

***Teacher Professional Development
Spending Analysis Tool: Beta Version***

Users' Guide

System Requirements: Microsoft Access 2003 or higher

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The *Teacher Professional Development Spending Analysis Tool* was created by Policy Studies Associates under a contract from the Harford County (Maryland) Public Schools. Responsibility for the content of the tool is that of the developers. The content does not necessarily reflect the views of district leaders and staff and no endorsement should be inferred.

Introduction

The *Teacher Professional Development Spending Analysis Tool* helps districts examine eight categories of spending to support teacher professional development. The eight spending categories are:

1. ***Salaries and benefits for central office professional development staff (including staff who work in district professional development centers and similar operating units) who devote all or part of their time to managing and/or providing teacher professional development*** (e.g., professional development coordinators, supervisors, curriculum specialists, program managers, human resource directors and staff)
2. ***Salaries and benefits for central office support staff (including staff who work in district professional development centers and similar operating units) who devote all or part of their time to managing and/or providing teacher professional development***
3. ***Salaries and benefits for school-based professional development staff and school staff who devote at least part of their time to responsibilities related to teacher professional development*** (e.g., resource teachers, coaches, mentors, content-area specialists, department chairpersons, team leaders)
4. ***Fees and expenses for external consultants who provide professional development services and activities for teachers***
5. ***Expenditures for substitutes, stipends, transportation, meals and lodging, and teacher salaries to support teacher participation in professional development, including district professional development days***
6. ***Tuition for teachers who enroll in college and university courses (including community college courses), including reimbursements to teacher and direct payments to institutions of higher education.*** (Other expenditures related to enrollment in college and university courses are reported under Categories 7 and 8.)
7. ***Expenditures for supplies and equipment used for professional development activities (e.g., textbooks and other print materials, computers and other hardware, software, laboratory equipment, laboratory fees)***
8. ***Expenditures for district facilities and other facilities used primarily for professional development (e.g., rent, leases, maintenance, utilities)***

The spending analysis tool helps districts examine spending strategies by looking at spending for professional development for teachers who teach different subjects at different grade levels. It also helps analyze spending on key professional development initiatives that support district professional development priorities on various topics. Districts can use the tool

to track spending over time with quarterly or semi-annual reviews and reporting, and they can examine whether district spending is on track with annual budgets and school and district professional development plans. Alternatively, districts can use the tool to look at spending in previous fiscal years. With just a few keystrokes, the tool generates six reports that present a comprehensive picture of district spending on professional development.

This users' guide offers suggestions for organizing data entry and reporting tasks and provides step-by-step instructions for tailoring the tool and entering the information necessary for a thorough review of investments in professional development.

Keys to Effective Use of the *Teacher Professional Development Spending Analysis Tool*

1. Support from district leaders is crucial.

Populating the spending analysis tool will take some time and probably require much input from staff. The effort may also meet with resistance from some quarters. Therefore, it is important that district leaders clearly communicate their support for the analysis and their expectation that district staff will contribute to the work as necessary. Leaders should explain why they are interested in the spending analysis and how they anticipate using the results.

2. Designate one person to lead the effort.

Because this enterprise invariably depends on the contributions of many people, it is important for one person to be in charge of the effort. This person will need the support of district leaders and will need to communicate effectively with staff across the district. Communications, especially requests for information, must be clear and there will almost certainly be a need for ongoing follow-up to ensure that all the necessary information for the analysis is made available. Ideally, the person designated to lead this effort will not only be well-respected in the district but also have solid working relationships with staff who contribute to the analysis. Finally, this person should have adequate staff support, especially help with data entry and recordkeeping.

3. Share the responsibility.

When district leaders designate someone to lead population of the spending analysis tool, they should also create a working group who will plan the work and contribute to data collection and reporting. The following people can almost certainly be expected to have access to relevant information about spending on teacher professional development and should therefore be asked to serve on the working group:

- Chief Financial Officer (or a representative)

- Director of Human Resources (or a representative)
- Professional Development Coordinator
- Supervisors/coordinators of curriculum and instruction and/or school-based professional development staff
- Directors/managers of federal/special programs and initiatives and grant-supported projects

Directions for Using the *Teacher Professional Development Spending Analysis Tool*

Step 1: Create a working copy of the tool.

Open the file containing the spending analysis tool and save a copy of the file on the hard drive. The file copy on the local hard drive will become the working version of the tool for all data entry and reporting; the original file version on the USB drive can serve as a blank copy for future use.

Step 2: Orient the working group.

Once the working group has been organized, the first step is to familiarize the members with the spending analysis tool and how to use it. Specifically, the working group should:

- Review the purpose(s) of the spending analysis tool, the schedule for collecting and reporting spending information, and possible ways of using the results.
- Review the spending categories and the kinds of information that will be collected about expenditures in each category.

Planning tip: *Once the tool's drop-down menus have been tailored to address district priorities, it is a good idea to print out the Glossary of Terms because it will help those staff who will collect and report spending information understand what is required. It is possible that discussions during the orientation session will lead to refinements in the drop-down menus indicators. (See Step 3 below for directions for creating the drop-down menus and Step 5 for directions for printing the Glossary.)*

- View a demonstration of the spending analysis tool.

Planning tip: *It is a good idea to distribute copies of the Users' Guide to help the working group understand how to use the tool.*

- Agree on the key questions and issues to be addressed in the spending analysis

Step 3: Tailor the spending analysis tool to address district priorities.

Fill out the Cover Sheet

- Click on the **Cover Sheet** tab on the far left side of the screen. The following screen will appear.

The screenshot shows the 'Teacher Professional Development Spending Analysis Tool' interface. The browser window has several tabs: '* Cover Sheet *', 'Notes', 'SSB - Central office (professional)', 'SSB - Central office (support)', 'SSB - School-based', 'External consultants', 'Support', 'Tuition', 'Supplies and equipment', 'Facilities', and '* Subject'. The main window title is 'Teacher Professional Development Spending Analysis Tool' and the subtitle is 'Cover sheet and summary information'. The date is 'Tuesday, November 25, 2008'.

The interface is divided into two main sections:

- Left Section:** Contains input fields for 'District:', 'Reporting period (mm/dd/yyyy):' with sub-fields for 'Start date:' and 'End date:', and a large 'Notes:' text area.
- Right Section:** Contains a 'Summary:' table with two columns: 'Spending Categories' and 'Expenditures'.

Spending Categories	Expenditures
1 Staff salaries and benefits - Central office staff (professional)	\$0.00
2 Staff salaries and benefits - Central office staff (support)	\$0.00
3 Staff salaries and benefits - School-based professional development staff	\$0.00
4 External Consultants - Fees and expenses	\$0.00
5 Support for teacher participation in professional development	\$0.00
6 Tuition for college and university courses	\$0.00
7 Expenditures for supplies and equipment	\$0.00
8 Expenditures for facilities	\$0.00
Total:	\$0.00

- Enter the district name and beginning and end dates of the period to be covered by the spending analysis tool.

Reporting tip: Use the *Notes* box on the cover sheet to record information such as the names and positions of people who provide information for the spending analysis tool or to indicate special features of data entered, such as a decision not to review spending in one of the categories or areas in which information about various descriptors was not available for the analysis. All Notes data will appear in the report that presents spending totals in each of the spending categories. The *Spending Categories/Expenditures* box on the right-hand side of the Cover Sheet keeps running totals of the expenditures as they are entered and can not be modified in this screen.

Create drop-down menus and the Glossary of Terms

- Open the *Teacher Professional Development Spending Analysis Tool* file. The following screen will appear:

Spending Categories	Expenditures
1 Staff salaries and benefits - Central office staff (professional)	\$0.00
2 Staff salaries and benefits - Central office staff (support)	\$0.00
3 Staff salaries and benefits - School-based professional development staff	\$0.00
4 External Consultants - Fees and expenses	\$0.00
5 Support for teacher participation in professional development	\$0.00
6 Tuition for college and university courses	\$0.00
7 Expenditures for supplies and equipment	\$0.00
8 Expenditures for facilities	\$0.00
Total:	\$0.00

- Click on the *** Initiatives *** tab that appears to the far right of the tabs at the top of the screen. (If the *** Initiatives *** tab is not displayed, use the navigation arrows (circled above) next to the tabs to locate the appropriate tab.) The following screen display will appear:

Name of initiative	Definition
<input type="text"/>	<input type="text"/>

- Enter each professional development initiative for which the district will report spending information. Include one label on each line and add as many initiatives as necessary.

Reporting tip: *The data entered in to the spending analysis tool should focus on major initiatives—those that are central to district improvement efforts, those that include relatively large numbers of teachers, and/or those that extend over long periods of time. Consider adding a menu option to indicate that a particular expenditure is not part of a major professional initiative (e.g., Not part of a PD initiative or N/A).*

- For each initiative, use the box on the right to enter a brief description of the initiative. These descriptions will be printed in the Glossary and help those who are entering information to recognize and understand what each initiative includes. They also help ensure consistency in reporting.
- After the names and descriptions of the professional development initiatives have been entered, click on the ***Subject TA*** tab which refers to the subject areas –the teaching assignment of the teachers who participate in professional development. The following screen will appear:

- Enter the labels for the subject areas of teacher assignments to be included in the professional development spending analysis. Enter as many labels as necessary and enter a description of each of the subject areas of teaching assignments.

Reporting tip: *Users might choose to examine spending on professional development for mathematics teachers, reading teachers, science teachers, social studies teachers, teachers in the arts, teachers of vocational subjects, and all other teachers. Users may also want to include menu options for elementary school teachers who teach multiple subjects, special education teachers, library media specialists, and teachers who teach English language learners. Also consider adding an Other label.*

- Once the labels for subject areas of teacher assignments have been entered, click on the ***Content PD*** tab which refers to the content of professional development for which expenditures are reported. The following screen will appear:

- Enter the labels for the content areas of professional development to be included in the spending analysis tool. Enter as many labels as necessary and enter a description of each of the content areas.

Reporting tip: *Users may want to include menu options that combine several of the content areas. For example, if one professional development priority area is the application of technology in classroom instruction, the drop-down menu could include this topic as one option, but it could also include technology applications in specific subject areas as other menu options. Consider adding an Other label for areas of professional development content that are not central to district goals and priorities. Also consider adding a Multiple for professional development that focuses on more than one content area.*

- Once the labels for the professional development content areas have been entered, click on the ***PD Purpose*** tab which refers to teachers’ purposes for completing the coursework for which the district will pay all or part of the tuition costs, either through reimbursement to the teacher or through direct payment to a college or university. The following screen will appear:

- Enter the labels for the purposes for which teachers complete college or university coursework. Enter as many labels as necessary and enter a description for each of the purposes in the definition box. Note that this drop-down menu will be used only for reporting expenditures for tuition. It is not used in the other seven spending categories included in the tool.

Reporting tip: *Examples of options for this drop-down menu include: Complete Master’s Degree, Obtain endorsement, Prepare for non-teaching position, Obtain certification (insert type). Also consider adding an Other option.*

- Once the labels for the purpose of professional development enrollment have been entered, click on the ***Type of Expend*** tab which refers to types of expenditures to support teacher participation in professional development other than graduate courses and supplies and equipment. Examples include stipends paid to teachers, costs of substitutes, and travel expenses for attendance at conferences and professional meetings.

SSB - Central office (support)	SSB - School-based	External consultants	Support	Tuition	Supplies and equipment	Facilities	* Subject
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Types of expenditures:
Note: Please do not alter this list.

Types of expenditures	Definition
<input type="text"/>	<input type="text"/>

- Enter labels for the types of expenditures to support teacher participation in professional development. Enter as many labels as necessary and enter a description for each purpose in the definition box. Note that this drop-down menu will be used only for reporting expenditures for support for teacher participation in professional development. It is not used in the other seven spending categories included in the tool.

Reporting tip: *The drop-down menus can be modified by clicking on the appropriate tab at the top of the screen. When the drop-down menu appears, modify the existing descriptors or add new descriptors to the list. In general, modifying the drop-down menus after data entry has begun is not a good idea because modifying existing modifiers or adding new modifiers may make it necessary to revise existing entries in one or more of the spending categories. This underscores the importance of carefully considering the initial lists of descriptors.*

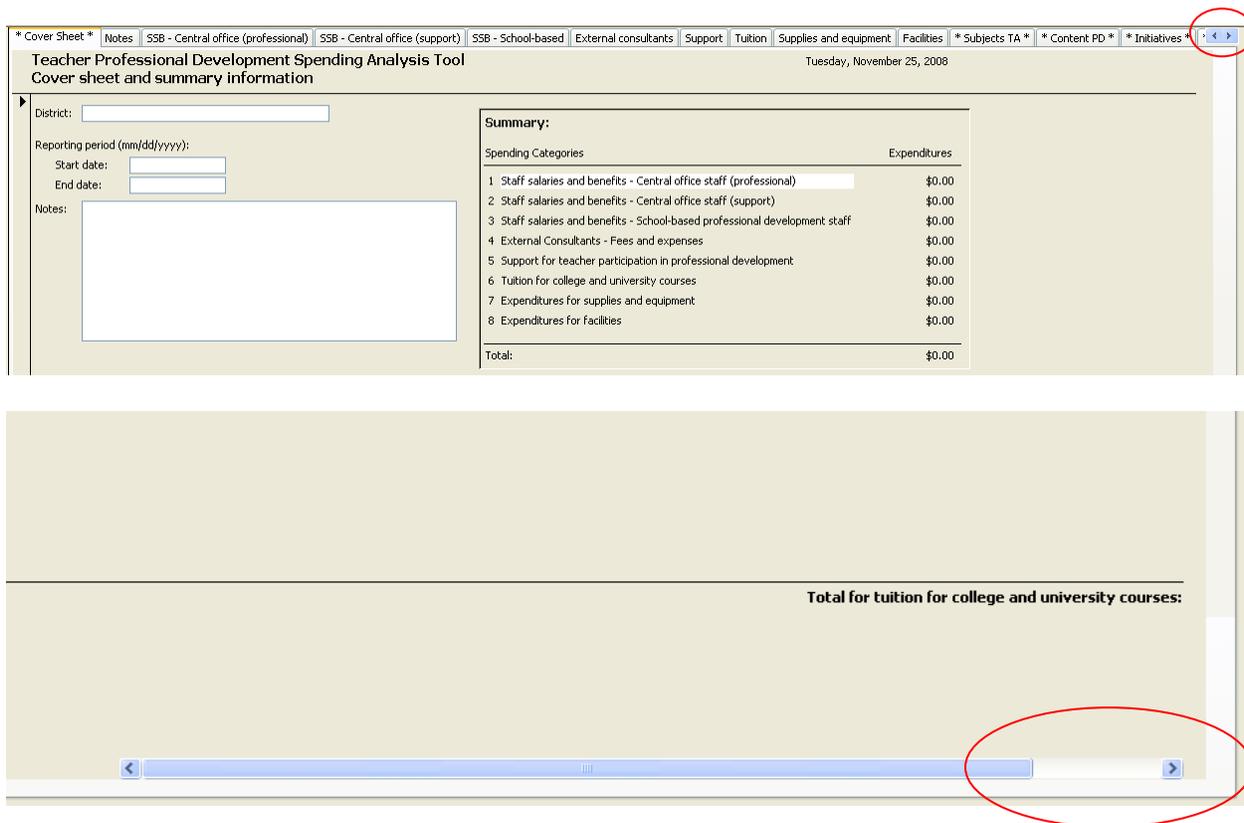
The drop-down menus are now included as part of the spending analysis tool. A Glossary of Terms is available as one of the reports in the spending analysis tool that prints the contents of the information entered into the drop-down menus. To the extent that definitions are included, that information will be printed with the Glossary. See Step 5 for directions for printing the Glossary and other reports.

Step 4: Enter information on expenditures in each of the spending categories.

General directions:

- Users should always be aware that the Microsoft Access data form they are viewing may be larger than what appears on their screen. If that is the case, navigate to different sections of the screen using the navigation bars on the bottom of the screen (to move right to left) and on the right side of the screen (to move top to bottom). Two examples are given in the screenshots below. In the first screenshot, there are additional tabs to the right of the screen. Use the small arrows circled in the top right corner of the screenshot to access the additional tabs. In the second screenshot, the navigation bar at the bottom of the screen indicates that there is additional content for the form that is to the right of the screen. In some instances, the tabs at the top of the form will seem to have

disappeared. If that happens, use the navigation bar that appears on the right side of the screen to move the form down and reveal the tabs.



- Enter information on expenditures or estimated expenditures only. *Do not enter data from budgets or spending plans.*
- Data are saved to the spending analysis tool database as users enter data and move the cursor to another cell. Therefore, it is not necessary to save the spending information as it is being entered.
- Add records by entering data on a row that shows an asterisk on the far left side of the screen. The screenshot below shows an example of this row:

▶	PD Director		▼	
	Math coordinator	Mathematics	▼	Rea
	Reading coordinator	Reading	▼	Rea
*			▼	

- Click on the drop-down arrows that appear in the boxes to the right. Use the drop-down menus to enter the appropriate information for each expenditure. The spending analysis tool does not permit users to enter data that are not included in the drop-down menus. If the information is not available or the drop-down menu does not include the appropriate information, leave the box blank.

- To enter spending data in any of the spending categories, click on the tab corresponding to the category at the top of the screen. Users can complete the forms in any order and they can move from one form to another by clicking on the tab for the form in which data are to be entered.
- Use the separate Notes tab (next to the Cover Sheet) to update any notes that are specific to the individual spending category forms. The information in this tab is printed as part of the Summary report.

Entering data on expenditures in each of the eight spending categories:

- Click on the ***SSB-Central office-professional*** tab to enter data on spending on salaries and benefits for central office professional staff who devote all or some of their time to responsibilities related to teacher professional development:
 - ✓ Enter the job or position title for each position in Column A, using one row for each position.
 - ✓ Under Column B, use the drop-down menu to indicate the subject area of the teachers with whom the person works.
 - ✓ Under Column C, use the drop-down menu to indicate the content focus of the professional development for which this person is responsible.
 - ✓ Under Column D, use the drop-down menu to indicate the grade level of teachers with whom this person works.
 - ✓ Under Column E, enter the portion of the person’s time devoted to professional development responsibilities. If there is more than one person assigned to a position, enter the total number of full-time equivalents (FTEs) for the position under Column E.
 - ✓ Under the columns labeled Funding, indicate the dollar amount of the salary and benefits for each position that is paid through the various funding sources. Note that the salaries and benefits refer only to the portions of the assignments devoted to responsibilities related to teacher professional development.
- Click on the ***SSB-Central office-support*** tab to enter data on spending on salaries and benefits for central office support staff who devote time to responsibilities related to teacher professional development. Enter data for this spending category in the same way as data were entered on the salaries and benefits for professional staff.

- Click on the ***SSB-School Based*** tab to enter data on spending on salaries and benefits for school-based professional development staff:

- ✓ Enter the information under Columns A through D in the same way as in the first two forms.

Reporting tip: *If some staff work in a position full-time and others work in the position part-time, it makes sense to enter two different job or position titles under Column A. For example: Elementary reading resource teacher—full-time, Elementary reading resource teacher-part-time. Entering data in this way makes it easier to calculate the spending for salaries.*

Reporting tip: *If the district has clearly defined expectations that principals, assistant principals, team leaders, department chairpersons, and other school leaders will devote some of their time to responsibilities related to teacher professional development, consider adding these positions to this data form. Enhanced recognition of the importance of school-based, job-embedded professional development makes these positions key to district professional development strategies and investments.*

- ✓ Under Column E, enter the total number of people assigned to each position, no matter what portion of their time they devote to it.
- ✓ Under Column F, enter the average salary and benefits for staff in these positions. To determine these costs, (1) estimate the average percentage of their time that is expected to be devoted to teacher professional development, (2) calculate the average salary and benefits for the position, and (3) calculate per-position cost of salaries and benefits for professional development responsibilities. Enter this number under Column F.
- ✓ To determine the total spending for each of these positions (Column G), multiply the per-position cost (entered in Column F) by the number of positions. Enter the total under Column G.
- ✓ Enter the data on funding sources for each position as in the first two spending categories.

- Click on the ***External consultants*** tab to enter data on spending on external consultants (including fees and travel expenses) who provide professional development services.

- ✓ Under Column A, enter a short descriptor for each expenditure (e.g., Learning Associates-elementary math workshop).

Reporting tip: *In this data form, include consulting services related to external evaluations of teacher professional development.*

- ✓ Under Column B, use the drop-down menu to indicate whether expenditures for consultants are associated with a key professional development initiative. Leave the cell blank if the expenditure is not part of one of these initiatives.
 - ✓ Under Columns C and D, use the drop-down menus to indicate (a) the content focus of the professional development provided by the consultant and (b) the grade level of the teachers who participated in the activity.
 - ✓ Enter the information about the funding source for these expenditures as in the other forms.
- Click on the **Support** tab to enter data on spending to support teacher participation in professional development, including spending for substitutes, stipends, travel, salaries for district professional days, and other types of support.

Reporting tip: *If the district grants considerable autonomy to schools in allocating resources to support teacher participation in professional development, it may make sense to ask principals to report on these expenditures and to include school-by-school expenditures in the spending analysis tool.*

- ✓ Under Column A, enter a short description for each expenditure, keeping in mind that the drop-down menu in Column B provides more descriptors to describe these expenditures. Therefore, the descriptions in Column A may be repeated several times, with different descriptors entered in Column B. For example: In Column A the appropriate description is Comprehensive training in middle school ELA instruction. The support includes stipends to attend weekend training sessions and payment for substitutes to cover classes during regular school hours while teachers participate in additional training. Enter the description twice in Column A and use the drop-down menu in Column B to enter the two different types of expenditures.
- ✓ Information for Columns C through E should be entered using the drop-down menus as in previous spending categories.
- ✓ Under Column F, enter the number of teachers who received the support (the number of teachers who received stipends, had their classes covered by substitutes, or received salaries for professional development days).

Reporting tip: *Depending on how activities on district professional development days are organized, it may make sense to include descriptors for various types of activities and report salary expenditures for each activity. Make sure that the reporting covers all teachers who received salaries for district professional development days.*

- ✓ Enter the remaining information for each expenditure as in the other forms.
- Click on the ***Tuition*** tab to enter information about spending on tuition for teachers' college and university coursework.
 - ✓ Under Column A, enter a short description of each expenditure, either reimbursements to teachers or direct payments to colleges and universities.

Reporting tip: *Be sure to enter expenditures for tuition for community college courses in this form.*

Reporting tip: *Consider grouping the expenditures by categories of teachers, content focus of the courses, or other criteria to make it easier to report. Use the categories as the descriptions to be entered under Column A.*

Reporting tip: *If the entries in Column A refer to individual teachers, consider using teacher IDs instead of teacher names.*

- ✓ Enter the data in Columns B through H as in the other forms. Note that PD content (Column E) refers to the content of the coursework and that the drop-down menu options are the same as the options in the other forms.
- Click on the ***Supplies and Equipment*** tab to enter data on spending for supplies and equipment for teacher professional development activities. Enter the data on this form as in the other forms.
- Click on the ***Facilities*** tab to enter data on spending for the facilities in which professional development takes place (other than school buildings). Enter the data on this form as in the other forms.

Reporting tip: *This spending category is especially important in districts that have professional development centers or similar operating units. In this category include all expenditures associated with using these facilities, including, but not limited to spending for leases, maintenance, security, and utilities.*

Step 5: Prepare spending reports.

This section describes the reports included in the *Teacher Professional Development Spending Analysis Tool*, provides directions for printing the reports, suggests ways of interpreting and analyzing the content of the reports, and gives options for creating additional reports.

Note that the reports print properly once the database has been populated. Until that time, the reports will be blank.

Reports included in the *Teacher Professional Development Spending Analysis Tool*

The spending analysis tool generates six reports plus a Glossary of Terms. Each is described in detail below:

Summary report: This report, which is the completed version of the Cover Sheet, displays the district name, the beginning and end dates of the reporting period, the total expenditures in each of the spending categories, and the Notes for the reports on each spending category.

All spending categories: This consolidated report mirrors the data-entry screens for the eight spending categories and lists all of the information entered for each of the spending categories.

Expenditures by spending category and funding source. This report provides a one-page summary of all data by spending category. It is similar to the Summary report described above, but it provides the expenditure information by funding source, rather than just at the aggregate level.

Detail – Spending by grade level and funding source: This report presents all of the expenditures by grade level of the teachers who participated in the professional development. Note that this report is organized around the grade levels included in the user-created drop-down menu. Expenditures for which the grade level is not designated are grouped at the beginning of the report and labeled as such.

Detail – Spending by initiative and funding source: This report presents all of the expenditures assigned to one of the professional development initiatives identified in the user-created drop-down menu and the funding sources for each expenditure. This report excludes spending that was not identified as part of one of the spending initiatives.

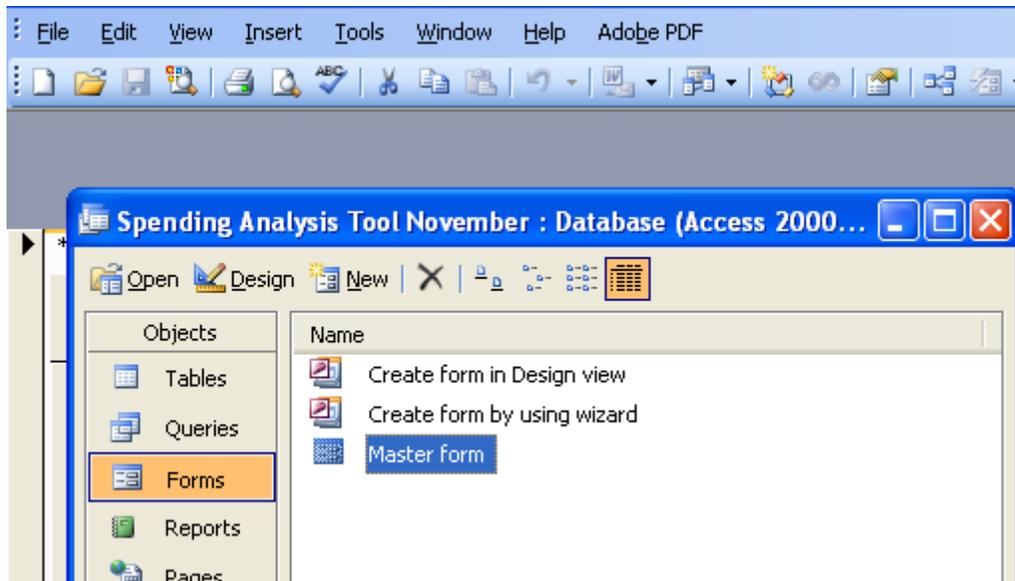
Detail – Spending by individual spending categories and funding source. This report presents all of the expenditures by spending category. This report includes all expenditures in the database and is the most detailed version of the data displayed in Reports 1 and 3 (the Summary report and Expenditures by spending category and funding source).

Glossary of Terms – This document presents all of the information entered under Step 3 (tailoring the drop-down menus). To the extent that the definitions are entered as part of this process, they will be printed in the Glossary report. The quality of the data-gathering and data-entry efforts is likely to be better the more detailed the information is that is provided in the Glossary.

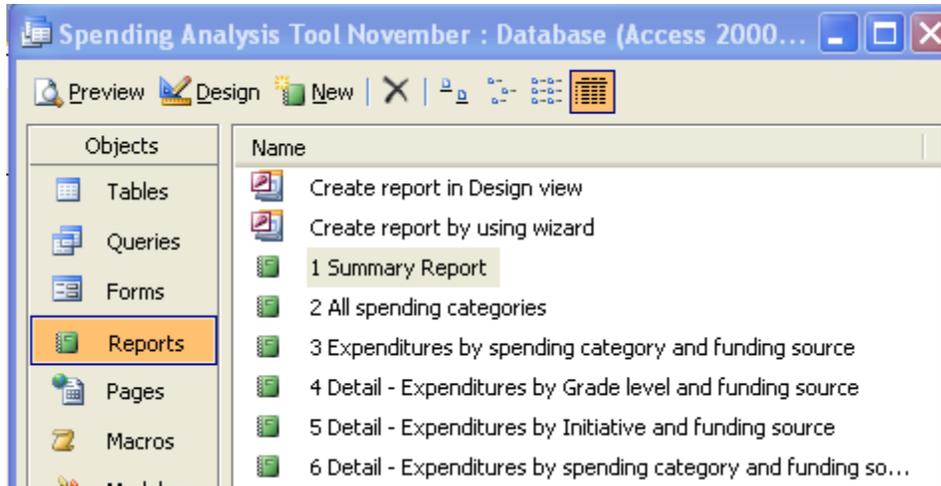
Printing reports

The specific directions to get to the list of reports differ depending on the version of Microsoft Access in use. Once the list of reports appears on the screen, all reports are printed by double-clicking on the name of the report. This will display the report contents, and the report can be printed the same as any other Windows document. Version-specific directions to locate the reports follow:

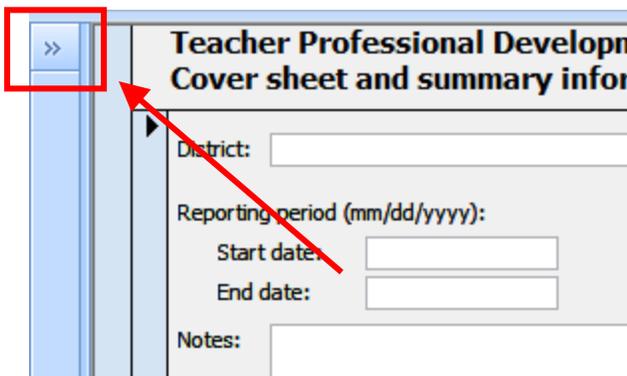
Microsoft Access 2003. The spending analysis tool automatically opens to the Forms, which is the view that is in use during data entry. To get to the reports view, select Window from the main menu at the top of the screen (e.g., File, Edit, View, Insert...). At the bottom of the Window menu, the option: 2 Master form : Form is checked. Select the option: 1 Spending Analysis Tool : Database. Once selected, the view will look similar to the screenshot below:



This view shows that the Forms object is selected. Select the Reports object and the new screen will look like the screenshot below. From this screen, print each report by double clicking on the specific report name.

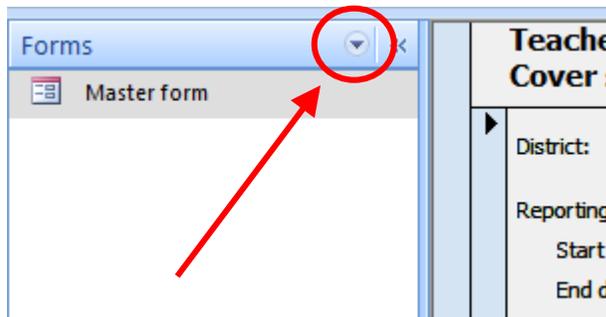


Microsoft Access 2007 (using Vista). The Forms view in this version of Microsoft Access includes a navigation pane on the left side of the screen. This navigation pane will either show the full contents of the navigation pane or be minimized. The first screenshot below shows the minimized navigation pane. The second screenshot below shows the full, maximized navigation pane.



Minimized navigation pane

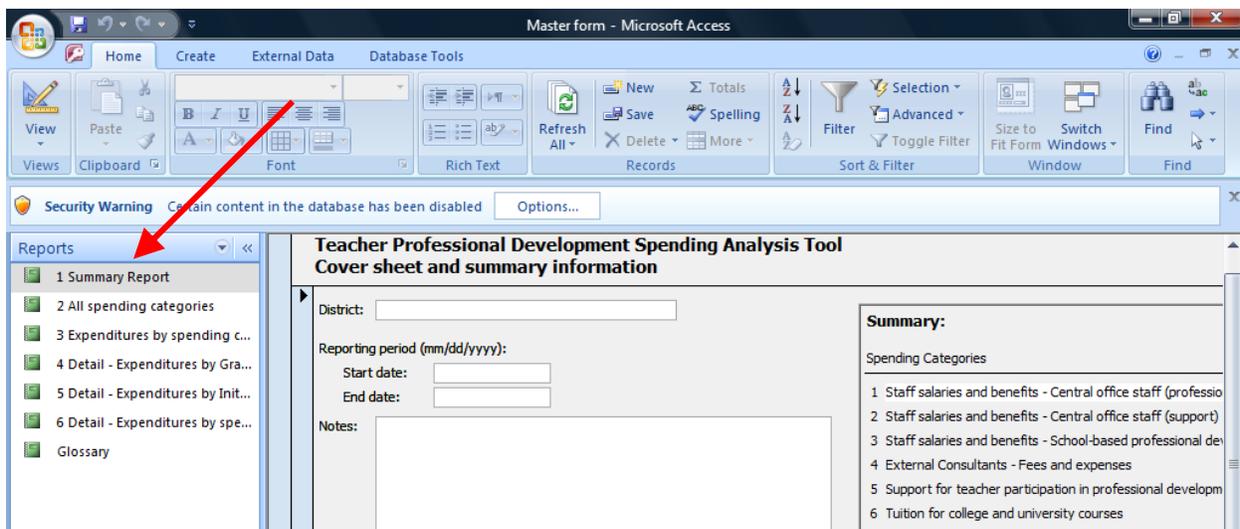
If the navigation pane is minimized, click on the small double arrows on the upper left-hand side of the screen to maximize the navigation pane (as shown in the square on the screenshot to the left).



Maximized navigation pane

After maximizing the navigation pane, click on the arrow pointing downwards to select the Reports object (as shown in the circle on the screenshot to the left).

The list of available reports will be displayed on the left side of the screen in the navigation pane, as in the screenshot on the next page. From this screen, print each report by double clicking on the specific report name.



Interpreting reports created using the spending analysis tool

Here are some questions to guide reviews of the various spending reports:

- What are the key observations and conclusions suggested by these reports?
- Are the spending patterns consistent with school and district budgets and professional development plans? Are there any surprises? If so, what are they?
- Do the overall spending patterns reflect a clear, comprehensive approach to professional development? Are the spending patterns consistent with district goals and priorities? If not, where are the inconsistencies?
- Do the data in the spending reports suggest the need for any reallocations of spending on professional development? If so, what reallocations are necessary?
- What data are available to help gauge the return on district investments in professional development, especially investments in priority areas?
- Are there any gaps in the data? If so, what are they?

Integrating analysis from the spending analysis tool into other documents and reports

Reports on the analysis of district spending on teacher professional development can address some or all of the questions listed above as well as others that may be important to the district. In addition to presenting data generated by the *Teacher Professional Development Spending Analysis Tool*, reports on the analysis should:

- Explain the purpose of the spending analysis and why it is important
- Explain how the information was collected and be candid about any gaps
- Keep descriptions of the “findings” separate from the interpretation of what they may indicate about professional development spending and the alignment with district priorities
- Offer suggestions and recommendations for (1) follow-up review and analysis of spending on teacher professional development and (2) options for enhancing district recordkeeping and data systems to close the gaps in information about spending on teacher participation in professional development

Creating additional reports

Users have several options for preparing additional spending reports, including reports on any of the descriptors included in the drop-down menus. Users who are familiar with Microsoft Access can use the underlying database created by the spending analysis tool to create additional reports to answer specific questions that they may have. Alternatively, users can also contact their local IT staff to enlist their help in creating additional reports using the underlying database. The third option is to contact the developers for technical support. This support is available at no charge through May 29, 2009. Contact information appears on the cover of this guide.