarks and targeted dates for evaluation activities:

Targeted Dates	Evaluation Activities	Project Benchmarks
Year 1 Oct. 2009 - Mar. 2010	<ul style="list-style-type: none"> • Refine and confirm evaluation plan • Review data and provide report on early indicators of project progress • Draft and pilot survey instruments and interview protocols • Review and revise course evaluation instrument • Implement Evaluation for Year 1 	<ul style="list-style-type: none"> • Project SMART office staffed and operational by Oct. 30, 2009 • Adjustments to hiring process by June 30, 2010
Year 1 Apr. 2010 - Sept. 2010	<ul style="list-style-type: none"> • Report results of Year 1 evaluation 	<ul style="list-style-type: none"> • Increase applicant pool of alternative route SMART candidates by Sept. 30, 2010 • Select hire and place SMART teachers in high needs schools by Sept. 30, 2010
Year 2 Oct. 2010 - Mar. 2011	<ul style="list-style-type: none"> • Review feedback from Year 1 evaluation and make program adjustments as indicated by the data • Review and revise Evaluation Plan for Year 2 as needed • Implement Evaluation for Year 2 	<ul style="list-style-type: none"> • Retain 95% of Year 1 SMART teachers • 95% of participants report satisfaction with SMART coursework and mentor support • 100% of SMART teachers are eligible for reappointment as per Final Performance Appraisal by June 30, 2010
Year 2 Apr. 2011 - Sept. 2011	<ul style="list-style-type: none"> • Continue Implementation of evaluation plan • Report results of Year 2 evaluation 	<ul style="list-style-type: none"> • Increase applicant pool of alternative route SMART candidates by Sept. 30, 2010 • Select hire and place SMART teachers in high needs schools by Sept. 30, 2011
Year 3 Oct. 2011 - Mar. 2012	<ul style="list-style-type: none"> • Review feedback from Year 2 evaluation and make program adjustments as indicated by the data • Review and revise Evaluation Plan for Year 3 as needed • Continue Implementation of Evaluation Plan 	<ul style="list-style-type: none"> • Retain 95% of Year 1 and Year 2 SMART teachers • 95% of participants report satisfaction with SMART coursework and mentor • 100% of SMART teachers are eligible for reappointment as per their Final Performance Appraisal by June 30, 2011

<p>Year 3 Apr. 2012 - Sept. 2012</p>	<ul style="list-style-type: none"> • Continue implementation of evaluation plan • Report results of Year 3 evaluation • Report results of Year 1-3 evaluation in Interim Evaluation Report 	<ul style="list-style-type: none"> • Increase applicant pool of alternative route candidates by Sept. 30, 2012 • Select hire and place SMART teachers in high needs schools by Sept. 30, 2012 • Year 1 SMART teachers eligible for financial incentives (National Board Certification, Master's Degree enrollment)
<p>Year 4 Oct. 2012 - Mar. 2013</p>	<ul style="list-style-type: none"> • Review feedback from Year 3 evaluation and make program adjustments as indicated by the data • Review and revise Evaluation Plan for Year 4 as needed • Continue Implementation of Evaluation Plan 	<ul style="list-style-type: none"> • Retain 95% of Year 1, Year 2, and Year 3 SMART teachers • 95% of participants report satisfaction with SMART coursework and mentor • 100% of SMART teachers are eligible for reappointment as per their Final Performance Appraisal by June 30, 2012
<p>Year 4 Apr. 2013 - Sept. 2013</p>	<ul style="list-style-type: none"> • Continue implementation of evaluation plan • Report results of Year 4 evaluation 	<ul style="list-style-type: none"> • Increase applicant pool of alternative route candidates by October 30, 2013 • Select hire and place SMART teachers in high needs schools by Sept. 30, 2013 • Year 2 SMART teachers eligible for financial incentives (National Board Certification, Master's Degree enrollment)
<p>Year 5 Oct. 2013 - Mar. 2014</p>	<ul style="list-style-type: none"> • Review feedback from Year 4 evaluation and make program adjustments as indicated by the data • Review and revise Evaluation Plan for Year 5 as needed • Continue Implementation of Evaluation Plan 	<ul style="list-style-type: none"> • Retain 95% of Year 1, Year 2, and Year 3 SMART teachers • 95% of participants report satisfaction with SMART coursework and mentor • 100% of SMART teachers are eligible for reappointment as per their Final Performance Appraisal by June 30, 2013
<p>Year 5 Apr. 2014 - Sept. 2014</p>	<ul style="list-style-type: none"> • Continue implementation of evaluation plan • Report results of Year 1-5 evaluation in Final Evaluation Report 	<ul style="list-style-type: none"> • The number of vacancies and the number of teachers on science and mathematics temporary certificates in high needs schools has decreased by 75% by October 30, 2014

		<ul style="list-style-type: none"> • Year 3 SMART teachers eligible for financial incentives (National Board Certification, Master’s Degree enrollment)
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** National Board Certification and Master’s Degree in Education programs require three years of teaching experience*

QUALITY OF PROJECT SERVICES

1) The extent to which the services to be provided by the proposed project are appropriate to the needs of the intended recipients or beneficiaries of those services.

HCPS has a demonstrated need to recruit, prepare, support and retain highly qualified teachers in the areas of math and science in high-needs schools. Project **SMART** meets this need by providing its intended recipients with a streamlined process and a rich program which will build the groundwork for success in the classroom. For instance, the targeted outreach programs will expand the current applicant pool of mathematics and science teachers by recruiting candidates who may not have considered teaching as a career. Such options are important for the district to explore in the current economic crisis. The partnership with TBWA will allow applicants to build the specific personal and professional skills necessary to ultimately obtain employment as a professional educator. An innovative service offered via **SMART**, in partnership with TBWA, is the use of digital video recorded participant mock interviews. This will allow participants to hone their interview skills. Digitally recorded interviews will be housed on a **SMART** video hosting server and will be accessed via a secure Internet connection. Participants will use this mock interview bank to prepare for the actual interview process. The condensed application process will expedite candidates’ access to the necessary state certification exams decreasing what is often regarded as a long and laborious process. The District Level Placement Referral Committee will allow HCPS, per vacancies in high needs schools thereby streamlining job placement. Moreover, the focus on **SMART** candidates enhances the ability to meet the district’s need for highly qualified teachers. The **SMART**

candidate will benefit from a program that is tailored to the distinctive needs of math and science teachers, and profit from immediate enrollment in this program ending the lapse that can occur between employment and real-time professional development support. The ACP curriculum will be revised to infuse content specific pedagogy necessary for effectiveness in the math and science classroom. Effectiveness in action strategies and methodologies pertinent to a candidate's respective content area will be reinforced by the content mentor. For example, a science teacher would need support in an interactive lab setting as opposed to a math teacher who may need reinforcement with lesson development while using math manipulatives. Preparation with a proven curriculum in teaching methodology and subject area content is also bolstered by strong supervision and mentoring support at the school site. Thus, the services provided through Project **SMART** are appropriate to meet the needs of not only the participants but of the district as well.

2) The extent to which the training or professional development services to be provided by the proposed project are of sufficient quality, intensity, and duration to lead to improvements in practice among the recipients of those services.

The **Project SMART** ACP component is state-approved and aligned with the Florida Department of Education Twelve Accomplished Practices. **Quality** is provided through a balance of theory and practical knowledge and works within the larger context of accountability with state certification. Each ACP teacher completes, with the school administrator, a Cycle Action plan with goals and activities for professional growth in the Twelve Practices. There are three cycles that align with the professional development. Each cycle includes observation, data collection, conferencing and mentoring which provides continuous feedback for and from the **SMART** participant.

In conjunction with the Cycle Action Plan, **SMART** teachers immediately enroll and engage in a state-approved course of study, outlined below, while fulfilling everyday teaching responsibilities, providing the **intensity** necessary for success. A vital part of Project **SMART** will entail the updating of the coursework to address the content specific needs of fledgling mathematics and science teachers. The enhanced courses will increase participants' subject area content knowledge and sharpen their skills in the art of teaching. The coursework, coupled with on-the-job field experience in Project **SMART**, provide the participating teachers with the scaffolding, support, and mentoring they need to ensure success.

While participants will finish the professional development coursework in one year's time, they will receive mentoring for three years **duration**. A full three years of mentoring will be provided by both the content and pedagogy mentors. This continued support ensures sustained professional growth for each **SMART** participant. As **SMART** participants finish their third year of teaching, they are eligible to apply for National Board Certification or a Master's Degree program in Education. Incentives are provided via **SMART** to assist candidates with the option of their choice. Both options benefit the participant monetarily (HCPS provides additional pay for Master's Degrees in Education and National Board Certification). Both options also furnish the district more teachers with increased content and pedagogical skills.

ACP PROFESSIONAL DEVELOPMENT COMPONENTS

Hillsborough County Public Schools

➤ **Teacher Induction, 18 hours**: This course is based on the work of Harry Wong's The First Days of School and is designed to prepare new teachers for classroom effectiveness. The content presented and skills practiced assist in the development of classroom management and instructional strategies specific to math and science teachers.

➤ **Professionalism through Integrity-CODE OF ETHICS, 3 hours**: This is a training component from the State of Florida Department of Education's Code of Ethics and Principles of Professional Conduct. Educators have the opportunity to examine numerous ethical issues as they relate to education in the State of Florida.

➤ **Transitioning into Teaching, 24 hours**: This course examines the developmental needs of K - 12 students and provides educators with strategies to meet the needs. It explores educational issues such as human development and learning styles, student assessment, and the role of the teacher. In addition, participants examine the Sunshine State Standards and Hillsborough County Benchmarks for mathematics and science and discuss their implications on classroom instruction and student achievement.

➤ **Effective Teaching Strategies, 18 hours**: This course focuses on the six domains of the Florida Performance Measurement System (FPMS). Participants examine research and practice skills in planning, management of student conduct, verbal and nonverbal communication, and student assessment. In addition, the course will be modified to address the specific needs of mathematics and science teachers in the areas of lesson organization and development and knowledge of subject matter.

➤ **Integrating Technology In Education, 18 hours**: This course is designed as an introduction to the methods, techniques, and benefits of effective technology integration in the math and science classroom. The emphasis is on ways to implement technology use into the classroom setting. Novice users will develop a broad understanding of the skills necessary for technology use, while the advanced user will learn how to use their technical knowledge to enhance their classroom. Participants will be involved in interactive hands on lessons that model effective technology integration.

➤ **Crisis Intervention for Educators, 3 hours**: This video-based course is designed to help educators recognize the signs of severe emotional distress, alcohol and drug abuse, and overt physical and behavioral indicators of child abuse and neglect. Participants learn both the intervention and referral procedures. “Crisis Intervention for Educators” is administered by the site administrator.

➤ **ACP Reading to Learn, 60 hours**: In HCPS, all teachers, regardless of their subject area, teach reading. With this theory in place, this course will provide ACP teachers training in scientifically-based reading research practices to improve reading instruction for K-12 students in math and science. Participants will acquire knowledge and understanding of the reading process, actively engage in research-based content designed to inform participants of exemplary instructional practices in reading, learn to apply such strategies, acquire techniques for improving students’ reading at all grade levels, and identify elements of a print-rich environment.

➤ **Effective Classroom Management, 24 hours**: This course presents the knowledge, skills, and strategies necessary to implement successful management of a K-12 classroom. The course is designed to improve teaching quality allowing educators direct access to classroom management research and research-based strategies to reach the ultimate goal of instruction, maximizing student achievement and helping students become responsible, self-disciplined learners.

➤ **Diversity, 3 hours**: This course, coordinated by the site administrator at each school, is designed to provide diversity awareness for educators. Issues pertaining to diversity are addressed, and appropriate teacher behaviors are modeled.

The ACP program includes immediate feedback for coursework and demonstrated classroom practice. Summer institute coursework, which includes demonstration lessons,

bridges the gap between school year calendars. Coursework is delivered by certified teachers who must pass a screening. They then audit the course to be taught and teach the course as an apprentice with observation and coaching. The quality of instruction is further guaranteed through ACP feedback at the end of each course. Follow up in the classroom with observation and mentoring guides the improved practice of the ACP teacher.

3) The extent to which the training or professional development services to be provided by the proposed project are likely to alleviate the personnel shortages that have been identified or are the focus of the proposed project.

Current data from the district's existing ACP provides evidence that the professional development offered via **SMART** will likely alleviate the district's personnel shortages. Of the ACP teachers served in the past three years, 93% of those who completed the ACP professional development and certification within one year are still teaching in the district, while only 78% of those who completed the ACP professional development and certification within two to three years are still in the classroom. These results indicate that revising these courses to increase relevance to the science and mathematics content areas, and requiring that participants adhere to the **SMART** one year course of study will increase the retention rate of **SMART** teachers to above 93%.

Each of the **SMART** professional development courses will be revised to meet the specific needs of **SMART** participants. A team composed of both content and pedagogy specialists will ensure that courses are tailored for K-12 science and mathematics teachers. Courses will be further refined to appropriate grade level bands and, for secondary teachers, specific class assignments, such as Physics or Calculus. The district's mathematics and science content supervisors will work closely with **SMART** leadership to make certain that revisions are

appropriate and, based on their experience with newly hired science and mathematics teachers, likely to result in teacher retention, teacher job satisfaction, and increased student achievement.

4) The extent to which the services to be provided by the proposed project involve the collaboration of appropriate partners for maximizing the effectiveness of project services.

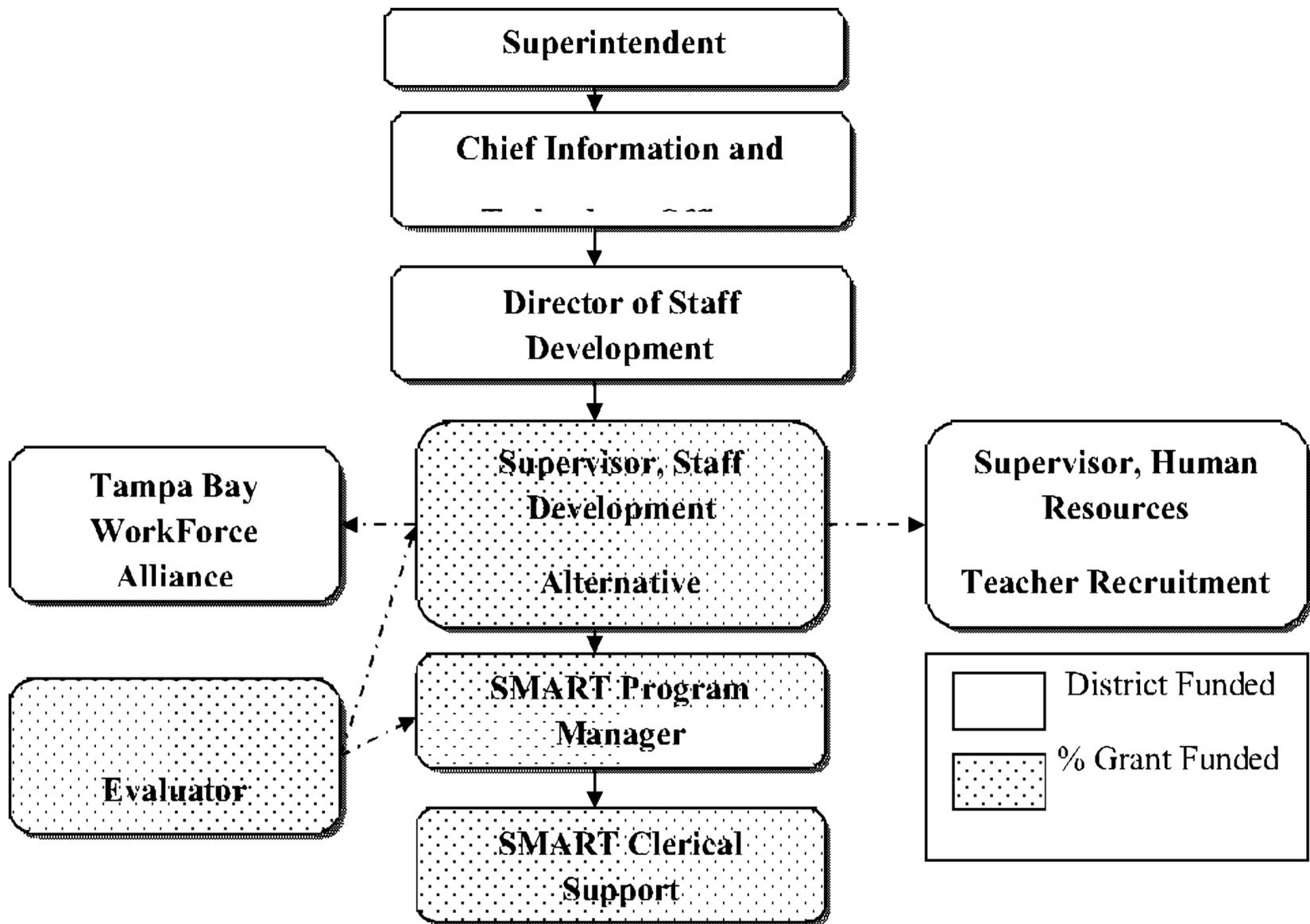
The partnership with TBWA (commitment letter in appendix) expands the recruitment system in HCPS and supports the retention of selected applicants. This partnership is mutually beneficial and integrates services for implementation. TBWA will provide customized support during the recruitment and hiring process. Targeting appropriate candidates, initial contact protocols, and moving from recruitment to hiring are specialized areas of expertise that will be active in implementation. HCPS will work with TBWA to craft the pre-selection induction process that will occur through TBWA. Interview and resume development targeting educational positions as well as pre-selection assessments require the combined expertise of both entities. Adding updated position openings to the TBWA outreach will also require close communication between partners. The **SMART** project has been carefully planned to sustain the ACP teacher through the program. However, without expanded recruitment, quality candidates cannot be contracted. The partnership with TBWA provides access to multiple sources of quality applicants and an ongoing pool of potential applicants. HCPS provides TBWA with an opportunity to grow their organization and realize their vision to be the national model of excellence for innovative workforce services. Together HCPS and TBWA can maximize the effectiveness of project services from the initial outreach contact to the certification and retention of mathematics and science teachers.

QUALITY OF THE PROJECT MANAGEMENT

1) The adequacy of the management plan to achieve the objectives of the proposed project on time and within budget, including clearly defined responsibilities, timelines, and milestones for accomplishing project tasks.

The management responsibilities of Project SMART fall directly under the district’s Department of Staff Development, led by the Director of Staff Development. The overall district management of Project SMART is represented graphically below. Dashed lines indicate collaborative efforts, while dotted shapes indicate that a percentage of the position is funded by the project. All hiring of grant funded personnel will follow the district’s Human Resources Management Division policies and procedures.

Project SMART Management Chart



The **SMART Project Director**, Scott Richman ((b) (A) (C) effort, grant funded), is a Supervisor of ACP in the district's Staff Development Department and is in charge of the ACP program. Mr. Richman has a history of successfully directing federal grant-funded projects and is familiar with federal financial and programmatic grant management rules, regulations, policies, and guidelines. Mr. Richman will provide oversight for milestone progress and communicate directly with the Director of Staff Development. His experience with oversight of the district's ACP teachers will ensure the success of this program. He will meet regularly with the Program Manager.

The **SMART Program Manager**, Sandra Robinson ((b) (A) (C) effort, grant funded) is directly responsible for the day-to-day operations of **SMART**. Ms. Robinson has experience in managing federal grant funded programs and experience with the ACP program. She also possesses advanced technology skills and excellent interpersonal skills. She will report directly to the Project Director. Ms. Robinson monitors **SMART** teacher progress through recruitment, placement, and ongoing support efforts. She also supervises the incentive portion of the project. She schedules the mentors and meets with the administrators, content supervisors, and personnel supporting the **SMART** teacher. She meets weekly with the Project Director and the Supervisor of Teacher Recruitment to be sure activities are occurring in a timely manner and that milestone events are on schedule. She will work closely with the Selection Committee and site administrators to ensure the proper placement of all participants. She communicates with all stakeholders and attends recruitment events.

The **Supervisor of Teacher Recruitment**, ((b) (A) (C) effort, district funded) Quincenia Bell is in charge of the recruitment and hiring process for **SMART** candidates. She will work closely with TBWA to plan and implement partnered activities. Additionally, she will provide targeted

recruitment aimed at attracting alternate entrants with STEM related undergraduate degrees. She will be assisted in this effort by the district's recruitment task force of district and school-based administrators, the Hillsborough Classroom Teachers Association, representative National Board Certificated Teachers, community business members, and the Hillsborough Education Foundation. The Supervisor and **SMART** manager will meet biweekly. Interview training, which will be coordinated with TBWA, will fall under her guidance.

A grant funded **secretary** (100% effort, grant funded) is important to the implementation of the project. The secretary will provide all clerical support, such as maintenance of all files, online and hard copy, for the participants. She will assist the Program Manager with scheduling and communication with all participants.

TBWA is a collaborative partner in plan management. TBWA offers services to businesses to help connect them to job candidates and other value-added workforce development services. Expertise in recruitment, process improvement and professional employee preparation are services they will provide for this project as well as a facility designed to support training activities. This partnership will provide pre-placement induction activities. While they do not report to the Supervisor of Teacher Recruitment, they are committed to working with her and the Project Director.

The **SMART Evaluator** (100% effort), Dr. Marianne Schmutte will perform as the outside evaluator for the project. Dr. Schmutte has extensive experience evaluating federal Transition to Teaching projects. She will work closely with the Project Director and the district's Department of Assessment and Accountability to collect required data and provide ongoing performance feedback. She will also participate in Sustainability Planning over the life of the project to ensure that the program continues after federal funding ends.

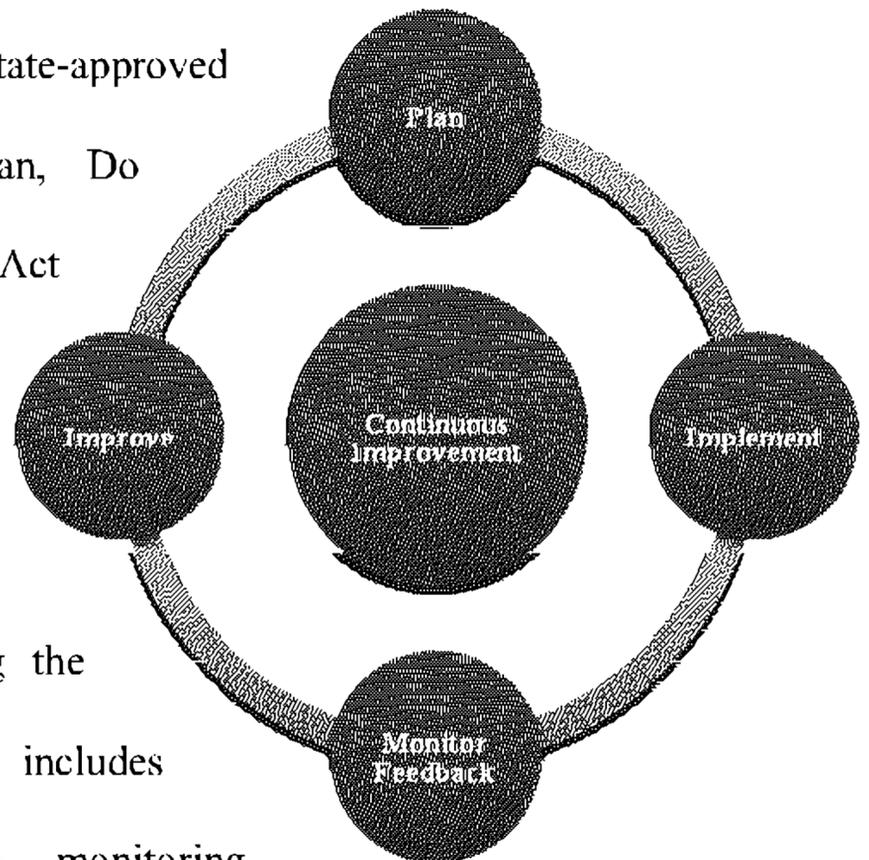
The management of this project is collaborative with oversight provided by the Project Director. Milestone accomplishment is, in most cases shared. The following key defines the milestone responsibilities in the chart below. **Key:** SMART Project Manager = PM; Supervisor of Recruitment = SR; TBWA =WA; Project Director = PD; Selection Committee = SC; Administrators =ADM; Alternative Certification Program Teachers = ACPT; Evaluator = E.

Year	1		2		3		4		5		Lead
	1	2	1	2	1	2	1	2	1	2	
<i>Milestones</i>											
<i>Sem</i>											
Recruit STEM career changers/ undergraduates via traditional efforts (Job Fairs, Internet, Workhops)	X	X	X	X	X	X	X	X	X	X	SR, WA, PM
New recruitment efforts at University Career Fairs targeting STEM undergraduates		X		X		X		X		X	SR, WA, PM
Advertise program on district web site	X	X	X	X	X	X	X	X	X	X	SR, PM
Pre-hiring workshops for potential candidates (interview skills, resume writing, introduction to K-12 education, pedagogy)	X		X		X		X		X		SR, WA, PM
Screen candidates via Placement Referral Committee interviews	X		X		X		X		X		SC, PD, PM
Screen candidates via Haberman Star assessment	X		X		X		X		X		PD, PM
Share list of pre-screened candidates with Title I site administrators	X		X		X		X		X		PD, PM
Candidates hired at Title I schools to teach mathematics and science	X		X		X		X		X		ADM
Candidates enroll in ACP at beginning of district employment	X		X		X		X		X		ACPT, PM

Specialized year-long pedagogy and content training	X	X	X	X	X	X	X	X	X	X	PD, PM, ACPT
Mentors assigned (pedagogy and content)	X		X		X		X		X		PM
Candidates finish ACP in one year		X		X		X		X		X	ACPT
Candidates receive state certification		X		X		X		X		X	ACPT, PM
Candidates participate in either preparation for National Board Certification or enroll in a Master's Degree program in Education						X	X	X	X	X	ACPT, PD, PM
Performance Feedback Monitoring		X		X		X		X		X	E
Sustainability Planning/ Feedback						X	X	X	X		E, PD, PM
GPRA baseline, interim, final assessments and reports		X		X		X		X		X	E

2) The adequacy of procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Project **SMART** will follow the district's state-approved Continuous Improvement Model Process: Plan, Do (Implement), Check (Monitor Feedback), and Act (Improve). Two levels of authority make up the communication and implementation network: 1) the Advisory Committee, and 2) the Operating Team. Both groups are charged with following the Continuous Improvement Model process which includes monitoring the project's implementation status, monitoring



feedback, and planning for sustainability. The Advisory Committee meets quarterly and consists of decision-makers, including the Superintendent of Schools, who have the authority to ensure the goals of the project are embraced by key players and accomplished in a timely manner. The Operating Team meets monthly, supports the Advisory Committee and is directed by the Project Director. The Operating Team is charged with the day-to-day implementation of the project and providing data, feedback, and recommendations to the Advisory Committee. Membership on these committees is representative of all project stakeholders, ensuring multiplicity of points-of-view.

The members of these groups are listed below.

Advisory Committee	Operating Team
Superintendent	Project Director
Chief Information and Technology Officer	Program Manager
Assistant Superintendent, Student Services and Federal Programs (Title I Schools)	Supervisor, Teacher Recruitment
Director of Staff Development	TBWA representative
Supervisor, Alternative Certification Program (Project Director)	Mathematics and Science Content Supervisors
Supervisor, Teacher Recruitment	Representative of Title I Principals
SMART Program Manager	Representative, Title I Science and Mathematics teachers
TBWA representative	Representative, SMART project participants
Hillsborough County PTSA	Coordinator of Grant Evaluations, Department of Assessment and Accountability
Mathematics and Science Content Supervisors	Evaluator
Evaluator	

Members of the Advisory Committee will receive data and information on current implementation status and project monitoring. They have the authority to make decisions and set priorities to ensure that project objectives are achieved on time and within budget. The Program

Manager and the Operating Team will assist the Advisory Committee in understanding the current project status and in monitoring implementation of **SMART**. Through these activities, the Advisory Committee and Operating Team will implement project activities and programs and recommend changes as necessary. The project evaluator serves with both groups in order to provide the most up-to-date performance feedback monitoring. In Year 3 of the project, the evaluator and both groups will begin sustainability planning to ensure that the project continues after the end of federal funding.

3) The extent to which the time commitments of the project director and principal investigator and other key project personnel are appropriate and adequate to meet the objectives of the proposed project.

Because Project **SMART** utilizes the district's existing ACP as the backbone of the streamlined and revised **SMART** program, **SMART** personnel will necessarily expend a percentage of effort in the existing program. In order to follow federal grant personnel time and effort guidelines scrupulously, **SMART** has elected to fund only a percentage of time for some **SMART** personnel where appropriate and adequate. Because the duties of the district's Supervisor of Teacher Recruitment include all district teacher recruitment activities, including those developed specifically for this project, the district will fund her percentage of effort to **SMART**. The percentages and their rationale are listed below.

Personnel	% on SMART	Responsibilities to SMART	Other Responsibilities
Project Director	(b)(4), (b)(6)	<ul style="list-style-type: none"> • Oversight of milestone progress • Weekly meetings with Program Manger • Communication with Director of Staff Development • Serve on Advisory Committee and Operating Teams • Provide data to evaluator 	<ul style="list-style-type: none"> • Oversight of district ACP program • Oversight of district Leadership training program • Oversight of district Paraprofessional Training Program
Program Manager	(b)(4), (b)(6)	<ul style="list-style-type: none"> • Oversight of day-to-day operations • Oversight of budget and expenditures • Monitor recruitment, placement, and support of all participants • Supervise incentive portion of project • Work closely with Project Director, TBWA, and Teacher Recruitment • Meet weekly with Project Director • Serve on Advisory Committee and Operating Teams • Provide data to evaluator 	<ul style="list-style-type: none"> • Assist with district ACP program • Other duties as assigned
Supervisor of Teacher Recruitment	(b)(4), (b)(6)	<ul style="list-style-type: none"> • Work with TBWA to plan and implement recruitment • Perform targeted STEM recruitment • Meet bi-weekly with Program Manager • Oversight of interview training • Serve on Advisory Committee and Operating Teams • Provide data to evaluator 	<ul style="list-style-type: none"> • Oversight of all district teacher recruitment efforts • Direct district Recruitment Task Force
Secretary	100%	<ul style="list-style-type: none"> • Provide clerical support for all SMART activities • Maintain all SMART records and files • Provide data to evaluator 	N/A

<p>Evaluator</p>	<p>100%</p>	<ul style="list-style-type: none"> • Collect data and author all required reporting documents • Provide ongoing performance feedback monitoring • Collaborate with district Office of Assessment and Accountability for data collection • Assist with sustainability planning • Serve on Advisory Committee and Operating Teams 	<p>N/A</p>
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Project Narrative

Other Narrative

Attachment 1:

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Attachments

High Need LEA Required Data

Resumes

Letter of Support

January 21, 2009

High-Need LEA Eligibility

NAME of the LEA	COMPONENT A: POVERTY DATA					COMPONENT B: TEACHER QUALITY DATA					
	A1	#	*Data Source (Identify as 2005 or 2007 Census data)	A2	%	*Data Source (Identify as 2005 or 2007 Census data)	B1	%	Data Source (Identify separately for each LEA)	B2	%
Hillsborough County Public Schools	X	28,444	2007							X	11.24%
Data Source for B2	Hillsborough County Public Schools Data Analysis, 2007										

High-Need Subject and LEA Commitment

Each applicant must confirm that it will meet the program requirements to recruit project participants to meet the need for teachers of high-need subjects in the LEAs participating in the project. Further, each applicant must confirm that the participating LEAs have indicated they will hire project participants if they have vacancies and are satisfied that the participants are qualified.

To confirm that it will meet these requirements, an applicant may use the checklist below and complete and submit it with the application or may provide other documentation such as a letter of commitment from an authorizing official for each LEA.

(check) The applicant confirms that all LEAs listed in the application with which the applicant will partner have identified the **high-need subjects** they need individuals recruited through this program to teach, and that the applicant will recruit eligible participants to teach only these high-need subjects.

(check) The applicant confirms that each LEA listed in the application with which the applicant will partner will hire individuals recruited through this program to meet the LEA's teaching needs, assuming that the LEA still has positions to fill and is satisfied that the individuals are qualified to teach the high-need subjects for which the LEA needs teachers.

VITA

Charles Patrick Fleming

(b)(6)

(b)(6)

Work Telephone: 272 – 4451
charles.fleming@sdhc.fl.us

EDUCATION

Master of Education	University of South Florida	1978
Bachelor of Education	University of South Florida	1969
Associate of Arts	St. Petersburg Junior College	1966

PROFESSIONAL EXPERIENCE

Teacher, Marshall Junior High School	1969 – 1981
Teacher, Chamberlain High School	1981 – 1988
TSA, Middle Schools, SDHC/ROSSAC	1989 – 1992
Supervisor of Social Studies, SDHC/ROSSAC	1992 – 1997
Supervisory, Secondary Education, Generalist, SDHC/ROSSAC	1997 – 2002
Director of Non-Traditional Programs, SDHC/ROSSAC	2002 – 2003
General Director of Secondary Education and Non-Traditional Programs, SDHC/ROSSAC	2003 – Now

PROFESSIONAL CERTIFICATION

Type: Professional Educator
 Expiration Date: June 30, 2005
 Fields and Levels: Educational Leadership
 Social Science, 6 – 12
 Middle Grades Endorsement

REFERENCES

(b)(6)

Scott D. Richman

Objective: A challenging position as an educational leader.

Educational Qualifications:

- Certified through June 30, 2009 in:
 - Educational Leadership all levels
 - Middle Grades General Science 5-9
 - Gifted Endorsement

Staff Development Experience:

- Supervisor Hillsborough County Public Schools Staff Development Office- 2007-Present
- Developed and Implemented Instructional Support Personnel Training
- Developed and Implemented the Paraprofessional Educator Training Strand, 2006
- Alternative Certification Program (ACP) Trainer, June 2004 - 2007 (Transition into Teaching, Integrating Technology, Classroom Management)
- ACP Course Revision Committees - Summer 2005, Summer 2006
- New Teacher Science Content Trainer - July 2002 - July 2005
- New Teacher Orientation Trainer - July 2005
- Staff Development Steering Committee - Spring 2005 - Present
- Professional Study Day Presenter - 2000 - 2007

Educational Experiences:

- Teacher Recruitment and Retention Committee 2006-Present
- Highly Qualified Committee 2006-Present
- Hillsborough Science Fair Screening Committee - August 1999 - February 2005
- PNE Support Team, Franklin/Shields Middle - August 1999 - January 2006
- School Advisory Council Chairperson, Shields Middle School - 2004-2005
- Phi Delta Kappa Chapter 1133 Webmaster - 2003 - Present
- Phi Delta Kappa Chapter 1133 Treasurer - 2006 - -2008
- Introduction to School Administration 2002
- Growth Opportunity for Aspiring Leaders (GOAL) Program 2000
- Middle School Science Curriculum/Assessment Committee - 2000-2002

Work Experience:

- May 2007 - Present, HCPS Staff Development, Tampa, FL
Supervisor, Staff Development
- January 2006 - April 2007, HCPS Staff Development, Tampa, FL
District Resource Teacher - Transition to Teaching Program, Paraprofessional training, Alternative Certification Program
- August 2004 - January 2006, Beth Shields Middle School, Ruskin, FL
Science Subject Area Leader
- August 1999 - June 2004, Franklin Middle School, Tampa, FL
Science Subject Area Leader, ELP Co-Administrator, Bus Coordinator
- August 1998 - June 1999, Webb Middle School, Tampa, FL
Science Teacher, Assistant Intramural Director
- August 1996 - June 1998, Ben Hill Middle/Jr High School, Tampa, FL
Science/Agriculture Teacher

(b)(6)

(b)(6)

Scott D. Richman

Awards:

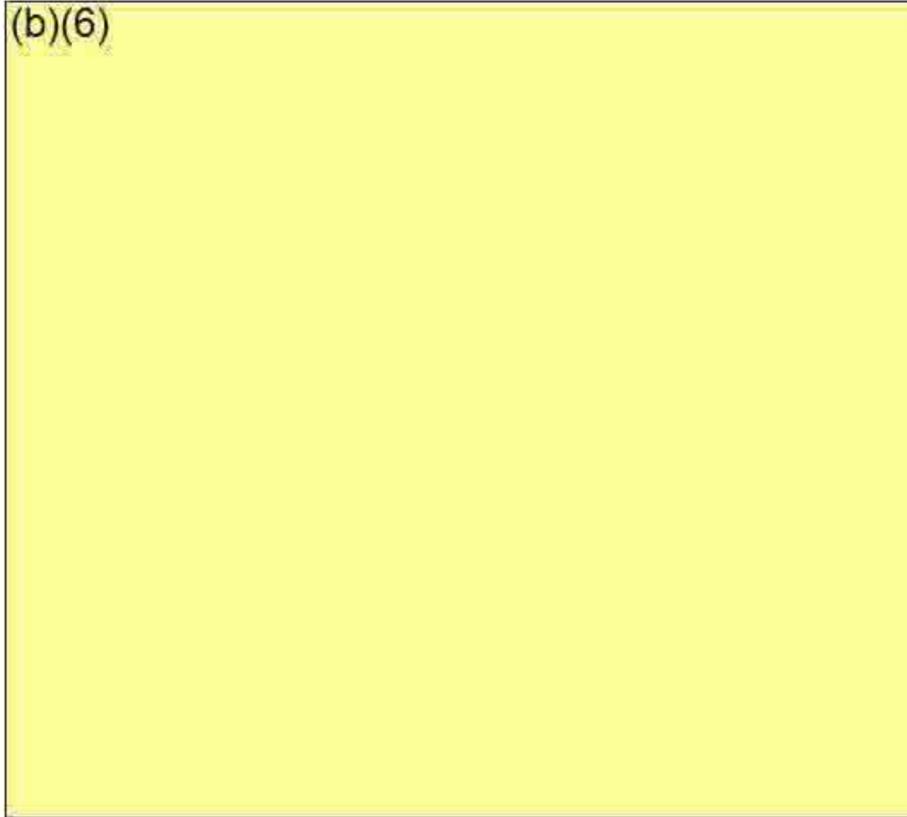
- Published “The Rewards of Teaching: Student Achievement is Exciting”
- USF Berbecker Scholarship Summer 2006 and 2007
- Phi Delta Kappa Young Leader selection Summer 2006
- Phi Delta Kappa Graduate Fellowship Fall 2006, Fall 2008

Education:

- Bachelor of Science in Agriculture, University of Florida, May 1996
- Masters in Educational Leadership, University of South Florida, December 1999
- Enrolled in Educational Leadership Doctoral Program at The University of South Florida

References:

(b)(6)



(b)(6)

(b)(6)

Sandra Fernandez Robinson

(b)(6)

E-mail: SandraRobinson@sdhc.k12.fl.us

OBJECTIVE: To obtain a challenging leadership position in the area of staff development

QUALIFICATIONS:

- Ten years training experience
- Fifteen years teaching experience
- Educational Leadership K-12
- Adult Learning Strategies
- Goal - oriented individual with strong leadership capabilities
- Organized, highly motivated, and detail-directed problem solver
- National Board Certified - Early Childhood Generalist
- Mentor for new and experienced teachers
- ESOL Endorsement
- Conversational Spanish
- Member of the School Improvement Cadre

EDUCATION: Masters Degree-Educational Leadership, University of South Florida, 2006,
B.A. Elementary Education, University of South Florida, 1993

STAFF DEVELOPMENT PROGRAMS & LEADERSHIP ROLES:

- Foundations of Professional Learning Communities - 2008, Designed, created and implemented the course, created the powerpoint presentation, trainers manual , participant workbook, trainers notes and outline for the course

PLC -Assessment for Learning 2008, revised course to fit the needs of the participants.
- Paraprofessional 101 - 2008 Developed a course for paraprofessionals: designed the Power Point presentation, participants workbook, trainers notes and outline.
- Revised - Transition to Teaching ACP course 2008 in order to create a Hybrid version. Organized notes, created PowerPoint presentations, served as the online facilitator.
- Created a Book Study for the Tift Grant - 2008, Titled Teaching Essentials. Organized Training created PowerPoint presentation and workbooks.

- National Board Certification 2008, Created a website for our district for National Board Certification, organized training for NB Candidates
- Paraprofessionals - 2008, Responsible for organizing Paraprofessional Training.
- New Teacher Orientation Induction -2007, designed and implemented new theme, implemented new format, designed Power Point presentation, created new participant's manual, created trainer's manual, notes and outline for the course
- Planning For Instruction Training NTO Session 4-2007. Created training for Non Education Major Evaluated needs of participants, created training based upon trainer and participant input, created Power Point presentation, designed participant's manual, trainer's guide, notes and outline for the course
- Train the Trainer - New Teacher Induction-2007
- Support Team Training, Support Team Update and Clinical Education Facilitator 2005-present
- Train the Trainer-Support Team Training, Support Team Update and Clinical Education 2007
- TESA Training Coordinator (2007-08)
- Designed, coordinated and implemented - Mini Crash Course on Descriptive, Analytical and Reflective Writing for National Board Candidates 2004-present
- Developed and Facilitated Faculty Training on Questioning Strategies-2005
- Facilitator for Code of Ethics 2004- Present
- Facilitator for Diversity Training -2003-Present
- Organized and Facilitated Follow Up /Support Meetings for new teachers 2005 -2006
- Served as a member of the Staff Development Advisory Committee 2004-05, 2005-06
- Coordinated faculty training on Data Driven Instruction and Professional Development Plans-2004
- Developed and implemented Survive and Thrive Workshops for New Teachers 2003 (Positive Parent Partnerships, Conferencing with Confidence and Best Practices)
- Created and facilitated training for Professional Study Day-2004
- Served as a Facilitator for The Accomplished Teaching Academy 2003-2004
- Served as a Facilitator For Commitment to Learning Through the National Board Certification Process 2004
- Organized and Facilitated Informational Meetings for National Board 2004
- Designed and Implemented Parent Training on Reading 2005
- Mentor new and experienced teachers-National Board Program 2001-present

ALTERNATIVE CERTIFICATON PROGRAM:

- Served on the Evaluation Committee for the Transition to Teaching Grant
- Alternative Certification Program (ACP) Trainer
- Facilitator for Transition to Teaching
- Facilitator for Effective Classroom Management
- Facilitator for Induction
- Facilitator for Effective Teaching Strategies

ACP COURSE REVISIONS:

- Transition to Teaching Course -2008 revised the course in order to create a Hybrid version.
- Revised Transition to Teaching course 2007-collaborated to revise the course based on participant input and needs analysis.
- Online Tracking System -2007 developed and designed activities for Effective Teaching Strategies that enables participants to demonstrate an understanding of the Accomplished Practices for the online tracking system.
- Classroom Management Course-collaborated to analyze course based on participant input, made changes to participant responsibilities and course pacing.
- Effective Teaching Strategies -2005 evaluated course effectiveness, updated materials based on needs; developed Power Point presentation, designed participant manual, trainer's guide and notes.

WORK HISTORY:

January 2008 - Current: Program Manager for the Transition to Teaching Program, responsible for the day-to-day program operations. Organize budget, submit vouchers, maintain data files, conduct information sessions, organize meeting facility for course work, and provide updated information to all participants via email.
National Board Coodinator.

May 2003 - January 2008 Maniscalco Elementary-Teacher, Mentor Teacher Team Leader, collaborated to create paraprofessional schedules, steering and budget committee, Mentor through National Board, Peer Assistant, Various leadership activities for the administration

August 1993 - May 2003 Belle Witter Elementary (Title 1) Tampa, Fl.
Teacher, Team Leader, Organized Paraprofessional Schedules
Served on Support Teams for new teachers, collaborated to develop effective Curriculum for the extended learning program, mentor through National Board.

GRANTS WRITTEN AND RECEIVED:

Hillsborough Education Foundation Grant Awards
Experience the Wonders of the Rain Forest 2004-5
Making Math Magical - 2005-2006
Phonics Fun 2005-2006
Readers Read to Succeed 2006-2007

RECOGNITIONS: Minority Teacher of the Year 2003 for Maniscalco
Outstanding Educator - Pay for Performance 2003
Outstanding Educator - Pay for Performance 2004
Outstanding Educator - Pay for Performance 2005
Outstanding Educator - Pay for Performance 2006
Outstanding Educator - Pay for Performance 2007
MAP Award- Score in the 95 % for grade level -2007

AFFILIATIONS: Hillsborough County Council International Reading Association
Parent Teacher Association
Math Council

REFERENCES:

(b)(6)

Mariann V. Schmudde

(b)(6)

◆ E-mail: mschmudd@stetson.edu

Education:

Ph.D., Curriculum and Instruction, University of Central Florida, Orlando, FL *Areas of emphasis – standards based instruction and accountability, program evaluation, educational policy*

M.Ed., Curriculum and Instruction, Duke University, Durham, NC – *Graduate Fellow*

B.S., Elementary Education and Psychology, University of Pittsburgh, PA - *Magna Cum Laude*

Work Experience:

2002 – present - Instructor, Stetson University Educational Leadership Program

2001 – present - Self-employed consultant. Areas include program evaluation, needs assessment and data collection design, policy/procedures development and review, operational and strategic planning, report and technical writing, facilitation, and program design.

2001-2003 - Director, Area Center for Educational Enhancement, Stetson University

1999–2001 - Researcher/Instructor, University of Central Florida

1972-1999 - Public School Educator - *Professional Development Coordinator, Curriculum Resource Teacher, Technology Coordinator, Teacher.*

Examples of Professional Experiences:

Evaluation Design and Implementation –

- External Evaluator for Orange County Public Schools USDOE Teacher Incentive Fund (TIF) grant
- External Evaluator for USDOE Professional Development Grant (ELL), Stephen F. Austin University, Nacogdoches, TX External Evaluator for USDOE Fund for the Improvement of Postsecondary Education grant (FIPSE), Stephen F. Austin University, Nacogdoches, TX
- External Evaluator for USDOE Fund for the Improvement of Postsecondary Education grant (FIPSE), Stephen F. Austin University, Nacogdoches, TX
- External Evaluator for USDOE Transition to Teaching grants (Orange County Public Schools and Hillsborough County Public Schools)
- External Evaluator for NSF GK-12 STEM grant, Project # 6361553, *Students, Teachers and Resources in the Sciences (STARS)*, University of South Florida Engineering Department.
- External Evaluator for FLDOE MSP grant (Project IMPROVE, mathematics content), Broward County/Nova Southeastern University, Fort Lauderdale, FL
- External Evaluator for Panhandle Area Educational Consortium DELTA grant (Science Leadership), Chipley, FL
- Lead for Florida's Professional Development Evaluation Protocol District Site Review Team
- External Evaluator for numerous curriculum and professional development projects in Orange County Public Schools, Sumter County Public Schools, and Lake County Public Schools
- Presenter at National Program Evaluation Conference
- Active participant on program evaluation team for University of Central Florida NSF science and mathematics instructional improvement grant.

Research and Systems Analysis-

- Coordinator of LETRS Implementation and Impact Study
- Review of the implementation of the professional development systems for alignment with state standards for numerous Central Florida School Districts
- Facilitator of effort to restructure data collection systems concerning professional development systems for systematic analysis (Orange, Sumter, Seminole School Districts)
- Presenter at AERA

Project Management -

- Supervision of professional and support staff
- Management of million+ dollar budget
- Acquisition and management of grants and supplemental support resources
- Development of collaborative relationships with educational organizations throughout the state
- Development, implementation and support of innovative programs to enhance instructional practice leading to improved student achievement
- Development project data collection systems
- Facilitator of internal project evaluation
- Collaboration and communication with Florida State Department of Education leaders.

Professional Development –

- Facilitated/delivered professional development in public schools on a variety of topics such as: Sunshine State Standards, Data analysis, Action Research, Strategies for Improved Reading Instruction, The Implications of Brain Research for Classroom Practice, Critical Thinking in the Elementary and Secondary Classroom, Cooperative Learning In the Multi-age Classroom, Implementing an Integrated Curriculum in the Primary Grades, Integrating Technology into the Intermediate Curriculum....

Site-based Curriculum and Instructional Support -

- Coordinated and facilitated curriculum enhancement teams
- Coordinated assessment program
- Served on school planning and leadership team
- Facilitated the professional development of Pre/K– 8th grade teachers
- Mentored beginning teachers
- Encouraged teacher leadership and empowerment
- Nurtured a “community of learners”

Instruction –

- Taught pre-service and graduate level educators
- Implemented a child-centered, integrated curriculum; utilizing a research based instruction
- Designed and organized a comprehensive student assessment system for the purposes of providing targeted instruction as well as accountability
- Designed and developed an inquiry based curriculum to meet the academic, social and affective needs of elementary gifted learners

Professional Honors:

Phi Kappa Phi (International Academic Honor Society)

Kappa Delta Pi (International Education Academic Honor Society)

Teaching Fellow – Duke University

Research Fellow – University of Central Florida

Teacher of the Year - Dr. Phillips Elementary

Professional Memberships:

American Evaluation Association

Southeast Evaluation Association

National Staff Development Council

Florida Association for Staff Development

Association for Curriculum Development and Supervision

American Educational Research Association

January 20, 2009

Scott Richman, Supervisor
Staff Development
Instructional Services Center, Route 7
Hillsborough County Public Schools
2909 North 40th Street
Tampa, FL 33605

Dear Mr. Richman:

Tampa Bay WorkForce Alliance strongly supports Hillsborough County Public Schools' (HCPS) proposal for the *Transition to Teaching* Grant. We view this collaboration as a key component in fostering economic development, as well as meeting the workforce needs in the areas of education in the Tampa Bay region.

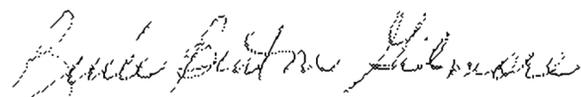
The proposal will bring to the Tampa community much needed talent development and worker training in the area of education skills. In addition, this project will offer education and training leading to certifications and address skills gaps in the available labor force for the targeted profession. It will also improve the ability of minorities and veterans to gain meaningful employment. Currently, Hillsborough County is facing a workforce crisis with an unemployment rate of 7.4 percent higher than the nation and State unemployment rate.

TBWA is prepared to support this collaboration with in-kind services at the one-stop career centers in the following areas:

- Recruitment assistance
- Job placement assistance
- Access to resources at the one-stop career centers such as computer, internet, fax, and copy machines
- Employability skills training workshops and seminars

We look forward to working with you to assist where ever needed in the development and implementation of this project. If I can be of further assistance, please do not hesitate to contact me.

Sincerely,



Renée Benton Gilmore
President/CEO

Budget Narrative

Budget Narrative

Attachment 1:

Title: Pages: Uploaded File: **1238-HCPS TTT Budget Narrative 01-21-09.pdf**

TRANSITION TO TEACHING - AGGREGATE						
PERSONNEL	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	TOTAL
SMART Project Director, Supervisor & Secretary	89,345	93,810	98,503	103,428	108,579	493,665
FRINGE						
SMART Project Director, Supervisor & Sec'y, 31.56%	28,197	29,607	31,087	32,641	34,267	155,799
TRAVEL						
Vicinity/OOC	44,550	52,350	52,350	28,950	4,440	182,640
EQUIPMENT						
Program/Recruitment	81,625	1,468	360	500	0	83,953
SUPPLIES						
Program/Recruitment and Training	24,828	13,517	7,039	9,092	3,554	58,030
CONTRACTUAL						
Consultants & Mentors	93,650	129,150	90,150	56,278	49,150	418,378
OTHER						
Dues & Fees, Printing & Postage	17,092	13,330	300	10,000	2,342	43,064
TRAINING						
ACP Fees	60,000	80,000	160,000	200,000	240,000	740,000
Indirect Costs @ 3.79%	10,713	12,005	10,211	9,111	7,668	49,708
TOTAL FUNDS	450,000	425,237	450,000	450,000	450,000	2,225,237

TRANSITION TO TEACHING - YEAR ONE		OBJ *SEM		TOTAL
PERSONNEL				
SMART Project Director (b)(4),(b)(6)		ALL	ALL	(b)(4), (b)(6)
SMART Project Manager		ALL	ALL	
SMART Secretary (\$28,984), \$114.56 Per Day x 253 Days \$28,984 Annually @ 100% FTE		ALL	ALL	28,984
Total Personnel				89,345
FRINGE (FICA, Medicare, Worker's Compensation, Retirement, Health and Life Insurance)				
SMART Project Director (b)(4),(b)(4),(@ 31.56% Fringe		ALL	ALL	(b)(4), (b)(6)
SMART Project Manager (b)(4),(b)(4),(@ 31.56% Fringe		ALL	ALL	
SMART Secretary (\$9,147), \$28,984 @ 31.56% Fringe		ALL	ALL	9,147
Total Fringe				28,197
TRAVEL				
In County				
Vicinity Travel (\$2,220), SMART Project Manager, 500 miles/mo. x 12 Mo. @ 0.37/mile		ALL	ALL	2,220
Out of County				
Annual Project Directors Meeting, Wash., D.C. (\$3,330)		ALL	01	3,330
SMART Project Director, Project Manager & Evaluator, Req'd Round Trip Airfare for 3 People @ \$500 each (\$1,500) Lodging @ \$150/Night x 3 Nights x 3 People (\$1,350) Meals @ \$30/Day x 4 Days x 3 People (\$360) Miscellaneous Expenditures @ \$40 each x 3 People (\$120)				
College Recruitment Trips (10), 3 People (\$39,000)		ALL	ALL	39,000
SMART Project Director, Mgr & Recruitment Sup'v, 10 Trips R/T Airfare, 10 Trips for 3 People @ \$575 each (\$17,250) Lodging @ \$175/Night x 3 Nights x 3 People x 10 (\$15,750) Meals @ \$30/Day x 4 Days x 3 People x 10 Trips (\$3,600) Miscellaneous Exp @ \$80 each x 3 People x 10 Trips (\$2,400)				
Total Travel				44,550

TRANSITION TO TEACHING - YEAR ONE		OBJ	*SEM	TOTAL
EQUIPMENT				
Tablet PC for SMART Project Manager & Supervisor (\$6,060), incl/ case, travel mouse & extended life battery, 2 at \$3,030 each	1.1	01	6,060	
	1.2			
	1.3			
Desktop Computer for SMART Project Mgr & Sec'y (\$2,066), 2 @ \$1,033 each	1.1	01	2,066	
	1.2			
	1.3			
Laser Printer for SMART Personnel (\$3,800), 2 at \$1,900 , plus Desktop Printer (\$199), 1 @ \$199	1.1	01	3,999	
	1.2			
	1.3			
WorkStation for SMART Project Mgr and Secretary (\$1,000), Computer WorkStation, 2 @ \$500 each	1.1	01	1,000	
	1.2			
	1.3			
HP Digital Proj. for SMART recruitment presentations (\$5,000), 2 Projectors @ \$2,500 each	1.1	01	5,000	
	1.2			
	1.3			
Digital Scanner/Fax (\$3,000),	1.1	01	3,000	
	1.2			
	1.3			
SMART Video Hosting Server (\$30,000)	1.1	01	30,000	
	1.2			
	1.3			
SOFTWARE				
SMART Video Hosting Software (\$30,000)	1.1	01	30,000	
	1.2			
	1.3			
Software Upgrades	1.1	01	500	
	1.2			
	1.3			
Total Equipment/Software			81,625	
SUPPLIES				
SMART Program Supplies (\$5,730), Web Cams, 2 @ \$200 (\$400) Paper, Toner/Ink Cartridges, File Folders, Pens, Pencils (\$5,330)	ALL	ALL	5,730	
SMART Recruitment Supplies (\$9,275), DVD's, Binders, Books, Transparencies, Marker, Dry Erase Board and Markers	1.1	ALL	9,275	
	1.2			
	1.3			
SMART Training Supplies (\$9,823), DVD's, Binders, Books, Transparencies, Marker, Dry Erase Board and Markers	2.1	ALL	9,823	
	2.2			
	2.3			

TRANSITION TO TEACHING - YEAR ONE		OBJ	*SEM	TOTAL
		Total Supplies		24,828
CONTRACTUAL				
Enhanced Data Tracking System (EDTS) Consultant (\$8,350), Program specified data retrieval system (\$7,500), and maintenance of systems (\$850)	1.3	ALL		8,350
Enhance Data Tracking System Consultant (\$300), 10 Hours of Training on EDTS System	1.3	02		300
Tampa Bay WorkForce Alliance (\$40,000) Fees, building rental, recruitment materials, etc.	1.2	ALL		40,000
Recruitment Course Development and Implementation (\$25,000) Resume, Interview, Pedagogy, Classroom Management	1.2	ALL		25,000
SMART Evaluation Consultant (\$20,000), External Evaluator for Data Collection, All Reports, Interim and Final Evaluation	ALL	ALL		20,000
			Total Contractual	93,650

TRANSITION TO TEACHING - YEAR ONE		OBJ	*SEM	TOTAL
OTHER				
Dues and Fees (\$5,000), SMART Conference Registrations (\$300); Registration Fees for SMART College Recruitment @ \$470 ea x 10 Sessions (\$4,700)	ALL	01		5,000
Printing (\$6,500), Printing of SMART Recruitment Material, Flyers and Pamphlets	1.1	01		6,500
Postage (\$5,592), For Mailing of SMART Recruitment Material, Flyers & Pamphlets	1.1	01		5,592
Total Other				17,092
TRAINING				
SMART ACP Fees for Group 1 Prof Devel. (\$60,000), 30 SMART ACP Teachers @ \$2000 each	2.1 2.2 2.3 3.1 3.2 3.3	ALL		60,000
Total Stipends				60,000
Indirect Costs, 3.79%	ALL	ALL		10,713
TOTAL YEAR ONE GRANT FUNDS				450,000

TRANSITION TO TEACHING - YEAR TWO		OBJ	*SEM	TOTAL
PERSONNEL				
SMART Project Director (b)(4),(b)(6)		ALL	ALL	(b)(4), (b)(6)
SMART Project Manager		ALL	ALL	
SMART Secretary (\$30,433), \$ 120.29 Per Day x 253 Days \$30,433 Annually @ 100% FTE		ALL	ALL	30,433
Total Personnel				93,810
FRINGE (FICA, Medicare, Worker's Compensation, Retirement, Health and Life Insurance)				
SMART Project Director (b)(4),(b)(6) @ 31.56% Fringe		ALL	ALL	(b)(4), (b)(6)
SMART Project Manager (b)(4),(b)(6) @ 31.56% Fringe		ALL	ALL	
SMART Secretary (\$9,605), \$30,433 @ 31.56% Fringe		ALL	ALL	9,605
Total Fringe				29,607
TRAVEL				
<i>In County</i>				
Vicinity Travel (\$2,220), SMART Project Manager, 500 Miles/mo. x 12 Mo. @ \$0.37/mile		ALL	ALL	2,220
<i>Out of County</i>				
Annual Project Directors Meeting, Wash., D.C. (\$3,330)		ALL	01	3,330
SMART Project Director, Project Manager & Evaluator, Req'd Round Trip Airfare for 3 People @ \$500 each (\$1,500) Lodging @ \$150/Night x 3 Nights x 3 People (\$1,350) Meals @ \$30/Day x 4 Days x 3 People (\$360) Miscellaneous Expenditures @ \$40 each x 3 People (\$120)				
College Recruitment Trips (12), 3 People (\$46,800)		ALL	01	46,800
SMART Project Director, Manager & Recruitment Sup'v, 12 Trips R/T Airfare, 12 Trips for 3 People @ \$575 each (\$20,700) Lodging @ \$175/Night x 3 Nights x 3 People x 12 (\$18,900) Meals @ \$30/Day x 4 Days x 3 People x 12 Trips (\$4,320) Miscellaneous Exp @ \$80 each x 3 People x 12 Trips (\$2,880)				
Total Travel				52,350
EQUIPMENT				
SOFTWARE				
Software Upgrades		1.3	01	1,468
Total Equipment/Software				1,468

TRANSITION TO TEACHING - YEAR TWO		OBJ	*SEM	TOTAL
SUPPLIES				
SMART Program Supplies (\$5,730), Web Cams, 2 @ \$200 (\$400) Paper, Toner/Ink Cartridges, File Folders, Pens, Pencils (\$5,330)	ALL	ALL		5,730
SMART Recruitment Supplies (\$4,287), DVD's, Binders, Books, Transparencies, Marker, Dry Erase Board and Markers	1.1 1.2 1.3	ALL		4,287
SMART Training Supplies (\$3,500), DVD's, Binders, Books, Transparencies, Marker, Dry Erase Board and Markers	2.1 2.2 2.3	ALL		3,500
Total Supplies				13,517
CONTRACTUAL				
Enhanced Data Tracking Consultant (\$8,350), Program specified data retrieval system (\$7,500), plus maintenance of systems (\$850)	1.3	ALL		8,350
Enhanced Data Tracking System Consultant (\$300), 10 Hours of Training @ for on EDT'S System	1.3	02		300
Tampa Bay WorkForce Alliance (\$40,000) Fees, building rental, recruitment materials, etc.	1.2	ALL		40,000
Year 1 Cadre - Additional Content Coursework and materials (\$25,000)	2.1	ALL		25,000
Year 1 Cadre - Additional Mentoring - ACP Coach (\$21,000) 5 visits @ \$70/visit x 30 participants	3.2	ALL		10,500
Recruitment Course Development and Implementation (\$25,000) Resume, Interview, Pedagogy, Classroom Management	1.2	ALL		25,000
SMART Evaluation Consultant (\$20,000), External Evaluator for Data Collection, All Reports, Interim and Final Evaluation	ALL	ALL		20,000
Total Contractual				129,150

TRANSITION TO TEACHING - YEAR TWO		OBJ	*SEM	TOTAL
OTHER				
Dues and Fees (\$5,000), SMART Conference Registrations (\$300); Registration Fees for SMART College Recruitment @ \$470 ea x 10 Sessions (\$4,700)	ALL	01		5,000
Printing (\$4,500), Printing of Recruitment Material, Flyers & Pamphlets	1.1	01		4,500
Postage (\$3,830), For Mailing of Recruitment Material, Flyers and Pamphlets	1.1	01		3,830
Total Other				13,330
TRAINING				
SMART ACP Fees, Group 2 Professional Development (\$80,000), 40 SMART ACP Teachers @ \$2000 each	2.1 2.2 2.3 3.1 3.2 3.3	ALL		80,000
Total Stipends				80,000
Indirect Costs, 3.79%	All	ALL		12,005
TOTAL GRANT FUNDS				425,237

TRANSITION TO TEACHING - YEAR THREE		OBJ *SEM		TOTAL
PERSONNEL				
SMART Project Director (b)(4),(b)(6)		ALL	ALL	(b)(4), (b)(6)
SMART Project Manager		ALL	ALL	
SMART Secretary (\$31,955), \$126.30 Per Day x 253 Days, \$31,955 Annually @ 100% FTE		ALL	ALL	31,955
Total Personnel				98,503
FRINGE (FICA, Medicare, Worker's Compensation, Retirement, Health and Life Insurance)				
SMART Project Director (b)(4),(b)(6) @ 31.56% Fringe		ALL	ALL	(b)(4), (b)(6)
SMART Project Manager (b)(4),(b)(6) @ 31.56% Fringe		ALL	ALL	
SMART Secretary (\$10,085), \$31,955 @ 31.56% Fringe		ALL	ALL	10,085
Total Fringe				31,087
TRAVEL				
In County				
Vicinity Travel (\$2,220), SMART Project Manager, 500 Miles/mo. x 12 Mo. @ \$.37/mile		ALL	ALL	2,220
Out of County				
Annual Project Directors Meeting, Wash., D.C. (\$3,330)		ALL	01	3,330
SMART Project Director, Project Manager & Evaluator, Req'd Round Trip Airfare for 3 People @ \$500 each (\$1,500)				
Lodging @ \$150/Night x 3 Nights x 3 People (\$1,350)				
Meals @ \$30/Day x 4 Days x 3 People (\$360)				
Miscellaneous Expenditures @ \$40 each x 3 People (\$120)				
College Recruitment Trips (12), 3 People (\$46,800)		ALL	ALL	46,800
SMART Project Director, Manager & Recruitment Sup'v, 12 Trips R/T Airfare, 12 Trips for 3 People @ \$575 each (\$20,700)				
Lodging @ \$175/Night x 3 Nights x 3 People x 12 (\$18,900)				
Meals @ \$30/Day x 4 Days x 3 People x 12 Trips (\$4,320)				
Miscellaneous Exp @ \$80 each x 3 People x 12 Trips (\$2,880)				
Total Travel				52,350
EQUIPMENT				
SOFTWARE				
Software Upgrades		1.3	01	360
Total Equipment/Software				360

TRANSITION TO TEACHING - YEAR THREE		OBJ *SEM TOTAL	
SUPPLIES			
SMART Program Supplies (\$3,673), Web Cams, 2 @ \$200 (\$400)	ALL	ALL	3,673
Paper, Toner/Ink Cartridges, File Folders, Pens, Pencils (\$3273)			
	1.1	ALL	1,500
SMART Recruitment Supplies (\$1,500), DVD's, Binders, Books,	1.2		
Transparencies, Marker, Dry Erase Board and Markers	1.3		
	2.1	ALL	1,866
SMART Training Supplies (\$1,866), DVD's, Binders, Books,	2.2		
Transparencies, Marker, Dry Erase Board and Markers	2.3		
Total Supplies			7,039
CONTRACTUAL			
Enhanced Data Tracking Consultant (\$850), Maintenance of systems	1.3	ALL	850
Enhance Data Tracking System Consultant (\$300),	1.3	02	300
10 Hours of Training @ for on EDTS System			
Tampa Bay WorkForce Alliance (\$35,000)	1.2	ALL	35,000
Fees, building rental, recruitment materials, etc.			
Year 2 Cadre (\$20,000)	2.1	ALL	20,000
Additional Content Coursework and materials			
Year 2 Cadre - Additional Mentoring - ACP Coach (\$14,000)	3.2	ALL	14,000
5 visits @ \$70/visit x 40 participants			
SMART Evaluation Consultant (\$20,000), External Evaluator for	ALL	ALL	20,000
Data Collection, All Reports, Interim and Final Evaluation			
Total Contractual			90,150
OTHER			
Dues and Fees (\$300), SMART Conference Registrations (\$300)	ALL	01	300
Total Other			300
TRAINING			
SMART ACP Fees, Group 3 Professional Development \$100,000),	2.1	ALL	100,000
50 SMART ACP Teachers @ \$2000 each	2.2		
	2.3		
	3.1		
	3.2		
	3.3		
SMART ACP Group 1 Teachers (\$60,000),		ALL	60,000
SMART ACP Scholarships, 30 Teachers @ \$2000 each	3.1		
Total Stipends			160,000
Indirect Costs, 3.79%	All	ALL	10,211
TOTAL GRANT FUNDS			450,000

TRANSITION TO TEACHING - YEAR FOUR		OBJ*SEM	TOTAL
PERSONNEL			
SMART Project Director (b)(4),(b)(6)		ALL ALL	(b)(4),(b)(6)
SMART Project Manager		ALL ALL	
SMART Secretary (\$33,553), \$136.62 Per Day x 253 Days, \$33,553 Annually @ 100% FTE		ALL ALL	33,553
Total Personnel			103,428
FRINGE (FICA, Medicare, Worker's Compensation, Retirement, Health and Life Insurance)			
SMART Project Director (b)(4),(b)(6) @ 31.56% Fringe		ALL ALL	(b)(4),(b)(6)
SMART Project Manager (b)(4),(b)(6) @ 31.56% Fringe		ALL ALL	
SMART Secretary (\$10,589), \$33,553 @ 31.56% Fringe		ALL ALL	10,589
Total Fringe			32,641
TRAVEL			
In County			
Vicinity Travel (\$2,220), SMART Project Manager, 500 Miles/mo. x 12 Mo. @ \$.37/mile		ALL ALL	2,220
Out of County			
Annual Project Directors Meeting, Wash., D.C. (\$3,330)		ALL 01	3,330
SMART Project Director, Project Manager & Evaluator, Req'd Round Trip Airfare for 3 People @ \$500 each (\$1,500)			
Lodging @ \$150/Night x 3 Nights x 3 People (\$1,350)			
Meals @ \$30/Day x 4 Days x 3 People (\$360)			
Miscellaneous Expenditures @ \$40 each x 3 People (\$120)			
College Recruitment Trips (6), 3 People (\$23,400)		ALL ALL	23,400
SMART Project Director, Manager & Recruitment Sup'v, 6 Trips R/T Airfare, 6 Trips for 3 People @ \$575 each (\$10,350)			
Lodging @ \$175/Night x 3 Nights x 3 People x 6 (\$9,450)			
Meals @ \$30/Day x 4 Days x 3 People x 6 Trips (\$2,160)			
Miscellaneous Exp @ \$80 each x 3 People x 6 Trips (\$1,440)			
Total Travel			28,950
EQUIPMENT			
SOFTWARE			
Software Upgrades		1.3 01	500
Total Equipment/Software			500

TRANSITION TO TEACHING - YEAR FOUR		OBJ*SEM	TOTAL
SUPPLIES			
SMART Program Supplies (\$2,592), Web Cams, 2 @ \$200 (\$400) Paper, Toner/Ink Cartridges, File Folders, Pens, Pencils (\$2,192)	ALL	ALL	2,592
SMART Recruitment Supplies (\$3,000), DVD's, Binders, Books, Transparencies, Marker, Dry Erase Board and Markers	1.1 1.2 1.3	ALL	3,000
SMART Training Supplies (\$3,500), DVD's, Binders, Books, Transparencies, Marker, Dry Erase Board and Markers	2.1 2.2 2.3	ALL	3,500
Total Supplies			9,092
CONTRACTUAL			
Enhanced Data Tracking Consultant (\$8,350), Program specified data retrieval system (\$7,500), plus maintenance of systems (\$850)	1.3	ALL	8,350
Enhance Data Tracking System Consultant (\$428), 10 Hours of Training @ for on EDTS System	1.3	02	428
Year 3 Cadre - Additional Mentoring - ACP Coach (\$17,500) 5 visits @ \$70/visit x 50 participants	3.2	ALL	17,500
Year 3 Cadre - Additional Content Coursework and materials (\$10,000)	2.1	ALL	10,000
SMART Evaluation Consultant (\$20,000), External Evaluator for Data Collection, All Reports, Interim and Final Evaluation	ALL	ALL	20,000
Total Contractual			56,278
OTHER			
Dues and Fees (\$5,000), SMART Conference Registrations (\$300); Registration Fees for SMART College Recruitment @ \$470 ea x 10 Sessions (\$4,700)	ALL	01	5,000
Printing (\$2,500), Printing of Recruitment Material, Flyers and Pamphlets	1.1	01	2,500
Postage (\$2,500), For Mailing of Recruitment Material, Flyers and Pamphlets	1.1	ALL	2,500
Total Other			10,000
TRAINING			
SMART ACP Group 2 Teachers (\$80,000), SMART ACP Scholarships, 40 Teachers @ \$2000 each	2.1 2.2 2.3 3.1 3.2 3.3	ALL	80,000
SMART ACP Fees, Group 4 Professional Development (\$120,000), 60 SMART ACP Teachers @ \$2000 each	3.1	ALL	120,000

TRANSITION TO TEACHING - YEAR FOUR		OBJ*SEM	TOTAL
Total Stipends			200,000
Indirect Costs, 3.79%		All ALL	9,111
TOTAL GRANT FUNDS			450,000

TRANSITION TO TEACHING - YEAR FIVE		OBJ	*SEM	TOTAL
PERSONNEL				
SMART Project Director (b)(4),(b)(6)		ALL	ALL	(b)(4), (b)(6)
SMART Project Manager		ALL	ALL	
SMART Secretary (\$35,210), \$139.17 Per Day x 253 Days, \$35,210 Annually @ 100% FTE		ALL	ALL	35,210
Total Personnel				108,579
FRINGE (FICA, Medicare, Worker's Compensation, Retirement, Health and Life Insurance)				
SMART Project Director (b)(4),(b)(6) @ 31.56% Fringe		ALL	ALL	(b)(4), (b)(6)
SMART Project Manager (b)(4),(b)(6) @ 31.56% Fringe		ALL	ALL	
SMART Secretary (\$11,112), \$35,210 @ 31.56% Fringe		ALL	ALL	11,112
Total Fringe				34,267
TRAVEL				
<i>In County</i>				
Vicinity Travel (\$2,220), SMART Project Manager, 500 Miles/mo. x 12 Mo. @ \$.37/mile		ALL	ALL	2,220
<i>Out of County</i>				
Annual Project Directors Meeting, Wash., D.C. (\$2,220)		ALL	01	2,220
SMART Project Director & Evaluator, Required Travel Round Trip Airfare for 2 People @ \$500 each (\$1,000)				
Lodging @ \$150/Night x 3 Nights x 2 People (\$900)				
Meals @ \$30/Day x 4 Days x 2 People (\$240)				
Miscellaneous Expenditures @ \$40 each x 2 People (\$80)				
Total Travel				4,440
EQUIPMENT				
SOFTWARE				
Total Equipment/Software				0
SUPPLIES				
SMART Program Supplies (\$2,400), Web Cams, 2 @ \$200 (\$400)		ALL	ALL	2,400
Paper, Toner/Ink Cartridges, File Folders, Pens, Pencils (\$2,000)				
SMART Recruitment Supplies (\$1,154), DVD's, Binders, Books, Transparencies, Marker, Dry Erase Board and Markers		1.1 1.2 1.3	ALL	1,154
Total Supplies				3,554

TRANSITION TO TEACHING - YEAR FIVE		OBJ	*SEM	TOTAL
CONTRACTUAL				
Enhanced Data Tracking Consultant (\$850), Maintenance of systems	1.3	ALL		850
Enhance Data Tracking System Consultant (\$300), 10 Hours of Training @ for on EDTS System	1.3	02		300
Year 4 Cadre - Additional Mentoring - ACP Coach (\$21,000) 5 visits @ \$70/visit * 60 participants	3.2	ALL		21,000
Year 4 Cadre - Additional Content Coursework and materials (\$10,000)	2.1	ALL		10,000
SMART Evaluation Consultant (\$17,000), External Evaluator for Data Collection, All Reports, Interim and Final Evaluation	ALL	ALL		17,000
Total Contractual				49,150
OTHER				
Dues and Fees (\$300), SMART Conference Registrations	ALL	01		300
Printing (\$1,042), Printing of Recruitment Material, Flyers & Pamphlets	1.1	01		1,042
Postage (\$1,000), For Mailing of Recruitment Material, Flyers and Pamphlets	1.1	ALL		1,000
Total Other				2,342
TRAINING				
SMART ACP Group 3 Teachers (\$100,000), SMART ACP Scholarships, 50 Teachers @ \$2000 each	3.1	ALL		100,000
SMART ACP Fees, Group 5 Professional Development (\$140,000), 70 SMART ACP Teachers @ \$2000 each	2.1 2.2 2.3 3.1 3.2 3.3	ALL		140,000
Total Stipends				240,000
Indirect Costs, 3.79%	ALL	ALL		7,668
TOTAL GRANT FUNDS				450,000