[](https://www.google.com/url?sa=i&rct=j&q=&esrc=s&source=images&cd=&cad=rja&uact=8&ved=0ahUKEwimgfnEg9rLAhUY5mMKHahbBTIQjRwIBw&url=https://capitalareaspeech.wordpress.com/2014/02/11/phonological-processing-skills-of-children-adopted-internationally-research-says/&psig=AFQjCNGkvxtdpBVclBwXcz1EWVbi0uSIWA&ust=1458933073195266)

SIG COHORT 4 GUIDANCE

**Support and Innovation Arizona Department of Education**



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| **SIG Cohort 4 Year 1** |

**Purpose**

The purpose of the 1003(g) School Improvement Grant (SIG) is to provide local educational agencies (LEAs) that demonstrate the greatest need for the funds and the strongest commitment to use the funds to provide adequate resources in order to raise substantially the achievement of students in their lowest-performing schools and with the right investments, can serve as learning labs for the LEA to pilot and implement practices that could eventually have system-wide impact.

**Eligible Applicants**

Eligible applicants are current Priority and Focus Schools that are not currently receiving and have not previously received SIG funding.

Grant awards will not be made to Local Education Agencies (LEAs) that are out of compliance with state or federal requirements, fiscal or programmatic.

**Process**

This is a rigorous competitive grant.

The SIG Cohort 4 Grant application will be emailed to applying LEAs on **June 10th** with the scoring Rubric.

***Application is due July 15, 2016***. Email a signed PDF copy to ADE.

Applications will be scored the week of **July 18, 2016.**

Site visits, if necessary, will be conducted the week of **July 25, 2016.**

Submission of completed application with all required documents and evidence is required. Additional inquiries from ADE will not be made before initial scoring of submitted application.

**DIRECTIONS**

1. LEA and School teams collaborate to write a strong, detailed application, complete and provide all required documents, provide evidence of compliance and check and sign assurances.
   1. LEA’s assigned specialist is available for assistance. See application email for dates
   2. Webinar will be held **June 1**.
   3. Archived webinar available on SI website [**http://www.azed.gov/improvement-intervention/**](http://www.azed.gov/improvement-intervention/)
2. Email *signed* PDF application with *signed* assurances and all required documents and evidence to ADE no later than **July 15, 2016**.

**Devon Isherwood, Director of Accountability Support and Innovation**

**Arizona Department of Education**

[**devon.isherwood@azed.gov**](mailto:devon.isherwood@azed.gov)

1. The application will be scored using the scoring rubric provided the week of July 18, 2016
2. Site visits will be made week of **July 25, 2016** for schools receiving a minimum of 75% of available points.
   1. Meet with Superintendent
   2. Meet with site Principal/s
   3. Meet with LEA Leadership team
3. LEAs will be notified of award or non-award by **August 3, 2016**.

***TIMELINE***

**Assurances**

**Federal Assurances:**

* Use its School Improvement Grant 1003(g) funds to fully and effectively implement the selected intervention model in each school that the LEA commits to serve consistent with final requirements.
* Establish annual performance targets for student achievement on the state's assessment in both reading/language arts and mathematics and measure progress on the leading indicators in section Ill of the final requirements.
* Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to recruit, select and provide oversight to external partners to ensure their quality.
* Monitor and evaluate the actions a school has taken, as outlined in the approved School Improvement Grant application, to sustain the reforms after the funding period ends and that it will provide technical assistance to school(s) on how they can sustain progress without SIG funding.
* If implementing a restart model in a Priority school, include in its contract or agreement terms and provisions to hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements.
* Report to the ADE the school-level data required under section Ill of the final requirements.

**State Assurances:**

* Select a school leader using locally adopted competencies necessary to turnaround a SIG school (reference Public Impact Report[**http://publicimpact.com/category/school-turnarounds/tools-for-schools-districts-states/**](http://publicimpact.com/category/school-turnarounds/tools-for-schools-districts-states/)**.**
* Complete and submit a comprehensive needs assessment.
* Complete and submit an LEA and School Continuous Improvement Plan annually.
* Develop and implement an LEA and School Continuous Improvement Plan that addresses the reason(s) for identification and establish annual goals (performance targets) for student achievement addressing all students, and the bottom 25%, based on the State's assessments in both ELA/reading and mathematics and high school graduation rates (if applicable) .
* Provide an LEA level leadership team who will have the primary responsibility for ensuring implementation and sustainability of the selected intervention model(s) for the school(s) to be served.
* Align current and future funding sources in support of improvement efforts (i.e. Title I) including a commitment to reallocate existing local funds for the purpose of sustaining the improvement efforts.
* Provide data on attainment of performance targets to ADE to inform decisions to continue funding.
* Complete and submit the Data Summary three times a year.
* Complete and submit ED Facts data when requested by ADE.
* Monitor and evaluate the effectiveness of the selected intervention model, and annually revise the LEA and School Continuous Improvement Plans and action plans to reflect necessary adjustments.
* Review SCIP, including action plan, quarterly, adding and retiring strategies and action steps as needed.
* Commit to engaging in significant mid-course corrections in the school if the data does not indicate attainment of or significant progress toward achievement benchmarks within the first year of implementation.
* Identify an LEA contact person who will be oversee implementation activities, maintain contact with the SI staff and accompany SI staff upon request at school site visits.
* Ensure appropriate fiscal oversight over the use of grant funds, ensure that purchases are consistent with the terms and conditions of the School Improvement Grant and state and federal accounting requirements, and that the LEAs accounting system meets the standards required of its financial management system as detailed in 34 CFR § 80.20.
* Maintain appropriate fiscal and program records. Submit amendments for any fiscal or programmatic change. Receive approval for amendment prior to implementing any change in spending or program.
* Submit quarterly detailed expense reports to SI Specialist.

**As a partner with the LEA in the School Improvement Grant, the SEA (ADE) assures that it will:**

* Assign an ADE program staff as appropriate to the LEA.
* Provide differentiated technical assistance, professional development, progress monitoring and compliance monitoring for the LEA on development and implementation of LEA and School Continuous Improvement Plans. Provide feedback on attainment of performance targets and LEA and School Continuous Improvement Plans
* Provide the LEA with guidance on any changes and interventions each of the models require.
* Meet regularly with LEA and school(s) to review performance data and implementation of selected intervention model.
* Provide technical assistance in the development of the School Improvement Grant and the renewal

**Planning Year 🞛Due to the late timeline, it is recommended that LEA’s use year 1 as a planning year. If choosing this option, complete this section in detail.🞛 N/A if fully implementing Year 1.**

An LEA may choose to take the first year of the five-year grant to develop an implementation plan. That year would be followed by at least three years of implementation and an optional additional year to sustain reforms or continue implementation.

The LEA must include a description of the planning year activities, the time­line for implementing those activities, and a description of how those activities will lead to successful implementation of the selected intervention. The LEA must also select the intervention model it will imple­ment. The amount of the award for plan­ning and sustainability years is expected to be less than for the three mandatory implementation years.

The planning year allows the LEA to prepare for full implementation and may include changes in personnel and personnel assign­ments; whereas due to the shortened time­frame to prepare for turnaround through the SIG process, an LEA that selects not to incorporate a planning year may experience difficulty in making the necessary staffing changes to ensure that schools are prepared for full implementation for the 2015–2016 school year. Further, the planning year pro­vides the lead time that may be necessary to ensure implementation infrastructures are in place and, if not, make the fundamental structural and personnel changes required by SIG interventions to sufficiently engage school staff, families, and the broader com­munity in the planning and pre-implementa­tion work of turning around a low-perform­ing school and sustaining improvements.

**If the LEA is using year 1 as a planning year, allowable activities include but are not limited to:**

* hire a consultant, if appropriate
* conduct a district readiness assessment
* conduct school needs assessment
* confirm selected intervention model
* recruit and select new principal (if applicable)
* draft implementation plan
* review and finalize implementation plan
* determine professional development needs
* provide necessary professional development
* select external service providers (using rigorous process)
* share the emerging vision
* recruit staff
* make necessary personnel changes
* implement necessary physical plant changes
* communicate change
* establish policy and guidance documents to support practice in school/s

**Planning Action Plan**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| ****Required Model Elements**** | ****Planning Strategy**** | Specific action steps/activities | Objective | Tentative timeline | Person/s Responsible | SIG funding  amount |
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**If an LEA chooses to use year 1 as a planning year, this action plan is in the place of the selected model action plan.**

**In the spring of 2017, the LEA and school will be required to report the results of the planning year as part of ADE’s** SIG renewal application process. The review of the SIG renewal application will compare the actual planning and pre-implementa­tion activities against the LEA’s approved application and determine if the LEA has the capacity to fully implement its chosen intervention for the school on the first day of the following school year. The selected model action plan will be completed as part of the year 2 renewal application.

**Full Implementation Year 1**

**Select a model based on the needs assessment and input from all stakeholders including the meaningful involvement of families and the community.**

**Intervention Models**

1. **Turnaround:**

* replace the principal
* rehire no more than 50 percent of the school’s staff
* adopt a new governance structure
* provide job-embedded professional development
* offer staff financial and career-advancement incentives
* implement a research-based, aligned instructional program
* extend learning and teacher planning time
* create a community-orientation
* provide operating flexibility

1. **Transformation:**

* **replace the principal (no requirement for staff replacement)**
* **provide job-embedded professional development**
* **implement a rigorous teacher-evaluation and reward system**
* **offer financial and career advancement incentives**
* **implement comprehensive instructional reform**
* **extend learning and teacher-planning time**
* **create a community-orientation**
* **provide operating flexibility and provide sustained support**

1. **School Closure:** Close the school and enroll students in other, higher-achieving schools.
2. **Restart:** Transfer control of, or close and reopen, a school under a school operator that has been selected through a rigorous review process. A restart model must enroll, within the grades it serves, any former student who wishes to attend.
3. **Early Learning Model:**

* Implementing each of the following early learning strategies:
  + Offer full-day kindergarten;
  + Establish or expand a high-quality preschool program;
  + Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher–stu­dent interactions
* Replacing the principal who led the school prior to commencement of the early learning model. Implementing the same rigorous, transparent, and equitable evaluation and support systems for teachers and principals, designed and developed with teacher and principal involve­ment, that is required under the trans­formation model
* Using the teacher and principal eval­uation and support system to identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identifying and removing those who, after ample opportunities have been provided for them to improve their professional practice, have not done so
* Implementing such strategies as financial incentives, increased oppor­tunities for promotion and career growth, and more flexible work con­ditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of stu­dents in the school, taking into con­sideration the results from the teacher and principal evaluation and support system, if applicable
* Using data to identify and implement an instructional program that (a) is research-based, development appropriate, and vertically aligned from one grade to the next, as well as aligned with state early learning and development standards and state academic standards and (b) in the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions
* Promoting the continuous use of student data (such as from forma­tive, interim, and summative assess­ments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students
* Providing staff ongoing, high-quality, job-embedded professional develop­ment such as coaching and mentor­ing (e.g., regarding subject-specific pedagogy, instruction that reflects a deeper understanding of the commu­nity served by the school, or differ­entiated instruction) that is aligned with the school’s comprehensive instructional program and designed with school staff to ensure they are equipped to facilitate effective teach­ing and learning and have the capac­ity to successfully implement school reform strategies

1. **Evidenced-based Whole-School Reform Model**:

**Must:**

* Implement a model that includes a sample population or setting similar to the population or setting of the school to be served
* Include how the LEA will partner with the developer to implement the model
* Improve student academic achievement or attainment
* Be implemented for all students in a school

**Address, at a minimum, each of the following:**

* School leadership
* Teaching and learning in at least one full academic content area
* Student non-academic support
* Family and community engagement

**Intervention Model Action Plan Templates**

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| ****Transformation Model****  ****Strategy Requirements**** | Specific action steps | Tentative timeline | Person/s Responsible | SIG funding | Other funding | Resources | Plan for progress monitoring |
| **Replace the principal** |  |  |  |  |  |  |  |
| Provide operating flexibility for principal |  |  |  |  |  |  |  |
| **Provide job-embedded professional**  **development** |  |  |  |  |  |  |  |
| **Implement a rigorous teacher-evaluation and reward system** |  |  |  |  |  |  |  |
| **Implement comprehensive instructional reform** |  |  |  |  |  |  |  |
| **Extend learning and teacher-planning time** |  |  |  |  |  |  |  |
| **Create a community-orientation** |  |  |  |  |  |  |  |
| **Offer financial and career advancement incentives** |  |  |  |  |  |  |  |

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| ****Turnaround Model****  ****Strategy Requirements**** | Specific action steps | Tentative timeline | Person/s Responsible | SIG funding | Other funding | Resources | Plan for progress monitoring |
| **Replace the principal** |  |  |  |  |  |  |  |
| **Rehire no more than 50% of staff** |  |  |  |  |  |  |  |
| Provide operating flexibility for principal |  |  |  |  |  |  |  |
| **Provide job-embedded professional**  **development** |  |  |  |  |  |  |  |
| Implement a research-based, aligned instructional program |  |  |  |  |  |  |  |
| **Extend learning and teacher-planning time** |  |  |  |  |  |  |  |
| **Create a community-orientation** |  |  |  |  |  |  |  |
| **Offer financial and career advancement incentives** |  |  |  |  |  |  |  |

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| ****Early learning Model****  ****Strategy Requirement**** | Specific action steps | Tentative timeline | Person/s responsible | SIG funding | Other funding | resources | Plan for progress monitoring |
| Implement each of the following early learning strategies: | | | | | | | |
| Offer full-day kindergarten |  |  |  |  |  |  |  |
| Establish or expand a high-quality preschool program |  |  |  |  |  |  |  |
| Provide educators, including preschool teachers, with time for joint planning across grades to facilitate effective teaching and learning and positive teacher–stu­dent interactions |  |  |  |  |  |  |  |
| Replace the principal who led the school prior to commencement of the early learning model. |  |  |  |  |  |  |  |
| **Implement a rigorous teacher-evaluation and reward system** | identify and reward school leaders, teachers, and other staff who, in implementing this model, have increased student achievement and identifying  remove those who, after ample opportunities have been provided for them to improve their professional practice, have not done so. |  |  |  |  |  |  |
| **Offer financial and career advancement incentives** | financial incentives, increased oppor­tunities for promotion and career growth, more flexible work con­ditions that are designed to recruit, place, and retain staff with the skills necessary to meet the needs of stu­dents in the school |  |  |  |  |  |  |
| Using data to identify and implement an instructional program that | | | | | | | |
| -is research-based, development appropriate, and vertically aligned from one grade to the next, as well as aligned with state early learning and development standards and state academic standards |  |  |  |  |  |  |  |
| -in the early grades, promotes the full range of academic content across domains of development, including math and science, language and literacy, socio-emotional skills, self-regulation, and executive functions. |  |  |  |  |  |  |  |
| Continuous use of student data (such as from forma­tive, interim, and summative assess­ments) to inform and differentiate instruction in order to meet the educational and developmental needs of individual students. |  |  |  |  |  |  |  |
| Providing staff ongoing, high-quality, job-embedded professional develop­ment |  |  |  |  |  |  |  |
| *Comprehensive instructional program designed with school staff* |  |  |  |  |  |  |  |

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| Evidenced-Based Whole-School Reform Model: | Specific action steps | Tentative timeline | Person/s responsible | SIG funding | Other funding | Resources | Plan for progress monitoring |
| Improve student academic achievement or attainment \* Be implemented for all students in a school \* model includes a sample population or setting similar to the population or setting of the school to be served | | | | | | | |
| Address, at a minimum, each of the following: | | | | | | | |
| Improve student academic achievement or attainment |  |  |  |  |  |  |  |
| LEA will partner with the developer to implement the model |  |  |  |  |  |  |  |
| School leadership |  |  |  |  |  |  |  |
| Teaching and learning in at least one full academic content area |  |  |  |  |  |  |  |
| Student non-academic support |  |  |  |  |  |  |  |
| Family and community engagement |  |  |  |  |  |  |  |

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| ****School Closure**** | Specific action steps | Tentative timeline | Person/s responsible | SIG funding | Other funding | Resources | Plan for progress monitoring |
| Close the school and enroll students in other, higher-achieving schools. | | | | | | | |
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| ****Restart Model**** | Specific action steps | Tentative timeline | Person/s responsible | SIG funding | Other funding | Resources | Plan for progress monitoring |
| Transfer control of, or close and reopen, a school under a school operator that has been selected through a rigorous review process. |  |  |  |  |  |  |  |
| A restart model must enroll, within the grades it serves, any former student who wishes to attend. |  |  |  |  |  |  |  |
| Ensure quality of program |  |  |  |  |  |  |  |
| Regular review of operator |  |  |  |  |  |  |  |
| Hold the charter operator, charter management organization, or education management organization accountable for complying with the final requirements. | Include provisions in the contract or agreement terms |  |  |  |  |  |  |

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| **Budget Guidance** |

The proposed budget for each of the three implementation years can range from $50,000 to $1,000,000 depending on the needs and size of the school and LEA. Planning year and sustainability year/s should be less, approximately $50,000 to $250,000, again depending on needs and size of the school and LEA.

Complete the proposed budget and line items descriptive narrative in the application. Ifyou receive an award, you will enter the final budget in GME. If LEA has more than one SIG school site, then a budget for each site must be completed.

Budget narrative must be detailed and match the strategies and action steps in the SIG Intervention Model action plan and L/SCIP.

**Allowable Expenditures**

**SIG Allowable Use of Funds**

**Budgeted items must:**

 Align with the approved SIG application

 Align with the approved School Continuation Improvement Plan (SCIP)

 Be reasonable and necessary

 Meet program intents and purposes

 Be obligated and liquidated in accordance with the approved SIG plan within the approved grant period

 Supplement and not supplant state and local funds

**Non-Allowable Uses of Funds for SIG:**

 Incentives of non-educational value (non-educational gift cards when you can’t guarantee that it will be used for education, cash, etc.)

 Recreational field trips (i.e. end-of-the-year celebration)

 Food purchases

 Technology for student and teacher personal use such as iPad, iPod Touch, laptop and other giveaways

 Any expenditure that occurred prior to the approval and funding of the project

 Any expenditure that is not clearly identifiable as directly related to grant activities or functions

All of the SIG funds an LEA uses must be used to support the LEA’s implementation of one of the 6 school intervention models, each of which represents a comprehensive approach to addressing the particular needs of the students in a school as identified through the LEA’s needs assessment. Accordingly, in determining whether a particular proposed use of SIG funds is allowable, an SEA should consider whether the proposed use is directly related to the full and effective implementation of the model selected by the LEA, whether it will address the needs identified by the LEA, and whether it will advance the overall goal of the SIG program of improving student academic achievement.

In addition, an SEA must ensure that a proposed use of funds is reasonable and necessary and “supplements not supplants” (the school must receive all of the non-Federal funds it would have received if it were not receiving SIG funding, including all non-Federal funds necessary for the operation of the school’s basic educational program). For example, if an LEA proposes to use SIG funds to reduce class size, it should consider the factors discussed above. One way an SEA might do this would be to ask the following questions:

* whether class-size reduction is directly related to, as well as reasonable and necessary for, the full and effective implementation of the selected model, including whether it is directly related to, and reasonable and necessary for, implementing activities required or permitted under the model;
* whether, through its needs assessment, the LEA identified a specific need or needs that can be addressed through class-size reduction;
* whether class-size reduction represents a meaningful change that could help improve student academic achievement from prior years (and is not, for example, just intended to reverse increases in class size made by the LEA because of recent budget cuts);
* whether the specific class-size reduction proposed is supported by research indicating that, in fact, it will help improve academic achievement; and
* whether the proposed class-size reduction represents a significant reform that goes beyond the basic educational program of the school, including whether the class-size reduction would exceed minimal requirements set by state or local law or policy. If the answer to any of these questions is no, then an SEA using this process to review the proposed use of SIG funds to support class-size reduction would determine that the proposed use is not permissible.

When considering the purchasing of incentives for students, be sure that the expenditures can pass the following three tests:

* **Reasonability Test**

All expenditures using Title I funds must be reasonable. It helps to determine if the expenditure is reasonable by picturing yourself having to justify an expenditure to an auditor.

* **Nominal Test**

Title I SIG funds are meant to be used for staff and programs aimed at helping students achieve. A small portion of the funds can be used for other expenditures such as supplies, equipment, incentives, etc. to support the SIG intervention model. Expenditures for incentives should be nominal rewards that reflect a small portion of the total SIG allocation available.

* **Educationally-Related Test**

Incentives purchased with SIG funds should be educationally-related, such as books or educational games. If food certificates for pizza or ice cream are distributed, it should be for meeting educational goals such as regularly attending school or finishing a project. Please note that gift cards are not allowable as there is no guarantee they are educationally-related. The only exception to this would be a gift card that is to a bookstore that is also reasonable and nominal.

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| ***Examples of Allowable Incentives***  ***Using SIG Funds*** | ***Examples of Non-Allowable Incentives***  ***Using SIG Funds*** |
| Providing a couple of randomly distributed nominal door prizes as an incentive for parents to attend a Title I/SIG meeting. | Giving away bikes, CD players or other high priced items as an incentive for increased attendance. |
| Distributing ice cream or pizza certificates as an incentive for increased attendance. | Giving cash to students who read a specific number of books or complete a project. It is never allowable to distribute cash to students or parents using Title I/SIG funds |
| Distributing gift certificates to a book store as an incentive to students who read a specific number of books or complete a project. If a book certificate is provided, it must be reasonable and nominal. While a $5-$10 gift card is reasonable, a $50-$75 gift card is not reasonable. | Using multiple incentives for many different activities. |
| Using a few incentives to support an academic goal. |  |

**Budget Preparation Guidelines**

**Below are examples of the level of detail required in the budget narrative:**

**Off contract pay**

|  |  |  |
| --- | --- | --- |
| Instruction 1000 (direct contact with students) | | |
| Function Code | Object Code | Total Amount |
| *salaries* | *6100* | *Board adopted hourly rate X total #hours* |

Detail needed: # of staff x # of hours x hourly rate = total

What is the pay for? (Example: after school tutoring)

Position (example: reading interventionist)

Job description required for positions

|  |  |  |
| --- | --- | --- |
| Support Services 2100, 2200, 2600, 2700 (staff) | | |
| Function Code | Object Code | Total Amount |
| *salaries* | *6100* | *Board adopted hourly rate X total # hours* |

Detail needed: # of staff x # of hours = total

What is the pay for? (Example: after contract day PL)

Position (example: data coach)

Job description required for positions

**Professional Learning and Educational Service Providers**

|  |  |  |
| --- | --- | --- |
| Support Services 2100, 2200, 2600, 2700 (staff) | | |
| Function Code | Object Code | Total Amount |
| *Purchased Professional Services* | *6300* |  |

Educational Service Provider (external provider)

Detail needed: Who? What? When? For whom?

How much? # of days x daily rate =

Leadership Development

Detail needed: Who? What? When? For whom?

How much? # of days x daily rate =

Professional Learning Activities

Detail needed: Who? What? When? For whom?

How much? # of days x daily rate =

Conference registration

Detail needed: Conference name, location? length? who is attending? Registration cost x # of staff =

**Travel Costs**

|  |  |  |
| --- | --- | --- |
| Support Services 2100, 2200, 2600, 2700 (staff) | | |
| Function Code | Object Code | Total Amount |
| *Other purchased services* | *6500* |  |

Travel expenses related to conferences attended by staff.

Detail needed: Transportation cost x # of staff =

Hotel room cost x nights x # of staff =

Per Diem x # days x # of staff =

|  |  |  |
| --- | --- | --- |
| Support Services 2300, 2400, 2500, 2900 (certain administrators) | | |
| Function Code | Object Code | Total Amount |
| *Other purchased services* | *6500* |  |

Detail needed: Transportation cost x # of administrators =

Hotel room cost x nights x # of administrators =

Per Diem x # days x # of administrators =

**Supplies**

|  |  |  |
| --- | --- | --- |
| Instruction 1000 (students) | | |
| Function Code | Object Code | Total Amount |
| *Supplies* | *6600* |  |

Reminder: Supplemental supplies only

Item/cost per unit X quantity =total amount

|  |  |  |
| --- | --- | --- |
| Support Services 2100, 2200, 2600, 2700 (staff) | | |
| Function Code | Object Code | Total Amount |
| *Supplies* | *6600* |  |

Reminder: Supplemental supplies only

Item/cost per unit X quantity = total amount

**Capital Outlay (Equipment)**

|  |  |  |
| --- | --- | --- |
| Instruction 1000 (students) | | |
| Function Code | Object Code | Total Amount |
| *Capital Outlay* | *6700* |  |

Reminder: Supplemental equipment only

Item/cost per unit X quantity = total amount

|  |  |  |
| --- | --- | --- |
| Support Services 2100, 2200, 2600, 2700 (staff) | | |
| Function Code | Object Code | Total Amount |
| *Capital Outlay* | *6700* |  |

Reminder: Supplemental equipment only

Item/cost per unit X quantity = total amount

**Support and Innovation Unit**

**Contact Information**

* Devon Isherwood, Director, Support and Innovation Unit
* Robert Gray, Director, Support and Innovation Unit
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