



The Extended Learning Program
2011-2012

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Extended Learning Programs Guidelines

2011-2012

Introduction

The Tennessee General Assembly provides annual funding for extended learning activities through extended contracts for educators. Each local school system must submit a plan for use of these funds to the Tennessee Department of Education and must receive approval of the plan prior to implementation. The plan must describe teacher activities and may include administrator activities. This plan may be submitted independently or as part of a local consolidated plan.

The following guidelines are provided to assist local school systems in best using these funds to meet high priority student needs.

Developing the Proposal

Planning requirement: Local education agencies (LEAs) must develop five-year strategic plans and individual schools must develop School Improvement Plans according to State Board of Education policy and linked to the SBE Master Plan.

Annual review of data: Each LEA shall establish an Extended Learning Programs (ELP) Committee consisting of teachers including one (1) Career Level III or II teacher, where possible, and administrators (at a minimum). In addition, school level committees may be established consistent with LEA guidelines. The ELP committee shall conduct an annual review of the system strategic plan, local school improvement plans, the current system Report Card, and any other data needed to ensure that the needs of all students have been considered.

From the annual review the committee shall establish in priority order the student needs to be addressed by ELP activities, related goal(s) from system and/or school plans, measurable objectives, and proposed activities. High priority student needs shall have the following characteristics:

- a) be supported by data
- b) be listed in rank order
- c) become the basis for the program proposal

Identification of Performance Measures: Proposals must include at least one performance measure for each activity that ties to the stated measurable objective and relates to measures identified in the State Board of Education Master Plan. Evaluation criteria may include other objective indicators and subjective assessments that reflect the results of the activity. **Any activity that cannot be measured objectively or that does not support a stated measurable objective tied to a high priority student need is not approvable.**

Personnel Needs: After the activities have been identified, staff needs will be determined. (Examples: 3 ninth grade English teachers, 1 tenth grade English teacher, etc.) The staffing plan will be a general approximation and may change as activities are fully implemented. Procedures should be established to ensure that the most qualified personnel are given the opportunity to

participate in extended contract activities. Career Level II and III educators, when they are certified and qualified, must be given the first opportunity.

Timeframe of Activities: If at all possible, each system shall include a summer program as a part of its extended learning plan. Only if a director of school and local board of education certify that it would not be feasible to finance the costs of attendance by students in the summer may a plan be devised to use extra time each day, or during weekends or holidays, and to offer such programs instead of summer sessions. If summer sessions are held, then the plan may also include programs/activities at any time except during the regular school day.

Budgeting Funds: Each LEA will receive a base allocation. The LEA must determine the amount of funds to be used for administrator contracts or for other LEA instructional needs (see Appendix E) and allocate the funds remaining in the base allocation according to the directions included with the budget form in Appendix G. The LEA will determine both an optimum cost to carry out proposed activities and a basic cost reflecting the base allocation.

Submitting a Proposal for 2011-2012

Time Period

The 2011-2012 Extended Learning Program year will run from September 1, 2011, through August 31, 2012. Extended Learning Program activities shall not be initiated prior to approval by the Tennessee Department of Education.

Deadline

All ELP proposals for the 2011-2012 school year ***must be submitted to the Department of Education no later than September 1, 2011.*** To allow adequate time for the approval process, a school system's plan should be submitted at least thirty (30) days in advance of the anticipated implementation date. ***No extended learning programs shall be initiated prior to approval by the Department of Education.***

Contents of Proposal

1. General LEA information (see Sample Format, p. 32)
2. Composition of the committee and dates it met
3. Prioritized needs
4. Related goals
5. Prioritized measurable objectives

6. Individual activity descriptions, including target population, personnel needs, and performance measures.
7. Budget—The budget form is required.

Format

The attached sample format (Appendix G) may be used to submit the proposal. The LEA may create its own form provided that all items are included in the same order.

Implementation of Extended Learning Activities

Staffing Extended Learning Program Activities

All ELP activities must be staffed with educators who have the appropriate licensure and endorsement. If an activity does not require a specific endorsement, the educator's training and experience related to the need will be considered. Non-educators are ineligible.

Career Level II and III educators have priority of opportunity to staff all ELP activities if they are appropriately licensed and can meet the need of the program.

For activities which supplement the regular school day:

1. All Career Level II and III educators shall be notified at least two weeks prior to the deadline established by the LEA for requesting an extended contract for the upcoming program year.
2. The LEA must notify all Career Level II and III educators who have been awarded contracts in sufficient time to complete the contract without violating the time standard of no more than three hours per day or 10 hours per week.
3. The LEA must establish a process for choosing among Career Level II and III educators when there are more requests than placements available.
4. Career Level II or III educators not awarded contracts are still entitled to that portion of the supplement paid for outstanding performance. (See Rate of Pay, p. 7)
5. Career Level II or III educators who decline an offered contract forfeit all of the supplement.

When activities cannot be filled by Career Level II/III educators, other appropriately licensed educators may be used.

1. The LEA must establish procedures for selection to ensure fair and equitable placement and selection among applicants.
2. Teachers on permits or Interim-A status are ineligible.

Selecting Participants for Activities

Participants served through approved activities are to be selected according to set criteria established by the LEA and/or the school. Teachers are not responsible for recruiting students to participate in activities, but may be involved in selecting students from an identified pool of children. Activities with low participation may need to be re-structured to better meet the identified need. Exceptions to this guideline must be justified and requested in writing from the Department of Education.

Supervising Activities

The LEA has the responsibility of overseeing extended learning activities to ensure the quality and integrity of the program. The following guidelines facilitate this process:

1. Establish a concrete method for logging time, keeping track of students served, and obtaining and reporting results for each activity. Make sure the procedure is in place before the activity takes place.
2. Assign specific administrators (possibly as part of administrator extended contracts) to oversee activities on site.
3. Monitor activities periodically to ensure that procedures are being followed.
4. Set timelines and collect data so that state reporting deadlines can be met. Maintain records for audit purposes for three years after the end of the program year.

Amending the Proposal

Systems wishing to amend an approved extended learning plan may do so at any time. Amendments to the plan must be approved by the local board of education if changes in funding priority are involved. All proposed changes must be approved by the State Department of Education. This approval must be prior to the implementation of any change in the original extended learning plan.

Evaluating and Reporting

Extended Learning Programs Analysis Report (Appendix G)

Each activity included in the LEA's approved proposal is to be evaluated according to the measures stated in the proposal. The results of all evaluation criteria will be included in the activity description of the next year's proposal. Those concrete measures that can be quantified will be included in the annual Extended Learning Programs Analysis Report (Appendix G). The analysis report will contain information by category of activity on the number of hours, the number of students served in summer and school-year activities, and the quantifiable results of activities in that category. The fact that this report is quantitative in nature does **NOT** imply that high numbers are preferred. Program quality must be the primary consideration in deciding the number of students to be served by any given activity.

Summary of Extended Contract Revenues and Expenditures (Appendix G)

This report is submitted annually and serves as the official record of all extended contract revenues and expenditures. This document is the point of reference in auditing LEAs. All entries must be legitimate and defensible.

Extended Contract Employment Summary (Appendix G)

This report categorizes the teachers employed by Career Level status.

General Administrative Information

Length of Contracts and Rate of Pay – Teachers

During the first regular session of the 104th General Assembly, Public Chapter 218 was passed and became effective on May 27, 2005. Public chapter 218 gives local education agencies (LEAs) the flexibility to expend state funds allocated for extended contracts as such agencies see fit in order to meet annual needs assessment specifications, as long as such allocation of funds is consistent with the needs of the specific programs. This public chapter simply added a new subsection (f) to T.C.A. §49-5-5209 which states as follows:

“(f) Notwithstanding any provision of this part, part 50, or parts 53-55 to the contrary, an LEA may allocate and expend any state funds received for extended contracts consistent with the needs of the specific programs served through extended contracts as determined under the annual needs assessment required by subsection (b). Such allocation and expenditures may include payments to teachers working extended contracts that allow local flexibility regarding the number of hours worked to receive pay supplements specified under this part. Any proposed allocation and expenditure of extended contract funds under this subsection (f) shall be submitted to the department of education for its review and approval with the plan required under subdivision (b)(3). All state funds received for extended contracts shall only be expended on extended contract activities. No such funds shall be used for supplemental pay for coaching of athletics.”

As you can see from the above language, **there are no longer restrictions on the amount of money or hours provided in an extended contract.** However, keep in mind that the activities for which extended contracts are available must still be consistent with the needs of the specific programs served through extended contracts as determined under the annual needs assessment required by law and may not be used for supplemental pay for coaching of athletics. For example, if pursuant to an LEA’s annual needs assessment, the focus of its extended contract activities is summer school, the LEA may choose to pay a teacher more for that time than in the past when the number of hours and amount of money of an extended contract were mandated by law.

Rate of Pay

Career Level II/III educators shall be given full opportunity for program assignment, if qualified to meet the need, before other educators are used.

Career Level II teachers **who request** an eleven-month contract and Career Level III teachers **who request** an eleven- and/or twelve-month contract, but are not provided that contract length by the LEA, are entitled to that part of the supplement paid for outstanding performance. The outstanding performance supplement shall be prorated dependent upon the length of contract request by the teacher and the actual contract length provided.

If a Career Level II teacher requests an eleventh month (four weeks), that teacher may receive either the full amount of the eleventh month supplement, if that teacher's services are required by the LEA during the eleventh month, or that part of the supplement paid for outstanding performance, if that teacher's services are not required during the eleventh month. If the services for the Career Level II teacher are required for only two weeks, then the teacher shall receive the prorated amount of the eleventh month supplement plus the remainder of that supplement paid for outstanding performance.

Example: If a Career Level II teacher requests an eleventh month contract and the LEA is unable to provide the eleventh month, then the Career Level II teacher would be entitled to \$200 outstanding performance supplement.

Example: If a Career Level II teacher requests an eleventh month and the LEA can only provide a two-week (one-half a month) contract, then the teacher would receive \$1,000 for services performed and \$100 representing the remainder of the part of the supplement paid for outstanding performance.

NOTE: The aforementioned provisions do not preclude a Career Level II teacher from participating in an additional two (2) to four (4) weeks of extended contract if the educator is not otherwise under a local contract.

If a Career Level III teacher chooses either an eleven- or twelve-month contract, that teacher may receive either the full amount of either the eleven (11) or twelve (12) month supplement if that teacher's services are required during the eleventh or twelfth months or that portion of the eleven (11) or twelve (12) month supplement representing a supplement for outstanding performance if that teacher's services are not required. The amount received by the teacher shall be determined by the needs of the local education agency for teachers during the eleventh and twelfth month or any portion thereof.

Example: If a Career Level III teacher requests a twelve-month contract and the LEA cannot provide twelve months, then the Career Level III teacher would be entitled to \$600 outstanding performance supplement.

Example: If a Career Level III teacher requests a twelve month contract and the LEA can provide only an eleven-month contract, then the teacher would receive \$2,000 for services performed for the eleventh month and \$300 for the outstanding performance supplement for the requested twelfth month.

Special Eligibility Notes

Career Level II educators already on local contract for an eleventh month may participate in up to four additional weeks of activities to meet student needs as defined in the proposal provided they are not otherwise under local contract. These educators, however, do not have priority right for such activities.

A permanent substitute or part-time teacher shall be defined as an appropriately licensed teacher who is employed to teach at least 540 hours (actual instructional time) during any given school year. A permanent substitute or part-time teacher is eligible for an extended contract. *Full-time teachers would, however, have priority over part-time and substitute teachers.* If the part-time teacher is Career Level II or III see the next section (Break in Service) for guidelines.

Non-educators and educators without appropriate licensure are not eligible to receive extended contracts through this program.

Planning Time

The amount of planning time allowable as a part of an extended contract shall not exceed fifteen (15) percent. The LEA establishes the amount of planning time. The amount of planning time for activities may vary relative to the needs of the educator/students. The LEA shall include the documentation of planning time in the overall method it establishes for documenting ELP activities.

Break In Service

If a Career Level II/III educator has a break in service of less than 100 days (in any one school year), the educator is eligible for extended contract options.

If the break in service is 100 days or more (in any one school year), the educator shall be considered a non-Career Level II/III educator for that year and does not have priority right to an extended contract. In addition, other educators serving less than 100 days in a given school year are ineligible for extended contracts for that year.

Documentation of Activities

Systems shall maintain documentation so that an outside party can review and make a determination that the necessary hours were worked and that the hours were a part of the approved plan.

Documentation shall include the date and time the activity was conducted, the nature of the activity and number of students served, if appropriate. Planning time must be documented. Documentation must exist for teachers and administrators, if administrator contracts are offered.

Sick Leave and Vacation Pay

Any educator that works an extended contract month shall earn a paid vacation day and shall also accumulate one day of sick leave. Each extended contract “month” is made up of twenty (20) days (one of these twenty (20) days is a paid vacation day). *The local system shall view the extended contract month and determine the amount of hours and pay for which the educator worked in accumulating sick and vacation time.*

An educator whose length of extended contract is less than 133 hours per month or who actually works less than 133 hours **shall not be eligible** for a vacation day or accumulated sick leave.

NOTE: No educator may earn more than twelve (12) days sick leave in any school year including the regular contract and extended contract, *but an educator may accumulate additional sick leave if unused personal or professional leave days are converted* (TCA49-5-10 and 49-5-11).

Substitutes

For full-day, regularly scheduled activities like summer school, the unexpected absence of a teacher may require the use of a substitute. Teachers on extended contracts do not have the right to sub-contract their service and cannot hire or pay substitutes themselves. The LEA must establish the procedure for obtaining and pay substitutes for sick leave. Vacation leave is not allowed. A person without a teacher’s license or permit may serve as a substitute for the first three (3) consecutive days of absence of the regular teacher on approved leave. After three (3) consecutive days of approved leave, a person serving as substitute must be licensed and hold the appropriate endorsement for the assignment and paid the daily rate for which the extended contract educator would have otherwise been eligible.

Extended Contract Day

Extended Contracts may be offered before and after school, weekends, holidays and during the summer. For programs that are offered which supplement the regular school day, i.e. before and after school, no more than three hours per day or ten hours per week shall be allowed without special approval. The recommended standard is no more than two hours per day or six hours per week.

For programs that occur on weekends, holidays or in the summer the length of the extended contract day shall not exceed the length of the school day (teacher day) established for the regular school year.

The aforementioned guidelines apply to all educators with the exception of those educators who are working with certified handicapped students that require extensive custodial care and attention.

EXCEPTIONS TO THIS GUIDELINE WILL BE BASED ON A CASE BY CASE REVIEW. NO EXCEPTIONS WILL BE MADE FOR EXTENDED TRAVEL. IN SEEKING AN EXCEPTION, DOCUMENTATION MUST BE SUBMITTED TO THE OFFICE OF EXTENDED CONTRACTS FOR REVIEW.

Tutoring

By definition, “tutoring” activities deal with small numbers and individual assistance. Educators who are tutoring must have students present in order to be able to count time toward the completion of their extended contract time. The LEA shall establish standards for tutorial programs, that include, but are not limited to, minimum and maximum number of students served, maximum hours allowable (teacher) per week, and specific expectations for the use of extended learning time relevant to learning opportunities available during the regular school day. All programs, whether remedial or enrichment, shall serve to enhance the quality of learning for all students.

Retroactive Extended Contract

Educators who have been awarded an upper level Career Ladder certificate as a result of an appeal, a hearing, or a special case considered by the State Certification Commission are eligible to apply for a retroactive extended contract.

If an LEA can provide such a contract(s), funding for retroactive extended contracts prior to 1989-90 will be in addition to the systems’ extended contract allotment. Systems will request the funds by amending the respective year’s (1985-86, 1986-87, 1987-88, and/or 1988-89) plan. The amendment is accomplished by submitting a letter describing the circumstance(s) and a roster listing the educator’s name, teacher number, activity number, contract length, and contract year. Funding for retroactive extended contracts effective July 1, 1989 and thereafter shall come from the LEA’s allocation.

If the educator seeks a retroactive extended contract and it cannot be provided by the local education agency, the educator is eligible for the outstanding performance (merit) supplement. The LEA is responsible for requesting this through the amendment process previously described.

Educators who are awarded an upper level certificate as a result of an appeal are eligible for a retroactive extended contract must contact the LEA within sixty (60) days after the approval by the State Board of Education and develop a plan for completing the contract(s).

APPENDIX A

Law, Regulations, Policy

Legal References

All **RULES, REGULATIONS, AND MINIMUM STANDARDS** governing public schools shall be applicable to the operation of extended contract programs. Compliance with extended contract guidelines and procedures will be a factor in the overall school approval process.

“Appropriately licensed educators with Career Level III and II status shall be given priority of opportunity to participate in extended contract activities. When extended contract positions cannot be filled by Career Level III and II educators, other educators may be used”

TENNESSEE CODE ANNOTATED 49-5-5209

TENNESSEE CODE ANNOTATED 49-5-5209

(b) (1) Each local education agency shall conduct an annual needs assessment to determine the focus of the extended contract activities authorized by this section. Priority for such activities shall be student needs, with school and teacher needs of secondary importance. Subject to guidelines developed by the commissioner of education and approved by the state board of education, each local education agency shall have an extended contract committee consisting of teachers, including one (1) career level II or III teacher where possible, and administrators, which, as determined by the local board of education, shall conduct or assist in the needs assessment and advise on or certify to the need for specific programs served through extended contracts. Each local shall devise a plan consistent with the needs and abilities of the district to utilize the additional months of service which may be required from teachers in accordance with the provisions of this section. Such plans shall include, but not be limited to:

- (A) Enrichment programs for gifted and talented students;
- (B) Programs to enhance adult literacy and education;
- (C) Administering and conducting before-and-after school care programs provided through the board;
- (D) Programs relative to students who are at risk of dropping out of school;
- (E) Parent involvement projects aimed at assisting and improving their children’s performance at school;
- (F) Extended programs for the full range of handicapped students;
- (G) Development of remediation programs for students according to their needs;

(H) Enrichment programs in academic projects for all students or activities that will best utilize the particular talents and qualifications of the career level II and III teachers and meet the needs of the local school population; and

(I) Discipline programs for disruptive students before and after school and on Saturdays.

(2) The plan shall also include the time periods in which the programs and activities shall occur. If at all possible, each system shall include a summer program in order to fully employ those teachers on eleven (11) and twelve-month contracts. Only if a superintendent and local board of education certify that it would not be feasible to finance the cost of attendance by students in the summer months may a plan be devised to utilize extra time each day, or during weekends or holidays to offer such programs, instead of summer sessions. A plan may, however, include enrichment or other programs at any time.

(3) The local superintendent shall submit the plan to the local board of education, and the local board, upon approval, shall submit the plan to the department of education. The plan shall be reviewed by the department and accepted or rejected on its merits. The department shall provide technical assistance in all areas of local extended contract program development, monitor and evaluate all extended contract programs, and establish a system to disseminate information about such programs.

(c) If a local education agency finds that it cannot offer summer programs, and if its plan for additional activities during the regular school year is accepted, career level II and career level III teachers on eleven (11) and twelve-month contracts shall not be required to perform remedial or enrichment work during the summer months if the commissioner is satisfied that the work performed by the teacher otherwise is sufficient to satisfy the additional responsibilities under parts 50-57 of this chapter.

(d) (1) Beginning June 1, 1989, extended contract opportunities authorized by this section shall be available to all educators.

(2) Appropriately licensed educators with career level II and III status shall be given priority of opportunity to participate in extended contract activities. When extended contract positions cannot be filled by career level II and III educators, other educators may be used.

(e) The local education agency which develops a discipline program in accordance with subdivision (b)(1)(I) shall determine the circumstances in which a student would be assigned to the program, the times the student would have to report and what type of educational requirements will be imposed on a student or what type of assistance, if any, will be provided to a student who would be required to report. The program shall contain a requirement that the parents or legal guardian of the student be notified in writing at least one (1) week before student is required to report. The notice shall state the date and times the student is required to report and the reason the student is participating in the discipline program. In addition, the notice shall state that if the parent or legal guardian fails to cooperate with the school personnel to make sure the parent's or legal guardian's child reports as required, the parent or legal guardian may be subject to a civil penalty of up to ten dollars (\$10.00) a day for each day the child does not report to the program, plus the payment of

court costs to be assessed by the juvenile court. Any civil penalty assessed by the court shall be collected and forwarded to the LEA in which the student is enrolled, to be use by such LEA for counseling services and materials.[Acts 1984 (1st E.S.), ch. 7, § 34; 1984, ch. 829, § 19; 1988, ch. 740, §§ 5-9; 1989, ch. 37, §§ 3, 4; 194, ch. 929, §§ 1, 2.]

Cross-References. Juvenile court jurisdiction, § 37-1-103.

Section to Section References. This section is referred to in §§ 37-1-103, 49-2-203, 49-5-5206 – 49-5-5208, 49-5-5305, 49-5-5405, 49-5-5405, 49-5-5406, 49-5-5505, 49-5-5506.

(f) Notwithstanding any provision of this part, part 50, or parts 53-55 to the contrary, an LEA may allocate and expend any state funds received for extended contracts consistent with the needs of the specific programs served through extended contracts as determined under the annual needs assessment required by subsection (b). Such allocation and expenditures may include payments to teachers working extended contracts that allow local flexibility regarding the number of hours worked to receive pay supplements specified under this part. Any proposed allocation and expenditure of extended contract funds under this subsection (f) shall be submitted to the department of education for its review and approval with the plan required under subdivision (b)(3). All state funds received for extended contracts shall only be expended on extended contract activities. No such funds shall be used for supplemental pay for coaching of athletics.

* * *

TENNESSEE CODE ANNOTATED 49-5-5211 Payment of supplement contingent on performance of duties.

Any career level II or career level III teacher who declines the duties thereof shall not receive the state salary supplement authorized in parts 50-55 of this chapter.

[Acts 1984 (1st E.S.), ch 7, § 36.]

TENNESSEE CODE ANNOTATED 49-5-5002(c)(2)

“If a career ladder educator is already employed by a local education agency for an eleventh (11th) month, and is compensated with local funds, the local education agency shall receive an amount equal to the difference between the eleven (11) month supplement provided for in parts 52-55 of this chapter and the amount that the career ladder educator would receive for outstanding performance. If a career educator is already employed by a local education agency for a twelfth (12th) month, and is compensated with local funds, the local education agency shall receive an amount equal to the difference between the twelve (12) month supplement provided for in parts 52-55 of this chapter and the amount that the career ladder educator would receive for outstanding performance. This is to be *reimbursement for funds already paid by the local education agency so that the career ladder educator will continue to receive the compensation he/she is being paid by the local education agency* for the eleven (11) or twelve (12) month service plus the state supplement for outstanding performance, but the *local education agency would recover for its use in its instructional programs, funds which it would have expended for employment of that educator during the eleventh (11th) or twelfth (12th) month*, if the educator was not employed under the career ladder program during the eleventh (11th) or twelfth (12th) month.

APPENDIX B

Categories of Activities, Examples, and Guidelines

Categories of Activities, Examples, and Guidelines

The categories listed here are those identified in statute and policy, but they do not represent the full range of possible activities. Because there is no list of prescribed activities, it is critical that activities be designed to meet local needs. School systems should be creative and flexible within the absolute guideline of meeting high priority student needs.

- A. **Enrichment Programs for Gifted and Talented Students** refers to programs or activities that are designed exclusively for certified gifted and talented students. This category includes activities such as the following:
- A summer program for gifted and talented middle grades students allows them to create and present individual research projects.
- B. **Formalized Programs to Deal with At-Risk Students** refers to programs/activities that are a part of a formalized board-adopted plan for dealing with at-risk students. Programs may be either preventive or interventive. Guidelines appear in TCA 49-5-5209. This category includes activities such as the following:
- A structured counseling program is established in which teachers or administrators spend time with students discussing progress and problems, setting goals, and learning behavior management techniques.
- C. **Parent Involvement Projects** refers to programs/activities that are specifically targeted for parent education and parent involvement. This category includes activities such as the following:
- Family oriented sessions targeted on math, reading, or writing can provide activities where parents (or guardian) attend a series of classes with the child to participate in hands-on, lab-based activities specific to that topic.
- D. **Extended Programs for Handicapped** refers to programs that are designed for the full range of handicapped students and/or are exclusively conducted for such students. This category includes activities such as the following:
- A summer camp is conducted for special education students to increase their physical and social skills so that they are better prepared to enter school in the fall.
- E. **Developmental Programs Based on Student Needs** refers to the full range of programs/activities that are designed to extend opportunities beyond what is normally offered in the regular school program. This includes for-credit classes offered during the school year outside the regular school day and/or in the summer. It might also include some support service activities. This does not include remediation programs for credit. This category includes activities such as the following:
- As part of a structured work-based learning program, a teacher supervises students who are being introduced to robotics in a local industry outside the regular school day.

- F. Remediation (Acceleration) Programs Based on Student Needs** refers to the full range of programs/activities that are designed to upgrade the performance of students that are performing below expected norms. This category includes remediation (acceleration) programs for credit. This category includes activities such as the following:
- Before and after school tutoring programs are held to improve identified student skills.
 - Summer school courses are offered for credit to students who fail to pass a Gateway course or test.
- G. Enrichment Programs for All Students** refers to the full range of programs that are designed to enhance the student’s academic, social, physical, and/or emotional performance but are not remedial or for-credit. This category includes activities such as the following:
- Opportunities are provided through academic competitions to encourage academic excellence and motivate students.
 - Via educational television, teachers offer thematic instruction to reinforce basic skills as youngsters prepare themselves for the TCAP and year-end assessment procedures. Two-hour sessions target both elementary and middle schools grades and include a format of one-hour teaching and one-hour of answering call-ins from students.
- H. Curriculum/Materials Development/Program Assessment and Evaluation** refers to the full range of non-instructional activities that are designed to utilize the unique talents of educators and meet the needs of the students. This category includes activities such as the following:
- A team of teachers map the curriculum of the school and develop integrated learning activities that are field tested through extended learning enrichment programs.
- I. Professional Development/Teachers Training other Teachers** refers to all activities whereby teachers are involved in the training and professional development of other educators. Once high priority student needs have been identified, it is possible to work backward to the knowledge, skills, and attitudes required of educators if desired student learning’s are to be achieved. Professional development can then be focused on the gap between the knowledge, skills, and attitudes currently possessed by educators and the knowledge, skills, and attitudes that must be present in educators to bring about significant gains in student learning. This does not negate the value of educator’s perceptions regarding their needs. It does place educator needs, however, within a larger context that includes district and school mission and goals, student performance data, and community perceptions regarding their needs. This means that well-designed professional development programs will extend training programs to include learning through such diverse means as action research, study groups of the teaching/learning process, small-group problem solving, and involvement in improvement processes. It will also include consultation, planning, and facilitation services, as well as training. Professional development in the extended learning program must be a data driven process which enhances students’ learning. This category includes activities such as the following:

- As part of a summer tutorial component that addresses the needs of the struggling reader, teachers teach other teachers the strategies one-half of the day. For the remainder of the day the instructing teachers coach the learning teachers in a lab-based program that has teachers practicing new skills with youngsters.
- An experienced teacher prepares an interactive CD for use by beginning teachers. The CD introduces the teacher to the school system and includes survival tips and advice on topics such as discipline that will help the teacher during the first year.

J. Community Involvement refers to activities such as Adopt-A-School and other such formalized Partners in Education programs. This category includes activities such as the following:

- Service learning involves students and community, under the supervision of a teacher, in experiences associated with volunteerism and community service. The learning is distinguished from other types of experiential learning by two factors:
 - 1) the students serve an unmet need in the community on a volunteer basis
 - 2) the service is integrated with intellectual challenge and academic content to reinforce skills and knowledge learned at school.

K. Adult Education and Literacy refers to the entire range of adult education programs from group literacy instruction through preparation programs for the GED examination. To maximize their potential, the following guidelines should be observed:

1. Extended contract teachers should be selected, placed within instructional settings, and evaluated by their local school system's adult basic education supervisor.
2. Teachers with twelve (12) or more academic graduate credits in adult education may be assigned instructional tasks within the entire range of adult education programs, from group literacy instruction through preparation programs for the General Education Development (GED) examination.
3. Those who lack either graduate academic preparation in adult education or who have not successfully participated in a state department sponsored teacher training program in adult literacy, may only be assigned to teach classes in adult basic education (ABE) levels two and three, (grade level equivalencies of six through twelve).
4. Teachers may not be assigned to English-as-a-Second-Language (ESL) adult programs unless they have had specific academic preparation or state department sponsored ESL workshops.
5. Teachers may be assigned to do group instruction activities only, with no fewer than six individuals in attendance. They may not be used for tutoring.

Any activity utilizing extended contract educators in adult education must be approved by the local board of education and the State Department of Education. These activities must meet priorities identified in the system proposal.

For assistance in program development, contact:

Mrs. Marva Doremus
Administrator, Adult Education Division
Tennessee Department of Labor & Workforce Development
220 French Landing Drive
Nashville, TN 37243
(615) 741-7054

L. Administering and Conducting Day-Care Activities refers to day-care programs operated by the local board of education and approved by the Department of Education. Extended contract educators are eligible for extended learning activities in School Age Child Care Programs that utilize their particular talents and skills in any of the following ways:

1. Serving as the director or administrator
2. Conducting enrichment activities
3. Conducting remedial activities

Extended contract educators *may not* be used for the custodial aspects of child care. They may only be used for conducting remedial and/or enrichment activities or serve in the aforementioned administrator role. ***Only SACC programs operated by the LEA and approved by the Department of Education or in the process of approval can qualify for extended contract work.***

Approval of extended contract activities in SBSS programs *does not* constitute approval of the SBSS program.

For additional information on establishing and approving School Base Support Services, contact:

Mrs. Jan Bushing
Director of School Base Support Services
Tennessee Department of Education
9th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243
(615) 741-0345

APPENDIX C

Definitions

Definitions

The following definitions are intended to explain and/or clarify terminology as used in this document.

Performance Measures: elements that will be used to evaluate the success of particular activities in meeting measurable objectives.

Examples of performance measures could include: improved academic performance, improved attitude towards learning, decreased tardiness and absences, decreased discipline referrals or incidents of disruptive in-class behavior, high test scores, increased numbers of GED recipients, improved (computer, test-taking, etc.) skills increased positive interpersonal relationships among students, and increased parental involvement in school activities.

Target Population: the specific group targeted by an activity.

Examples include: Students in grades 2-12 who have received a D or F in mathematics, English, reading or science for the preceding semester; students designated as at-risk through teacher recommendation based on discipline referrals and attendance or academic performance; parents of all elementary/high school students, particularly parents of at-risk students.

Personnel: educators who will carry out the activities

Goals: Broad statements of purpose linked directly to high priority needs.

Example: To improve student academic success.

Objectives: statements that link to goals and describe desired results in specific, measurable terms.

Example: To increase the number and percentage of high school students passing English, mathematics, and science. Objectives may be made even more specific by stating specific numbers, percentages, or time frames.

Activity: a specifically designed experience for participants that leads to the results specified in the objective.

Example: After school remedial sessions will be offered for students in danger of failing one or more of the following subjects: mathematics, English, and science. Sessions will be held for one hour, two days per week throughout the school year. Students will be identified by their classroom teachers as needing individual tutoring or small group reviews of major concepts. Individual tutoring will align closely to classroom instruction and assignments may be provided by the classroom teacher. Small group review sessions will address major concepts or skills covered during each six weeks period. Extended Contract teachers will consult with classroom teachers regarding the specific objectives for the tutorial and small group review sessions.

LEA Recovery: funds recovered pursuant to T.C.A. 49-5-5002(c)(2) that may be used by the LEA to fund administrator extended contracts or for other use in its instructional program.

LEA: Local Education Agency

ELP: Extended Learning Program

SBE: State Board of Education

SDE: State Department of Education

APPENDIX D

Documentation and Maintenance of Records

Maintaining Records

LEAs may elect to maintain records either manually or electronically. **In either case, the length of retention is three years after the completion of the program year.**

Option 1 - Manual System

- Logs must be maintained, with entries recorded as to activity and number of hours worked on a daily basis.

Exception: Secondary Summer School for Credit (Because of pre-established schedule that is the same, day after day)

- Logs must be maintained for **one complete fiscal year (July 1 – June 30)** after the fiscal year in which the contract was worked. During this period, the logs are the “official” support documentation for the extended contracts worked.

Example: Logs for a contract worked during January - May 2011 must be maintained until August 31, 2012.

- **After the logs have been kept for one complete program year**, after the year in which the contract was worked, the LEA has two options:

- (1) **Retain the logs for two more program years before they can be destroyed.**

Example: In the example above, the logs would continue to be stored until August 31, 2013, at which point they could be destroyed. The logs remain the “official” support documentation during this two year period.

- (2) **The logs could be scanned or microfilmed. The storage medium would need to be kept two additional years.** During this two year period, the storage medium is the “official” support documentation. Once the microfilming or scanning is complete, the “paper” logs can be destroyed. The storage medium would need to be kept two additional years, at which point the storage medium could be destroyed or reused for other purposes.

Option 2 - Electronic System

Rather than on paper, logs can be kept electronically on diskette or via an on-line system-wide network. Thus, educators would continue to record events and times on a daily basis. However, a paper record would not be kept. The diskette or the on-line system will serve as the “official” supporting documentation for the extended contract. **The state will require that the electronic files be kept for three years after the end of the program year.**

APPENDIX E

LEA Recovery

WORKSHEET X
CERA Requirements and Options
Eleventh Month

		* Mandated CERA Supplement	** LEA Recovery (Optional) CERA
N =	C.L. II/III Administrators not on Local 11 th month contract but Required by CERA to work 11 th month	2,000 x N = _____	0
N ₁ =	C.L. II Administrators on local contract for 11 th month	200 x N ₁ = _____	1,800 x N ₁ = _____
N ₂ =	C.L. III Administrators on local contract for 11 th month	300 x N ₂ = _____	1,700 x N ₂ = _____
N ₃ =	Other C.L. II educators on local contract for 11 th month	200 x N ₃ = _____	1,800 x N ₃ = _____
N ₄ =	Other C.L. III educators on local contract for 11 th month	300 x N ₄ = _____	1,700 x N ₄ = _____
N ₅ =	C.L. II educators employed 11 th month with state or federal funds (Ex: Title I, Literacy Coordinator)***	200 x N ₅ = _____	0
N ₆ =	C.L.III educators employed 11 th month with state federal funds (Ex: Title I, Literacy Coordinator)***	300 x N ₆ = _____	0
		TOTAL	TOTAL

*CERA requires all educators holding a Career Ladder II/III administrator certificate to work an eleventh month. CERA further requires that a CL II/III educator whose contract has been extended by the LEA to the eleventh month be paid an outstanding performance supplement based on the merits of his/her certificate status. **This supplement is paid from the system's allocation.**

**CERA (T.C.A. 49-5-5002 (d) (2)) provides an LEA with the option to recover, for use in its instructional program, the difference between the supplement (\$2,000) and the outstanding performance amount, when an educator is on an eleventh month local contract. The recovered funds come from the system's allocation. Any funds not recovered through this option would be available for extended contracts.

***Vocational agriculture teachers have been funded locally since inception of BEP. They will be included in N₃ or N₄ and N₈, if applicable.

WORKSHEET Y
CERA Requirements and Options
Twelfth Month

		* Mandated CERA Supplement	** LEA Recovery (Optional) CERA
N ₇ =	C.L. III Administrators on local contract for 12 th month	300 x N ₇ = _____	1,700 x N ₇ = _____
N ₈ =	Other C.L. III educators on local contract for 12 th month	300 x N ₈ = _____	1,700 x N ₈ = _____
N ₉ =	C.L. III educators employed 12 th month with state or federal funds (Ex: Title I, Literacy Coordinator)***	300 x N ₉ = _____	0
		TOTAL	TOTAL

*CERA requires that a C.L. III educator whose contract has been extended by the LEA to the twelfth month be paid an outstanding performance supplement based on the merits of his/her certificate status. This mandated CERA supplement is **paid from the system's allocation**.

**CERA (T.C.A. 49-5-5002 (d) (2)) provides an LEA with the option to recover, for use in its instructional program, the difference between the supplement (\$2,000) and the outstanding performance amount, when an educator is on a twelfth month local contract. The recovered funds come from the system's allocation. Any funds not recovered through this option would be available for extended contracts.

***Vocational agriculture teachers have been funded locally since inception of BEP. They will be included in N₃ or N₄ and N₈, if applicable.

APPENDIX F

ADMINISTRATOR EXTENDED CONTRACTS

Principals, Assistant Principals, and Supervisors

All administrator (principal, assistant principal, and supervisor) extended contract activities must be based on assessed system-wide and/or school-based student needs. **Eligible administrators include those who hold Career Level II or III administrator endorsements.** A plan for administrator extended contracts must be developed by the local education agency. The plan may be integrated into the teacher system plan or may be exclusively an administrator plan. The plan shall be designed to extend and improve the educational opportunities for students through more carefully planned programs and professional staff involvement. This locally developed plan shall contain at least the following components:

1. needs and priorities
2. objectives
3. implementation procedures
4. time schedule
5. population(s) to be served
6. system resources available
7. evaluation procedures
8. rationale for any extended contract program activities scheduled during the year.

The plan for administrator extended contracts ***must be approved by the local board of education prior to the initiation of any extended contract activities.*** The administrator extended contract plan is not submitted for approval to the Tennessee Department of Education. The plan is maintained on file at the local level.

Length of Extended Contract - Principals, Assistant Principals, and Supervisors

The local board of education establishes the length of administrator extended contracts based on the needs and priorities identified in the administrator extended contract plan. ***All educators holding a Career Level II or III administrator endorsement (principals, assistant principals and instructional supervisors) are required to work an eleventh month.*** This eleventh month requirement is a condition for holding the certificate and is not subject to the provisions of the administrator extended contract plan described above. Such Career Level II and III administrators shall perform the duties defined by the local board of education and are not restricted (subject) to employment in activities/programs identified in the needs assessment. LEA's are encouraged to require administrators to perform duties consistent with identified student needs.

In addition to the required eleventh month, a Career Level III administrator may work an additional two (2) or four (4) week extended contract if he/she is not under local contract for the twelfth month. Such duties shall be in activities/ programs identified in the needs assessment and contained in the administrator extended contract plan. Career Level III administrators employed by local contract for the twelfth month are not subject to the needs assessment driven activities. Such administrators shall perform the duties defined by the local board of education.

A Career Level II administrator has no "right of entitlement" to request a twelfth month. However, a Career Level II administrator may work an additional two (2) or four (4) week extended contract if

he/she is not under local contract for the twelfth month. Such duties shall be in activities/ programs identified in the LEA proposal and contained in the administrator extended contract plan. **A Career Level II administrator employed the twelfth month by virtue of local contract is not eligible for additional extended contract options.**

Staffing Administrator Extended Contracts

Appropriately licensed Career Level II and III principals, assistant principals, and supervisors shall be given priority of opportunity to participate in extended contract activities. When administrator extended contract positions cannot be filled by Career Level II or III administrators, then other principals, assistant principals, or supervisors not otherwise under contract may be used. The length of extended contract for non-Career Level II and III principals, assistant principals, and supervisors shall be dependent upon the length of his/her local contract.

- A non-Career Level II/III principal, assistant principal, or supervisor on contract with the LEA for ten (10) months may be eligible for an extended contract length of two (2), four (4), six (6), or eight (8) weeks.
- A non-Career Level II/III principal, assistant principal, or supervisor on contract with the LEA for eleven (11) months may be eligible for an extended contract length of two (2) or four (4) weeks.
- A non-Career Level II/III principal, assistant principal, or supervisor on contract with the LEA for twelve (12) months shall not be eligible for an extended contract.

All non-Career Level II/III administrators employed in extended contracts shall perform duties related to the needs identified in the LEA proposal.

Principals, assistant principals, and supervisors are eligible for extended contract opportunities/activities otherwise available to teachers. Any such contract assignment must be in activities address identified needs and are a part of the teacher extended contract plan approved by the Tennessee Department of Education.

Funding Administrator Extended Contracts

Funds used for Administrator Extended Contracts are those recovered by the LEA pursuant to T.C.A. 49-5-5002(d)(2) (Appendix E)

Administrator Academy Attendance

Principals, assistant principals, and supervisors with fewer than 15 years of experience are required by law to attend the Tennessee Academy for School Leaders once every five years. Career Level II and III administrators may earn up to seventy-two (72) extended contract hours as a participant, if the local approves, and the educator is not otherwise under contract, and the Academy offering is consistent with developing administrator competence relative to high priority student needs of the district.

APPENDIX G

Sample Proposal, Required Budget and Report Forms

Extended Contract Program Proposal
for Providing
Extended Learning Time Through
Extended Learning Programs
2011-2012

District

This proposal represents the most effective and efficient use of our extended contract resources in meeting the highest priority needs of our students. Submitting this document without the required signatures will delay the approval response from the department.

Signature of Superintendent/Director of Schools

Date

Signature of Local Board of Education Chairperson

Date

2011-2012 Extended Learning Programs *Proposal*

System:	
Name of Superintendent/Director of Schools:	
Superintendent's/Director's Mailing Address:	
Phone:	Fax:
E-Mail Address:	

Name of Coordinator:	
Coordinator's Mailing Address:	
Phone:	Fax:
E-Mail Address:	

2011-2012 Extended Learning Programs

Activity Description

Activity Number:	Activity Title:
Priority Need #	
Related Goal:	
Objective(s):	
Target Population:	
<p style="text-align: center;">Include a brief description of the characteristics of the student population to be served by the activity proposal.</p>	
Activity Description:	
<p style="text-align: center;">Each objective, or set of objectives, should be the basis for program activities. Therefore, all proposed activities should be clearly related to corresponding program objectives. Provide a complete description of the program content, grade level, subject area, and timeframe (summer and school year). Any courses for credit, either for remediation or enrichment, must be specifically identified. Specific justification for credit for enrichment courses must be provided.</p>	
Resources Needed (must match spending plan):	
<p style="text-align: center;">The optimum number of personnel and the amount of time necessary to implement the activity should be identified in general categories or by qualifications rather than specifically by name.</p> <p style="text-align: center;">Example: 4 English teachers at 2 weeks each 3 math teachers at 5 weeks each 1 administrator at 4 weeks</p>	
Performance Measure(s):	
<p style="text-align: center;">Include at least one concrete, quantifiable measure related to the SBE Master Plan and any other appropriate measures related to how well the <u>objective</u> has been met.</p>	
Evaluation Results from Previous Year (if applicable):	
<p style="text-align: center;">Provide both qualitative and quantitative results. Evaluation should reflect upon the intent of the objective and the evaluation criteria.</p>	

2011-2012 Extended Learning Programs

Activity Description

Activity Number:	Activity Title:
-------------------------	------------------------

Priority Need # Related Goal:
--

Objective(s):

Target Population:

Activity Description:

Resources Needed (must match spending plan and ARRA requirements for calculating jobs retained):

Performance Measure(s):

Evaluation Results from Previous Year (if applicable):

2011-2012 Extended Contract Expenditure Analysis Funding Request

Due: September 1, 2011

System Name _____

Priority	Activity Number	Activity Description	Optimum Cost		Base Allocation	
			Summer	School Year	Summer	School Year
1						
2						
3						
4						
5						
6						
7						
8						
		Totals				

Base Allocation Sub-total (Summer and School Year Combined)	
Administrator Extended Contracts (Includes Flow-Thru)	
Extended Contract Salary Funds Recovered by LEA (T.C.A. 49-5-5002(c)(2))	
GRAND TOTAL = BASE ALLOCATION <i>plus</i> STATE RESERVE (if applicable)	

Directions for Completing the Extended Contract Expenditure Analysis Funding Request Form

- **Program Priority** -- This represents the order of importance, as determined by the system, of the extended contract programs that are to be offered.
- **Activity Number** -- List the activity by number from your plan. You may cluster activities that address a similar need.
- **Activity Description** -- Describe the activity briefly. Example: Enrichment for Gifted and Talented; Remediation-Summer School; Parent Involvement; etc.
- **Optimum Cost** -- Enter the optimum amount of funding that would be needed to employ personnel to fully meet the program needs for 2011-12. This should reflect the cost of positions identified in the “Resources Needed” section of the activity description in your proposed plan. See page 7 of the Extended Contract Guidelines.
- **Base Allocation** -- Enter the estimated amount from your base allocation that will be directed to meeting the goals and objectives of this particular program or activity. Separate the amount directed into summer and school years.
- **Base Allocation Sub-total** -- Base Allocation Summer and Base Allocation School Year Combined - Enter the combined amounts in the sub-total column.
- **Administrator Extended Contracts** -- Enter the amount from the base allocation designated for administrator 11th and/or 12th month. *Enter all administrators here. This will be audited.*
- **Extended Contract Salary Funds Recovered by LEA** -- If the LEA exercises its options under *T.C.A. 49-5-5002(d)2* to recover extended contract funds when Career Level II/III educators are already under local contract for the 11th and/or 12th month, enter that amount here. *This will be audited.*
- **Grand Total = Base Allocation** -- This entry is the sum of Base Allocation Sub-total plus Administrator Extended Contracts (includes Flow-Thru) plus Extended Contract Salary Funds Recovered.

2010-2011 EXTENDED LEARNING PROGRAMS ANALYSIS REPORT

System: _____

Due: September 1, 2011

1-4 complete all for each category; 5-21 complete all that apply for each category or all for which data are available in 2010 - 2011.
 Student counts may be duplicated if students participate in more than one activity, but not duplicated within the same activity.

KEY

A: Enrichment Programs for Gifted and Talented Students

B: Formalized Programs to Deal with At-Risk Students

C: *Parent Involvement Projects

D: Extended Programs for Handicapped

E: Developmental Programs Base on Student Needs

F: Remediation (Acceleration) Programs Based on Student Needs K-8

G: Remediation (Acceleration) Programs Based on Student Needs 9-12

H: Enrichment Programs for all Students K-8

* Report the number of parents served on lines 2 & 3.

I: Enrichment Programs for all Students 9-12

J: Curriculum and Materials Development/Program Assessment and Evaluation

K: ** Professional Development (Teachers Training Other Teachers)

L: Community Involvement

M: Adult Literacy and Education

N: Administering and Conducting Day-Care Activities (SACC)

O: Other

P: Other

** Report the number of educators trained on lines 2 & 3.

	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
• Number of Extended Contract Hours																
• Number students served, Summer 2011																
• Number of students served, School Year 2010 – 2011																
• Number of schools where activity took place.																
• Schools meeting value added goal (most recent data) or improving																
• Schools increasing overall proficiency level of students (most recent data) – Writing assessment																
• Schools meeting attendance goal																
• Schools meeting promotion goal																
• Participating students promoted to the next grade																

<i>System:</i> _____																
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P
• Participating students receiving course Credit																
• Participating students improving specific Skills																
12. Participating students demonstrating improved attendance																
13. Participating students demonstrating improved behavior																
14. Participating students assisted in developing courses of study and/or making career choices																
15. Participating students assisted in entering school ready to learn																
16. Teachers implementing new teaching strategies																
17. Teachers implementing new curriculum																
18. Teachers trained in and using technology in the instructional program																
19. Adult students developing Literacy or attaining the GED																
20. Parents involved in students' learning programs																
21. Parents involved in parent training Programs																

EXTENDED LEARNING INDIVIDUAL SCHOOL REPORT

Due: September 1, 2011

In order to provide data on Extended Learning opportunities by school, please complete the following questions for each school within your system for the 2010–2011 year.

SYSTEM NAME			
SCHOOL NAME			
TOTAL SCHOOL POPULATION			

Number of teacher extended contracts implemented at this school			
Number of teacher contracts focused on <i>REMEDIATION</i>			
Number of teacher contracts focused on <i>ENRICHMENT</i>			
Number of students (not contacts) participating in <i>REMEDIATION</i>			
Number of students (not contacts) participating in <i>ENRICHMENT</i>			
Are students from outside this school involved in EL programs housed here?	<input type="checkbox"/> YES	<input type="checkbox"/> NO	
If "YES" Number of students from other schools involved in EL programs			

Please list the Extended Learning Programs in your school and code them according to the following. Please use only one code per program.			
E	Academic <i>Enrichment</i> for talented/gifted		
E All	Academic <i>Enrichment</i> open to all students		
A	Adult Programs		
C	Before and after school care		
AR	Remediation for At-Risk Students		
GI	Gateway Intervention		
P	Parent Involvement		
H	Programs for Handicapped		
R	Academic Remediation		
D	Discipline Programs		
S	Professional Development of staff		

Prepared by:			
Position:			Date:

Duplicate as necessary for each school where Extended Learning activities take place.

SUMMARY OF EXTENDED CONTRACTS STATE REVENUES AND EXPENDITURES

Due: September 1, 2011

System: _____

REVENUE

- | | |
|---|----|
| 1. Net Extended Contract STATE Reserve August 31, 2010 | \$ |
| 2. 1 st Quarterly Distribution | \$ |
| 3. 2 nd Quarterly Distribution | \$ |
| 4. 3 rd Quarterly Distribution | \$ |
| 5. 4 th Quarterly Distribution | \$ |
| Total Funds Available | \$ |

EXPENDITURES

- | | |
|--|----------|
| 6. Payments made from Extended Contract Funds, including benefits, not including Outstanding Performance Supplement | \$ _____ |
| 7. Outstanding Performance Supplement Paid to Educators Who Requested but Were Denied an Extended Contract, including benefits | \$ _____ |
| 8. Extended Contract Salary Funds Recovered by LEA T.C.A. 49-5-5002(c)(2) | \$ _____ |
| Total Expenditures | \$ _____ |

BALANCE - AUGUST 31, 2011

- | | |
|--|----------|
| 9. Extended Contract State Reserve August 31, 2011 (Total Revenue less Total Expenditures) | \$ _____ |
| 10. Liabilities (Funds received and owed but not paid prior to August 31, 2011) | \$ _____ |
| Net Extended Contract STATE Reserve August 31, 2011 | \$ _____ |

Prepared by: _____

Position: _____ Date: _____

Submit with Proposal

2010-2011 Extended Contracts Employment Summary

Due: September 1, 2011

System _____ Date _____

Number of Career Level II and III educators who received the full amount of extended contract requested.

Number of Career Level II and III educators who received a partial contract (only part of what was requested).

Number of Career Level II and III educators who requested an extended contract but **received none**.

Number of **non**-Career Level II and III educators who worked an extended contract.

SUBMISSION OF MATERIALS

Mail to:

**Tennessee Department of Education
Kimberly F. Jackson
6th Floor, Andrew Johnson Tower
710 James Robertson Parkway
Nashville, TN 37243-0375**



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