



District of Innovation Application (TENTATIVE)

November, 2012

Applicant Information

District Name:	<u>Gallatin County</u>	<u>191</u>
	District Name	County/District #
Address:	<u>75 Boardwalk</u>	
	Street Address	
	<u>Warsaw</u>	<u>KY</u> <u>41095</u>
	City	State ZIP Code
Phone:	<u>(859)567-1820</u>	Date of Application: <u>March 8, 2013</u>
Contact Person/Title:	<u>Dorothy B. Perkins, Superintendent</u>	

DISTRICT ASSURANCES

- Applicant assures that its application does not contain any request to waive the following Kentucky Revised Statutes or Kentucky Administrative Regulations:
 - a. Any statute or regulation related to health, safety, civil rights, or disability rights;
 - b. Compulsory attendance requirements under KRS 158.030 and 158.100;
 - c. The Kentucky Core Academic Standards outlined in KRS 158.685 and 704 KAR 3:303;
 - d. The minimum high school graduation requirements unless allowable under 704 KAR 3:305;
 - e. Compliance with requirements of the statewide assessment system as specified in KRS 158.6453;
 - f. Criminal background check requirements;
 - g. Open records and meetings requirements;
 - h. Purchasing requirements and limitations; or
 - i. Any plan to reduce the instructional time provided to students below the requirements outlined in KRS 158.070, except requests to implement competency-based strategies that measure a student's mastery on the curriculum standards, regardless of the amount of

instructional time completed.

- District assures that any school listed as participating in the district's application did so voluntarily and attached to this application is a copy of the official minutes of the **SBDM Council Meeting** for each participating school showing at least **70%** of the eligible employees, as defined in **KRS 160.107**, voted in the affirmative to participate in the plan.
- District assures that it will comply with any reporting requirements of the **Kentucky Department of Education**, which at a minimum will include an annual reporting requirement that includes the following data points:
- Number of students served by the innovation plan, total number and by:
 - Elementary School
 - Middle School
 - High School
- Number of at-risk students (*with particular emphasis on graduation from high school*) total number and by:
 - Socio-economic status
 - Race/ethnicity
 - Gender
 - Disability
 - Grade level
- Total number of certified teachers participating in the innovation plan and roles/responsibilities
- Documentation of certified and classified staff operating in a non-traditional setting
- Documentation of any extended learning opportunities in which students participate for the purposes of earning or recovering credit, including:
 - Qualification of instructors
 - Time spent
 - Student outcomes (completion rates)
- Documentation of other measurable outcomes, described in the initial application or through modification of the original plan
- District assures that it has obtained broad support for this application as evidenced by letters of support attached to this application from key stakeholder groups.

Superintendent

Date

Chair, Board of Education

Date

Recommended Process for Districts of Innovation

In order to assist districts and schools with a *recommended* process, please see the process below:

- ✓ District Level Team (DLT) reviews current CDIP and discusses current models and/or initiatives which clearly demonstrate innovation.
- ✓ DLT takes Readiness for Innovation Self-Assessment and analyzes results.
- ✓ DLT conducts a needs assessment based on results of Self- Assessment.
- ✓ Request for Technical Assistance/Information from KDE (*not required*).
- ✓ DLT determines feasibility of application process. If DLT decides to apply, it will solicit a School Level Team (SLT) for each school of innovation.
- ✓ Each SLT completes Readiness for Innovation Self-Assessment, to begin the process for establishing buy-in and completing the school sub-plan.
- ✓ Each SLT determines whether it will participate based on the requirements of the statute and begins the process of writing school level sub-plan.
- ✓ All school sub-plans are reviewed by the DLT for final approval. DLT begins writing district application for submission.
- ✓ Submit application which includes Administrative Acknowledgment and Assurances, District Level Plans, School Level Plans.
- ✓ Scoring Process by KDE Program Review Team.
- ✓ Selection/Designation of Districts of Innovation.

District's Vision/Mission

*Please describe the significance of the District of Innovation designation to your district. Be sure to include justifications for why your district should be granted "District of Innovation" status. Your response must address/answer the following (*Please use charts, tables, and graphs, if necessary):*

- Describe the district's vision and mission statements or educational philosophy. Explain how the goals and performance standards in your plan help to re-invent or transform current models of student learning in ways that produce students better prepared for next generation learning. How do the transformations prepare students for dynamic and rigorous standards for college- and career-readiness?
- **Mission: "Maximizing Student Learning & Achievement"**
Vision: "Preparing All Students to be 21st Century Learners & Ready for College, Career & Life"
Belief Statements:
 1. All Gallatin County Students WILL BE Proficient ready for college, career, and life.
 2. Everything we do should be STUDENT centered.
 3. TEACHERS influence learning more than any other factors.

4. **TOGETHER**, our schools, parents,, and community help students reach their highest potential
5. Students learn best when what we want them to know is **RIGOROUS** and **RELATIVE** and we build positive **RELATIONSHIPS** with them.

Research tells us that teacher effectiveness is the strongest predictor of student achievement. As a pilot district for the new teacher effectiveness system over the last two years, Gallatin County Schools has seen the power of implementing and utilizing the Professional Growth and Effectiveness System model to improve teacher effectiveness and drive student achievement. We believe that all teachers want to be the best that they can be for our students and that principals want to be able to provide teachers with effective professional development and put tools in their toolboxes to help our students be successful. We also believe that if the PGES does not get down to the students' desktop, then we have failed and this new teacher evaluation system will be no more than what we currently have, compliance that we check off as completed. Our experience to date with the PGES indicates that it is a true coaching model for teachers and with the right structures and processes in place will increase student learning and achievement results which is our mission. We know that teachers who are trained and understand the PGES model embrace the feedback that their peers and principal provide. They are eager to improve their teaching. Principals are better after going through the on-line modules provided by TeachScape and are comfortable providing feedback that is based on research. Teachers, principals, and peer observers working together to implement the new core standards that lead to preparing students to be ready for college, career, and life is obtainable and achievable when teachers and principals are provided the time to reflect and discuss their professional practices and the student data that is generated.

Our Goal::

1. Implement the Professional Growth and Effectiveness System with fidelity district wide with every teacher in 2013-2014 and positively impact student achievement and increase the percentage of students who are ready for college, career, and life as measured by students meeting benchmarks on the EXPLORE in eighth grade, PLAN in tenth grade, and the ACT in the eleventh grade, and increasing the percentage of students who are proficient in Reading in Math as measured on the state assessment, K-PREP.

Strategies:

2. Train all principals, assistant principals, superintendent, assistant superintendent, deputy superintendent, director of special education in PGES and the Teacher Proficiency modules on TeachScape so that all trained become certified evaluators.
3. Provide professional development for teachers centered on the PGES. (Date July 29 & 30, 2013)
4. Provide Literacy coaches and Math coaches in each of our schools to assist teachers in modeling, developing, implementing, monitoring, and evaluating research-based best practices for instruction. (Pending available funding)
5. Provide collegel/career coaches in our middle school and high school to work with students and their families to prepare students for life beyond our middle school and high school doors. (Pending available funding)
6. Revise existing certified evaluation policies and procedures for teachers to align with the new PGES. (Certified Evaluation Committee currently meeting in 2012-2013 school year)

Describe how the district promotes continuous improvement and rewards risk tasking. Provide evidence of advancing student learning and achievement in the last three to five years.

The Gallatin County Schools have historically been willing to take risks to improve learning for our students. We volunteered to be one of the original Voluntary Assistance Model districts in 2006 and underwent a voluntary scholastic review. We are currently involved in the Gates Grant implementing the Literacy Design Collaborative and the Math Design Collaborative. We are currently a pilot for the PGES. Below is a chart that

depicts Gallatin County's growth and continuous progress on the ACT over the last five years.

Year	Students	English	Math	Reading	Science	Composite
2007-08	94	14.4	17.2	17.1	17.3	16.7
2008-09	95	15.3	17.3	17.2	17.1	16.9
2009-10	104	16.6	18.3	18.2	18.0	17.9
2010-11	117	16.5	18.5	18.1	18.1	18.0
2011-12	109	17.1	18.6	18.8	18.9	18.5

- Describe how the proposed plan reflects a commitment to change process/agenda and explain how proposed innovation “fits in” with current district-wide reforms.
The new Professional Growth and Effectiveness System when implemented with fidelity and the necessary supports and structures in place for success goes well beyond a system of teacher evaluation compliance. The new PGES is a true growth and coaching model for professionals that fits with our district-wide reforms to improve teacher effectiveness and impact student learning so that we increase the percentage of our students who are college/career ready from 21% in 2010 to 61% in 2015 while increasing the percentage of students who are proficient in reading and math on the state assessment (K-PREP), from 29.8% in 2012 to 65% in 2017.
- Identify and describe, particularly when focusing on achievement gaps, specific barriers that impact student learning.
Our barriers include a lack of time and training in reflecting upon professional teaching practices based on standards and the tools necessary to make the changes we need to make for continuous progress. The Kentucky Adapted Danielson Framework provides a starting point for conversations and practical methods for a teacher to grow professionally while helping our students achieve more. The TeachScape modules for Teacher Proficiency helps principals and other administrators with evaluation responsibility to have the skills necessary to know what good teaching looks like and why. These administrators will also have the tools necessary to help teachers become proficient moving along the continuum from “Developing” to “Exemplary.”
****Funding is a concern in providing professional development for teachers to become “Accomplished” and/or “Exemplary” in each standard of the Kentucky Adapted Danielson Framework. Training is needed for all staff in the TGPES as well as the Teacher Proficiency through TeachScape for evaluators.*
- Explain how innovation status will help the district overcome these barriers in order to ensure 21st Century Learning success for all,

especially low-achieving students. Include the specific waiver requests and justifications for the waivers.

Our waiver request consists of requesting to waive our current existing certified evaluation policies and procedures and current rules and regulations for teachers in order to implement the Teacher Professional Growth & Effectiveness System district wide in the Gallatin County School District with every teacher with the exception of KTIP teachers. We seek access to any and all available funding to supply the necessary supports to help teachers improve. We believe full-time literacy and math coaches in each of our schools are needed to provide professional development and guidance to our teachers to achieve “Accomplished” or “Exemplary” on the standards of the Kentucky Adapted Danielson framework. We also believe there is a demonstrated need for a full-time district curriculum specialist to help us align our curriculum to the new standards in language arts, math, science, and social studies.

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District of Innovation Implementation Plan

School Name	Innovation Strategies/Models	Goals for Improved Student Outcomes	Evidence of 70% Affirmative Vote of Eligible Employees to Participate
Gallatin County Lower Elementary	Professional Growth & Effectiveness System	An effective teacher in every classroom that improves student growth as measured on MAPS and K-Prep	District of Innovation Readiness Survey= 100% participation in Survey. Rubric Score 74
Gallatin County Upper Elementary	Professional Growth & Effectiveness System	An effective teacher in every classroom that improves student growth as measured on MAPS and K-Prep	District of Innovation Readiness Survey = 100% participation in Survey. Rubric Score = 70
Gallatin County Middle School	Professional Growth & Effectiveness System	An effective teacher in every classroom that improves student growth as measured on MAPS and K-Prep and EXPLORE	District of Innovation Readiness Survey = 100% participation in Survey. Rubric Score = 65.6
Gallatin County High School	Professional Growth & Effectiveness System	An effective teacher in every classroom that improves student growth as measured on MAPS and K-Prep, PLAN, ACT, and End of	District of Innovation Readiness Survey = 100% participation in Survey. Rubric Score = 71

		Course Assessments	
Gallatin County Alternative School	Professional Growth & Effectiveness System	An effective teacher in every classroom that improves student growth as measured on MAPS and K-Prep, EXPLORE, PLAN, ACT, and End of Course Assessments	Results included in High School Results.
District Created School	Innovation Strategies/Models	Goals for Improved Student Outcomes	
N/A	N/A	N/A	

*Note to applicant: Add more rows as needed.

*Please complete this section for each school participating in the application. Additional school applications are in the Appendix.

School Information

School Name: Gallatin County Lower Elementary

Rationale/Needs Assessment

- What is the vision and mission statement of the school and how will innovation status improve the quality of student learning?
- Provide an overview of how the innovation school process was developed. Explain specific roles and responsibilities of design team members.
- Identify specific barriers that currently impact student achievement. Explain how innovation status will help the school overcome the barriers and/or assist the school in carrying out its mission.

Summary/Overview of School Plan Development

- Use the following table as a reference to describe the program innovation component(s) specific to this school.

Program Component	Guided Questions/Design Considerations
Competency Based Credit	<ul style="list-style-type: none"> ▪ Description of how students demonstrate mastery of content and competencies ▪ Description of how learning objectives will be measured ▪ Description of how personalized learning will be utilized and/or student voice will be encouraged ▪ Description of how support will be differentiated to support individual learning needs ▪ Description of how learning outcomes emphasize competencies that empower students to apply and create new knowledge and develop skills and dispositions—with particular focus on college/career readiness
Expanded Learning Opportunities	<ul style="list-style-type: none"> ▪ Description of how the initiative provides additional opportunities for enrichment, personal growth, and engagement <i>beyond</i> a traditional school day and/or setting ▪ Description of how the program may utilize expanded day/year, before- and after-school programs, Saturday, weekend, and summer programs, distance learning and early childhood initiatives
Multiple assessments/pathways to graduation	<ul style="list-style-type: none"> ▪ Description of how alternate assessment options will be utilized to <i>measure student performance outcomes</i> in non-traditional settings with particular focus on non-traditional educational opportunities such as: <ul style="list-style-type: none"> ▪ Apprenticeships, private instruction, work-study, study in a foreign country, competency-based learning, community service/service learning, independent study and on-line learning opportunities, Early College High Schools, Early Graduation Options
Innovative Learning Environment	<ul style="list-style-type: none"> ▪ Description of how the learning environment will be created or changed <i>specifically</i> with student learning in mind
Alternate forms of governance	<ul style="list-style-type: none"> ▪ Description of how an alternate form of governance may be utilized, without the guidelines of KRS 160.345 ▪ Description of how teachers, parents, and community members will be engaged in the decision-making of the professional learning community
Job classifications	<ul style="list-style-type: none"> ▪ Description of how job classifications move beyond the current definition of teacher/instructional assistant, and/or may provide for an alternative means of compensation other than a single salary schedule.
Other:	<ul style="list-style-type: none"> ▪ Description of how proposed innovation will result in the creation of rigorous, innovative, next generation learning opportunities for all students ▪ Description of how the proposed innovation will better prepare students for college- and career-readiness

Student Service Plan

Proposed Strategy	Expected Outcomes	Sources of Data	Total Number of Students Targeted by Grade level	Total Number of Students in Special Populations/Underrepresented Group
<i>Implement with fidelity the PGES with every teacher across our district (Except KTIP)</i>	<i>Improved student performance on EPAS - EXPLORE, PLAN, and ACT. Increased percentage of students who are proficient in reading and math on K-PREP.</i>	<i>EXPLORE, PLAN, & ACT scores K-PREP</i>	Elem: Middle: High:	SES: Race/Ethnicity: Gender: Disability:
			Elem: Middle: High:	SES: Race/Ethnicity: Gender: Disability:

District of Innovation Support Plan

*Please describe how the district will provide the appropriate support for the School(s) of Innovation. Please answer the following (*Please use charts, tables and graphs, if necessary):*

PROFESSIONAL DEVELOPMENT PLAN:

- Outline and describe specific professional development plan/strategies that will be used to prepare faculty and staff for the proposed innovation. *Professional Development in the new Professional Growth and Effectiveness System will be provided to all teachers prior to the school year beginning in August 2013. All principals, assistant principals, superintendent, assistant superintendent, deputy superintendent, and Director of Special Education will become certified evaluators by attending necessary training, completing the designated modules on Teacher Proficiency in TeachScape , and successfully passing an on-line assessment to demonstrate competency. Peer observers will also be trained in the PGES model and provided additional coaching training.*
- Please communicate the total numbers of teachers who will be receiving professional development--as well as a breakdown of the grade level the teachers serve (elementary, middle, and high school level).
*Gallatin County Lower Elementary – 38 Teachers
Gallatin County Upper Elementary – 18 Teachers
Gallatin County Middle School – 25 Teachers
Gallatin County High School –31 Teachers
Gallatin County Alternative School – 1 Teacher*

Total Teachers – 113

In addition to teachers who will be trained, 4 principals, 4 assistant principals, the superintendent, assistant superintendent, deputy superintendent, and director of special education will be trained in PGES and will participate in all face to face training and successfully complete the TeachScape modules for Teacher Proficiency and successfully pass the on-line assessment to become a certified evaluator.

- **Explain how the professional development will increase the level of success in student learning and innovation.**
The new Professional Growth and Effectiveness System is a true growth model and encourages teachers to improve their professional practice which leads to increased student achievement. The PGES is a coaching model and requires teachers to be reflective and set individual teacher specific SMART goals. Monitoring of SMART goals and reflection about professional practice enables teachers to acknowledge where he/or she needs assistance and ask for help. The feedback provided by the trained peer observer and principal further engages the teacher and enables a teacher to grow professionally and increase the success of the students he or she serves.
- **Describe how the proposed professional development will lead to greater district-wide reform beyond the participating schools.**
Our proposal is to utilize the new Professional Growth & Effectiveness System with every teacher district wide. The Gallatin County School District is currently a pilot site for the TPGES. We believe in this process and believe that the best way to impact what is on a student's desk top and positively improve student achievement is to help professional educators become the best they can be.

RESOURCES:

- **Describe how district level human and fiscal resources are utilized for implementation of the innovation plan.**
Our plan will utilize all principals, assistant principals, superintendent, assistant superintendent, deputy superintendent, and director of special education as certified evaluators or peer observers of certified teachers. We believe there is a need for additional instructional coaches in math and literacy in each of our schools to increase the opportunity for professional development of our teachers who need additional resources and skills when they are identified as deficient in some areas as indicated on the rubric in the new PGES. We further believe that a collegel/career coach in our middle school and high school are also necessary to further focus our efforts to prepare all students to be college – career ready. (Funding for additional math and literacy coaches and college & career coaches is currently not available. We will seek access to any and all additional funding to implement the PGES with fidelity and provide the necessary professional development and supports to help each teacher improve and move forward on the continuum of the PGES rubric from "Ineffective to Developing to Accomplished, to Exemplary."
- **Specifically outline how the innovation plan will affect district personnel, such as roles, work time, compensation, assignments, for those directly connected to the plan.**
Based on our district's experience with the new PGES to date, we recognize the increased amount of time that a principal must use to implement the new PGES with fidelity to be effective and to assist teachers in their professional growth through reflection and feedback. It is necessary to re-think the role of our principals and what we as a district require them to do. We believe based on our experience to date with PGES that all schools need an assistant principal to take care of more of the management issues in a school while the principal focuses on PGES with all teachers.

Currently, one assistant principals is split between our lower elementary and upper elementary. An additional assistant principal is needed at the lower elementary and upper elementary level (\$65,000 with benefits.) In addition to the need for an additional assistant principal, our experience tells us that we need a full time literacy instructional coach and a full time math instructional coach in each of our schools. We currently share these positions among two of our schools – lower elementary and upper elementary. We need to add a literacy coach at the

upper elementary level (\$50,000 with benefits) and a math coach at the upper elementary level. Because the math coach is currently a part time position, we will need to add one full time teacher to our upper elementary (\$50,000 with benefits). We have a half-day literacy coach and a half-day math coach in our middle school. These two positions currently have teaching responsibility in addition to coaching responsibility. Both of these coaching positions need to be full time which means we would need to hire an additional language arts teacher (\$50,000 with benefits) and a math coach (\$50,000 with benefits) in our middle school. Our high school currently has an instructional coach. Our K-PREP scores and our PLAN and ACT in scores in English/Language Arts indicate a need for additional literacy support in our high school. A full time literacy coach needs to be added to support our teachers in our high school as we implement PGES (\$50,000 with benefits). All literacy and math instructional coaches will support our teachers and assist, monitor, and evaluate our RTI in each school. Coaches will be trained in peer observation.

(To further our opportunity for success with the implementation of the PGES district wide, we propose the creation and addition of a collegel/career coach at our middle school (\$60,000 with benefits) and a collegel/career coach at our high school (\$60,000 with benefits). The job goal of this position is to direct the planning, development, implementation, management, evaluation and improvement of the district's state assessment system so that each student graduates with an individual college or career path. The collegel/career coaches will assist with EPAS (ACT, PLAN, EXPLORE), K-PREP, End of Course, KYOTE, COMPASS, MAPS, and COMPASS LEARNING. They will assist with WORKEYS, ASVAB, KOSSA, and Industry Certificates. The collegel/career coach at the high school will be a liaison with colleges, research outside funding, assist students with program design, and work with teachers for dual certification and Advanced Placement (AP). The collegel/career coach will assist in the establishment of RTI in schools, coordinate resources, assist with ILP's, analyze data to create needed career or academic strands, and assist students in long-term planning. The collegel/career coach will actively promote parent programs to educate parents on student opportunities. We also recognize the need for a district wide curriculum supervisor to help our schools align all of the new core content –(\$75,000 with benefits. Additional technology to help students access on-line resources and participate in on-line assessments is also a need. Estimate - \$100,000)

*****Our district has committed to providing an additional assistant principal to further implement the PGES. We will seek additional funding to add the support personnel described above to implement the PGES with fidelity to foster continuous improvement, increase the percentage of students who are college & career ready, and to increase the percentage of students who are proficient on K-prep.

COMMUNICATION PLAN:

- Describe the activities/processes the district plans to utilize to communicate the innovation plan to each of the following groups: students, parents and families, staff and faculty, feeder schools, school board members, teachers, teacher organizations/associations, community-based organizations, local philanthropy, and other education partners.
- Describe what has been completed to date to communicate the innovation plan to all stakeholders.
Currently, the Gallatin County Board of Education and the entire district are aware that our district is a pilot site for the new PGES. We are implementing this process in all four of our schools with a limited number of teachers in each building. The superintendent has made regular reports to the board of education about the progress of this plan. The superintendent has trained the District Instructional Leadership Team in PGES and is meeting with each school's faculty to explain the process. This information has also been shared in Superintendent Focus group meetings for certified staff, classified staff, parents, community/business leaders, high school students, middle schools students, and senior citizens. The District of Innovation Readiness Survey has been administered and the results tell us as a district we scored a 71 overall

which indicates “Implementing innovative change appears to have a high level of opportunity for success.” We have scheduled two days next summer, July 29 & 30, 2013, to provide professional development for all teachers on the TPGES. This training will be delivered by the superintendent, principals, and teachers who have participated in the PGES pilot. Our Integration Specialist will also help to facilitate and train our teachers. All assistant principals, assistant superintendent, deputy superintendent, superintendent, and director of special education will be trained in Teacher Proficiency through the TeachScape Modules and will take and pass the on-line assessment to become a certified evaluator.

MONITORING PLAN:

Data Source	Rationale for selection of data source	How the data source will be used in relation to proposed plan	How the data source will be reviewed over 5 years to gauge implementation success
EXPLORE	<i>This assessment measure is used as part of our accountability.</i>	<i>Data will be used to determine progress toward annual goals.</i>	<i>Data will be reviewed annually to determine progress toward goal of increasing percentage of students who meet EXPLORE benchmarks in 8th Grade.</i>
PLAN	<i>This assessment measure is used as part of our accountability.</i>	<i>Data will be used to determine progress toward annual goals.</i>	<i>Data will be reviewed annually to determine progress toward goal of increasing percentage of students who meet PLAN benchmarks in 10th Grade.</i>
ACT	<i>This assessment measure is used as part of our accountability.</i>	<i>Data will be used to determine progress toward annual goals.</i>	<i>Data will be reviewed annually to determine progress toward goal of increasing percentage of students who meet ACT benchmarks in the 11th Grade.</i>
K-PREP (Math & Reading)	<i>This assessment measure is used as part of our accountability.</i>	<i>Data will be used to determine progress toward annual goals.</i>	<i>K-Prep scores will be reviewed annually to determine progress toward goal of increasing percentage of students who are proficient.</i>
CCR	<i>This assessment measure is used as part of our accountability.</i>	<i>Data will be used to determine progress toward annual goals.</i>	<i>Percentage of students who are CCR will be reviewed annually to determine progress toward goal of increasing the percentage who meet all ACT benchmarks and/or obtain other certification that demonstrates career competency.</i>
Graduation Rate	<i>This assessment measure is used as part of our accountability.</i>	<i>Data will be used to determine progress toward annual goals.</i>	<i>Data will be reviewed annually to determine progress toward goal of increasing graduation rate.</i>
MAPS	<i>Interim assessment utilized 3 times</i>		

	<i>per year with grades K-I I. Provides feedback to determine changes in instruction to achieve our goals.</i>	<i>MAPS assessment will be used to measure progress throughout the year to determine progress toward annual goals.</i>	<i>MAPS data will be reviewed three times per year to determine student growth toward individual goals.</i>
<i>Local Assessments</i>	<i>TBD</i>	<i>TBD</i>	<i>TBD</i>

***Note to applicant:** Add more rows as needed.