Fallsburg Central School District
Professional Development Plan 2022-2023

Preface

This plan was developed by the Fallsburg Central School District's Professional Development Committee. This committee consisted of administrators, support staff, and teachers. This plan will give direction to professional development considerations for the faculty, administration, and staff of the Fallsburg Central School District.

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PROFESSIONAL DEVELOPMENT PLANNING COMMITTEE

Committee Member	Role
Ivan Katz	Superintendent
Sally Sharkey	Assistant Superintendent
Brianne Beebe-Kauth	JSHS Math Teacher, FTA
Brittany Davis	Elementary Teacher, PBIS/OLWEUS, FTA
Carlye Bertholf	Special Education Teacher, FTA
Heather Grodin	Social Studies Teacher, FTA
Kate Giametta	Elementary Teacher, FTA
Kyle Roddey	JSHS Principal
Leighanne Russell	Director of Pupil Personnel Services
Michele McCoy	Assistant Director of Pupil Personnel Services
Mary Kate Stinehour	Elementary Principal
Nicole Hayden	Special Education Teacher, FTA
Shana Bruestle	JSHS Assistant Principal
Suzanne Lendzian	Director of Physical Education and Athletics
David Viglione	Elementary Assistant Principal
Patricia Schmahl	Teacher Assistant, SRP
Dan Greco	Business Manager
Goranka Petrova-Rogg	JSHS Social Studies Teacher
Jamie Dymond	Director of Technology
Jaimie Walsh	Elementary Teacher, FTA
Yvette Rose	Teacher Aide, SRP

About Fallsburg Central School District and Community

The District's Vision for Success:

Fallsburg Central School District is a safe, nurturing environment, where excellence is expected, diversity and individuality are celebrated, and learning prepares students to face the challenges of an ever-changing global society. **Fallsburg** Central School District. Everyone Counts.

Fallsburg CSD staff members are expected to pursue professional development opportunities that will enhance their practices toward the achievement of this vision. The District will provide professional development opportunities that allow staff members to succeed in doing so.

The District is located in Fallsburg, NY, a town in Sullivan County, New York. As of the 2020 census, the population of the town is 14,192. Approximately two hours north of New York City. The medium income is $49,435 and the high school graduation percentage of the town is 83.9% and 24% for a Bachelor's degree or higher.

The K-12 population of 1,437 and is made up of the following enrollment by ethnicity and consists of a 72% economically disadvantaged population, a special education population of 13%, and an English language learner population of 20%.

K-12 enrollment by ethnicity (1,437 population)

American Indian Alaskan Native	Black/African American	Hispanic/Latino	Asian/Native Hawaiian/Pacific Islander	White	Multiracial
1%	9%	54%	1%	30%	5%

2021 Performance Data on the 3-8 ELA and Math Data is below:

Grade	ELA % Proficient	Math % Proficient
3	21%	9%
4	15%	6%
5	20%	4%
6	43%	18%
7	15%	6%
8	45%	0%

*"Due to the extraordinary circumstances related to the pandemic, approximately 4 out of 10 enrolled students participated in state assessments in 2020-21. Because only 40% of students' results are available, state assessments **are not representative** of the state's student population and the results **should not be compared** statewide or by statewide subgroup, or with prior year's results". 2021 NYS Report Card*

2021 Graduation Rate for all students: 74%:

Gen Ed	Special Ed	Black	Latino	White	ELLs	Economically Disadvantaged
76%	65%	78%	63%	89%	43%	67%

The Fallsburg CSD Professional Development Plan
is based on the Ten NYSED PD Standards:

1. Designing Professional Development: Professional development design is based on data; is derived from the experience, expertise and needs of the recipients; reflects best practices in sustained job-embedded learning; and incorporates knowledge of how adults learn.

2. Content Knowledge and Quality Teaching: Professional development expands educators' content knowledge and the knowledge and skills necessary to provide developmentally appropriate instructional strategies and assess student progress.

3. Research-based Professional Learning: Professional development is research-based and provides educators with opportunities to analyze, apply and engage in research.

4. Collaboration: Professional development ensures that educators have the knowledge, skill and opportunity to collaborate in a respectful and trusting environment.

5. Diverse Learning: Professional development ensures that educators have the knowledge and skill to meet the diverse learning needs of all students.

6. Student Learning Environments: Professional development ensures that educators are able to create safe, secure, supportive, and equitable learning environments for all students.

7. Parent, Family and Community Engagement: Professional development ensures that educators have the knowledge, skill, and opportunity to engage and collaborate with parents, families, and other community members as active partners in children's education.

8. Data-driven Professional Practice: Professional development uses disaggregated student data and other evidence of student learning to determine professional development learning needs and priorities, to monitor student progress, and to help sustain continuous professional growth.

9. Technology: Professional development promotes technological literacy and facilitates the effective use of all appropriate technology.

10. Evaluation: Professional development is evaluated using multiple sources of information to assess its effectiveness in improving professional practice and student learning.

I. Objective/Purpose

This plan has been developed to better inform District staff members—instructional and non-instructional—of the district's targeted goals for professional development. It also details the work of the district's Professional Development Committee and its decision making on professional development needs. In this environment of fiscal responsibility and diminishing resources, as well as the unprecedented two years of a pandemic, the district has carefully examined its needs and capacities for professional development.

In alignment with New York State Education Department's goals to enhance students' cognitive, social, emotional and academic achievement to be career and college ready, Fallsburg CSD has created a Professional Development Plan to ensure educators are provided with ongoing, high quality professional development.

The professional development plan is research- and standards-based to increase student achievement, prepare students for the 21st skills needed to be college and career ready upon graduation, and become productive citizens in their communities.

Research is clear that teacher and leadership qualities are powerful influences on student achievement. It is the goal of Fallsburg CSD to provide ongoing, high quality PD to continually stay on the cutting edge of factors that influence our students' success.

II. Professional Development Needs Assessment Resources

The New York State Education Department has set upon a rigorous reform agenda designed to increase high school graduates' college and career readiness. These initiatives most notably feature the implementation of the New York State Next Generation Learning Standards in English language arts and mathematics, as well as updated state standards in other content areas, such as science, social studies, and the visual and performing arts.

The District's Professional Development Committee recognizes these priorities, in addition to other needs shared with it from staff members. The Committee accepts the responsibility to regularly meet and analyze the evolving professional development needs of staff members.

1. Part of this process may include the annual review of APPR data to identify areas of need among instructional staff. These reports will inform the Committee on the areas for improvement and considerations for professional development.

2. Professional Development Committee Survey: The "Professional Development Needs Assessment," was done in May 2019, in which all staff members were surveyed on their professional development needs. The results yielded several key findings:

3. Each school year, the district provides professional development days where professional development is provided to all staff. The dates for the 2022/2023 school year are: (FTA only) August, 30, 31 & September 1, (All Staff) September 6, November 1, February 17, and March 10.

    a. After each of these sessions, a survey is given to all staff to evaluate the workshops they attended, and to state other PD that would be effective for the future. These results are also calculated in our needs assessment data.

4. The NYS math, ELA, **and** science tests, along with Star assessments are also used to determine professional development needs.

5. Committee members frequently share qualitative feedback from their peers at their regular meetings. This feedback often provides context to other quantitative data collected and reviewed.

II. Continued - OTHER NEEDS ASSESSMENT RESOURCES:

- School Report Cards for Fallsburg CSD student-based programs and our component districts
- BEDS data
- Student Attendance Rates
- Graduation/Completion Rates
- Drop-out Rates and Non-Completer Rates
- Student performance results desegregated by ethnicity, gender, SES and other special need(s)
- Free and reduced lunch
- Student work samples
- State benchmarks for student performance
- Behavior data
- IEPs
- Transition/Post Secondary Surveys
- DASA and VADIR Reports
- Longitudinal Data
- Educator Surveys
- Technology Surveys
- Incarceration/PINS Transition data
- Community employment opportunities
- NY Smart Schools Commission Report
- BOCES-wide technology assessment

III. GOALS

Provide professional development programs designed to increase district staff skill sets that will improve student knowledge and college and career readiness:

1. by increase best practice in cutting edge curriculum programs and strategies.

2. through improving culture and climate of the district utilizing social and emotional, equity/DEI, and mental health resources.

3. utilizing data and needs assessment resources.

4. by promoting and maintaining district safety.

5. through the use of instructional technology.

IV. Professional Development Target Activities for the 2022/2023 School Year:

Based on the 2019 Professional Development Needs Assessment, professional development days feedback and NYS data, the committee finds the following PD activities be offered in the 2022/2023 school year:

2019 PD Survey Summary of Needs below aligns to Goal # 2:
- FCSD staff agreed that the professional development offered was relevant and helpful to them in their work, and beneficial for students and their needs.
- The following topics were shown to be of high interest staff for future professional development:
  - Student social/emotional health
  - Strategies for student discourse/cognitive discussion
  - Strategies for students with disabilities
- The following topics were shown to have a high "needs differential"
  - Student social/emotional health
  - Strategies for student discourse/cognitive discussion

Other Needs Assessment Target Activities

Instructional – Goal #'s 1, 3	Social & Emotional – Goal #'s 2, 3, 4	Technology Integration – Goal #'s 5, 1, 3
- Assessment Best Practice - Data Driven Decision Making - Curriculum Planning - Classroom Applications - Family Engagement Strategies - English Language Learner Training - Spanish 4 - Strategies for English Language and Multilingual Learners - Grading Practices - New York State Learning Standards - Standards-Based Objectives and Instruction Gradual Release Model for Instruction - BOCES trainings/workshops - Student data review meetings - Writing, Inquiry, and Research - Differentiated Instructional Practices	- DASA and Bullying Prevention - Strategies for student discourse/cognitive discussion - Social-emotional learning (SEL) - Mental Health - Equity/DEI - Self Care - Trauma - Family Engagement - School Safety - IEP Writing	- Nearpod - Adobe - EdPuzzle - Jamboard - SeeSaw - Smartboard - Otis TEQ

The Committee will annually review and update these targets to address the professional development needs of staff. The district shall coordinate and provide professional development opportunities for staff members to achieve these targets through various providers. These providers are listed, in detail, in the Attestation in Appendix A.

V.   Registration and 100 Hours Professional Development Requirements

As of the 2016/2017 school year: **permanent and professional** certified classroom teachers, teaching assistants, and administrators must register with the NYSED TEACH system site every five years.

Registering with the State Education Department:

	Registration Required
Permanently certified classroom teachers/educational leaders	YES
Professionally certified classroom teachers/educational leaders	YES
Teaching Assistant Level III	YES

Continuing Teacher & Leader Education (CTLE) Requirements

	Required to Complete CTLE Hours	Hours Required per 5-Year Registration
Permanently certified classroom teachers/educational leaders	No requirements for NYS certification purposes	No requirements for NYS certification purposes
Professionally certified classroom teachers/educational leaders	YES	100
Teaching Assistant Level III	YES	100

Record Keeping Responsibilities:

CTLE certificate holders shall maintain a record of completed CTLE, which shall include: the title of the program, the total number of hours completed, the number of hours completed in language acquisition, the sponsor's name. Such records shall be retained for at least three years from the end of the registration period and shall be available for review by the Department upon request. Rockland BOCES will not be entering the hours. The certificate holder will attest to completion of 100 hours when they go to register for their next 5 year cycle. They must keep documentation of all CTLE for 8 years and are subject to NYSED audit. If 100 hour requirement is not met they will apply for conditional registration and be given one year to complete hours.

The statute further requires that CTLE be rigorous and completed through a sponsor approved by the NYSED.

- All certificate holders **permanent and professional** must be registered in order to practice in NYS. Those that do not wish to practice in NYS, must inform NYSED.
- Registration will be staggered according to the birthdate of the teacher or leader.
- All permanent or professional teachers, leaders and Level III TA's with certificates **issued prior** to July 1, 2016 will register on their month of birth and shall renew every five years.
- All permanent or professional teachers, leaders and Level III TA's with certificates issued **on or after** to July 1, 2016 will be automatically registered and shall re-register every five years during their birthday month.
- If a certificate holder does not register before his/her date, he/she cannot practice and is subject to a fine of $10 per month.
- Teachers, leaders, and Level III TA's **with a professional certificate** must complete 100 hours of Continuing Teacher and Leader Education (CTLE) during each five-year registration period**. HOLDERS OF A PERMANENT CERTIFICATE DO NOT NEED TO COMPLETE THE 100 HOUR PD REQUIREMENT.** PLEASE NOTE: All PD hours accumulated prior to July 1, 2016 will be lost.
- All ENL and Bilingual certificate holders in all grades are required to complete a minimum of 50 percent of the required clock hours in language acquisition aligned with core content including best practices for co-teaching strategies and integrating language and content instruction of ELLs.
- All others must complete a minimum of 15 percent of the required clock hours in language acquisition addressing the needs of ELL students, including a focus on best practices for co-teaching strategies, and integrating language and content instruction for such ELL students.
- Level III TA's must also complete a minimum of 15 percent of the required clock hours in language acquisition addressing the needs of ELL students and integrating language and content instruction of English language learners.
- If a teacher, leader or Level III TA continues to practice without CTLE completion, the certificate holder may be subject to moral character review pursuant to Part 83 of Commissioner's regulations.
- If a CTLE certificate holder returns to practice in an applicable school, he/she will be required to register with the NYSED prior to resuming practice. If the certificate holder is in the middle of a registration period when he/she becomes inactive and is no longer practicing, he/she must complete a minimum of 20 hours of CTLE for every year that he/she was practicing in an applicable school.

VI. Professional Development Opportunities

The District recognizes that professional development can be accomplished through a number of mediums and platforms. These platforms include, but are not limited to:

- o Conferences (local, regional, state, national)
- o In-service training provided by qualified colleagues or external consultants
- o Online coursework
- o Webinars, Moodle, etc.
- o Graduate-level coursework
- o Faculty meetings
- o Department meetings
- o Grade-level meetings

In conjunction with members of the Professional Development Committee, each school will publish a calendar of professional development opportunities no later than the first day teachers report for the new school year—usually during the last week in August.

In addition to providing resources for activities, the District also provides three instructional coaches for technical assistance and embedded support in New York State Learning Standards, data analysis, and instructional practices.

All Fallsburg CSD staff members receive the Marshall Memo, a newsletter that summarizes various published stories on education and best practices. Fallsburg CSD staff members are also encouraged to review other resources that showcase instructional best practices.

The District provides mentoring (see Appendix B) for first- and second-year teachers. First-year teachers receive 70 hours of mentoring in their first year. Second-year teachers receive 35 hours of mentoring in their second year.

VII. Documentation of Professional Development

It is the responsibility of individual staff members to pre-register (when available) for professional development offerings through Frontline Education. In the event that a meeting or offering is not available for pre-registration through Frontline Education, staff members should enter the information in a "meeting log" or "historical records past course form" in Frontline Education.

It is also the responsibility of the staff member to regularly monitor the progress he/she is making toward fulfilling any professional development hour requirements for maintaining certification (i.e., professional teaching certification or Level III teaching assistant certification).

VIII. Review of Plan

The District's Professional Development Committee will meet regularly to monitor this plan's implementation and the general professional development needs of staff members. The Committee will annually review and revise this plan prior to submitting it to the Board of Education for its consideration and approval.

The Fallsburg Central School District Board of Education will annually review and approve the professional development plan prior to September 1 of each year. The Board of Education President and the Superintendent of Schools will then certify the plan with the New York State Education Department.

APPENDIX A

ATTESTATION

I. Fallsburg CSD Staff

II. BOCES Providers

Provider	Title
Diehl, Carole	Instructional Specialist, SC BOCES
Dutchess BOCES	
Ellison, Thomas	SC BOCES & Olweus
Hudson Valley Regional Bilingual Education-Resource Network	
Lowell, Kathleen	Resource Specialist, SW BOCES
Melendez, Jose	Resource Specialist, SW BOCES
Mid-Hudson Regional Information Center	Ulster BOCES
Miller, Lynn	School Library Specialist, SC BOCES
Morrill, Jesse and Gary Bowers	Health & Safety Services, SC BOCES
Mumper, David	Resource Specialist, SW BOCES
Novogrodsky, Dorothy	Regional Special Education Specialist
Orange-Ulster BOCES	
Orzell, Brian	Regional Special Education Specialist
Questar III BOCES	Pat Bianchi, Grant Specialist
Rolling, Anthony	Food Service Manager, SC BOCES
Sommer, Maria	Interim Director of School Improvement, SC BOCES
Sullivan County BOCES	Darlene Westinghouse, Ed.D. , Professional Development specialist
Ulster BOCES	Grant services, Bonita Meadow and Rebecca Anderson

Weinberg, Ilene	Instructional Specialist, SC BOCES
Zieres-Teeple, Susan	Coordinator of Instructional Technology and Arts in Education, SC BOCES
James Weiner	BOCES PBIS Consultant

III. Third-Party Vendors

Vendor	Program/Service
Anthony Brock and Kevin Harren	A Brock Law Firm- PD for admin
Bethel Woods	
Birchak, Stephen	Organizational Psychologist
Castle Learning	Data Driven Instruction
Chi Hive	Yoga and Wellness
Class Measures	Comprehensive School Planning & Reviews
Coordinated Care Services, Inc.	Trauma-Informed Schools
Cornell Cooperative Extension	
Corporate Services EAP	Harassment training
Dueck, Myron	Grading Specialist
Ed Consortium	English Language Learning
eDoctrina	Curriculum Mapping and Data Driven Instruction
EdWeek	Various Policy, Instructional, and School Leadership Practices
Elizer Espinoza	PD on equity
Ellevation	training for ELL staff
FEARLESS	mental health training
Ferguson, Ron	Education Economist
Ferrara Fiorenza PC	Legal Updates, DASA, Sexual Harassment Prevention, and Health/Safety Practices
Gorski, Paul	EdChange
Guskey, Thomas	Grading Specialist
Handle with Care	Restraint and De-escalation Training
HMH (Houghton, Mifflin, Harcourt)	Into Math and Into Reading Training
Hudson Valley Writing Project	Writing
Imagine Learning	ENL

Independent Living	Wellness for staff
Keeler, Alice	Integrating Technology
LETRS	Reading training (k-8)
Math 180	PD for math
MASLA	Management and Labor Relations
Mid-Hudson Principals' Center	Various Instructional and School Leadership Practices
Mid-Hudson School Study Council	Various Instructional and School Leadership Practices
Mount St. Mary's College	Various Instructional Preparation Programs
NFHS	Links and Videos
National Network of Libraries of Medicine (NNLM)	English Language Learner and Immigrant Student Practices
New York State Council of School Superintendents/LEAF	Various Instructional and School Leadership Practices
NWEA	Assessment and Data Driven Instruction
NYS Archives	Records Management
NYS Association of School Business Officials	Business Leadership
NYS Comptroller	Local Government Accounting Training
NYS School Boards Association	
NYSIR	Insurance regulations and loss control
NYSUT's Education & Learning Trust	Various Instructional and Health/Safety Practices
Ortin Gillingham	Reading Instruction (through Boces)
OTIS	Tech Training
Pearson	Textbook Publisher
Regional Educational Laboratory (REL)	Various Instructional and School Leadership Practices
SALT	Various PD and training
School Administrators Association of New York State	Various Instructional and School Leadership Practices

Scientific Learning	Reading Intervention
Stanford University MOOCs	English Language Learner Practices
Sullivan 180	Various PD and training
SUNY New Paltz	Various Instructional Preparation Programs
Tang Math	Math PD
Teachers College Reading and Writing Project	Lucy Calkins Units of Study
Texas Instruments	TI-Nspire Calculators & Software
Wright, James	Response to Intervention

APPENDIX B
Mentoring Program
Fallsburg Central School District
Last Review Date 3/17/2022
(Ivan Katz, Sally Sharkey, Penny Esposito, Kasey Conrow, Catrina Gladding, Suzanne Rada-Yates)

Purpose

Research has consistently found that the most significant factor affecting student achievement is teacher quality. To ensure that our new teachers grow professionally and fully develop their instructional skills, we have created a program that matches them with a veteran staff member to assist and guide them through the sometimes tricky and overwhelming first two years. The purpose of our mentoring program is to increase retention of new teachers and improve their skill sets. Ultimately, as with any professional development for teachers, increased student achievement is the primary goal of this program.

Program Coordination

Our mentoring program is coordinated by a Mentor/Intern Advisory Committee with a membership consisting of members selected by the Fallsburg Teachers' Association and administrators. This committee has a variety of responsibilities including: ● recruiting and training mentors;

- informing all new staff about our internship requirements and conducting and orientation sessions that introduce them to all aspects of the program; ● matching mentors and interns based on teaching assignment and proximity; ● monitoring the varied components of the programs including mentor pay and time sheets, monthly mentor and intern reports, and the quality and nature of the mentor/intern contacts;
- intervening when mentor/intern pairings are not being successful, and making adjustments or changes where needed.

Participation and Requirements

All new Fallsburg Teachers Association members are required to participate in the Mentor/Intern Program. The program consists of two phases:

- **First** year professional staff and their assigned mentors work together the equivalent of one school day per month (70 hours for the year).
- **Second** year professional staff and their mentors will work together 31/2 hours per month or 35 hours for the year.

Because certain months of the year require more mentor/intern contact time than others, the following flexibility is permitted for mentor/intern contact hours:

Full-Time Mentor (First Year Interns): No less than 4 hours of contact time per month for a total of 70 hours for the year.

Half-Time Mentor (Second year Interns): No less than 2 hours of contact time per month for a yearly total of 35 hours.

Mentor coordinators will record and maintain mentor/intern contact time. Short-term mentors may be requested by any member of the Teacher's Association. The duration and type of mentoring provided will be determined by the Advisory Committee. Each school's Mentor/Intern Advisory Committee will make individual considerations on the mentoring requirement for newly-hired teachers who have completed mentoring in a previous New York State school district. Mentoring, for these teachers, may be waived or assigned for 70- or 35 hours.

Selection and Assignment Process

Mentors are selected based on mastery of pedagogical skills, content knowledge, teaching abilities, and their interpersonal relational qualities. The committee also considers leadership abilities, organizational skills, experience, self-confidence, and enthusiasm for teaching. New teachers may request a specific mentor.

The Committee matches mentors to new teachers based on the aforementioned traits, as well as similarity in and proximity to teaching assignments. Mentor applicants not selected will remain eligible for future consideration as mentors during that school year.

Mentor Expectations

Mentoring responsibilities and expectations are communicated to the participants at a training and orientation session conducted by the mentor coordinators at the beginning of each school year.

To create a truly collegial relationship, the mentor's role is one of guidance and support and not evaluation. The mentor has a variety of duties that include but are not limited to:

- orientation of intern to school culture;
- assisting the intern in setting goals;
- familiarizing the intern with district and building resources, guidelines and expectations;
- observing the intern and give feedback;
- providing coaching and follow-up;
- be observed by the intern and model instructional skills;
- guide the intern in classroom management and design, discipline scheduling, planning, organization and required paperwork;
- share ideas, teaching strategies, information about the instructional process;
- promote self-reflection and self-analysis by the intern;
- offer non-judgmental, supportive listening;
- maintain confidentiality and professionalism;
- submit the following required reports and documentation to the Mentor Intern Advisory Committee:
    1. Mentor/Intern Goal Sheet (completed during first month)
    2. Monthly Mentor Report (submitted monthly)

Mentor Training

In September all mentors attend an orientation session designed to:

- deepen their understanding of the mentor role;
- deepen their understanding of the stages a new teacher goes through; ● provide them a repertoire of skills for working non-judgmentally with a colleague;

- teach them how to build trust with a colleague;
- show them how to set goals with the intern;
- give them information on coaching, listening and giving feedback, ● inform them of the resources and expectations of the Mentoring Program.

If a mentor is added during the school year, the mentor coordinator will conduct an individual orientation session.

Intern Expectations

So that interns can improve their skills and meet the requirements of permanent certifications they will have the following responsibilities:

- will meet with their mentors for the required amount of time (first year - 70 hours, second year - 35 hours);
- will attend scheduled professional development workshops and the intern orientation session conducted by the mentor coordinators;
- will work with their mentor to develop goals and participate in the various mentoring activities listed under "Mentoring Expectations";
- will complete Monthly Intern Report
- will attend monthly mentoring meetings

Mentor/Intern Contact Time

Because of the many types of mentoring activities listed under "Mentoring Expectations" the time of day the mentor and intern will interact will vary. Because additional pay is being provided to the mentor, some of the contact is expected to occur before or after the school day. Contact during the school day may include:
- during common planning time;
- after buses leave in the afternoon;
- periods during the day when the mentor is observing in the intern's room or the intern is observing in the mentor's room.

Stipend

The agreement between the Fallsburg CSD and the Teacher Association places the mentor position in Category I of the extra-curricular salary schedule. This stipend is applied as follows:

ASSIGNMENT RATE

Year 1 and Year 2 Interns 100% of Category I stipend
Year 1 Intern 67% of Category I stipend
Year 2 Intern 33% of Category I stipend