

Grantee Name: IDEA Public Schools

Participating Students

Table (A)(2): Approach to Implementation

			School Demographics								
			Raw Data						Percentages		
			Actual numbers or estimates						G	H	I
			A	B	C	D	E	F			
LEA (Column relevant for consortium applicants)	Participating School	Grades/Subjects included in Race to the Top - District Plan	# of Participating Educators	# of Participating Students	# of Participating high-need students	# of Participating low-income students	Total # of low-income students in LEA or Consortium	Total # of Students in the School	% of Participating Students in the School (B/F)*100	% of Participating students from low income families (D/B)*100	% of Total LEA or consortium low-income population (D/E)*100
IDEA PUBLIC SCHOOLS	IDEA Academy Donna	6	55	714	245	635	11,076	714	100%	89%	6%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Donna	7	82	797	154	705	11,076	797	100%	88%	6%
IDEA PUBLIC SCHOOLS	IDEA Academy Frontier	6	54	723	318	637	11,076	723	100%	88%	6%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Frontier	7	75	781	151	702	11,076	781	100%	90%	6%
IDEA PUBLIC SCHOOLS	IDEA Academy Quest	6	56	711	191	486	11,076	711	100%	68%	4%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Quest	7	82	748	164	524	11,076	748	100%	70%	5%
IDEA PUBLIC SCHOOLS	IDEA Academy Mission	5	51	589	239	528	11,076	589	100%	90%	5%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Mission	7	74	696	143	602	11,076	696	100%	86%	6%
IDEA PUBLIC SCHOOLS	IDEA Academy San Benito	5	49	590	115	424	11,076	590	100%	72%	4%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory San Benito	7	72	664	85	462	11,076	664	100%	70%	4%
IDEA PUBLIC SCHOOLS	IDEA Academy San Juan	4	49	449	246	356	11,076	449	100%	79%	3%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory San Juan	7	84	796	235	703	11,076	796	100%	88%	6%
IDEA PUBLIC SCHOOLS	IDEA Academy Alamo	3	44	347	148	326	11,076	347	100%	94%	3%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Alamo	5	54	555	138	512	11,076	555	100%	92%	5%
IDEA PUBLIC SCHOOLS	IDEA Academy Pharr	3	39	359	183	348	11,076	359	100%	97%	3%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Pharr	3	28	359	70	332	11,076	359	100%	93%	3%
IDEA PUBLIC SCHOOLS	IDEA Academy Edinburg	4	48	488	97	380	11,076	488	100%	78%	3%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Edinburg	2	17	242	17	185	11,076	242	100%	76%	2%
IDEA PUBLIC SCHOOLS	IDEA Academy Weslaco	4	46	470	87	393	11,076	470	100%	84%	4%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Weslaco	2	16	236	17	195	11,076	236	100%	83%	2%
IDEA PUBLIC SCHOOLS	IDEA Academy Brownsville	3	42	359	232	342	11,076	359	100%	95%	3%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Brownsville	1	9	120	78	114	11,076	120	100%	95%	1%
IDEA PUBLIC SCHOOLS	IDEA Academy McAllen	3	38	351	224	228	11,076	351	100%	65%	2%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory McAllen	1	8	118	75	279	11,076	118	100%	65%	1%
IDEA PUBLIC SCHOOLS	IDEA Academy Carver	6	17	288	75	174	11,076	288	100%	60%	2%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Carver	1	2	54	37	50	11,076	54	100%	93%	0%
IDEA PUBLIC SCHOOLS	IDEA Academy Allan	3	23	308	244	279	11,076	308	100%	91%	3%
IDEA PUBLIC SCHOOLS	IDEA College Preparatory Allan	1	13	197	97	175	11,076	197	100%	89%	2%
TOTAL		119	1,227	13,109	4,105	11,076	11,076	13,109	100%	84%	100%

Grantee Name: IDEA Public Schools

Student Outcome Performance Measures

Table (A)(4): LEA-wide goals for improved student outcomes

(A)(4)(a) Performance on summative assessments (proficiency status and growth)

Summative assessments being used (e.g., name of ESEA assessment or end-of-course test):

Grades K – 5: National Assessment for SY2012+ is DIBELS – Literacy and Writing (see Glossary of Terms for DIBELS details)
Grades 3 – 8: Statewide Assessment for SY2012+ is STAAR – Math and ELA (see Glossary of Terms for STAAR details)

Note: IDEA students in 8th grade take the high school EOC algebra I exam rather than the middle school 8th grade math exam.)

Grades 9 –10: Statewide Assessment for SY2012+ is STAAR End of Course Exams – Algebra and Geometry. (see Glossary of Terms for STAAR details)
Note: Baseline data has been provided for Texas Statewide test, TAKS, as STAAR was not taken by 10th and 11th grades in SY2011-12. STAAR is a new test as of SY 2011-2012 and is being phased in.

Methodology for determining status (e.g., percent proficient and above):

Grades K – 5: The DIBELS assessment has three status indicators reflecting student performance: 1) Benchmark; 2) Below Benchmark and 3) Well Below Benchmark. Students who score “Benchmark” are counted as proficient and therefore “meet standard.”

Calculation of Baseline: Total # of students, across Grades K-3, meeting standard who received a “Benchmark” rating on DIBELS assessment/ Total number of students across Grades K-3 taking DIBELS Literacy Assessment Test

Grades 3 – 8: The STAAR assessment will replace the Texas Assessment of Knowledge and Skills (TAKS), which is the criterion-reference assessment program that has been in place since 2003. The new tests were used in the 2011-2012 school year for select grades and subjects. The performance standards for STAAR grades 3 – 8 could not be set in time to report spring 2012 test scores in the regular time frame. These performance standards will be established in fall 2012 and will then be applied to spring 2013 test scores. Therefore, the methodology for determining proficiency for grades 3 – 8 was based on an indicator in the STAAR data that provided information on whether or not the student’s raw score met the TAKS (prior assessment) standard. This indicator was developed by the state of Texas based on a bridge study. Targets in the tables are based on student proficiency for STAAR.

Note: The 8th grade math assessment is an “Algebra” End of Course Assessment. The indicator in these tables identified whether or not a student met a “Satisfactory Academic Performance Standard” and did not require standards to be based off of the TAKS assessment study. (For more information on the STAAR standard levels, please see Appendix A(4) - 2, p. A-26) This is because the Texas Education Agency (TEA) created STAAR proficiency standards for End of Course assessments prior to the grade 3 – 8 assessments. Targets in the tables are based on student proficiency for STAAR.

Grades 9 – 11: Baseline year proficiency for grades 9 – 11 is based on TAKS standards, as SY11-12 students did not take the STAAR assessment. Beginning 2012 and from there on, students will switch from TAKS to STAAR End of Course assessments and proficiency will be based on STAAR standards. Targets in the tables are based on student proficiency for STAAR

Methodology for determining growth (e.g., value-added, mean growth percentile, change in achievement levels):

IDEA is working with a contractor to devise a student growth measure as part of its teacher evaluation system development. This student growth measure will be used to determine growth in SY2014+ of the grant. Calculation for growth performance measures will be “percent of students who have at least one year of student growth(as measured by IDEA’s student growth rate— to be determined by 2014)”

[Student Growth in College and Career Readiness: Using the PLAN/ACT Linkage report,\[1\] students’ growth in college and career readiness is determined by a student’s ability to demonstrate growth in their College Readiness Standards score range from one year to the next. For example, students who score in the “1-12” range when taking the PLAN will move up a band to “13-15” when they take the ACT exam.](#)

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
Increase percent of grade K-5 students who end year on/above grade level in literacy and writing	OVERALL	N/A	56%	62%	69%	76%	83%	90%
	African American	N/A	73%	62%	69%	76%	83%	90%
	Hispanic	N/A	55%	62%	69%	76%	83%	90%
	White	N/A	77%	62%	69%	76%	83%	90%
	Limited English Proficiency	N/A	54%	62%	69%	76%	83%	90%
	Special Education	N/A	24%	62%	69%	76%	83%	90%
	Economically Disadvantaged	N/A	53%	62%	69%	76%	83%	90%
Increase percent of Grades 3-7 students who meet standard on math assessment <i>Note: 8th grade removed from this group because 8th graders take Algebra I EOC in lieu of grade 8 STAAR test.</i>	OVERALL	N/A	74%	88%	90%	90%	90%	93%
	African American	N/A	75%	88%	90%	90%	90%	93%
	Hispanic	N/A	74%	88%	90%	90%	90%	93%
	White	N/A	74%	88%	90%	90%	90%	93%
	Limited English Proficiency	N/A	54%	62%	69%	76%	83%	90%
	Special Education	N/A	47%	62%	69%	76%	83%	90%
	Economically Disadvantaged	N/A	73%	88%	90%	90%	90%	93%

<p>Increase percent of Grades 9-10 students who meet standard on ELA assessment</p> <p>Note: 11th grade removed from this group because English III EOC was eliminated by TEA.</p>	OVERALL	N/A	83%	90%	90% *	90%	90%	95%
	African American	N/A	67%	90%	90% *	90%	90%	95%
	Hispanic	N/A	83%	90%	90% *	90%	90%	95%
	White	N/A	96%	90%	90% *	90%	90%	95%
	Limited English Proficiency	N/A	49%	60%	70%	80%	85%	90%
	Special Education	N/A	57%	60%	70%	80%	85%	90%
	Economically Disadvantaged	N/A	82%	90%	90%	90%	90%	95%
<p>Increase percent of Grades 8-9 students who meet standard on math assessment</p> <p>Note: 10th and 11th grades removed because EOC exams after Algebra I were eliminated by TEA.</p>	OVERALL	N/A	86%	90%	90%	90%	90%	93%
	African American	N/A	100%	90%	90%	90%	90%	93%
	Hispanic	N/A	86%	90%	90%	90%	90%	93%
	White	N/A	86%	90%	90%	90%	90%	93%
	Limited English Proficiency	N/A	63%	75%	85%	90%	90%	93%
	Special Education	N/A	50%	60%	70%	80%	85%	90%
	Economically Disadvantaged	N/A	85%	90%	90%	90%	90%	93%
<p>Increase percent of students who have at least one year of student growth on summative math assessment (TEA Student Progress Measure)</p> <p>Note: No data exists for 11-12 because it was the first year STAAR was administered, thus no year-over-year comparison data is available.</p>	OVERALL	N/A	N/A	N/A	70%	78%	87%	95%
	African American	N/A	N/A	N/A	70%	78%	87%	95%
	Hispanic	N/A	N/A	N/A	70%	78%	87%	95%
	White	N/A	N/A	N/A	70%	78%	87%	95%
	Limited English Proficiency	N/A	N/A	N/A	70%	78%	87%	95%
	Special Education	N/A	N/A	N/A	70%	78%	87%	95%
	Economically Disadvantaged	N/A	N/A	N/A	70%	78%	87%	95%
<p>Increase percent of 9th grade-11 students who show growth in College and Career Readiness (using EPAS benchmark scoring bands – defined in methodology above)</p>		N/A	N/A	40%	45%	55%	60%	65%
	OVERALL							

[1] The ACT "Plan/the ACT Linkage Report" provides information about students who took PLAN and are ACT-tested high school graduates (referred to as PLAN/ACT Matched Students). Summaries of student advancement toward college readiness and expected academic progress are presented in this report. Student progress is compared with that of a national group of students who also took both tests (National PLAN/ACT Matched Students).

(A)(4)(b) Decreasing achievement gaps

Specific methodology for determining achievement gaps (as defined in this notice): **Grades 3 – 8:** For each grade, the baseline year achievement gap was determined by identifying the scale score average difference between IDEA Public Schools subgroups and Texas state’s highest performing group of students **not** in that subgroup (for Math and ELA subjects) in SY 2011-2012. For example, when looking at IDEA’s Limited English Proficiency (LEP) population, SY2011-2012 STAAR reports display an average scale score of 1410. The Texas statewide average for Non-LEP students reported by the Texas Education Agency (TEA) is 1460 for SY2011-2012. Therefore, the difference between IDEA’s subgroup (e.g. LEP) and the State’s highest performing group (e.g. NON-LEP) is the achievement gap, equal to -50. IDEA’s goal is to improve the difference between the two numbers, decreasing the achievement gap, aiming for 0, or a positive number. **Grades 9-11:** For each grade, the achievement gap was determined by identifying the percent proficient (defined as achieving TEA’s Satisfactory Academic Performance Standard) average difference between IDEA Public Schools subgroups and Texas state’s highest performing group (for Math and ELA subjects).

Note: In this version of the document, we have switched from using raw scores to scale scores. This change was made for several reasons, including a) consistent year-over-year comparison of scores, b) ease of collecting/verifying scale score data vs. raw score data, and c) ability to compare achievement gaps between grade levels.

Note: When IDEA's original grant was written, TEA had not yet released the initial STAAR results (for 11-12). As such, some baseline data in previous versions of this document were estimates. Any such estimates have been updated to reflect actual performance data in this version of the document, so changes to baseline data may be attributed to this.

Note: The majority of IDEA's student population (~95%) are Hispanic, so data for the African American and White student subgroups may be unavailable in cases where an insufficient number of student-level results are available. There are also instances where data is provided, but for a small population; in these cases, goals may be lower than the baseline data, since the small population is not statistically significant.

Note: Where specified, the subgroups identified below display the achievement gap between IDEA students who are categorized in a specific subgroup and the State of Texas' students who are not in that subgroup. To see a comparison between IDEA subgroups and Texas' highest performing group, please see Appendix A(4) -3, p. A-40.

Goal area	Identify subgroup and comparison group	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-
Decrease math achievement gaps between IDEA and statewide average for 3rd grade math Calculation: Average scale Score Comparison in STAAR - statewide average scale score	Overall at IDEA vs. Texas State Average	N/A	-71	0 (no achievement gap)	0 (no gap)	+13 (IDEA performs 13 scale score points higher on average than State)	+25 (IDEA performs 25 scale score points higher on average than State)	+38 (IDEA performs 38 scale score points higher on average than State)
	<i>Note: Baseline Data provides an example of how Goals can be interpreted. Also refer to methodology described above)</i>							
	African American at IDEA vs. Texas State Average	N/A	N/A	0	0	+13	+25	+38
	Hispanic at IDEA vs. Texas State Average	N/A	-73	0	0	+13	+25	+38
	White at IDEA vs. Texas State Average	N/A	-48	0	0	+13	+25	+38
	Limited English Proficiency at IDEA vs. Texas State Average for "Other Non LEP" Population	N/A	-86	-40	-30	-20	-10	0
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	-159	-100	-85	-75	-65	-50
Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	-87	-70	-50	-30	-10	0	
Decrease math achievement gaps between IDEA and statewide average for 4 th grade math Calculation: Average scale Score Comparison in STAAR - statewide average scale score	Overall at IDEA vs. Texas State Average	N/A	-63	0	0	+10	+20	+30
	African American at IDEA vs. Texas State Average	N/A	N/A	0	0	+10	+20	+30
	Hispanic at IDEA vs. Texas State Average	N/A	-66	0	0	+10	+20	+30
	White at IDEA vs. Texas State Average	N/A	-42	0	0	+10	+20	+30

Decrease math achievement gaps between IDEA and statewide average for 7 th grade math Calculation: Average scale Score Comparison in STAAR – statewide average scale score	Overall at IDEA vs. Texas State Average	N/A	-1	+30	+30	+40	+40	+50
	African American at IDEA vs. Texas State Average	N/A	N/A	+30	+30	+40	+40	+50
	Hispanic at IDEA vs. Texas State Average	N/A	-3	+30	+30	+40	+40	+50
	White at IDEA vs. Texas State Average	N/A	29	+30	+30	+40	+40	+50
	Limited English Proficiency at IDEA vs. Texas State Average for "Other Non LEP" Population	N/A	-86	-60	-40	0	0	+30
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	-110	-60	-40	-20	0	+10
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	-18	-10	-10	0	0	+30
Decrease ELA achievement gaps between IDEA and statewide average for 3rd grade ELA Calculation: Average scale Score Comparison in STAAR - statewide average scale score	Overall at IDEA vs. Texas State Average	N/A	-72	-10	0	+10	+13	+39
	African American at IDEA vs. Texas State Average	N/A	N/A	0	0	0	+13	+39
	Hispanic at IDEA vs. Texas State Average	N/A	-74	-10	0	+10	+13	+39
	White at IDEA vs. Texas State Average	N/A	23	0	0	0	+13	+39
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	-119	-50	-30	-20	-10	0
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	-154	-100	-85	-75	-65	-50
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	-94	-70	-50	-30	-10	0
Decrease ELA achievement gaps between IDEA and statewide average for 4 th grade ELA Calculation: Average scale Score Comparison in STAAR - statewide average scale score	Overall at IDEA vs. Texas State Average	N/A	-64	0	0	0	+12	+36
	African American at IDEA vs. Texas State Average	N/A	N/A	0	0	0	+12	+36
	Hispanic at IDEA vs. Texas State Average	N/A	-67	0	0	0	+12	+36
	White at IDEA vs. Texas State Average	N/A	10	0	0	0	+12	+36
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	-146	-70	-50	-30	-10	0
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	-175	-100	-85	-75	-65	-50
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	-88	-70	-50	-30	-10	0
Decrease ELA achievement gaps between IDEA and statewide average for 5 th grade ELA	Overall at IDEA vs. Texas State Average	N/A	-38	0	0	0	+36	+60

Calculation: Average scale Score Comparison in STAAR - statewide average scale score	African American at IDEA vs. Texas State Average	N/A	N/A	0	0	0	+36	+60
	Hispanic at IDEA vs. Texas State Average	N/A	-45	0	0	0	+36	+60
	White at IDEA vs. Texas State Average	N/A	78	0	0	0	+36	+60
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	-115	-70	-50	-30	-10	0
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	-143	-100	-85	-75	-65	-50
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	-55	-70	-50	-30	-10	0
Decrease ELA achievement gaps between IDEA and statewide average for 6 th grade ELA Calculation: Average scale Score Comparison in STAAR - statewide average scale score	Overall at IDEA vs. Texas State Average	N/A	-41	0	0	+12	+36	+60
	African American at IDEA vs. Texas State Average	N/A	32	0	0	+12	+36	+60
	Hispanic at IDEA vs. Texas State Average	N/A	-46	0	0	+12	+36	+60
	White at IDEA vs. Texas State Average	N/A	35	0	0	+12	+36	+60
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	-144	-70	-50	-30	-10	0
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	-124	-70	-50	-30	-10	0
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	-57	-50	-30	-10	0	0
Decrease ELA achievement gaps between IDEA and statewide average for 7 th grade reading Calculation: Average scale Score Comparison in STAAR - statewide average scale score	Overall at IDEA vs. Texas State Average	N/A	-10	+33	+33	+44	+55	+55
	African American at IDEA vs. Texas State Average	N/A	N/A	+33	+33	+44	+55	+55
	Hispanic at IDEA vs. Texas State Average	N/A	-12	+33	+33	+44	+55	+55
	White at IDEA vs. Texas State Average	N/A	20	+33	+33	+44	+55	+55
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	-118	-70	-50	-30	-10	0
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	-121	-70	-50	-30	-10	0
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	-20	-10	0	0	+11	+33

<p>Decrease math achievement gaps between IDEA and statewide average for 8th grade or 9th grade Algebra End of Course Assessment</p> <p>Note: IDEA 8th graders only take Algebra I, so 8th math rows were removed. Also, changes to state accountability have eliminated Geometry and Alg II EOC exams, so those rows are also deleted.</p>	Overall at IDEA vs. Texas State Average	N/A	-123					
	African American at IDEA vs. Texas State Average	N/A	200					
	Hispanic at IDEA vs. Texas State Average	N/A	-138					
	White at IDEA vs. Texas State Average	N/A	20					
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	-425					
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	-488					
<p>Decrease ELA achievement gaps between IDEA and statewide average for 8th grade ELA Assessment</p> <p>Calculation for baseline achievement gap: (Average % of IDEA 8th grade students who met standard on STAAR EOC 2012 ELA Assessment) – (Statewide average % of 8th grade students who met standard on STAAR 2011-2012 ELA Assessment)</p>	Overall at IDEA vs. Texas State Average	N/A	-12					
	African American at IDEA vs. Texas State Average	N/A						
	Hispanic at IDEA vs. Texas State Average	N/A	-16					
	White at IDEA vs. Texas State Average	N/A	51					
	Limited English Proficiency at IDEA vs. Texas State "Other Non LEP" Population	N/A	-139					
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	-159					
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	-24					

<p>Decrease ELA achievement gaps between IDEA and statewide average for 9th grade ELA Assessment</p> <p>Calculation for baseline achievement gap:</p> <p>(Average % of IDEA 9th grade students who met standard on STAAR EOC 2012 ELA Assessment) – (Statewide average % of 9th grade students who met standard on STAAR 2011-2012 ELA Assessment)</p> <p>Calculation for future achievement gaps will not be grade specific, but will be subject specific:</p> <p>(Average % of IDEA students who met Level 2 proficiency (See Appendix A(4) -2, p. A-26, for TEA’s Standards Summary Report) on STAAR English I End of Course Exam) – (Statewide average % of students who met Level 2 proficiency on STAAR English I End of Course Exam)</p>	Overall at IDEA vs. Texas State Average	N/A	-62					
	African American at IDEA vs. Texas State Average	N/A						
	Hispanic at IDEA vs. Texas State Average	N/A	-71					
	White at IDEA vs. Texas State Average	N/A	-65					
	Limited English Proficiency at IDEA vs. Texas State “Other Non LEP” Population	N/A	-292					
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	-276					
	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	-84					
<p>Decrease ELA achievement gaps between IDEA and statewide average for 10th grade ELA assessment</p> <p>Note: Changes to state accountability have eliminated English III EOC exams, so those rows are deleted.</p> <p>Calculation for baseline achievement gap:</p> <p>(This assessment was only administered to 10 students District Wide in SY -2011-12)</p> <p>Calculation for future achievement gaps will not be grade specific, but will be subject specific:</p> <p>(Average % of IDEA students who met Level 2 proficiency (See Appendix A(4) -2, p. A-26, for TEA’s Standards Summary Report) on STAAR English II End of Course Exam) – (Statewide average % of students who met Level 2 proficiency on STAAR English II End of Course Exam)</p>	Overall at IDEA vs. Texas State Average	N/A	223					
	African American at IDEA vs. Texas State Average	N/A	N/A					
	Hispanic at IDEA vs. Texas State Average	N/A	218					
	White at IDEA vs. Texas State Average	N/A						
	Limited English Proficiency at IDEA vs. Texas State “Other Non LEP” Population	N/A	N/A					
	Special Education Students at IDEA vs. Texas State Non-Special Education Students	N/A	N/A					

	Economically Disadvantaged vs. Texas State Not-Economically Disadvantaged Population	N/A	239					
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(A)(4)(c) Graduation rates (as defined in this notice)[1]

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
High school graduation rate	OVERALL	95%	97%	100%	100%	100%	100%	100%
	Hispanic	95%	97%	100%	100%	100%	100%	100%
	African American	n/a	n/a	100%	100%	100%	100%	100%
	White	n/a	n/a	100%	100%	100%	100%	100%
	Limited English Proficiency	100%	80%	100%	100%	100%	100%	100%
	Special Education	88.90%	n/a	100%	100%	100%	100%	100%
	Economically Disadvantaged	94%	96%	100%	100%	100%	100%	100%

[1] ** SY2011/12 graduation rates have not been provided as official TEA graduation rates will not be released until the end of calendar year 2012. Therefore SY2011-12 graduation rates are estimates.

(A)(4)(d) College enrollment (as defined in this notice) rates

NOTE: College enrollment should be calculated as the ratio between college-enrolled students and their graduating cohort. For example, for SY 2010-11, the applicant should report college enrollment (as defined in this notice) as a percentage, to be calculated as follows

- o (College enrollment SY 2010-11) = Number of SY 2008-09 graduates enrolled in a higher-education institution during the 16 months after graduation
- o (College enrollment rate) = (College enrollment SY 2010-11)/(Cohort Population, e.g. total number of SY 2008-09 graduates)*100

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12[1]	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
College enrollment rate	OVERALL	N/A	91%	92%	94%	96%	98%	100%
	Hispanic	N/A	91%	92%	94%	96%	98%	100%
	African American	N/A	100%	100%	100%	100%	100%	100%
	White	N/A	100%	100%	100%	100%	100%	100%
	Limited English Proficiency	N/A	100%	100%	100%	100%	100%	100%
	Special Education	N/A	100%	100%	100%	100%	100%	100%
	Economically Disadvantaged	N/A	90%	90%	92%	94%	96%	98%

[1] Calculation for Baseline College Enrollment Rate = (Number of SY 2009-10 graduates enrolled in a higher-education institution during the 16 months after graduation/total number of SY 2009-10 graduates) * 100 = (53/61)*100 = 87 percent for Overall Population.

(1/1)*100 = 100 percent for LEP Population, (2/3)*100 = 67 percent for Special Education Population, (44/51)*100 = 86 percent for Economically Disadvantaged Population

(A)(4)(e) Post-Secondary Attainment

- o NOTE: College Graduation Rate

Goal area	Subgroup	Baseline(s)		Goals				
		SY 2010-11 (optional)	SY 2011-12	SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
% of students graduating college in 6 years[1]	OVERALL	N/A	N/A	35%	45%	55%	70%	85%
	Limited English Proficiency	N/A	N/A	35%	45%	55%	70%	85%
	Special Education	N/A	N/A	35%	45%	55%	70%	85%
	Economically Disadvantaged	N/A	N/A	35%	45%	55%	70%	85%

[1] The first graduating class at IDEA Public Schools was the class of 2007. There are no data available for this measure, as SY12-13 will be the first year to have allowed 6 years to pass since 2007

Grantee Name: IDEA Public Schools									
Project #1 iLearning Hotspot Lab and AR Zone Access After School and/or on Weekends									
Project Goals/Desired Outcomes: 100% of students at IDEA Public Schools will be able to access the adaptive software and AR zones after school or on Saturday either through home use or extension of the hours when the spaces are available for students.									
Narrative: IDEA will extend computer lab hours after school and/or on weekends to enable students to log-on to the adaptive reading and math software for an additional 1-3 hours/week, read and take AR tests afterschool and on select weekends and provide parents access to school computers. This will allow for all students to have access to online learning software after school hours and for parents and families that do not have internet access at home.									
Key Performance Measures: Percentage of students accessing software after school or on weekends through extended hours of operation. Increased performance on math assessment. Decreased math achievement gap in grades 4th through 7th. Increase percent of grade K-5 students who end year on/above grade level in literacy and writing. Decrease ELA achievement gaps between IDEA.									
Cross-reference to other projects: Project 3- New reading approach in blended learning lab- at the pilot campuses that will use an adaptive reading software as this software will be available for students to access after school and/or on weekends. Project 15- Collective Community Impact Partnerships- as the needs assessment may identify parent needs (i.e. ESL, Tax preparation, GED) that the Blended Learning Spaces (BLS) can address in the hours after school and/or on weekends.									
Activities for Project 1									
Item	Activities for Project 1	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
	<i>Project 1: iLearning Hotspot lab and AR Zone (these two spaces together are IDEA's Blended Learning Spaces (BLS)) access after school and/or on weekends</i>	<i>Pablo Mejia, Director of Individualized Learning</i>	<i>05/01/13</i>	<i>12/26/16</i>	<i>In Progress</i>	<i>On-Track</i>	<i>This project will be conducted at all participating Academies (elementary schools) as well as at the hybrid middle schools using existing computer labs, known at IDEA as the Blended Learning Spaces (BLS).</i>		
1.1	Develop district vision and school implementation plan template for afterschool or weekends Blended Learning Spaces (BLS) access for students and parents for the duration of the grant	Pablo Mejia, Director of Individualized Learning	05/01/13	07/15/13	Complete: 07/15/13		Updated start date to 5/1/13; see 1.2.6 for explanation.		
1.1.1	Create a summary of Project 1 and present to campus leaders via email and through a conference call where the district vision and campus responsibilities are outlined for both student use and parent use	Pablo Mejia, Director of Individualized Learning	05/01/13	05/15/13	Complete: 05/15/13				
1.1.2	Create a standard template that serves as the school level implementation plan for all campuses for after school and weekend use for students and parents for the duration of the grant	Pablo Mejia, Director of Individualized Learning	06/01/13	07/01/13	Complete: 07/01/13				
1.1.3	<i>Deliverable: District summary of Project 1</i>	Pablo Mejia, Director of Individualized Learning	07/15/13	07/15/13	Complete: 07/15/13				
1.1.4	<i>Deliverable: District vision document listing purpose of the project and metrics that will be used to measure implementation at the campus level</i>	Pablo Mejia, Director of Individualized Learning	07/15/13	07/15/13	Complete: 07/15/13				
1.1.5	<i>Deliverable: School level implementation plan template for Project 1</i>	Pablo Mejia, Director of Individualized Learning	05/15/13	05/15/13	Complete: 05/15/13				
1.2	Develop internal systems and structures for extra duty pay of instructional staff that will work in Blended Learning Spaces (BLS) after school and on weekends	Lisa Pledger, Budget Director	07/15/13	10/01/13	Complete: 10/01/13				
1.2.1	Review grant budget and develop a campus breakdown of available funds each year for Project 1	Lisa Pledger, Budget Director	07/15/13	07/20/13	Complete: 07/20/13				
1.2.2	Develop payroll process for hourly employees to clock in and out and input time and effort to ensure appropriate use of the grant funds	Lisa Pledger, Budget Director	07/20/13	08/15/13	Complete: 08/15/13				

1.2.3	Update budget codes and business office processes to account for extra duty pay for staff working on Project 1	Lisa Pledger, Budget Director	08/15/13	09/15/13	Complete: 09/15/13			
1.2.4	Develop document communicating process to campus leaders on appropriate coding, tracking, and budget coding for extra duty pay	Lisa Pledger, Budget Director	09/15/13	10/01/13	Complete: 10/01/13			
1.2.5	<i>Deliverable: One pager for campus leaders explaining budget codes, tracking requirement, and clocking in and out process</i>	Lisa Pledger, Budget Director	10/01/13	10/01/13	Complete: 10/01/13			
1.2.6	<i>Milestone: Process for extra duty pay established</i>	Campus Facilitators	10/01/13	10/01/13	Complete: 10/01/13			Table 4-1 Budget 1 Personnel and Fringe Benefits (Personnel amendment explained here; Fringe Benefits shift per Personnel updates)
1.3	Develop support structure and extra duty pay structure and for campus IT Techs	Gerardo Aguilera, Campus Tech Coordinator	07/15/13	10/01/13	Complete: 10/01/13			Table 4-1 Budget 1 Personnel and Fringe Benefits (Personnel amendment explained here; Fringe Benefits shift per Personnel updates)
1.3.1	Develop payroll process for IT hourly employees to clock in and out and input time and effort to ensure appropriate use of the grant funds	Lisa Pledger, Budget Director	07/15/13	07/20/13	Complete: 07/20/13			
1.3.2	Set up a rotational IT review schedule for monitoring after school and Saturday use for 2013-2014 school year	Gerardo Aguilera, Campus Tech Coordinator	07/20/13	08/15/13	Complete: 08/15/13			
1.3.3	IT Techs conduct weekly check of hardware and software in the Blended Learning Spaces (BLS)	IT Campus Techs	08/15/13	09/15/13	Complete: 09/15/13			
1.3.4	<i>Deliverable: Rotational IT schedule</i>	Gerardo Aguilera, Campus Tech Coordinator	09/15/13	09/15/13	Complete: 09/15/13			
1.3.5	<i>Milestone: 100% of IT staff use the established process for extra duty pay</i>	IT Campus Techs	10/01/13	10/01/13	Complete: 10/01/13			
1.3.6	<i>Milestone: 100% of IT staff follow rotational support structure during after school and weekend use</i>	IT Campus Techs	10/01/13	10/01/13	Complete: 10/01/13			
1.4	Open Blended Learning Spaces (BLS) for student access after school and/or on weekends	Pablo Mejia, Director of Individualized Learning	10/01/13	06/30/14	In Progress	On-Track		Table 4-1 Budget 1 Contractual
1.4.1	Campuses launch after school and weekend access for students to use adaptive math software and read on-level in the Accelerated Reader (AR) Zone	Campus Principals, Pablo Mejia Director of Individualized Learning	10/01/13	11/01/13	Complete 11/01/13	On-Track		
1.4.2	Campuses and IDEA headquarters staff follow procedures for extra duty pay	Campus Principals, Pablo Mejia Director of Individualized Learning	10/01/13	06/30/14	In Progress	On-Track		
1.4.3	Campus Principals create a draft tracking mechanism for after school and weekend use, including the metrics to measure success (usage by students, increase in student achievement in software and on benchmark assessments)	Campus Principals, Pablo Mejia Director of Individualized Learning	10/01/13	11/01/13	In Progress	On-Track		
1.4.4	Convene quarterly all Project 1 staff check-in meetings to discuss progress to date and identify key challenges	Pablo Mejia, Director of Individualized Learning	10/26/13	01/17/14	In Progress	On-Track		
1.4.5	Convene quarterly all Project 1 staff check-in meetings to discuss progress to date and identify key challenges	Pablo Mejia, Director of Individualized Learning	01/18/14	03/25/14	Not Begun			
1.4.6	Convene quarterly all Project 1 staff check-in meetings to discuss progress to date and identify key challenges	Pablo Mejia, Director of Individualized Learning	03/26/14	06/04/14	Not Begun			
1.4.7	Develop year 2 process and outcomes report, highlighting lessons learned, best practices, and key student achievement results	Pablo Mejia, Director of Individualized Learning	06/04/14	06/15/14	Not Begun			

1.4.8	Communicate key findings from the year 2 report to key stakeholders, including IDEA Chief, members of the Academic Services, Schools, and Data teams, as well as campus leaders	Pablo Mejia, Director of Individualized Learning	06/15/14	06/30/14	Not Begun		This report will inform development of the school level implementation plans in 1.6.		
1.4.9	<i>Deliverable: Year 2 Process and Outcomes Report</i>	Pablo Mejia, Director of Individualized Learning	06/30/14	06/30/14	Not Begun				
1.4.10	<i>Deliverable: Extra duty pay for applicable staff</i>	Pablo Mejia, Director of Individualized Learning	06/30/14	06/30/14	Not Begun				
1.4.11	<i>Milestone: Blended Learning Spaces (BLS) access after school and on the weekends</i>	Pablo Mejia, Director of Individualized Learning	06/30/14	06/30/14	Not Begun				
1.5	Identify parent needs to address in the Blended Learning Spaces (BLS) after school and/or on the weekends and launch parent access	Campus Principals, Academic Counselors, Pablo Mejia, Director of Individualized Learning	10/01/13	01/30/14	In Progress	On-Track	Parent access to the blended learning spaces in the hours after school and on weekends will launch January 2014.		
1.5.1	Solicit input from campus-based Academic Counselors regarding parent needs	Pablo Mejia, Director of Individualized Learning	10/01/13	12/01/13	In Progress	On-Track			
1.5.2	Use existing evidence and anecdotal feedback to develop a list of top five parent needs per campus	Campus Academic Counselors	12/01/13	12/20/13	Not Begun			This list will be expanded following analysis of the needs assessment conducted in Project 15 (see Activity 1.6).	
1.5.3	Develop a plan for how each campus will support parent needs during Blended Learning Spaces (BLS) access after school and/or on weekends	Campus Academic Counselors	12/20/13	01/15/14	Not Begun				
1.5.4	Purchase any necessary software to address top five needs at each campus	Campus Academic Counselors, Pablo Mejia, Director of Individualized Learning	12/20/13	01/30/14	Not Begun		This is procurement and each campus will purchase software based on needs assessment to target parent needs (example: ESL software, tax preparation).		Table 4-1 Budget 1 Contractual
1.5.5	Campuses conduct parent background checks for participating parents	Campus Academic Counselors	01/08/14	01/30/14	Not Begun				Table 4.1 Budget 1 Contractual
1.5.6	Launch after school and weekend access for parents	Campus Academic Counselors	01/08/14	01/30/14	Not Begun				
1.5.7	<i>Deliverable: Prioritized list of parent needs per campus</i>	Campus Academic Counselors, Pablo Mejia, Director of Individualized Learning	01/15/14	01/15/14	Not Begun				
1.5.8	<i>Deliverable: Sign in sheet for parents accessing the lab</i>	Campus Academic Counselors	01/30/14	01/30/14	Not Begun		Sign in sheets will be collected throughout the spring semester during blended learning spaces after school and weekend hours.		
1.5.9	<i>Milestone: Blended Learning Spaces (BLS) prepared to open January 2014 with options for beginning to address top five parent needs per campus</i>	Campus Academic Counselors	01/15/14	01/15/14	Not Begun				
1.6	Schools develop specific yearly plan for Blended Learning spaces after school and weekend access for SY '14-15 using the School Level Implementation Plan (SLIP)	Campus Principals	06/15/14	08/01/14	Not Begun				
1.6.1	Inform schools of process for after school and weekend options including pay structure, monitoring, and tracking using district summary document and generic SLIP	Pablo Mejia, Director of Individualized Learning	06/15/14	07/01/14	Not Begun		Informed by lessons learned and best practices from year 2 as captured in the Year 2 Process and Outcomes Report (see 1.4).		
1.6.2	Extract data from the Project 15- Collective Impact Community Partnerships- needs assessment to inform campus SLIPs regarding parent needs that might be addressed in the Blended Learning Spaces (BLS)	Academic Counselors, Campus Principals, Pablo Mejia, Director of Individualized Learning	06/15/14	07/01/14	Not Begun				
1.6.3	Campus leaders will revise the tracking mechanism drafted in activity 1.4 for after school and weekend use including the metrics to measure success (usage by students, increase in student achievement in software and on benchmark assessments)	Campus Principals	07/01/14	07/15/14	Not Begun				

1.6.4	Schools develop school level implementation plans that will include after school and weekend student use and parent access based on needs assessment	Campus Principals	07/15/14	08/01/14	Not Begun		School leaders will use the SLIP template as a starting point for developing a more robust campus plan.		
1.6.5	<i>Deliverable: Robust school level implementation plan for SY '14-15</i>	Campus Principals	08/01/14	08/01/14	Not Begun				
1.6.6	<i>Milestone: 100% of schools complete the SLIP for SY '14-15</i>	Campus Principals	08/01/14	08/01/14	Not Begun				Table 4-1 Budget 1 Contractual
1.7	Launch after school and weekend access of Blended Learning Spaces (BLS) for student and parent access SY '14-15	Campus Principals	09/01/14	01/10/15	Not Begun				Table 4-1 Budget 1 Personnel and Fringe Benefits (Personnel amendment explained here; Fringe Benefits shift per Personnel updates)
1.7.1	Execute on school level implementation plan for SY '14-15	Campus Principals	09/01/14	01/10/15	Not Begun				Table 4-1 Budget 1 Personnel and Fringe Benefits (Personnel amendment explained here; Fringe Benefits shift per Personnel updates)

1.7.2	<i>Deliverable: Executed SLIP SY '14-15</i>	Campus Principals	01/10/15	01/10/15	Not Begun			Table 4-1 Budget 1 Contractual
1.7.3	<i>Milestone: 100% of Blended Learning Spaces (BLS) open after school or on weekends for student use</i>	Campus Principals	09/15/14	09/15/14	Not Begun		There are two milestones here as the student access will begin September 2013 and parent access will begin January 2014.	
1.7.4	<i>Milestone: 100% of Blended Learning Spaces (BLS) open after school or on weekends for parent use</i>	Campus Principals	01/10/15	01/10/15	Not Begun			
1.8	Quarterly monitoring of use and success of after school/weekend use of Blended Learning Spaces (BLS) for SY '14-15	Campus Principals	08/27/14	10/31/14	Not Begun		Refer to 1.6 as each campus will develop tracking metrics and tools. A quarter is approximately one and a half to two months long, depending on the calendar for each academic year.	
1.8.1	Quarterly tracking of student usage data during after school time and weekends and student achievement data	Campus Principals	08/27/14	10/31/14	Not Begun		Campus principals will communicate quarterly updates to Pablo Mejia, Director of Individualized Instruction via monthly leader conference calls or designated quarterly check-ins.	
1.8.2	Quarterly tracking of parent usage after school and on weekends and student achievement data	Campus Principals	08/27/14	10/31/14	Not Begun			
1.8.3	<i>Deliverable: Quarterly reports on student usage and impact on student achievement</i>	Campus Principals	10/31/14	10/31/14	Not Begun		In addition to weekly review of blended learning student achievement data, IDEA will compare interim assessment and other formative assessment results with use of the blended learning spaces in the hours outside of the regular school day at each campus.	
1.8.4	<i>Deliverable: Quarterly reports on parent usage and impact on student achievement</i>	Campus Principals	10/31/14	10/31/14	Not Begun			
1.8.5	<i>Milestone: On-going analysis of student and parent usage of the Blended Learning spaces after school and on weekends</i>	Campus Principals	10/31/14	10/31/14	Not Begun			
1.9	Quarterly monitoring of use and success of after school/weekend use of Blended Learning Spaces (BLS) for SY '14-15	Campus Principals	11/01/14	01/20/15	Not Begun		Refer to 1.6 as each campus will develop tracking metrics and tools.	
1.9.1	Quarterly tracking of student usage data during after school time and weekends and student achievement data	Campus Principals	11/01/14	01/20/15	Not Begun			
1.9.2	Quarterly tracking of parent usage after school and on weekends and student achievement data	Campus Principals	11/01/14	01/20/15	Not Begun			

1.9.3	<i>Deliverable: Quarterly reports on student usage and impact on student achievement</i>	Campus Principals	01/20/15	01/20/15	Not Begun		In addition to weekly review of blended learning student achievement data, IDEA will compare interim assessment and other formative assessment results with use of the blended learning spaces in the hours outside of the regular school day at each campus.		
1.9.4	<i>Deliverable: Quarterly reports on parent usage and impact on student achievement</i>	Campus Principals	01/20/15	01/20/15	Not Begun				
1.9.5	<i>Milestone: On-going analysis of student and parent usage of the Blended Learning spaces after school and on weekends</i>	Campus Principals	01/20/15	01/20/15	Not Begun				
1.10	Quarterly monitoring of use and success of after school/weekend use of Blended Learning Spaces (BLS) for SY '14-15	Campus Principals	01/21/15	04/05/15	Not Begun		Refer to 1.6 as each campus will develop tracking metrics and tools.		
1.10.1	Quarterly tracking of student usage data during after school time and weekends and student achievement data	Campus Principals	01/21/15	04/05/15	Not Begun				
1.10.2	Quarterly tracking of parent usage after school and on weekends and student achievement data	Campus Principals	01/21/15	04/05/15	Not Begun				
1.10.3	<i>Deliverable: Quarterly reports on student usage and impact on student achievement</i>	Campus Principals	04/05/15	04/05/15	Not Begun		In addition to weekly review of blended learning student achievement data, IDEA will compare interim assessment and other formative assessment results with use of the blended learning spaces in the hours outside of the regular school day at each campus.		
1.10.4	<i>Deliverable: Quarterly reports on parent usage and impact on student achievement</i>	Campus Principals	04/05/15	04/05/15	Not Begun				
1.10.5	<i>Milestone: On-going analysis of student and parent usage of the Blended Learning spaces after school and on weekends</i>	Campus Principals	04/05/15	04/05/15	Not Begun				
1.11	Quarterly monitoring of use and success of after school/weekend use of Blended Learning Spaces (BLS) for SY '14-15	Campus Principals	04/06/15	06/07/15	Not Begun		Refer to 1.6 as each campus will develop tracking metrics and tools.		
1.11.1	Quarterly tracking of student usage data during after school time and weekends and student achievement data	Campus Principals	04/06/15	06/07/15	Not Begun				
1.11.2	Quarterly tracking of parent usage after school and on weekends and student achievement data	Campus Principals	04/06/15	06/07/15	Not Begun				
1.11.3	<i>Deliverable: Quarterly reports on student usage and impact on student achievement</i>	Campus Principals	06/07/15	06/07/15	Not Begun		In addition to weekly review of blended learning student achievement data, IDEA will compare interim assessment and other formative assessment results with use of the blended learning spaces in the hours outside of the regular school day at each campus.		
1.11.4	<i>Deliverable: Quarterly reports on parent usage and impact on student achievement</i>	Campus Principals	06/07/15	06/07/15	Not Begun				
1.11.5	<i>Milestone: On-going analysis of student and parent usage of the Blended Learning Spaces (BLS) after school and on weekends</i>	Campus Principals	06/07/15	06/07/15	Not Begun				
1.12	Yearly evaluation of use and success of after school/weekend use of Blended Learning Spaces (BLS) for students and/or parents for SY '14-15	Campus Principals, Pablo Mejia Director of Individualized Learning	06/15/15	08/01/15	Not Begun				
1.12.1	Review yearly data on usage and impact for student use	Campus Principals, Pablo Mejia Director of Individualized Learning	06/15/15	07/01/15	Not Begun				
1.12.2	Review yearly data on usage and impact for parent use	Campus Principals, Pablo Mejia Director of Individualized Learning	06/15/15	07/01/15	Not Begun				
1.12.3	Based on data, reflect and suggest changes for SY '15-16 around student use	Campus Principals, Pablo Mejia Director of Individualized Learning	07/01/15	07/15/15	Not Begun				
1.12.4	Based on data, reflect and suggest changes for SY '15-16 around parent use	Campus Principals, Pablo Mejia Director of Individualized Learning	07/01/15	07/15/15	Not Begun				

1.12.5	Modify implementation for school year SY '15-16 based on reflection and develop an improved school level implementation plan	Campus Principals, Pablo Mejia Director of Individualized Learning	07/15/15	08/01/15	Not Begun			
1.12.6	<i>Deliverable: End of year report on usage and impact with reflection and changes for next school year</i>	Campus Principals	08/01/15	08/01/15	Not Begun			
1.12.7	<i>Deliverable: Robust school level implementation plan for SY '15-16</i>	Campus Principals	08/01/15	08/01/15	Not Begun			
1.12.8	<i>Milestone: 100% campuses prepared to launch after school and weekend access with updates and improvements based on reflections for student and parent use</i>	Campus Principals	08/01/15	08/01/15	Not Begun			Table 4-1 Budget 1 Contractual
1.13	Launch after school and weekend access of Blended Learning Spaces (BLS) for students and parents use for SY '15-16	Campus Principals	09/01/15	10/01/15	Not Begun			Table 4-1 Budget 1 Personnel and Fringe Benefits (Personnel amendment explained here; Fringe Benefits shift per Personnel updates)
1.13.1	Execute on SLIP for SY '15-16	Campus Principals	09/01/15	10/01/15	Not Begun			Table 4-1 Budget 1 Personnel and Fringe Benefits (Personnel amendment explained here; Fringe Benefits shift per Personnel updates)

1.13.2	<i>Deliverable: Executed SLIP SY '15-16</i>	Campus Principals	10/01/15	10/01/15	Not Begun				Table 4-1 Budget 1 Contractual
1.13.3	<i>Milestone: 100% of Blended Learning Spaces (BLS) open after school or on weekends for student use</i>	Campus Principals	10/01/15	10/01/15	Not Begun				
1.13.4	<i>Milestone: 100% of Blended Learning Spaces (BLS) open after school or on weekends for parent use based on needs assessment</i>	Campus Principals	10/01/15	10/01/15	Not Begun				
1.14	Quarterly monitoring of use and success of after school/weekend use of Blended Learning Spaces (BLS) for SY '15-16	Campus Principals	08/27/15	10/31/15	Not Begun		Refer to 1.6 as each campus will develop tracking metrics and tools.		
1.14.1	Quarterly tracking of student usage data during after school time and weekends and student achievement data	Campus Principals	08/27/15	10/31/15	Not Begun				
1.14.2	Quarterly tracking of parent usage after school and on weekends and student achievement data	Campus Principals	08/27/15	10/31/15	Not Begun				
1.14.3	<i>Deliverable: Quarterly reports on student usage and impact on student achievement</i>	Campus Principals	10/31/15	10/31/15	Not Begun		In addition to weekly review of blended learning student achievement data, IDEA will compare interim assessment and other formative assessment results with use of the blended learning spaces in the hours outside of the regular school day at each campus.		
1.14.4	<i>Deliverable: Quarterly reports on parent usage and impact on student achievement</i>	Campus Principals	10/31/15	10/31/15	Not Begun				
1.14.5	<i>Milestone: On-going analysis of student and parent usage of the Blended Learning Spaces (BLS) after school and on weekends</i>	Campus Principals	10/31/15	10/31/15	Not Begun				
1.15	Quarterly monitoring of use and success of after school/weekend use of Blended Learning Spaces (BLS) for SY '15-16	Campus Principals	11/01/15	01/20/16	Not Begun		Refer to 1.6 as each campus will develop tracking metrics and tools.		
1.15.1	Quarterly tracking of student usage data during after school time and weekends and student achievement data	Campus Principals	11/01/15	01/20/16	Not Begun				
1.15.2	Quarterly tracking of parent usage after school and on weekends and student achievement data	Campus Principals	11/01/15	01/20/16	Not Begun				

1.15.3	<i>Deliverable: Quarterly reports on student usage and impact on student achievement</i>	Campus Principals	01/20/16	01/20/16	Not Begun		In addition to weekly review of blended learning student achievement data, IDEA will compare interim assessment and other formative assessment results with use of the blended learning spaces in the hours outside of the regular school day at each campus.		
1.15.4	<i>Deliverable: Quarterly reports on parent usage and impact on student achievement</i>	Campus Principals	01/20/16	01/20/16	Not Begun				
1.15.5	<i>Milestone: On-going analysis of student and parent usage of the Blended Learning Spaces (BLS) after school and on weekends</i>	Campus Principals	01/20/16	01/20/16	Not Begun				
1.16	Quarterly monitoring of use and success of after school/weekend use of Blended Learning Spaces (BLS) for SY '15-16	Campus Principals	01/21/16	04/05/16	Not Begun		Refer to 1.6 as each campus will develop tracking metrics and tools.		
1.16.1	Quarterly tracking of student usage data during after school time and weekends and student achievement data	Campus Principals	01/21/16	04/05/16	Not Begun				
1.16.2	Quarterly tracking of parent usage after school and on weekends and student achievement data	Campus Principals	01/21/16	04/05/16	Not Begun				
1.16.3	<i>Deliverable: Quarterly reports on student usage and impact on student achievement</i>	Campus Principals	04/05/16	04/05/16	Not Begun		In addition to weekly review of blended learning student achievement data, IDEA will compare interim assessment and other formative assessment results with use of the blended learning spaces in the hours outside of the regular school day at each campus.		
1.16.4	<i>Deliverable: Quarterly reports on parent usage and impact on student achievement</i>	Campus Principals	04/05/16	04/05/16	Not Begun				
1.16.5	<i>Milestone: On-going analysis of student and parent usage of the Blended Learning Spaces (BLS) after school and on weekends</i>	Campus Principals	04/05/16	04/05/16	Not Begun				
1.17	Quarterly monitoring of use and success of after school/weekend use of Blended Learning Spaces (BLS) for SY '15-16	Campus Principals	04/06/16	06/07/16	Not Begun		Refer to 1.6 as each campus will develop tracking metrics and tools.		
1.17.1	Quarterly tracking of student usage data during after school time and weekends and student achievement data	Campus Principals	04/06/16	06/07/16	Not Begun				
1.17.2	Quarterly tracking of parent usage after school and on weekends and student achievement data	Campus Principals	04/06/16	06/07/16	Not Begun				
1.17.3	<i>Deliverable: Quarterly reports on student usage and impact on student achievement</i>	Campus Principals	06/07/16	06/07/16	Not Begun		In addition to weekly review of blended learning student achievement data, IDEA will compare interim assessment and other formative assessment results with use of the blended learning spaces in the hours outside of the regular school day at each campus.		
1.17.4	<i>Deliverable: Quarterly reports on parent usage and impact on student achievement</i>	Campus Principals	06/07/16	06/07/16	Not Begun				
1.17.5	<i>Milestone: On-going analysis of student and parent usage of the Blended Learning Spaces (BLS) after school and on weekends</i>	Campus Principals	06/07/16	06/07/16	Not Begun				
1.18	Yearly evaluation of use and success of after school/weekend use of Blended Learning Spaces (BLS) for students and/or parents for SY '15-16	Campus Principals, Pablo Mejia Director of Individualized Learning	06/15/16	08/01/16	Not Begun				
1.18.1	Review yearly data on usage and impact for student use	Campus Principals, Pablo Mejia Director of Individualized Learning	06/15/16	07/01/16	Not Begun				
1.18.2	Review yearly data on usage and impact for parent use	Campus Principals, Pablo Mejia Director of Individualized Learning	06/15/16	07/01/16	Not Begun				
1.18.3	Based on data, reflect and suggest changes for SY '16-17 around student use	Campus Principals, Pablo Mejia Director of Individualized Learning	07/01/16	07/01/16	Not Begun				
1.18.4	Based on data, reflect and suggest changes for SY '16-17 around parent use	Campus Principals, Pablo Mejia Director of Individualized Learning	07/01/16	07/15/16	Not Begun				

1.18.5	Modify implementation for SY '16-17 based on reflection and develop an improved school level implementation plan	Campus Principals	07/15/16	08/01/16	Not Begun			
1.18.6	<i>Deliverable: End of year report on usage and impact with reflection and changes for next school year</i>	Campus Principals	08/01/16	08/01/16	Not Begun			
1.18.7	<i>Deliverable: Robust school level implementation plan for SY '16-17</i>	Campus Principals	08/01/16	08/01/16	Not Begun			
1.18.8	<i>Milestone: 100% campuses prepared to launch the after school and weekend access with updates and improvements based on reflections for student and parent use</i>	Campus Principals	08/01/16	08/01/16	Not Begun			
1.19	Launch after school and weekend access of Blended Learning Spaces (BLS) for students and parents use for SY '16-17	Campus Principals	09/01/16	10/01/16	Not Begun		Given that grant year 4 is 1.5 school years (SY '15'16 and fall SY '16-'17), project allocated funds will be spent by the end of SY '15-'16. IDEA will supplement funds needed to execute Project 1 in fall SY '16-17.	
1.19.1	Execute on school level implementation plan for SY '16-17	Campus Principals	09/01/16	09/01/16	Not Begun			

1.19.2	<i>Deliverable: Execute on SLIP SY '16-17</i>	Campus Principals	09/01/16	09/01/16	Not Begun			
1.19.3	<i>Milestone: 100% of Blended Learning Spaces (BLS) open after school or on weekends for student use</i>	Campus Principals	09/15/16	09/15/16	Not Begun			
1.19.4	<i>Milestone: 100% of Blended Learning Spaces (BLS) open after school or on weekends for parent use based on needs assessment and previous year data</i>	Campus Principals	10/01/16	10/01/16	Not Begun			
1.20	Quarterly monitoring of use and success of after school/weekend use of Blended Learning Spaces (BLS) for SY '16-17	Campus Principals	08/27/16	10/31/16	Not Begun	Refer to 1.6 as each campus will develop tracking metrics and tools.		
1.20.1	Quarterly tracking of student usage data during after school time and weekends and student achievement data	Campus Principals	08/27/16	10/31/16	Not Begun			
1.20.2	Quarterly tracking of parent usage after school and on weekends and student achievement data	Campus Principals	08/27/16	10/31/16	Not Begun			
1.20.3	<i>Deliverable: Quarterly reports on student usage and impact on student achievement</i>	Campus Principals	10/31/16	10/31/16	Not Begun	In addition to weekly review of blended learning student achievement data, IDEA will compare interim assessment and other formative assessment results with use of the blended learning spaces in the hours outside of the regular school day at each campus.		
1.20.4	<i>Deliverable: Quarterly reports on parent usage and impact on student achievement</i>	Campus Principals	10/31/16	10/31/16	Not Begun			
1.20.5	<i>Milestone: On-going analysis of student and parent usage of the Blended Learning Spaces (BLS) after school and on weekends</i>	Campus Principals	10/31/16	10/31/16	Not Begun			
1.21	Quarterly monitoring of use and success of after school/weekend use of Blended Learning Spaces (BLS) for SY '16-17	Campus Principals	11/01/16	12/26/16	Not Begun	Refer to 1.6 as each campus will develop tracking metrics and tools.		
1.21.1	Quarterly tracking of student usage data during after school time and weekends and student achievement data	Campus Principals	11/01/16	12/26/16	Not Begun			
1.21.2	Quarterly tracking of parent usage after school and on weekends and student achievement data	Campus Principals	11/01/16	12/26/16	Not Begun			
1.21.3	<i>Deliverable: Quarterly reports on student usage and impact on student achievement</i>	Campus Principals	12/26/16	12/26/16	Not Begun	In addition to weekly review of blended learning student achievement data, IDEA will compare interim assessment and other formative assessment results with use of the blended learning spaces in the hours outside of the regular school day at each campus.		
1.21.4	<i>Deliverable: Quarterly reports on parent usage and impact on student achievement</i>	Campus Principals	12/26/16	12/26/16	Not Begun			

1.21.5	<i>Milestone: On-going analysis of student and parent usage of the Blended Learning Spaces (BLS) after school and on weekends</i>	Campus Principals	12/26/16	12/26/16	Not Begun			
1.22	End of project evaluation and post-grant planning	Pablo Mejia, Director of Individualized Learning	9/1/16	12/26/16	Not Begun			
1.22.1	Analyze yearly data from years 2-4 to identify implementation trends and student achievement outcomes	Pablo Mejia, Director of Individualized Learning	9/1/16	9/15/16	Not Begun			
1.22.2	Develop the Project 1 Report, detailing outcomes across the 4 year grant period	Pablo Mejia, Director of Individualized Learning	9/1/16	9/30/16	Not Begun			
1.22.3	<i>Deliverable: Project 1 Report</i>	Pablo Mejia, Director of Individualized Learning	9/30/16	9/30/16	Not Begun			
1.22.4	Develop a set of key findings and guiding questions to inform post-grant planning session with key stakeholders, including members of the Academic Services, Schools and Data teams, as well as campus leaders and blended learning spaces staff	Pablo Mejia, Director of Individualized Learning	9/20/16	10/5/16	Not Begun			
1.22.5	<i>Deliverable: Findings and key questions to inform post-grant planning</i>	Pablo Mejia, Director of Individualized Learning	10/5/16	10/5/16	Not Begun			
1.22.6	Convene stakeholders for post-grant planning session	Pablo Mejia, Director of Individualized Learning	10/5/16	11/1/16	Not Begun			
1.22.7	Using outcomes from the convening above, draft the post-grant implementation plan	Pablo Mejia, Director of Individualized Learning	11/1/16	11/15/16	Not Begun			
1.22.8	Solicit feedback from key stakeholders (IDEA Chiefs, key instructional leaders) regarding the draft post-grant implementation plan	Pablo Mejia, Director of Individualized Learning	11/15/16	12/1/16	Not Begun			
1.22.9	Revise the post-grant implementation plan per feedback	Pablo Mejia, Director of Individualized Learning	12/1/16	12/26/16	Not Begun			
1.22.10	<i>Deliverable: Post-Grant Implementation Plan</i>	Pablo Mejia, Director of Individualized Learning	12/26/16	12/26/16	Not Begun			
1.22.11	<i>Milestone: Completed evaluation of Project 1</i>	Pablo Mejia, Director of Individualized Learning	12/26/16	12/26/16	Not Begun			
1.22.12	<i>Milestone: Post-Grant Implementation Plan in place to guide on-going access to the iLearning Hotspot and AR Zone</i>	Pablo Mejia, Director of Individualized Learning	12/26/16	12/26/16	Not Begun			

Grantee Name: IDEA Public Schools									
Project #2 Accelerated Reading Zone: Personalized Book Selection									
Project Goals/Desired Outcomes: Increase the number of students reading on/above grade level and/or showing 1.5 years growth within one school year.									
Narrative: IDEA will increase the number of books in each participating campus' collection to a ratio of 12 books per student. Book collections are housed in the Accelerated Reader (AR) Zone, where students read independently for an average of 30 minutes per day. During AR Zone time, students self-select a book to read that is within their reading range as determined by the STAR adaptive reading test. When the student finishes reading a book, they record the title, quiz number and reading level on a log sheet. Students then take a comprehension test on the book, and a test summary is generated. Facilitators (co-teachers) then check student test summaries, and have a mini-conference with each student. During the miniconference, the facilitator asks questions so students have an opportunity to reflect on how they performed on the comprehension test, share successes and challenges, and together they decide what range the student should select a book from for their next reading. The purchased books will be balanced according to participating campus' students' reading levels and Texas TEKS, with a focus on English Language Arts, Elementary Science, and Middle School Social Studies. With books to choose from that are appropriate for our students, we expect to see gains in the percent of students who end the year on grade level in reading.									
Key Performance Measures: Increase percent of grade K-5 students who end year on/above grade level in literacy and writing. Decrease ELA achievement gaps between IDEA and statewide average for 4th-7th grade ELA.									
Cross-reference to other projects: Independent project									
Activities for Project 2									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
2	<i>Project 2 Accelerated Reading Zone: Personalized Book Selection</i>	<i>Roberta Fredenburg, AR Zone Coordinator</i>	<i>1/14/13</i>	<i>12/26/16</i>	<i>In Progress</i>	<i>On-Track</i>			
2.1	Determine AR Reading Zone book needs to ensure appropriate books are ordered	Roberta Fredenburg, AR Zone Coordinator	1/14/13	3/22/13	Complete 3/19/13				
2.1.1	Identify current student reading levels by analyzing Renaissance STAR test data (adaptive computer-based test that identifies a student's independent reading level)	Roberta Fredenburg, AR Zone Coordinator	1/14/13	2/8/13	Complete: 1/31/13				
2.1.2	Complete current inventory of books at participating campuses and determine current book per student ratio	Roberta Fredenburg, AR Zone Coordinator	1/23/13	2/11/13	Complete: 2/8/13				
2.1.3	Determine the number of books needed at each campus to ensure a book to student ratio of 12:1	Roberta Fredenburg, AR Zone Coordinator	2/11/13	2/15/13	Complete: 2/15/13				
2.1.4	Align book needs to Texas TEKS and current student reading levels	Roberta Fredenburg, AR Zone Coordinator	2/15/13	3/1/13	Complete: 3/1/13				

2.1.5	<i>Deliverable: Completed needs assessment worksheet</i>	Roberta Fredenburg, AR Zone Coordinator	3/8/13	3/8/13	Complete: 3/8/13			
2.1.6	<i>Milestone: Gaps are identified for participating campus collections</i>	Roberta Fredenburg, AR Zone Coordinator	3/22/13	3/22/13	Complete 3/19/13			
2.2	Order books and shelving	Roberta Fredenburg, AR Zone Coordinator	3/25/13	5/10/13	Complete: 5/10/13			
2.2.1	Select vendors for book purchases	Roberta Fredenburg, AR Zone Coordinator	3/25/13	3/29/13	Complete: 3/29/13			
2.2.2	Conduct needs assessment for shelving needs for each campus	Roberta Fredenburg, AR Zone Coordinator	3/29/13	4/5/13	Complete: 4/5/13			
2.2.3	Order books	Roberta Fredenburg, AR Zone Coordinator	4/5/13	5/3/13	Complete: 5/3/13			Table 4-1 Budget 2 Supplies
2.2.4	<i>Deliverable: Purchase Order for each participating campus' book order</i>	Roberta Fredenburg, AR Zone Coordinator	5/3/13	5/3/13	Complete: 5/3/13			Table 4-1 Budget 2 Supplies

2.2.5	Order shelves	Elliot Nguyen, Director of Logistics	4/5/13	5/10/13	Complete: 5/3/13				Table 4-1 Budget 2 Supplies
2.2.6	<i>Deliverable: Purchase Order for each campus' shelving order</i>	Elliot Nguyen, Director of Logistics	5/10/13	5/10/13	Complete: 5/3/13				Table 4-1 Budget 2 Supplies
2.2.7	<i>Milestone: Books and shelves are ordered for each participating campus</i>	Roberta Fredenburg, AR Zone Coordinator	5/10/13	5/10/13	Complete: 5/3/13				
2.3	Coordinate logistics for book and shelving arrival	Roberta Fredenburg, Alberto Castillo & Nelda Garcia, Regional APO's	5/10/13	7/12/13	Complete: 7/12/13				
2.3.1	Design Campus Layouts for AR Zones	Chris Welch, Technology Project Manager	5/10/13	5/17/13	Complete: 5/17/13				
2.3.2	Create one-page Logistics Overview for Assistnt Principals of Operations (APO) at participating campuses to attach to campus layout (includes information about shipping and arrival dates, installation dates, floor waxing schedule, etc.)	Roberta Fredenburg, Alberto Castillo & Nelda Garcia, Regional APO's	5/10/13	5/17/13	Complete: 5/17/13				
2.3.3	Meet with APO's to review campus layouts and Logisitics Overview	Roberta Fredenburg, Alberto Castillo & Nelda Garcia, Regional APO's	5/17/13	5/31/13	Complete: 5/24/13				
2.3.4	<i>Deliverable: Campus Layouts</i>	Roberta Fredenburg, Alberto Castillo & Nelda Garcia, Regional APO's	5/31/13	5/31/13	Complete: 5/24/13				
2.3.5	<i>Deliverable: Logistics Overview</i>	Roberta Fredenburg, Alberto Castillo & Nelda Garcia, Regional APO's	5/17/13	5/17/13	Complete: 5/17/13				

2.3.6	<i>Milestone: 100% of shelving and books arrive at campuses</i>	Roberta Fredenburg, AR Zone Coordinator, Elliot Nguyen, Director of Logistics	7/12/13	7/12/13	Complete: 7/12/13			
2.3.7	<i>Milestone: AR Zones ready for installation of shelves and books (according to Logistics Overview)</i>	Campus APOs	7/12/13	7/12/13	Complete: 7/12/13			
2.4	Set up AR Reading Zone to ensure optimal reading environment for students	Roberta Fredenburg, Alberto Castillo & Nelda Garcia, Regional APO's	7/12/13	8/20/13	Complete: 7/13/13			
2.4.1	AR Reading Zone furniture is placed in room according to campus layout	Campus APOs	7/12/13	7/23/13	Complete 7/23/13			
2.4.2	Shelve and reshelve books according to reading level	Campus APOs	7/23/13	7/30/13	Complete: 7/30/13			
2.4.3	Download new book records into library management system	Roberta Fredenburg, AR Zone Coordinator	7/30/13	8/2/13	Complete: 8/2/13			
2.4.4	<i>Deliverable: Campus Layout form is signed by APO stating AR Zone physical space matches campus layout.</i>	Roberta Fredenburg, Alberto Castillo & Nelda Garcia, Regional APO's	8/20/13	8/20/13	Complete: 8/20/13			
2.4.5	<i>Milestone: 100% of AR Zones are ready for student use during the Blended Learning time beginning on the first day of school, including books to ensure a 12:1 ratio at each participating campus</i>	Campus APOs	8/20/13	8/20/13	Complete: 8/20/13			

2.5	Quarterly and yearly monitoring of use and success of additional books in AR Zone to increase student reading levels (SY '13-14)	Roberta Fredenburg, AR Zone Coordinator	8/25/13	6/30/14	In Progress	On-Track			Table 4-1 Budget 2 Supplies. <i>Note: purchases will be made by IDEA HQ for each campus based on data-based needs.</i>
2.5.1	Quarterly tracking of participation, percent correct, engaged time, and student reading level, according to the Renaissance STAR test (measures and tracks each student's independent reading level)	Roberta Fredenburg, AR Zone Coordinator	8/25/13	10/25/13	Complete: 10/25/13	On-Track			
2.5.2	<i>Deliverable: Quarterly report of student achievement in the AR Zone</i>	Roberta Fredenburg, AR Zone Coordinator	11/5/13	11/5/13	Complete: 11/5/13				
2.5.3	Quarterly tracking of participation, percent correct, engaged time, and student reading level, according to the Renaissance STAR test (measures and tracks each student's independent reading level)	Roberta Fredenburg, AR Zone Coordinator	10/26/13	1/17/14	In Progress	On-Track			
2.5.4	<i>Deliverable: Quarterly report of student achievement in the AR Zone</i>	Roberta Fredenburg, AR Zone Coordinator	1/23/14	1/23/14	Not Begun				
2.5.5	Quarterly tracking of participation, percent correct, engaged time, and student reading level, according to the Renaissance STAR test (measures and tracks each student's independent reading level)	Roberta Fredenburg, AR Zone Coordinator	1/18/14	3/28/14	Not Begun				

2.5.6	<i>Deliverable: Quarterly report of student achievement in the AR Zone</i>	Roberta Fredenburg, AR Zone Coordinator	4/4/14	4/4/14	Not Begun			
2.5.7	Quarterly tracking of participation, percent correct, engaged time, and student reading level, according to the Renaissance STAR test (measures and tracks each student's independent reading level)	Roberta Fredenburg, AR Zone Coordinator	3/29/14	6/4/14	Not Begun			
2.5.8	<i>Deliverable: Quarterly report of student achievement in the AR Zone</i>	Roberta Fredenburg, AR Zone Coordinator	6/8/14	6/8/14	Not Begun			
2.5.9	Use cumulative data from SY '13-14 to develop yearly impact report, using Renaissance STAR data from previous years as a comparison	Roberta Fredenburg, AR Zone Coordinator	6/8/14	6/14/14	Not Begun			
2.5.10	<i>Deliverable: Yearly report detailing project impact on student achievement</i>	Roberta Fredenburg, AR Zone Coordinator	6/14/14	6/14/14	Not Begun			
2.5.11	Communicate yearly report findings to key instructional leaders, including members of the Academic Services Team and IDEA Public Schools Chiefs	Roberta Fredenburg, AR Zone Coordinator	6/14/14	6/30/14	Not Begun			
2.5.12	<i>Milestone: Comparison of SY '13-14 achievement to previous years (project impact)</i>	Roberta Fredenburg, AR Zone Coordinator	6/30/14	6/30/14	Not Begun			
2.6	Quarterly and yearly monitoring of use and success of additional books in AR Zone to increase student reading levels (SY '14-15)	Roberta Fredenburg, AR Zone Coordinator	8/25/14	6/30/15	Not Begun	Monitoring and evaluation activities extending beyond the close of spending (at the end of grant year 2- 6/30/14) are included here to outline the on-going evaluation of project impact. Per Table 4-1 Budget 2, all funds will be spent by the end of year 2.		
2.6.1	Quarterly tracking of participation, percent correct, engaged time, and student reading level, according to the Renaissance STAR test (measures and tracks each student's independent reading level)	Roberta Fredenburg, AR Zone Coordinator	8/25/14	10/25/14	Not Begun			
2.6.2	<i>Deliverable: Quarterly report of student achievement in the AR Zone</i>	Roberta Fredenburg, AR Zone Coordinator	11/5/14	11/5/14	Not Begun			

2.6.3	Quarterly tracking of participation, percent correct, engaged time, and student reading level, according to the Renaissance STAR test (measures and tracks each student's independent reading level)	Roberta Fredenburg, AR Zone Coordinator	10/26/14	1/17/15	Not Begun			
2.6.4	<i>Deliverable: Quarterly report of student achievement in the AR Zone</i>	Roberta Fredenburg, AR Zone Coordinator	1/23/15	1/23/15	Not Begun			
2.6.5	Quarterly tracking of participation, percent correct, engaged time, and student reading level, according to the Renaissance STAR test (measures and tracks each student's independent reading level)	Roberta Fredenburg, AR Zone Coordinator	1/18/15	3/28/15	Not Begun			
2.6.6	<i>Deliverable: Quarterly report of student achievement in the AR Zone</i>	Roberta Fredenburg, AR Zone Coordinator	4/4/15	4/4/15	Not Begun			
2.6.7	Quarterly tracking of participation, percent correct, engaged time, and student reading level, according to the Renaissance STAR test (measures and tracks each student's independent reading level)	Roberta Fredenburg, AR Zone Coordinator	3/29/15	6/4/15	Not Begun			
2.6.8	<i>Deliverable: Quarterly report of student achievement in the AR Zone</i>	Roberta Fredenburg, AR Zone Coordinator	6/8/15	6/8/15	Not Begun			
2.6.9	Use cumulative data from SY '14-15 to develop yearly impact report, using Renaissance STAR data from previous years as a comparison	Roberta Fredenburg, AR Zone Coordinator	6/8/15	6/14/15	Not Begun			
2.6.10	<i>Deliverable: Yearly report detailing project impact on student achievement</i>	Roberta Fredenburg, AR Zone Coordinator	6/14/15	6/14/15	Not Begun			
2.6.11	Communicate yearly report findings to key instructional leaders, including members of the Academic Services Team and IDEA Public Schools Chiefs	Roberta Fredenburg, AR Zone Coordinator	6/14/15	6/30/15	Not Begun			
2.6.12	<i>Milestone: Comparison of SY '14-15 achievement to previous years (project impact)</i>	Roberta Fredenburg, AR Zone Coordinator	6/30/15	6/30/15	Not Begun			

2.7	Quarterly and yearly monitoring of use and success of additional books in AR Zone to increase student reading levels (SY '15-16)	Roberta Fredenburg, AR Zone Coordinator	8/25/15	6/30/16	Not Begun			
2.7.1	Quarterly tracking of participation, percent correct, engaged time, and student reading level, according to the Renaissance STAR test (measures and tracks each student's independent reading level)	Roberta Fredenburg, AR Zone Coordinator	8/25/15	10/25/15	Not Begun			
2.7.2	<i>Deliverable: Quarterly report of student achievement in the AR Zone</i>	Roberta Fredenburg, AR Zone Coordinator	11/5/15	11/5/15	Not Begun			
2.7.3	Quarterly tracking of participation, percent correct, engaged time, and student reading level, according to the Renaissance STAR test (measures and tracks each student's independent reading level)	Roberta Fredenburg, AR Zone Coordinator	10/26/15	1/17/16	Not Begun			
2.7.4	<i>Deliverable: Quarterly report of student achievement in the AR Zone</i>	Roberta Fredenburg, AR Zone Coordinator	1/23/16	1/23/16	Not Begun			
2.7.5	Quarterly tracking of participation, percent correct, engaged time, and student reading level, according to the Renaissance STAR test (measures and tracks each student's independent reading level)	Roberta Fredenburg, AR Zone Coordinator	1/18/16	3/28/16	Not Begun			
2.7.6	<i>Deliverable: Quarterly report of student achievement in the AR Zone</i>	Roberta Fredenburg, AR Zone Coordinator	4/4/16	4/4/16	Not Begun			
2.7.7	Quarterly tracking of participation, percent correct, engaged time, and student reading level, according to the Renaissance STAR test (measures and tracks each student's independent reading level)	Roberta Fredenburg, AR Zone Coordinator	3/29/16	6/4/16	Not Begun			
2.7.8	<i>Deliverable: Quarterly report of student achievement in the AR Zone</i>	Roberta Fredenburg, AR Zone Coordinator	6/8/16	6/8/16	Not Begun			

2.7.9	Use cumulative data from SY '15-16 to develop yearly impact report, using Renaissance STAR data from previous years as a comparison	Roberta Fredenburg, AR Zone Coordinator	6/8/16	6/14/16	Not Begun			
2.7.10	<i>Deliverable: Yearly report detailing project impact on student achievement</i>	Roberta Fredenburg, AR Zone Coordinator	6/14/16	6/14/16	Not Begun			
2.7.11	Communicate yearly report findings to key instructional leaders, including members of the Academic Services Team and IDEA Public Schools Chiefs	Roberta Fredenburg, AR Zone Coordinator	6/14/16	6/30/16	Not Begun			
2.7.12	<i>Milestone: Comparison of SY '15-16 achievement to previous years (project impact)</i>	Roberta Fredenburg, AR Zone Coordinator	6/30/16	6/30/16	Not Begun			
2.8	Quarterly and yearly monitoring of use and success of additional books in AR Zone to increase student reading levels (SY '15-16)	Roberta Fredenburg, AR Zone Coordinator	8/25/16	12/26/16	Not Begun			
2.8.1	Quarterly tracking of participation, percent correct, engaged time, and student reading level, according to the Renaissance STAR test (measures and tracks each student's independent reading level)	Roberta Fredenburg, AR Zone Coordinator	8/25/16	10/25/16	Not Begun			
2.8.2	<i>Deliverable: Quarterly report of student achievement in the AR Zone</i>	Roberta Fredenburg, AR Zone Coordinator	11/5/16	11/5/16	Not Begun			
2.8.3	Quarterly tracking of participation, percent correct, engaged time, and student reading level, according to the Renaissance STAR test (measures and tracks each student's independent reading level)	Roberta Fredenburg, AR Zone Coordinator	10/26/16	12/20/16	Not Begun			
2.8.4	<i>Deliverable: Quarterly report of student achievement in the AR Zone</i>	Roberta Fredenburg, AR Zone Coordinator	12/20/16	12/20/16	Not Begun			
2.8.5	Develop plan for continuing to monitor project impact beyond close of RTT-D Grant, including opportunities to expand to non-RTT-D participating campuses	Roberta Fredenburg, AR Zone Coordinator	12/20/16	12/26/16	Not Begun			

2.8.6	<i>Deliverable: Plan for continuing to monitor project impact</i>	Roberta Fredenburg, AR Zone Coordinator	12/26/16	12/26/16	Not Begun				
2.8.7	<i>Milestone: Process in place for on-going project expansion and impact monitoring</i>	Roberta Fredenburg, AR Zone Coordinator	12/26/16	12/26/16	Not Begun				

Grantee Name: IDEA Public Schools

Project #3 New Reading Approach in Blended Learning Labs (Pilot)

Project Goals/Desired Outcomes: Increased student achievement in reading at Academy (elementary) pilot campuses in comparison to non pilot campuses in the area of reading on the state assessment and percentage of students reading on level.

Narrative: Selected IDEA elementary schools will pilot the use adaptive reading software in the AR zones. The AR Zones are the place that students rotate through every 2 out of 3 days for 45 minutes each session to conduct independent reading and take comprehension tests. At pilot schools adaptive reading software will be added to the expectation of reading and testing.

Key Performance Measures: Increase percent of grade K-5 students who end year on/above grade level in literacy and writing, Decrease ELA achievement gaps between IDEA and statewide average for 4th-5th grade at pilot campuses.

Cross-reference to other projects: Project 1 - iLearning hotspot and Accelerated Reading Zone Access Afterschool/Weekends - as students will be able to access the software during out of school time at the pilot campuses.

Activities for Project 3

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
3	<i>Project 3: New Reading Approach in Blended Learning Labs</i>	<i>Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning</i>	<i>4/1/2013</i>	<i>12/26/2016</i>	<i>In Progress</i>	<i>On-Track</i>			
3.1	Develop pilot application and selection process	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/1/13	5/16/13	Completed: 5/16/13				
3.1.1	Develop pilot application that will be used to determine campuses that will be selected to pilot the new reading approach in the Accelerated Reader (AR) Zones	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/1/13	4/15/13	Complete: 4/15/13				
3.1.2	Develop evaluation rubric	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/1/13	4/15/13	Complete: 4/15/13				
3.1.3	<i>Deliverable: Pilot application</i>	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/15/13	4/15/13	Complete: 4/15/13				
3.1.4	<i>Deliverable: Evaluation rubric</i>	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/15/13	4/15/13	Complete: 4/15/13				
3.1.5	Select selection committee	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	5/1/13	5/1/13	Complete: 5/1/13				
3.1.6	Train selection committee on evaluation rubric	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	5/1/13	5/1/13	Complete: 5/1/13				
3.1.7	<i>Milestone: Applications distributed to campuses</i>	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/15/13	4/15/13	Complete: 4/15/13				
3.1.8	<i>Milestone: Selection process in place</i>	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/15/13	4/15/13	Complete: 4/15/13				

3.2	Select pilot campuses for 2013-2014 school year and for the duration of the grant through the 2016 school year using pilot application evaluation rubric	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/18/13	5/10/13	Complete: 5/10/13			
3.2.1	Present application and selection process to principals	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/18/13	4/18/13	Complete: 4/18/13			
3.2.2	Submission of campus application	Campus Principals	5/3/13	5/3/13	Complete: 5/3/13			
3.2.3	Campuses submit application to central office via email	Pilot Selection Committee	5/10/13	5/10/13	Complete: 5/10/13			
3.2.4	Campus applications reviewed by pilot selection committee using pilot application evaluation rubric	Pilot Selection Committee	5/10/13	5/10/13	Complete: 5/10/13			
3.2.5	Pilot campuses selected	Pilot Selection Committee	5/10/13	5/10/13	Complete: 5/10/13			
3.2.6	<i>Deliverable: Completed campus applications delivered to central office</i>	Campus Principals	5/3/13	5/3/13	Complete: 5/3/13			
3.2.7	<i>Milestone: Campuses selected</i>	Pilot Selection Committee	5/10/13	5/10/13	Complete: 5/10/13			
3.3	Prepare pilot campuses for launch of new reading approach	Cody Grindle, IT Director, Elliot Nguyen Director of Logistics	5/10/13	8/15/13	Complete: 8/15/13			
3.3.1	Conduct needs assessment of computers needed at selected pilot campuses	Cody Grindle, IT Director	5/10/13	5/17/13	Complete: 5/17/13			
3.3.2	Purchase additional computers for selected campuses to ensure a 1:1 ratio	Cody Grindle, IT Director, Elliot Nguyen Director of Logistics	6/1/13	6/15/13	Complete: 6/15/13			Table 4- 1 Budget 3 Supplies
3.3.3	Purchase additional carrels for selected pilot campuses to ensure 1:1 ratio	Cody Grindle, IT Director, Elliot Nguyen Director of Logistics	6/1/13	6/15/13	Complete: 6/15/13			Table 4- 1 Budget 3 Supplies
3.3.4	Develop layouts for AR Zones for pilot campuses	Christopher Welch, IT Specialist	6/1/13	6/7/13	Complete: 6/7/13		Same layouts as Project 2: See 2.3.1	
3.3.5	Update electrical at existing spaces at pilot campuses to accommodate for additional computers	Christopher Welch, IT Specialist, Dan Cantu Director of Maintenance	6/15/13	8/15/13	Complete: 8/15/13			Table 4- 1 Budget 3 Contractual
3.3.6	Deliver computers and carrels to selected pilot campuses	Cody Grindle, IT Director, Elliot Nguyen Director of Logistics	7/1/13	8/15/13	Complete: 8/15/13			
3.3.7	Receive furniture at the selected pilot campuses	Cody Grindle, IT Director, Elliot Nguyen Director of Logistics	7/1/13	8/15/13	Complete: 8/15/13			
3.3.8	Set up AR Zone according to designed floor plan	Cody Grindle, IT Director, Elliot Nguyen Director of Logistics	7/1/13	8/15/13	Complete: 8/15/13			
3.3.9	Set up computers in AR zones at pilot campuses	Cody Grindle, IT Director, Elliot Nguyen Director of Logistics, Wesley Marshall, Data Analyst	7/1/13	8/15/13	Complete: 8/15/13			
3.3.10	<i>Deliverable: Needs assessment outlining pilot campus' tech needs</i>	Cody Grindle, IT Director	5/17/13	5/17/13	Complete: 5/17/13			
3.3.11	<i>Milestone: Computers, carrels and student provisioning for each software are complete and set up at all pilot campuses</i>	Cody Grindle, IT Director, Elliot Nguyen Director of Logistics, Wesley Marshall, Data Analyst	8/15/13	8/15/13	Completed: 8/15/13			
3.3.12	<i>Milestone: All pilot campuses set up for day one of instruction</i>	Cody Grindle, IT Director, Elliot Nguyen Director of Logistics, Wesley Marshall, Data Analyst	8/15/13	8/15/13	Complete: 8/15/13			

3.4	Select and purchase adaptive reading software to use in pilot campuses	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/1/13	8/15/13	Complete: 8/15/13				
3.4.1	Research available reading software	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/1/13	5/10/13	Complete: 5/10/13				
3.4.2	Use IDEA's internally developed selection criteria rubric to select reading software to be used at each pilot campus or grade level	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	5/17/13	5/17/13	Complete: 5/17/13				
3.4.3	Purchase reading software	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/15/13	7/1/13	Complete: 7/1/13		IDEA HQ staff worked in partnership with campus-level staff to select software for selected pilot campuses/grades. Software purchased by IDEA HQ for each campus. See SLIP activity 3.1.		Table 4.1- Budget 3 Supplies
3.4.4	Provision student accounts for software used in the AR zones	Cody Grindle, IT Director, Elliot Nguyen Director of Logistics, Wesley Marshall, Data Analyst	7/1/13	8/15/13	Complete: 8/15/13				
3.4.5	<i>Deliverable: Reading software available to all students</i>	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning, Wesley Marshall, Data Analyst	8/15/13	8/15/13	Complete: 8/15/13				
3.4.6	<i>Milestone: All student accounts created</i>	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning, Wesley Marshall, Data Analyst	8/1/13	8/1/13	Complete: 8/1/13				
3.5	Conduct staff development on the use of the new adaptive reading software at each pilot campus	Campus Principals Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/1/13	9/6/13	Complete: 9/6/13		Staff development will be planned and executed in a partnership between Roberta Fredenburg, campus principals, and software providers.		Table 4.1- Budget 3 Personnel
3.5.1	Develop staff development to train key staff at pilot campuses on the new adaptive reading software	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/1/13	8/16/13	Complete: 8/16/13				
3.5.2	Execute staff development session for all AR zone facilitators, principals, and ELA teachers at selected pilot campuses	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/16/13	9/1/13	Complete: 9/1/13				Table 4-1 Budget 3 Personnel
3.5.3	<i>Deliverable: Staff development agendas</i>	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/16/13	8/16/13	Complete: 8/16/13				
3.5.4	<i>Milestone: Key stakeholders at each pilot campus trained on adaptive reading software</i>	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	9/1/13	9/1/13	Complete: 9/1/13		First day of school is 8/20/13.		
3.5.5	Pilot campuses develop campus-specific School Level Implementation Plans (SLIPs) to guide implementation SY '13-14	Campus Principals	8/15/13	9/6/13	Complete: 9/6/13				
3.5.6	<i>Deliverable: SLIP for each pilot campus</i>	Campus Principals	9/6/13	9/6/13	Complete: 9/6/13				

3.5.7	<i>Milestones: Pilot campuses prepared for implementation of adaptive reading software SY '13-14</i>	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning, Campus Principals	9/6/13	9/6/13	Complete: 9/6/13			
3.6	Develop quarterly (9 week period; approximately 2 months) and yearly (August -June) monitoring plan	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/1/13	8/15/13	Complete: 8/15/13			
3.6.1	Determine metrics to evaluate effectiveness, using existing reports from each software (focus on usage (time on task), accuracy, and progress along the program)	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/1/13	8/10/13	Completed: 8/10/13			
3.6.2	Develop evaluation tools that will be used to measure results of pilot campuses in comparison to non-pilot campuses (Interim assessments and Renaissance Reading Test adaptive computer assessment)	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/10/13	8/15/13	Complete: 8/15/13			
3.6.3	<i>Deliverable: Evaluation plan to compare pilot to non-pilot campuses</i>	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/15/13	8/15/13	Complete: 8/15/13			
3.6.4	<i>Milestone: Measures of program impact established</i>	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/15/13	8/15/13	Complete: 8/15/13			
3.7	Quarterly monitoring of use and success of adaptive reading software	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/27/13	10/31/13	Complete: 10/31/13			
3.7.1	Quarterly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/27/13	10/31/13	Complete: 10/31/13		Reports developed based on data provided by participating campuses.	
3.7.2	<i>Deliverable: Quarterly reports on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	10/31/13	10/31/13	Complete: 10/31/13		See 3.10 for milestone.	
3.8	Quarterly monitoring of use and success of adaptive reading software	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	11/1/13	1/20/14	In Progress	On-Track		
3.8.1	Quarterly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	11/1/13	1/20/14	In Progress	On-Track		
3.8.2	<i>Deliverable: Quarterly reports on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	1/20/14	1/20/14	Not Begun		See 3.10 for milestone.	
3.9	Quarterly monitoring of use and success of adaptive reading software	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	1/21/14	4/5/14	Not Begun			

3.9.1	Quarterly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	1/21/14	4/5/14	Not Begun			
3.9.2	<i>Deliverable: Quarterly reports on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/5/14	4/5/14	Not Begun	See 3.10 for milestone.		
3.10	Quarterly monitoring of use and success of adaptive reading software	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/6/14	6/7/14	Not Begun			
3.10.1	Quarterly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/6/14	6/7/14	Not Begun			
3.10.2	<i>Deliverable: Quarterly reports on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/7/14	6/7/14	Not Begun			
3.10.3	<i>Milestone: Evidence provided for impact of project on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/7/14	6/7/14	Not Begun	This milestone reflects knowledge gained throughout the school year (activities 3.7-3.10).		
3.11	Yearly monitoring of use and success of new adaptive reading software in AR zones 2013-2014	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/15/14	8/1/14	Not Begun			
3.11.1	Yearly report measuring data usage, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/15/14	7/1/14	Not Begun			
3.11.2	Yearly comparison analysis between pilot schools and non pilot schools	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/15/14	7/1/14	Not Begun			
3.11.3	Based on data, reflect and suggest changes for 2014-2015	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/15/14	7/1/14	Not Begun			
3.11.4	Modify implementation for 2014-2015 school year based on reflection	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	7/1/14	7/15/14	Not Begun	At this point, project leaders will identify additional needed training for campus-based staff.		Table 4-1 Budget 3 Personnel
3.11.5	<i>Deliverable: End of year report on usage and impact with reflection and changes for next school year</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	7/1/14	7/15/14	Not Begun			

3.11.6	<i>Deliverable: SLIP to guide implementation SY '14-15</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/1/14	8/1/14	Not Begun			
3.11.7	<i>Milestone: All pilot schools will refine their SLIP based on reflections from 2013-2014 school year in preparation for implementation during the 2014-2015 school year</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/1/14	8/1/14	Not Begun			
3.12	Launch improved AR Zone at pilot campuses SY '14-15	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/1/14	9/15/14	Not Begun			Table 4.1- Budget 3 Personnel
3.12.1	Execute on SLIP SY '14-15	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/1/14	9/1/14	Not Begun			Table 4.1- Budget 3 Supplies
3.12.2	<i>Deliverable: All pilot campuses demonstrate implementation of SLIP via quarterly meeting with Roberta Fredenburg, AR Zone Coordinator</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator,	9/15/14	9/15/14	Not Begun			
3.12.3	<i>Milestone: 100% of pilot schools launch an improved pilot on the new reading approach in the AR zones</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	9/15/14	9/15/14	Not Begun			
3.13	Quarterly monitoring of use and success of adaptive reading software	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/27/14	10/31/14	Not Begun			
3.13.1	Quarterly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/27/14	10/31/14	Not Begun	Reports developed based on data provided by participating campuses.		
3.13.2	<i>Deliverable: Quarterly reports on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	10/31/14	10/31/14	Not Begun	See milestone 3.16.		
3.14	Quarterly monitoring of use and success of adaptive reading software	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	11/1/14	1/20/15	Not Begun			
3.14.1	Quarterly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	11/1/14	1/20/15	Not Begun			
3.14.2	<i>Deliverable: Quarterly reports on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	1/20/15	1/20/15	Not Begun	See milestone 3.16.		

3.15	Quarterly monitoring of use and success of adaptive reading software	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	1/21/15	4/5/15	Not Begun			
3.15.1	Quarterly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	1/21/15	4/5/15	Not Begun			
3.15.2	<i>Deliverable: Quarterly reports on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/5/15	4/5/15	Not Begun	See milestone 3.16.		
3.16	Quarterly monitoring of use and success of adaptive reading software	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/6/15	6/7/15	Not Begun			
3.16.1	Quarterly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/6/15	6/7/15	Not Begun			
3.16.2	<i>Deliverable: Quarterly reports on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/7/15	6/7/15	Not Begun			
3.16.3	<i>Milestone: Evidence provided for impact of project on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/7/15	6/7/15	Not Begun	This milestone reflects knowledge gained throughout the school year (activities 3.13-3.16).		
3.17	Yearly monitoring of use and success of new adaptive reading software in AR zones 2014-2015	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/15/15	8/1/15	Not Begun			
3.17.1	Yearly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/15/15	7/1/15	Not Begun			
3.17.2	Yearly comparison analysis between pilot schools and non pilot schools	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/15/15	7/1/15	Not Begun			
3.17.3	Based on data, reflect and suggest changes for 2015-2016	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/15/15	7/1/15	Not Begun			
3.17.4	Modify implementation for 2015-2016 school year based on reflection	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	7/1/15	7/15/15	Not Begun	At this point, project leaders will identify additional needed training for campus-based staff.		Table 4-1 Budget 3 Personnel

3.17.5	<i>Deliverable: End of year report on usage and impact with reflection and changes for next school year</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	7/15/15	7/15/15	Not Begun			
3.17.6	<i>Deliverable: SLIP SY '15-16</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/1/15	8/1/15	Not Begun			
3.17.7	<i>Milestone: All pilot schools refine SLIP based on reflections from SY '14-15 in preparation for implementation SY '15-16</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/1/15	8/1/15	Not Begun			
3.18	Launch improved AR Zone at pilot campuses SY '15-16	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/1/15	9/15/15	Not Begun			Table 4.1- Budget 3 Personnel
3.18.1	Execute on SLIP SY '15-16	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/1/15	9/1/15	Not Begun			Table 4.1- Budget 3 Supplies
3.18.2	<i>Deliverable: All pilot campuses demonstrate implementation of SLIP via quarterly meeting with Roberta Fredenburg, AR Zone Coordinator</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator,	9/1/15	9/1/15	Not Begun			
3.18.3	<i>Milestone: 100% of pilot schools launch an improved pilot on the new reading approach in the AR zones</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	9/15/15	9/15/15	Not Begun			
3.19	Quarterly monitoring of use and success of adaptive reading software	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/27/15	10/31/15	Not Begun			
3.19.1	Quarterly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/27/15	10/31/15	Not Begun	Reports developed based on data provided by participating campuses.		
3.19.2	<i>Deliverable: Quarterly reports on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	10/31/15	10/31/15	Not Begun	See milestone 3.22.		
3.20	Quarterly monitoring of use and success of adaptive reading software	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	11/1/15	1/20/16	Not Begun			
3.20.1	Quarterly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	11/1/15	1/20/16	Not Begun			

3.20.2	<i>Deliverable: Quarterly reports on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	1/20/16	1/20/16	Not Begun		See milestone 3.22.		
3.21	Quarterly monitoring of use and success of adaptive reading software	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	1/21/16	4/5/16	Not Begun				
3.21.1	Quarterly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	1/21/16	4/5/16	Not Begun				
3.21.2	<i>Deliverable: Quarterly reports on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/5/16	4/5/16	Not Begun		See milestone 3.22.		
3.22	Quarterly monitoring of use and success of adaptive reading software	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/6/16	6/7/16	Not Begun				
3.22.1	Quarterly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	4/6/16	6/7/16	Not Begun				
3.22.2	<i>Deliverable: Quarterly reports on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/7/16	6/7/16	Not Begun				
3.22.3	<i>Milestone: Evidence provided for impact of project on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/7/16	6/7/16	Not Begun		This milestone reflects knowledge gained throughout the school year (activities 3.19-3.22).		
3.23	Yearly monitoring of use and success of new adaptive reading software in AR zones 2015-2016	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/15/16	8/1/16	Not Begun				
3.23.1	Yearly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/15/16	7/1/16	Not Begun				
3.23.2	Yearly comparison analysis between pilot schools and non pilot schools	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/15/16	7/1/16	Not Begun				
3.23.3	Based on data, reflect and suggest changes for 2016-2017	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	6/15/16	7/1/16	Not Begun				

3.23.4	Modify SLIP SY '16-17 based on reflection	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	7/1/16	7/15/16	Not Begun			
3.23.5	<i>Deliverable: End of year report on usage and impact with reflection and changes for next school year</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	7/15/16	7/15/16	Not Begun			
3.23.6	<i>Deliverable: SLIP to guide implementation SY '16-17</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/1/16	8/1/16	Not Begun			
3.23.7	<i>Milestone: All pilot schools will refine their SLIP based on reflections from SY '15-16 in preparation for implementation SY '16-17</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/1/16	8/1/16	Not Begun			
3.24	Launch improved AR Zone at pilot campuses SY '16-17	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	9/1/16	10/1/16	Not Begun			
3.24.1	Execute on SLIP SY '16-17	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	9/1/16	9/1/16	Not Begun			Table 4.1- Budget 3 Supplies
3.24.2	<i>Deliverable: All pilot campuses demonstrate implementation of SLIP via quarterly meeting with Roberta Fredenburg, AR Zone Coordinator</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator,	10/1/16	10/1/16	Not Begun			
3.24.3	<i>Milestone: 100% of pilot schools launch an improved pilot on the new reading approach in the AR zones</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	10/1/16	10/1/16	Not Begun			
3.25	Quarterly monitoring of use and success of adaptive reading software	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/27/16	10/31/16	Not Begun			
3.25.1	Quarterly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	8/27/16	10/31/16	Not Begun	Reports developed based on data provided by participating campuses.		
3.25.2	<i>Deliverable: Quarterly reports on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	10/31/16	10/31/16	Not Begun	See milestone 3.26.		
3.26	Quarterly monitoring of use and success of adaptive reading software	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	11/1/16	12/26/16	Not Begun	Tracking impact will continue throughout SY '16-17. 12/26/16 end date reflects the end of the grant period, and thus this quarterly tracking period is shorter.		

3.26.1	Quarterly tracking of usage data, accuracy, and progress along the online software curriculum	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	11/1/16	12/26/16	Not Begun			
3.26.2	<i>Deliverable: Quarterly reports on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	12/26/16	12/26/16	Not Begun			
3.26.3	<i>Milestone: Evidence provided for impact of project on student achievement</i>	Campus Principals, Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	12/26/16	12/26/16	Not Begun	This milestone reflects knowledge gained throughout the school year (activities 3.25-3.26).		
3.27	End of grant evaluation and post-grant planning	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	9/16/16	12/26/16	Not Begun			
3.27.1	Analyze yearly reports from years 2-4 to identify implementation trends and outcomes (by project and collectively)	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	9/1/16	9/15/16	Not Begun			
3.27.2	Develop the end of grant report, detailing outcomes across the 4 year grant period	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	9/1/16	9/30/16	Not Begun	The outcomes included in this report will identify highly-effective software and contribute to post-grant planning.		
3.27.3	<i>Deliverable: End of grant report</i>	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	9/30/16	9/30/16	Not Begun			
3.27.4	Develop a set of key findings and guiding questions to inform post-grant planning sessions	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	9/20/16	10/5/16	Not Begun			
3.27.5	<i>Deliverable: Findings and key questions to inform post-grant planning</i>	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	10/5/16	10/5/16	Not Begun			
3.27.6	Convene key stakeholders, including members of the Academic Services, Schools, and Data teams, and campus leaders and blended learning spaces staff	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	10/5/16	11/1/16	Not Begun			
3.27.7	Using outcomes from the convening above, draft the post-grant implementation plan	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	11/1/16	11/15/16	Not Begun			
3.27.8	Solicit feedback from key stakeholders on the post-grant implementation plan, including members of the Academic Services, Schools, and Data teams, and campus leaders	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	11/15/16	12/1/16	Not Begun			

3.27.9	Revise the post-grant implementation plan per feedback	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	12/1/16	12/26/16	Not Begun				
3.27.10	<i>Deliverable; Post-Grant Implementation Plan</i>	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	12/26/16	12/26/16	Not Begun				
3.27.11	<i>Milestone: Completed RTT-D evaluation and post-grant implementation plan in place to improve IDEA's delivery of personalized learning opportunities for all students</i>	Roberta Fredenburg, AR Zone Coordinator, Pablo Mejia Director of Individualized Learning	12/26/16	12/26/16	Not Begun				

Grantee Name: IDEA Public Schools									
Project #4 ONLINE AP/ELECTIVES RE: DEEP LEARNING INTERESTS									
Project Goals/Desired Outcomes: By 2016, all participating students will enroll in at least one online AP or elective course.									
Narrative: IDEA will identify and implement high quality online or distance learning options to expand course offerings to include AP courses beyond those already offered.									
Key Performance Measures: 85% of IDEA students persist through grades 9-12. 100% of IDEA students enroll in college within 16 months of graduating high school. 85% of IDEA graduates attain a college degree within six years of high school graduation.									
Cross-reference to other projects: Project 5- Reimagine Intervention- as students may take online courses during the intervention period.									
Activities for Project 4									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
4	Online AP and elective courses offered to College Prep students to support deep learning interests and secure AP/college credit	Michael Gragert, ELA Coordinator	1/30/13	12/26/16	In Progress	On-Track			
4.1	Planning Stage: Pilot Campuses offer online courses (SY '13-14)	Pilot Campus Point Person, Michael Gragert, ELA Coordinator	1/30/13	8/25/13	Complete: 8/25/13	On-Track			
4.1.1	Identify 3-5 College Prep campuses to pilot implementation of online courses in SY '13-14	Michael Gragert, ELA Coordinator	2/15/13	3/30/13	Complete: 6/30/13	On-Track	Offered to all College Prep campuses with grades 9-12 (high school). 5 College Prep campuses agreed to pilot program in SY '13-14.		
4.1.2	College counselors at selected pilot campuses meet with targeted students to advise on online course selection/enrollment/success	Pilot Campus Point Person	3/30/13	5/30/13	Complete: 6/30/13	On-Track	Sample criteria: student willingness, interest, record of hard work, etc. Principals and/or other leaders at participating campuses will determine if online courses are made available to 11th and 12th grade students only, or if 9th and 10th graders will be eligible to participate as well.		
4.1.3	Identify program/platform for use at each pilot campus	Pilot Campus Point Person	3/30/13	6/30/13	Complete: 6/30/13	On-Track	Campuses research AP and other online providers. Program and platform must provide high school or dual enrollment credit for graduation in the state of Texas.		
4.1.4	Identify courses to implement at each pilot campus	Pilot Campus Point Person	3/30/13	6/30/13	Complete: 6/30/13	On-Track	Elective and AP courses offered will be based on student interest.		
4.1.5	Identify staff/faculty needed for program	Pilot Campus Point Person	3/30/13	6/30/13	Complete: 6/30/13	On-Track			
4.1.6	Identify staff/faculty training needs to provide information and counseling to students and parents	Pilot Campus Point Person	6/30/13	8/5/13	Complete: 8/5/13	On-Track			
4.1.7	Identify student/parent training/information needs	Pilot Campus Point Person	6/30/13	8/5/13	Complete: 8/5/13	On-Track			
4.1.8	All pilot campuses prepare School Level Implementation Plan (SLIP) to plan for and guide pilot implementation in SY '13-14	Pilot Campus Point Person	6/30/13	8/5/13	Complete: 8/5/13	On-Track	The SLIP for each campus will be created annually and will reflect adjustments based on campus needs, successes, and refinement strategies.		
4.1.9	Deliverable: SLIP for each pilot campus	Pilot Campus Point Person	8/25/13	8/25/13	Complete: 8/25/13	On-Track			
4.1.10	Milestone: Finalized SLIP for identifying participating students and campus logistics	Pilot Campus Point Persons	8/25/13	8/25/13	Complete: 8/25/13	On-Track			
4.2	Implementation Stage: Implement online courses according to the SLIP for each pilot campus (SY '13-14)	Pilot Campus Point Person	7/15/13	10/25/13	Complete: 10/25/13	On-Track			Table 4-1 Budget 4 Personnel
4.2.1	Provide counseling to identified students at pilot campuses to support enrollment	Pilot Campus Point Person	7/15/13	9/10/13	Complete: 9/10/13	On-Track			
4.2.2	Select and enroll students in chosen courses for fall '13	Pilot Campus Point Person	8/15/13	9/10/13	Complete: 9/10/13	On-Track			
4.2.3	Use SLIP to set up the physical space to implement online courses	Pilot Campus Point Person	8/15/13	8/20/13	Complete: 8/20/13	On-Track			

4.2.4	Train staff/faculty to support students/families	Pilot Campus Point Person	8/15/13	8/20/13	Complete: 8/20/13	On-Track			
4.2.5	Communicate with students and parents regarding enrollment status, expectations for students and families, and next steps	Pilot Campus Point Person	8/15/13	9/10/13	Complete: 9/10/13	On-Track			
4.2.6	Prepare purchase order for program payment	Lisa Pledger, Budget Director	8/15/13	10/25/13	Complete: 10/25/13	On-Track			
4.2.7	Deliver purchase order to program providers	Lisa Pledger, Budget Director	8/15/13	10/25/13	Complete: 10/25/13	On-Track			
4.2.8	Finance office pays tuition/fees to program providers	Lisa Pledger, Budget Director	8/15/13	10/25/13	Complete: 10/25/13	On-Track	Fees for online courses are paid by semester, therefore IDEA will pay fall '13 invoices by 10/25/13, and spring '14 invoices by March 15, 2014. Tasks 4.2.6-4.2.8 will be repeated January-March 2014.		Table 4-1 Budget 4 Contractual Table 4-1 Budget 4 Supplies
4.2.9	<i>Deliverable: Student enrollment verification for all students enrolled in an online course</i>	Michael Gragert, ELA Coordinator, Pilot Campus Point Person	10/25/13	10/25/13	Complete: 10/25/13	On-Track			
4.2.10	<i>Milestone: Students enrolled in online courses at all pilot campuses fall '13</i>	Michael Gragert, ELA Coordinator, Pilot Campus Point Person	10/25/13	10/25/13	Complete: 10/25/13	On-Track			
4.3	Campuses evaluate the effectiveness of pilot program, including 1) ease of deployment; 2) student engagement; 3) student academic outcomes	Michael Gragert, ELA Coordinator	9/15/13	8/5/14	In Progress	On-Track			
4.3.1	Campuses determine indicators for evaluating program	Campus Point Person	9/15/13	12/15/13	In Progress	On-Track	Example indicators might be grades, assessment data, student enrollment and participation. Process for determining indicators: campus level project leaders meet, examine the end-goal performance measures of this project, and then determine the daily/weekly/monthly/quarterly indicators that build up to those end-goal measures. The SLIP for pilot campuses will include evaluation measures to be implemented and revised as needed.		
4.3.2	<i>Deliverable: Program evaluation indicators</i>	Campus Point Person	12/15/13	12/15/13	Not Begun				
4.3.3	Campuses use indicators to monitor program	Campus Point Person	12/15/13	12/15/13	Not Begun		Monitoring/evaluating program has two goals: 1) ensure students are making significant learning progress/progress toward end-of-year assessment linked to that specific course (e.g., AP Exam, course end-of-year exams, STAAR, etc.) as applicable; and 2) ensure campus plans are effective and efficient to meet goal 1.		
4.3.4	Based on data, reflect and suggest changes for spring '14 implementation	Michael Gragert, ELA Coordinator, Campus Point Person	11/15/13	12/15/13	Not Begun				
4.3.5	Prepare mid-year report on effectiveness of program with reflection and opportunities for improvement in spring '14	Michael Gragert, ELA Coordinator, Campus Point Person	10/15/13	12/15/13	Not Begun				

4.3.6	<i>Deliverable: Mid-year report on effectiveness of program with reflection and changes for second semester</i>	Michael Gragert, ELA Coordinator, Campus Point Person	12/15/13	12/15/13	Not Begun		Campus point person will create report for the administration and project leader. Campuses will use the report to make adjustments to the program in the future.		
4.3.7	<i>Milestone: Mid-year evaluation of pilot</i>	Michael Gragert, ELA Coordinator, Campus Point Person	12/15/13	12/15/13	Not Begun				
4.3.8	Campuses use indicators (per SLIP) to monitor program	Campus Point person	12/15/13	4/15/14	Not Begun				
4.3.9	Based on data reflect and suggest changes for SY '14-15 implementation	Campus Point person	4/15/14	6/15/14	Not Begun				
4.3.10	Prepare SY '13-14 end-of-year report on effectiveness of program with reflection and changes for following school year	Campus Point person	5/1/14	8/5/14	Not Begun				
4.3.11	<i>Deliverable: End-of-year report on effectiveness of program with reflection and changes for following school year</i>	Campus Point person	8/5/14	8/5/14	Not Begun		Campus point person will create report for the administration and project leader. Campuses will use the report to make adjustments to the program in the future.		
4.3.12	<i>Milestone: Shared understanding of effectiveness and impact of online courses pilot program</i>	Campus Point person	8/5/14	8/5/14	Not Begun				
4.4	Planning Stage: Expand online and distance learning courses to students at all RTT-D College Prep campuses with 11-12th grades for SY '14-15 implementation	Campus Point Person, Dolores Gonzalez, Chief Program Officer, Carrie Saucedo, Director of Secondary Program, Michael Gragert, ELA Coordinator	2/15/14	8/25/14	Not Begun				
4.4.1	Meet with the Principals of all College Prep campuses with grades 11-12 to confirm participation in Project 4 (SY '14-15)	Michael Gragert, ELA Coordinator	2/15/14	3/30/14	Not Begun		College Prep campuses with grades 9 or 9 and 10 may opt into this program and offer online courses if they can provide evidence for sufficient demand among students/parents.		
4.4.2	Develop job description for Coordinator of Online Electives and post to relevant online forums	Dolores Gonzalez, Chief Program Officer, Carrie Saucedo, Director of Secondary Program, Michael Gragert, ELA Coordinator	2/15/14	3/1/14	Not Begun				
4.4.3	Interview candidates for Coordinator of Online Electives position	Dolores Gonzalez, Chief Program Officer, Carrie Saucedo, Director of Secondary Program, Michael Gragert, ELA Coordinator	3/1/14	4/1/14	Not Begun				
4.4.4	Hire best candidate for Coordinator of Online Electives position	Dolores Gonzalez, Chief Program Officer, Carrie Saucedo, Director of Secondary Program, Michael Gragert, ELA Coordinator	4/1/14	5/1/14	Not Begun				Table 4-1 Budget 4 Personnel
4.4.5	College Counselors at participating College Prep campuses advise students and parents regarding participation in SY '14-15	Campus College Counselors	4/1/14	6/30/14	Not Begun		Sample criteria: student willingness, interest, record of hard work, etc.		
4.4.6	Identify program/platform for use at each participating campus.	Campus Point Person	6/30/14	8/5/14	Not Begun		Campuses research AP and other online providers. Program and platform must provide high school or dual enrollment credit for graduation in the state of Texas.		
4.4.7	Identify courses for each participating campus	Campus Point Person	6/30/14	8/5/14	Not Begun				
4.4.8	Identify staff/faculty needed for program	Campus Point Person	7/15/14	8/1/14	Not Begun				
4.4.9	Identify staff/faculty training needs	Campus Point Person	7/15/14	8/5/14	Not Begun				
4.4.10	Identify student/parent training/information needs	Campus Point Person	8/1/14	8/15/14	Not Begun				

4.6.2	Campuses use indicators to monitor program quality implementation and outcomes	Campus Point Person	10/15/14	12/15/14	Not Begun			
4.6.3	Based on evaluation of indicators (4.5.9) reflect and suggest changes for second semester	Campus Point Person	11/15/14	12/15/14	Not Begun			
4.6.4	Prepare mid-year report on effectiveness of program with reflection and changes for second semester	Campus Point Person	11/15/14	12/15/14	Not Begun		Campus point person will create report for the administration and project leader. Campuses will use the report to make adjustments to the program in the future.	
4.6.5	<i>Deliverable: Mid-year report on effectiveness of program with reflection and changes for second semester</i>	Campus Point Person	12/15/14	12/15/14	Not Begun			
4.6.6	<i>Milestone: Mid-year evaluation of year two compete</i>	Campus Point Person	12/15/14	12/15/14	Not Begun			
4.6.7	Use indicators to monitor program	Campus Point Person	12/26/14	3/30/15	Not Begun			
4.6.8	Based on data, reflect and suggest changes for next school year	Campus Point Person	3/30/15	6/15/15	Not Begun			
4.6.9	Prepare end-of-year report on effectiveness of program with reflection and changes for following school year	Campus Point Person	4/15/15	6/15/15	Not Begun			
4.6.10	<i>Deliverable: End-of-year report on effectiveness of program with reflection and changes for following school year</i>	Campus Point Person	6/15/15	6/15/15	Not Begun		Campus point person will create report for the administration and project leader. Campuses will use the report to make adjustments to the program in the future.	
4.6.11	<i>Milestone: End-of-year evaluation of year three (SY '14-15)</i>	Campus Point Person	6/15/15	6/15/15	Not Begun			
4.7	Planning Stage: Expand online and distance learning course to additional schools and students (Planning SY '15-16)	Campus Point Person	2/15/15	8/15/15	Not Begun			
4.7.1	Meet with the Principals of all College Prep campuses with grades 11-12 to confirm participation in Project 4 (SY '15-16)	Michael Gragert, ELA Coordinator	2/15/15	3/30/15	Not Begun			
4.7.2	College Counselors at participating College Prep campuses advise students and parents regarding participation in SY '15-16	Campus College Counselors	4/1/15	6/30/15	Not Begun			
4.7.3	Identify program/platform for use at each participating campus.	Campus Point Person	6/30/15	8/5/15	Not Begun		Sample criteria: student willingness, interest, record of hard work, etc.	
4.7.4	Identify courses for each participating campus	Campus Point Person	6/30/15	8/5/15	Not Begun			
4.7.5	Identify staff/faculty needed for program	Campus Point Person	7/15/15	8/5/15	Not Begun		Campuses research AP and other online providers. Program and platform must provide high school or dual enrollment credit for graduation in the state of Texas.	
4.7.6	Identify staff/faculty training needs	Campus Point Person	7/15/15	8/5/15	Not Begun			
4.7.7	Identify student/parent training/information needs	Campus Point Person	7/15/15	8/15/15	Not Begun			
4.7.8	All participating campuses prepare School Level Implementation Plan (SLIP) to plan for and guide implementation in SY '15-16, using last year's end of year evaluation for guidance	Campus Point Person	7/15/15	8/15/15	Not Begun			
4.7.9	<i>Deliverable: Report articulating campus logistics plan and student enrollment (SLIP)</i>	Campus Point Person	8/15/15	8/15/15	Not Begun		Campus point person will create report for the administration and project leader. Campuses will use the report to make adjustments to the program in the future.	
4.7.10	<i>Milestone: Each participating campus' SLIP is prepared to inform implementation in SY '15-16</i>	Campus Point Person	8/15/15	8/15/15	Not Begun			
4.8	Implementation Stage: Implement SLIP at all participating College Prep campuses (SY '15-16)	Campus Point Person	7/15/15	10/25/15	Not Begun			
4.8.1	Use SLIP to set up the physical space to implement online courses	Campus Point Person	7/15/15	8/1/15	Not Begun			
4.8.2	Provide counseling to identified students at pilot campuses to support enrollment	Campus Point Person	7/15/15	9/10/15	Not Begun			
4.8.3	Select and enroll students in chosen courses SY '14-15	Campus Point Person	8/15/15	9/10/15	Not Begun			
4.8.4	Train staff/faculty	Campus Point Person	7/15/15	8/1/15	Not Begun			
4.8.5	Train/inform students & parents	Campus Point Person	8/1/15	8/15/15	Not Begun			
4.8.6	Prepare purchase order for program payment	Lisa Pledger, Budget Director	8/15/15	8/25/15	Not Begun			
4.8.7	Deliver purchase order to program providers	Lisa Pledger, Budget Director	8/15/15	8/25/15	Not Begun			

4.8.8	Finance office pays tuition/fees to program providers	Lisa Pledger, Budget Director	8/15/15	10/25/15	Not Begun			Table 4-1 Budget 4 Contractual
4.8.9	<i>Deliverable: Student enrollment verification for all students enrolled in an online course fall '13</i>	Michael Gragert, ELA Coordinator, Pilot Campus Point Person	10/25/15	10/25/15	Not Begun			Table 4-1 Budget 4 Supplies
4.8.10	<i>Milestone: All participating students enrolled in at least one online elective or online AP course</i>	Campus Point Person	10/25/15	10/25/15	Not Begun			
4.9	Evaluation Stage: Evaluate effectiveness, identify & implement improvements (SY '15-16)	Campus Point Person	8/15/15	6/15/16	Not Begun		Monitoring/evaluating program: are the campus-specific plans effective and efficient? Are students learning at a high level? What do we need to do differently to maximize success?	
4.9.1	Campuses determine indicators of evaluating program (possibly revising indicators from previous year)	Campus Point Person	8/15/15	9/15/15	Not Begun		Example indicators include grades, assessment data, student enrollment and participation. Process for determining indicators: campus level project leaders meet, examine the end-goal performance measures of this project, and then determine the daily/weekly/monthly/quarterly indicators that build up to those end-goal measures.	
4.9.2	<i>Deliverable: Program Evaluation Indicators</i>	Campus Point Person	9/15/15	9/15/15	Not Begun			
4.9.3	Campuses use indicators to monitor program	Campus Point Person	9/15/15	12/15/15	Not Begun			
4.9.4	Based on data, reflect and suggest changes for second semester	Campus Point Person	11/15/15	12/15/15	Not Begun			
4.9.5	Prepare mid-year report on effectiveness of program with reflection and changes for second semester	Campus Point Person	11/15/15	12/26/15	Not Begun			
4.9.6	<i>Deliverable: Mid-year report on effectiveness of program with reflection and changes for second semester</i>	Campus Point Person	12/26/15	12/26/15	Not Begun		Campus point person will create report for the administration and project leader. Campuses will use the report to make adjustments to the program in the future.	
4.9.7	<i>Milestone: Mid-year evaluation of year three</i>	Campus Point Person	12/26/15	12/26/15	Not Begun			
4.9.8	Campuses use indicators to monitor program	Campus Point Person	12/26/15	3/15/16	Not Begun			
4.9.9	Based on data, reflect and suggest changes for following semester	Campus Point Person	3/15/16	6/15/16	Not Begun			
4.9.10	Prepare end-of-year report on effectiveness of program with reflection and plans for future of program beyond grant	Campus Point Person	3/15/16	6/15/16	Not Begun			
4.9.11	<i>Deliverable: End-of-year report on effectiveness of program</i>	Campus Point Person	6/15/16	6/15/16	Not Begun		Campus point person will create report for the administration and project leader. Campuses will use the report to make adjustments to the program in the future.	
4.9.12	<i>Milestone: End of year evaluation for year 4 (SY '15-16)</i>	Michael Gragert, ELA Coordinator	6/15/16	6/15/16	Not Begun			

4.10	Planning Stage: Expand online and distance learning course to additional schools and students (Planning SY '16-17)	Campus Point Person	2/15/16	8/25/16	Not Begun			
4.10.1	Meet with the Principals of all College Prep campuses with grades 11-12 to confirm participation in Project 4 (SY '16-17)	Michael Gragert, ELA Coordinator	2/15/16	3/30/16	Not Begun			
4.10.2	College Counselors at participating College Prep campuses advise students and parents regarding participation in SY '16-17	Campus College Counselors	4/1/15	6/30/16	Not Begun			
4.10.3	Identify program/platform for use at each participating campus	Campus Point Person	6/30/16	8/5/16	Not Begun		Sample criteria: student willingness, interest, record of hard work, etc.	
4.10.4	Identify courses for each participating campus	Campus Point Person	6/30/16	8/5/16	Not Begun			
4.10.5	Identify staff/faculty needed for program	Campus Point Person	7/15/16	8/5/16	Not Begun		Campuses research AP and other online providers. Program and platform must provide high school or dual enrollment credit for graduation in the state of Texas.	
4.10.6	Identify staff/faculty training needs	Campus Point Person	7/15/16	8/5/16	Not Begun			
4.10.7	Identify student/parent training/information needs	Campus Point Person	7/15/16	8/15/16	Not Begun			
4.10.8	All participating campuses prepare School Level Implementation Plan (SLIP) to plan for and guide implementation in SY '16-17	Campus Point Person	7/15/16	8/25/16	Not Begun			
4.10.9	<i>Deliverable: Report articulating campus logistics plan and student enrollment (SLIP)</i>	Campus Point Person	8/25/16	8/25/16	Not Begun		Campus point person will create report for the administration and project leader. Campuses will use the report to make adjustments to the program in the future.	
4.10.10	<i>Milestone: Each participating campus' SLIP is prepared to inform implementation in SY '16-17</i>	Campus Point Person	8/25/16	8/25/16	Not Begun			
4.11	Implementation Stage: Implement SLIP at all participating College Prep campuses (SY '16-17)	Campus Point Person	7/15/16	10/25/16	Not Begun			
4.11.1	Use SLIP to set up the physical space to implement online courses	Campus Point Person	7/15/16	8/1/16	Not Begun			
4.11.2	Provide counseling to identified students at pilot campuses to support enrollment	Campus Point Person	7/15/16	9/10/16	Not Begun			
4.11.3	Select and enroll students in chosen courses SY '14-15	Campus Point Person	8/15/16	9/10/16	Not Begun			
4.11.4	Train staff/faculty	Campus Point Person	7/15/16	8/1/16	Not Begun			
4.11.5	Train/inform students & parents	Campus Point Person	8/1/16	8/15/16	Not Begun			
4.11.6	Prepare purchase order for program payment	Lisa Pledger, Budget Director	8/15/16	8/25/16	Not Begun			
4.11.7	Deliver purchase order to program providers	Lisa Pledger, Budget Director	8/15/16	8/25/16	Not Begun			

4.11.8	Finance office pays tuition/fees to program providers	Lisa Pledger, Budget Director	8/15/16	10/25/16	Not Begun			Table 4-1 Budget 4 Contractual
4.11.9	<i>Deliverable: Student enrollment verification for all students enrolled in an online course</i>	Michael Gragert, ELA Coordinator, Campus Point Person	10/25/16	10/25/16	Not Begun			Table 4-1 Budget 4 Supplies
4.11.10	<i>Milestone: All participating students enrolled in at least one online elective or online AP course</i>	Campus Point Person	10/25/16	10/25/16	Not Begun			
4.12	Evaluation Stage: Evaluate effectiveness, identify & implement improvements, plan for future beyond grant (SY '16-17)	Campus Point Person, Michael Gragert, ELA Coordinator	8/15/16	12/26/16	Not Begun		Monitoring/evaluating program: are the campus-specific plans effective and efficient? Are students learning at a high level? What do we need to do differently to maximize success?	
4.12.1	Campuses determine indicators of evaluating program (possibly revising indicators from previous year)	Campus Point Person	8/15/16	9/15/16	Not Begun		Example indicators include grades, assessment data, student enrollment and participation. Process for determining indicators: campus level project leaders meet, examine the end-goal performance measures of this project, and then determine the daily/weekly/monthly/quarterly indicators that build up to those end-goal measures.	
4.12.2	<i>Deliverable: Program Evaluation Indicators</i>	Campus Point Person	9/15/16	9/15/16	Not Begun			
4.12.3	Campuses use indicators to monitor program	Campus Point Person	9/15/16	12/15/16	Not Begun			
4.12.4	Analyze campus-based indicators to develop the Project 4 outcomes report	Campus Point Person	11/15/16	12/26/16	Not Begun			
4.12.5	<i>Deliverable: Project 4 Outcomes Report</i>	Campus Point Person	11/15/16	12/26/16	Not Begun			
4.12.6	Develop the post-grant plan, drawing on feedback from key stakeholders	Campus Point Person	11/15/16	12/26/16	Not Begun			
4.12.7	<i>Deliverable: Post-Grant Plan</i>	Michael Gragert, ELA Coordinator	12/26/16	12/26/16	Not Begun			
4.12.8	<i>Milestone: Mid-year evaluation of year three</i>	Campus Point Person	12/26/16	12/26/16	Not Begun			

Grantee Name: IDEA Public Schools									
Project #5 Reimagine Intervention									
Project Goals/Desired Outcomes: Reduce group size for highest need students, increase teacher time with highest need students, and provide students on level learning experiences.									
Narrative: IDEA will pilot a redesign of the intervention period by using an online dashboard to provide actionable recommendations to group students according to needs and identify appropriate modalities for learning.									
Key Performance Measures: Yearly STAAR and EOC Results									
Cross-reference to other projects: Project 4 - students in online electives can be registered during the intervention period.									
Activities for Project 5									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
5	<i>Project 5 - Reimagine Intervention</i>	Jill Koehler, Vice President of Schools	1/20/2013	12/26/2016	In Progress	On Track			
5.1	Hold competitive selection process to identify 3-5 College Prep campuses for Pilot Round I implementation in the spring of 2013	Sam Goessling, Managing VP of Growth	1/20/13	2/25/13	Complete: 2/25/13				
5.1.1	Develop selection process	Sam Goessling, Managing VP of Growth	1/20/13	2/15/13	Complete: 2/15/13				
5.1.2	Create pilot application to be used to select pilot campuses	Sam Goessling, Managing VP of Growth	1/20/13	2/15/13	Complete: 2/15/13				
5.1.3	Create evaluation rubric to evaluate applications	Sam Goessling, Managing VP of Growth	2/13/13	2/25/13	Complete: 2/25/13				
5.1.4	Distribute pilot application to schools	Sam Goessling, Managing VP of Growth	1/20/13	2/15/13	Complete: 2/15/13				
5.1.5	Schools submit application	Sam Goessling, Managing VP of Growth	2/13/13	2/25/13	Complete: 2/25/13				
5.1.6	Train selection committee on evaluation rubric	Sam Goessling, Managing VP of Growth	2/13/13	2/25/13	Complete: 2/25/13				
5.1.7	Round I Pilot schools selected	Sam Goessling, Managing VP of Growth	2/13/13	2/25/13	Complete: 2/25/13		4 College Prep campuses selected for Round I Pilot. The same 4 schools participated in Round II Pilot.		
5.1.8	Round I Pilot schools notified	Sam Goessling, Managing VP of Growth	2/13/13	2/25/13	Complete: 2/25/13				
5.1.9	<i>Deliverable: Selection Process document</i>	Sam Goessling, Managing VP of Growth	2/13/13	2/13/13	Complete: 2/25/13				
5.1.10	<i>Deliverable: Pilot Application</i>	Sam Goessling, Managing VP of Growth	2/25/13	2/25/13	Complete: 2/25/13				
5.1.11	<i>Deliverable: Evaluation rubric</i>	Sam Goessling, Managing VP of Growth	2/25/13	2/25/13	Complete: 2/25/13				
5.1.12	<i>Deliverable: Training materials for selection committee</i>	Sam Goessling, Managing VP of Growth	2/25/13	2/25/13	Complete: 2/25/13				
5.1.13	<i>Milestone: Round I Pilot Campuses established</i>	Sam Goessling, Managing VP of Growth	2/25/13	2/25/13	Complete: 2/25/13				
5.2	Prepare campuses for implementation of Round I Pilot Intervention Program	Jill Koehler, Vice Preside of Schools	2/25/13	5/1/13	Complete: 5/1/13				Table 4-1 Budget 5 Personnel and Fringe Benefits
5.2.1	Pilot Round I campuses develop new or improved intervention models	Jill Koehler, Vice President of Schools, Pilot Principals	2/25/13	5/1/13	Complete: 5/1/13		Support for developing intervention model provided by Vice President of Schools, Jill Koehler.		
5.2.2	Pilot Round I campuses conduct comparison of individualized software options for pilot campus model	Jill Koehler, Vice President of Schools, Pilot Principals	2/25/13	5/1/13	Complete: 5/1/13				

5.2.3	Pilot Round I campuses choose software to use during the reimagined intervention block	Jill Koehler , Vice President of Schools, Pilot Principals	2/25/13	5/1/13	Complete: 5/1/13			
5.2.4	Pilot Round I campuses develop Campus Plan to guide implementation	Jill Koehler , Vice President of Schools, Pilot Principals	3/1/13	5/1/13	Complete: 5/1/13			
5.2.5	Purchase software licenses for Round I Pilot campuses	Cody Grindle, Director of Software Development	2/25/13	3/22/13	Complete: 3/22/13		Prior to the beginning of each school year, the Vice President of Schools will consult with participating College Prep principals to evaluate available software and identify the best fit based on student/campus needs. Software licenses will be purchased yearly for participating campuses.	Table 4.1 - Budget 5 Contractual
5.2.6	Purchase laptop carts for Pilot Round I campuses	Jill Koehler , Vice President of Schools, Pilot Principals	2/25/13	4/15/13	Complete: 4/15/13			Table 4.1 - Budget 5 Supplies
5.2.7	Purchase individual white boards for Pilot Round I campuses	Jill Koehler , Vice President of Schools, Pilot Principals	2/25/13	4/15/13	Complete: 4/15/13		During initial planning, Pilot Campus principals plans called for supplies to support use of technology (e.g., headphones). However, as the plan for each campus was finalized, whiteboards were not a priority or critical to any of the campus plans.	Table 4.1 - Budget 5 Supplies
5.2.8	<i>Deliverable: Laptop carts for all Round I Pilot campuses</i>	Jill Koehler , Vice President of Schools, Pilot Principals	4/15/13	4/15/13	Complete: 4/15/13			
5.2.9	<i>Deliverable: Individual white boards for all Round I Pilot campuses</i>	Jill Koehler , Vice President of Schools, Pilot Principals	4/15/13	4/15/13	Complete: 4/15/13			Table 4.1 - Budget 5 Supplies
5.2.10	<i>Deliverable: Campus Intervention Round I Pilot Project Plan</i>	Jill Koehler , Vice President of Schools, Pilot Principals	4/15/13	4/15/13	Complete: 4/15/13			
5.2.11	Prepare laptop carts with selected software at each Round I pilot campus	Cody Grindle, Director of Software Development	3/22/13	5/1/13	Complete: 5/1/13			
5.2.12	Develop campus systems to manage new technology	Cody Grindle, Director of Software Development	2/25/13	5/1/13	Complete: 5/1/13			
5.2.13	Prepare training on Pilot Round I implementation plan and use of technology	Jill Koehler , Vice President of Schools, Pilot Principals	2/25/13	5/1/13	Complete: 5/1/13			
5.2.14	Execute training for participating staff at Pilot Round I campuses	Jill Koehler , Vice President of Schools, Pilot Principals	4/15/13	5/1/13	Complete: 5/1/13			Table 4-1 Budget 5 Personnel & Fringe Benefits (see Table 4-1 for explanation)
5.2.15	<i>Deliverable: Campus-specific training material on Intervention Round I Pilot Plan and Technology</i>	Jill Koehler , Vice President of Schools, Pilot Principals	5/1/13	5/1/13	Complete: 5/1/13			
5.2.16	<i>Milestone: Round I Pilot campuses prepared for implementation</i>	Jill Koehler , Vice President of Schools, Pilot Principals	5/1/13	5/1/13	Complete: 5/1/13			
5.3	Launch Intervention Round I Pilots with campus specific models/software	Jill Koehler , Vice President of Schools, Pilot Principals	5/1/13	6/10/13	Complete: 6/10/13			

5.3.1	Start intervention period implementation at Round I Pilot campuses	Jill Koehler , Vice President of Schools, Pilot Principals	5/1/13	5/1/13	Complete: 5/1/13			
5.3.2	Monitor intervention pilots through 2 rounds of observation/feedback sessions conducted by Vice President of Schools, Director of Secondary Programs, Director of Individualized Learning, and Pilot Campus Principals	Jill Koehler , Vice President of Schools, Pilot Principals	5/1/13	6/10/13	Complete: 6/10/13			
5.3.3	<i>Deliverable: Evaluative Feedback given to pilot campuses based on observations</i>	Jill Koehler , Vice President of Schools, Pilot Principals	6/10/13	6/10/13	Complete: 6/10/13			
5.3.4	<i>Milestone: Reimagined intervention period models implemented at Round I Pilot campuses</i>	Jill Koehler , Vice President of Schools, Pilot Principals	6/10/13	6/10/13	Complete: 6/10/13			
5.4	Year end evaluation of intervention models in place at Round I Pilot campuses	Jill Koehler , Vice President of Schools, Pilot Principals	5/10/13	7/1/13	Complete: 7/1/13			
5.4.1	Consolidate observational evidence and feedback to evaluate each Round I Pilot campus' intervention model	Jill Koehler , Vice President of Schools, Pilot Principals	6/10/13	7/1/13	Complete: 7/1/13		Observational data includes student engagement, ease of deployment, effectiveness of structure).	
5.4.2	Develop teacher surveys that will determine the effectiveness of the intervention model at each Round I Pilot campus	Jill Koehler , Vice President of Schools, Pilot Principals	5/10/13	6/10/13	Complete: 6/10/13		Teacher surveys include what worked/didn't work, ideas for improvement, and overall evaluation of model effectiveness.	
5.4.3	Distribute teacher surveys and collect responses	Jill Koehler , Vice President of Schools, Pilot Principals	6/1/13	6/10/13	Complete: 6/10/13			
5.4.4	Lead Teams (specified in 5.3.2) use a reflection protocol to analyze observational evidence, feedback and survey data to determine each pilot campus' model effectiveness	Jill Koehler , Vice President of Schools, Pilot Principals	5/20/13	6/10/13	Complete: 6/10/13			
5.4.5	<i>Deliverable: Analysis Report from each Round I Pilot campus on effectiveness of different intervention models</i>	Jill Koehler, Vice President of Schools, Pilot Principals	7/1/13	7/1/13	Complete: 7/1/13			
5.4.6	<i>Milestone: Shared understanding of lessons learned from Round I Pilot</i>	Jill Koehler, Vice President of Schools, Pilot Principals	7/1/13	7/1/13	Complete: 7/1/13			
5.5	Round II Pilot Planning (SY '13-14)	Jill Koehler, Vice President of Schools, Pilot Principals	7/1/13	8/20/13	Complete: 8/20/13		Same 4 participating College Prep campuses as Round I Pilot.	
5.5.1	Present lessons learned from Round I Pilot to IDEA's Schools and Academic Services Teams	Jill Koehler, Vice President of Schools, Pilot Principals	7/1/13	7/15/13	Complete: 7/15/13			
5.5.2	Meet with all Round I Pilot campus principals to outline continued participation through the Round II Pilot	Jill Koehler, Vice President of Schools, Pilot Principals	7/15/13	7/30/13	Complete: 7/30/13			
5.5.3	Support Round II Pilot campus principals to develop the School Level Implementation Plan (SLIP) to guide each campus' activities in Round II (SY '13-14)	Jill Koehler, Vice President of Schools, Pilot Principals	7/15/13	8/20/13	Complete 8/20/13		Development of the SLIP includes purchase of software licenses for Round II Pilot Campuses.	Table 4-1 Budget 5 Contractual
5.5.4	<i>Deliverable: SLIP for each Round II Pilot campus</i>	Jill Koehler, Vice President of Schools, Pilot Principals	8/20/13	8/20/13	Complete 8/20/13			
5.5.5	<i>Milestone: Vision and implementation guidance established for Round II Pilot campuses</i>	Jill Koehler, Vice President of Schools, Pilot Principals	8/20/13	8/20/13	Complete 8/20/13			

5.6	Hire staff for Round II Pilot implementation (SY '13-14)	Campus Principals, Emily Nielson, Senior Director of Staffing	3/1/13	7/15/13	Complete: 6/1/13			
5.6.1	Develop job description for Interventionist position	Jill Koehler, Vice President of Schools, Emily Nielson, Senior Director of Staffing	3/1/13	3/30/13	Complete: 3/30/13			
5.6.2	<i>Deliverable: Job description for Interventionist position</i>	Campus Principals, Emily Nielson, Senior Director of Staffing	3/30/13	3/30/13	Complete: 3/30/13			
5.6.3	Implement IDEA's standard employee selection process for Interventionist position	Campus Principals, Emily Nielson, Senior Director of Staffing	3/30/13	6/1/13	Complete: 6/1/13			
5.6.4	Identify Interventionist position candidates	Campus Principals, Emily Nielson, Senior Director of Staffing	3/30/13	6/1/13	Complete: 6/1/13			
5.6.5	Hire interventionists for 3 of 4 Round II Pilot Campuses	Campus Principals, Emily Nielson, Senior Director of Staffing	7/15/13	7/15/13	Complete: 7/15/13		3 Interventionists hired for Round II Pilot campuses. The remaining pilot campus will fund its own interventionist or Project 5 implementation will be led by a combination of existing instructional leaders.	Table 4-1 Budget 5 Personnel and Fringe Benefits (see Table 4-1 for explanation)
5.6.6	<i>Milestone: Interventionist hired for Round II Pilot campuses</i>	Jill Koehler, Vice President of Schools, Pilot Principals	7/15/13	7/15/13	Complete: 7/15/13			
5.7	Implementation of Round II Pilot (fall SY '13-14)	Jill Koehler, Vice President of Schools, Pilot Principals	8/20/13	1/17/14	In Progress	On-Track	Same 4 participating College Prep campuses as Round I Pilot.	Table 4.1 - Budget 5 Personnel and Fringe Benefits (see Table 4-1 for explanation)
5.7.1	Launch reimagined intervention period at Round II Pilot campuses through campus-specific SLIP	Jill Koehler, Vice President of Schools, Pilot Principals	8/20/13	9/10/13	Complete: 9/10/13			Table 4.1 - Budget 5 Personnel and Fringe Benefits (see Table 4-1 for explanation)
5.7.2	Monitor Round II Pilot campuses through observation/feedback sessions (quarterly)	Jill Koehler, Vice President of Schools, Pilot Principals	8/20/13	10/25/13	Complete: 10/25/13		Observation and feedback provided by members of the Schools and Academic Services Team, as well as by campus leaders. The Project Leader will establish a check-in schedule with each pilot campus to ensure consistent communication.	(continued from previous row): Table 4-1 Budget 5 Personnel and Fringe Benefits (see Table 4-1 for explanation)

5.7.3	<i>Deliverable: Evaluative Feedback provided to Round II Pilot campuses (evidenced in meeting notes and informal data scorecard)</i>	Jill Koehler, Vice President of Schools, Pilot Principals	10/25/13	10/25/13	Complete: 10/25/13			
5.7.4	Monitor Round II Pilot campuses through observation/feedback sessions (quarterly)	Jill Koehler, Vice President of Schools, Pilot Principals	10/26/2013	1/17/14	In Progress	On-Track		
5.7.5	<i>Deliverable: Evaluative Feedback provided to Round II Pilot campuses (evidenced in meeting notes and informal data scorecard)</i>	Jill Koehler, Vice President of Schools, Pilot Principals	1/17/14	1/17/14	Not Begun			
5.7.6	<i>Milestone: Reimagined intervention period launched at Round II Pilot campuses within first 10 days of school and on-going feedback loop established</i>	Jill Koehler, Vice President of Schools, Pilot Principals	1/17/14	1/17/14	Not Begun			
5.8	Mid-Year Evaluations of Round II Pilot Campuses (SY '13-14)	Jill Koehler, Vice President of Schools, Pilot Principals	12/1/13	2/1/14	In Progress	On-Track		
5.8.1	Mid-Year Student Survey to collect data around likes, dislikes and ideas for improvement	Jill Koehler, Vice President of Schools, Pilot Principals	12/1/13	1/10/14	In Progress	On-Track		
5.8.2	Mid-Year Teacher Surveys to collect data around things that worked, things that didn't work, ideas for improvement, and evaluation of effectiveness of the model	Jill Koehler, Vice President of Schools, Pilot Principals	12/1/13	1/10/14	In Progress	On-Track		
5.8.3	<i>Deliverable: Mid-year student and teacher survey results</i>	Jill Koehler, Vice President of Schools, Pilot Principals	1/10/14	1/10/14	Not Begun			
5.8.4	Develop recommendations for spring implementation based on student and teacher survey results	Jill Koehler, Vice President of Schools, Pilot Principals	1/10/14	2/1/14	Not Begun			
5.8.5	<i>Milestone: Lessons learned applied to implementation moving forward</i>	Jill Koehler, Vice President of Schools, Pilot Principals	2/1/14	2/1/14	Not Begun			
5.9	Implementation of Round II Pilot (spring SY '13-14)	Jill Koehler, Vice President of Schools, Pilot Principals	1/18/14	6/4/14	Not Begun	Same 4 participating College Prep campuses as Round I Pilot.		
5.9.1	Launch reimagined intervention period at Round II Pilot campuses through campus-specific SLIP	Jill Koehler, Vice President of Schools, Pilot Principals	1/18/14	2/10/14	Not Begun	Teacher training will occur in year 2 as needed. Included in this task because mid-year data may reveal areas of professional development needs.		Table 4-1 Budget 5 Personnel and Fringe Benefits (see Table 4-1 for explanation)
5.9.2	Monitor Round II Pilot campuses through observation/feedback sessions (quarterly)	Jill Koehler, Vice President of Schools, Pilot Principals	1/18/14	3/25/14	Not Begun			
5.9.3	<i>Deliverable: Evaluative Feedback provided to Round II Pilot campuses (evidenced in meeting notes and informal data scorecard)</i>	Jill Koehler, Vice President of Schools, Pilot Principals	3/25/14	3/25/14	Not Begun			
5.9.4	Monitor Round II Pilot campuses through observation/feedback sessions (quarterly)	Jill Koehler, Vice President of Schools, Pilot Principals	3/26/14	6/4/14	Not Begun			
5.9.5	<i>Deliverable: Evaluative Feedback provided to Round II Pilot campuses (evidenced in meeting notes and informal data scorecard)</i>	Jill Koehler, Vice President of Schools, Pilot Principals	6/4/14	6/4/14	Not Begun			
5.9.6	<i>Milestone: Reimagined intervention period in place at Round II Pilot campuses and on-going feedback loop established</i>	Jill Koehler, Vice President of Schools, Pilot Principals	6/4/14	6/4/14	Not Begun			
5.10	End of Year Evaluations of Round II Pilot Campuses (SY '13-14)	Jill Koehler, Vice President of Schools, Pilot Principals	5/1/14	7/1/14	Not Begun			

5.10.1	EOY Student Survey to collect data around likes, dislikes and ideas for improvement	Jill Koehler, Vice President of Schools, Pilot Principals	5/1/14	6/1/14	Not Begun			
5.10.2	EOY Teacher Survey to collect data around things that worked, things that didn't work, ideas for improvement, and evaluation of effectiveness of the model	Jill Koehler, Vice President of Schools, Pilot Principals	5/1/14	6/1/14	Not Begun			
5.10.3	Analyze year end data for STAAR, EOC, and AP student achievement, in addition to teacher and student survey data for Round II Pilot to develop Analysis Report	Jill Koehler, Vice President of Schools, Pilot Principals	6/1/14	7/1/14	Not Begun			
5.10.4	<i>Deliverable: End-of-year student and teacher survey results</i>	Jill Koehler, Vice President of Schools, Pilot Principals	6/1/14	6/1/14	Not Begun			
5.10.5	<i>Deliverable: Analysis Report on effectiveness of different intervention models</i>	Jill Koehler, Vice President of Schools, Pilot Principals	7/1/14	7/1/14	Not Begun			
5.10.6	<i>Milestone: Shared understanding of lessons learned from Round II Pilot</i>	Jill Koehler, Vice President of Schools, Pilot Principals	7/1/14	7/1/14	Not Begun			
5.11	Reflection and Refinement in preparation for full scale implementation (14 participating College Prep campuses) (SY '14-15)	Jill Koehler, Vice President of Schools, Pilot Principals	6/1/14	8/20/14	Not Begun			
5.11.1	Reflection and Refinement in preparation for full scale implementation (14 participating College Prep campuses) (SY '14-15)	Jill Koehler, Vice President of Schools, Principals	6/1/14	7/1/14	Not Begun			
5.11.2	Refine model to be implemented in SY '14-15	Jill Koehler, Vice President of Schools, Principals	6/1/14	7/1/14	Not Begun	Schools and Academic Services Teams will determine whether each campus must choose from one of two intervention period models or whether they may create their own model.		
5.11.3	Vice President of Schools meet with each College Prep principal to create SLIP for reimagined intervention model (SY '14-15)	Jill Koehler, Vice President of Schools, Principals	7/1/14	8/1/14	Not Begun			
5.11.4	College Prep principals develop SLIP and communicate to key campus-level staff	Principals	7/1/14	8/20/14	Not Begun			
5.11.5	Develop training for key staff at participating College Prep campuses	Jill Koehler, Vice President of Schools, Principals	7/1/14	7/25/14	Not Begun			
5.11.6	Execute centralized training for key staff, with breakout sessions for campuses implementing like-models	Jill Koehler, Vice President of Schools, Principals	7/25/14	8/20/14	Not Begun	Additional training will be provided throughout the year to reach a maximum of 8 hours in year 3 (SY '14-15).		Table 4-1 Budget 5 Personnel and Fringe Benefits (see Table 4-1 for explanation)
5.11.7	<i>Deliverable: SLIP (SY '14-15) for each participating College Prep campus</i>	Jill Koehler, Vice President of Schools, Principals	8/20/14	8/20/14	Not Begun			
5.11.8	<i>Deliverable: Staff training agenda and materials</i>	Jill Koehler, Vice President of Schools, Principals	7/25/14	7/25/14	Not Begun			
5.11.9	<i>Milestone: Identification and shared understanding of highest-impact intervention models</i>	Jill Koehler, Vice President of Schools, Principals	8/20/14	8/20/14	Not Begun			

5.12	Prepare for implementation of technology at scale (all 14 participating College Prep campuses) in SY '14-15	Jill Koehler, Vice President of Schools, Pilot Principals	6/1/14	9/1/14	Not Begun		In grant year 3, SY '14-15, IDEA will scale Project 5 from 4 pilot campuses to 14 total participating College Prep campuses in the Rio Grande Valley, San Antonio and Austin, Texas.		Table 4-1 Budget 5 Personnel and Fringe Benefits (see Table 4-1 for explanation)
5.12.1	All College Prep principals choose software based on lessons learned during Pilot Rounds I and II (per 5.9.2)	Jill Koehler, Vice President of Schools, Pilot Principals	6/1/14	8/1/14	Not Begun				
5.12.2	Purchase software for all College Prep campuses	Jill Koehler, Vice President of Schools, Pilot Principals	6/1/14	8/1/14	Not Begun		Software procurement and purchases dependent on 5.11.2.		Table 4-1 Budget 5 Contractual
5.12.3	Purchase laptop carts for all College Prep campuses	Jill Koehler, Vice President of Schools, Pilot Principals	6/1/14	8/1/14	Not Begun				Table 4-1 Budget 5 Supplies
5.12.4	Purchase individual white boards for all College Prep campuses	Jill Koehler, Vice President of Schools, Pilot Principals	6/1/14	8/1/14	Not Begun				Table 4-1 Budget 5 Supplies
5.12.5	<i>Deliverable: Software licenses for all College Prep campuses</i>	Jill Koehler, Vice President of Schools, Pilot Principals	8/1/14	8/1/14	Not Begun				
5.12.6	<i>Deliverable: Laptop carts for all College Prep campuses</i>	Cody Grindle, Director of Software Development	8/1/14	8/1/14	Not Begun				
5.12.7	<i>Deliverable: Individual white boards for all College Prep campuses</i>	Jill Koehler, Vice President of Schools, Pilot Principals	8/1/14	8/1/14	Not Begun				
5.12.8	Prepare laptop carts with selected software	Cody Grindle, Director of Software Development	7/1/14	8/1/14	Not Begun				
5.12.9	Develop campus systems to manage new technology	Cody Grindle, Director of Software Development	8/1/14	9/1/14	Not Begun				
5.12.10	<i>Deliverable: Campus specific training material on Intervention Pilot Plan and Technology</i>	Jill Koehler, Vice President of Schools, Pilot Principals	9/1/14	9/1/14	Not Begun				
5.12.11	<i>Milestone: Pilot campuses prepared for implementation of technology in SY '14-15</i>	Jill Koehler, Vice President of Schools, Pilot Principals	9/1/14	9/1/14	Not Begun				
5.13	Full scale implementation (all 14 participating College Prep campuses) of reimagined intervention period (fall SY '14-15)	Jill Koehler, Vice President of Schools, Principals	8/20/14	1/17/15	Not Begun				Table 4-1 Budget 5 Personnel and Fringe Benefits (see Table 4-1 for explanation)
5.13.1	All 14 participating College Prep campuses implement reimagined intervention period through individual SLIP	Jill Koehler, Vice President of Schools, Pilot Principals	8/20/14	9/10/14	Not Begun				(continued from previous row) Table 4-1 Budget 5 Personnel and Fringe Benefits (see Table 4-1 for explanation)

5.13.2	Monitor campuses through observation/feedback sessions (quarterly)	Jill Koehler, Vice President of Schools, Pilot Principals	8/20/14	10/25/14	Not Begun			
5.13.3	<i>Deliverable: Evaluative Feedback provided to campuses (evidenced in meeting notes and informal data scorecard)</i>	Jill Koehler, Vice President of Schools, Pilot Principals	10/25/14	10/25/14	Not Begun			
5.13.4	Monitor campuses through observation/feedback sessions (quarterly)	Jill Koehler, Vice President of Schools, Pilot Principals	10/25/14	1/17/15	Not Begun			
5.13.5	<i>Deliverable: Evaluative Feedback provided to campuses (evidenced in meeting notes and informal data scorecard)</i>	Jill Koehler, Vice President of Schools, Pilot Principals	1/17/15	1/17/15	Not Begun			
5.13.6	<i>Milestone: Reimagined intervention period launched at all 14 participating College Prep campuses within first 10 days of school and on-going feedback loop established</i>	Jill Koehler, Vice President of Schools, Pilot Principals	1/17/15	1/17/15	Not Begun			
5.14.1	Mid-Year Evaluations of full scale implementation in SY '14-15	Jill Koehler, Vice President of Schools, Principals	12/1/14	2/1/15	Not Begun			
5.14.2	Mid-Year Student Survey to collect data around likes, dislikes and ideas for improvement	Jill Koehler, Vice President of Schools, Pilot Principals	12/1/14	1/10/15	Not Begun			
5.14.3	Mid-Year Teacher Surveys to collect data around things that worked, things that didn't work, ideas for improvement, and evaluation of effectiveness of the model	Jill Koehler, Vice President of Schools, Pilot Principals	12/1/14	1/10/15	Not Begun			
5.14.4	<i>Deliverable: Mid-year student and teacher survey results</i>	Jill Koehler, Vice President of Schools, Pilot Principals	1/10/15	1/10/15	Not Begun			
5.14.5	Develop recommendations for spring implementation based on student and teacher survey results	Jill Koehler, Vice President of Schools, Pilot Principals	1/10/15	2/1/15	Not Begun			
5.14.6	<i>Milestone: Lessons learned applied to implementation moving forward</i>	Jill Koehler, Vice President of Schools, Pilot Principals	2/1/15	2/1/15	Not Begun			
5.15	Full scale implementation (all 14 participating College Prep campuses) of reimagined intervention period (spring SY '14-15)	Jill Koehler, Vice President of Schools, Pilot Principals	1/18/15	6/4/15	Not Begun			
5.15.1	Monitor Round II Pilot campuses through observation/feedback sessions (quarterly)	Jill Koehler, Vice President of Schools, Pilot Principals	1/18/15	3/25/15	Not Begun			
5.15.2	<i>Deliverable: Evaluative Feedback provided to Round II Pilot campuses (evidenced in meeting notes and informal data scorecard)</i>	Jill Koehler, Vice President of Schools, Pilot Principals	3/25/15	3/25/15	Not Begun			
5.15.3	Monitor Round II Pilot campuses through observation/feedback sessions (quarterly)	Jill Koehler, Vice President of Schools, Pilot Principals	3/26/15	6/4/15	Not Begun			
5.15.4	<i>Deliverable: Evaluative Feedback provided to Round II Pilot campuses (evidenced in meeting notes and informal data scorecard)</i>	Jill Koehler, Vice President of Schools, Pilot Principals	6/4/15	6/4/15	Not Begun			
5.15.5	<i>Milestone: Reimagined intervention period in place at Round II Pilot campuses and on-going feedback loop established</i>	Jill Koehler, Vice President of Schools, Pilot Principals	6/4/15	6/4/15	Not Begun			
5.16	End of Year Evaluations of full scale implementation (SY '14-15)	Jill Koehler, Vice President of Schools, Pilot Principals	5/1/15	7/1/15	Not Begun			

5.16.1	EOY Student Survey to collect data around likes, dislikes and ideas for improvement	Jill Koehler, Vice President of Schools, Pilot Principals	5/1/15	6/1/15	Not Begun			
5.16.2	EOY Teacher Survey to collect data around things that worked, things that didn't work, ideas for improvement, and evaluation of effectiveness of the model	Jill Koehler, Vice President of Schools, Pilot Principals	5/1/15	6/1/15	Not Begun			
5.16.3	Analyze year end data for STAAR, EOC, and AP student achievement, in addition to teacher and student survey data for Round II Pilot to develop Analysis Report	Jill Koehler, Vice President of Schools, Principals	6/1/15	7/1/15	Not Begun			
5.16.4	<i>Deliverable: End-of-year student and teacher survey results</i>	Jill Koehler, Vice President of Schools, Principals	6/1/15	6/1/15	Not Begun			
5.16.5	<i>Deliverable: Analysis Report on effectiveness of different intervention models</i>	Jill Koehler, Vice President of Schools, Principals	7/1/15	7/1/15	Not Begun			
5.16.6	<i>Milestone: Shared understanding of lessons learned from Round II Pilot</i>	Jill Koehler, Vice President of Schools, Principals	7/1/15	7/1/15	Not Begun			
5.17	Reflection and Refinement in preparation for SY '15-16	Jill Koehler, Vice President of Schools, Principals	6/1/15	8/20/15	Not Begun			
5.17.1	Present learnings from end of year evaluation to IDEA's Academic Services and Schools Teams, and College Prep principals	Jill Koehler, Vice President of Schools, Principals	6/1/15	7/1/15	Not Begun			
5.17.2	Refine model to be implemented in SY '15-16	Jill Koehler, Vice President of Schools, Principals	6/1/15	7/1/15	Not Begun	Schools and Academic Services Teams will determine whether each campus must choose from one of two intervention period models or whether they may opt into a different model.		
5.17.3	Vice President of Schools meet with each College Prep principal to create SLIP for reimagined intervention model (SY '115-16)	Jill Koehler, Vice President of Schools, Principals	7/1/15	8/1/15	Not Begun			
5.17.4	College Prep principals develop SLIP and communicate to key campus-level staff	Jill Koehler, Vice President of Schools, Principals	7/1/15	8/20/15	Not Begun			
5.17.5	Develop training for key staff	Jill Koehler, Vice President of Schools, Principals	7/1/15	7/25/15	Not Begun			
5.17.6	Execute training for key staff	Jill Koehler, Vice President of Schools, Principals	7/25/15	8/20/15	Not Begun	Should funds be required for this training IDEA will submit a budget amendment.		
5.17.7	Purchase software licenses for all College Prep campuses	Jill Koehler, Vice President of Schools, Principals	6/1/15	8/20/15	Not Begun	Software procurement and purchases dependent on 5.17.2.		Table 4-1 Budget 5 Contractual
5.17.8	<i>Deliverable: SLIP to guide each College Prep campus through implementation in SY '15-16</i>	Jill Koehler, Vice President of Schools, Principals	8/20/15	8/20/15	Not Begun			
5.17.9	<i>Deliverable: Staff training agenda and materials</i>	Jill Koehler, Vice President of Schools, Principals	7/25/15	7/25/15	Not Begun			
5.17.10	<i>Milestone: Shared understanding of highest-impact intervention models and keys to successful implementation</i>	Jill Koehler, Vice President of Schools, Principals	8/20/15	8/20/15	Not Begun			

5.18	Implement Reimagined Intervention period fall SY '15-16 (all 14 participating College Prep campuses)	Jill Koehler, Vice President of Schools, Principals	8/20/15	1/17/16	Not Begun				Table 4-1 Budget 5 Personnel and Fringe Benefits (see Table 4-1 for explanation)
5.18.1	All 14 participating College Prep campuses implement reimagined intervention period through individual SLIP	Jill Koehler, Vice President of Schools, Pilot Principals	8/20/15	9/10/15	Not Begun				(continued from above) Table 4-1 Budget 5 Personnel and Fringe Benefits (see Table 4-1 for explanation)
5.18.2	Monitor campuses through observation/feedback sessions (quarterly)	Jill Koehler, Vice President of Schools, Pilot Principals	8/20/15	10/25/15	Not Begun				(continued from above) Table 4-1 Budget 5 Personnel and Fringe Benefits (see Table 4-1 for explanation)
5.18.3	<i>Deliverable: Evaluative Feedback provided to campuses (evidenced in meeting notes and informal data scorecard)</i>	Jill Koehler, Vice President of Schools, Pilot Principals	10/25/15	10/25/15	Not Begun				
5.18.4	Monitor campuses through observation/feedback sessions (quarterly)	Jill Koehler, Vice President of Schools, Pilot Principals	10/25/15	1/17/16	Not Begun				
5.18.5	<i>Deliverable: Evaluative Feedback provided to campuses (evidenced in meeting notes and informal data scorecard)</i>	Jill Koehler, Vice President of Schools, Pilot Principals	1/17/16	1/17/16	Not Begun				
5.18.6	<i>Milestone: Reimagined intervention period launched at all 14 participating College Prep campuses within first 10 days of school and on-going feedback loop established</i>	Jill Koehler, Vice President of Schools, Pilot Principals	1/17/16	1/17/16	Not Begun				
5.19	Mid-Year Evaluations of full scale implementation in SY '15-16	Jill Koehler, Vice President of Schools, Principals	12/1/15	2/1/16	Not Begun				
5.19.1	Mid-Year Student Survey to collect data around likes, dislikes and ideas for improvement	Jill Koehler, Vice President of Schools, Pilot Principals	12/1/15	1/10/16	Not Begun				
5.19.2	Mid-Year Teacher Surveys to collect data around things that worked, things that didn't work, ideas for improvement, and evaluation of effectiveness of the model	Jill Koehler, Vice President of Schools, Pilot Principals	12/1/15	1/10/16	Not Begun				
5.19.3	<i>Deliverable: Mid-year student and teacher survey results</i>	Jill Koehler, Vice President of Schools, Pilot Principals	1/10/16	1/10/16	Not Begun				
5.19.4	Develop recommendations for spring implementation based on student and teacher survey results	Jill Koehler, Vice President of Schools, Pilot Principals	1/10/16	2/1/16	Not Begun				
5.19.5	<i>Milestone: Lessons learned applied to implementation moving forward</i>	Jill Koehler, Vice President of Schools, Pilot Principals	2/1/16	2/1/16	Not Begun				
5.20	Implement Reimagined Intervention period at all participating College Prep campuses (spring SY '15-16)	Jill Koehler, Vice President of Schools, Pilot Principals	1/18/16	6/4/16	Not Begun				
5.20.1	Monitor Round II Pilot campuses through observation/feedback sessions (quarterly)	Jill Koehler, Vice President of Schools, Pilot Principals	1/18/16	3/25/16	Not Begun				

5.20.2	<i>Deliverable: Evaluative Feedback provided to Round II Pilot campuses (evidenced in meeting notes and informal data scorecard)</i>	Jill Koehler, Vice President of Schools, Pilot Principals	3/25/16	3/25/16	Not Begun			
5.20.3	Monitor Round II Pilot campuses through observation/feedback sessions (quarterly)	Jill Koehler, Vice President of Schools, Pilot Principals	3/25/16	6/4/16	Not Begun			
5.20.4	<i>Deliverable: Evaluative Feedback provided to Round II Pilot campuses (evidenced in meeting notes and informal data scorecard)</i>	Jill Koehler, Vice President of Schools, Pilot Principals	6/4/16	6/4/16	Not Begun			
5.20.5	<i>Milestone: Reimagined intervention period in place at Round II Pilot campuses and on-going feedback loop established</i>	Jill Koehler, Vice President of Schools, Pilot Principals	6/4/16	6/4/16	Not Begun			
5.21	End of Year Evaluations of full scale implementation (SY '15-16)	Jill Koehler, Vice President of Schools, Pilot Principals	5/1/16	7/1/16	Not Begun			
5.21.1	EOY Student Survey to collect data around likes, dislikes and ideas for improvement	Jill Koehler, Vice President of Schools, Pilot Principals	5/1/16	6/1/16	Not Begun			
5.21.2	EOY Teacher Survey to collect data around things that worked, things that didn't work, ideas for improvement, and evaluation of effectiveness of the model	Jill Koehler, Vice President of Schools, Pilot Principals	5/1/16	6/1/16	Not Begun			
5.21.3	Analyze year end data for STAAR, EOC, and AP student achievement, in addition to teacher and student survey data for Round II Pilot to develop Analysis Report	Jill Koehler, Vice President of Schools, Principals	6/1/16	7/1/16	Not Begun			
5.21.4	<i>Deliverable: End-of-year student and teacher survey results</i>	Jill Koehler, Vice President of Schools, Principals	6/1/16	6/1/16	Not Begun			
5.21.5	<i>Deliverable: Analysis Report on effectiveness of different intervention models</i>	Jill Koehler, Vice President of Schools, Principals	7/1/16	7/1/16	Not Begun			
5.21.6	<i>Milestone: Shared understanding of lessons learned from Round II Pilot</i>	Jill Koehler, Vice President of Schools, Principals	7/1/16	7/1/16	Not Begun			
5.22	Reflection and Refinement in preparation for SY '16-17	Jill Koehler, Vice President of Schools, Principals	6/1/16	8/1/16	Not Begun			
5.22.1	Present learnings from end of year evaluation to IDEA's Academic Services and Schools Teams, and College Prep principals	Jill Koehler, Vice President of Schools, Principals	6/1/16	7/1/16	Not Begun			
5.22.2	Refine model to be implemented in SY '16-17	Jill Koehler, Vice President of Schools, Principals	6/1/16	7/1/16	Not Begun			
5.22.3	College Prep principals develop SLIP and communicate to key campus-level staff	Jill Koehler, Vice President of Schools, Principals	7/1/16	8/1/16	Not Begun			
5.22.4	Purchase software licenses for all College Prep campuses	Jill Koehler, Vice President of Schools, Principals	6/1/16	8/1/16	Not Begun			
5.22.5	<i>Deliverable: SLIP to guide each College Prep campus through implementation in SY '16-17</i>	Jill Koehler, Vice President of Schools, Principals	8/1/16	8/1/16	Not Begun			
5.22.6	<i>Milestone: Shared understanding of highest-impact intervention models and keys to successful implementation</i>	Jill Koehler, Vice President of Schools, Principals	8/1/16	8/1/16	Not Begun			

5.23	Implement Reimagined Intervention Model fall SY '15-16 (all 14 participating College Prep campuses)	Jill Koehler, Vice President of Schools, Principals	8/20/16	12/26/16	Not Begun			
5.23.1	All 14 participating College Prep campuses implement reimagined intervention period through individual SLIP	Jill Koehler, Vice President of Schools, Pilot Principals	8/20/16	9/10/16	Not Begun			
5.23.2	Monitor campuses through observation/feedback sessions (quarterly)	Jill Koehler, Vice President of Schools, Pilot Principals	8/20/16	10/25/16	Not Begun			
5.23.3	<i>Deliverable: Evaluative Feedback provided to campuses (evidenced in meeting notes and informal data scorecard)</i>	Jill Koehler, Vice President of Schools, Pilot Principals	10/25/16	10/25/16	Not Begun			
5.23.4	Monitor campuses through observation/feedback sessions (quarterly)	Jill Koehler, Vice President of Schools, Pilot Principals	10/25/16	12/16/16	Not Begun			
5.23.5	<i>Deliverable: Evaluative Feedback provided to campuses (evidenced in meeting notes and informal data scorecard)</i>	Jill Koehler, Vice President of Schools, Pilot Principals	12/16/16	12/16/16	Not Begun			
5.23.6	<i>Milestone: Reimagined intervention period launched at all 14 participating College Prep campuses within first 10 days of school and on-going feedback loop established</i>	Jill Koehler, Vice President of Schools, Pilot Principals	12/16/16	12/16/16	Not Begun			
5.24	Mid-Year Evaluations of full scale implementation in SY '16-17	Jill Koehler, Vice President of Schools, Principals	12/1/16	12/26/16	Not Begun			
5.24.1	Mid-Year Student Survey to collect data around likes, dislikes and ideas for improvement	Jill Koehler, Vice President of Schools, Pilot Principals	12/1/16	12/15/16	Not Begun			
5.24.2	Mid-Year Teacher Surveys to collect data around things that worked, things that didn't work, ideas for improvement, and evaluation of effectiveness of the model	Jill Koehler, Vice President of Schools, Pilot Principals	12/1/16	12/15/16	Not Begun			
5.24.3	<i>Deliverable: Mid-year student and teacher survey results</i>	Jill Koehler, Vice President of Schools, Pilot Principals	12/15/16	12/15/16	Not Begun			
5.24.4	Develop recommendations for spring implementation based on student and teacher survey results	Jill Koehler, Vice President of Schools, Pilot Principals	12/15/16	12/26/16	Not Begun			
5.24.5	<i>Milestone: Lessons learned applied to implementation moving forward</i>	Jill Koehler, Vice President of Schools, Pilot Principals	12/26/16	12/26/16	Not Begun			
5.25	Full Project Evaluation and Succession Planning	Jill Koehler, Vice President of Schools, Principals	10/1/16	12/26/16	Not Begun			
5.25.1	Schools Team, Academic Services Team, and College Prep principals evaluate effectiveness of reimagined intervention period model(s) in operation across 14 participating College Prep campuses	Jill Koehler, Vice President of Schools, Principals	10/1/16	11/1/16	Not Begun			
5.25.2	Develop plan for continued implementation, including adjustments based on lessons learned from SY '13-14 through SY '15-16	Jill Koehler, Vice President of Schools, Principals	11/1/16	12/26/16	Not Begun			

5.25.3	<i>Deliverable: Plan for continued implementation (including staffing, funding, contractual considerations) or re-consideration based on student outcomes</i>	Jill Koehler, Vice President of Schools, Principals	12/26/16	12/26/16	Not Begun				
5.25.4	<i>Milestone: Reimagined intervention model evaluated for incorporation into IDEA's core College Prep instructional model</i>	Jill Koehler, Vice President of Schools, Principals	12/26/16	12/26/16	Not Begun				

Grantee Name: IDEA Public Schools

Project #6 Summer Institute for Credit Recovery and Acceleration

Project Goals/Desired Outcomes: Launch a summer institute for students who do not pass end of course exams and/or who are identified by educators as being prepared to launch ahead one year in math.

Narrative: IDEA will offer a Summer Institute for students who fail courses, or want to accelerate forward in math to ensure all students stay on track to graduate within 4 years.

Key Performance Measures: Students will Pass STAAR EOC required for graduation. Students will earn a high school math credit through acceleration.

Cross-reference to other projects: Software used in Project 5- Reimagine Intervention- may be used in the Summer Institute. This project also connects to Project 4- Online AP/Electives courses in that lessons learned from that project will inform offerings for math acceleration during the Summer Institute.

Activities for Project 6

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
6	Project 6- Summer Institute for Credit Recovery and Acceleration	Carrie Saucedo, Director of Secondary Program	7/1/13	12/26/16	In Progress	On-Track	Summer Institute for credit recovery and acceleration will offer students three opportunities to improve their academic standing: 1) opportunities for students who fail end of course exams to prepare for and pass those exams (credit recovery opportunity); 2) opportunities who fail courses to prepare for and pass those courses (credit recovery opportunity); and 3) opportunities for students who are prepared to accelerate in math and earn additional credit.		
6.1	Develop vision and district and school implementation plan for Summer Institute 2014	Carrie Saucedo, Director of Secondary Program	10/1/13	4/1/14	In Progress	On-Track	The Summer Institute will launch in the summer of 2014 to provide sufficient planning time and opportunities to draw on lessons learned from Projects 4 and 5.		Table 4-1 Budget 6 Personnel and Fringe Benefits (updated to reflect amendment)
6.1.1	Create a vision, summary and project plan to centralize summer institute planning and execution	Carrie Saucedo, Director of Secondary Program	10/1/13	1/15/14	In Progress	On-Track	The vision will explain the purpose and outcomes for Summer Institute. The summary will include a description of the Summer Institute for Credit Recovery, the goals of the program, the purpose of the program, as well as who, what when and where components of the Institute. The district project plan will outline the parameters of the summer institute and provide a big picture view of the program. Support for creating the vision for Project 6 is provided by members of IDEA's Academic Services Team.		
6.1.2	Present 6.1.1 deliverables to secondary College Prep principals, Academic Services Team leaders, and Schools Team leaders during January 2014 school leaders meeting	Carrie Saucedo, Director of Secondary Program	1/15/14	2/1/14	Not begun				
6.1.3	College Prep principals create a summer institute school level implementation plan (SLIP) framework to ensure successful execution	College Prep Principals	2/1/14	4/1/14	Not begun		Details for the SLIP, including personnel, facilities, schedules, and timelines, will be added in Activity 6.7, when campuses prepare to ensure Summer Institute is run smoothly.		
6.1.4	Develop a tracking mechanism for academic achievement for campuses (metrics to measure success of program)	Carrie Saucedo, Director of Secondary Program	11/1/13	2/1/14	Not begun		The metrics that will determine success of program will include grades and test scores.		
6.1.5	Deliverable: Vision, Summary and District Project Plan	Carrie Saucedo, Director of Secondary Program	1/15/14	1/15/14	Not begun				
6.1.6	Deliverable: Academic Tracking System	Carrie Saucedo, Director of Secondary Program	2/1/14	2/1/14	Not begun				
6.1.7	Deliverable: SLIP for each of 3 participating College Prep campuses	College Prep Principals	4/1/14	4/1/14	Not begun				
6.1.8	Milestone: Vision and district and school implementation plans are reviewed by College Prep principals	Carrie Saucedo, Director of Secondary Program	4/1/14	4/1/14	Not begun				
6.2	Research data from previous school years to identify courses that should be offered in each category	Carrie Saucedo, Director of Secondary Program	1/15/14	3/30/14	Not begun				
6.2.1	Collect and analyze historical data on end of course (EOC) exam success/failure to identify courses to offer for EOC re-takes (credit recovery)	Carrie Saucedo, Director of Secondary Program	1/15/14	1/30/14	Not begun				
6.2.2	Collect and analyze historical data on course failure to determine courses to offer for students to earn course credit	Carrie Saucedo, Director of Secondary Program	1/15/14	2/15/14	Not begun				
6.2.3	Research student achievement to identify math courses to offer for acceleration	Charlotte Carlsen, Math Curriculum Coordinator	2/15/14	3/1/14	Not begun		We will use our course sequence and course completion data to identify math courses to offer for acceleration.		
6.2.4	Communicate plan for courses to offer summer 2014 to College Prep principals	Carrie Saucedo, Director of Secondary Program	3/1/14	3/30/14	Not begun				

6.2.5	<i>Deliverable: Final report, including supporting data, of courses to be offered during Summer Institute 2014</i>	Carrie Saucedo, Director of Secondary Program	3/30/14	3/30/14	Not begun			
6.2.6	<i>Milestone: Course offerings for Summer Institute 2014 finalized</i>	Carrie Saucedo, Director of Secondary Program	3/30/14	3/30/14	Not begun			
6.3	Research and choose the best curriculum for Summer Institute 2014	Carrie Saucedo, Director of Secondary Program	1/15/14	4/15/14	Not begun			
6.3.1	Research the best curriculum for Summer Institute EOC exam courses (how are we reteaching content for re-testing)	Rodrigo Wong, Math Curriculum Coordinator	1/15/14	3/1/14	Not begun			
6.3.2	Research the best curriculum for Summer Institute courses aimed at securing course credit	Carrie Saucedo, Director of Secondary Program	1/15/14	3/1/14	Not begun			
6.3.3	Research the best summer online math courses for acceleration	Carrie Saucedo, Director of Secondary Program	1/15/14	3/1/14	Not begun			
6.3.4	Create instructional materials one-pagers for each course for College Prep teachers	Curriculum Coordinators	3/1/14	4/1/14	Not begun	One pagers will list the course description, course goals and the instructional resources needed for course.		
6.3.5	Purchase any instructional materials for summer institute, including software and supplies	College Prep Principals	3/1/14	4/15/14	Not begun	Materials purchased based on the course needs, and the materials recommended by the curriculum coordinators.		See activity 6.9 for budget reference
6.3.6	<i>Deliverable: Final curriculum (textbooks and software) for all summer courses offered</i>	Carrie Saucedo, Director of Secondary Program	4/15/14	4/15/14	Not begun			
6.3.7	<i>Milestone: Curriculum selected for Summer Institute</i>	Carrie Saucedo, Director of Secondary Program	4/15/14	4/15/14	Not begun			
6.4	Identify the appropriate students who should be participating in Summer Institute 2014	Carrie Saucedo, Director of Secondary Program	3/15/14	4/30/14	Not begun			
6.4.1	Create task force to develop student participation criteria	Carrie Saucedo, Director of Secondary Program	3/15/14	4/1/14	Not begun	The task force will ensure fairness in student participation criteria and quality. Task force members will include assistant principals of instruction who will run summer school on their campuses, high school teachers, and Secondary Academic Services Team (SAST) members.		
6.4.2	Task force develops student participation criteria	Carrie Saucedo, Director of Secondary Program	4/1/14	4/15/14	Not begun			
6.4.3	Task force creates and executes a plan for securing feedback on student participation criteria from key stakeholders including math coordinator, math teachers and campus leaders	Carrie Saucedo, Director of Secondary Program	4/1/14	4/15/14	Not begun			
6.4.4	Task force finalizes participation criteria based on the feedback	Carrie Saucedo, Director of Secondary Program	4/15/14	4/30/14	Not begun	Task force will gather feedback from math teachers, Math Coordinator and campus leaders on the participation criteria.		
6.4.5	<i>Deliverable: Project plan for gathering feedback on student participation criteria</i>	Carrie Saucedo, Director of Secondary Program	4/15/14	4/15/14	Not begun	Task force will design a project plan for gathering feedback on the student participation criteria.		
6.4.6	<i>Deliverable: Final student participation criteria</i>	Carrie Saucedo, Director of Secondary Program	4/30/14	4/30/14	Not begun			
6.4.7	<i>Milestone: 100% of participating students will be identified for Summer Institute</i>	Carrie Saucedo, Director of Secondary Program/Campus Principals	4/30/14	4/30/14	Not begun			
6.5	Hire the most effective personnel to ensure success of project	Carrie Saucedo, Director of Secondary Program	3/28/14	5/1/14	Not begun			
6.5.1	Create memo of understanding for Summer Institute teacher positions	Carrie Saucedo, Director of Secondary Program	3/28/14	5/1/14	Not begun			
6.5.2	Create job description for Summer Institute teacher positions	Carrie Saucedo, Director of Secondary Program	3/28/14	5/1/14	Not begun			
6.5.3	Create job description for Summer Institute campus administrator	Carrie Saucedo, Director of Secondary Program	3/28/14	5/1/14	Not begun			
6.5.4	Create memo of understanding for Summer Institute campus administrator	Carrie Saucedo, Director of Secondary Program	3/28/14	5/1/14	Not begun			

6.5.5	Interview and hire all summer institute teachers and campus administrators	Campus Principals	4/18/14	5/1/14	Not begun		Teachers for summer institute will apply for the positions and will be selected based on record of results in their current positions and experience in the course.		Table 4-1 Budget 6 Personnel- Instructors- and Fringe Benefits (updated per amendments; see Table 4-1 for explanation)
6.5.6	<i>Deliverable: List of all employees who will be hired for summer school submitted by managers to HR</i>	Carrie Saucedo, Director of Secondary Program	5/1/14	5/1/14	Not begun				Table 4-1 Budget 6 Personnel- IT Support Specialists- and Fringe Benefits (updated per amendments; see Table 4-1 for explanation)
6.5.7	<i>Deliverable: Job descriptions for all Summer Institute employees</i>	Carrie Saucedo, Director of Secondary Program	5/1/14	5/1/14	Not begun				
6.5.8	<i>Deliverable: MOUs for all Summer Institute employees</i>	Carrie Saucedo, Director of Secondary Program	5/1/14	5/1/14	Not begun				
6.5.9	<i>Milestone: 100% of Summer Teacher Institute teachers and staff hired</i>	Carrie Saucedo, Director of Secondary Program	5/1/14	5/1/14	Not begun				
6.6	Develop high quality training and development for teachers and leaders	Carrie Saucedo, Director of Secondary Program	3/1/14	6/9/14	Not begun		Training will target teachers who will provide instruction to reteach content using intervention strategies for students who need credit recovery. Students participating to accelerate in math will be primarily served by online courses.		
6.6.1	SAST members will create session goals and objectives for summer institute training	Carrie Saucedo, Director of Secondary Program	3/1/14	3/15/14	Not begun				
6.6.2	SAST members will design PowerPoint and objectives for Summer Institute training	Carrie Saucedo, Director of Secondary Program	3/1/14	3/15/14	Not begun				
6.6.3	Choose dates for Summer Institute Teacher Training	Carrie Saucedo, Director of Secondary Program	3/1/14	3/15/14	Not begun		Instructional coaches will provide training for teachers providing credit recovery instruction. There will be an abbreviated training for students participating in math acceleration.		
6.6.4	Identify 1 Trainer for each participating campus	Campus Principals	3/1/14	3/15/14	Not begun		Principal will select campus trainers. The campus trainer will conduct a local professional development session for all Summer Institute teachers.		
6.6.5	Design the Train the Trainer session, including schedule and training materials	Carrie Saucedo, Director of Secondary Program	3/1/14	4/1/14	Not begun		SAST will design a training session for Summer Institute for trainers to turn around and deliver at their campuses.		
6.6.6	Execute training for all campus trainers	Carrie Saucedo, Director of Secondary Program	4/1/14	4/30/14	Not begun				
6.6.7	Each campus trainer delivers training for all Summer Institute teachers	Campus Trainers	5/26/14	6/9/14	Not begun				Table 4-1 Budget 6 Personnel and Fringe Benefits (updated per amendments; see Table 4-1 for explanation)
6.6.8	<i>Deliverable: Train the Trainer session</i>	Carrie Saucedo, Director of Secondary Program	4/30/14	4/30/14	Not begun				
6.6.9	<i>Deliverable: Final schedule for teacher training session</i>	Carrie Saucedo, Director of Secondary Program	4/1/14	4/1/14	Not begun				
6.6.10	<i>Deliverable: Training materials identified and ordered</i>	Carrie Saucedo, Director of Secondary Program	4/1/14	4/1/14	Not begun				
6.6.11	<i>Milestone: All teachers trained to deliver Summer Institute</i>	Carrie Saucedo, Director of Secondary Program	6/9/14	6/9/14	Not begun				
6.7	Ensure campus operations and logistics are run smoothly	Carrie Saucedo, Director of Secondary Program	1/15/14	5/25/14	Not begun				

6.7.1	Create summer lunch menus	Antonio Guevara, Director of Auxiliary Services	2/15/14	4/30/14	Not begun			
6.7.2	Identify Summer Institute sites and necessary facilities/maintenance tasks	Carrie Saucedo, Director of Secondary Program	1/15/14	2/15/14	Not begun		In year 2 (summer '14), IDEA will offer Summer Institute at 3 campuses in the Rio Grande Valley. Centralizing Summer Institute in the first year of implementation will support effective management and streamlined logistics, thereby ensuring that resources are maximized in favor of activities designed to directly influence student achievement.	
6.7.3	Create bus routes for all participating campuses	Carlos Castaneda, Director of Transportation	4/15/14	5/25/14	Not begun			
6.7.4	Identify summer school dates	Carrie Saucedo, Director of Secondary Program	1/15/14	2/15/14	Not begun		The Summer Institute will run the same dates at all participating campuses.	
6.7.5	Create summer school daily schedule for each participating campus	Carrie Saucedo, Director of Secondary Program	2/15/14	3/1/14	Not begun		Summer Institute summer '14 will run 18 days. Summers '15 and '16 will run 27 days.	
6.7.6	Research high-value providers of supplies needed to execute Summer Institute	Carrie Saucedo, Director of Secondary Program	4/1/14	4/15/14	Not begun			
6.7.7	Purchase supplies	Carrie Saucedo, Director of Secondary Program	4/15/14	5/25/14	Not begun			See activity 6.9 for budget reference
6.7.8	Update SLIP per 6.7.1 and 6.7.7	Carrie Saucedo, Director of Secondary Program	5/15/14	5/25/14	Not begun		The SLIP and Operations Plans will be complimentary documents, with details targeting campus-based leadership (e.g., Assistant Principal of Instruction) and operations staff, principally the Regional Director of Operations.	
6.7.9	<i>Deliverable: Final campus-specific Operations Plans to Regional Director of Operations (RDO), including information on tasks 6.7.1 through 6.7.5</i>	Carrie Saucedo, Director of Secondary Program	3/1/14	3/1/14	Not begun		Components of the plan will include bus schedules and routes, meals, and cleaning schedule.	
6.7.10	<i>Deliverable: Summer Institute schedule for each participating campus, including dates/times, classes, meals, and room numbers</i>	Carrie Saucedo, Director of Secondary Program	4/1/14	4/1/14	Not begun			
6.7.11	<i>Milestone: 100% of campuses prepared to execute Summer Institute 2014</i>	Carrie Saucedo, Director of Secondary Program	5/25/14	5/25/14	Not begun			
6.8	Develop a clear communication plan to guide district-wide stakeholder engagement	Carrie Saucedo, Director of Secondary Program	4/25/14	5/25/14	Not begun			
6.8.1	Design Summer Institute Kickoff Meeting for summer school staff, including Building Manager (e.g., Assistant Principal of Instruction), lab manager and teachers	Carrie Saucedo, Director of Secondary Program	4/25/14	5/10/14	Not begun			
6.8.2	Design flyers to share with participating campuses for distribution to students and families	Carrie Saucedo, Director of Secondary Program	4/25/14	5/10/14	Not begun			
6.8.3	Design common parent info session	Carrie Saucedo, Director of Secondary Program	4/25/14	5/10/14	Not begun		This session will be designed by the Academic Services Team and delivered by campus staff.	
6.8.4	Design common messages to teachers	Carrie Saucedo, Director of Secondary Program	4/25/14	5/10/14	Not begun			
6.8.5	Design common messages to students	Carrie Saucedo, Director of Secondary Program	4/25/14	5/10/14	Not begun		This session will be designed by the Academic Services Team and delivered by campus staff.	
6.8.6	Design common teacher campus cascading messages	Carrie Saucedo, Director of Secondary Program	4/25/14	5/10/14	Not begun			
6.8.7	Select dates for Summer Institute Road Show (Road Show is a tour of campuses to communicate Summer Institute to all staff)	Carrie Saucedo, Director of Secondary Program	4/25/14	5/10/14	Not begun			
6.8.8	Execute Road Show	Carrie Saucedo, Director of Secondary Program	5/10/14	5/25/14	Not begun			
6.8.9	<i>Deliverable: Summer Institute Road Show Presentation (Road Show is a tour of campuses to communicate Summer Institute to all staff)</i>	Carrie Saucedo, Director of Secondary Program	5/10/14	5/10/14	Not begun		The Road Show will provide information on the big picture around Summer Institute: mission/purpose and how to learn more about. Target audience is teachers and other campus staff.	
6.8.10	<i>Deliverable: One pager with consistent summer institute information for each stakeholder (parents, teachers, students)</i>	Carrie Saucedo, Director of Secondary Program	5/10/14	5/10/14	Not begun			

6.8.11	<i>Deliverable: PowerPoint presentation for Road Show</i>	Carrie Saucedo, Director of Secondary Program	5/10/14	5/10/14	Not begun			
6.8.12	<i>Deliverable: Schedule for Road Show with dates and times for each campus</i>	Carrie Saucedo, Director of Secondary Program	5/10/14	5/10/14	Not begun			
6.8.13	<i>Milestone: IDEA stakeholders informed about Summer Institute</i>	Carrie Saucedo, Director of Secondary Program	5/25/14	5/25/14	Not begun			
6.9	Execute Summer Institute 2014	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	6/10/14	7/30/14	Not begun		Summer Institute Summer '14 will last 18 school days; timeline here reflects the range within which those 18 days will fall.	Table 4-1 Budget 6 Supplies
6.9.1	Execute campus-specific SLIP and operations plans at 3 centralized Summer Institute campuses	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	6/10/14	7/30/14	Not begun			Continued from previous row: Table 4-1 Budget 6 Contractual
6.9.2	Conduct necessary purchases (e.g., student lunches, general supplies) to ensure successful execution	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	6/10/14	7/30/14	Not begun			Continued from previous row: Table 4-1 Budget 6 Contractual
6.9.3	<i>Deliverable: Purchases for Summer Institute</i>	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/30/14	7/30/14	Not begun			
6.9.4	<i>Milestone: Summer Institute 2014 executed successfully</i>	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/30/14	7/30/14	Not begun			
6.10	Evaluate Summer Institute 2014	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/1/14	9/1/14	Not begun			
6.10.1	Develop student survey to evaluate engagement during Summer Institute	Carrie Saucedo, Director of Secondary Program	7/1/14	7/15/14	Not begun			
6.10.2	Solicit feedback on student survey from key stakeholders, including leaders on the Academic Services Teams and campus leaders	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/15/14	7/20/14	Not begun			
6.10.3	Finalize student survey	Carrie Saucedo, Director of Secondary Program	7/20/14	7/25/14	Not begun			
6.10.4	Develop parent survey to evaluate satisfaction with Summer Institute	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/1/14	7/15/14	Not begun		Campus staff will deliver the student survey.	
6.10.5	Solicit feedback on parent survey from key stakeholders, including leaders on the Academic Services Teams and campus leaders	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/15/14	7/20/14	Not begun			
6.10.6	Finalize parent survey	Carrie Saucedo, Director of Secondary Program	7/25/14	7/25/14	Not begun			
6.10.7	<i>Deliverable: Student Survey</i>	Carrie Saucedo, Director of Secondary Program	7/25/14	7/25/14	Not begun			
6.10.8	<i>Deliverable: Parent Survey</i>	Carrie Saucedo, Director of Secondary Program	7/25/14	7/25/14	Not begun			
6.10.9	Execute student survey at participating campuses	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/25/14	7/31/14	Not begun		Campus staff will deliver the teacher survey.	
6.10.10	Collect student survey responses	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/25/14	7/31/14	Not begun			
6.10.11	Execute parent survey at participating campuses	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/25/14	7/31/14	Not begun			

6.10.12	Collect parent survey responses	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/25/14	7/31/14	Not begun			
6.10.13	Develop teacher interview form to assess success during Summer Institute	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/1/14	7/15/14	Not begun			
6.10.14	<i>Deliverable: Teacher Interview form</i>	Carrie Saucedo, Director of Secondary Program	7/15/14	7/15/14	Not begun			
6.10.15	Interview teachers	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/15/14	7/25/14	Not begun		Campus-based leadership (e.g., Assistant Principal of Instruction) will conduct the teacher interview.	
6.10.16	Review and analyze relevant survey results, drawing out themes and key outcomes	Carrie Saucedo, Director of Secondary Program	8/15/14	8/25/14	Not begun		Timeline reflects likely date that summer assessment results will be available.	
6.10.17	Develop Summer Institute 2014 Report using outcomes and feedback provided by students, parents, and teachers	Carrie Saucedo, Director of Secondary Program	8/15/14	8/25/14	Not begun			
6.10.18	Distribute report to key stakeholders via de-brief meetings/check-ins	Carrie Saucedo, Director of Secondary Program	8/25/14	8/27/14	Not begun			
6.10.19	Collect feedback, including suggestions for improvement for the next Summer Institute, around the 2014 Report	Carrie Saucedo, Director of Secondary Program	8/25/14	9/1/14	Not begun			
6.10.20	<i>Deliverable: Summer Institute 2014 Report</i>	Carrie Saucedo, Director of Secondary Program	9/1/14	9/1/14	Not begun			
6.10.21	<i>Milestone: Evaluation of Summer Institute 2014</i>	Carrie Saucedo, Director of Secondary Program	9/1/14	9/1/14	Not begun			
6.11	Develop vision and district and school implementation plan for Summer Institute 2015	Carrie Saucedo, Director of Secondary Program	10/1/14	4/1/15	Not begun			
6.11.1	Update the vision, project plan and summary created in 6.1 to incorporate 14 participating College Prep campuses (students from 14 participating campuses will be eligible for participation in Summer Institute 2015 at one of 10 school sites)	Carrie Saucedo, Director of Secondary Program	10/1/14	1/15/15	Not begun		The vision will explain the purpose and outcomes for Summer Institute. The summary will include a description of the Summer Institute for Credit Recovery, the goals of the program, the purpose of the program, as well as who, what when and where components of the Institute. The district project plan will outline the parameters of the summer institute and provide a big picture view of the program. The vision for Summer Institute 2015 will be informed by evaluation conducted in 6.10.	
6.11.2	Present 6.11.1 deliverables to secondary College Prep principals, Academic Services Team leaders, and Schools Team leaders during January 2015 school leaders meeting	Carrie Saucedo, Director of Secondary Program	1/15/15	2/1/15	Not begun			
6.11.3	College Prep principals create a summer institute school level implementation plan (SLIP) framework to ensure successful execution	College Prep Principals	2/1/15	4/1/15	Not begun		Details for the SLIP, including personnel, facilities, schedules, and timelines, will be added in Activity 6.7, when campuses prepare to ensure Summer Institute is run smoothly.	
6.11.4	Develop a tracking mechanism for academic achievement for campuses (metrics to measure success of program)	Carrie Saucedo, Director of Secondary Program	3/1/15	3/15/15	Not begun		The metrics that will determine success of program will include grades and test scores.	
6.11.5	<i>Deliverable: Vision, Summary and District Project Plan</i>	Carrie Saucedo, Director of Secondary Program	1/15/15	1/15/15	Not begun			
6.11.6	<i>Deliverable: Outcomes Tracking System</i>	Carrie Saucedo, Director of Secondary Program	3/15/15	3/15/15	Not begun			
6.11.7	<i>Deliverable: SLIP for each Summer Institute campus</i>	College Prep Principals	4/1/15	4/1/15	Not begun			
6.11.8	<i>Milestone: Vision and district and school implementation plans in place to guide implementation summer '15</i>	Carrie Saucedo, Director of Secondary Program	4/1/15	4/1/15	Not begun			
6.12	Research data from previous school years to identify courses that should be offered in each category	Carrie Saucedo, Director of Secondary Program	1/15/15	3/30/15	Not begun			
6.12.1	Collect and analyze historical data on end of course (EOC) exam success/failure to identify courses to offer for EOC re-takes (credit recovery)	Carrie Saucedo, Director of Secondary Program	1/15/15	1/30/15	Not begun			
6.12.2	Collect and analyze historical data on course failure to determine courses to offer for students to earn course credit	Carrie Saucedo, Director of Secondary Program	1/15/15	2/15/15	Not begun			

6.12.3	Research student achievement to identify math courses to offer for acceleration	Charlotte Carlsen, Math Curriculum Coordinator	2/15/15	3/1/15	Not begun		We will use our course sequence and course completion data to identify math courses to offer for acceleration.		
6.12.4	Communicate plan for courses to offer summer 2014 to College Prep principals	Carrie Saucedo, Director of Secondary Program	3/1/15	3/1/15	Not begun				
6.12.5	<i>Deliverable: Final report, including supporting data, of courses to be offered during Summer Institute 2015</i>	Carrie Saucedo, Director of Secondary Program	3/30/15	3/30/15	Not begun				
6.12.6	<i>Milestone: Course offerings for Summer Institute 2015 finalized</i>	Carrie Saucedo, Director of Secondary Program	3/30/15	3/30/15	Not begun				
6.13	Research and choose the best curriculum for Summer Institute 2015	Carrie Saucedo, Director of Secondary Program	1/15/15	4/15/15	Not begun				
6.13.1	Research the best curriculum for Summer Institute EOC exam courses (how are we reteaching content for re-testing)	Rodrigo Wong, Math Curriculum Coordinator	1/15/15	3/1/15	Not begun				
6.13.2	Research the best curriculum for Summer Institute courses aimed at securing course credit	Carrie Saucedo, Director of Secondary Program	1/15/15	3/1/15	Not begun				
6.13.3	Research the best summer online math courses for acceleration	Carrie Saucedo, Director of Secondary Program	1/15/15	3/1/15	Not begun				
6.13.4	Create instructional materials one-pagers for each course for College Prep teachers	Curriculum Coordinators	3/1/15	4/1/15	Not begun		One pagers will list the course description, course goals and the instructional resources needed for course.		
6.13.5	Purchase any instructional materials for summer institute, including software and supplies	College Prep Principals	3/1/15	4/15/15	Not begun		Materials purchased based on the course needs, and the materials recommended by the curriculum coordinators.		See 6.19 for budget reference
6.13.6	<i>Deliverable: Final curriculum (textbooks and software) for all summer courses offered</i>	Carrie Saucedo, Director of Secondary Program	4/15/15	4/15/15	Not begun				
6.13.7	<i>Milestone: Curriculum selected for Summer Institute</i>	Carrie Saucedo, Director of Secondary Program	4/15/15	4/15/15	Not begun				
6.14	Identify the appropriate students who should be participating in Summer Institute 2015	Carrie Saucedo, Director of Secondary Program	3/15/15	4/30/15	Not begun				
6.14.1	Create task force to develop student participation criteria	Carrie Saucedo, Director of Secondary Program	3/15/15	4/1/15	Not begun		The task force will ensure fairness in student participation criteria and quality. Task force members will include assistant principals of instruction who will run summer school on their campuses, high school teachers, and Secondary Academic Services Team (SAST) members.		
6.14.2	Task force develops student participation criteria	Carrie Saucedo, Director of Secondary Program	4/1/15	4/15/15	Not begun				
6.14.3	Task force creates and executes a plan for securing feedback on student participation criteria from key stakeholders including math coordinator, math teachers and campus leaders	Carrie Saucedo, Director of Secondary Program	4/1/15	4/15/15	Not begun				
6.14.4	Task force finalizes participation criteria based on the feedback	Carrie Saucedo, Director of Secondary Program	4/15/15	4/30/15	Not begun		Task force will gather feedback from math teachers, Math Coordinator and campus leaders on the participation criteria.		
6.14.5	<i>Deliverable: Project plan for gathering feedback on student participation criteria</i>	Carrie Saucedo, Director of Secondary Program	4/15/15	4/15/15	Not begun		Task force will design a project plan for gathering feedback on the student participation criteria.		
6.14.6	<i>Deliverable: Final student participation criteria</i>	Carrie Saucedo, Director of Secondary Program	4/30/15	4/30/15	Not begun				
6.14.7	<i>Milestone: 100% of participating students will be identified for Summer Institute</i>	Carrie Saucedo, Director of Secondary Program/Campus Principals	4/30/15	4/30/15	Not begun				
6.15	Hire the most effective personnel to ensure success of project	Carrie Saucedo, Director of Secondary Program	3/28/15	5/1/15	Not begun				
6.15.1	Create memo of understanding for Summer Institute teacher positions	Carrie Saucedo, Director of Secondary Program	3/28/15	5/1/15	Not begun				
6.15.2	Create job description for Summer Institute teacher positions	Carrie Saucedo, Director of Secondary Program	3/28/15	5/1/15	Not begun				
6.15.3	Create job description for Summer Institute campus administrator	Carrie Saucedo, Director of Secondary Program	3/28/15	5/1/15	Not begun				

6.15.4	Create memo of understanding for Summer Institute campus administrator	Carrie Saucedo, Director of Secondary Program	3/28/15	5/1/15	Not begun			
6.15.5	Interview and hire all summer institute teachers and campus administrators	Campus Principals	4/18/15	5/1/15	Not begun		Teachers for summer institute will apply for the positions and will be selected based on record of results in their current positions and experience in the course.	Table 4-1 Budget 6 Personnel- and Fringe Benefits (updated per amendments; see Table 4-1 for explanation)
6.15.6	<i>Deliverable: List of all employees who will be hired for summer school submitted by managers to HR</i>	Carrie Saucedo, Director of Secondary Program	5/1/15	5/1/15	Not begun			Table 4-1 Budget 6 Personnel- IT Support Specialists- and Fringe Benefits (updated per amendments; see Table 4-1 for explanation)
6.15.7	<i>Deliverable: Job descriptions for all Summer Institute employees</i>	Carrie Saucedo, Director of Secondary Program	5/1/15	5/1/15	Not begun			
6.15.8	<i>Deliverable: MOUs for all Summer Institute employees</i>	Carrie Saucedo, Director of Secondary Program	5/1/15	5/1/15	Not begun			
6.15.9	<i>Milestone: 100% of Summer Teacher Institute teachers and staff hired</i>	Carrie Saucedo, Director of Secondary Program	5/1/15	5/1/15	Not begun			
6.16	Develop high quality training and development for teachers and leaders	Carrie Saucedo, Director of Secondary Program	3/1/15	6/9/15	Not begun		Training will target teachers who will provide instruction to reteach content using intervention strategies for students who need credit recovery. Students participating to accelerate in math will be primarily served by online courses.	
6.16.1	SAST members will create session goals and objectives for summer institute training	Carrie Saucedo, Director of Secondary Program	3/1/15	3/15/15	Not begun			
6.16.2	SAST members will design PowerPoint and objectives for Summer Institute training	Carrie Saucedo, Director of Secondary Program	3/1/15	3/15/15	Not begun			
6.16.3	Choose dates for Summer Institute Teacher Training	Carrie Saucedo, Director of Secondary Program	3/1/15	3/15/15	Not begun		Instructional coaches will provide training for teachers providing credit recovery instruction. There will be an abbreviated training for students participating in math acceleration.	
6.16.4	Identify 1 Trainer for each participating campus	Campus Principals	3/1/15	3/15/15	Not begun		Principal will select campus trainers. The campus trainer will conduct a local professional development session for all Summer Institute teachers.	
6.16.5	Design the Train the Trainer session, including schedule and training materials	Carrie Saucedo, Director of Secondary Program	3/1/15	4/1/15	Not begun		SAST will design a training session for Summer Institute for trainers to turn around and deliver at their campuses.	
6.16.6	Execute training for all campus trainers	Carrie Saucedo, Director of Secondary Program	4/1/15	4/30/15	Not begun			
6.16.7	Each campus trainer delivers training for all Summer Institute teachers	Campus TOT's	5/26/15	6/9/15	Not begun			Table 4-1 Budget 6 Personnel and Fringe Benefits (updated per amendments; see Table 4-1 for explanation)
6.16.8	<i>Deliverable: Train the Trainer session</i>	Carrie Saucedo, Director of Secondary Program	4/30/15	4/30/15	Not begun			
6.16.9	<i>Deliverable: Final schedule for teacher training session</i>	Carrie Saucedo, Director of Secondary Program	4/1/15	4/1/15	Not begun			
6.16.10	<i>Deliverable: Training materials identified and ordered</i>	Carrie Saucedo, Director of Secondary Program	4/1/15	4/1/15	Not begun			
6.16.11	<i>Milestone: All teachers trained to deliver Summer Institute</i>	Carrie Saucedo, Director of Secondary Program	6/9/15	6/9/15	Not begun			

6.17	Ensure campus operations and logistics are run smoothly	Carrie Saucedo, Director of Secondary Program	1/15/15	5/25/15	Not begun			
6.17.1	Create summer lunch menus	Antonio Guevara, Director of Auxiliary Services	2/15/15	4/30/15	Not begun			
6.17.2	Identify Summer Institute sites and necessary facilities/maintenance tasks	Carrie Saucedo, Director of Secondary Program	1/15/15	2/15/15	Not begun			
6.17.3	Create bus routes for all participating campuses	Carlos Castaneda, Director of Transportation	4/15/15	5/25/15	Not begun			
6.17.4	Identify summer school dates	Carrie Saucedo, Director of Secondary Program	1/15/15	2/15/15	Not begun	The Summer Institute will run the same dates at all participating campuses.		
6.17.5	Create summer school daily schedule for each participating campus	Carrie Saucedo, Director of Secondary Program	2/15/15	3/1/15	Not begun			
6.17.6	Research high-value providers of supplies needed to execute Summer Institute	Carrie Saucedo, Director of Secondary Program	4/1/15	4/15/15	Not begun			
6.17.7	Purchase supplies	Carrie Saucedo, Director of Secondary Program	4/15/15	5/25/15	Not begun			See 6.19 for budget reference
6.17.8	Update SLIP per 6.17.1 and 6.17.8	Carrie Saucedo, Director of Secondary Program	5/15/15	5/25/15	Not begun	The SLIP and Operations Plans will be complimentary documents, with details targeting campus-based leadership (e.g., Assistant Principal of Instruction) and operations staff, principally the Regional Director of Operations.		
6.17.9	<i>Deliverable: Final campus-specific Operations Plans to Regional Director of Operations (RDO), including information on tasks 6.17.1 through 6.17.8</i>	Carrie Saucedo, Director of Secondary Program	3/1/15	3/1/15	Not begun	Components of the plan will include bus schedules and routes, meals, and cleaning schedule.		
6.17.10	<i>Deliverable: Summer Institute schedule for each participating campus, including dates/times, classes, meals, and room numbers</i>	Carrie Saucedo, Director of Secondary Program	4/1/15	4/1/15	Not begun			
6.17.11	<i>Milestone: 100% of campuses prepared to execute Summer Institute 2015</i>	Carrie Saucedo, Director of Secondary Program	5/25/15	5/25/15	Not begun			
6.18	Develop a clear communication plan to guide district-wide stakeholder engagement	Carrie Saucedo, Director of Secondary Program	1/15/15	5/10/15	Not begun			
6.18.1	Design Summer Institute Kickoff Meeting for summer school staff, including Building Manager (e.g., Assistant Principal of Instruction), lab manager and teachers	Carrie Saucedo, Director of Secondary Program	4/25/15	5/10/15	Not begun			
6.18.2	Design flyers to share with participating campuses for distribution to students and families	Carrie Saucedo, Director of Secondary Program	4/25/15	5/10/15	Not begun			
6.18.3	Design common parent info session	Carrie Saucedo, Director of Secondary Program	4/25/15	5/10/15	Not begun	This session will be designed by the Academic Services Team and delivered by campus staff.		
6.18.4	Design common messages to teachers	Carrie Saucedo, Director of Secondary Program	4/25/15	5/10/15	Not begun			
6.18.5	Design common messages to students	Carrie Saucedo, Director of Secondary Program	4/25/15	5/10/15	Not begun			
6.18.6	Design common teacher campus cascading messages	Carrie Saucedo, Director of Secondary Program	4/25/15	5/10/15	Not begun			
6.18.7	Select dates for Summer Institute Road Show (Road Show is a tour of campuses to communicate Summer Institute to all staff)	Carrie Saucedo, Director of Secondary Program	4/25/15	5/10/15	Not begun			
6.18.8	Execute Summer Institute Road Show	Carrie Saucedo, Director of Secondary Program	5/10/15	5/25/15	Not begun			
6.18.9	<i>Deliverable: Summer Institute Road Show Presentation (Road Show is a tour of campuses to communicate Summer Institute to all staff)</i>	Carrie Saucedo, Director of Secondary Program	5/10/15	5/10/15	Not begun	The Road Show will provide information on the big picture around Summer Institute: mission/purpose and how to learn more about. Target audience is teachers and other campus staff.		
6.18.10	<i>Deliverable: One pager with consistent summer institute information for each stakeholder (parents, teachers, students)</i>	Carrie Saucedo, Director of Secondary Program	5/10/15	5/10/15	Not begun			

6.18.11	<i>Deliverable: PowerPoint presentation for Road Show</i>	Carrie Saucedo, Director of Secondary Program	5/10/15	5/10/15	Not begun			
6.18.12	<i>Deliverable: Schedule for Road Show with dates and times for each campus</i>	Carrie Saucedo, Director of Secondary Program	5/10/15	5/10/15	Not begun			
6.18.13	<i>Milestone: IDEA stakeholders informed about Summer Institute</i>	Carrie Saucedo, Director of Secondary Program	5/25/15	5/25/15	Not begun			
6.19	Execute Summer Institute 2015	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	6/10/15	7/30/15	Not begun		Summer Institute Summer '15 will last 27 school days; timeline here reflects the range within which those 27 days will fall.	Table 4-1 Budget 6 Supplies
6.19.1	Execute campus-specific SLIP and operations plans at Summer Institute sites	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	6/10/15	7/30/15	Not begun			Continued from previous row: Table 4-1 Budget 6 Contractual
6.19.2	Conduct necessary purchases (e.g., student lunches, general supplies) to ensure successful execution	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	6/10/15	7/30/15	Not begun			Continued from previous row: Table 4-1 Budget 6 Contractual
6.19.3	<i>Deliverable: Purchases for Summer Institute</i>	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/30/15	7/30/15	Not begun			
6.19.4	<i>Milestone: Summer Institute 2015 executed successfully</i>	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/30/15	7/30/15	Not begun			
6.20	Evaluate Summer Institute 2015	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/1/15	9/1/15	Not begun			
6.20.1	Develop student survey to evaluate engagement during Summer Institute	Carrie Saucedo, Director of Secondary Program	7/1/15	7/15/15	Not begun			
6.20.2	Solicit feedback on student survey from key stakeholders, including leaders on the Academic Services Teams and campus leaders	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/15/15	7/20/15	Not begun			
6.20.3	Finalize student survey	Carrie Saucedo, Director of Secondary Program	7/20/15	7/25/15	Not begun			
6.20.4	Develop parent survey to evaluate satisfaction with Summer Institute	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/1/15	7/15/15	Not begun		Campus staff will deliver the student survey.	
6.20.5	Solicit feedback on parent survey from key stakeholders, including leaders on the Academic Services Teams and campus leaders	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/15/15	7/20/15	Not begun			
6.20.6	Finalize parent survey	Carrie Saucedo, Director of Secondary Program	7/25/15	7/25/15	Not begun			
6.20.7	<i>Deliverable: Student Survey</i>	Carrie Saucedo, Director of Secondary Program	7/25/15	7/25/15	Not begun			
6.20.8	<i>Deliverable: Parent Survey</i>	Carrie Saucedo, Director of Secondary Program	7/25/15	7/25/15	Not begun			
6.20.9	Execute student survey at participating campuses	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/25/15	7/31/15	Not begun		Campus staff will deliver the teacher survey.	
6.20.10	Collect student survey responses	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/25/15	7/31/15	Not begun			
6.20.11	Execute parent survey at participating campuses	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/25/15	7/31/15	Not begun			

6.20.12	Collect parent survey responses	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/25/15	7/31/15	Not begun			
6.20.13	Develop teacher interview form to assess success during Summer Institute	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/1/15	7/15/15	Not begun			
6.20.14	<i>Deliverable: Teacher Interview form</i>	Carrie Saucedo, Director of Secondary Program	7/15/15	7/15/15	Not begun			
6.20.15	Interview teachers	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/15/15	7/25/15	Not begun		Campus-based leadership (e.g., Assistant Principal of Instruction) will conduct the teacher interview.	
6.20.16	Review and analyze relevant test results, drawing out themes and key outcomes	Carrie Saucedo, Director of Secondary Program	8/15/15	8/25/15	Not begun		Timeline reflects likely date that summer assessment results will be available.	
6.20.17	Develop Summer Institute 2015 Report using outcomes and feedback provided by students, parents, and teachers	Carrie Saucedo, Director of Secondary Program	8/15/15	8/25/15	Not begun			
6.20.18	Distribute report to key stakeholders via de-brief meetings/check-ins	Carrie Saucedo, Director of Secondary Program	8/25/15	8/27/15	Not begun			
6.20.19	Collect feedback, including suggestions for improvement for the next Summer Institute, around the 2015 Report	Carrie Saucedo, Director of Secondary Program	8/25/15	9/1/15	Not begun			
6.20.20	<i>Deliverable: Summer Institute 2015 Report</i>	Carrie Saucedo, Director of Secondary Program	9/1/15	9/1/15	Not begun			
6.20.21	<i>Milestone: Evaluation of Summer Institute 2015</i>	Carrie Saucedo, Director of Secondary Program	9/1/15	9/1/14	Not begun			
6.21	Develop vision and district and school implementation plan for Summer Institute 2016	Carrie Saucedo, Director of Secondary Program	10/1/15	4/1/16	Not begun			
6.21.1	Update the vision, project plan and summary created in 6.1/6.11 to incorporate 14 participating College Prep campuses (students from 14 participating campuses will be eligible for participation in Summer Institute 2015 at one of 10 school sites)	Carrie Saucedo, Director of Secondary Program	10/1/15	1/15/16	Not begun		The vision will explain the purpose and outcomes for Summer Institute. The summary will include a description of the Summer Institute for Credit Recovery, the goals of the program, the purpose of the program, as well as who, what when and where components of the Institute. The district project plan will outline the parameters of the summer institute and provide a big picture view of the program. Support for creating the vision for Project 6 is provided by members of IDEA's Academic Services Team. The vision will be informed by lessons learned per 6.20.	
6.21.2	Present 6.21.1 deliverables to secondary College Prep principals, Academic Services Team leaders, and Schools Team leaders during January 2016 school leaders meeting	Carrie Saucedo, Director of Secondary Program	1/15/16	2/1/16	Not begun			
6.21.3	College Prep principals create a summer institute school level implementation plan (SLIP) framework to ensure successful execution	College Prep Principals	2/1/16	4/1/16	Not begun		Details for the SLIP, including personnel, facilities, schedules, and timelines, will be added in Activity 6.7, when campuses prepare to ensure Summer Institute is run smoothly.	
6.21.4	Develop a tracking mechanism for academic achievement for campuses (metrics to measure success of program)	Carrie Saucedo, Director of Secondary Program	11/1/15	2/1/16	Not begun		The metrics that will determine success of program will include grades and test scores.	
6.21.5	<i>Deliverable: Vision, Summary and District Project Plan</i>	Carrie Saucedo, Director of Secondary Program	1/15/16	1/15/16	Not begun			
6.21.6	<i>Deliverable: Academic Tracking System</i>	Carrie Saucedo, Director of Secondary Program	2/1/16	2/1/16	Not begun			
6.21.7	<i>Deliverable: SLIP for each Summer Institute campus</i>	College Prep Principals	4/1/16	4/1/16	Not begun			
6.21.8	<i>Milestone: Vision and district and school implementation plans are reviewed by College Prep principals</i>	Carrie Saucedo, Director of Secondary Program	4/1/16	4/1/16	Not begun			
6.22	Research data from previous school years to identify courses that should be offered in each category	Carrie Saucedo, Director of Secondary Program	1/15/16	3/30/16	Not begun			
6.22.1	Collect and analyze historical data on end of course (EOC) exam success/failure to identify courses to offer for EOC re-takes (credit recovery)	Carrie Saucedo, Director of Secondary Program	1/15/16	1/30/16	Not begun			

6.22.2	Collect and analyze historical data on course failure to determine courses to offer for students to earn course credit	Carrie Saucedo, Director of Secondary Program	1/15/16	2/15/16	Not begun			
6.22.3	Research student achievement to identify math courses to offer for acceleration	Charlotte Carlsen, Math Curriculum Coordinator	2/15/16	3/1/16	Not begun		We will use our course sequence and course completion data to identify math courses to offer for acceleration.	
6.22.4	Communicate plan for courses to offer summer 2016 to College Prep principals	Carrie Saucedo, Director of Secondary Program	3/1/16	3/30/16	Not begun			
6.22.5	<i>Deliverable: Final report, including supporting data, of courses to be offered during Summer Institute 2016</i>	Carrie Saucedo, Director of Secondary Program	3/30/16	3/30/16	Not begun			
6.22.6	<i>Milestone: Course offerings for Summer Institute 2016 finalized</i>	Carrie Saucedo, Director of Secondary Program	3/30/16	3/30/16	Not begun			
6.23	Research and choose the best curriculum for Summer Institute 2016	Carrie Saucedo, Director of Secondary Program	1/15/16	4/15/16	Not begun			
6.23.1	Research the best curriculum for Summer Institute EOC exam courses (how are we reteaching content for re-testing)	Rodrigo Wong, Math Curriculum Coordinator	1/15/16	3/1/16	Not begun			
6.23.2	Research the best curriculum for Summer Institute courses aimed at securing course credit	Carrie Saucedo, Director of Secondary Program	1/15/16	3/1/16	Not begun			
6.23.3	Research the best summer online math courses for acceleration	Carrie Saucedo, Director of Secondary Program	1/15/16	3/1/16	Not begun			
6.23.4	Create instructional materials one-pagers for each course for College Prep teachers	Curriculum Coordinators	3/1/16	4/1/16	Not begun		One pagers will list the course description, course goals and the instructional resources needed for course.	
6.23.5	Purchase any instructional materials for summer institute, including software and supplies	College Prep Principals	3/1/16	4/15/16	Not begun		Materials purchased based on the course needs, and the materials recommended by the curriculum coordinators.	See 6.29 for budget reference
6.23.6	<i>Deliverable: Final curriculum (textbooks and software) for all summer courses offered</i>	Carrie Saucedo, Director of Secondary Program	4/15/16	4/15/16	Not begun			
6.23.7	<i>Milestone: Curriculum selected for Summer Institute</i>	Carrie Saucedo, Director of Secondary Program	4/15/16	4/15/16	Not begun			
6.24	Identify the appropriate students who should be participating in Summer Institute 2016	Carrie Saucedo, Director of Secondary Program	3/15/16	4/30/16	Not begun			
6.24.1	Create task force to develop student participation criteria	Carrie Saucedo, Director of Secondary Program	3/15/16	4/1/16	Not begun		The task force will ensure fairness in student participation criteria and quality. Task force members will include assistant principals of instruction who will run summer school on their campuses, high school teachers, and Secondary Academic Services Team (SAST) members.	
6.24.2	Task force develops student participation criteria	Carrie Saucedo, Director of Secondary Program	4/1/16	4/15/16	Not begun			
6.24.3	Task force creates and executes a plan for securing feedback on student participation criteria from key stakeholders including math coordinator, math teachers and campus leaders	Carrie Saucedo, Director of Secondary Program	4/1/16	4/15/16	Not begun			
6.24.4	Task force finalizes participation criteria based on the feedback	Carrie Saucedo, Director of Secondary Program	4/15/16	4/30/16	Not begun		Task force will gather feedback from math teachers, Math Coordinator and campus leaders on the participation criteria.	
6.24.5	<i>Deliverable: Project plan for gathering feedback on student participation criteria</i>	Carrie Saucedo, Director of Secondary Program	4/15/16	4/15/16	Not begun		Task force will design a project plan for gathering feedback on the student participation criteria.	
6.24.6	<i>Deliverable: Final student participation criteria</i>	Carrie Saucedo, Director of Secondary Program	4/30/16	4/30/16	Not begun			
6.24.7	<i>Milestone: 100% of participating students will be identified for Summer Institute</i>	Carrie Saucedo, Director of Secondary Program/Campus Principals	4/30/16	4/30/16	Not begun			
6.25	Hire the most effective personnel to ensure success of project	Carrie Saucedo, Director of Secondary Program	3/28/16	5/1/16	Not begun			
6.25.1	Create memo of understanding for Summer Institute teacher positions	Carrie Saucedo, Director of Secondary Program	3/28/16	5/1/16	Not begun			
6.25.2	Create job description for Summer Institute teacher positions	Carrie Saucedo, Director of Secondary Program	3/28/16	5/1/16	Not begun			

6.25.3	Create job description for Summer Institute campus administrator	Carrie Saucedo, Director of Secondary Program	3/28/16	5/1/16	Not begun			
6.25.4	Create memo of understanding for Summer Institute campus administrator	Carrie Saucedo, Director of Secondary Program	3/28/16	5/1/16	Not begun			
6.25.5	Interview and hire all summer institute teachers and campus administrators	Campus Principals	4/18/16	5/1/16	Not begun	Teachers for summer institute will apply for the positions and will be selected based on record of results in their current positions and experience in the course.		Table 4-1 Budget 6 Personnel- Instructors- and Fringe Benefits (updated per amendments; see Table 4-1 for explanation)
6.25.6	<i>Deliverable: List of all employees who will be hired for summer school submitted by managers to HR</i>	Carrie Saucedo, Director of Secondary Program	5/1/16	5/1/16	Not begun			Table 4-1 Budget 6 Personnel- IT Support Specialists- and Fringe Benefits (updated per amendments; see Table 4-1 for explanation)
6.25.7	<i>Deliverable: Job descriptions for all Summer Institute employees</i>	Carrie Saucedo, Director of Secondary Program	5/1/16	5/1/16	Not begun			
6.25.8	<i>Deliverable: MOUs for all Summer Institute employees</i>	Carrie Saucedo, Director of Secondary Program	5/1/16	5/1/16	Not begun			
6.25.9	<i>Milestone: 100% of Summer Teacher Institute teachers and staff hired</i>	Carrie Saucedo, Director of Secondary Program	5/1/16	5/1/16	Not begun			
6.26	Develop high quality training and development for teachers and leaders	Carrie Saucedo, Director of Secondary Program	3/1/16	6/9/16	Not begun	Training will target teachers who will provide instruction to reteach content using intervention strategies for students who need credit recovery. Students participating to accelerate in math will be primarily served by online courses.		
6.26.1	SAST members will create session goals and objectives for summer institute training	Carrie Saucedo, Director of Secondary Program	3/1/16	3/15/16	Not begun			
6.26.2	SAST members will design PowerPoint and objectives for Summer Institute training	Carrie Saucedo, Director of Secondary Program	3/1/16	3/15/16	Not begun			
6.26.3	Choose dates for Summer Institute Teacher Training	Carrie Saucedo, Director of Secondary Program	3/1/16	3/15/16	Not begun	Instructional coaches will provide training for teachers providing credit recovery instruction. There will be an abbreviated training for students participating in math acceleration.		
6.26.4	Identify 1 Trainer for each participating campus	Campus Principals	3/1/16	3/15/16	Not begun	Principal will select campus trainers. The campus trainer will conduct a local professional development session for all Summer Institute teachers.		
6.26.5	Design the Train the Trainer session, including schedule and training materials	Carrie Saucedo, Director of Secondary Program	3/1/16	4/1/16	Not begun	SAST will design a training session for Summer Institute for trainers to turn around and deliver at their campuses.		
6.26.6	Execute training for all campus trainers	Carrie Saucedo, Director of Secondary Program	4/1/16	4/30/16	Not begun			
6.26.7	Each campus trainer delivers training for all Summer Institute teachers	Campus TOT's	5/26/16	6/9/16	Not begun			Table 4-1 Budget 6 Personnel and Fringe Benefits (updated per amendments; see Table 4-1 for explanation)
6.26.8	<i>Deliverable: Train the Trainer session</i>	Carrie Saucedo, Director of Secondary Program	4/30/16	4/30/16	Not begun			
6.26.9	<i>Deliverable: Final schedule for teacher training session</i>	Carrie Saucedo, Director of Secondary Program	4/1/16	4/1/16	Not begun			
6.26.10	<i>Deliverable: Training materials identified and ordered</i>	Carrie Saucedo, Director of Secondary Program	4/1/16	4/1/16	Not begun			

6.26.11	Milestone: All teachers trained to deliver Summer Institute	Carrie Saucedo, Director of Secondary Program	6/9/16	6/9/16	Not begun			
6.27	Ensure campus operations and logistics are run smoothly	Carrie Saucedo, Director of Secondary Program	1/15/16	5/25/16	Not begun			
6.27.1	Create summer lunch menus	Antonio Guevara, Director of Auxiliary Services	2/15/16	4/30/16	Not begun			
6.27.2	Identify Summer Institute sites and necessary facilities/maintenance tasks	Carrie Saucedo, Director of Secondary Program	1/15/16	2/15/16	Not begun		In year 2 (summer '14), IDEA will offer Summer Institute at 3 campuses in the Rio Grande Valley. Centralizing Summer Institute in the first year of implementation will support effective management and streamlined logistics, thereby ensuring that resources are maximized in favor of activities designed to directly influence student achievement.	
6.27.3	Create bus routes for all participating campuses	Carlos Castaneda, Director of Transportation	4/15/16	5/25/16	Not begun			
6.27.4	Identify summer school dates	Carrie Saucedo, Director of Secondary Program	1/15/16	2/15/16	Not begun		The Summer Institute will run the same dates at all participating campuses.	
6.27.5	Create summer school daily schedule for each participating campus	Carrie Saucedo, Director of Secondary Program	2/15/16	3/1/16	Not begun			
6.27.6	Research high-value providers of supplies needed to execute Summer Institute	Carrie Saucedo, Director of Secondary Program	4/1/16	4/15/16	Not begun			
6.27.7	Purchase supplies	Carrie Saucedo, Director of Secondary Program	4/15/16	5/25/16	Not begun			See 6.29 for budget reference
6.27.8	Update SLIP per 6.7.1 and 6.7.5	Carrie Saucedo, Director of Secondary Program	5/15/16	5/25/16	Not begun		The SLIP and Operations Plans will be complimentary documents, with details targeting campus-based leadership (e.g., Assistant Principal of Instruction) and operations staff, principally the Regional Director of Operations.	
6.27.9	Deliverable: Final campus-specific Operations Plans to Regional Director of Operations (RDO), including information on tasks 6.7.1 through 6.7.5	Carrie Saucedo, Director of Secondary Program	3/1/16	3/1/16	Not begun		Components of the plan will include bus schedules and routes, meals, and cleaning schedule.	
6.27.10	Deliverable: Summer Institute schedule for each participating campus, including dates/times, classes, meals, and room numbers	Carrie Saucedo, Director of Secondary Program	4/1/16	4/1/16	Not begun			
6.27.11	Milestone: 100% of campuses prepared to execute Summer Institute 2016	Carrie Saucedo, Director of Secondary Program	5/25/16	5/25/16	Not begun			
6.28	Develop a clear communication plan to guide district-wide stakeholder engagement	Carrie Saucedo, Director of Secondary Program	1/15/16	5/10/16	Not begun			
6.28.1	Design Summer Institute Kickoff Meeting for summer school staff, including Building Manager (e.g., Assistant Principal of Instruction), lab manager and teachers	Carrie Saucedo, Director of Secondary Program	4/25/16	5/10/16	Not begun			
6.28.2	Design flyers to share with participating campuses for distribution to students and families	Carrie Saucedo, Director of Secondary Program	4/25/16	5/10/16	Not begun			
6.28.3	Design common parent info session	Carrie Saucedo, Director of Secondary Program	4/25/16	5/10/16	Not begun		This session will be designed by the Academic Services Team and delivered by campus staff.	
6.28.4	Design common messages to teachers	Carrie Saucedo, Director of Secondary Program	4/25/16	5/10/16	Not begun			
6.28.5	Design common messages to students	Carrie Saucedo, Director of Secondary Program	4/25/16	5/10/16	Not begun			
6.28.6	Design common teacher campus cascading messages	Carrie Saucedo, Director of Secondary Program	4/25/16	5/10/16	Not begun			
6.28.7	Select dates for Summer Institute Road Show (Road Show is a tour of campuses to communicate Summer Institute to all staff)	Carrie Saucedo, Director of Secondary Program	4/25/16	5/10/16	Not begun			
6.28.8	Execute Summer Institute Road Show	Carrie Saucedo, Director of Secondary Program	5/10/16	5/25/16	Not begun			

6.28.9	<i>Deliverable: Summer Institute Road Show Presentation (Road Show is a tour of campuses to communicate Summer Institute to all staff)</i>	Carrie Saucedo, Director of Secondary Program	5/10/16	5/10/16	Not begun		The Road Show will provide information on the big picture around Summer Institute: mission/purpose and how to learn more about. Target audience is teachers and other campus staff.		
6.28.10	<i>Deliverable: One pager with consistent summer institute information for each stakeholder (parents, teachers, students)</i>	Carrie Saucedo, Director of Secondary Program	5/10/16	5/10/16	Not begun				
6.28.11	<i>Deliverable: PowerPoint presentation for Road Show</i>	Carrie Saucedo, Director of Secondary Program	5/10/16	5/10/16	Not begun				
6.28.12	<i>Deliverable: Schedule for Road Show with dates and times for each campus</i>	Carrie Saucedo, Director of Secondary Program	5/10/16	5/10/16	Not begun				
6.28.13	<i>Milestone: IDEA stakeholders informed about Summer Institute</i>	Carrie Saucedo, Director of Secondary Program	5/25/16	5/25/16	Not begun				
6.29	Execute Summer Institute 2016	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	6/10/16	7/30/16	Not begun		Summer Institute Summer '16 will last 27 school days; timeline here reflects the range within which those 27 days will fall.		Table 4-1 Budget 6 Supplies
6.29.1	Execute campus-specific SLIP and operations plans at each Summer Institute site	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	6/10/16	7/30/16	Not begun				Continued from previous row: Table 4-1 Budget 6 Contractual
6.29.2	Conduct necessary purchases (e.g., student lunches, general supplies) to ensure successful execution	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	6/10/16	7/30/16	Not begun				Continued from previous row: Table 4-1 Budget 6 Contractual
6.29.3	<i>Deliverable: Purchases for Summer Institute</i>	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/30/16	7/30/16	Not begun				
6.29.4	<i>Milestone: Summer Institute 2016 executed successfully</i>	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/30/16	7/30/16	Not begun				
6.30	Evaluate Summer Institute 2016	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/1/16	9/1/16	Not begun				
6.30.1	Develop student survey to evaluate engagement during Summer Institute	Carrie Saucedo, Director of Secondary Program	7/1/16	7/15/16	Not begun				
6.30.2	Solicit feedback on student survey from key stakeholders, including leaders on the Academic Services Teams and campus leaders	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/15/16	7/20/16	Not begun				
6.30.3	Finalize student survey	Carrie Saucedo, Director of Secondary Program	7/20/16	7/25/16	Not begun				
6.30.4	Develop parent survey to evaluate satisfaction with Summer Institute	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/1/16	7/15/16	Not begun		Campus staff will deliver the student survey.		
6.30.5	Solicit feedback on parent survey from key stakeholders, including leaders on the Academic Services Teams and campus leaders	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/15/16	7/20/16	Not begun				
6.30.6	Finalize parent survey	Carrie Saucedo, Director of Secondary Program	7/25/16	7/25/16	Not begun				
6.30.7	<i>Deliverable: Student Survey</i>	Carrie Saucedo, Director of Secondary Program	7/25/16	7/25/16	Not begun				
6.30.8	<i>Deliverable: Parent Survey</i>	Carrie Saucedo, Director of Secondary Program	7/25/16	7/25/16	Not begun				
6.30.9	Execute student survey at participating campuses	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/25/16	7/31/16	Not begun		Campus staff will deliver the teacher survey.		

6.30.10	Collect student survey responses	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/25/16	7/31/16	Not begun			
6.30.11	Execute parent survey at participating campuses	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/25/16	7/31/16	Not begun			
6.30.12	Collect parent survey responses	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/25/14	7/31/16	Not begun			
6.30.13	Develop teacher interview form to assess success during Summer Institute	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/1/16	7/15/16	Not begun			
6.30.14	<i>Deliverable: Teacher Interview form</i>	Carrie Saucedo, Director of Secondary Program	7/15/16	7/15/16	Not begun			
6.30.15	Interview teachers	Carrie Saucedo, Director of Secondary Program, College Prep campus staff	7/15/16	7/25/16	Not begun		Campus-based leadership (e.g., Assistant Principal of Instruction) will conduct the teacher interview.	
6.30.16	Review and analyze relevant test results, drawing out themes and key outcomes	Carrie Saucedo, Director of Secondary Program	8/15/16	8/25/16	Not begun		Timeline reflects likely date that summer assessment results will be available.	
6.30.17	Develop Summer Institute 2016 Report using outcomes and feedback provided by students, parents, and teachers	Carrie Saucedo, Director of Secondary Program	8/15/16	8/25/16	Not begun			
6.30.18	Distribute report to key stakeholders via de-brief meetings/check-ins	Carrie Saucedo, Director of Secondary Program	8/25/16	8/27/16	Not begun			
6.30.19	Collect feedback, including suggestions for improvement for the next Summer Institute, around the 2016 Report	Carrie Saucedo, Director of Secondary Program	8/25/16	9/1/16	Not begun			
6.30.20	<i>Deliverable: Summer Institute 2016 Report</i>	Carrie Saucedo, Director of Secondary Program	9/1/16	9/1/16	Not begun			
6.30.21	<i>Milestone: Evaluation of Summer Institute 2016</i>	Carrie Saucedo, Director of Secondary Program	9/1/16	9/1/16	Not begun			
6.31	End of grant evaluation and post-grant planning	Carrie Saucedo, Director of Secondary Program	9/1/16	12/26/16	Not begun		IDEA will also monitor progress toward RTT-D goals at monthly meeting with RTT-D Manager and Project Leads, at monthly meetings with IDEA leaders, and in quarterly meetings with the Advisory Council.	
6.31.1	Analyze mid and end of year reports from years 2-4 to identify implementation trends and outcomes (by project and collectively)	Carrie Saucedo, Director of Secondary Program	9/1/16	10/1/16	Not begun			
6.31.2	Develop the end of grant report, detailing outcomes across the 4 year grant period	Carrie Saucedo, Director of Secondary Program	10/1/16	11/1/16	Not begun			
6.31.3	<i>Deliverable: End of grant report</i>	Carrie Saucedo, Director of Secondary Program	11/1/16	11/1/16	Not begun			
6.31.4	Develop a set of key findings and guiding questions to inform post-grant planning sessions	Carrie Saucedo, Director of Secondary Program	11/1/16	11/15/16	Not begun			
6.31.5	<i>Deliverable: Findings and key questions to inform post-grant planning</i>	Carrie Saucedo, Director of Secondary Program	11/15/16	11/15/16	Not begun			
6.31.6	Convene the RTT-D Leadership Team and other key stakeholders to work through the RTT-D data and guiding questions	Carrie Saucedo, Director of Secondary Program	11/15/16	12/10/16	Not begun			
6.31.7	Using outcomes from the convening above, draft the post-grant implementation plan	Carrie Saucedo, Director of Secondary Program	12/10/16	12/15/16	Not begun			
6.31.8	Solicit feedback from key stakeholders (IDEA Chiefs, key instructional leaders) regarding the draft post-grant implementation plan	Carrie Saucedo, Director of Secondary Program	12/15/16	12/20/16	Not begun			
6.31.9	Revise the post-grant implementation plan per feedback	Carrie Saucedo, Director of Secondary Program	12/20/16	12/26/16	Not begun			

6.31.10	<i>Deliverable: Post-Grant Implementation Plan</i>	Carrie Saucedo, Director of Secondary Program	12/26/16	12/26/16	Not begun			
6.31.11	<i>Milestone: Completed Project 6 evaluation and post-grant implementation plan in place</i>	Carrie Saucedo, Director of Secondary Program	12/26/16	12/26/16	Not begun			

Grantee Name: IDEA Public Schools

Project #7 Actionable Dashboards

Project Goals/Desired Outcomes: Design and develop a Decision Support System (DSS) for teachers, instructional leaders, and district staff to provide real time foundational knowledge resulting in year-on-year student achievement growth

Narrative: IDEA Public Schools is awash in data - so much data that its primary purpose, to gain insight, is lost in the sheer quantity and variability of the data we collect on students, teachers, etc. Actionable dashboards are the "presentation layer" of a state-of-the-art big data analytics system, allowing students, parents, teachers, and organizational leaders to intuitively access key performance indicators of student and instructor performance and thusly provide immediate, and even at times proactive, feedback/guidance to maximize learning.

Key Performance Measures: Educators have access to an actionable dashboard that reflects real-time student achievement data across multiple integrated systems (individualized learning labs, intervention software, and core instruction). Several key metrics include student retention, graduation rate, test scores, disciplinary record, and grades. To improve success, school districts must evaluate these indicators against individual teachers to properly monitor their performance, flag challenges, and ensure students are receiving the best possible education.

Cross-reference to other projects: Project 12 - Automation/Integration of Feedback Tools- as the app will be integrated into the actionable dashboard.

Activities for Project 7

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
7	Project 7: Actionable Dashboards		12/26/12	12/26/16	In Progress	On-Track	Several activities have overlapping timeframes, as the work will be conducted by separate teams or contracted services		
7.1	ORGANIZATIONAL CASE ASSESSMENT		12/28/12	9/6/13	In Progress	Off-track			
7.1.1	Initiation (Pre-project Activities)	Cody Grindle, Director of Software Development	12/28/12	12/28/12	Complete: 12/28/12		Preparation for obtaining the authorization to commit to Project 7 and identifying the links to the strategic objectives of IDEA (business case/justification). Three months prior to the onset of this project several activities occurred including a readiness assessment and proposal generation.		
7.1.1.1	Deliverable: BI Project Charter (Proposal)	Cody Grindle, Director of Software Development	12/28/12	12/28/12	Complete: 12/28/12		Formal project charter is referencing the Race To The Top grant proposal writing.		
7.1.1.2	Milestone: BI Solution Proposal Approved	Cody Grindle, Director of Software Development	12/28/12	12/28/12	Complete: 12/28/12		Refers to being designated as a Race To The Top award recipient.		

7.1.2	Scope Planning	Cody Grindle, Director of Software Development	1/7/13	4/30/13	Complete: 5/1/2013			
7.1.2.1	Assess current decision support solutions (DSS)	Cody Grindle, Director of Software Development	1/7/13	3/8/13	Complete: 3/8/13		Review current internal decision support capabilities and effectiveness of these capabilities	
7.1.2.2	Assess operational sources and procedures (historical information)	Cody Grindle, Director of Software Development	1/7/13	3/8/13	Complete: 3/8/13		Identifying stakeholders/business process owners and performing needs assessments based on their function.	Table 4-1 Project 7: Personnel Costs, Table 4-1-6 Contractual for RFP creation Year 1: \$125,000 to issue RFP (\$25,000) and develop detailed user requirements (\$100,000)
7.1.2.3	Assess other CMO BI decision-support initiatives	Cody Grindle, Director of Software Development	1/7/13	3/8/13	Complete: 3/8/13		Competitive research of other Charter Management Organization (CMO) and their Business Intelligence (BI) implementations.	
7.1.2.4	<i>Deliverable: Assessment Results</i>	Cody Grindle, Director of Software Development	3/8/13	3/8/13	Complete: 3/8/13		Compilation of the results from the previous 3 activities. Assessment results leveraged for overall scope definition.	
7.1.2.5	Determine BI application objectives	Cody Grindle, Director of Software Development	3/11/13	3/29/13	Complete: 3/29/13		Define Strategic alignment, requirement drivers, considerations and intended outcome.	
7.1.2.6	Perform cost-benefit analysis	Cody Grindle, Director of Software Development	4/1/13	4/5/13	Complete: 4/5/13			
7.1.2.7	Perform initial risk assessment	Cody Grindle, Director of Software Development	4/8/13	4/12/13	Complete: 4/12/13			
7.1.2.8	<i>Deliverable: Initial Scope Statement</i>	Cody Grindle, Director of Software Development	4/19/13	4/19/13	Complete: 4/19/13		Finalizing and submission of scope statement (includes results from objectives, cost-benefit, and risk assessments)	

7.1.2.9	<i>Milestone: Initial Scope Statement Approved</i>	Cody Grindle, Director of Software Development	4/30/13	4/30/13	Complete: 4/30/13			
7.1.3	Scope Definition	Cody Grindle, Director of Software Development	6/3/13	9/6/13	Complete: 9/1/13		Scope changed in October 2013 to include incremental development efforts, breaking up work into smaller work packages to ensure deliverables are timely and of higher quality.	
7.1.3.1	Develop Initial Work Breakdown Structure	Cody Grindle, Director of Software Development	5/1/13	6/3/13	Complete: 6/3/13		Project components (work packages)	
7.1.3.2	<i>Deliverable: Initial Work Breakdown Structure (WBS)</i>	Cody Grindle, Director of Software Development	6/3/13	6/3/13	Complete: 6/3/13			
7.1.3.3	Develop Initial Work Package Activity List	Cody Grindle, Director of Software Development	6/3/13	7/1/13	Complete: 7/1/13		Activity lists are decomposed work packages containing activity definitions and sequencing	
7.1.3.4	<i>Deliverable: Work Package Activity List</i>	Cody Grindle, Director of Software Development	7/1/13	7/1/13	Complete: 7/1/13			
7.1.4	Develop Project Schedule/Plan	Cody Grindle, Director of Software Development	7/2/13	9/2/13	Complete: 9/2/13			
7.1.4.1	<i>Deliverable: Project Schedule/Plan</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	9/2/13	9/2/13	In Progress	Off-track	Note: Change in plan from waterfall development strategy to iterative development. Continued revision/refinement for Department of Education.	
7.1.4.2	<i>Milestone: Project Plan Approved</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	9/6/13	9/6/13	In Progress	Off-track	Awaiting SOW approvals from the Department of Education. Compilation of cost-benefit analysis, risk assessment, completed	

7.2	RESOURCE PLANNING		12/26/12	12/26/16	In Progress	On-Track	This team will be responsible for the management, maintenance, support, and ongoing dashboard development. Currently, the district does not have the capacity to manage the solution without further aid.		
7.2.1	Organizational Planning	Cody Grindle, Director of Software Development	1/24/13	3/8/13	Complete: 3/19/13				
7.2.1.1	Create and submit positions for hire to supervisor and organizational chiefs for approval	Cody Grindle, Director of Software Development	1/24/13	1/24/13	Complete: 1/24/13				
7.2.1.2	<i>Deliverable: Job descriptions for approved positions</i>	Cody Grindle, Director of Software Development	3/1/13	3/1/13	Complete: 3/1/13		1 BI Project Manager, 2 Senior Developers, 2 Junior Developers		
7.2.1.3	Post job positions on website/submit to talent recruitment firm	Cody Grindle, Director of Software Development	3/4/13	3/8/13	Complete: 3/19/13				
7.2.1.4	<i>Milestone: Job Posting Completed</i>	Cody Grindle, Director of Software Development	3/4/13	3/4/13	Complete: 3/4/13				
7.2.2	Staff Acquisition	Cody Grindle, Director of Software Development	12/26/12	12/26/16	Complete: 10/7/13				
7.2.2.1	Conduct interviews/process candidates	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	3/22/13	6/28/13	Complete: 9/5/13				
7.2.2.2	<i>Deliverable: Candidate Hiring</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	6/28/13	6/28/13	Complete: 10/4/13		Hiring continued until best candidates found and processed. Hence, there was a large gap in the expected end date of this activity and the actual completion date. Final candidate officially started on 10/4/13.		Table 4-1 Project 7: Contractual Services for Recruiting Services

7.2.2.3	Milestone: Website Job Positions Closed	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	10/5/13	10/5/13	Complete: 10/7/13			
7.2.2.4	Year 1: Personnel Costs	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	12/26/12	6/30/13	Complete: 12/5/13		This subtask is for budget reference only. No deliverable or milestone included.	Table 4-1 Project 7: Personnel Costs (Year 1) Director of Software Development: \$75,000
7.2.2.5	Year 2: Personnel Costs	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	7/1/13	6/30/14	Complete: 12/5/13		This subtask is for budget reference only. No deliverable or milestone included.	Table 4-1-1 for Project 7: Personnel Costs (Year 2) Director of Software Development: \$76,500 IT Staff: Total = \$163,266
7.2.2.6	Year 3: Personnel Costs	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	7/1/14	6/30/15	Complete: 12/5/13		This subtask is for budget reference only. No deliverable or milestone included.	Table 4-1-1 for Project 7: Personnel Costs (Year 2) Director of Software Development: \$78,030 IT Staff: Total = \$163,266
7.2.2.7	Year 4: Personnel Costs	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	7/1/15	12/26/16	Complete: 12/5/13		This subtask is for budget reference only. No deliverable or milestone included.	Table 4-1-1 for Project 7: Personnel Costs (Year 2) Director of Software Development: \$79,591 IT Staff: Total = \$163,266
7.2.3	Team Development	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	10/1/13	10/30/15	In Progress	On-Track	Developer Ramp Up Training	
7.2.3.1	Professional Development (Year 2)	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	10/1/13	12/20/13	In Progress	On-Track		
7.2.3.1.1	Identify Needs for Professional Development	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	10/1/13	10/15/13	Complete: 10/15/13			

7.2.3.1.2	<i>Deliverable: Professional Development Selection & Execution</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer Heriberto Urbano, Junior Application Developer TBD, Senior Application Developer	12/16/13	12/16/13	In Progress	Off-track	Professional development activities (i.e., trainings) are to be selected based on the team member's core area of expertise and potential capabilities as these relate to the project's objectives. 5 of 6 Developers have selected professional development and completed or are in the process of completing training.		Table 4-1 Project 7: Contractual Services - Training and Professional Development
7.2.3.1.3	<i>Milestone: Professional Development Plan Integration Completed</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	12/20/13	12/20/13	In Progress	Off-track	Off-track based on lag with a single developer (see notes above). Training for this individual will most likely occur between January and April (based on his personal situation). This issue will delay completion.		
7.2.3.2	Professional Development (Year 3)	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	8/1/14	10/31/14	Not Begun				
7.2.3.2.1	Identify Needs for Professional Development	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	8/1/14	9/1/14	Not Begun				
7.2.3.2.2	<i>Deliverable: Professional Development Selection & Execution</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer Heriberto Urbano, Junior Application Developer	9/5/14	9/5/14	Not Begun		Professional development activities (i.e., trainings) are to be selected based on the team member's core area of expertise and potential capabilities as these relate to the project's objectives.		Table 4-1 Project 7: Contractual Services - Training and Professional Development
7.2.3.2.3	<i>Milestone: Professional Development Plan Integration Completed</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	10/31/14	10/31/14	Not Begun				
7.2.3.3	Professional Development (Year 4)	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	8/3/15	10/30/15	Not Begun				
7.2.3.3.1	Identify Needs for Professional Development	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	8/3/15	8/28/15	Not Begun				
7.2.3.3.2	<i>Deliverable: Professional Development Selection & Execution</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer Heriberto Urbano, Junior Application Developer	9/4/15	9/4/15	Not Begun		Professional development activities (i.e., trainings) are to be selected based on the needs related to on-going development and maintenance of the system.		Table 4-1 Project 7: Contractual Services - Training and Professional Development

7.2.3.3.3	<i>Milestone: Professional Development Plan Integration Completed</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	10/30/15	10/30/15	Not Begun				
7.3	ARCHITECTURE		10/15/13	3/5/14	In Progress	On-Track	Architecture refers to the evaluation of the existing technologic environment in preparation of the procurement process for tangible (hardware/software) and intangible (contracted services) required to successfully complete the planned project.		
7.3.1	Planning and Design	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer	10/15/13	1/10/14	In Progress	On-Track			
7.3.1.1	Design Technical Architecture	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of Information Technology	10/15/13	12/16/13	In Progress	On-Track	Create Architecture Task Force (Development Team/Information Technology) Gather & Document Technical Requirements Review Current Technical Environment (Network and Existing Intranet Portal) Create Architecture Plan Determine Implementation Approach Create Infrastructure Plan Develop Configuration Recommendations		
7.3.1.2	Implement Tactical Security Measures	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of Information Technology	10/15/13	12/16/13	In Progress	On-Track	Develop Tactical Security Plan Secure Physical Environment Secure Internal and External Access to Environment Evaluate Current Password Scheme and Implement a More Rigorous Scheme (if necessary) Implement Controls for Software Installation Audit Security Violations Monitor Security Privileges by Individual		
7.3.1.3	<i>Deliverable: Technical Architecture/Strategic Security Plan</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of Information Technology	12/20/13	12/20/13	Not Begun		Design Security Architecture Implement Access Tokens (Eliminate Passwords) Implement Public/Private Keys for Authentication Implement Secure Tunneling for Remote Access Centralize Authentication & Access Control Implement Signed Certificates for Software Downloads		
7.3.1.4	<i>Milestone: Technical Architecture/Strategic Security Plan Approved</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	1/10/14	1/10/14	Not Begun				

7.3.2	Procurement	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of Information Technology	11/1/13	2/1/14	In Progress	On-Track	Research Candidate Products/Product Options Select Business Process / Data for Evaluation Acquire Resources (Internal/Vendor through RFP process)		
7.3.2.1	Hardware	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of IT Geraldo Aguilera, IT Help Desk Manager Joseph Garcia, System Administrator	12/1/13	1/20/14	In Progress	Off-track	A variety of technologies are to be selected and implemented which will serve as the foundation for the final solution. These technologies include: Converged Infrastructure (Network Storage) Data Warehouse Appliance 6 Laptops (For Development) 3 Physical Servers for Data Warehouse Production and Development Environment Laptops procured. Remaining items are dependent on SOW approval.		
7.3.2.1.1	<i>Deliverable: Request for Proposal (RFP) and Vendor Selection Matrix</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of IT Geraldo Aguilera, IT Help Desk Manager Joseph Garcia, System Administrator	12/1/13	12/1/13	Not Begun				
7.3.2.1.2	Post RFP/Vendor Selection Matrix to website	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of IT Geraldo Aguilera, IT Help Desk Manager Joseph Garcia, System Administrator	12/1/13	12/1/13	Not Begun				

7.3.2.1.3	Provide Opportunity for Vendor Requests for Clarification	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of IT Geraldo Aguilera, IT Help Desk Manager Joseph Garcia, System Administrator	12/1/13	12/31/13	Not Begun				
7.3.2.1.4	Evaluate Proposals	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of IT Geraldo Aguilera, IT Help Desk Manager Joseph Garcia, System Administrator	1/1/14	1/16/14	Not Begun				
7.3.2.1.5	Select Proposal	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of IT Geraldo Aguilera, IT Help Desk Manager Joseph Garcia, System Administrator	1/17/14	1/17/14	Not Begun				
7.3.2.1.6	<i>Milestone: Hardware Purchased</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of IT Geraldo Aguilera, IT Help Desk Manager Joseph Garcia, System Administrator	1/20/14	1/20/14	Not Begun				Table 4-1 Project 7: 4. Equipment Virtual servers, backups, installation and maintenance, storage area network Year 2: \$250,000 Year 3: \$100,000

7.3.2.2	Software	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of Information Technology	12/2/13	1/31/14	Not Begun		Licenses for Enterprise Database Management System (Production and Test Environment), Rapid Application Development Tools for Interface Development, Development Software Environment Business Intelligence Software End User Rapid Application Development Help File Generators		
7.3.2.2.1	<i>Deliverable: Request for Proposal (RFP) and Vendor Selection Matrix</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of Information Technology	12/2/13	12/2/13	Not Begun				
7.3.2.2.2	Post RFP/Vendor Selection Matrix to website	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of Information Technology	12/6/13	12/6/13	Not Begun				
7.3.2.2.3	Provide Opportunity for Vendor Requests for Clarification	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of Information Technology	12/7/13	12/31/13	Not Begun				
7.3.2.2.4	Evaluate Proposals	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of Information Technology	1/1/14	1/15/14	Not Begun				

7.3.2.2.5	Select Proposal	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of Information Technology	1/24/14	1/24/14	Not Begun			
7.3.2.2.6	<i>Milestone: Software Purchased</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of Information Technology	1/31/14	1/31/14	Not Begun			Table 4-1 Project 7: Contractual; Table 4-1-6 LightBulb Software Licenses Years 1 – 4: \$150,000
7.3.2.3	Contracted Services	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	11/1/13	2/1/14	Not Begun		System Development and Implementation Contractors for advanced algorithm development.	
7.3.2.3.1	<i>Deliverable: Request for Proposal (RFP) and Vendor Selection Matrix</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	12/2/13	12/2/13	Not Begun			Table 4-1 Project 7: Contractual; Table 4-1-6 Contractual for RFP creation (\$25,000)
7.3.2.3.2	Post Vendor Selection Matrix	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	12/2/13	12/2/13	Not Begun			
7.3.2.3.3	Provide Opportunity for Vendor Requests for Clarification	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	12/3/13	12/31/13	Not Begun			
7.3.2.3.4	Evaluate Proposals	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	1/1/14	1/30/14	Not Begun			
7.3.2.3.5	Select Proposal	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	1/31/14	1/31/14	Not Begun			

7.3.3	Implementation and Maintenance	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of IT Geraldo Aguilera, IT Help Desk Manager Joseph Garcia, System Administrator	2/3/14	3/5/14	Not Begun			
7.3.3.1	<i>Deliverable: Product Installation (Repeat for each product)</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of IT Geraldo Aguilera, IT Help Desk Manager Joseph Garcia, System Administrator	2/3/14	3/1/14	Not Begun		Repetitive for each product (hardware and software) purchased. Start and end dates reflect the iterative process as each product is not specifically decomposed in this plan.	
7.3.3.2	<i>Deliverable: Documentation of Selected Products/Services (Repeat for Each Product)</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of Information Technology	2/3/14	3/1/14	Not Begun		Repetitive for each product (hardware and software) purchased. Start and end dates reflect the iterative process as each product is not specifically decomposed in this plan.	
7.3.4.3	<i>Milestone: Implementation Review/Postmortem Completed</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Daniel Cazares, Senior Application Developer TBD, Senior Application Developer Jorge Martinez, Director of Information Technology	3/5/14	3/5/14	Not Begun		Includes all procurement (i.e., hardware, software, and contractual services).	

7.4	SCORE CARD DASHBOARDS		10/21/13	3/14/14	Not Begun		Centralization of existing data warehouse reports into dashboard format Building upon existing infrastructure		
7.4.1	Planning and Requirements	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	10/21/13	12/20/13	In Progress	Off-track			
7.4.1.1	Perform End-User Requirements Gathering	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer	10/21/13	12/12/13	In Progress	Off-track	An interview refers to the process of involving business end-users (aka interviewees) to aid in the definition of the end solution/use cases. Identify and Prepare Requirements Team Select Interviewees Schedule Interviews Conduct User Kick-Off & Prepare Interviewees Conduct Business User Interviews Analyze Interview Findings Document Findings and Review Publish Requirements Deliverables Prioritize and Revise Project Scope		
7.4.1.2	Prepare User Requirement Definition(s)/Approach Document	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Cazares, Senior Application Developer	10/21/13	12/12/13	In Progress	Off-track	Analyze Interview Findings Document Findings and Review		
7.4.1.3	<i>Deliverable: User Requirement Definition(s)/Approach Document</i>	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Cazares, Senior Application Developer	12/13/13	12/13/13	Not Begun		Publish Requirements Deliverables Prioritize and Revise Project Scope		
7.4.1.4	<i>Milestone: Documented Requirements Approved</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	12/20/13	12/20/13	Not Begun				
7.4.2	Analysis and Design	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	12/12/13	12/13/13	Not Begun		Using prepared requirements, the technical team will analyze the needs and translate those needs into functional specifications of the solution. This is akin to creating a "blueprint" of the application.		

7.4.2.1	<i>Deliverable: Functional Application Specification</i>	Cody Grindie, Director of Software Development Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	12/12/13	12/12/13	Not Begun		Candidate Reports (Identified & Prioritized) Template Navigation Approach E/U Application Standards Detailed Template Specifications		
7.4.2.2	<i>Milestone: Application Specifications Review with Stakeholders Completed</i>	Cody Grindie, Director of Software Development Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	12/13/13	12/13/13	Not Begun		Review End User Application Specs w/Users Revise End User Application Specs Revise Project Scope		
7.4.3	Implementation and Testing	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	12/13/13	2/10/14	Not Begun				
7.4.3.1	Develop End User (E/U) Application	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	12/13/13	1/20/14	Not Begun		Select Implementation Approach Review Application Specifications Review Application Standards Develop E/U Applications Provide Data Accuracy & Cleanliness Feedback Develop E/U Navigation Review w/Users Document E/U Applications Develop E/U Application Maint. Procedures Develop E/U Application Release Procedures		
7.4.3.2	<i>Deliverable: End User (E/U) Application</i>	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	1/24/14	1/24/14	Not Begun				
7.4.3.3	<i>Milestone: Comprehensive System Test (Alpha) Completed</i>	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	2/10/14	2/10/14	Not Begun		Run Dashboards in All Security Scenarios Perform Standard QA Procedures Review Overall Process/Make Adjustments as Necessary		
7.4.4	Deployment	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	1/6/14	3/3/14	Not Begun		See SLIP activity 7.1		
7.4.4.1	Deployment Planning	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	1/6/14	2/28/14	Not Begun		Develop Desktop Infrastructure Checklist Develop Initial User Education Strategy Define User Support Strategy Define Release Plan Review Deployment Strategies & Release Plan Develop User Course Materials Develop Support Procedures		

7.4.4.2	<i>Deliverable: Deployment (Beta & Production)</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	3/3/14	3/3/14	Not Begun		Assess Deployment Readiness Configure & Test Portal Infrastructure Set Up Security Privileges Educate Users		
7.4.4.3	<i>Deliverable: Technical and End-User Documentation</i>	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer	3/3/14	3/3/14	Not Begun				
7.4.4.4	<i>Milestone: Deployment Review/Postmortem Completed</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	3/14/14	3/14/14	Not Begun				
7.5	GRAPHICAL SCORE CARD DASHBOARDS		2/28/13	6/14/14	Not Begun		Transforming existing score card dashboards into graphical representations		
7.5.1	Planning and Requirements	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	2/28/13	3/7/14	Not Begun				
7.5.1.1	Perform End-User Requirements Gathering	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer	2/1/14	2/21/14	Not Begun		An interview refers to the process of involving business end-users (aka interviewees) to aid in the definition of the end solution/use cases. Identify and Prepare Requirements Team Select Interviewees Schedule Interviews Conduct User Kick-Off & Prepare Interviewees Conduct Business User Interviews Analyze Interview Findings Document Findings and Review Publish Requirements Deliverables Prioritize and Revise Project Scope		
7.5.1.2	Prepare User Requirement Definition(s)/Approach Document	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Cazares, Senior Application Developer	2/24/14	2/28/13	Not Begun		Analyze Interview Findings Document Findings and Review Publish Requirements Deliverables Prioritize and Revise Project Scope		
7.5.1.3	<i>Deliverable: User Requirement Definition(s)/Approach Document</i>	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Cazares, Senior Application Developer	2/28/14	2/28/14	Not Begun				

7.5.1.4	<i>Milestone: Documented Requirements Approved</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	3/7/14	3/7/14	Not Begun			
7.5.2	Analysis and Design	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	3/21/14	3/24/14	Not Begun			
7.5.2.1	Prepare Functional Application Specification	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	3/10/14	3/20/14	Not Begun	Identify & Prioritize Candidate Reports Design Template Navigation Approach Develop E/U Application Standards Document Detailed Template Specifications		
7.5.2.2	<i>Deliverable: Functional Application Specification</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	3/21/14	3/21/14	Not Begun			
7.5.2.3	<i>Milestone: Application Specifications Review with Stakeholders Completed</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	3/24/14	3/24/14	Not Begun	Review End User Application Specs w/Users Revise End User Application Specs Revise Project Scope		
7.5.3	Implementation and Testing	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	4/25/14	5/2/14	Not Begun			
7.5.3.1	Develop End User (E/U) Application	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	3/25/14	4/25/14	Not Begun	Select Implementation Approach Review Application Specifications Review Application Standards Develop E/U Applications Provide Data Accuracy & Cleanliness Feedback Develop E/U Navigation Review w/Users Document E/U Applications Develop E/U Application Maint. Procedures Develop E/U Application Release Procedures		
7.5.3.2	<i>Deliverable: End User (E/U) Application</i>	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	4/25/14	4/25/14	Not Begun			

7.5.3.3	<i>Milestone: Comprehensive System Test (Alpha) Completed</i>	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	5/2/14	5/2/14	Not Begun		Run Dashboards in All Security Scenarios Perform Standard QA Procedures Review Overall Process/Make Adjustments as Necessary		
7.5.4	Deployment	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	5/2/14	6/14/14	Not Begun		See SLIP activity 7.2.		
7.5.4.1	Deployment Planning	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	5/2/14	5/23/14	Not Begun		Develop Portal Infrastructure Checklist Develop Initial User Education Strategy Define User Support Strategy Define Release Plan Review Deployment Strategies & Release Plan Develop User Course Materials Develop Support Procedures		
7.5.4.2	<i>Deliverable: Deployment (Beta & Production)</i>	Cody Grunire, Director of Software Development Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	5/30/14	5/30/14	Not Begun		Assess Deployment Readiness Configure & Test Portal Infrastructure Set Up Security Privileges Educate Users		
7.5.4.3	Compile Technical and End-User Documentation	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer	5/2/14	5/29/14	Not Begun				
7.5.4.4	<i>Deliverable: Technical and End-User Documentation</i>	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer	5/30/14	5/30/14	Not Begun				
7.5.4.5	<i>Milestone: Deployment Review/Postmortem Completed</i>	Cody Grunire, Director of Software Development Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	6/14/14	6/14/14	Not Begun				
7.6	BLENDED LEARNING CENTRALIZATION		10/1/13	9/19/14	Not Begun		Incorporating blended learning spaces data into data warehouse Creating a centralized dashboard for reporting blended learning results by lab application		

7.6.1	Planning and Requirements	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer Edison Coronado, Senior Application Developer Juan Ruiz, Junior Application Developer TBD, Senior Application Developer Luis Rocha, Application Developer	1/6/14	3/7/14	Not Begun			
7.6.1.1	Assess Data Availability and Methods	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer TBD, Senior Application Developer Luis Rocha, Application Developer	10/1/13	2/21/14	In Progress	On-Track	Note: Activity spans 5 months. Activity will begin during the first iteration and continue through iteration 2 to ensure sufficient communication time and adequate data analysis. The purpose of the activity is to connect with current lab software vendors to determine data access capability either through manual extraction, regular bulk data transfers, available application programming interfaces, or other means.	
7.6.1.2	Perform End-User Requirements Gathering	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer TBD, Senior Application Developer	1/6/14	2/21/14	Not Begun		An interview refers to the process of involving business end-users (aka interviewees) to aid in the definition of the end solution/use cases. Identify and Prepare Requirements Team Select Interviewees Schedule Interviews Conduct User Kick-Off & Prepare Interviewees Conduct Business User Interviews Analyze Interview Findings Document Findings and Review Publish Requirements Deliverables Prioritize and Revise Project Scope	
7.6.1.3	Prepare User Requirement Definition(s)/Approach Document	Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer TBD, Senior Application Developer	1/6/14	2/27/14	Not Begun		Analyze Interview Findings Document Findings and Review Publish Requirements Deliverables Prioritize and Revise Project Scope	

7.6.1.4	<i>Deliverable: User Requirement Definition(s)/Approach Document</i>	Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer TBD, Senior Application Developer	2/28/14	2/28/14	Not Begun			
7.6.1.5	<i>Milestone: Documented Requirements Approved</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	3/7/14	3/7/14	Not Begun			
7.6.2	Analysis and Design	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer TBD, Senior Application Developer Luis Rocha, Application Developer	3/10/14	6/13/14	Not Begun			
7.6.2.1	Design Dimensional Model	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer Luis Rocha, Application Developer	3/10/14	5/30/14	Not Begun		Build Matrix Choose Data Mart Declare Grain Choose Dimensions Develop Fact Table Diagram Document Fact Table Detail Design Dimension Detail Develop Derived Fact Worksheet Review DB Design Recommendations for E/U Tool Review DB Design Recommendations for DBMS Complete Logical Database Design Identify Candidate Presorted Aggregates Develop Aggregation Table Design Strategy Review Logical Database Design w/Team Certify DB Design with DSS Tool Vendor	
7.6.2.2	Analyze Data Sources	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer Luis Rocha, Application Developer	3/10/14	5/30/14	Not Begun		Identify Candidate Data Sources Browse Data Content Develop Source to Target Data Map Estimate Number of Rows	
7.6.2.3	Design Physical Database(s)	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer Luis Rocha, Application Developer	3/10/14	5/30/14	Not Begun		Define Standards Design Physical Tables & Columns Estimate Database Size Develop Initial Index Plan Develop Initial Aggregation Plan Develop Initial Partitioning Plan	

7.6.2.4	Design Data Staging Processes	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	3/10/14	5/30/14	Not Begun		Design High Level Staging Process Develop Detailed Staging Plan by Table Set Up Development Environment Define & Implement Staging Metadata Develop 1st Static Dimension Table Process (Extract, Transformation & Load) Develop 1st Dimension Maintenance Process Develop Remaining Dimension Table Processes Develop Fact Table Process (Extract, Transformation & Load) Develop Incremental Fact Table Process Design & Implement Data Cleansing Design & Develop Aggregation Process Automate Entire Process Develop Data Quality Assurance Processes Implement DB Administration (Archive, Backup & Recovery)		
7.6.2.5	Design End-User (E/U) Application Interface	Jana Carter, Business Intelligence Project Manager Daniel Casarez, Senior Application Developer TBD, Senior Application Developer Luis Rocha, Application Developer Edison Coronado, Senior Application Developer Juan Ruiz, Junior Application Developer	3/10/14	5/30/14	Not Begun		Identify & Prioritize Candidate Reports Design Template Navigation Approach Develop E/U Application Standards Document Detailed Template Specifications (i.e., functional application specification)		
7.6.2.6	Prepare Functional Application Specification	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer TBD, Senior Application Developer Luis Rocha, Application Developer	6/2/14	6/6/14	Not Begun				
7.6.2.7	<i>Deliverable: Submit Functional Application Specification</i>	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer TBD, Senior Application Developer Luis Rocha, Application Developer	6/9/14	6/9/14	Not Begun				
7.6.2.8	<i>Milestone: Application Specifications Review with Stakeholders Completed</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist	6/13/14	6/13/14	Not Begun				

7.6.3	Implementation and Testing	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/IT Support Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer TBD, Senior Application Developer Luis Rocha, Application Developer	6/1/14	8/22/14	Not Begun			
7.6.3.1	Physical Database Implementation	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer Luis Rocha, Application Developer	6/1/14	7/1/14	Not Begun	Create Tables and Indexes		
7.6.3.2	Data Staging Development	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer Luis Rocha, Application Developer	6/1/14	7/1/14	Not Begun	Design High Level Staging Process Develop Detailed Staging Plan by Table Set Up Development Environment Define & Implement Staging Metadata Develop 1st Static Dimension Table Process (Extract, Transformation & Load) Develop 1st Dimension Maintenance Process Develop Remaining Dimension Table Processes Develop Fact Table Process (Extract, Transformation & Load) Develop Incremental Fact Table Process Design & Implement Data Cleansing Design & Develop Aggregation Process Automate Entire Process Develop Data Quality Assurance Processes Implement DB Administration (Archive, Backup & Recovery)		
7.6.3.3	Populate & Validate Database	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer Luis Rocha, Application Developer	6/1/14	7/1/14	Not Begun	Set Up Production Environment Load Initial Test Data Initial Data Validation/Quality Assurance Load Historical Data Perform Data Validation/Quality Assurance		
7.6.3.4	Performance Tuning	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	7/1/14	8/1/14	Not Begun	Set Up Benchmark Queries Review Indexing & Aggregation Review Tool Specific Tuning Conduct Ongoing Database Monitoring		

7.6.3.5	End User (E/U) Application Development	Jana Carter, Business Intelligence Project Manager TBD, Senior Application Developer Edison Coronado, Senior Application Developer Juan Ruiz, Junior Application Developer Daniel Casarez, Senior Application Developer	6/1/14	8/1/14	Not Begun		Review Application Specifications Review Application Standards Populate E/U Tool Metadata Develop E/U Applications Provide Data Accuracy & Cleanliness Feedback Develop E/U Navigation Review w/Users Document E/U Applications Develop E/U Application Maint. Procedures Develop E/U Application Release Procedures		
7.6.3.6	<i>Deliverable: Environment Set-up for System Test (Alpha)</i>	Cody Grinnie, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer	8/8/14	8/8/14	Not Begun		Run Complete Data Staging Process Perform Standard QA Procedures Run Core End User Applications Review Overall Process		
7.6.3.7	<i>Milestone: Comprehensive System Test (Alpha) Completed</i>	Cody Grinnie, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer	8/22/14	8/22/14	Not Begun				
7.6.4	Deployment	Cody Grinnie, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer	8/8/14	9/19/14	Not Begun		See SLIP activity 7.3.		
7.6.4.1	Deployment Planning	Cody Grinnie, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer TBD, Senior Application Developer	8/8/14	8/22/14	Not Begun		Select Implementation Approach Develop Desktop Infrastructure Checklist Develop Initial User Education Strategy Define User Support Strategy Define Release Plan Review Deployment Strategies & Release Plan Develop User Course Materials Develop Support Procedures		
7.6.4.2	<i>Deliverable: Deployment (Alpha, Beta, & Production)</i>	Cody Grinnie, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	8/25/14	8/25/14	Not Begun		Assess Deployment Readiness Configure & Test Desktop Infrastructure Set Up Security Privileges Educate Users		
7.6.4.3	Compile Technical and End-User Documentation	Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	8/8/14	8/22/14	Not Begun				

7.6.4.4	<i>Deliverable: Technical and End-User Documentation</i>	Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	8/25/14	8/25/14	Not Begun			
7.6.4.5	<i>Milestone: Deployment Review/Postmortem Completed</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer	9/19/14	9/19/14	Not Begun			
7.7	BLENDED LEARNING NORMALIZATION		8/4/14	4/24/15	Not Begun		Normalizing blended learning results in order to provide an analytical comparison/ consolidated visual representation	
7.7.1	Planning and Requirements	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer	8/4/14	10/10/14	Not Begun		This is a cumulative effort stemming from prior iterations	
7.7.1.1	Perform End-User Requirements Gathering	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer TBD, Senior Application Developer	8/4/14	9/5/14	Not Begun		An interview refers to the process of involving business end-users (aka interviewees) to aid in the definition of the end solution/use cases. Identify and Prepare Requirements Team Select Interviewees Schedule Interviews Conduct User Kick-Off & Prepare Interviewees Conduct Business User Interviews Analyze Interview Findings Document Findings and Review Publish Requirements Deliverables Prioritize and Revise Project Scope	
7.7.1.2	Prepare User Requirement Definition(s)/Approach Document	Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	9/8/14	9/30/14	Not Begun		Analyze Interview Findings Document Findings and Review Publish Requirements Deliverables Prioritize and Revise Project Scope	
7.7.1.3	<i>Deliverable: User Requirement Definition(s)/Approach Document</i>	Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	10/1/14	10/1/14	Not Begun			
7.7.1.4	<i>Milestone: Documented Requirements Approved</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	10/10/14	10/10/14	Not Begun			

7.7.2	Analysis and Design	Cody Grindie, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/IT Support Specialist Heriberto Urbano, Junior Application Developer	10/10/14	12/19/14	Not Begun			
7.7.2.1	Design Dimensional Model	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer Luis Rocha, Application Developer	10/10/14	12/10/14	Not Begun		Build Matrix Choose Data Mart Declare Grain Choose Dimensions Develop Fact Table Diagram Document Fact Table Detail Design Dimension Detail Develop Derived Fact Worksheet Review DB Design Recommendations for E/U Tool Review DB Design Recommendations for DBMS Complete Logical Database Design Identify Candidate Presorted Aggregates Develop Aggregation Table Design Strategy Review Logical Database Design w/Team Certify DB Design with DSS Tool Vendor	
7.7.2.2	Analyze Data Sources	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer Luis Rocha, Application Developer	10/10/14	12/10/14	Not Begun		Identify Candidate Data Sources Browse Data Content Develop Source to Target Data Map Estimate Number of Rows	
7.7.2.3	Design Physical Database(s)	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer Luis Rocha, Application Developer	10/10/14	12/10/14	Not Begun		Define Standards Design Physical Tables & Columns Estimate Database Size Develop Initial Index Plan Develop Initial Aggregation Plan Develop Initial Partitioning Plan	
7.7.2.4	Design Data Staging Processes	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	10/10/14	12/10/14	Not Begun		Design High Level Staging Process Develop Detailed Staging Plan by Table Set Up Development Environment Define & Implement Staging Metadata Develop 1st Static Dimension Table Process (Extract, Transformation & Load) Develop 1st Dimension Maintenance Process Develop Remaining Dimension Table Processes Develop Fact Table Process (Extract, Transformation & Load) Develop Incremental Fact Table Process Design & Implement Data Cleansing Design & Develop Aggregation Process Automate Entire Process Develop Data Quality Assurance Processes Implement DB Administration (Archive, Backup & Recovery)	
7.7.2.5	Design End-User (E/U) Application Interface	Jana Carter, Business Intelligence Project Manager Daniel Casarez, Senior Application Developer TBD, Senior Application Developer Luis Rocha, Application Developer	10/10/14	12/10/14	Not Begun		Identify & Prioritize Candidate Reports Design Template Navigation Approach Develop E/U Application Standards Document Detailed Template Specifications	

7.7.2.6	Deliverable: Functional Application Specification	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer TBD, Senior Application Developer	12/10/14	12/10/14	Not Begun			
7.7.2.7	Milestone: Application Specifications Review with Stakeholders Completed	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist	12/19/14	12/19/14	Not Begun			
7.7.3	Implementation and Testing	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer	1/12/15	3/30/15	Not Begun			
7.7.3.1	Physical Database Implementation	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer Luis Rocha, Application Developer	1/12/15	2/28/15	Not Begun		Create Tables and Indexes	
7.7.3.2	Data Staging Development	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer Luis Rocha, Application Developer	1/12/15	2/28/15	Not Begun		Design High Level Staging Process Develop Detailed Staging Plan by Table Set Up Development Environment Define & Implement Staging Metadata Develop 1st Static Dimension Table Process (Extract, Transformation & Load) Develop 1st Dimension Maintenance Process Develop Remaining Dimension Table Processes Develop Fact Table Process (Extract, Transformation & Load) Develop Incremental Fact Table Process Design & Implement Data Cleansing Design & Develop Aggregation Process Automate Entire Process Develop Data Quality Assurance Processes Implement DB Administration (Archive, Backup & Recovery)	
7.7.3.3	Populate & Validate Database	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer Luis Rocha, Application Developer	1/12/15	2/28/15	Not Begun		Set Up Production Environment Load Initial Test Data Initial Data Validation/Quality Assurance Load Historical Data Perform Data Validation/Quality Assurance	
7.7.3.4	Performance Tuning	Jana Carter, Business Intelligence Project Manager Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	1/12/15	2/28/15	Not Begun		Set Up Benchmark Queries Review Indexing & Aggregation Review Tool Specific Tuning Conduct Ongoing Database Monitoring	

7.7.3.5	End User (E/U) Application Development	Jana Carter, Business Intelligence Project Manager TBD, Senior Application Developer Edison Coronado, Senior Application Developer Juan Ruiz, Junior Application Developer Daniel Casarez, Senior Application Developer	1/12/15	2/28/15	Not Begun		Review Application Specifications Review Application Standards Populate E/U Tool Metadata Develop E/U Applications Provide Data Accuracy & Cleanliness Feedback Develop E/U Navigation Review w/Users Document E/U Applications Develop E/U Application Maint. Procedures Develop E/U Application Release Procedures		
7.7.3.6	<i>Milestone: Comprehensive System Test (Alpha) Completed</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer	3/30/15	3/30/15	Not Begun		Run Complete Data Staging Process Perform Standard QA Procedures Run Core End User Applications Review Overall Process		
7.7.4	Deployment	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer	2/2/15	4/24/15	Not Begun		See SLIP activity 7.4.		
7.7.4.1	Deployment Planning	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer TBD, Senior Application Developer	2/2/15	3/2/15	Not Begun		Select Implementation Approach Develop Desktop Infrastructure Checklist Develop Initial User Education Strategy Define User Support Strategy Define Release Plan Review Deployment Strategies & Release Plan Develop User Course Materials Develop Support Procedures		
7.7.4.2	<i>Deliverable: Deployment (Alpha, Beta, & Production)</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer TBD, Senior Application Developer	3/30/15	3/30/15	Not Begun		Assess Deployment Readiness Configure & Test Desktop Infrastructure Set Up Security Privileges Educate Users		
7.7.4.3	<i>Deliverable: Technical and End-User Documentation</i>	Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer Daniel Casarez, Senior Application Developer	3/30/15	3/30/15	Not Begun				
7.7.4.4	<i>Milestone: Deployment Review/Postmortem Completed</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/ITSupport Specialist Heriberto Urbano, Junior Application Developer	4/24/15	4/24/15	Not Begun				

7.8	BLENDED LEARNING PREDICTION & PRESCRIPTION (VENDOR-DRIVEN)		6/1/14	9/1/15	Not Begun		Applying logic to information for the purpose of forecasting and providing recommendations to instructional staff based on student performance.		
7.8.1	Planning and Requirements	Chosen vendor Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/IT Support Specialist Daniel Casarez, Senior Developer	6/1/14	9/1/15	Not Begun		Work packages to be decomposed based on winning vendor process		Table 4-1 Project 7: Contractual; Table 4-1-6 Contractual for System Development and Implementation – Contractors Year 1 = \$125,000 Year 2 = \$525,000 Year 3 = \$1,050,000 Year 4 = \$525,000
7.8.2	Analysis and Design	Chosen vendor Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/IT Support Specialist Daniel Casarez, Senior Developer	6/1/14	9/1/15	Not Begun		Work packages to be decomposed based on winning vendor process		Table 4-1 Project 7: Contractual; Table 4-1-6 Contractual for System Development and Implementation – Contractors Year 1 = \$125,000 Year 2 = \$525,000 Year 3 = \$1,050,000 Year 4 = \$525,000
7.8.3	Implementation and Testing	Chosen vendor Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/IT Support Specialist Daniel Casarez, Senior Developer	6/1/14	9/1/15	Not Begun		Work packages to be decomposed based on winning vendor process		Table 4-1 Project 7: Contractual; Table 4-1-6 Contractual for System Development and Implementation – Contractors Year 1 = \$125,000 Year 2 = \$525,000 Year 3 = \$1,050,000 Year 4 = \$525,000
7.8.4	Deployment	Chosen vendor Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager Adriana Gonzalez, Data/IT Support Specialist Daniel Casarez, Senior Application Developer TBD, Senior Application Developer	6/1/14	9/1/15	Not Begun		Work packages to be decomposed based on winning vendor process. See SLIP activity 7.5.		Table 4-1 Project 7: Contractual; Table 4-1-6 Contractual for System Development and Implementation – Contractors Year 1 = \$125,000 Year 2 = \$525,000 Year 3 = \$1,050,000 Year 4 = \$525,000
7.9	Project Closure		9/1/15	12/26/16	Not Begun				
7.9.1	Product activities	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	9/1/15	6/24/16	Not Begun		Planning and review of the data warehouse and end-user application solution: These activities are intended to determine solution quality/organizational fit, defining internal service level agreements, and defining on-going maintenance procedures/performance measures for the resulting solution.		
7.9.1.1	Solution Impact Analysis	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	9/1/15	10/9/15	Not Begun				

7.9.1.1.1	Perform Solution Impact Analysis	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	9/1/15	9/30/15	Not Begun			
7.9.1.1.2	<i>Deliverable: Solution Impact Analysis Report</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	10/1/15	10/1/15	Not Begun			
7.9.1.1.3	<i>Milestone: Solution Impact Analysis Report Published</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	10/9/15	10/9/15	Not Begun			
7.9.1.2	Service Level Agreement (SLA)	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	10/12/15	12/30/15	Not Begun			
7.9.1.2.1	Establish End-User Support Procedures/SLA	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	10/12/15	12/11/15	Not Begun	Evaluate product quality Analyze change requests submitted Analyze customer complaints received Analyze tech support calls received Analyze processing errors Analyze data errors Conduct user focus groups Create product quality assessment Evaluate project quality Analyze estimates vs actuals Analyze plans vs realities Analyze compliance with standards and procedures Analyze process effectiveness Create project quality assessment		
7.9.1.2.2	<i>Deliverable: End-User Support Procedures/SLA</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	12/18/15	12/18/15	Not Begun			
7.9.1.2.3	<i>Milestone: End-User Support Procedures/SLA Published</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	12/30/15	12/30/15	Not Begun			
7.9.1.3	Establish Maintenance Procedures	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	1/4/16	3/18/16	Not Begun			
7.9.1.3.1	Develop and Document Maintenance Procedures	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	1/4/16	3/4/16	Not Begun			
7.9.1.3.2	<i>Deliverable: Maintenance Procedures</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	3/11/16	3/11/16	Not Begun			
7.9.1.3.3	<i>Milestone: Maintenance Procedures Published</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	3/18/16	3/18/16	Not Begun			
7.9.1.4	Key Performance Indicators	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	4/4/16	6/24/16	Not Begun			
7.9.1.4.1	Establish System Key Performance Indicators	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	4/4/16	6/3/16	Not Begun			

7.9.1.4.2	<i>Deliverable: Finalized Metrics Draft(s)</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	6/10/16	6/10/16	Not Begun			
7.9.1.4.3	<i>Milestone: Metrics Published & Scheduled</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	6/24/16	6/24/16	Not Begun			
7.9.2	Project closure activities	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	9/1/15	5/6/16	Not Begun		Preparation and finalizing of project documentation and communications.	
7.9.2.1	Create final version of project plan	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	9/1/15	10/1/15	Not Begun			
7.9.2.2	Manage communications closure	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	9/1/15	10/1/15	Not Begun		Send thank-you messages Complete documentation Create final status reports	
7.9.2.3	Manage risk closure	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	9/1/15	11/1/15	Not Begun		Identify future risks Specify risk responses	
7.9.2.4	Manage vendor closure	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	11/1/15	12/1/15	Not Begun		Close out contracts Schedule/budget for yearly maintenance and service fees (where appropriate)	
7.9.2.5	Manage resource closure	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	4/1/16	4/22/16	Not Begun		Provide project evaluation feedback to team members Provide project evaluation feedback to vendors and consultants Project team disbanded	
7.9.2.6	Manage integration closure	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	1/1/16	4/1/16	Not Begun		Consolidate and index documentation Create summary statistics for historical reference	
7.9.2.7	<i>Deliverable: Final Project Report</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	4/29/16	4/29/16	Not Begun		Compilation of all project closure activities.	
7.9.2.8	<i>Milestone: Final Project Report Published</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	5/6/16	5/6/16	Not Begun			

7.9.3	Post Grant Activities	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	5/1/16	12/26/16	Not Begun		Overall evaluation of project and creation of project artifacts for use in future endeavors.		
7.9.3.1	Assess Costs	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	5/1/16	6/1/16	Not Begun		Comparison of the actual costs versus the estimated costs (internal and external)		
7.9.3.2	Assess Deliverables	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	6/1/16	7/1/16	Not Begun		Detail on what the project delivered. (i.e., the quality of and extent to which projected deliverables were met both internally and externally)		
7.9.3.3	Assess Benefits	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	7/1/16	8/1/16	Not Begun		Detail on the benefits provided by the project (i.e., were the deliverables achieved within the timescale specified in the project plan/contract(s))		
7.9.3.4	Assess Division of Work	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	9/1/16	10/1/16	Not Begun		Details of the division of work between in-house staff and the consultants. Evidence should be provided of whether the in-house assistance provided matched what was in the business case.		
7.9.3.5	Assess Skills Transfer	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	11/1/16	12/1/16	Not Begun		Assess the extent to which transfer of skill and knowledge to in-house staff has taken place and what impact has this had on in-house capability (including the mechanisms for knowledge transfer and the need for on-going support)		
7.9.3.6	Assess Project Management Arrangements	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	12/1/16	12/20/16	Not Begun		An assessment of project management effectiveness including monitoring strategies, performance management, and risk mitigation.		
7.9.3.7	<i>Deliverable: Lessons Learned Evaluation</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	12/21/16	12/21/16	Not Begun		Compilation of assessments from previous activities (7.9.3.1 through 7.9.3.6)		
7.9.3.8	<i>Milestone: Lessons Learned Review Complete</i>	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	12/21/16	12/21/16	Not Begun				

7.9.4	End Project	Cody Grindle, Director of Software Development Jana Carter, Business Intelligence Project Manager	12/26/16	12/26/16	Not Begun				
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Grantee Name: IDEA Public Schools									
Project #8 Data Integration Leadership									
Project Goals/Desired Outcomes: Teachers will be able to utilize a variety of data from Blended Learning spaces, intervention, state assessment, nationally normed assessments (such as NWEA) to better individualize instruction of students through individualized coaching and support provided by IDEA's Data Coaches.									
Narrative: IDEA will hire data coaches to provide on-going coaching for educators to use data from the Blended Learning spaces (the iLearning Hotspot and AR Zone where students work on adaptive math software and read independently at their reading level and take comprehension tests), core instruction, state assessments, and nationally normed assessments to increase performance in math and reading, and at the same time decrease the math and reading achievement gap in grades 4 - 12. The Data Coaches will serve as the critical point of leverage to use data to drive instruction. In order to execute these responsibilities, the Data Coaches will progress through the Leadership Pathway designed to increase knowledge and skills relevant to data collection, analysis, and decision-making.									
Key Performance Measures: Increased performance on math and reading assessment. Decreased math and reading achievement gap in grades 4th through 12th. 95% of IDEA students have a highly-effective or effective teacher or principal.									
Cross-reference to other projects: Projects 8 and 10 address the same goals-- to leverage data and develop staff ability to individualize instruction. Therefore, Projects 8 and 10 have been combined and will be referred to as Project 8- Data Integration Leadership as of November 2013. Project 7- Actionable Dashboards- will become part of the Data Coaches' expertise.									
Activities for Project 8									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn. reqd	Notes	Dependent Activities (in other projects)	Budget Reference
8.0	<i>Project 8: Integrating Blended Spaces Data into Core Instruction; Project 10: Leadership Pathway for iLearning Hotspot and AR Zone Facilitators</i>	<i>Danny McClain, Director of Research and Analysis</i>	8/1/13	12/26/16	<i>In Progress</i>	<i>On-Track</i>			
8.1	Develop a vision for the Data Coaches role and a position-specific Operating Plan, including a data sharing plan, and metrics for evaluating the impact of this role	Danny McClain, Director of Research and Analysis	8/1/13	1/15/14	In Progress	On-Track	Timeline extended to accommodate discussion with key stakeholders, including members of the Academic Services Team, Instructional Technology Team, and Data and Research Team. The Data Coaches role is a new position at IDEA Public Schools, and its development required the input and feedback of internal stakeholders with diverse expertise.		
8.1.1	Develop a vision for data coaches that includes the necessary skill set, what they will do in their daily work at the campus, and how they will work with teachers and campus leaders to better use data to improve the impact of the teachers' classroom instruction	Danny McClain, Director of Research and Analysis	8/1/13	10/1/13	Complete: 10/1/13	On-Track			
8.1.2	Develop the Data Coaches' Operating Plan: who will manage them, key personnel they will support, and the method used to assign the data coaches to campuses	Danny McClain, Director of Research and Analysis	10/1/13	1/15/14	In Progress	On-Track			
8.1.3	Develop a Data Coach Evaluation Rubric that will be used to evaluate effectiveness of data coaches (will be included in Operating Plan but noted as a separate task because of the amount of diligent effort required to develop the data sharing plan)	Danny McClain, Director of Research and Analysis	7/1/13	1/15/14	In Progress	On-Track	In collaboration with the Academic Services Team, Instructional Technology Team, and Data and Research Team. A rubric will be developed to measure success for Data Coaches.		
8.1.4	Develop data metrics that will be used to evaluate effectiveness of data coaches (will be included in Operating Plan but noted as a separate task because of the amount of diligent effort required to develop the data metrics)	Danny McClain, Director of Research and Analysis	10/1/13	1/15/14	In Progress	On-Track	IDEA Public Schools administers Interim Assessments (IA) every quarter across all grades and contents. Improvement on IA's will be measured after every round of IA testing to measure the impact of Data Coaches at their respective campus(es). Data Coaches will also be evaluated using other metrics identified in 8.1.4 and elements drawn from IDEA's Staff Development Cycle.		
8.1.5	<i>Deliverable: Data Coaches Position description, including vision and evaluation overview</i>	<i>Danny McClain, Director of Research and Analysis</i>	1/15/14	1/15/14	<i>Not Begun</i>				
8.1.6	<i>Deliverable: Data Coaches' Operating plan</i>	<i>Danny McClain, Director of Research and Analysis</i>	1/15/14	1/15/14	<i>Not Begun</i>		A clear vision including job description, deliverables, milestones, and expectations for coaches will be developed.		
8.1.7	<i>Milestone: Articulated vision and operating plan to guide the launch of the Data Coaches role</i>	<i>Danny McClain, Director of Research and Analysis</i>	1/15/14	1/15/14	<i>In Progress</i>				

8.2	Design Data Coaches Leadership Pathway	Danny McClain, Director of Research and Analysis	2/1/14	6/30/14	Not Begun		The vision for the Leadership Pathway has evolved from its original conception, as written into RTT-D Project 10 in IDEA's application and proposed budget. Rather than making the Leadership Pathway open only to Blended Learning spaces staff, the Pathway will be available to all staff in the Data Coaches role. Data Coaches may be former Blended Learning spaces staff, former teachers who demonstrate interest, skill, and leadership qualities with regard to using data to improve instruction, or new hires with a background in data analysis. The Leadership Pathway is hereafter referred to as the Data Leadership Pathway.		
8.2.1	Draw on the vision and operating plan for the Data Coaches role (per 8.1.5 and 8.1.6) to outline the key components of the Data Leadership Pathway	Danny McClain, Director of Research and Analysis	2/1/14	2/15/14	Not Begun				
8.2.2	Develop a scope and sequence for data knowledge and skills that will define and guide professional development for Data Coaches through 4 articulated steps (additional steps to be developed summer '16, see 8.21.3)	Danny McClain, Director of Research and Analysis	2/15/14	3/1/14	Not Begun		The scope and sequence will include 5-7 steps of professional development to be delivered through summer 2015 and into SY '16-17 depending on need. The scope and sequence will include an outline of steps 1-4, and will be updated summer '16 to address on-going needs.		
8.2.3	Develop Step 1 of the Data Leadership Pathway, for delivery fall SY '14-15 (two 10-hour modules)	Danny McClain, Director of Research and Analysis	3/1/14	5/1/14	Not Begun		The focus of Step I will be role essentials-- the foundational knowledge and skills required for success in the Data Coach role.		
8.2.4	Communicate Step 1 Data Leadership Pathway dates and key information (vision, key responsibilities, and evaluation of the Data Coaches role) to IDEA staff via cascading messages or stakeholder-specific monthly meetings	Danny McClain, Director of Research and Analysis	4/1/14	4/15/14	Not Begun				
8.2.5	Develop training for IDEA staff on how to work with Data Coaches	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	4/1/14	4/15/14	Not Begun				
8.2.6	Identify IDEA headquarters staff or campus leaders to deliver content in each step of the Data Leadership Pathway	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	4/1/14	4/15/14	Not Begun		Professional Development Leaders may be members of the Data and Research Team, Academic Services Team, or IT Team. 2-3 leaders per step, dependent on content.		Table 4-1 Budget 8 Personnel- Training for current employees at the IDEA Central Office to prepare and train the Data Integration Coaches that will be hired in Year 3.
8.2.7	<i>Deliverable: Training agenda and materials</i>	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	4/15/14	4/15/14	Not Begun				

8.2.8	Deliver training developed in 8.2.5 to key staff identified in 8.2.6	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	4/15/14	6/30/14	Not Begun			
8.2.9	Step 1 Professional Development Leaders use the Data Leadership Pathway scope and sequence to develop two 10-hour modules focusing on Data Coaches Role Essentials	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	5/1/14	6/1/14	Not Begun			Table 4-1 Budget 8 Personnel-Stipend for IDEA Faculty members to teach the Data Leadership Pathway program (From original Project 10 Budget)
8.2.10	Step 1 Professional Development Leaders solicit input on Data Coaches Role Essentials modules from key stakeholders including members of the Academic Services Team, Schools Team, Data and Research Team, and IT Team	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	6/1/14	6/15/14	Not Begun			
8.2.11	<i>Deliverable: Data Leadership Pathway Scope and Sequence</i>	Danny McClain, Director of Research and Analysis	6/15/14	6/15/14	Not Begun			
8.2.12	<i>Deliverable: Step 1 modules</i>	Danny McClain, Director of Research and Analysis	6/15/14	6/15/14	Not Begun			
8.2.13	<i>Milestone: Key elements of the Data Leadership Pathway articulated through Step 4, per 8.2.2</i>	Danny McClain, Director of Research and Analysis	6/15/14	6/15/14	Not Begun			
8.2.14	<i>Milestone: IDEA staff prepared to work with Data Coaches</i>	Danny McClain, Director of Research and Analysis	6/30/14	6/30/14	Not Begun			
8.3	Hire Data Coaches for SY '14-15	Danny McClain, Director of Research and Analysis	5/1/14	8/1/14	Not Begun			Due to challenges with developing the vision for the data coaches, IDEA is not hiring coaches for SY '13-14. Therefore, the Project 8 timeline has been updated to reflect hiring for SY '14-15, which begins in February 2014.
8.3.1	Develop Data Coaches job description, with support provided by IDEA's Human Assets and Academic Services Teams	Danny McClain, Director of Research and Analysis	5/1/14	5/20/14	Not Begun			
8.3.2	Develop candidate selection rubric with support from IDEA's Human Assets and Academic Services Teams	Danny McClain, Director of Research and Analysis	5/15/14	5/30/14	Not Begun			
8.3.3	Communicate position openings via IDEA intranet, cascading messages to IDEA staff, and partner organization websites	Danny McClain, Director of Research and Analysis	5/20/14	5/25/14	Not Begun			
8.3.4	Interview strong candidates	Danny McClain, Director of Research and Analysis	5/25/14	7/1/14	Not Begun			

8.3.5	Hire up to 7 full-time Data Coaches personnel	Danny McClain, Director of Research and Analysis	7/1/14	8/1/14	Not Begun		Due to challenges with developing the vision for the data coaches, IDEA is not hiring coaches for SY '13-14. Therefore, the Project 8 timeline has been updated to reflect hiring for SY '14-15, which begins in February 2014.	Table 4-1 Project 8 Personnel-Data Integration Coaches- and Fringe Benefits	Table 4-1 Project 8 Supplies (Tech supplies for Data Coaches)
8.3.6	<i>Deliverable: Data Coaches job description</i>	Danny McClain, Director of Research and Analysis	5/20/14	5/20/14	Not Begun				
8.3.7	<i>Deliverable: Data Coaches selection rubric</i>	Danny McClain, Director of Research and Analysis	5/20/14	5/20/14	Not Begun				
8.3.8	<i>Milestone: Data Coaches personnel hired</i>	Danny McClain, Director of Research and Analysis	8/1/14	8/1/14	Not Begun				
8.4	Determine campus distribution for Data Coaches (SY '14-15)	Danny McClain, Director of Research and Analysis	6/1/14	7/30/14	Not Begun				
8.4.1	Evaluate teacher population by campus to determine campus Data Coach resource allocation needs	Danny McClain, Director of Research and Analysis	6/1/14	6/15/14	Not Begun		Solicit input from stakeholders including Academic Services Team and Schools Team members, as well as principals and instructional coaches to outline campus-specific needs.		
8.4.2	Evaluate student population by campus to determine Data Coach resource allocation needs	Danny McClain, Director of Research and Analysis	6/1/14	6/15/14	Not Begun		Solicit input from stakeholders including Academic Services Team and Schools Team members, as well as principals and instructional coaches to outline campus-specific needs.		
8.4.3	Define campus support structure for Data Coaches, including management and key expectations for campus-based support for Data Coaches	Danny McClain, Director of Research and Analysis	6/15/14	7/15/14	Not Begun		Solicit input from stakeholders including Academic Services Team and Schools Team members, as well as principals and instructional coaches to outline campus-specific needs.		
8.4.4	Assign each Data Coach to a campus(es)	Danny McClain, Director of Research and Analysis	7/15/14	7/30/14	Not Begun				
8.4.5	<i>Deliverable: Roster of Data Coaches by assigned campus</i>	Danny McClain, Director of Research and Analysis	7/30/14	7/30/14	Not Begun				
8.4.6	<i>Deliverable: Campus Support Structure overview</i>	Danny McClain, Director of Research and Analysis	7/30/14	7/30/14	Not Begun				
8.4.7	<i>Milestone: 100% of data coaches placed at campuses</i>	Danny McClain, Director of Research and Analysis	7/30/14	7/30/14	Not Begun				
8.5	Execute Step 1 of the Data Leadership Pathway	Danny McClain, Director of Research and Analysis	7/30/14	9/15/14	Not Begun				
8.5.1	Communicate Step 1 (SY '14-15) expectations to Data Coaches	Danny McClain, Director of Research and Analysis	7/30/14	8/5/14	Not Begun				

8.5.2	Execute Step 1 of the Data Leadership Pathway to Data Coaches during SY '14-15 pre-service and/or up through December 2014 (two 10-hour modules)	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	8/5/14	9/1/14	Not Begun			Table 4-1 Budget 8 Personnel- Stipend for IDEIA Faculty members to teach the Data Leadership Pathway program (From original Project 10 Budget) Table 4-1 Budget 8 Supplies- Food for Program Participants Table 4-1 Budget 8 Supplies for Trainings
8.5.3	Data Coaches meet with leadership at assigned campus(es) to gather information on campus priorities, key challenges, etc.	Data Coaches, Danny McClain, Director of Research and Analysis	8/5/14	9/1/14	Not Begun			Continued from previous row: Table 4-1 Budget 8 Other
8.5.4	Data Coaches use knowledge gained during Step 1 and from meetings with campus leaders (including 8.4.3 above) to develop an Individualized Scope of Work for SY '14-15 activities (including staff development sessions, meetings with teachers, observations, and other types of support provided to assigned campus)	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	8/25/14	9/15/14	Not Begun			Continued from previous row: Table 4-1 Budget 8 Personnel
8.5.5	Solicit feedback from Data Coaches regarding Step 1 of the Data Leadership Pathway, including highly-effective activities, additional supports needed, and key challenges	Data Coaches, Danny McClain, Director of Research and Analysis	9/15/14	9/15/14	Not Begun			
8.5.6	<i>Deliverable: Step 1 modules</i>	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	8/5/14	8/5/14	Not Begun			

8.5.7	<i>Deliverable: Feedback from Data Coaches regarding the Data Leadership Pathway</i>	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	9/15/14	9/15/14	Not Begun			
8.5.8	<i>Deliverable: Scope of Work for each Data Coach, specific to the needs of their assigned campus(es)</i>	Data Coaches, Danny McClain, Director of Research and Analysis	9/15/14	9/15/14	Not Begun			
8.5.9	<i>Milestone: All Data Coaches successfully participate in Step 1 of the Data Leadership Pathway</i>	Danny McClain, Director of Research and Analysis	9/1/14	9/1/14	Not Begun			
8.5.10	<i>Milestone: Each Data Coaches' role is clearly defined and SY '14-15 goals are set</i>	Danny McClain, Director of Research and Analysis	9/15/14	9/15/14	Not Begun			
8.6	Conduct staff development session for participating campus leaders and teachers on collaboration with Data Coaches	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	7/30/14	9/15/14	Not Begun			
8.6.1	Develop training for campus leaders and teachers with support from the Academic Services Team and the Human Assets Team	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	7/30/14	8/5/14	Not Begun			
8.6.2	Deliver training for teachers and campus leaders on collaboration with Data Coaches during SY '14-15 pre-service and/or up through December 2014	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	8/5/14	8/25/14	Not Begun			
8.6.3	<i>Deliverable: Staff development training agenda and materials</i>	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	8/5/14	8/25/14	Not Begun			
8.6.4	<i>Milestone: All participating campus leaders and teachers trained on collaboration with Data Coaches</i>	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	9/15/14	9/15/14	Not Begun			
8.7	Quarterly monitoring of Data Coaches impact on improving student achievement SY '14-15	Danny McClain Director of Research and Analysis	8/25/14	10/31/14	Not Begun	IDEA Public Schools' calendar runs on a quarterly basis, with about 2 months in each quarter of the school year.		
8.7.1	Quarterly tracking of impact	Danny McClain, Director of Research and Analysis	8/27/14	10/31/14	Not Begun	IDEA Public Schools administers Interim Assessments (IA) every quarter across all grades and contents. Improvement on IA's will be measured after every round of IA testing to measure the impact of Data Coaches at their respective campus(es). Data Coaches will also be evaluated using other metrics identified in 8.1.4 and elements drawn from IDEA's Staff Development Cycle.		
8.7.2	<i>Deliverable: Quarterly reports on impact</i>	Danny McClain, Director of Research and Analysis	10/31/14	10/31/14	Not Begun			
8.7.3	<i>Milestone: Current analysis of student achievement in relation to the Data Coaches role</i>	Danny McClain, Director of Research and Analysis	10/31/14	10/31/14	Not Begun			
8.8	Execute Step 2 of the Data Leadership Pathway	Danny McClain, Director of Research and Analysis, Cody Grindle, Director of Software Development	9/15/14	12/15/14	Not Begun			

8.8.1	Develop Step 2 of the Data Leadership Pathway, for delivery fall SY '14-15 (one 8-hour module)	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	9/15/14	10/15/14	Not Begun		The focus of Step 2 will be collaboration across Data Coaches and campus leaders and teachers, targeting opportunities and responsibilities for the Data Coach.	Table 4-1 Budget 8 Personnel- Stipend for IDEA Faculty members to teach the Data Leadership Pathway program (From original Project 10 Budget)
8.8.2	Communicate Step 2 dates and expectations for participation to Data Coaches	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	10/10/14	10/20/14	Not Begun			
8.8.3	Execute Step 2 of the Data Leadership Pathway	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	10/20/14	12/1/14	Not Begun			Table 4-1 Budget 8 Supplies- Food for Program Participants Table 4-1 Budget 8 Supplies for Trainings
8.8.4	Solicit feedback from Data Coaches regarding Steps 1 and 2 of the Data Leadership Pathway, including highly-effective activities, additional supports needed, and key challenges	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	12/1/14	12/15/14	Not Begun		The Director of Research and Analysis will be responsible for transferring feedback from Data Coaches to key leaders to address common or on-going challenges.	Continued from previous row: Table 4-1 Budget 8 Other
8.8.5	<i>Deliverable: Step 2 module</i>	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	10/15/14	10/15/14	Not Begun			Continued from previous row: Table 4-1 Budget 8 Personnel
8.8.6	<i>Deliverable: Feedback from Data Coaches regarding the Data Leadership Pathway</i>	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	12/15/14	12/15/14	Not Begun		Feedback will be incorporated into planning forthcoming steps of the Data Leadership Pathway.	
8.8.7	<i>Milestone: All Data Coaches successfully participate in Step 2 of the Data Leadership Pathway</i>	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	12/15/14	12/15/14	Not Begun			

8.9	Quarterly monitoring of impact and success of data coaches in improving student achievement for SY '14-15	Danny McClain, Director of Research and Analysis	11/1/14	1/20/15	Not Begun				
8.9.1	Quarterly tracking of impact	Danny McClain, Director of Research and Analysis	11/1/14	1/20/15	Not Begun	IDEA Public Schools administers Interim Assessments (IA) every quarter across all grades and contents. Improvement on IA's will be measured after every round of IA testing to measure the impact of Data Coaches at their respective campus(es). Data Coaches will also be evaluated using other metrics identified in 8.1.4 and elements drawn from IDEA's Staff Development Cycle.			
8.9.2	<i>Deliverable: Quarterly reports on impact</i>	Danny McClain, Director of Research and Analysis	1/20/15	1/20/15	Not Begun				
8.9.3	<i>Milestone: Current analysis of student achievement</i>	Danny McClain, Director of Research and Analysis	1/20/15	1/20/15	Not Begun				
8.10	Execute Step 3 of the Data Leadership Pathway	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	1/15/15	5/1/15	Not Begun				
8.10.1	Develop Step 3 of the Data Leadership Pathway, for delivery Spring '15 (2 6-hour modules), drawing on feedback provided by Data Coaches in Step 2	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	1/15/15	2/15/15	Not Begun	The focus of Step 3 is data essentials at IDEA: training on all of the data systems used at IDEA Public Schools, including but not limited to excel spreadsheets, major data sets, and data management systems.			Table 4-1 Budget 8 Personnel- Stipend for IDEA Faculty members to teach the Data Leadership Pathway program (From original Project 10 Budget)
8.10.2	Communicate Step 3 dates and expectations for participation to Data Coaches	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	2/15/15	2/25/15	Not Begun				
8.10.3	Execute Step 3 of the Data Leadership Pathway	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	2/25/15	4/15/15	Not Begun				Table 4-1 Budget 8 Supplies- Food for Program Participants Table 4-1 Budget 8 Supplies for Trainings
8.10.4	Solicit feedback from Data Coaches regarding Step 3 of the Data Leadership Pathway, including highly-effective activities, additional supports needed, and key challenges	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	4/15/15	5/1/15	Not Begun	The Director of Research and Analysis will be responsible for transferring feedback from Data Coaches to key leaders to address common or on-going challenges.			Continued from previous row: Table 4-1 Budget 8 Other

8.10.5	<i>Deliverable: Step 3 modules</i>	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	2/15/15	2/15/15	Not Begun				Continued from previous row: Table 4-1 Budget 8 Personnel
8.10.6	<i>Deliverable: Feedback from Data Coaches regarding the Data Leadership Pathway</i>	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	5/1/15	5/1/15	Not Begun		Feedback will be incorporated into planning forthcoming steps of the Data Leadership Pathway.		
8.10.7	<i>Milestone: All Data Coaches successfully participate in Step 3 of the Data Leadership Pathway</i>	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	5/1/15	5/1/15	Not Begun				
8.11	Quarterly monitoring of impact and success of data coaches in improving student achievement SY '14-15	Danny McClain, Director of Research and Analysis	1/21/15	3/31/15	Not Begun				
8.11.1	Quarterly tracking of impact	Danny McClain, Director of Research and Analysis	1/21/15	3/31/15	Not Begun		IDEA Public Schools administers Interim Assessments (IA) every quarter across all grades and contents. Improvement on IA's will be measured after every round of IA testing to measure the impact of Data Coaches at their respective campus(es). Data Coaches will also be evaluated using other metrics identified in 8.1.4 and elements drawn from IDEA's Staff Development Cycle.		
8.11.2	Based on data, identify successful Data Coaches (to request return for SY '15-16) and unsuccessful Data Coaches (consider exit at the end SY '14-15)	Danny McClain, Director of Research and Analysis	2/1/15	3/31/15	Not Begun				
8.11.3	<i>Deliverable: Quarterly reports on impact</i>	Danny McClain, Director of Research and Analysis	3/31/15	3/31/15	Not Begun				
8.11.4	<i>Deliverable: Plan for staffing SY '15-16</i>	Danny McClain, Director of Research and Analysis	3/31/15	3/31/15	Not Begun				
8.11.5	<i>Milestone: Current analysis of student achievement</i>	Danny McClain, Director of Research and Analysis	3/31/15	3/31/15	Not Begun				
8.12	Quarterly monitoring of impact and success of data coaches in improving student achievement SY '14-15	Danny McClain, Director of Research and Analysis	4/1/15	6/14/15	Not Begun				
8.12.1	Quarterly tracking of impact	Danny McClain, Director of Research and Analysis	4/1/15	6/14/15	Not Begun		IDEA Public Schools administers Interim Assessments (IA) every quarter across all grades and contents. Improvement on IA's will be measured after every round of IA testing to measure the impact of Data Coaches at their respective campus(es). Data Coaches will also be evaluated using other metrics identified in 8.1.4 and elements drawn from IDEA's Staff Development Cycle.		
8.12.2	<i>Deliverable: Quarterly reports on impact</i>	Danny McClain, Director of Research and Analysis	6/14/15	6/14/15	Not Begun				
8.12.3	<i>Milestone: Current analysis of student achievement</i>	Danny McClain, Director of Research and Analysis	6/14/15	6/14/15	Not Begun				
8.13	Yearly evaluation of impact and success of data coaches in improving student achievement SY '14-15	Danny McClain, Director of Research and Analysis	6/15/15	8/1/15	Not Begun				

8.13.1	Review yearly student achievement data and prepare report highlighting key outcomes	Danny McClain, Director of Research and Analysis	6/15/15	7/10/15	Not Begun		Danny McClain, Director of Research and Analysis, and members of the Academic Services and Schools Teams will use IDEA's Staff Development Cycle and quarterly data to inform decisions regarding personnel exits/re-hires.		
8.13.2	Based on data, reflect and identify potential changes for SY '15-16, including exiting and rehiring Data Coaches personnel	Danny McClain, Director of Research and Analysis	6/15/15	7/1/15	Not Begun				
8.13.3	Create Scope of Work (including staff development sessions, meetings with teachers, observations, and other types of support provided to assigned campus) for each Data Coach and assigned campus(es) for SY '15-16 based on lessons learned SY '14-15	Data Coaches, Danny McClain, Director of Research and Analysis	7/1/15	8/1/15	Not Begun				
8.13.4	<i>Deliverable: End of year report on usage and impact with reflection and changes for next school year</i>	Danny McClain, Director of Research and Analysis	7/10/15	7/10/15	Not Begun				
8.13.5	<i>Deliverable: Scope of Work for each Data Coach SY '15-16</i>	Data Coaches, Danny McClain, Director of Research and Analysis	8/1/15	8/1/15	Not Begun				
8.13.6	<i>Milestone: All Data Coaches refine their work at campuses based on reflections from SY '14-15 in preparation for implementation in SY '15-16</i>	Data Coaches, Danny McClain, Director of Research and Analysis	8/1/15	8/1/15	Not Begun				
8.14	Execute Step 4 of the Data Leadership Pathway	Danny McClain, Director of Research and Analysis	6/15/15	8/30/15	Not Begun				
8.14.1	Develop Step 4 of the Data Leadership Pathway, for delivery Spring '15 (2 8-hour modules), drawing on feedback provided by Data Coaches in Step 3	Danny McClain, Director of Research and Analysis, Cody Grindle, Director of Software Development	6/15/15	7/15/15	Not Begun		The focus of Step 4 is use of the Actionable Dashboards developed in Project 7.		Table 4-1 Budget 8 Personnel- Stipend for IDEA Faculty members to teach the Data Leadership Pathway program (From original Project 10 Budget)
8.14.2	Communicate Step 4 dates and expectations for participation to Data Coaches	Danny McClain, Director of Research and Analysis, Cody Grindle, Director of Software Development	7/15/15	7/25/15	Not Begun				
8.14.3	Execute Step 4 of the Data Leadership Pathway	Danny McClain, Director of Research and Analysis, Cody Grindle, Director of Software Development	7/25/15	8/15/15	Not Begun				Table 4-1 Budget 8 Supplies- Food for Program Participants Table 4-1 Budget 8 Supplies for Trainings
8.14.4	Solicit feedback from Data Coaches regarding Steps 1-4 (cumulative) of the Data Leadership Pathway, including highly-effective activities, additional supports needed, and key challenges	Danny McClain, Director of Research and Analysis, Cody Grindle, Director of Software Development	8/15/15	8/30/15	Not Begun		The Director of Research and Analysis will be responsible for transferring feedback from Data Coaches to key leaders to address common or on-going challenges.		Continued from previous row: Table 4-1 Budget 8 Other

8.14.5	<i>Deliverable: Step 4 modules</i>	Danny McClain, Director of Research and Analysis, Cody Grindle, Director of Software Development	7/15/15	7/15/15	Not Begun			Continued from previous row: Table 4-1 Budget 8 Personnel
8.14.6	<i>Deliverable: Feedback from Data Coaches regarding the Data Leadership Pathway</i>	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	8/30/15	8/30/15	Not Begun	Feedback will be incorporated into planning forthcoming steps of the Data Leadership Pathway.		
8.14.5	<i>Milestone: All Data Coaches successfully participate in Step 4 of the Data Leadership Pathway</i>	Danny McClain, Director of Research and Analysis, Cody Grindle, Director of Software Development	8/30/15	8/30/15	Not Begun	By this time, all Data Coaches will have received 56 hours of high-quality training per the Data Leadership Pathway.		
8.15	Launch improved data coaches plan for the SY '15-16	Danny McClain, Director of Research and Analysis	9/1/15	10/1/15	Not Begun			Table 4-1 Project 8 Personnel- Data Integration Coaches- and Fringe Benefits
8.15.1	Execute Scope of Work for SY '15-16	Data Coaches, Danny McClain, Director of Research and Analysis	9/1/15	10/1/15	Not Begun			
8.15.2	<i>Deliverable: Scope of Work SY '15-16</i>	Data Coaches, Danny McClain, Director of Research and Analysis	10/1/15	10/1/15	Not Begun			
8.15.3	<i>Milestone: 100% of data coaches implement improved Scope of Work</i>	Danny McClain, Director of Research and Analysis	10/1/15	10/1/15	Not Begun			
8.16	Execute Step 5 of the Data Leadership Pathway	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	9/15/15	12/15/15	Not Begun			
8.16.1	Develop Step 5 of the Data Leadership Pathway, for delivery fall '15 (3 8-hour modules), drawing on feedback provided by Data Coaches in Step 4	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	9/15/15	10/15/15	Not Begun	The focus of Step 5 (and any subsequent steps in year 4) will be identified summer '15 using data and lessons learned SY '14-15 (per 8.13). Professional Development will also reflect new software systems developed through other Race to the Top-District projects or otherwise developed by the IT Team.		Table 4-1 Budget 8 Personnel- Stipend for IDEA Faculty members to teach the Data Leadership Pathway program (From original Project 10 Budget)

8.16.2	Communicate Step 5 dates and expectations for participation to Data Coaches	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	10/10/15	10/20/15	Not Begun			
8.16.3	Execute Step 5 of the Data Leadership Pathway	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	10/20/15	12/1/15	Not Begun			Table 4-1 Budget 8 Supplies-Food for Program Participants Table 4-1 Budget 8 Supplies for Trainings
8.16.4	Solicit feedback from Data Coaches regarding Steps 1-5 (cumulative) of the Data Leadership Pathway, including highly-effective activities, additional supports needed, and key challenges	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	12/1/15	12/15/15	Not Begun	The Director of Research and Analysis will be responsible for transferring feedback from Data Coaches to key leaders to address common or on-going challenges.		Continued from previous row: Table 4-1 Budget 8 Other
8.16.5	<i>Deliverable: Step 5 modules</i>	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	10/15/15	10/15/15	Not Begun			Continued from previous row: Table 4-1 Budget 8 Personnel
8.16.6	<i>Deliverable: Feedback from Data Coaches regarding the Data Leadership Pathway</i>	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	12/15/15	12/15/15	Not Begun	Feedback will be incorporated into planning forthcoming steps of the Data Leadership Pathway.		
8.16.7	<i>Milestone: All Data Coaches successfully participate in Step 5 of the Data Leadership Pathway</i>	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	12/15/15	12/15/15	Not Begun			
8.17	Quarterly monitoring of impact and success of data coaches in improving student achievement SY '15-16	Danny McClain, Director of Research and Analysis	8/25/15	10/31/15	Not Begun			

8.17.1	Quarterly tracking of impact	Danny McClain, Director of Research and Analysis	8/27/15	10/31/15	Not Begun		IDEA Public Schools administers Interim Assessments (IA) every quarter across all grades and contents. Improvement on IA's will be measured after every round of IA testing to measure the impact of Data Coaches at their respective campus(es). Data Coaches will also be evaluated using other metrics identified in 8.1.4 and elements drawn from IDEA's Staff Development Cycle.		
8.17.2	<i>Deliverable: Quarterly reports on impact</i>	Danny McClain, Director of Research and Analysis	10/31/15	10/31/15	Not Begun				
8.17.3	<i>Milestone: Current analysis of student achievement</i>	Danny McClain, Director of Research and Analysis	10/31/15	10/31/15	Not Begun				
8.18	Quarterly monitoring of impact and success of data coaches in improving student achievement SY '15-16	Danny McClain, Director of Research and Analysis	11/1/15	1/20/16	Not Begun				
8.18.1	Quarterly tracking of impact	Danny McClain, Director of Research and Analysis	11/1/15	1/20/16	Not Begun		IDEA Public Schools administers Interim Assessments (IA) every quarter across all grades and contents. Improvement on IA's will be measured after every round of IA testing to measure the impact of Data Coaches at their respective campus(es). Data Coaches will also be evaluated using other metrics identified in 8.1.4 and elements drawn from IDEA's Staff Development Cycle.		
8.18.2	<i>Deliverable: Quarterly reports on impact</i>	Danny McClain, Director of Research and Analysis	1/20/16	1/20/16	Not Begun				
8.18.3	<i>Milestone: Current analysis of student achievement</i>	Danny McClain, Director of Research and Analysis	1/20/16	1/20/16	Not Begun				
8.19	Quarterly monitoring of impact and success of data coaches in improving student achievement SY '15-16	Danny McClain, Director of Research and Analysis	1/21/16	3/31/16	Not Begun				
8.19.1	Quarterly tracking of impact	Danny McClain, Director of Research and Analysis	1/21/16	3/31/16	Not Begun		IDEA Public Schools administers Interim Assessments (IA) every quarter across all grades and contents. Improvement on IA's will be measured after every round of IA testing to measure the impact of Data Coaches at their respective campus(es). Data Coaches will also be evaluated using other metrics identified in 8.1.4 and elements drawn from IDEA's Staff Development Cycle.		
8.19.2	Based on data, identify successful Data Coaches (to request return for SY '16-17) and unsuccessful Data Coaches (consider exit at the end SY '15-16)	Danny McClain, Director of Research and Analysis	2/1/16	3/31/16	Not Begun		Danny McClain, Director of Research and Analysis, and members of the Academic Services and Schools Teams will use IDEA's Staff Development Cycle and quarterly data to inform decisions regarding personnel exits/re-hires.		
8.19.3	<i>Deliverable: Quarterly reports on impact</i>	Danny McClain, Director of Research and Analysis	3/31/16	3/31/16	Not Begun				
8.19.4	<i>Deliverable: Plan for staffing SY '16-17</i>	Danny McClain, Director of Research and Analysis	3/31/16	3/31/16	Not Begun				
8.19.5	<i>Milestone: Current analysis of student achievement</i>	Danny McClain, Director of Research and Analysis	3/31/16	3/31/16	Not Begun				
8.20	Quarterly monitoring of impact and success of data coaches in improving student achievement SY '15-16	Danny McClain, Director of Research and Analysis	4/1/16	6/14/16	Not Begun				
8.20.1	Quarterly tracking of impact	Danny McClain, Director of Research and Analysis	4/1/16	6/14/16	Not Begun		IDEA Public Schools administers Interim Assessments (IA) every quarter across all grades and contents. Improvement on IA's will be measured after every round of IA testing to measure the impact of Data Coaches at their respective campus(es). Data Coaches will also be evaluated using other metrics identified in 8.1.4 and elements drawn from IDEA's Staff Development Cycle.		
8.20.2	<i>Deliverable: Quarterly reports on impact</i>	Danny McClain, Director of Research and Analysis	6/14/16	6/14/16	Not Begun				
8.20.3	<i>Milestone: Current analysis of student achievement</i>	Danny McClain, Director of Research and Analysis	6/14/16	6/14/16	Not Begun				
8.21	Yearly evaluation of Data Coaches impact in improving student achievement SY '15-16	Danny McClain, Director of Research and Analysis	6/15/16	9/1/16	Not Begun				
8.21.1	Review yearly student achievement data and prepare report highlighting key outcomes	Danny McClain, Director of Research and Analysis	6/15/16	7/1/16	Not Begun				
8.21.2	Based on data, reflect and identify potential changes for SY '16-17, including exiting and rehiring Data Coaches personnel	Danny McClain, Director of Research and Analysis	6/15/16	7/1/16	Not Begun				

8.21.3	Update Data Leadership Pathway scope and sequence to reflect lessons learned SY '15-16 and on-going professional development needs for Data Coaches, and campus leaders and teachers	Danny McClain, Director of Research and Analysis, Pablo Mejia Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	6/15/16	7/1/16	Not Begun			
8.21.4	Create Scope of Work (including staff development sessions, meetings with teachers, observations, and other types of support provided to assigned campus) for each Data Coach and assigned campus(es) for SY '16-17 based on lessons learned SY '15-16	Danny McClain, Director of Research and Analysis	7/1/16	7/15/16	Not Begun			
8.21.5	<i>Deliverable: End of year report on usage and impact with reflection and changes for next school year</i>	Danny McClain, Director of Research and Analysis	7/15/16	7/15/16	Not Begun			
8.21.6	<i>Deliverable: Updated Data Leadership Pathway scope and sequence</i>	Danny McClain, Director of Research and Analysis	7/1/16	7/1/16	Not Begun			
8.21.7	<i>Deliverable: Scope of Work SY '16-17</i>	Danny McClain, Director of Research and Analysis	8/1/16	8/1/16	Not Begun			
8.21.8	<i>Milestone: All Data Coaches refine their work at campuses based on reflections from SY '15-16 in preparation for implementation in SY '16-17</i>	Danny McClain, Director of Research and Analysis	8/1/16	8/1/16	Not Begun			
8.22	Launch improved data coaches plan for the SY '16-17	Danny McClain, Director of Research and Analysis	9/1/16	10/1/16	Not Begun			Table 4-1 Budget 8 Personnel Data Coaches- and Fringe Benefits
8.22.1	Execute Scope of Work for SY '16-17	Danny McClain, Director of Research and Analysis	9/1/16	10/1/16	Not Begun			
8.22.3	<i>Deliverable: Scope of Work SY '16-17</i>	Danny McClain, Director of Research and Analysis	10/1/16	10/1/16	Not Begun			
8.22.4	<i>Milestone: 100% of data coaches implement improved Scope of Work</i>	Danny McClain, Director of Research and Analysis	10/1/16	10/1/16	Not Begun			
8.23	Quarterly monitoring of impact and success of data coaches in improving student achievement SY '16-17	Danny McClain, Director of Research and Analysis	8/25/16	10/31/16	Not Begun			
8.23.1	Quarterly tracking of impact	Danny McClain, Director of Research and Analysis	8/25/16	10/31/16	Not Begun		IDEA Public Schools administers Interim Assessments (IA) every quarter across all grades and contents. Improvement on IA's will be measured after every round of IA testing to measure the impact of Data Coaches at their respective campus(es). Data Coaches will also be evaluated using other metrics identified in 8.1.4 and elements drawn from IDEA's Staff Development Cycle.	
8.23.2	<i>Deliverable: Quarterly reports on impact</i>	Danny McClain, Director of Research and Analysis	10/31/16	10/31/16	Not Begun			
8.23.3	<i>Milestone: Current analysis of student achievement</i>	Danny McClain, Director of Research and Analysis	10/31/16	10/31/16	Not Begun			
8.24	Quarterly monitoring of impact and success of data coaches in improving student achievement SY '16-17	Danny McClain, Director of Research and Analysis	11/1/16	12/26/16	Not Begun		Quarterly monitoring in 8.24 is abbreviated to reflect end of the Race to the Top-District grant period on 12/26/16.	

8.24.1	Quarterly tracking of impact	Danny McClain, Director of Research and Analysis	11/1/16	12/26/16	Not Begun		IDEA Public Schools administers Interim Assessments (IA) every quarter across all grades and contents. Improvement on IA's will be measured after every round of IA testing to measure the impact of Data Coaches at their respective campus(es). Data Coaches will also be evaluated using other metrics identified in 8.1.4 and elements drawn from IDEA's Staff Development Cycle.		
8.24.2	<i>Deliverable: Quarterly reports on impact</i>	Danny McClain, Director of Research and Analysis	12/26/16	12/26/16	Not Begun				
8.24.3	<i>Milestone: Current analysis of student achievement</i>	Danny McClain, Director of Research and Analysis	12/26/16	12/26/16	Not Begun				
8.25	Evaluation of project impact	Danny McClain, Director of Research and Analysis	11/1/16	12/26/16	Not Begun				
8.25.1	Analyze cumulative data from SY '14-15 through fall SY '16-17 to create Project 8 Impact Report	Danny McClain, Director of Research and Analysis	11/1/16	12/1/16	Not Begun				
8.25.2	<i>Deliverable: Project 8 Impact Report</i>	Danny McClain, Director of Research and Analysis	12/1/16	12/1/16	Not Begun				
8.25.3	Communicate findings from Project 12 Impact Report to key IDEA leaders, including Chiefs and instructional staff	Danny McClain, Director of Research and Analysis	12/1/16	12/10/16	Not Begun				
8.25.4	<i>Milestone: Shared understanding of the impact of the Data Coaches role and Data Leadership Pathway on teacher effectiveness and student outcomes</i>	Danny McClain, Director of Research and Analysis	12/10/16	12/10/16	Not Begun				
8.25.5	Develop plan for continued implementation/expansion of the Data Coaches role and Data Leadership Pathway	Danny McClain, Director of Research and Analysis	12/10/16	12/26/16	Not Begun				
8.25.6	<i>Deliverable: Plan for continuation/expansion of the Data Coaches role and Data Leadership Pathway</i>	Danny McClain, Director of Research and Analysis	12/26/16	12/26/16	Not Begun				
8.25.7	<i>Milestone: Next steps for enhancing teacher quality via integration of data into daily instructional practice</i>	Danny McClain, Director of Research and Analysis	12/26/16	12/26/16	Not Begun				

Grantee Name: IDEA Public Schools									
Project #9 On-Demand Professional Development for Personalized Learning Environments									
Project Goals/Desired Outcomes: Teachers and instructional leaders are able to easily and intuitively access on-demand skill-based video tutorials for leveraging district tools, systems, and knowledge bases in the classroom. 100% of instructional staff are able to access on-demand video tutorials through a singular platform, thereby minimizing time spent on administrative duties and maximizing instructional time.									
Narrative: IDEA Public Schools prioritizes human capital as the biggest driver of our success and growth. Training and professional development is what empowers any educator to be successful in what they do. As we have grown and developed as a district in both size and expertise, there is clear demand for a new platform to effectively cascade on-demand skill-based tutorials.									
Key Performance Measures: 95% of IDEA students have a highly-effective or effective teacher or principal.									
Cross-reference to other projects: This project connects to Project 14- Video Exemplars for Teachers - because they share the same platform and will become increasingly integrated as projects mature. Project 9 on-demand video content will focus on skill-based training for educators, while Project 14 video content will cover instructional practice per the Guideposts for Excellent Teaching (GET) rubric.									
Activities for Project 2									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
9	On-Demand Professional Development for Personalized Learning Environments	Cody Grindle, Director of Software Development	4/1/13	6/30/14	In Progress	On-Track	Project 9 will close at the end of grant year 2 on 6/30/14 as all activities and funds will be complete by that time.		
9.1	Interface Vision Setting	Cody Grindle, Director of Software Development	4/1/13	5/3/13	Complete: 5/3/13		Identifies and describes the manner in which key stakeholders (teachers, instructional leaders, software development team members) interact with the newly-designed platform.		
9.1.1	Identify focus group for vision and design guidance, including members of Academic Services and Software Development Teams	Cody Grindle, Director of Software Development	4/1/13	4/19/13	Complete: 4/19/14				
9.1.2	Meet with focus group to solicit input for end-product visual layout and functionality	Cody Grindle, Director of Software Development	4/15/13	4/19/13	Complete: 4/19/14				
9.1.3	Sketch/model mock-up of visual layout for final hosting site	Cody Grindle, Director of Software Development	4/15/13	4/19/13	Complete: 4/19/14				
9.1.4	Deliverable: Mock-up of ideal visual layout of final hosting site	Cody Grindle, Director of Software Development	4/26/13	4/26/13	Complete: 4/26/13				
9.1.5	Prioritize development aspects based on need versus want, and cross-referenced with programming complexity	Cody Grindle, Director of Software Development	4/19/13	4/26/13	Complete: 4/26/13				
9.1.6	Submit site design prototype layout of site to Human Assets department for review	Cody Grindle, Director of Software Development	4/26/13	4/26/13	Complete: 4/26/13		The Human Assets department focuses on organizational professional development.		
9.1.7	Review feedback from Human Assets	Cody Grindle, Director of Software Development	4/26/13	4/29/13	Complete: 4/29/13				
9.1.8	Identify changes based on feedback	Cody Grindle, Director of Software Development	4/26/13	4/29/13	Complete: 4/29/13				
9.1.9	Make changes to prototype	Cody Grindle, Director of Software Development, Daniel Cazares, Senior Developer	4/29/13	5/3/13	Complete: 5/3/13				
9.1.10	Deliverable: Finalized Prototype	Cody Grindle, Director of Software Development	5/3/13	5/3/13	Complete: 5/3/13		This prototype is a visual reference for developers that shows what content is being presented, where, and in what manner - without the back-end structure in place.		
9.1.11	Milestone: Site Prototype Developed	Cody Grindle, Director of Software Development	5/3/13	5/3/13	Complete: 5/3/13				
9.2	On-Demand PD Video Content Planning	Daniel Cazares, Senior Developer	7/1/13	7/16/13	Complete: 7/16/13				Table 4-1 Budget 9 Personnel

9.2.1	Create online survey for assessing demand for specific skill-based PD	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	7/1/13	7/5/13	Complete: 7/5/13			
9.2.2	<i>Deliverable: Survey to assess demand of skill-based PD</i>	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	7/5/13	7/5/13	Complete: 7/5/13			
9.2.3	Deploy online survey to department heads (including Academic Services and Schools Teams) to assess online PD needs	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	7/5/13	7/5/13	Complete: 7/5/13			
9.2.4	Collect survey data	Pablo Mejia, Director of Individualized Learning	7/8/13	7/12/13	Complete: 7/12/13			
9.2.5	Review survey data with focus group	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	7/15/13	7/15/13	Complete: 7/15/13			
9.2.6	<i>Deliverable: Survey responses</i>	Pablo Mejia, Director of Individualized Learning	7/15/13	7/15/13	Complete: 7/15/13			
9.2.7	From survey response data and feedback from focus group, identify 5 skill-based learning modules for development	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	7/15/13	7/16/13	Complete: 7/16/13			
9.2.8	For each video module, identify key point person to serve as lead advisor/expert on targeted skill	Cody Grindle, Director of Software Development, Daniel Cazares, Senior Developer	7/16/13	7/16/13	Complete: 7/16/13		The point person will work with the Development Support Specialist in Activity 9.3 to develop video content. The point person may be a member of the Human Assets, Tech, Data, or Operations team.	
9.2.9	<i>Deliverables: List of planned modules</i>	Cody Grindle, Director of Software Development	7/16/13	7/16/13	Complete: 7/16/13			
9.2.10	<i>Deliverable: List of identified point persons for each module</i>	Cody Grindle, Director of Software Development	7/16/13	7/16/13	Complete: 7/16/13			
9.2.11	<i>Milestone: Plan for skill-based module development</i>	Cody Grindle, Director of Software Development	7/16/13	7/16/13	Complete: 7/16/13			
9.3	On-Demand PD Video Content Development (5 modules)	Adriana Gonzalez, Development Support Specialist	7/16/13	7/26/13	Complete: 7/26/13		Video Modules include: - How to create a Helpdesk ticket (to access support from a number of IDEA HQ departments) - How to access SchoolNET (IDEA's assessment platform) and leverage features and tools (2 videos at this time; this module will expand to include 5 videos over the course of SY '13-14) - How to access and navigate blended learning software (minimum of 2 videos, with likely expansion to include a video for each Blended Learning software used at any IDEA campus)	
9.3.1	Create lesson plan for each video module prior to production	Adriana Gonzalez, Development Support Specialist	7/16/13	7/19/13	Complete: 7/19/13			
9.3.2	<i>Deliverable: Lesson plans for each of 5 modules</i>	Adriana Gonzalez, Development Support Specialist	7/19/13	7/19/13	Complete: 7/19/13			

9.3.3	Present lesson plans to stakeholders (Director of Professional Development, Director of Software Development, and Lead Academic Advisor) and solicit feedback	Adriana Gonzalez, Development Support Specialist	7/22/13	7/22/13	Complete: 7/22/13			
9.3.4	Make any modifications based on feedback	Adriana Gonzalez, Development Support Specialist	7/22/13	7/26/13	Complete: 7/26/13			
9.3.5	<i>Deliverable: Lesson plans with incorporated feedback</i>	Adriana Gonzalez, Development Support Specialist	7/26/13	7/26/13	Complete: 7/26/13			
9.3.6	<i>Milestone: On-Demand Video Modules ready for filming</i>	Adriana Gonzalez, Development Support Specialist	7/26/13	7/26/13	Complete: 7/26/13			
9.4	On-Demand PD Video Creation (5 modules)	Adriana Gonzalez, Development Support Specialist	7/26/13	8/1/13	Complete: 8/1/13			
9.4.1	Film raw video footage for each module (1-5)	Adriana Gonzalez, Development Support Specialist	7/26/13	7/30/13	Complete: 7/30/13			
9.4.2	<i>Deliverable: Raw footage for each module</i>	Adriana Gonzalez, Development Support Specialist	7/30/13	7/30/13	Complete: 7/30/13			
9.4.3	Edit each video feed for length	Adriana Gonzalez, Development Support Specialist	7/30/13	7/31/13	Complete: 7/31/13			
9.4.4	Edit each video feed for transitions	Adriana Gonzalez, Development Support Specialist	7/30/13	7/31/13	Complete: 7/31/13			
9.4.5	<i>Deliverable: Edited videos</i>	Adriana Gonzalez, Development Support Specialist	7/31/13	7/31/13	Complete: 7/31/13			
9.4.6	Finalize each video by compiling parts and transitions	Adriana Gonzalez, Development Support Specialist	7/31/13	8/1/13	Complete: 8/1/13			
9.4.7	<i>Deliverable: 5 polished video modules</i>	Adriana Gonzalez, Development Support Specialist	8/1/13	8/1/13	Complete: 8/1/13			
9.4.8	<i>Milestone: Final videos completed and ready for upload to application site</i>	Adriana Gonzalez, Development Support Specialist	8/1/13	8/1/13	Complete: 8/1/13			
9.5	Application Development	Jana Carter, Business Intelligence Project Manager	6/3/13	8/2/13	In Progress	On-Track		
9.5.1	Develop web page layout of hosting site on development server using prototype developed in 9.1.10	Daniel Cazares, Senior Developer	6/3/13	7/1/13	Complete: 7/1/13			
9.5.2	<i>Deliverable: Hosting site</i>	Daniel Cazares, Senior Developer	7/1/13	7/1/13	Complete: 7/1/13			
9.5.3	Review final layout of hosting site for approval	Cody Grindle, Director of Software Development, Daniel Cazares, Senior Developer	7/1/13	8/1/13	Complete: 7/5/13			
9.5.4	Make any final changes based on feedback	Daniel Cazares, Senior Developer	8/1/13	9/1/13	Complete: 7/19/13			
9.5.5	Launch live hosting site	Daniel Cazares, Senior Developer	7/22/13	7/22/13	Complete: 7/22/13			
9.5.6	Test hosting site by uploading sample video	Daniel Cazares, Senior Developer	7/22/13	7/26/13	Complete: 7/26/13			
9.5.7	<i>Deliverable: Polished hosting site on production server</i>	Daniel Cazares, Senior Developer	7/22/13	7/22/13	Complete: 7/22/13			
9.5.8	Upload 5 modules of professional development content	Daniel Cazares, Senior Developer	7/29/13	8/2/13	Complete: 8/2/13			
9.5.9	<i>Milestone: 5 On-Demand PD modules uploaded</i>	Daniel Cazares, Senior Developer	8/2/13	8/2/13	Complete: 8/2/13			

9.6	Implementation of 5 On-Demand PD modules	Cody Grindle, Director of Software Development, Vanessa Barry, Director of Communications, Tisha Nguyen, Director of Professional Development	8/5/13	10/1/13	Complete: 10/1/13			
9.6.1	Develop communications plan for rollout to instructional staff	Cody Grindle, Director of Software Development, Vanessa Barry, Director of Communications, Tisha Nguyen, Director of Professional Development	8/5/13	8/9/13	Complete: 8/9/13			
9.6.2	<i>Deliverable: Communication Plan</i>	Cody Grindle, Director of Software Development, Vanessa Barry, Director of Communications, Tisha Nguyen, Director of Professional Development	8/9/13	8/9/13	Complete: 8/9/13			
9.6.3	Communication sent to user base (instructional staff) announcing availability of On-Demand, skill-based videos for on-going training and professional development	Cody Grindle, Director of Software Development, Vanessa Barry, Director of Communications, Tisha Nguyen, Director of Professional Development	8/9/13	8/30/13	Complete: 8/30/13			
9.6.4	<i>Deliverable: Communication launched to all users</i>	Cody Grindle, Director of Software Development, Vanessa Barry, Director of Communications, Tisha Nguyen, Director of Professional Development	8/30/13	8/30/13	Complete: 8/30/13			
9.6.5	<i>Milestone: Instructional and non-instructional leaders understand how to access professional development video modules</i>	Cody Grindle, Director of Software Development, Vanessa Barry, Director of Communications, Tisha Nguyen, Director of Professional Development	10/1/13	10/1/13	Complete: 10/1/13	Per this milestone, all users will now be able to access the initial wave of 5 on-demand PD modules.		
9.7	Develop internal process for submitting new videos	Cody Grindle, Director of Software Development, Vanessa Barry, Director of Communications, Tisha Nguyen, Director of Professional Development	8/19/13	9/30/13	Complete: 9/30/13			
9.7.1	Develop process to guide staff in creating/submitting new content modules	Cody Grindle, Director of Software Development, Vanessa Barry, Director of Communications, Tisha Nguyen, Director of Professional Development	8/19/13	8/30/13	Complete: 8/30/13	The purpose of this activity is to develop and inform leaders about the process for requesting new content or having new content added to the site.		
9.7.2	Solicit feedback on the content submission process from key stakeholders on the Academic Services, School, Human Assets, and Tech teams	Cody Grindle, Director of Software Development, Vanessa Barry, Director of Communications, Tisha Nguyen, Director of Professional Development	8/30/13	9/10/13	Complete: 9/10/13			
9.7.3	Finalize new content submission process	Cody Grindle, Director of Software Development, Vanessa Barry, Director of Communications, Tisha Nguyen, Director of Professional Development	9/10/13	9/15/13	Complete: 9/15/13			

9.7.4	<i>Deliverable: New content submission process</i>	Cody Grindle, Director of Software Development, Vanessa Barry, Director of Communications, Tisha Nguyen, Director of Professional Development	9/15/13	9/15/13	Complete: 9/15/13			
9.7.5	Present new content process (how to develop and submit new PD videos) to instructional and non-instructional leaders	Cody Grindle, Director of Software Development, Vanessa Barry, Director of Communications, Tisha Nguyen, Director of Professional Development	9/15/13	9/30/13	Complete: 9/30/13			
9.7.6	<i>Deliverable: Presentation/communication tools regarding new content submission process</i>	Cody Grindle, Director of Software Development, Vanessa Barry, Director of Communications, Tisha Nguyen, Director of Professional Development	9/30/13	9/30/13	Complete: 9/30/13			
9.7.7	<i>Milestone: IDEA staff prepared to develop further skill-based video content</i>	Cody Grindle, Director of Software Development, Vanessa Barry, Director of Communications, Tisha Nguyen, Director of Professional Development	9/30/13	9/30/13	Complete: 9/30/13			
9.8	Monitor platform for usage, bugs, and support needed/offered	Cody Grindle, Director of Software Development, System Administrators	8/19/13	10/1/13	Complete: 10/1/13			
9.8.1	Develop checklist to ensure platform is monitored regularly and across a set of key indicators/functions	Cody Grindle, Director of Software Development, System Administrators	8/9/13	9/9/13	Complete: 10/1/13			
9.8.2	Solicit feedback on checklist from key IT staff and/or instructional leaders	Cody Grindle, Director of Software Development, System Administrators	9/9/13	10/1/13	Complete: 10/1/13			
9.8.3	<i>Deliverable: Report on platform usage, bugs and support needed</i>	Cody Grindle, Director of Software Development, System Administrators	10/1/13	10/1/13	Complete: 10/1/13		This informal report will inform activities in 9.7 and 9.8.	
9.8.4	<i>Milestone: Platform successes and challenges identified</i>	Cody Grindle, Director of Software Development, System Administrators	10/1/13	10/1/13	Complete: 10/1/13			
9.9	Develop infrastructure to support additional video-based PD modules	Cody Grindle, Director of Software Development	10/1/13	1/25/14	In Progress	On-Track		
9.9.1	Develop assessment to evaluate infrastructure load	Cody Grindle, Director of Software Development, Jorge Martinez, Director of Instructional Technology	10/1/13	10/10/13	Complete: 10/10/13		Goal here is to accurately predict growth in storage volume of video content to meet future demand based on earlier infrastructure assessment. This assessment will incorporate video content produced in Project 14- Video Exemplars for Teachers.	
9.9.2	<i>Deliverable: Infrastructure assessment</i>	Jorge Martinez, Director of Instructional Technology	10/10/13	10/10/13	Complete: 10/10/13			
9.9.3	Conduct final assessment on infrastructure load, including recommendations for enhancements to support additional video-based PD, incorporating input from Project 14- Video Exemplars for Teachers and informal input from Chiefs and Directors at IDEA's central office regarding future upcoming video storage needs	Jorge Martinez, Director of Instructional Technology	9/9/13	10/1/13	Complete: 10/1/13			
9.9.4	<i>Deliverable: Infrastructure assessment results</i>	Jorge Martinez, Director of Instructional Technology	10/1/13	10/1/13	Complete: 10/1/13			
9.9.5	Research video servers to meet infrastructure/future video production requirements	Jorge Martinez, Director of Instructional Technology	10/1/13	11/1/13	Complete: 11/1/13			

9.9.6	Develop list of top 3 video server vendors	Jorge Martinez, Director of Instructional Technology	11/1/13	11/15/13	Complete: 11/15/13		IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 74.48 and Part 80.36		
9.9.7	<i>Deliverable: List of top 3 video server vendors</i>	Jorge Martinez, Director of Instructional Technology	11/15/13	11/15/13	Complete: 11/15/13				
9.9.8	Purchase best-value video server	Cody Grindle, Director of Software Development, Jorge Martinez, Director of Instructional Technology	11/15/13	12/10/13	Complete: 12/10/13		IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 74.48 and Part 80.36		Table 4-1 Budget 9 Equipment
9.9.9	Install video server at IDEA central office	Cody Grindle, Director of Software Development, Jorge Martinez, Director of Instructional Technology	12/10/13	12/20/13	Complete: 12/20/13				
9.9.10	<i>Deliverable: Video server installed</i>	Cody Grindle, Director of Software Development, Jorge Martinez, Director of Instructional Technology, Daniel Cazares, IT Developer	12/20/13	12/20/13	Complete: 12/20/13				
9.9.11	Transition existing 5 video modules to new video server	Cody Grindle, Director of Software Development, Jorge Martinez, Director of Instructional Technology, Daniel Cazares, IT Developer	1/7/14	1/15/14	In Progress	On-Track			See Table 4-1 Budget 14 for explanation of IT Developer Support for this task.
9.9.12	Communicate any changes regarding access to 5 video modules to users (if needed)	Cody Grindle, Director of Software Development, Jorge Martinez, Director of Instructional Technology, Daniel Cazares, IT Developer	1/15/14	1/25/14	Not Begun				
9.9.13	<i>Deliverable: Communication to users regarding shifts in access</i>	Cody Grindle, Director of Software Development, Jorge Martinez, Director of Instructional Technology, Daniel Cazares, IT Developer	1/25/14	1/25/14	Not Begun				
9.9.14	<i>Milestone: 5 On-Demand PD modules accessible via new video server</i>	Cody Grindle, Director of Software Development, Jorge Martinez, Director of Instructional Technology, Daniel Cazares, IT Developer	1/25/14	1/25/14	Not Begun				
9.10	Quarterly monitoring of usage and impact	Cody Grindle, Director of Software Development	1/25/14	3/28/14	Not Begun		Quarters listed here roughly match the breakdown of IDEA's school year quarters.		
9.10.1	Identify metrics and source data to track staff usage of On-Demand skill-based PD modules, including impact measures evaluated by self-report and/or principal/leader report	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	1/25/14	2/1/14	Not Begun				
9.10.2	Establish monitoring plan, including dates/deliverables for reporting on the metrics identified in 9.8.1	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	2/1/14	2/10/14	Not Begun				
9.10.3	Solicit feedback on metrics and monitoring plan from key instructional leaders, including members of the Academic Services, Schools, and Human Assets teams	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	2/10/14	2/20/14	Not Begun				
9.10.4	Incorporate feedback from 9.8.3 into monitoring plan	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	2/20/14	2/28/14	Not Begun				

9.10.5	<i>Deliverable: Finalized monitoring plan</i>	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	2/28/14	2/28/14	Not Begun			
9.10.6	<i>Milestone: Monitoring plan in place</i>	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	2/28/14	2/28/14	Not Begun			
9.10.7	Launch use of monitoring plan	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	3/1/14	3/1/14	Not Begun			
9.10.8	<i>Deliverable: Quarterly report on usage and impact</i>	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	3/28/14	3/28/14	Not Begun			
9.10.9	<i>Milestone: On-going analysis of usage of On-Demand PD modules</i>	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	3/28/14	3/28/14	Not Begun			
9.11	Quarterly monitoring of usage and impact to inform future development plans	Cody Grindle, Director of Software Development	3/29/13	6/30/14	Not Begun			
9.11.1	Quarterly monitoring of usage and impact	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	3/29/30	6/30/14	Not Begun			
9.11.2	<i>Deliverable: Quarterly report on usage and impact</i>	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	6/30/14	6/30/14	Not Begun			
9.11.3	<i>Milestone: On-going analysis of usage of On-Demand PD modules</i>	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	6/30/14	6/30/14	Not Begun			
9.11.4	Prepare Project 9 Final Report, using quarterly monitoring data and qualitative feedback from key instructional leaders, including members of the Academic Services, Schools, and Human Assets teams	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	6/15/14	6/30/14	Not Begun			
9.11.5	<i>Deliverable: Project 9 Final Report</i>	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	6/30/14	6/30/14	Not Begun			
9.11.6	<i>Milestone: Evaluation of Project 9</i>	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	6/30/14	6/30/14	Not Begun			
9.11.7	Develop plan for creating additional On-Demand PD modules, with input from key instructional leaders, including members of the Academic Services, Schools, and Human Assets teams	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	6/1/14	6/15/14	Not Begun			
9.11.8	<i>Deliverable: On-going On-Demand PD module development plan</i>	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	6/15/14	6/15/14	Not Begun			
9.11.9	<i>Milestone: Vision for continued development of IDEA's On-Demand PD video platform</i>	Cody Grindle, Director of Software Development, Tisha Nguyen, Director of Professional Development	6/15/14	6/15/14	Not Begun	Project 9 will close at the end of grant year 2 on 6/30/14 as all activities and funds will be complete by that time.		

Grantee: IDEA Public Schools

Project #11 Online and Individualized PD for Deep Content Knowledge

Project Goals/Desired Outcomes: Based on student achievement data and IDEA's greatest areas of professional development needs, identified teachers will receive high leverage, exceptional online and individualized deep content knowledge and pedagogy-related PD. IDEA will identify high quality professional development opportunities that meet the needs of teachers as part of the non-financial incentives implemented to encourage retention of highly-effective teachers. This PD will move the needle on teacher readiness and in turn positively impact student achievement.

Narrative: Student achievement is dependent on exemplary instruction. Effective teachers with deep content knowledge in their subject matter, and with excellent pedagogy skills, are a key lever for ensuring augmented and sustained student achievement.

Key Performance Measures: Increase content knowledge of IDEA teachers in high need areas (e.g., mathematics, science, AP courses) through online and individualized high quality content area PD offerings. 95% of IDEA students have a highly-effective or effective teacher or principal.

Cross-reference to other projects: Loosely connected to Project 9- On-Demand PD for Personalized Learning Environments- provides skill-based online PD, whereas Project 11 focuses on content knowledge development. Together these projects provide opportunities for teachers to engage in high-quality professional development throughout the school year and to accommodate their schedules.

Activities for Project 11

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/my	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
11	<i>Project 11: Online and individual PD for deep content knowledge development of teachers</i>	<i>Tisha Nguyen, Director of Professional Development</i>	9/1/13	12/26/16	In Progress	On-Track			
11.1	Identify greatest areas of need for content knowledge among IDEA teachers to inform Phase I PD (spring and summer '14)	Tisha Nguyen, Director of Professional Development, Carrie Saucedo, Director of Secondary Program	9/1/13	10/15/13	Complete: 10/15/13		Phase I PD was originally slated to launch fall '14. IDEA has accelerated the implementation timeline to address the urgent PD needs of teachers.		
11.1.1	Develop Needs Assessment	Tisha Nguyen, Director of Professional Development, Carrie Saucedo, Director of Secondary Program	9/1/13	9/19/13	Complete: 9/19/13				
11.1.2	<i>Deliverable: Needs Assessment</i>	Tisha Nguyen, Director of Professional Development, Carrie Saucedo, Director of Secondary Program	9/19/13	9/19/13	Complete: 9/19/13				
11.1.3	Distribute Needs Assessment to targeted teachers (all AP teachers across IDEA campuses)	Tisha Nguyen, Director of Professional Development, Carrie Saucedo, Director of Secondary Program	9/19/13	9/19/13	Complete: 9/19/13		IDEA's student achievement data indicates that AP teachers are in greatest need of content- and pedagogy-focused professional development. Therefore, this needs assessment targets those teachers and seeks to identify specific areas of growth.		
11.1.4	<i>Deliverable: Needs Assessment results</i>	Tisha Nguyen, Director of Professional Development, Carrie Saucedo, Director of Secondary Program	10/1/13	10/1/13	Complete: 10/1/13				
11.1.5	Identify potential teacher participants for Phase I PD in spring and summer '14, based on student achievement data, state assessment trends and areas of greatest need identified by district-wide trends	Tisha Nguyen, Director of Professional Development, Carrie Saucedo, Director of Secondary Program	10/1/13	10/5/13	Complete: 10/5/13				
11.1.6	Select 50 teachers to participate in Phase I PD (spring and summer 14)	Tisha Nguyen, Director of Professional Development, Carrie Saucedo, Director of Secondary Program	10/5/13	10/15/13	Complete: 10/15/13				
11.1.7	<i>Deliverable: Participating teachers selected</i>	Tisha Nguyen, Director of Professional Development, Carrie Saucedo, Director of Secondary Program	10/15/13	10/15/13	Complete: 10/15/13				
11.1.8	<i>Milestone: Shared understanding of greatest areas of need for content knowledge among IDEA teachers</i>	Tisha Nguyen, Director of Professional Development, Carrie Saucedo, Director of Secondary Program	10/1/13	10/1/13	Complete: 10/1/13				

11.1.9	<i>Milestone: Selection of 50 teachers to participate in online and individualized PD spring and summer '14 (grant year 2)</i>	Tisha Nguyen, Director of Professional Development, Carrie Saucedo, Director of Secondary Program, Precilla Rangel, Instructional Coach	10/15/13	10/15/13	Complete: 10/15/13			
11.2	Identify online and individualized content area PD providers to meet identified needs for Phase I	Tisha Nguyen, Director of Professional Development, Carrie Saucedo, Director of Secondary Program, Precilla Rangel, Instructional Coach	10/1/13	12/20/13	In Progress	On-Track	IDEA has budgeted for online and in-person participation in content area PD. This budgeting allows IDEA to be flexible in identifying the highest-impact providers.	
11.2.1	Create focus group of selected campus designees (Teacher Leaders who participated in Teacher Leader Institute last year and/ or completed Institute)	Tisha Nguyen, Director of Professional Development, Carrie Saucedo, Director of Secondary Program	10/1/13	10/15/13	Complete: 10/15/13		Academic Services Team and Professional Development Team will select teacher leaders for the focus group. Creating a focus group allows for collective sharing of responsibility and managing the research and recommendations process.	
11.2.2	Focus group develops a rubric for evaluating PD providers	Tisha Nguyen, Director of Professional Development, Carrie Saucedo, Director of Secondary Program	10/15/13	10/30/13	Complete: 10/30/13			
11.2.3	<i>Deliverable: PD provider selection rubric</i>	Tisha Nguyen, Director of Professional Development, Carrie Saucedo, Director of Secondary Program	10/30/13	10/30/13	Complete: 10/30/13			
11.2.4	Focus group researches online and individualized PD providers, focusing on the needs identified in 11.1	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/30/13	12/1/13	In Progress	On-Track	Research high-impact programs for AP, math and science content areas.	
11.2.5	Focus group identifies top 3 high-impact online and individualized content area PD providers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	12/1/13	12/10/13	Not Begun		Focus group will solicit feedback from instructional leaders on the Academic Services Team as needed to inform selection of top 3 high-impact providers.	
11.2.6	Meet with each of the top 3 recommended national online and individualized PD providers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	12/10/13	12/30/13	Not Begun		Director of Secondary Program and representatives from the focus group interview providers and invite them to do an in person demonstration of product. At this point we also "iron" out logistics and cost for selected teachers to begin taking course work spring '14.	
11.2.7	<i>Deliverable: Top 3 recommendations of national online and individualized PD providers</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	12/30/13	11/20/13	Not Begun			
11.2.8	<i>Milestone: Shared understanding of top 3 online and individualized PD providers potential fit for IDEA teachers' PD needs</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	12/20/13	12/20/13	Not Begun			
11.3	Develop metrics to track impact of PD on student achievement	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/20/14	3/15/14	Not Begun		The metrics and plans developed here will be used to evaluate PD effectiveness across phases and content areas.	
11.3.1	Develop Impact Survey for teacher participants to complete twice/year	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/20/14	2/15/14	Not Begun			

11.3.2	<i>Deliverable: Impact Survey for teacher participants</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	2/15/14	2/15/14	Not Begun			
11.3.3	Develop correlation metrics that will be analyzed to determine impact of PD on student achievement	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	2/1/15	3/1/14	Not Begun	Project Leads will research correlations between teacher grades and student achievement results. Include surveying of participants as well, and make any needed modifications to ensure effectiveness of program relating to attainment of goal. This information will be used to ensure that we are moving the needle on student achievement and that everything done thus far is having a positive impact.		
11.3.4	Develop plan to run the correlation metrics quarterly for each participating teacher	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/1/14	3/10/14	Not Begun			
11.3.5	Form a focus group of targeted Mathematics and Science teachers to give feedback on selected programs	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/1/14	3/15/14	Not Begun			
11.3.6	Develop recurring reflection plan to be conducted every semester, informed by feedback from focus group in 11.2	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/10/14	3/15/14	Not Begun			
11.3.7	<i>Deliverable: Correlation metrics</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	2/15/14	2/15/14	Not Begun			
11.3.8	<i>Deliverable: Reoccurring reflection plan</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/10/14	3/10/14	Not Begun			
11.3.9	<i>Milestone: Online and individualized PD evaluation elements prepared</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/15/14	3/15/14	Not Begun			
11.4	Execute Phase I PD	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/6/14	6/30/14	Not Begun			
11.4.1	Per 11.2, develop contracts with selected providers to provide high-impact PD during spring and summer '14	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/6/14	3/15/14	Not Begun	Timeline reflects variations in contract development and execution with selected providers (dependent on timing of delivery of PD).		Table 4-1 Budget 11 Contractual
11.4.2	<i>Deliverable: Executed contracts with selected providers to provide high-impact PD during spring and summer '14</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/15/14	3/15/14	Not Begun	This is the last date by which contracts will be executed.		Table 4-1 Budget 11 Contractual
11.4.3	Phase I PD delivered by selected providers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/6/14	3/25/14	Not Begun	Timeline reflects variations in timing of PD delivery, based on IDEA's school year calendar and provider availability. Project Leads will work with providers to ensure logistics, participation tracking, and outcomes tracking are coordinated with each PD provider.		Table 4-1 Budget 11 Travel
11.4.4	Phase I PD enrolled teacher rosters collected	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/6/14	3/25/14	Not Begun	On-going throughout this time.		

11.4.5	Project leads collect survey feedback following sessions	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/6/14	3/25/14	Not Begun		On-going throughout this time. Surveys will be created by the PD provider.		
11.4.6	Phase I PD delivered by selected providers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/26/14	6/30/14	Not Begun				
11.4.7	Phase I PD enrolled teacher rosters collected	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/26/14	6/30/14	Not Begun				
11.4.8	Project leads collect survey feedback following sessions	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/26/14	6/30/14	Not Begun				
11.4.9	<i>Deliverable: Enrolled teachers roster, per 11.1</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/15/14	3/15/14	Not Begun				
11.4.10	<i>Deliverable: Phase I PD session feedback</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/30/14	6/30/14	Not Begun				
11.4.11	<i>Milestone: 50 teachers enrolled in online and individualized PD for spring and summer '14</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/30/14	6/30/14	Not Begun				
11.5	Quarterly and semi-annual evaluation of Phase I PD	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/21/14	7/15/14	Not Begun				
11.5.1	Run quarterly correlation metrics for each participating Phase I teacher (assessing relationship between teacher performance in PD and student achievement)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/21/14	3/28/14	Not Begun		Available data for this evaluation will be dependent upon delivery of PD in 11.4.		
11.5.2	<i>Deliverable: Quarterly report on teacher-student achievement correlation</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/28/14	3/28/14	Not Begun				

11.5.3	Run quarterly correlation metrics for each participating Phase I teacher (assessing relationship between teacher performance in PD and student achievement)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/29/14	6/4/14	Not Begun			
11.5.4	<i>Deliverable: Quarterly report on teacher-student achievement correlation</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/4/14	6/4/14	Not Begun			
11.5.5	Semi-annual (reflects half-year of PD in Phase I) execution of Impact Survey developed in 11.3 to all Phase I participating teachers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/4/14	6/15/14	Not Begun			
11.5.6	<i>Deliverable: Semi-annual Impact Survey results</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/15/14	6/15/14	Not Begun			
11.5.7	Develop Phase I Impact Report (semi-annual, reflects half-year of PD in Phase I) on teacher-student achievement correlation and effectiveness of content area PD providers to meet IDEA's content area PD needs	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/15/14	7/5/14	Not Begun			
11.5.8	<i>Deliverable: Phase I Impact Report</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	7/5/14	7/5/14	Not Begun			
11.5.9	Communicate findings from Phase I Impact Report on provider effectiveness to key instructional leaders, including members of the Academic Services, Schools, and Human Assets teams	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	7/5/14	7/15/14	Not Begun			
11.5.10	<i>Milestone: Evaluation of impact of online and individualized PD content on teacher performance</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	7/15/14	7/15/14	Not Begun			
11.6	Identify high-quality online and individualized content area PD for Phase II (SY '14-15) teachers in hard-to-recruit and teach subjects (e.g., math and science)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/1/14	8/1/14	Not Begun	The focus of Phase II PD will be informed by the evaluation of Phase I and SY '13-14 student achievement results. The content focus will in turn determine teacher participants for Phase II.		
11.6.1	Focus group (see 11.2) researches online and individualized content area PD providers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/1/14	6/30/14	Not Begun			
11.6.2	Focus group identifies top 3 high-impact online and individualized content area PD providers using the PD provider evaluation rubric created in 11.2	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/30/14	7/10/14	Not Begun	Rubric updated to reflect PD Phase II PD priorities.		

11.6.3	<i>Deliverable: Focus group's list of top 3 high-impact online content area PD providers</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	7/10/14	7/10/14	Not Begun		Focus group will solicit feedback from instructional leaders on the Academic Services Team as needed to inform selection of top 3 high-impact providers.		
11.6.4	Meet with each of the top 3 recommended national online and individualized PD providers to determine effectiveness of fit	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	7/10/14	8/1/14	Not Begun		The Project Lead and key leaders from the focus group will interview providers and invite them to do an in person demonstration of product. At this point we also "iron" out logistics and cost for selected teachers to begin taking course work.		
11.6.5	<i>Deliverable: PD providers for Phase II selected</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/1/14	8/1/14	Not Begun				
11.6.6	<i>Milestone: Shared understanding of top 3 online and individualized PD providers potential fit for IDEA teachers' PD needs</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/1/14	8/1/14	Not Begun				
11.7	Execute Phase II PD (SY '14-15)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/25/14	5/1/15	Not Begun				
11.7.1	Per 11.6, develop contracts with selected providers to provide high-impact PD SY '14-15	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/25/14	10/25/14	Not Begun		Timeline reflects variations in contract development and execution with selected providers (dependent on timing of delivery of PD).	<i>Milestone: Shared understanding of top 3 online and individualized PD providers potential fit for IDEA teachers' PD needs</i>	Table 4-1 Budget 11 Contractual
11.7.2	<i>Deliverable: Executed contracts with selected providers to provide high-impact PD SY '14-15</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/25/14	10/25/14	Not Begun		This is the last date by which contracts will be executed.		Table 4-1 Budget 11 Contractual
11.7.3	Phase II PD delivered by selected providers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/25/14	10/25/14	Not Begun		Timeline reflects variations in timing of PD delivery, based on IDEA's school year calendar and provider availability. Project Leads will work with providers to ensure logistics, participation tracking, and outcomes tracking are coordinated with each PD provider.		Table 4-1 Budget 11 Travel
11.7.4	Phase II PD enrolled teacher rosters collected	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/25/14	10/25/14	Not Begun		On-going throughout this time.		
11.7.5	Project leads collect survey feedback following sessions	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/25/14	10/25/14	Not Begun		On-going throughout this time. Surveys will be created by the PD provider.		
11.7.6	Phase II PD delivered by selected providers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/26/14	1/17/15	Not Begun		On-going throughout this time.		

11.7.7	Phase II PD enrolled teacher rosters collected	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/26/14	1/17/15	Not Begun		On-going throughout this time. Surveys will be created by the PD provider.		
11.7.8	Project leads collect survey feedback following sessions	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/26/14	1/17/15	Not Begun		On-going throughout this time.		
11.7.9	Phase II PD delivered by selected providers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/18/15	3/25/15	Not Begun		On-going throughout this time. Surveys will be created by the PD provider.		
11.7.10	Phase II PD enrolled teacher rosters collected	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/18/15	3/25/15	Not Begun		On-going throughout this time.		
11.7.11	Project leads collect survey feedback following sessions	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/18/15	3/25/15	Not Begun		On-going throughout this time. Surveys will be created by the PD provider.		
11.7.12	Phase II PD delivered by selected providers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/26/15	5/1/15	Not Begun		On-going throughout this time.		
11.7.13	Phase II PD enrolled teacher rosters collected	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/26/15	5/1/15	Not Begun		On-going throughout this time. Surveys will be created by the PD provider.		
11.7.14	Project leads collect survey feedback following sessions	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/26/15	5/1/15	Not Begun				
11.7.15	<i>Deliverable: Enrolled teachers roster, per 11.6</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	5/1/15	5/1/15	Not Begun				
11.7.16	<i>Deliverable: Phase II PD session feedback</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	5/1/15	5/1/15	Not Begun		<i>Deliverable: Phase I PD session feedback</i>		
11.7.17	<i>Milestone: Teachers enrolled in online and individualized Phase II PD SY '14-15</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/25/14	10/25/14	Not Begun				

11.8	Quarterly, semi-annual and yearly evaluation of Phase II PD (SY '14-15)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/21/14	7/15/15	Not Begun			
11.8.1	Run quarterly correlation metrics for each participating Phase II teacher (assessing relationship between teacher performance in PD and student achievement)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/21/14	10/25/14	Not Begun	Available data for this evaluation will be dependent upon delivery of PD in 11.7. Start date reflects initiating collection of data.		
11.8.2	<i>Deliverable: Quarterly report on teacher-student achievement correlation</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/25/14	10/25/14	Not Begun			
11.8.3	Run quarterly correlation metrics for each participating Phase II teacher (assessing relationship between teacher performance in PD and student achievement)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/26/14	1/21/15	Not Begun			
11.8.4	<i>Deliverable: Quarterly report on teacher-student achievement correlation</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/21/15	1/21/15	Not Begun			
11.8.5	Modify semi-annual Impact Survey developed in 11.3 to address content/pedagogy provided in Phase II PD	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	12/1/14	12/20/14	Not Begun			
11.8.6	<i>Deliverable: Modified semi-annual Impact Survey</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	12/20/14	12/20/14	Not Begun			
11.8.7	Execute semi-annual Impact Survey to all participating teachers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/6/15	1/20/15	Not Begun			
11.8.8	<i>Deliverable: Semi-annual Impact Survey results</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/20/15	1/20/15	Not Begun			
11.8.9	Run quarterly correlation metrics for each participating Phase II teacher (assessing relationship between teacher performance in PD and student achievement)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/21/15	3/28/15	Not Begun			

11.8.10	<i>Deliverable: Quarterly report on teacher-student achievement correlation</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/28/15	3/28/15	Not Begun			
11.8.11	Run quarterly correlation metrics for each participating Phase II teacher (assessing relationship between teacher performance in PD and student achievement)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/29/15	6/4/15	Not Begun			
11.8.12	<i>Deliverable: Quarterly report on teacher-student achievement correlation</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/4/15	6/4/15	Not Begun			
11.8.13	Execute semi-annual Impact Survey to all participating teachers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/4/15	6/15/15	Not Begun			
11.8.14	<i>Deliverable: Semi-annual Impact Survey results</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/15/15	6/15/15	Not Begun			
11.8.15	Develop Phase II Impact Report on teacher-student achievement correlation and effectiveness of content area PD providers to meet IDEA's content area PD needs	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/15/15	6/30/15	Not Begun			
11.8.16	<i>Deliverable: Phase II Impact Report</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/30/15	6/30/15	Not Begun			
11.8.17	Communicate findings from Phase II Impact Report on provider effectiveness to key instructional leaders, including members of the Academic Services, Schools, and Human Assets teams	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	7/1/15	7/15/15	Not Begun			
11.8.18	<i>Milestone: Evaluation of impact of online and individualized PD content on teacher performance</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	7/15/15	7/15/15	Not Begun			
11.9	Identify high-quality online and individualized content area PD for Phase III (SY '15-16) teachers in hard-to-recruit and teach subjects (e.g., math and science)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/1/15	8/1/15	Not Begun	The focus of Phase II PD will be informed by the evaluation of Phase II and SY '14-15 student achievement results. The content focus will in turn determine teacher participants for Phase III.		
11.9.1	Focus group (see 11.2) researches online and individualized content area PD providers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/1/15	6/30/15	Not Begun			
11.9.2	Focus group identifies top 3 high-impact online and individualized content area PD providers using the PD provider evaluation rubric created in 11.2	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/30/15	7/10/15	Not Begun	Rubric updated to reflect PD Phase III PD priorities.		

11.9.3	<i>Deliverable: Focus group's list of top 3 high-impact online content area PD providers</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	7/10/15	7/10/15	Not Begun		Focus group will solicit feedback from instructional leaders on the Academic Services Team as needed to inform selection of top 3 high-impact providers.		
11.9.4	Meet with each of the top 3 recommended national online and individualized PD providers to determine effectiveness of fit	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	7/10/15	8/1/15	Not Begun				
11.9.5	<i>Deliverable: PD providers for Phase III selected</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/1/15	8/1/15	Not Begun				
11.9.6	<i>Milestone: Shared understanding of top 3 online and individualized PD providers potential fit for IDEA teachers' PD needs</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/1/15	8/1/15	Not Begun				
11.10	Execute Phase III PD (SY '15-16)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/25/15	6/5/16	Not Begun				
11.10.1	Per 11.9, develop contracts with selected providers to provide high-impact PD SY '15-16	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/25/15	10/25/15	Not Begun		Timeline reflects variations in contract development and execution with selected providers (dependent on timing of delivery of PD).		Table 4-1 Budget 11 Contractual
11.10.2	<i>Deliverable: Executed contracts with selected providers to provide high-impact PD SY '15-16</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/25/15	10/25/15	Not Begun				Table 4-1 Budget 11 Contractual
11.10.3	Phase III PD delivered by selected providers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/25/15	10/25/15	Not Begun		Timeline reflects variations in timing of PD delivery, based on IDEA's school year calendar and provider availability. Project Leads will work with providers to ensure logistics, participation tracking, and outcomes tracking are coordinated with each PD provider.		Table 4-1 Budget 11 Travel
11.10.4	Phase III PD enrolled teacher rosters collected	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/25/15	10/25/15	Not Begun		On-going throughout this time.		
11.10.5	Project leads collect survey feedback following sessions	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/25/15	10/25/15	Not Begun		On-going throughout this time. Surveys will be created by the PD provider.		
11.10.6	Phase III PD delivered by selected providers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/26/15	1/17/16	Not Begun				

11.10.7	Phase III PD enrolled teacher rosters collected	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/26/15	1/17/16	Not Begun		On-going throughout this time.		
11.10.8	Project leads collect survey feedback following sessions	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/26/15	1/17/16	Not Begun		On-going throughout this time. Surveys will be created by the PD provider.		
11.10.9	Phase III PD delivered by selected providers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/18/16	3/25/16	Not Begun				
11.10.10	Phase III PD enrolled teacher rosters collected	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/18/16	3/25/16	Not Begun		On-going throughout this time.		
11.10.11	Project leads collect survey feedback following sessions	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/18/16	3/25/16	Not Begun		On-going throughout this time. Surveys will be created by the PD provider.		
11.10.12	Phase III PD delivered by selected providers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/26/16	6/5/16	Not Begun				
11.10.13	Phase III PD enrolled teacher rosters collected	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/26/16	6/5/16	Not Begun		On-going throughout this time.		
11.10.14	Project leads collect survey feedback following sessions	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/26/16	6/5/16	Not Begun		On-going throughout this time. Surveys will be created by the PD provider.		
11.10.15	<i>Deliverable: Enrolled teachers roster, per 11.9</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/5/16	6/5/16	Not Begun				
11.11	Quarterly, semi-annual and yearly evaluation of Phase III PD (SY '15-16)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/21/15	7/15/16	Not Begun				

11.11.1	Run quarterly correlation metrics for each participating Phase III teacher (assessing relationship between teacher performance in PD and student achievement)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	8/21/15	10/25/15	Not Begun		Available data for this evaluation will be dependent upon delivery of PD in 11.10. Start date reflects initiating collection of data.		
11.11.2	<i>Deliverable: Quarterly report on teacher-student achievement correlation</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/25/15	10/25/15	Not Begun				
11.11.3	Run quarterly correlation metrics for each participating Phase III teacher (assessing relationship between teacher performance in PD and student achievement)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/25/15	1/21/16	Not Begun				
11.11.4	<i>Deliverable: Quarterly report on teacher-student achievement correlation</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/21/16	1/21/16	Not Begun				
11.11.5	Modify semi-annual Impact Survey developed in 11.3 to address content/pedagogy provided in Phase III PD	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	12/1/15	12/20/15	Not Begun				
11.11.6	<i>Deliverable: Modified semi-annual Impact Survey</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	12/20/15	12/20/15	Not Begun				
11.11.7	Execute semi-annual Impact Survey to all participating teachers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/6/16	1/20/16	Not Begun				
11.11.8	<i>Deliverable: Semi-annual Impact Survey results</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/20/16	1/20/16	Not Begun				
11.11.9	Run quarterly correlation metrics for each participating Phase I teacher (assessing relationship between teacher performance in PD and student achievement)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	1/21/16	3/28/16	Not Begun				
11.11.10	<i>Deliverable: Quarterly report on teacher-student achievement correlation</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/28/16	3/28/16	Not Begun				

11.11.11	Run quarterly correlation metrics for each participating Phase III teacher (assessing relationship between teacher performance in PD and student achievement)	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	3/29/16	6/4/16	Not Begun			
11.11.12	<i>Deliverable: Quarterly report on teacher-student achievement correlation</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/4/16	6/4/16	Not Begun			
11.11.13	Execute semi-annual Impact Survey to all participating teachers	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/4/16	6/15/16	Not Begun			
11.11.14	<i>Deliverable: Semi-annual Impact Survey results</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/15/16	6/15/16	Not Begun			
11.11.15	Develop Phase III Impact Report on teacher-student achievement correlation and effectiveness of content area PD providers to meet IDEA's content area PD needs	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/15/16	6/15/16	Not Begun			
11.11.16	<i>Deliverable: Phase III Impact Report</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	6/30/16	6/30/16	Not Begun			
11.11.17	Communicate findings from Phase III Impact Report on provider effectiveness to key instructional leaders, including members of the Academic Services, Schools, and Human Assets teams	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	7/1/16	7/15/16	Not Begun			
11.11.18	<i>Milestone: Evaluation of impact of online and individualized PD content on teacher performance</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	7/15/16	7/15/16	Not Begun			
11.12	Project Evaluation	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/1/16	12/26/16	Not Begun	In the event that all funds have not been spent by August 2016, additional professional development activities will be added for fall SY '16-17.		
11.12.1	Analyze cumulative data from Phases I through III to assess project impact	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	10/1/16	11/1/16	Not Begun			
11.12.2	<i>Deliverable: Project 11 Impact Report</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	11/1/16	11/1/16	Not Begun			
11.12.3	Communicate findings from Project 11 Impact Report to key instructional leaders, including members of the Academic Services, Schools, and Human Assets teams	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	11/1/16	11/15/16	Not Begun			
11.12.4	<i>Milestone: Shared understanding of the impact of high-impact online and individualized PD on teacher effectiveness and student outcomes</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	11/15/16	11/15/16	Not Begun			
11.12.5	Develop plan for future high-impact online and individualized content area PD	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	11/15/16	12/26/16	Not Begun			

11.12.6	<i>Deliverable: Plan for continued provision of high-impact online and individualized PD</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	12/26/16	12/26/16	Not Begun				
11.12.7	<i>Milestone: Next steps for enhancing teacher quality via high-impact online and individualized PD in light of impact and lessons learned from Project 11</i>	Emily Pyeatt, RTT-D Grant Manager and Interim Project 11 Lead	12/26/16	12/26/16	Not Begun				

Grantee Name: IDEA Public Schools

Project #12 Automation/Integration of Observation & Feedback Tools

Project Goals/Desired Outcomes: Administrators have access to an intuitive observation tool for classroom observations that enhance the administrator/teacher data conversation. Use of this tool will enhance individualized coaching and feedback to increase
Narrative: IDEA will automate formative coaching tools by acquiring an application (app) for instructional leaders to intuitively and effectively collect classroom data and provide immediate individualized feedback to teachers, with tailored professional
Key Performance Measures: Instructional leaders will be able to use an application on a tablet device while observing classrooms to record data and provide individualized feedback and professional development recommendations. 95% of IDEA students have a
Cross-reference to other projects: Project 7 - Actionable Dashboards- data collected will be stored in the new data warehouse. Project 9 - On-Demand PD for Personalized Learning Environments- use of the application developed here will be featured as an on-demand professional development lesson.

Activities for Project 3

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
12	Automation/Integration of Observation and Feedback Tools	Cody Grindle, Director of Software Development	4/20/13	12/26/16	In Progress	On-Track			
12.1	Develop Organizational Case Assessment	Cody Grindle, Director of Software Development	4/30/13	6/28/13	Complete: 6/28/13				Table 4-1 Budget 12 Personnel and Fringe Benefits (see Table 4-1 for explanation)
12.1.1	Identify roles for focus group on client needs assessment (including teachers, professional development leaders, Academic Services Team members)	Cody Grindle, Director of Software Development	4/30/13	5/3/13	Complete: 5/3/13				
12.1.2	Reach out to key stakeholders to solicit focus group participation	Cody Grindle, Director of Software Development	5/6/13	5/19/13	Complete: 5/19/13				
12.1.3	Define meeting frequency for focus group	Cody Grindle, Director of Software Development	5/19/13	5/19/13	Complete: 5/19/13				
12.1.4	Communicate roles, goals, and responsibilities to focus group members	Cody Grindle, Director of Software Development	5/20/13	5/24/13	Complete: 5/24/13				
12.1.5	Hold initial vision-setting workshop with focus group: what qualities are most desired in an observational tool	Cody Grindle, Director of Software Development	5/27/13	6/10/13	Complete: 6/10/13				
12.1.6	Create Organizational Case Assessment based on focus group data	Cody Grindle, Director of Software Development	6/10/13	6/28/13	Complete: 6/28/13		Assessment includes desired outcomes for application, business cases for use within organization, as well as evaluation matrix for product selection.		
12.1.7	Deliverable: Organizational Case Assessment	Cody Grindle, Director of Software Development	6/28/13	6/28/13	Complete: 6/28/13		Assessment shared with key stakeholders (Academic Services Team, Information Technology, Human Assets, & Schools).		
12.1.8	Milestone: Organizational Case Assessment Complete	Cody Grindle, Director of Software Development	6/28/13	6/28/13	Complete: 6/28/13				
12.2	Enterprise Infrastructural Evaluation	Jorge Martinez, Director of Instructional Technology	9/2/13	11/22/13	Complete: 11/22/13				
12.2.1	Assess existing technical platform	Jorge Martinez, Director of Instructional Technology	9/2/13	9/20/13	Complete: 9/20/13				

12.2.2	Evaluate and select technical products	Jorge Martinez, Director of Instructional Technology	9/20/13	11/22/13	Complete: 11/22/13		Products include needed infrastructure technologies such as servers, etc. to facilitate tool adoption.		
12.2.3	Write technical infrastructure report	Jorge Martinez, Director of Instructional Technology	9/20/13	11/22/13	Complete: 11/22/13				
12.2.4	<i>Deliverable: Technical Infrastructure Report</i>	Jorge Martinez, Director of Instructional Technology	11/22/13	11/22/13	Complete: 11/22/13		The report analyzes the current state of the technical environment and estimates how much the environment will be tested with the additional demand of the new application.		
12.2.5	<i>Milestone: Analysis of technical infrastructure to inform app selection</i>	Jorge Martinez, Director of Instructional Technology	11/22/13	11/22/13	Complete: 11/22/13				
12.3	Project planning for third party solution	Cody Grindle, Director of Software Development, Jana Carter, Business Intelligence Project Manager, Jorge Martinez, Director of Instructional Technology	10/1/13	2/1/14	In Progress	On-Track			
12.3.1	Determine application requirements based on Organizational Case Assessment	Cody Grindle, Director of Software Development, Jana Carter, Business Intelligence Project Manager	10/1/13	11/22/13	Complete: 11/22/13				
12.3.2	Create Request for Proposal (RFP) based on application requirements for third party solutions	Cody Grindle, Director of Software Development	11/1/13	12/10/13	In Progress	On-Track			
12.3.3	Define window for soliciting third party bids and evaluation criteria	Cody Grindle, Director of Software Development	11/1/13	12/10/13	In Progress	On-Track			
12.3.4	Define criteria for weighing third party solutions	Cody Grindle, Director of Software Development, Adriana Gonzalez, Senior Developer	12/10/13	12/20/13	Not Begun				
12.3.5	Review RFP submissions	Cody Grindle, Director of Software Development, Adriana Gonzalez, Senior Developer	1/8/14	2/1/14	Not Begun				
12.3.6	Decide on recommended solution and submit to focus group for feedback	Cody Grindle, Director of Software Development, Adriana Gonzalez, Senior Developer	2/1/14	2/10/14	Not Begun				
12.3.7	Evaluate feedback and modify/move forward with identified solution	Cody Grindle, Director of Software Development, Adriana Gonzalez, Senior Developer	2/10/14	2/15/14	Not Begun				

12.3.8	<i>Deliverable: Proposals from third party vendors</i>	Cody Grindle, Director of Software Development, Adriana Gonzalez, Senior Developer	2/1/14	2/1/14	Not Begun			
12.3.9	<i>Milestone: Third party solution selected</i>	Cody Grindle, Director of Software Development, Adriana Gonzalez, Senior Developer	2/15/14	2/15/14	Not Begun			
12.4	Third Party Solution Adoption & Integration	Cody Grindle, Director of Software Development, Jorge Martinez, Director of Instructional Technology	2/15/14	4/15/14	Not Begun		2-3 participating campuses will pilot the app during the spring 2014 semester. These campuses will be selected based on expressed interest and willingness to increase the functionality of staff observations. Following the pilot phase, IDEA will use lessons learned to inform full-scale implementation.	
12.4.1	Sign contract with selected third party solution	Cody Grindle, Director of Software Development, Jorge Martinez, Director of Instructional Technology	2/15/14	3/1/14	Not Begun		IDEA will sign a short-term contract with the selected vendor to build in flexibility following the spring 2014 pilot implementation phase.	Table 4-1 Budget 12 Contractual
12.4.2	Identify all technical requirements for system setup	System Administrators	3/1/14	3/10/14	Not Begun		If virtualizing, identify amount of storage, number of CPUs, and amount of RAM required for stable operation.	
12.4.3	<i>Deliverable: Technical Requirements Report</i>	System Administrators	3/10/14	3/10/14	Not Begun			
12.4.4	Prepare technical environment for software application installation at 2-3 pilot campuses in Spring 2014	System Administrators	3/5/14	3/15/14	Not Begun		Build virtual servers, etc.	
12.4.5	Review installation process with vendor	System Administrators	3/15/14	3/20/14	Not Begun			

12.4.6	Set date for installation	Cody Grindle, Director of Software Development, Jorge Martinez, Director of Instructional Technology	3/15/14	3/20/14	Not Begun			
12.4.7	Install Application at 2-3 pilot campuses	System Administrators	3/20/14	3/31/14	Not Begun			
12.4.8	Assign short term and long term administrator roles	Cody Grindle, Director of Software Development, Jorge Martinez, Director of Instructional Technology	3/31/14	4/15/14	Not Begun		Short term role assignment is intended to facilitate launch; long-term role assignment will ensure dedicated support and ownership within the relevant functional department.	
12.4.9	<i>Deliverable: List of administrator roles</i>	Cody Grindle, Director of Software Development, Jorge Martinez, Director of Instructional Technology	4/15/14	4/15/14	Not Begun			
12.4.10	<i>Milestone: App installed for use at 2-3 pilot campuses</i>	Cody Grindle, Director of Software Development, Jorge Martinez, Director of Instructional Technology	4/15/14	4/15/14	Not Begun			
12.5	Pilot Implementation, Spring 2014	Cody Grindle, Director of Software Development	3/31/14	6/30/14	Not Begun			
12.5.1	Define date for application launch at 2-3 pilot campuses	Cody Grindle, Director of Software Development, Vanessa Barry, Director of Communications	3/31/14	4/5/14	Not Begun			
12.5.2	Identify technical and non-technical skills to be included in first time use training	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	3/31/14	4/5/14	Not Begun		Cross reference with Project 9, as this will be an on-demand training made available through the developed platform.	
12.5.3	Develop training materials, literature, and on-demand session	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	4/5/14	4/15/14	Not Begun			
12.5.4	Develop communications plan for successful rollout	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	3/31/14	4/5/14	Not Begun			
12.5.5	Execute communications plan by announcing Go Live date among client base	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	4/5/14	4/10/14	Not Begun		The client base are Principals and Assistant Principals of Instruction at pilot campuses.	
12.5.6	Train staff at pilot campuses, including Principals, Assistant Principals of Instruction, and an abbreviated training for teachers who will receive observation feedback via the app	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	4/15/14	5/10/15	Not Begun			
12.5.7	Leverage focus group and survey data for feedback on launch and product	Cody Grindle, Director of Software Development	3/31/14	6/30/14	Not Begun			
12.5.8	Create pilot evaluation	Cody Grindle, Director of Software Development	4/5/14	4/30/14	Not Begun			

12.5.9	Provide technical support to pilot campuses as needed	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	4/10/14	6/30/14	Not Begun			
12.5.10	<i>Deliverable: Pilot evaluation</i>	Cody Grindle, Director of Software Development	4/30/14	4/30/14	Not Begun			
12.5.11	<i>Milestone: Application is live and in use at 2-3 pilot campuses</i>	Cody Grindle, Director of Software Development	4/10/14	6/30/14	Not Begun			
12.6.1	Pilot evaluation and planning for full-scale implementation SY '14-15	Cody Grindle, Director of Software Development	3/31/14	8/1/14	Not Begun			Table 4-1 Budget 12 Personnel and Fringe Benefits (see Table 4-1 for explanation)
12.6.2	Conduct pilot evaluation	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	5/30/14	6/15/14	Not Begun			
12.6.3	Convene focus group to share evaluation results and gather feedback	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	6/15/14	6/30/14	Not Begun		Key focus group members will include pilot campus Principals and Assistant Principals of Instruction.	
12.6.4	Use evaluation results and focus group feedback to make a determination regarding full-scale implementation or discontinuation of solution	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	7/1/14	7/10/14	Not Begun		Depending on (dis)continuation determination, may update activities to reflect an additional RFP process to identify and select a more functional and effective third party solution.	
12.6.5	Develop full-scale implementation plan (scale to 28 participating campuses)	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	7/10/14	8/1/14	Not Begun			
12.6.6	Develop communications plan for successful rollout, including Go Live date	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	7/10/14	7/20/14	Not Begun			
12.6.7	Execute contract with third party vendor for full-scale implementation SY '14-15	Cody Grindle, Director of Software Development	7/10/14	7/30/14	Not Begun			Table 4-1 Budget 12 Contractual

12.6.8	Execute communications plan	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	7/20/14	8/1/14	Not Begun			
12.6.9	<i>Deliverable: Full-scale implementation and communications plans</i>	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	8/1/14	8/1/14	Not Begun			
12.6.10	<i>Milestone: Clear plan for rolling-out implementation at all participating campuses</i>	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	8/1/14	8/1/14	Not Begun			
12.7	Train staff at 28 participating campuses	Cody Grindle, Director of Software Development	3/31/14	9/1/14	Not Begun			
12.7.1	Refine plan for technical skills to train all staff on, depending on lessons learned from training in 12.5	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	8/1/14	8/15/14	Not Begun			
12.7.2	Refine training materials, literature and on-demand video session per lessons learned from training in 12.5	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	8/1/14	8/15/14	Not Begun			
12.7.3	Set date for training and execute necessary logistics planning activities	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	8/1/14	8/15/14	Not Begun			
12.7.4	Execute training for all staff, including Principals, Assistant Principals of Instruction, and an abbreviated training for teachers who will receive feedback via the app	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	8/15/14	9/1/14	Not Begun			
12.7.5	Evaluate effectiveness of training using participant surveys	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	9/1/14	9/5/14	Not Begun			
12.7.6	<i>Deliverable: Differentiated staff training</i>	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	9/1/14	9/1/14	Not Begun			
12.7.7	<i>Milestone: All staff trained on use of the app specific to their role</i>	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	9/1/14	9/1/14	Not Begun			
12.8	Full-scale implementation and evaluation (28 participating campuses), SY '14-15	Cody Grindle, Director of Software Development	8/15/14	9/1/15	Not Begun			
12.8.1	Launch use of app at all participating campuses per Go Live date set in 12.6.6	Cody Grindle, Director of Software Development	8/15/14	9/15/14	Not Begun			
12.8.2	Solicit feedback from campus leaders via brief bi-monthly surveys, monthly campus leadership conference calls, or other preferred method	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	8/15/14	6/30/15	Not Begun	On-going throughout the school year.		
12.8.3	Set goals and performance measures for app functionality and effectiveness	Cody Grindle, Director of Software Development	8/15/14	9/15/14	Not Begun			
12.8.4	Conduct quarterly evaluation of app functionality and effectiveness	Cody Grindle, Director of Software Development	8/15/14	10/30/14	Not Begun			
12.8.5	Conduct quarterly evaluation of app functionality and effectiveness	Cody Grindle, Director of Software Development	11/1/15	1/30/15	Not Begun			
12.8.6	Conduct quarterly evaluation of app functionality and effectiveness	Cody Grindle, Director of Software Development	2/1/15	4/15/15	Not Begun			
12.8.7	Conduct quarterly evaluation of app functionality and effectiveness	Cody Grindle, Director of Software Development	4/16/15	6/30/15	Not Begun			
12.8.8	Conduct yearly evaluation of app functionality and effectiveness	Cody Grindle, Director of Software Development	6/30/15	7/15/15	Not Begun			
12.8.9	<i>Deliverable: Quarterly and yearly evaluation of app functionality and effectiveness</i>	Cody Grindle, Director of Software Development	8/1/15	8/1/15	Not Begun			

12.8.10	Make determination regarding continued implementation; in the event that evaluation results are poor or mixed, engage focus group to review evidence and make recommendations regarding next steps for conducting an RFP review	Cody Grindle, Director of Software Development	7/15/15	8/1/15	Not Begun			
12.8.11	Execute contract with third party vendor for SY '15-16	Cody Grindle, Director of Software Development	8/1/15	9/1/15	Not Begun			Table 4-1 Budget 12 Contractual
12.8.12	<i>Deliverable: Executed contract</i>	Cody Grindle, Director of Software Development	9/1/15	9/1/15	Not Begun			
12.8.13	<i>Milestone: Determination regarding on-going implementation</i>	Cody Grindle, Director of Software Development	8/1/15	8/1/15	Not Begun			
12.9	Full-scale implementation and evaluation (28 participating campuses), SY '15-16	Cody Grindle, Director of Software Development	8/15/15	9/1/16	Not Begun			Table 4-1 Budget 12 Personnel and Fringe Benefits (see Tabel 4-1 for explanation)
12.9.1	Launch use of app at all participating campuses per Go Live date set in 12.6.6	Cody Grindle, Director of Software Development	8/15/15	9/15/15	Not Begun			
12.9.2	Solicit feedback from campus leaders via brief bi-monthly surveys, monthly campus leadership conference calls, or other preferred method	Cody Grindle, Director of Software Development, Adriana Gonzalez, Instructional Technologist	8/15/15	6/30/16	Not Begun	On-going throughout the school year.	Project 7: Actionable Dashboard. At this point, IDEA will contract with a third party data integration specialist to facilitate a technical process to ensure successful integration of the app into IDEA's new Actionable Dashboard. Procurement and contract details will be added late in year 3.	Table 4-1 Budget 12 Contractual
12.9.3	Set goals and performance measures for app functionality and effectiveness	Cody Grindle, Director of Software Development	8/15/15	9/15/15	Not Begun			
12.9.4	Conduct quarterly evaluation of app functionality and effectiveness	Cody Grindle, Director of Software Development	8/15/15	10/30/15	Not Begun			
12.9.5	Conduct quarterly evaluation of app functionality and effectiveness	Cody Grindle, Director of Software Development	11/1/16	1/30/16	Not Begun			
12.9.6	Conduct quarterly evaluation of app functionality and effectiveness	Cody Grindle, Director of Software Development	2/1/16	4/15/16	Not Begun			
12.9.7	Conduct quarterly evaluation of app functionality and effectiveness	Cody Grindle, Director of Software Development	4/16/16	6/30/16	Not Begun			
12.9.8	Conduct yearly evaluation of app functionality and effectiveness	Cody Grindle, Director of Software Development	6/30/16	7/15/16	Not Begun			
12.9.9	<i>Deliverable: Quarterly and yearly evaluation of app functionality and effectiveness</i>	Cody Grindle, Director of Software Development	8/1/16	8/1/16	Not Begun			
12.9.10	Make determination regarding continued implementation; in the event that evaluation results are poor or mixed, engage focus group to review evidence and make recommendations regarding next steps for conducting an RFP review	Cody Grindle, Director of Software Development	7/15/16	8/1/16	Not Begun			
12.9.11	Execute contract with third party vendor for SY '16-17	Cody Grindle, Director of Software Development	8/1/16	9/1/16	Not Begun			
12.9.12	<i>Deliverable: Executed contract</i>	Cody Grindle, Director of Software Development	9/1/16	9/1/16	Not Begun			
12.9.13	<i>Milestone: Determination regarding on-going implementation</i>	Cody Grindle, Director of Software Development	8/1/16	8/1/16	Not Begun			
12.10	Full Project Evaluation and Succession Planning	Cody Grindle, Director of Software Development	10/1/16	12/26/16	Not Begun			
12.10.1	Analyze data across grant period to identify trends and key outcomes	Cody Grindle, Director of Software Development	10/1/16	11/1/16	Not Begun			
12.10.2	Develop plan for continued implementation, including adjustments based on lessons learned from SY '13-14 through SY '15-16	Cody Grindle, Director of Software Development	11/1/16	12/26/16	Not Begun			

12.10.3	<i>Deliverable: Plan for continued implementation (including staffing, funding, contractual considerations) or re-consideration based on student outcomes</i>	Cody Grindle, Director of Software Development	12/26/16	12/26/16	Not Begun			
12.10.4	<i>Milestone: IDEA has a plan in place to enhance use of automated observation and feedback tools to improve the quality of instruction</i>	Cody Grindle, Director of Software Development	12/26/16	12/26/16	Not Begun			

Grantee Name: IDEA Public Schools

Project #13 Upgraded Principal and Teacher Evaluation System

Project Goals/Desired Outcomes: Increase student achievement through improved teacher and leader practice and increased retention of top performing staff.

Narrative: The upgraded teacher evaluation system will serve as the foundation of the Teacher Career Pathway, a new initiative to improve teacher practice and retention by placing teachers on a continuum tied to differentiated professional development, recognition, and other rewards. IDEA will use current evaluation components (including student achievement, observation of classroom practice, assessment on IDEA core values, and parent and student feedback) and combine them in one comprehensive evaluation in order to place teachers on the career pathway. The component of the evaluation system funded by this grant is value-added measurement of student achievement. We will determine which of our currently administered assessments best measure teacher contribution to student learning and then engage in value-added analysis of student achievement scores rather than simply capturing student achievement levels, as in the past. We will also aggregate teacher performance in order to create a new measure of principal effectiveness.

Key Performance Measures: Improved teacher performance as measured by the teacher evaluation system that is part of the Teacher Career Pathway. 95% of IDEA students have a highly-effective or effective teacher or principal.

Cross-reference to other projects: Project 11-Online and Individualized PD for Deep Content Knowledge- in that online professional development options for teachers will be allocated based on placement along the Teacher Career Pathway. Project 12- Automation and Integration of Observation and Feedback Tools- in that the online observation forms and data tracking will contribute to the teachers' evaluation and placement on the Teacher Career Pathway.

Activities for Project 13

Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
13	Project 13: Upgraded principal and teacher evaluation system	Emily Nielson, Vice President of Human Assets	1/6/13	12/26/16	In Progress	On-Track	In order to create a fair and consistent Teacher Career Pathway, we need to build it on a premier evaluation system. In order to do this, we are using four metrics to evaluation teachers and place them on the pathway. One of the four evaluation measures is student growth on standardized tests from one year to the next.		
13.1	Determine how currently administered student assessments can be used to evaluate teachers through consulting with TNTP (formerly known as The New Teacher Project)	Emily Nielson, Vice President of Human Assets	1/6/13	4/1/13	Complete: 4/1/13				Table 4-1 Budget 13 Contractual
13.1.1	Work with TNTP to determine plan for student assessment data to be used for teacher evaluation	Emily Nielson, Vice President of Human Assets	1/6/13	3/1/13	Complete: 3/1/13		TNTP consultants analyzed our teacher's current student achievement assessments and formulated multiple recommendations for how to use student growth measures to fairly and rigorously evaluate our teachers.		
13.1.2	Deliverable: Map of assessments taken by IDEA students	Emily Nielson, Vice President of Human Assets	3/1/13	3/1/13	Complete: 3/1/13				

13.1.3	Work with TNTP to develop a set of recommendations regarding student assessments to inform teacher evaluation	Emily Nielson, Vice President of Human Assets	3/3/13	4/1/13	Complete: 4/1/13				
13.1.4	<i>Deliverable: Recommendation for which assessments will be used to evaluate teachers</i>	Emily Nielson, Vice President of Human Assets	4/1/13	4/1/13	Complete: 4/1/13				
13.1.5	<i>Milestone: Assessments to be used for teacher evaluation selected</i>	Emily Nielson, Vice President of Human Assets	4/1/13	4/1/13	Complete: 4/1/13				
13.2	Contract with a value-added measure vendor to conduct value-added analysis on our student achievement data	Emily Nielson, Vice President of Human Assets	3/1/13	6/15/13	Complete: 6/15/13		IDEA will execute a contract with a third party consultant to create a value-added measure. This measure shows student growth from one year to the next based on historical data. It is also produced by holding constant other demographic factors that lead to differences in progress. Without the Race to the Top resources, we would have to rely on less precise data and would not be able to compare our teachers on either a state and nationally-norming reference scale.		
13.2.1	Determine vendor selection criteria	Emily Nielson, Vice President of Human Assets	3/1/13	3/15/13	Complete: 03/15/13				
13.2.2	Identify pool of vendor candidates	Emily Nielson, Vice President of Human Assets	3/1/13	3/15/13	Complete: 03/15/13				
13.2.3	<i>Deliverable: List of vendor candidates</i>	Emily Nielson, Vice President of Human Assets	3/15/13	3/15/13	Complete: 03/15/13				
13.2.4	Meet with vendor candidates	Emily Nielson, Vice President of Human Assets	3/15/13	3/31/13	Complete: 03/31/13				
13.2.5	Develop list of key questions to guide IDEA Chiefs in providing feedback on vendor proposals	Emily Nielson, Vice President of Human Assets	3/25/13	4/1/13	Complete: 4/1/13				
13.2.6	Collect feedback on vendor proposals from senior leaders, including Chief Executive Officer, Chief of Schools, Chief Human Assets Officer, Chief Program Officer, Chief Financial Officer, and Chief Operations Officer	Emily Nielson, Vice President of Human Assets	4/1/13	4/30/13	Complete: 04/30/13				
13.2.7	<i>Deliverable: Feedback on vendor candidates</i>	Emily Nielson, Vice President of Human Assets	4/30/13	4/30/13	Complete: 04/30/13				
13.2.8	Select vendor based on selection criteria and feedback from stakeholders per 13.2.5	Emily Nielson, Vice President of Human Assets	4/15/13	4/30/13	Complete: 04/30/13				
13.2.9	Execute contract with selected vendor (for 1 year, loosely aligned to IDEA's July 1-June 30 fiscal year cycle)	Emily Nielson, Vice President of Human Assets	5/15/13	6/15/13	Complete: 06/15/13				Table 4-1 Budget 13 Contractual
13.2.10	<i>Deliverable: Executed agreement with value-added measure vendor</i>	Emily Nielson, Vice President of Human Assets	6/15/13	6/15/13	Complete: 06/15/13				
13.2.11	<i>Milestone: Value-added measure vendor selected</i>	Emily Nielson, Vice President of Human Assets	6/15/13	6/15/13	Complete: 06/15/13				

13.3	Conduct value-added analysis on student assessment data for SY '13-14	Melissa Scheinfeld, Director of Staff Progression	6/15/14	8/1/14	Not Begun			
13.3.1	Send data to value-added vendor (identified in 13.2)	Melissa Scheinfeld, Director of Staff Progression	6/15/14	7/15/14	Not Begun			
13.3.2	Receive analysis of student data from value-added vendor	Melissa Scheinfeld, Director of Staff Progression	7/1/14	7/15/14	Not Begun			
13.3.3	Input value-add measures into Teacher Career Pathway dashboard	Melissa Scheinfeld, Director of Staff Progression	7/15/14	7/20/14	Not Begun			
13.3.4	Use value-add measures to place teachers in differentiated professional development and compensation program	Melissa Scheinfeld, Director of Staff Progression	7/20/14	8/1/14	Not Begun			
13.3.5	<i>Deliverable: Value-added analysis to create the student achievement component of the teacher evaluation system</i>	Melissa Scheinfeld, Director of Staff Progression	8/1/14	8/1/14	Not Begun			
13.3.6	<i>Milestone: Value-added analysis delivered on SY 13-14 data</i>	Melissa Scheinfeld, Director of Staff Progression	8/1/14	8/1/14	Not Begun			
13.4	Conduct internal evaluation of effectiveness/fit of value-added vendor	Melissa Scheinfeld, Director of Staff Progression	8/1/14	10/1/14	Not Begun			
13.4.1	Analyze the product provided by the value-added measure vendor, drawing on development of other components of the Teacher Career Pathway	Melissa Scheinfeld, Director of Staff Progression	8/1/14	8/15/15	Not Begun			
13.4.2	Develop key questions to guide feedback provided by IDEA senior leaders regarding quality of product	Melissa Scheinfeld, Director of Staff Progression	8/10/14	8/15/14	Not Begun			
13.4.3	Present analysis of the product provided by the value-added measure vendor to IDEA senior leaders	Melissa Scheinfeld, Director of Staff Progression	8/15/14	9/1/14	Not Begun			
13.4.4	<i>Deliverable: Feedback on vendor product</i>	Melissa Scheinfeld, Director of Staff Progression	9/1/14	9/1/14	Not Begun			
13.4.5	Renew contract with current vendor or conduct procurement process to identify vendors with greater fit	Melissa Scheinfeld, Director of Staff Progression	9/1/14	10/1/14	Not Begun		If a vendor with greater fit is identified, IDEA will execute a new contract at this point. Table 4-1 Budget 13 will be updated accordingly.	Table 4-1 Budget 13 Contractual
13.4.6	<i>Deliverable: Executed agreement with value-added measure provider</i>	Melissa Scheinfeld, Director of Staff Progression	10/1/14	10/1/14	Not Begun			
13.4.7	<i>Milestone: Leadership in place to conduct value-added measure analysis</i>		10/1/14	10/1/14	Not Begun			
13.5	Conduct value-added analysis on student assessment data for SY '13-14	Melissa Scheinfeld, Director of Staff Progression	6/15/15	8/1/15	Not Begun			
13.5.1	Send data to value-added vendor (identified in 13.4)	Melissa Scheinfeld, Director of Staff Progression	6/15/15	7/15/15	Not Begun			
13.5.2	Receive analysis of student data from value-added vendor	Melissa Scheinfeld, Director of Staff Progression	7/1/15	8/1/15	Not Begun			

13.5.3	Input value-add measures into Teacher Career Pathway dashboard	Melissa Scheinfeld, Director of Staff Progression	7/15/15	7/20/15	Not Begun				
13.5.4	Use value-add measures to place teachers in differentiated professional development and compensation program	Melissa Scheinfeld, Director of Staff Progression	7/20/15	8/1/15	Not Begun				
13.5.5	<i>Deliverable: Value-added analysis to create the student achievement component of the teacher evaluation system</i>	Melissa Scheinfeld, Director of Staff Progression	8/1/15	8/1/15	Not Begun				
13.5.6	<i>Milestone: Value-added analysis delivered on SY 13-14 data</i>	Melissa Scheinfeld, Director of Staff Progression	8/1/15	8/1/15	Not Begun				
13.6	Conduct internal evaluation of effectiveness/fit of value-added vendor	Melissa Scheinfeld, Director of Staff Progression	8/1/15	10/1/15	Not Begun				
13.6.1	Analyze the product provided by the value-added measure vendor, drawing on development of other components of the Teacher Career Pathway	Melissa Scheinfeld, Director of Staff Progression	8/1/15	8/15/15	Not Begun				
13.6.2	Develop key questions to guide feedback provided by IDEA senior leaders regarding quality of product	Melissa Scheinfeld, Director of Staff Progression	8/10/15	8/15/15	Not Begun				
13.6.3	Present analysis of the product provided by the value-added measure vendor to IDEA senior leaders	Melissa Scheinfeld, Director of Staff Progression	8/15/15	9/1/15	Not Begun				
13.6.4	<i>Deliverable: Feedback on vendor product</i>	Melissa Scheinfeld, Director of Staff Progression	9/1/15	9/1/15	Not Begun				
13.6.5	Renew contract with current vendor or conduct procurement process to identify vendors with greater fit	Melissa Scheinfeld, Director of Staff Progression	9/1/15	10/1/15	Not Begun		If a vendor with greater fit is identified, IDEA will execute a new contract at this point. Table 4-1 Budget 13 will be updated accordingly.		Table 4-1 Budget 13 Contractual
13.6.6	<i>Deliverable: Executed agreement with value-added measure provider</i>	Melissa Scheinfeld, Director of Staff Progression	10/1/15	10/1/15	Not Begun				
13.6.7	<i>Milestone: Leadership in place to conduct value-added measure analysis</i>		10/1/15	10/1/15	Not Begun				
13.6.8	<i>Deliverable: Value-added analysis to create the student achievement component of the teacher evaluation system</i>	Melissa Scheinfeld, Director of Staff Progression	8/1/15	8/1/15	Not Begun				
13.6.9	<i>Deliverable: Executed agreement with value-added measure provider</i>	Melissa Scheinfeld, Director of Staff Progression	10/1/15	10/1/15	Not Begun				
13.6.10	<i>Milestone: Value-added analysis delivered on SY '15-16 data</i>	Melissa Scheinfeld, Director of Staff Progression	8/1/15	8/1/15	Not Begun				
13.7	Conduct value-added analysis on student assessment data for SY '13-14	Melissa Scheinfeld, Director of Staff Progression	6/15/16	8/1/16	Not Begun				
13.7.1	Send data to value-added vendor (identified in 13.6)	Melissa Scheinfeld, Director of Staff Progression	6/15/16	7/15/16	Not Begun				
13.7.2	Receive analysis of student data from value-added vendor	Melissa Scheinfeld, Director of Staff Progression	7/1/16	8/1/16	Not Begun				

13.7.3	Input value-add measures into Teacher Career Pathway dashboard	Melissa Scheinfeld, Director of Staff Progression	7/15/16	7/20/16	Not Begun				
13.7.4	Use value-add measures to place teachers in differentiated professional development and compensation program	Melissa Scheinfeld, Director of Staff Progression	7/20/16	8/1/16	Not Begun				
13.7.5	<i>Deliverable: Value-added analysis to create the student achievement component of the teacher evaluation system</i>	Melissa Scheinfeld, Director of Staff Progression	8/1/16	8/1/16	Not Begun				
13.7.6	<i>Milestone: Value-added analysis delivered on SY '14-15 data</i>	Melissa Scheinfeld, Director of Staff Progression	8/1/16	8/1/16	Not Begun				
13.8	Conduct internal evaluation of effectiveness/fit of value-added vendor	Melissa Scheinfeld, Director of Staff Progression	8/1/16	10/1/16	Not Begun				
13.8.1	Analyze the product provided by the value-added measure vendor, drawing on development of other components of the Teacher Career Pathway	Melissa Scheinfeld, Director of Staff Progression	8/1/16	8/15/16	Not Begun				
13.8.2	Develop key questions to guide feedback provided by IDEA senior leaders regarding quality of product	Melissa Scheinfeld, Director of Staff Progression	8/10/16	8/15/16	Not Begun				
13.8.3	Present analysis of the product provided by the value-added measure vendor to IDEA senior leaders	Melissa Scheinfeld, Director of Staff Progression	8/15/16	9/1/16	Not Begun				
13.8.4	<i>Deliverable: Feedback on vendor product</i>	Melissa Scheinfeld, Director of Staff Progression	9/1/16	9/1/16	Not Begun				
13.8.5	Renew contract with current vendor or conduct procurement process to identify vendors with greater fit	Melissa Scheinfeld, Director of Staff Progression	9/1/16	10/1/16	Not Begun	If a vendor with greater fit is identified, IDEA will execute a new contract at this point. Table 4-1 Budget 13 will be updated accordingly.			Table 4-1 Budget 13 Contractual
13.8.6	<i>Deliverable: Executed agreement with value-added measure provider</i>	Melissa Scheinfeld, Director of Staff Progression	10/1/16	10/1/16	Not Begun				
13.8.7	<i>Milestone: Leadership in place to conduct value-added measure analysis</i>		10/1/16	10/1/16	Not Begun				
13.8.8	<i>Deliverable: Value-added analysis to create the student achievement component of the teacher evaluation system</i>	Melissa Scheinfeld, Director of Staff Progression	8/1/16	8/1/16	Not Begun				
13.8.9	<i>Deliverable: Executed agreement with value-added measure provider</i>	Melissa Scheinfeld, Director of Staff Progression	10/1/16	10/1/16	Not Begun				
13.8.10	<i>Milestone: Value-added analysis delivered on SY '15-16 data</i>	Melissa Scheinfeld, Director of Staff Progression	8/1/16	8/1/16	Not Begun				
13.9	Project evaluation and post-grant planning	Melissa Scheinfeld, Director of Staff Progression	10/1/16	12/26/16	Not Begun				
13.9.1	Convene key leaders on the Human Assets, Academic Services, Technology, and Schools Teams to analyze the impact of the value-added measure on the upgraded teacher and principal evaluation	Melissa Scheinfeld, Director of Staff Progression	10/1/16	10/15/16	Not Begun				
13.9.2	Use the analysis generated in 13.9 to develop end of grant report outlining the impact of the value-added measure on the development and launch of the Teacher Career Pathway	Melissa Scheinfeld, Director of Staff Progression	10/15/16	11/1/16	Not Begun				

13.9.3	<i>Deliverable: End of grant report</i>	Melissa Scheinfeld, Director of Staff Progression	11/1/16	11/1/16	Not Begun			
13.9.4	Communicate report findings to key IDEA stakeholders, including Chiefs, campus leaders, and teachers	Melissa Scheinfeld, Director of Staff Progression	11/1/16	11/15/16	Not Begun			
13.9.5	Use the end of grant report to create the post-grant implementation plan, identifying priorities and next steps	Melissa Scheinfeld, Director of Staff Progression	11/1/16	11/20/16	Not Begun			
13.9.6	Communicate the post-grant implementation plan to key stakeholders	Melissa Scheinfeld, Director of Staff Progression	11/20/16	12/26/16	Not Begun			
13.9.7	<i>Deliverable: Post-grant implementation plan</i>	Melissa Scheinfeld, Director of Staff Progression	11/20/16	11/20/16	Not Begun			
13.9.8	<i>Milestone: Shared understanding of the impact of the value-added measure on the teacher and principal evaluation system</i>	Melissa Scheinfeld, Director of Staff Progression	12/26/16	12/26/16	Not Begun			

Grantee Name: IDEA Public Schools									
Project #14 Video Exemplars for Teachers									
Project Goals/Desired Outcomes: The desired outcome for Project 14 is to develop a video library of teaching exemplars that all IDEA teachers can access and learn from.									
Narrative: We will develop a collection of best teaching practices that educators can access on demand on the IDEA intranet. Teachers will be asked to reference specific examples of exemplary instruction in the videos as they assess their own areas of strength and areas for improvement									
Key Performance Measures: Traffic and visits to videos in teacher resource website. 95% of IDEA students have a highly-effective or effective teacher or principal.									
Cross-reference to other projects: Project 9- On-Demand Professional Development for Personalized Learning Environments- because they share the same platform and will become increasingly integrated as projects mature.									
Activities for Project 14									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date	End Date	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
14	Project 14: Video Exemplars for Teachers	Vanessa Barry, Director of Communications	1/7/13	12/26/16	In Progress	On-Track	IDEA teachers and staff participate in the year-long staff development cycle to ensure continuous improvement and support meeting ambitious individual and organizational goals. The videos created in Project 14 will provide teachers with real-life examples of what the highest standards of teaching excellence look like. As teachers do not have many opportunities to observe one another in action, these videos provide a proxy for observation of high-quality teaching and will provide educators with real-time information about how to improve their daily practice.		
14.1	Capture Group I of the GET Rubric Teaching Exemplars on Video (College Prep GET, Academy GET & Blended Learning GET), Year 1 (SY '12-13)	Vanessa Barry, Director of Communications	1/7/13	8/1/13	Complete: 08/1/13				Table 4-1, Budget 14 Contractual
14.1.1	Identify campuses where filming of teachers will take place in order to capture teaching exemplars on video	Dolores Gonzalez, Chief Program Officer	1/7/13	1/15/13	Complete 01/15/13				
14.1.2	Meet with Academic Services Team to identify teachers at each identified campus to be filmed as exemplars	Michele Peckinpugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	1/15/13	2/1/13	Complete 02/01/13				
14.1.3	Deliverable: Spreadsheets outlining which teachers will be filmed to capture rubric exemplars	Michele Peckinpugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	2/1/13	2/1/13	Complete 02/01/13				
14.1.4	Milestone: Teachers who will be filmed have been identified	Dolores Gonzalez, Chief Program Officer, Michele Peckinpugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	2/1/13	2/1/13	Complete 02/01/13				
14.1.5	Videographer captures exemplars on film	Johnny Quiroz, Photographer	2/1/13	3/1/13	Complete 03/01/13				
14.1.6	Review footage to select clips of teaching that will be used for library	Dolores Gonzalez, Chief Program Officer, Michele Peckinpugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	3/1/13	4/26/13	Complete 04/26/13				
14.1.7	Deliverable: Selection sheets outlining which video clips will serve as exemplars for specific sections of a rubric	Dolores Gonzalez, Chief Program Officer, Michele Peckinpugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	4/26/13	4/26/13	Complete 04/26/13				
14.1.8	Clip and sort footage of identified teaching exemplars	Johnny Quiroz, Photographer	4/26/13	7/1/13	Complete: 07/01/13				
14.1.9	Deliverable: 18-20 hours of footage	Johnny Quiroz, Photographer	7/1/13	7/1/13	Complete: 07/01/13				
14.1.10	Milestone: Group I of video capture complete (will inform and guide subsequent filming)	Dolores Gonzalez, Chief Program Officer, Michele Peckinpugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	7/1/13	7/1/13	Complete: 07/01/13				
14.2	Capture Group II of the GET Rubric teaching exemplars on video (College Prep GET, Academy GET & Blended Learning GET), Year 1 (SY '12-13)	Vanessa Barry, Director of Communications	4/1/13	7/1/13	Complete: 07/01/13				Table 4-1, Budget 14 Contractual
14.2.1	Identify campuses where filming of teachers will take place in order to capture teaching exemplars on video	Dolores Gonzalez, Chief Program Officer	4/1/13	5/3/13	Complete 05/03/13				

14.2.2	Meet with Academic Services Team to identify teachers at each identified campus to be filmed as exemplars	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	4/1/13	5/3/13	Complete 05/03/13				
14.2.3	Communicate with teachers regarding the opportunity and value of serving as an exemplar	Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	5/3/13	5/15/13	Complete 05/15/13				
14.2.4	<i>Deliverable: Spreadsheets outlining which teachers will be filmed to capture rubric exemplars</i>	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	5/3/13	5/3/13	Complete 05/03/13				
14.2.5	<i>Milestone: Teachers who will be filmed have been identified</i>	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	5/3/13	5/3/13	Complete 05/03/13				
14.2.6	Videographer captures teaching on film based on identified groupings	Johnny Quiroz, Photographer	5/6/13	5/24/13	Complete: 05/24/13				
14.2.7	Review footage to select clips of teaching that will be used for library	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	5/10/13	5/31/13	Complete: 05/31/13				
14.2.8	<i>Deliverable: Selection sheets outlining which video clips will serve as exemplars for specific sections of a rubric</i>	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	5/31/13	5/31/13	Complete: 05/31/13				
14.2.9	Identify gaps in footage to target in Group III video capture	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	5/31/13	8/1/13	Complete: 08/01/13				
14.2.9	Clip and sort footage of identified teaching exemplars	Johnny Quiroz, Photographer	5/31/13	8/1/13	Complete: 08/01/13				
14.2.10	<i>Deliverable: 18-20 hours of footage</i>	Johnny Quiroz, Photographer	8/1/13	8/1/13	Complete: 08/01/13				
14.2.11	<i>Milestone: First two groups of filming complete (will inform and guide Group III filming)</i>	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	8/1/13	8/1/13	Complete: 08/01/13				
14.3	Capture Group III of the GET Rubric teaching exemplars on video (as needed to fill in gaps), Year 1 (SY '12-13)	Vanessa Barry, Director of Communications	5/1/13	8/1/13	Complete: 08/01/13				Table 4-1, Budget 14 Contractual
14.3.1	Identify campuses where filming of teachers will take place in order to capture teaching exemplars on video, targeting GET rubric elements that have not been captured in Groups I and II	Dolores Gonzalez, Chief Program Officer	5/1/13	7/11/13	Complete: 07/11/13				
14.3.2	Meet with Academic Services Team to identify teachers at each identified campus to be filmed as exemplars	Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	5/1/13	6/30/13	Complete 06/30/13				
14.3.3	Communicate with teachers regarding the opportunity and value of serving as an exemplar	Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	6/30/15	7/15/13	Complete: 07/15/13				
14.3.3	<i>Deliverable: Spreadsheets outlining which teachers will be filmed to capture rubric exemplars</i>	Vanessa Barry, Director of Communications	6/30/13	6/30/13	Complete: 06/30/13				
14.3.4	<i>Milestone: Teachers who will be filmed have been identified</i>	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	6/30/13	6/30/13	Complete: 06/30/13				
14.3.5	Videographer captures teaching on film based on identified groupings	Johnny Quiroz, Photographer	6/17/13	7/11/13	Complete: 07/11/13				

14.3.6	Review footage to select clips of teaching that will be used for library	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	6/17/13	7/19/13	Complete: 07/19/13				
14.3.7	<i>Deliverable: Selection sheets outlining which video clips will serve as exemplars for specific sections of a rubric</i>	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	7/19/13	7/19/13	Complete: 07/19/13				
14.3.8	Clip and sort footage of identified teaching exemplars	Johnny Quiroz, Photographer	6/30/13	7/31/13	Complete 07/31/13				
14.3.9	Send footage to IT Team for upload to IDEA intranet (activity 14.4 below)	Vanessa Barry, Director of Communications, Cody Grindle, Director of Software Development	6/30/13	7/31/13	Complete 07/31/13				
14.3.10	<i>Deliverable: 10-20 hours of footage (depending on gaps/need)</i>	Johnny Quiroz, Photographer	8/1/13	8/1/13	Complete: 08/01/13				
14.3.11	<i>Milestone: Year 1 (Groups I-III) of Rubric Teaching Exemplar Video Capture (College Prep GET, Academy GET & Blended Learning GET Complete)</i>	Cody Grindle, Director of Software Development	8/1/13	8/1/13	Complete: 08/01/13				
14.4	Develop interface on IDEA intranet and upload videos for teacher access	Cody Grindle, Director of Software Development	9/1/13	1/25/14	In Progress	On-Track			Table 4-1, Budget 14 Personnel
14.4.1	IT Team reviews existing spaces within IDEA intranet for potential video access points	Vanessa Barry, Director of Communications, Cody Grindle, Director of Software Development	9/1/13	10/1/13	Complete: 10/1/13				
14.4.2	Evaluate existing spaces within IDEA intranet	Vanessa Barry, Director of Communications, Cody Grindle, Director of Software Development	10/1/13	10/31/13	Complete: 10/31/13				
14.4.3	Create new spaces within IDEA intranet to house videos if needed per analysis in 14.4.2	Vanessa Barry, Director of Communications, Cody Grindle, Director of Software Development	11/1/13	11/15/13	In Progress	On-Track			
14.4.4	Upload Groups I-III of videos to IDEA intranet	Vanessa Barry, Director of Communications, Cody Grindle, Director of Software Development	11/15/13	1/20/14	Not begun				
14.4.5	<i>Deliverable: Videos uploaded to IDEA intranet for access by staff</i>	Vanessa Barry, Director of Communications, Cody Grindle, Director of Software Development	1/20/14	1/20/14	Not begun				
14.4.6	Communicate video accessibility to instructional staff who will communicate with campus-based staff	Vanessa Barry, Director of Communications	1/20/14	1/25/14	Not begun				
14.4.7	<i>Deliverable: IDEA intranet video exemplar platform</i>	Vanessa Barry, Director of Communications, Cody Grindle, Director of Software Development	11/15/13	11/15/13	Not begun				
14.4.8	<i>Milestone: Exemplar videos available for teachers to access on IDEA intranet</i>	Vanessa Barry, Director of Communications, Cody Grindle, Director of Software Development	1/25/14	1/25/14	Not begun				
14.5	Capture Group IV GET Rubric teaching exemplars on video (College Prep GET, Academy GET & Blended Learning GET), Year 2 (SY '13-14)	Vanessa Barry, Director of Communications	8/1/13	5/15/14	In Progress				Table 4-1, Budget 14 Contractual
14.5.1	Renew contract with long-time IDEA photographer, Johnny Quiroz	Vanessa Barry, Director of Communications	8/1/13	9/30/13	Complete: 09/30/13			IDEA continues to renew a yearly contract with Johnny Quiroz because of the high quality of his work and his familiarity with IDEA Public Schools.	
14.5.2	Identify campuses where filming will take place to supplement or replace existing teaching exemplar videos	Dolores Gonzalez, Chief Program Officer	8/1/13	8/20/13	Complete: 8/20/13				
14.5.3	Meet with Academic Services Team to identify teachers at each identified campus to be filmed as exemplars	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	9/1/13	9/20/13	Complete: 9/20/13				
14.5.4	Communicate with teachers regarding the opportunity and value of serving as an exemplar	Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	9/20/13	10/1/13	Complete: 10/1/13				
14.5.5	<i>Deliverable: Spreadsheets outlining which teachers will be filmed to capture rubric exemplars</i>	Vanessa Barry, Director of Communications	10/1/13	10/1/13	Complete: 10/1/13				
14.5.6	<i>Milestone: Teachers who will be filmed have been identified</i>	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	10/1/13	10/1/13	Complete: 10/1/13				
14.5.7	Videographer captures teaching on film based on identified groupings	Johnny Quiroz, Photographer	11/1/13	3/1/14	In Progress			Timeline reflects realistic amount of time required to capture high-quality video that exemplifies the GET rubric criterion.	

14.5.8	Review footage to select clips of teaching that will be used for library	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	3/1/14	4/1/14	Not begun			
14.5.9	<i>Deliverable: Selection sheets outlining which video clips will serve as exemplars for specific sections of a rubric</i>	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	4/1/14	4/1/14	Not begun			
14.5.10	Clip and sort footage of identified teaching exemplars	Johnny Quiroz, Photographer	4/1/14	5/1/14	Not begun			
14.5.11	Send footage to IT-Development Team for placement on IDEA intranet	Vanessa Barry, Director of Communications, Cody Grindle, Director of Software Development	5/1/14	5/15/14	Not begun			
14.5.12	<i>Deliverable: 18-20 hours of footage (more or less depending on identified need), teaching exemplar videos available on IDEA intranet for teachers to access</i>	Johnny Quiroz, Photographer	5/15/14	5/15/14	Not begun			
14.5.13	<i>Milestone: Supplemental and/or replacement video capture complete for all College Prep, Academy and Blended Learning GET Rubric categories, and available for teachers to access on IDEA intranet</i>	Vanessa Barry, Director of Communications, Cody Grindle, Director of Software Development	5/15/14	5/15/14	Not begun			
14.6	Capture Group V GET Rubric teaching exemplars on video (College Prep GET, Academy GET & Blended Learning GET), Year 3 (SY '14-15)	Vanessa Barry, Director of Communications	8/1/14	5/15/15	Not begun			Table 4-1, Budget 14 Contractual
14.6.1	Renew contract with long-time IDEA photographer, Johnny Quiroz	Vanessa Barry, Director of Communications	8/1/14	9/30/14	Not begun		IDEA continues to renew a yearly contract with Johnny Quiroz because of the high quality of his work and his familiarity with IDEA Public Schools.	
14.6.2	Identify campuses where filming will take place (as needed) to supplement or replace existing teaching exemplar videos	Dolores Gonzalez, Chief Program Officer	8/1/14	8/20/14	Not begun			
14.6.3	Meet with Academic Services Team to identify teachers at each identified campus to be filmed as exemplars	Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	9/1/14	9/20/14	Not begun			
14.6.4	Communicate with teachers regarding the opportunity and value of serving as an exemplar	Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	9/20/14	10/1/14	Not begun			
14.6.5	<i>Deliverable: Spreadsheets outlining which teachers will be filmed to capture rubric exemplars</i>	Vanessa Barry, Director of Communications	10/1/14	10/1/14	Not begun			
14.6.6	<i>Milestone: Teachers who will be filmed have been identified</i>	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	10/1/14	10/1/14	Not begun			
14.6.7	Videographer captures teaching on film based on identified groupings	Johnny Quiroz, Photographer	11/1/14	3/1/15	Not begun		Timeline reflects realistic amount of time required to capture high-quality video that exemplifies the GET rubric criterion.	
14.6.8	Review footage to select clips of teaching that will be used for library	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	3/1/15	4/1/15	Not begun			
14.6.9	<i>Deliverable: Selection sheets outlining which video clips will serve as exemplars for specific sections of a rubric</i>	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	4/1/15	4/1/15	Not begun			
14.6.10	Clip and sort footage of identified teaching exemplars	Johnny Quiroz, Photographer	4/1/15	5/1/15	Not begun			

14.6.11	Send footage to IT-Development Team for placement on IDEA intranet	Vanessa Barry, Director of Communications, Cody Grindle, Director of Software Development	5/1/15	5/15/15	Not begun		IT Developer staff time will be used to monitor and trouble shoot video access challenges in year 3.	Table 4-1, Budget 14 Personnel
14.6.12	<i>Deliverable: 10-20 hours of footage; teaching exemplar videos available on IDEA intranet for teachers to access</i>	Johnny Quiroz, Photographer	5/15/15	5/15/15	Not begun			
14.6.13	<i>Milestone: Supplemental and/or replacement video capture complete and available for teachers to access on IDEA intranet</i>	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	5/15/15	5/15/15	Not begun			
14.7	Capture Group VI GET Rubric Teaching Exemplars on Video (College Prep GET, Academy GET & Blended Learning GET), Year 4 (SY '15-16)	Vanessa Barry, Director of Communications	8/1/15	5/15/16	Not begun			Table 4-1, Budget 14 Contractual
14.7.1	Renew contract with long-time IDEA photographer, Johnny Quiroz	Vanessa Barry, Director of Communications	8/1/15	9/30/15	Not begun			
14.7.2	Identify campuses where filming will take place (as needed) to supplement or replace existing teaching exemplar videos	Dolores Gonzalez, Chief Program Officer	8/1/15	8/20/15	Not begun			

14.7.3	Meet with Academic Services Team to identify teachers at each identified campus to be filmed as exemplars	Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	9/1/15	9/20/15	Not begun			
14.7.4	Communicate with teachers regarding the opportunity and value of serving as an exemplar	Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, Roberta Fredenburg, AR Zone Coordinator	9/20/15	10/1/15	Not begun			
14.7.5	<i>Deliverable: Spreadsheets outlining which teachers will be filmed to capture rubric exemplars</i>	Vanessa Barry, Director of Communications	10/1/15	10/1/15	Not begun			
14.7.6	<i>Milestone: Teachers who will be filmed have been identified</i>	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	10/1/15	10/1/15	Not begun			
14.7.7	Videographer captures teaching on film based on identified groupings	Johnny Quiroz, Photographer	11/1/15	3/1/16	Not begun		Timeline reflects realistic amount of time required to capture high-quality video that exemplifies the GET rubric criterion.	
14.7.8	Review footage to select clips of teaching that will be used for library	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	3/1/16	4/1/16	Not begun			
14.7.9	<i>Deliverable: Selection sheets outlining which video clips will serve as exemplars for specific sections of a rubric</i>	Dolores Gonzalez, Chief Program Officer, Michele Peckinpaugh, Instructional Coach, Sandra Solis, Instructional Coach, Carrie Saucedo, Secondary ELA Coach, Pablo Mejia, Director of Individualized Learning, and Roberta Fredenburg, AR Zone Coordinator	4/1/16	4/1/16	Not begun			
14.7.10	Clip and sort footage of identified teaching exemplars	Johnny Quiroz, Photographer	4/1/16	5/1/16	Not begun			
14.7.11	Send footage to IT-Development Team for placement on IDEA intranet	Vanessa Barry, Director of Communications, Cody Grindle, Director of Software Development	5/1/16	5/15/16	Not begun			
14.7.12	<i>Deliverable: 10-20 hours of footage; teaching exemplar videos available on IDEA intranet for teachers to access</i>	Johnny Quiroz, Photographer	5/15/16	5/15/16	Not begun			
14.7.13	<i>Milestone: Supplemental and/or replacement video capture complete and available for teachers to access on IDEA intranet</i>	Vanessa Barry, Director of Communications, Cody Grindle, Director of Software Development	5/15/16	5/15/16	Not begun			

14.7.14	<i>Milestone: All Video - Groups I-VI- captured and posted to IDEA intranet</i>	Vanessa Barry, Director of Communications	5/15/16	5/15/16	Not begun			
14.8	Project evaluation and post-grant planning	Vanessa Barry, Director of Communications	10/1/16	12/26/16	Not begun			
14.8.1	Develop guiding questions for key stakeholders to use during project evaluation and debrief session	Vanessa Barry, Director of Communications	10/1/16	10/15/16	Not begun			
14.8.2	Convene key stakeholders (including instructional leaders identified above) to work through guiding questions, reach consensus regarding project outcomes, and identify next steps for post-grant implementation	Vanessa Barry, Director of Communications	10/15/16	11/15/16	Not begun			
14.8.3	<i>Deliverable: Stakeholder convening meeting minutes</i>	Vanessa Barry, Director of Communications	11/15/16	11/15/16	Not begun			
14.8.4	<i>Deliverable: Brief project outcomes report (developed in 14.8.2)</i>	Vanessa Barry, Director of Communications	11/15/16	11/15/16	Not begun			
14.8.5	<i>Deliverable: Next steps for post-grant implementation (developed in 14.8.2)</i>	Vanessa Barry, Director of Communications	11/15/16	11/15/16	Not begun			
14.8.6	Communicate with relevant staff regarding project outcomes and next steps	Vanessa Barry, Director of Communications	11/15/16	12/26/16	Not begun			
14.8.7	<i>Deliverable: Communication piece regarding project outcomes and next steps</i>	Vanessa Barry, Director of Communications	12/26/16	12/26/16	Not begun			
14.8.8	<i>Milestone: Shared understanding of project impact and clearly identified next steps for continued implementation</i>	Vanessa Barry, Director of Communications	12/26/16	12/26/16	Not begun			

Grantee Name: IDEA Public Schools									
Project #15 Collective Impact Community Partnerships									
Project Goals/Desired Outcomes: 95% of students are on track to graduate high school, consistently over time; 100% college or university matriculation; new "high-impact" outcomes defined within the scope of this project and related to increasing the social, emotional and well-being of students.									
Narrative: The aim of the Collective Impact Community Partnership Project is to increase IDEA's collaboration with current, value-added community partners, e.g. Communities In Schools, as well as to identify and pilot new partnerships that support the social, emotional and well-being of our students. In the end, the intent of this project is two fold. First, through the engagement of such partnerships, we aim to increase student readiness for college and citizenship by investing in their social, emotional and wellness needs. Moreover, to increase the volume of students we send to and through college each year, the intent of this project is also to increase the year-to-year and 9th through 12th grade persistence of IDEA students because such partnerships support us to both overcome the negative affects of poverty over time, and to offer students the individual support systems they need to succeed in school and in life. These efforts will boost student engagement and investment in their own academic success, both while at IDEA and beyond through college. We believe the contribution of these programs will be a deciding factor in students and families selecting to stay at IDEA Public Schools throughout their K-12 education, even though this is difficult for a highly transient population.									
Key Performance Measures: 95% of K-5 students end year on/above grade level or grow 1.5 grade levels. 85% of students persist grades 9-12. 70% of 11th grade students score 21 or higher on ACT. 85% of IDEA graduates graduate from college within six years. 100% of IDEA alumni enroll in a four-year college within six months of graduation.									
Cross-reference to other projects: Project 15 is connected to IDEA Public School's core mission of college for all children and to IDEA's goal of becoming the single greatest producer of low-income college graduates in aggregate, in Texas. With this in mind, Project 15 is loosely tied to the remainder of the projects, because of a shared focus on establishing a K-12 system that produces college completion at the highest rates, while scaling up this program with fidelity to our core model and core beliefs.									
Activities for Project 15									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead: On-track; Off-track; Immediate attn. reqd	Notes	Dependent Activities (in other projects)	Budget Reference
15	Project 15: Collective Impact Community Partnerships	Phillip Garza, Senior Director of College and Alumni Success	1/1/13	12/26/16	In Progress	On-Track			
15.1	Expand partnership with Communities In Schools (CIS) in year 1 (Spring 2013)	Phillip Garza, Senior Director of College and Alumni Success	1/1/13	3/30/13	Complete: 3/30/13				
15.1.1	Meet with Communities in Schools to discuss partnership and work toward a commitment (contract) between IDEA Public Schools and Communities in Schools	Phillip Garza, Senior Director of College and Alumni Success	2/1/13	2/5/13	Complete: 2/5/13				
15.1.2	Give Communities in Schools clear direction on the specifics of the formal contract so that they can write initial draft	Phillip Garza, Senior Director of College and Alumni Success	2/1/13	2/5/13	Complete: 2/5/13				
15.1.3	Request first draft of formal contract from Director of CIS for review and IDEA Public Schools feedback	Phillip Garza, Senior Director of College and Alumni Success	2/5/13	2/10/13	Complete: 2/10/13				
15.1.4	Review Communities in Schools first draft of formal contract	Phillip Garza, Senior Director of College and Alumni Success	2/10/13	2/15/13	Complete: 2/15/13				
15.1.5	Provide feedback on Communities In Schools first draft of formal contract for revision	Phillip Garza, Senior Director of College and Alumni Success	2/10/13	2/15/13	Complete: 2/15/13				
15.1.6	Follow up with Director of CIS to ensure revision of Communities In Schools contract	Phillip Garza, Senior Director of College and Alumni Success	2/15/13	2/20/13	Complete: 2/20/13				
15.1.7	Obtain revised Communities In Schools Contract	Phillip Garza, Senior Director of College and Alumni Success	2/15/13	2/20/13	Complete: 2/20/13				
15.1.8	Get contract approved and signed by CEO	Phillip Garza, Senior Director of College and Alumni Success	2/20/13	2/28/13	Complete: 2/28/13		Contract paid for out of IDEA general fund.		
15.1.9	Submit signed contract to Director of CIS	Phillip Garza, Senior Director of College and Alumni Success	3/1/13	3/29/13	Complete: 3/29/13				
15.1.10	Deliverable: Contract between IDEA Public Schools and Communities In Schools agreed upon and signed by both parties	Phillip Garza, Senior Director of College and Alumni Success and David Kennedy, Director of CIS	2/1/13	3/29/13	Complete: 3/29/13				
15.1.11	Milestone: The contractual work between both organizations is mutually beneficial, agreed upon and settled	Phillip Garza, Senior Director of College and Alumni Success and David Kennedy, Director of CIS	2/1/13	3/29/13	Complete: 3/29/13				
15.2	Rollout Communities In Schools across participating IDEA College Prep campuses (Spring 2013)	Phillip Garza, Senior Director of College and Alumni Success	2/1/13	3/5/13	Complete: 3/1/13				
15.2.1	Write communication for key stakeholders, principals, VPs of schools, academic counselors, etc., to share news of expanded partnership	Phillip Garza, Senior Director of College and Alumni Success	2/1/13	2/5/13	Complete: 2/5/13				
15.2.2	Inform key stakeholders, principals, VPs of schools, academic counselors, etc. of expanded partnership, details of the service provider and services provided, and critical next steps	Phillip Garza, Senior Director of College and Alumni Success	2/1/13	2/15/13	Complete: 2/15/13				
15.2.3	Meet with Director of CIS to source candidate resumes and identify leads	Phillip Garza, Senior Director of College and Alumni Success and David Kennedy, Director of CIS	2/1/13	2/5/13	Complete: 2/5/13				
15.2.4	Compile resumes for Hidalgo County and Cameron County	Phillip Garza, Senior Director of College and Alumni Success and David Kennedy, Director of CIS	2/1/13	2/5/13	Complete: 2/5/13				
15.2.5	Share resumes with school principals	Phillip Garza, Senior Director of College and Alumni Success	2/1/13	2/5/13	Complete: 2/5/13				
15.2.6	On the weekly principal call, communicate with school leaders next steps for candidate selection, including reviewing email communication re: guidelines	Phillip Garza, Senior Director of College and Alumni Success	2/5/13	2/10/13	Complete: 2/10/13				
15.2.7	Schedule and conduct interviews with key candidates	Phillip Garza, Senior Director of College and Alumni Success, IDEA Public Schools principals	2/10/13	2/15/13	Complete: 2/15/13				
15.2.8	Select CIS Coordinator for each participating campus	IDEA Public Schools principals	2/5/13	2/20/13	Complete: 2/20/13				

15.2.9	Principals communicate selections to Senior Director of College and Alumni Success	IDEA Public Schools principals	2/20/13	2/25/13	Complete: 2/25/13				
15.2.10	Inform Director of CIS of staff selected	Phillip Garza, Senior Director of College and Alumni Success and David Kennedy, Director of CIS	2/25/13	3/1/13	Complete: 3/1/13				
15.2.11	Director of CIS assigns coordinators to specific campuses and shares information related to start date	David Kennedy, Director of CIS, Phillip Garza, Senior Director of College and Alumni Success	3/1/13	3/5/13	Complete: 3/5/13				
15.2.12	<i>Deliverable: Resumes of all selected Communities in Schools Coordinators</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	2/5/13	2/5/13	Complete: 2/5/13				
15.2.13	<i>Deliverable: Memo to key stakeholders informing them of the partnership details, including roles, responsibilities, and expectations for year 1</i>	Phillip Garza, Senior Director of College and Alumni Success	2/15/13	2/15/13	Complete: 2/15/13				
15.2.14	<i>Milestone: All CIS coordinators are selected, on-boarded and working on campuses for the remainder of SY '12-13</i>	Phillip Garza, Senior Director of College and Alumni Success	3/5/13	3/5/13	Complete: 3/5/13		Training delivered by CIS as part of contract with IDEA.		
15.3	Sustain partnership with Communities In Schools in year 2 (SY '13-14)	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	6/1/13	9/10/13	Complete: 9/10/13				Table 4-1 Budget 15 Personnel and Fringe Benefits (updated to reflect amendments to Personnel; see Table 4-1 for explanation)
15.3.1	Confirm partnership with Communities In Schools for year 2 to include all participating College Prep campuses in the Rio Grande Valley	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	6/1/13	7/1/13	Complete: 7/1/13		IDEA Carver in San Antonio and IDEA Allan in Austin are not participating due to existing relationships with CIS.		(Continued from previous row) Table 4-1 Budget 15 Travel
15.3.2	Create contract for year two, following a similar process executed in year one, including initial expectations setting, writing a draft, revising the draft, and reaching consensus between both parties	Phillip Garza, Senior Director of College and Alumni Success	7/1/13	7/30/13	Complete: 7/30/13				
15.3.3	Finalize contract for year two	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/1/13	7/30/13	Complete: 7/30/13				
15.3.4	Get contract approved and signed by CEO	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/30/13	8/15/13	Complete: 8/15/13				Table 4-1 Budget 15 Contractual
15.3.5	Draft updated deliverables, including communication changes, innovations and updates to Communities In Schools Partnership in year 2	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/30/13	8/15/13	Complete: 8/15/13				
15.3.6	Inform key stakeholders, e.g. principals, VPs of schools, academic counselors, etc. of partnership updates, and details regarding year 2 services during beginning of the year professional development, or first year's principal call	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	8/15/13	8/25/13	Complete: 8/25/13				
15.3.7	Re-select or select CIS coordinators for each campus	Phillip Garza, Senior Director of College and Alumni Success	8/15/13	9/1/13	Complete: 9/1/13				
15.3.8	All CIS staff trained for their role by CIS trainers and participate in standard IDEA on-boarding	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	8/15/13	9/10/13	Complete: 9/10/13		Training delivered by CIS as part of contract with IDEA.		
15.3.9	<i>Deliverable: Contract between Communities in Schools and IDEA Public Schools</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	8/10/13	8/10/13	Complete: 8/10/13				
15.3.10	<i>Deliverable: List/Roster of Communities in Schools Coordinators by campus</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/1/13	9/1/13	Complete: 9/1/13				
15.3.11	<i>Deliverable: Memo to key stakeholders with updates regarding year 2 implementation</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	8/25/13	8/25/13	Complete: 8/25/13				
15.3.12	<i>Milestone: All new personnel are trained and working on campuses by start of SY '13-14</i>	Phillip Garza, Senior Director of College and Alumni Success	9/10/13	9/10/13	Complete: 9/10/13				
15.4	Develop needs assessment for IDEA students and parents to identify significant non-academic needs for future community partnerships to address	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/1/13	5/1/14	In Progress	On-Track	The goal of the needs assessment is to identify non-academic barriers to student achievement that can be addressed by partnerships with community-based service providers.		
15.4.1	Collect exemplars of needs assessments completed from both internal (e.g. IDEA leadership and staff) and external (e.g. consultants and peers) partners	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/1/13	11/15/13	Complete: 11/15/13				
15.4.2	Develop RFP for needs assessment based on exemplars collected	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/15/13	12/1/03	In Progress	On-Track			
15.4.3	Solicit RFPs from third party vendors to create the needs assessment to implement at all 28 participating campuses	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	12/1/13	1/15/14	In Progress	On-Track			
15.4.4	Create a rubric for evaluating RFP submissions	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	12/1/13	12/15/13	Not Begun				
15.4.5	Review RFP submissions and evaluate per rubric	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	1/15/14	2/10/14	Not Begun				
15.4.6	Execute contract with selected vendor	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	2/10/14	3/1/14	Not Begun				
15.4.7	Provide vendor with relevant data and background information to support development of an IDEA-specific needs assessment	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	3/1/14	3/15/14	Not Begun				
15.4.8	Participate in feedback sessions with third party vendor throughout development of needs assessment to provide input and guidance around content and execution	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	3/1/14	4/1/14	Not Begun				
15.4.9	Develop needs assessment execution plan in partnership with vendor	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	4/1/14	5/1/14	Not Begun		The College and Alumni Success Team will solicit input from campus leaders and academic counselors around potential processes for executing the needs assessment.		
15.4.10	<i>Deliverable: RFP for needs assessment</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	12/1/13	12/1/13	Not Begun				Table 4-1 Budget 15 Contractual
15.4.11	<i>Deliverable: Contract for needs assessment development</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	3/1/14	3/1/14	Not Begun				
15.4.12	<i>Deliverable: Finalized needs assessment and execution plan</i>	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	4/1/14	4/1/14	Not Begun				

15.4.13	Milestone: Needs assessment prepared for execution at all 28 participating campuses	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	5/1/14	5/1/14	Not Begun			
15.5	Secure personnel to oversee Community Partnerships	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	4/1/14	5/31/14	Complete	Ahead of schedule		
15.5.1	Develop job description for the Regional Community Partnerships Coordinator role	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	4/1/14	4/15/14	Complete: 10/1/13			
15.5.2	Solicit feedback on the job description from key members of the Schools Team	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	4/1/14	4/15/14	Complete: 10/10/13			
15.5.3	Post job description on IDEA intranet and partner organization websites	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	4/15/14	4/20/14	Complete: 10/15/13			
15.5.4	Deliverable: List of candidates to interview	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	5/10/14	5/10/14	Complete: 11/1/13			
15.5.5	Interview best candidates	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	4/21/14	5/10/14	Complete: 11/15/13			
15.5.6	Hire Regional Community Partnerships Coordinator	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	5/10/14	5/31/14	Complete: 11/20/13			See activity 15.3 for budget reference
15.5.7	Deliverable: Regional Community Partnerships Coordinator job description	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	4/15/14	4/15/14	Complete: 10/10/13			
15.5.8	Milestone: Personnel secured to effectively oversee partnerships with community-based service providers	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	5/31/14	5/31/14	Complete: 11/20/13			
15.6	Administer needs assessment	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	4/1/14	5/15/14	Not Begun			
15.6.1	Prepare and execute communication (e.g., memos, PowerPoint presentations) to key campus-based stakeholders (principals, assistant principals, academic counselors) regarding implementation of needs assessment and expectations for specific stakeholders	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	4/1/14	4/15/14	Not Begun			
15.6.2	Implement needs assessment execution plan at all 28 participating campuses	Principals, Assistant Principals, Academic Counselors	4/15/14	5/15/14	Not Begun	The needs assessment will be executed at all 28 participating campuses. Campus-specific services will be determined in Activity 15.9.		
15.6.3	Deliverable: Communication to key stakeholders	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	4/15/14	4/15/14	Not Begun			
15.6.4	Milestone: Needs assessment executed at all 28 participating campuses	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	5/15/14	5/15/14	Not Begun			
15.7	Collect and analyze needs assessment results	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	5/15/14	6/30/14	Not Begun			
15.7.1	Collect and organize completed needs assessment (at each campus)	Principals, Assistant Principals, Academic Counselors	5/15/14	5/20/14	Not Begun			
15.7.2	Develop analysis plan, including identification of key trends, and division of responsibilities in partnership with needs assessment vendor	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	5/15/14	5/25/14	Not Begun			
15.7.3	Execute analysis plan	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	5/25/14	6/10/14	Not Begun			
15.7.4	Prepare findings for presentation prepare findings (trends/themes, recommendations around high-priority needs) for presentation to key IDEA stakeholders (chiefs team, Schools Team, Academic Services Team, and others)	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	6/10/14	6/20/14	Not Begun			
15.7.5	Solicit feedback from IDEA stakeholders regarding high-priority needs	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	6/20/14	6/30/14	Not Begun			
15.7.6	Deliverable: Findings presented to IDEA stakeholders	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	6/20/14	6/20/14	Not Begun			
15.7.7	Deliverable: Analysis of stakeholder feedback regarding high-priority needs	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	6/30/14	6/30/14	Not Begun			
15.7.8	Deliverable: Report on needs and high-priority needs, district-wide and per participating campus	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	6/30/14	6/30/14	Not Begun			
15.7.9	Milestone: Shared understanding of student and parent non-academic needs	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	6/30/14	6/30/14	Not Begun			
15.8	Research potential community service providers to address identified needs	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/1/14	8/25/14	Not Begun			Table 4-1 Budget 15 Personnel and Fringe Benefits (updated to reflect amendments to Personnel; see Table 4-1 for explanation)
15.8.1	Meet with current partners to generate leads/connections to potential new partners	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/1/14	7/30/14	Not Begun			(Continued from previous row) Table 4-1 Budget 15 Travel
15.8.2	Solicit partnership recommendations from IDEA Public Schools personnel and Board of Directors	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/1/14	7/30/14	Not Begun			
15.8.3	Prioritize list of partnership leads based on services provided and relevance to IDEA Public School's needs as identified in the needs assessment survey	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/15/14	8/5/14	Not Begun			

15.8.4	Meet with potential partners, attain collateral or other educational materials to learn about services, outcomes, impact, and key potential partnership areas	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/15/14	8/25/14	Not Begun		Throughout this process, the College and Alumni Success Team will prioritize partners for collaboration based on services provided, IDEA Public Schools' needs, potential for strong collaboration, alignment to IDEA Public Schools core beliefs, and performance data.	
15.8.5	<i>Deliverable: List of potential community-based partner organizations and key information for each per 15.7.4</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	8/5/14	8/5/14	Not Begun			
15.8.6	<i>Milestone: Robust library of resources on potential community partner organizations</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	8/25/14	8/25/14	Not Begun			
15.9	Expand partnerships with community-based service providers based on needs assessment results	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	8/25/14	10/31/14	Not Begun			
15.9.1	Create list of proposed partnerships with community-service providers per evidence collected in 15.7	Phillip Garza, Senior Director of College and Alumni Success	8/25/14	9/1/14	Not Begun			
15.9.2	Share list of proposed partnerships with key IDEA stakeholders (Schools Team members, campus leaders, and academic counselors) and gather feedback	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/1/14	9/15/14	Not Begun			
15.9.3	Use feedback from IDEA stakeholders to finalize targeted partnerships list, district-wide and per campus	Phillip Garza, Senior Director of College and Alumni Success	9/15/14	9/20/14	Not Begun			
15.9.4	Communicate with potential partners and conduct contract preparation meetings	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/20/14	10/1/14	Not Begun			
15.9.5	Execute necessary data collection and other tasks to finalize contracts with each selected provider	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	10/1/14	10/15/14	Not Begun			
15.9.6	Secure signed contracts with each selected provider	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	10/15/14	10/31/14	Not Begun		IDEA will secure contracts by following the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. This will likely not involve an RFP process since providers will be selected based on the extensive research conducted in activity 15.8. In addition, there may not be a sufficient number of providers in the Rio Grande Valley to necessitate an RFP; some providers may be identified as sole or single source.	Table 4-1 Budget 15 Contractual
15.9.7	<i>Deliverable: Signed contracts with new community-based service providers</i>	Phillip Garza, Senior Director of College and Alumni Success	10/31/14	10/31/14	Not Begun			
15.9.8	<i>Milestone: New partnerships secured for SY '14-15 execution at participating campuses</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	10/31/14	10/31/14	Not Begun			
15.10	Develop school level implementation plan (SLIP) for each participating campus and community-based service provider	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	8/25/14	11/15/14	Not Begun			
15.10.1	In the lead-up to the academic year, the College and Alumni Success Team and campus-based leaders will determine programming for students based on need	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	8/25/14	10/31/14	Not Begun			
15.10.2	Meet with each community partner to share campus needs and discuss potential strategies to address those needs	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	8/25/14	10/31/14	Not Begun			
15.10.3	Meet with each partner to create a plan (SLIP) for each campus they are supporting, including Communities in Schools for year 2	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	8/25/14	11/15/14	Not Begun			
15.10.4	Execute feedback loop to develop and finalize each campus' SLIP for SY '14-15, including goals for staff, students and parents, as applicable	Community Partner	9/15/14	11/15/14	Not Begun			
15.10.5	Communicate details of SLIP to campus leaders and any other relevant IDEA staff via conference call or in-person meeting prior to the start of the school year	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/15/14	11/15/14	Not Begun			
15.10.6	<i>Deliverable: SLIP for each partner organization to guide delivery of appropriate programming based on student and parent needs</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/15/14	11/15/14	Not Begun			
15.10.7	<i>Milestone: SLIP in place to guide implementation SY '14-15</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/15/14	11/15/14	Not Begun			
15.11	Launch community partnerships at participating campuses	Phillip Garza, Senior Director of College and Alumni Success, Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/15/14	11/15/14	Not Begun		Timeline for implementing partnerships depends on type of services provided, execution of contract and other partnership-specific variables.	
15.11.1	Support service provider partner organizations and school staff to and through launch of programming in SY '14-15 by facilitating communication and collection of necessary resources, data, etc.	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/15/14	11/15/14	Not Begun			
15.11.2	Create communication tools (e.g., year-at-a-glance, norms or implementation trackers) as needed to support campus-based staff	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/15/14	11/15/14	Not Begun			
15.11.3	<i>Deliverable: Communication tools</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/15/14	11/15/14	Not Begun			
15.11.4	<i>Milestone: Successful launch of new services at participating campuses</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/15/14	11/15/14	Not Begun			
15.12	Evaluate effectiveness of community partnership services	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/15/14	5/15/15	Not Begun			
15.12.1	Source evaluation tools from other RTT-D projects	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/15/14	12/15/14	Not Begun		The creation of our evaluation process will be informed by three things: (1) the value added made available by the partner (2) defined benchmarks for exceeding expectations, meeting expectations, and not meeting expectations and (3) quantitative and qualitative tools to help us determine effective of partnership, meaning the partners value add to student academic performance and well-being. In the end this will likely look like a menu of evaluation tools, rubrics, surveys for staff members that directly work with partners, surveys of parents, metrics the partner shares, and capture of student academic achievement growth, increased attendance, increased student retention, minimizing discipline referrals, etc.	
15.12.2	Source evaluation tools from IDEA's Schools and Academic Services Teams	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/15/14	12/15/14	Not Begun			
15.12.3	Meet with IDEA's Data and Research Team to create vision and plan for RTT-D Project 15 assessment tools	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/15/14	1/15/15	Not Begun			
15.12.4	Launch execution of this plan to create assessment materials, including the qualitative elements (e.g. rubrics and surveys; interviews with students, parents and staff) and the quantitative elements (e.g. performance against metrics)	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	1/15/15	1/25/15	Not Begun		This task will define the data that IDEA will track to determine programming effectiveness.	

15.12.5	Share beta version of tools with IDEA leadership, Academic Services and Schools teams	Phillip Garza, Senior Director of College and Alumni Success	1/25/15	2/15/15	Not Begun			
15.12.6	Solicit feedback on beta version of tools from IDEA leadership, Academic Services and Schools teams	Phillip Garza, Senior Director of College and Alumni Success	1/25/15	2/15/15	Not Begun			
15.12.7	Revise assessment tools plan using feedback from IDEA staff	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	2/15/15	3/1/15	Not Begun			
15.12.8	Finalize evaluation tools for SY '14-15	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	3/1/15	3/10/15	Not Begun			
15.12.9	Execute assessment plan using SY '14-15 data	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	3/10/15	5/1/15	Not Begun			
15.12.10	Use data to determine which partners met and exceeded expectations, which partners did not meet expectations per goals set in each provider's SLIP (see 15.9.4)	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	3/10/15	5/1/15	Not Begun			
15.12.11	Use the analysis in 15.11.10 to create a list of high-impact, mid-impact, and low-impact partners	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	5/1/15	5/15/15	Not Begun			
15.12.12	<i>Deliverable: Program evaluation tools</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	3/10/15	3/10/15	Not Begun			
15.12.13	<i>Deliverable: Evaluation data for services offered SY '14-15</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	5/1/15	5/1/15	Not Begun			
15.12.14	<i>Milestone: Evaluation of each partner and the effectiveness of services offered to address key non-academic parent and student needs</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	5/15/15	5/15/15	Not Begun			
15.13	Scale successful partnerships to other campuses where appropriate (expand to other college prep campuses) for year 3 (SY '15-16)	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	6/1/15	8/1/15	Not Begun			Table 4-1 Budget 15 Personnel and Fringe Benefits (updated to reflect amendments to Personnel); see Table 4-1 for explanation)
15.13.1	After evaluating each partner, we will identify those we will sustain, and those we will terminate, for implementation in year 3 (SY '15-16); these decisions will be based on a synthesis of quality of execution and data	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	6/1/15	7/1/15	Not Begun			(Continued from previous row) Table 4-1 Budget 15 Travel
15.13.2	Create a "scale up" plan for each sustained partner so that they can broaden their scope of influence in year 3	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	6/20/15	7/15/15	Not Begun		Solicit input from IDEA leaders on the Schools Team as well as from campus principals.	
15.13.3	Execute scale up plan across the network in the Rio Grande Valley and central Texas	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/15/15	8/1/15	Not Begun			
15.13.4	Create communication tools (e.g., memos, presentations) to inform IDEA stakeholders of (dis)continued partnerships in SY '15-16	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/15/15	7/25/15	Not Begun			
15.13.5	<i>Deliverable: Scale up plan</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/15/15	7/15/15	Not Begun			
15.13.6	<i>Deliverable: Corresponding communication tools</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/25/15	7/25/15	Not Begun			
15.13.7	<i>Milestone: Scaled up high-impact partnership across IDEA Public Schools in the Rio Grande Valley and San Antonio</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	8/1/15	8/1/15	Not Begun			
15.14	Work with IDEA's Data and Research Team and IT Team to develop a web-based interactive dashboard to monitor and evaluate impact	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	6/1/15	9/1/15	Not Begun		Development of the data tracking tool.	
15.14.1	Determine data needs that will help drive implementation throughout the project, specifically redirection during the year, and assessment at the end of the year	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	6/1/15	6/15/15	Not Begun			
15.14.2	Attain a vision document and plan from relevant teams (Data and Research; IT) to ensure alignment as well as communicate a feasible deliverable and timeline	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	6/15/15	7/10/15	Not Begun			
15.14.3	Share draft plan with IDEA Headquarters leadership and campus leadership for feedback	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/10/15	7/20/15	Not Begun			
15.14.4	Read through feedback, cull out themes, and apply feedback from IDEA leadership and campuses	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/20/15	7/30/15	Not Begun			
15.14.5	Apply feedback to dashboards	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/30/15	8/15/15	Not Begun			
15.14.6	Finalize dashboard template	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	8/15/15	8/25/15	Not Begun			
15.14.7	Initiate execution of dashboard-creation-plan from tech	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	8/25/15	9/1/15	Not Begun			
15.14.8	<i>Deliverable: Vision and execution plan for building the data systems and dashboard for Project 15</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/1/15	9/1/15	Not Begun			
15.14.9	<i>Milestone: Plan for data and dashboard tools to manage the project, problem solve and redirect throughout execution as well as evaluate at the end of the 2014-2015 and 2015-2016 school years</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/1/15	9/1/15	Not Begun			
15.15	Execute web-based dashboard work plan	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/1/15	11/15/15	Not Begun			
15.15.1	Manage the execution of the vision document details and project plan so that preliminary, beta and final tools are created, revised, refined and finalized	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/1/15	10/1/15	Not Begun			
15.15.2	Create communication plan for all stakeholders on the dashboard structure and use	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/1/15	10/1/15	Not Begun			
15.15.3	Solicit feedback on communication plan for all stakeholders on the dashboard structure and use	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	10/1/15	10/15/15	Not Begun			
15.15.4	Implement feedback and finalize communication plan for all stakeholders on the dashboard structure and use	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	10/15/15	10/30/15	Not Begun			
15.15.5	<i>Deliverable: Communication plan for all stakeholders on the dashboard structure and use</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	10/30/15	10/30/15	Not Begun			
15.15.6	Execute communication plan for all stakeholders on the dashboard structure and use	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/1/15	11/15/15	Not Begun			

15.15.7	<i>Deliverable: Comprehensive dashboard IDEA Public Schools will use to drive actions during the year and evaluate at the end of year 3 and 4</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	10/1/15	10/1/15	Not Begun			
15.15.8	<i>Milestone: Data and dashboard tools in place to manage the project, problem solve and redirect throughout execution as well as evaluate at the end of the 2014-2015 and 2015-2016 school years</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/15/15	11/15/15	Not Begun			
15.16	Launch partnerships with all high-impact providers in year 4 (SY '15-16)	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/1/15	10/15/15	Not Begun		Time frame refers to launch phase; project will be year-long.	
15.16.1	Confirm partnership with all high impact providers for year 4 based on data and feedback collected during year 3	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/1/15	8/1/15	Not Begun			
15.16.2	Create contracts with high impact providers for year 4	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/1/15	8/15/15	Not Begun			
15.16.3	Finalize contracts with high impact providers for year 4	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/1/15	9/15/15	Not Begun		IDEA will secure contracts by following the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36. This will likely not involve an RFP process since providers will be selected based on the extensive research conducted in activity 15.8. In addition, there may not be a sufficient number of providers in the Rio Grande Valley to necessitate an RFP; some providers may be identified as sole or single source.	
15.16.4	Sign contracts with high impact providers for year 4	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/1/15	9/25/15	Not Begun			Table 4-1 Budget 15 Contractual
15.16.5	<i>Deliverable: Signed contracts with community-based service providers</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/25/15	9/25/15	Not Begun			
15.16.6	Update communication deliverables to include changes, innovations and updates to all high impact providers in year 4	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/1/15	10/1/15	Not Begun			
15.16.7	Inform key stakeholders, e.g. principals, VPs of schools, academic counselors, etc. of partnership updates, and details regarding year 4 services during beginning of the year professional development, or first year's principal call	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/1/15	10/15/15	Not Begun			
15.16.8	Re-select or select CIS coordinators for each campus	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/15/15	8/15/15	Not Begun			
15.16.9	<i>Deliverable: Signed contract for year two between Communities in Schools and IDEA Public Schools</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	8/15/15	8/15/15	Not Begun			
15.16.10	<i>Deliverable: Memo to key stakeholders with updates regarding year 4</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	10/15/15	10/15/15	Not Begun			
15.16.11	<i>Milestone: Implementation of high-impact services at all participating campuses</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	10/15/15	10/15/15	Not Begun			
15.17	Sustain partnerships with all high impact providers in year 4 (fall SY '16-17)	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/1/16	10/15/16	Not Begun			
15.17.1	Confirm partnership with all high impact providers for year 4 (fall SY '16-17) based on data and feedback collected during year 3	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/1/16	8/1/16	Not Begun			
15.17.2	Create contracts with all high impact providers for year 4 (fall SY '16-17)	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/1/16	8/15/16	Not Begun			
15.17.3	Finalize contracts with all high impact providers for year 4 (fall SY '16-17)	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/1/16	9/15/16	Not Begun			
15.17.4	Sign contracts with all high impact providers for year 4 (fall SY '16-17)	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/1/16	9/25/16	Not Begun			Table 4-1 Budget 15 Contractual
15.17.5	<i>Deliverable: Signed contracts with community-based service providers</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/25/16	9/25/16	Not Begun			
15.17.6	Draft updated deliverables to communication changes, innovations and updates to Communities In Schools Partnership in year 4 (fall SY '16-17)	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/1/16	10/1/16	Not Begun			
15.17.7	Inform key stakeholders, e.g. principals, VPs of schools, academic counselors, etc. of partnership updates, and details regarding year 4 (fall SY '16-17) services during beginning of the year professional development, or first year's principal call	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	9/1/16	10/15/16	Not Begun			
15.17.8	Re-select or select CIS coordinators for each campus	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	7/15/16	8/15/16	Not Begun			
15.17.9	<i>Deliverable: Memo to key stakeholders with updates regarding year 4(fall SY '16-17)</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	10/15/16	10/15/16	Not Begun			
15.17.10	<i>Milestone: Implementation of high-impact services at all participating campuses</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	10/15/16	10/15/16	Not Begun			
15.18	Project evaluation and post grant planning	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	10/1/16	12/26/16	Not Begun			
15.18.1	Develop framework (guiding questions, norms, objectives) for the Project 15 Evaluation Task Force	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	10/1/16	10/10/16	Not Begun		Members of the Task Force will include representatives from the Schools and Academic Services Teams, as well as campus-based leaders and staff.	
15.18.2	Convene the Task Force to work through the framework to evaluate Project 15, drawing on data in the dashboard created in 15.14	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	10/10/16	11/1/16	Not Begun			
15.18.3	Flesh out the Task Force's findings to develop the Project 15 End of Grant Report	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/1/16	11/10/16	Not Begun			
15.18.4	<i>Deliverable: Project 15 End of Grant Report</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/10/16	11/10/16	Not Begun			
15.18.5	Communicate key findings of the End of Grant Report to key IDEA stakeholders	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/10/16	11/20/16	Not Begun			
15.18.6	<i>Deliverable: Communication pieces</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/20/16	11/20/16	Not Begun			
15.18.7	Develop the post-grant implementation plan based on the report's findings	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	11/20/16	12/1/16	Not Begun			
15.18.8	<i>Deliverable: Draft Post-Grant Implementation Plan</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	12/1/16	12/1/16	Not Begun			
15.18.9	Solicit feedback on the Post-Grant Implementation Plan from key IDEA leaders	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	12/1/16	12/15/16	Not Begun			
15.18.10	Refine the Post-Grant Implementation Plan based on feedback	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	12/15/16	12/26/16	Not Begun			

15.18.11	<i>Deliverable: Finalized Post-Grant Implementation Plan</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	12/26/16	12/26/16	Not Begun			
15.18.12	<i>Milestone: Shared understanding of the impact of high-impact community-based partnerships on student outcomes</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	12/26/16	12/26/16	Not Begun			
15.18.13	<i>Milestone: Plan for on-going implementation in place</i>	Lisa Cavazos, Director Student Advocacy, Parent & Community Engagement	12/26/16	12/26/16	Not Begun			

Grantee Name: IDEA Public Schools									
Project #16 Grant Management and Evaluation									
Project Goals/Desired Outcomes: IDEA's Race to the Top-District grant is effectively managed, well executed, and within budget to achieve desired goals of increased individualized learning and student achievement.									
Narrative: IDEA will ensure through 16 well-managed projects that students, teachers and leaders are implementing projects with fidelity.									
Key Performance Measures: Adhering to timelines and budgets of all 16 projects, and evaluating RTT-D projects to ensure successful execution and maximization of impact.									
Cross-reference to other projects: All- this project manages the overall progress of all 17 projects.									
Activities for Project 16									
Item	Activities, Tasks, Milestones, and Deliverables	Key Personnel	Start Date (mm/dd/yy)	End Date (mm/dd/yy)	Status Choose: Not Begun, In Progress, or Complete: mm/dd/yy	In Progress Status Choose: Ahead; On-track; Off-track; Immediate attn reqd	Notes	Dependent Activities (in other projects)	Budget Reference
16	<i>Project 16: Grant Management</i>	<i>Dolores Gonzalez, Chief Program Officer</i>	1/30/13	12/26/16	<i>In Progress</i>	<i>On-Track</i>			
16.1	Secure RTT-D Grant Manager	Dolores Gonzalez, Chief Program Officer	1/30/13	9/1/13	Complete: 9/1/13				Table 4-1 Budget 16 Personnel and Fringe Benefits Table 4-1 Budget 16 Supplies
16.1.1	Create job description for RTT-D Grant Manager	Dolores Gonzalez, Chief Program Officer	1/30/13	1/30/13	Complete: 1/30/13				
16.1.5	<i>Deliverable: Job description for RTT-D Grant Manager</i>	Dolores Gonzalez, Chief Program Officer & Pablo Mejia, Director of Individualized Learning	9/1/13	9/1/13	Complete: 9/1/13				
16.1.3	Interview candidates for RTT-D Grant Manager	Dolores Gonzalez, Chief Program Officer, Pablo Mejia, Director of Individualized Learning	1/15/13	5/1/13	Complete: 5/1/13				
16.1.4	Hire RTT-D Grant Manager (to replace interim RTT-D Project Manager)	Dolores Gonzalez, Chief Program Officer & Pablo Mejia, Director of Individualized Learning	1/15/13	5/1/13	Complete: 5/1/13				
16.1.6	<i>Milestone: Leadership for RTT-D Grant in place</i>	Dolores Gonzalez, Chief Program Officer & Pablo Mejia, Director of Individualized Learning	5/1/13	5/1/13	Complete: 5/1/13				

16.2	Secure RTT-D Assistant	Dolores Gonzalez, Chief Program Officer, Pablo Mejia, Director of Individualized Learning, Emily Pyeatt, RTT-D Manager	8/1/13	2/28/14	In Progress	On-Track		Table 4-1 Budget 16 Personnel and Fringe Benefits
16.2.1	Create job description for RTT-D Assistant	Emily Pyeatt, RTT-D Grant Manager	8/1/13	9/1/13	Complete: 9/1/13		The RTT-D Assistant position will be hired Spring '14.	
16.2.2	<i>Deliverable: Job description for RTT-D Assistant</i>	Emily Pyeatt, RTT-D Grant Manager	9/1/13	9/1/13	Complete: 9/1/13		The RTT-D Assistant will provide essential administrative support to the Grant Manager, including in the areas of scheduling, document production, and data collection.	
16.2.3	Interview candidates for RTT-D Assistant	Emily Pyeatt, RTT-D Grant Manager	12/1/13	1/31/14	In Progress	On-Track		
16.2.4	Hire RTT-D Assistant	Emily Pyeatt, RTT-D Grant Manager	1/31/14	2/28/14	Not Begun			
16.2.5	<i>Milestone: Administrative support in place to ensure effective and efficient grant management</i>	Emily Pyeatt, RTT-D Grant Manager	2/28/14	2/28/14	Not Begun			
16.3	Ensuring effective, consistent communication with RTT-D Stakeholders, SY '13-14 (year 2)	Dolores Gonzalez, Chief Program Officer, Pablo Mejia, Director of Individualized Learning, Emily Pyeatt, RTT-D Manager	8/25/13	6/5/14	In Progress	On-Track	Timeline for monitoring and reporting reflects proposed start of Year 2 spending on July 1, 2013 (see Grant Years Amendment Request). Bellwether Education Partners will provide IDEA with on-going strategic and technical assistance regarding grant implementation and engagement with key stakeholders throughout years 2-4. Bellwether leaders provide guidance around change management, development of personalized learning strategies, and connections to key resources.	Table 4-1 Budget 16 Contractual
16.3.1	Conduct regular (monthly) RTT-D Project Manager Meetings with Project Leads to assess progress toward goals and identify tactics to accelerate goal attainment	Pablo Mejia, Director of Individualized Learning, Emily Pyeatt, RTT-D Manager	8/25/13	10/25/13	Complete: 10/25/13		Agenda items will be informed by the project's scope of work and the Project Lead's individualized data tracking system that examines key performance and implementation effectiveness measures.	Table 4-1 Budget 16 Supplies
16.3.2	<i>Deliverable: RTT-D Project Manager Monthly Meeting minutes, including clearly identified next steps for each participant</i>	Emily Pyeatt, RTT-D Manager	10/25/13	10/25/13	Complete: 10/25/13			
16.3.3	Conduct quarterly information-sharing exchanges regarding RTT-D projects and overall personalized learning approach with external stakeholders, including colleagues in the field, other school districts, advocates, and thought leaders via convenings hosted by the Department of Education and other national stakeholders and the online RTT-D grantee community	Emily Pyeatt, RTT-D Manager	8/25/13	10/25/13	Complete: 10/25/13			
16.3.4	<i>Deliverable: Key communication pieces for external stakeholders, including background and implementation information on specific RRT-D projects</i>	Emily Pyeatt, RTT-D Manager	10/25/13	10/25/13	Complete: 10/25/13			
16.3.5	Conduct regular (monthly) RTT-D Project Manager Meetings with Project Leads to assess progress toward goals and identify tactics to accelerate goal attainment	Emily Pyeatt, RTT-D Manager	10/26/13	1/17/14	In Progress	On-Track		
16.3.6	<i>Deliverable: RTT-D Project Manager Monthly Meeting minutes, including clearly identified next steps for each participant</i>	Emily Pyeatt, RTT-D Manager	1/17/14	1/17/14	Not Begun			
16.3.7	Develop the RTT-D Advisory Council engagement plan, drawing on input from key stakeholders including IDEA Chiefs	Emily Pyeatt, RTT-D Manager	12/1/13	1/15/14	Not Begun		Members of the Advisory Council will include IDEA students, parents, Board members, funders, and members of the broader community.	Table 4-1 Budget 16 Supplies, including document production, meeting space and other items necessary to host an effective stakeholder convening. Note: The Project 16 SOW does not include execution of focus group meetings because those will be led by campuses, with the RTT-D Leadership Team providing support as needed.
16.3.8	Recruit members for the RTT-D Advisory Council	Emily Pyeatt, RTT-D Manager	1/15/14	2/28/14	Not Begun			

16.3.9	<i>Deliverable: Plan for launch of the RTT-D Advisory Council, including mission, key activities, and meeting cadence</i>	Emily Pyeatt, RTT-D Manager	1/15/14	1/15/14	Not Begun			
16.3.10	<i>Deliverable: List of Advisory Council members</i>	Emily Pyeatt, RTT-D Manager	2/28/14	2/28/14	Not Begun			
16.3.11	Conduct quarterly information-sharing exchanges regarding RTT-D projects and overall personalized learning approach with external stakeholders, including colleagues in the field, other school districts, advocates, and thought leaders via convenings hosted by the Department of Education and other national stakeholders and the online RTT-D grantee community	Emily Pyeatt, RTT-D Manager	10/26/13	1/17/14	Not Begun			
16.3.12	<i>Deliverable: Key communication pieces for external stakeholders, including background and implementation information on specific RRT-D projects</i>	Emily Pyeatt, RTT-D Manager	1/17/14	1/17/14	Not Begun			
16.3.13	Conduct regular (monthly) RTT-D Project Manager Meetings with Project Leads to assess progress toward goals and identify tactics to accelerate goal attainment	Emily Pyeatt, RTT-D Manager	1/18/14	3/25/14	Not Begun			
16.3.14	<i>Deliverable: RTT-D Project Manager Monthly Meeting minutes, including clearly identified next steps for each participant</i>	Emily Pyeatt, RTT-D Manager	3/25/14	3/25/14	Not Begun			
16.3.15	Host quarterly meeting of the RTT-D Advisory Council	Emily Pyeatt, RTT-D Manager	3/25/14	6/5/14	Not Begun			
16.3.16	<i>Deliverable: RTT-D Advisory Council meeting minutes</i>	Emily Pyeatt, RTT-D Manager	6/5/14	6/5/14	Not Begun			
16.3.17	Conduct quarterly information-sharing exchanges regarding RTT-D projects and overall personalized learning approach with external stakeholders, including colleagues in the field, other school districts, advocates, and thought leaders via convenings hosted by the Department of Education and other national stakeholders and the online RTT-D grantee community	Emily Pyeatt, RTT-D Manager	1/18/14	3/25/14	Not Begun			
16.3.18	<i>Deliverable: Key communication pieces for external stakeholders, including background and implementation information on specific RRT-D projects</i>	Emily Pyeatt, RTT-D Manager	3/25/14	3/25/14	Not Begun			
16.3.19	Conduct regular (monthly) RTT-D Project Manager Meetings with Project Leads to assess progress toward goals and identify tactics to accelerate goal attainment	Emily Pyeatt, RTT-D Manager	3/26/14	6/5/14	Not Begun			
16.3.20	<i>Deliverable: RTT-D Project Manager Monthly Meeting minutes, including clearly identified next steps for each participant</i>	Emily Pyeatt, RTT-D Manager	6/5/14	6/5/14	Not Begun			
16.3.21	Conduct quarterly information-sharing exchanges regarding RTT-D projects and overall personalized learning approach with external stakeholders, including colleagues in the field, other school districts, advocates, and thought leaders via convenings hosted by the Department of Education and other national stakeholders and the online RTT-D grantee community	Emily Pyeatt, RTT-D Manager	3/26/14	6/5/14	Not Begun		Specific sub-tasks will be determined following launch of the online community of RTT-D grantees. Travel to national convenings (see next row) and participating IDEA campuses in San Antonio and Austin are not included as specific activities in this SOW, given that schedules have not been set for those activities. The SOW will be updated to reflect use of Travel funds per Table 4-1 Budget 16 as schedules become available.	Table 4-1 Budget 16 Travel
16.3.22	<i>Deliverable: Key communication pieces for external stakeholders, including background and implementation information on specific RRT-D projects</i>	Emily Pyeatt, RTT-D Manager	6/5/14	6/5/14	Not Begun			Table 4-1 Budget 16 Travel
16.3.23	<i>Milestone: Processes in place to ensure effective and timely communication with key RTT-D stakeholders</i>	Emily Pyeatt, RTT-D Manager	6/5/14	6/5/14	Not Begun			
16.4	Ensure accurate spending of RTT-D funds on a quarterly and yearly basis, SY '13-14 (year 2)	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	8/25/13	7/15/14	In Progress	On-Track	Quarterly budgeting and spending reports reflect the school year calendar, as this is when the bulk of funds will be spent. Beyond the quarters of the school year, the RTT-D Manager and Budget Director will monitor spending in the summer months as well through monthly spending reports and review meetings. Bellwether Education Partners will provide IDEA with on-going strategic and technical assistance regarding grant implementation and engagement with key stakeholders throughout years 2-4. Bellwether leaders provide guidance around change management, development of personalized learning strategies, and connections to key resources.	
16.4.1	Conduct regular (monthly) meetings between the RTT-D Manager and Business Team (made up of three key staff- Vice President of Finance, Budget Director and Grants Accountant) to review and forecast spending, and answer immediate questions regarding use of funds for all projects	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	8/25/13	10/25/13	Completed: 10/25/13			
16.4.2	<i>Deliverable: Monthly budgeting and spending report, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/25/13	10/25/13	Completed: 10/25/13		The next steps section of the monthly report will include communication tasks for RTT-D financial leadership team to inform key stakeholders of updates, submit requests for feedback, and identify other forms of advising that may be necessary.	
16.4.3	Conduct quarterly meetings with Project Leads, RTT-D Manager and Budget Director to review overall and year-to-date spending per project	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	8/25/13	10/25/13	Completed: 10/25/13			
16.4.4	<i>Deliverable: Quarterly spending report per project, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/25/13	10/25/13	Completed: 10/25/13			

16.4.5	Conduct regular (monthly) meetings between the RTT-D Manager and Business Team (made up of three key staff- Vice President of Finance, Budget Director and Grants Accountant) to review and forecast spending, and answer immediate questions regarding use of funds for all projects	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/26/13	1/17/14	In Progress	On-Track		
16.4.6	<i>Deliverable: Monthly budgeting and spending report, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	1/17/14	1/17/14	Not Begun			
16.4.7	Conduct quarterly meetings with Project Leads, RTT-D Manager and Budget Director to review overall and year-to-date spending per project	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/26/13	1/17/14	Not Begun			
16.4.8	<i>Deliverable: Quarterly spending report per project, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	1/17/14	1/17/14	Not Begun			
16.4.9	Conduct regular (monthly) meetings between the RTT-D Manager and Business Team (made up of three key staff- Vice President of Finance, Budget Director and Grants Accountant) to review and forecast spending, and answer immediate questions regarding use of funds for all projects	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	1/18/14	3/25/14	Not Begun			
16.4.10	<i>Deliverable: Monthly budgeting and spending report, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	3/25/14	3/25/14	Not Begun			
16.4.11	Conduct quarterly meetings with Project Leads, RTT-D Manager and Budget Director to review overall and year-to-date spending per project	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	1/18/14	3/25/14	Not Begun			
16.4.12	<i>Deliverable: Quarterly spending report per project, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	3/25/14	3/25/14	Not Begun			
16.4.13	Conduct regular (monthly) meetings between the RTT-D Manager and Business Team (made up of three key staff- Vice President of Finance, Budget Director and Grants Accountant) to review and forecast spending, and answer immediate questions regarding use of funds for all projects	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	3/26/14	6/5/14	Not Begun			
16.4.14	<i>Deliverable: Monthly budgeting and spending report, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	6/5/14	6/5/14	Not Begun			
16.4.15	Conduct quarterly meetings with Project Leads, RTT-D Manager and Budget Director to review overall and year-to-date spending per project	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	3/26/14	6/5/14	Not Begun			
16.4.16	<i>Deliverable: Quarterly spending report per project, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	6/5/14	6/5/14	Not Begun			
16.4.17	Develop yearly RTT-D financial report, including expenditure of funds and budgets for the following year	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	6/5/14	6/30/14	Not Begun			
16.4.18	<i>Deliverable: RTT-D Financial Report, SY '13-14 (year 2)</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	6/30/14	6/30/14	Not Begun			
16.4.19	Distribute report to internal stakeholders and the Department of Education	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	6/30/14	7/15/14	Not Begun		Report due dates subject to change per the Department of Education.	
16.4.20	<i>Milestone: Processes in place to ensure accurate budgeting and spending according to federal regulations and IDEA's financial policies</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	7/15/14	7/15/14	Not Begun			
16.5	Yearly monitoring and evaluation of RTT-D impact and planning for improved implementation, SY '13-14 (year 2)	Emily Pyeatt, RTT-D Manager	8/25/13	9/10/14	In Progress	On-Track		
16.5.1	Conduct regular (bi-weekly) RTT-D Leadership Team meetings, focusing on implementation deliverables and milestones	Emily Pyeatt, RTT-D Manager	8/25/13	10/25/13	Complete: 10/25/13		Data reviewed will be sourced from IDEA's existing data management systems, which provide real-time information about student achievement. The RTT-D Leadership Team will analyze this data in conjunction with the execution of key project-specific activities.	
16.5.2	<i>Deliverable: RTT-D Leadership Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	10/25/13	10/25/13	Complete: 10/25/13			
16.5.3	Conduct regular (monthly) RTT-D Oversight Team meetings to analyze progress toward goals, forecast potential challenges, and build connections across projects to enhance collective impact	Emily Pyeatt, RTT-D Manager	8/25/13	10/25/13	Complete: 10/25/13		Participants include Chief Executive Officer, Chief Program Officer, Chief of Staff, Vice President of Information Technology, Director of Personalized Learning, Director of Software Development and other key staff dependent on content/expertise needed. The agenda items for each meeting will draw on content developed in the monthly RTT-D Manager/Project Lead meetings. The Manager will be responsible for bringing high-impact topics to the attention of the RTT-D Oversight Team.	
16.5.4	<i>Deliverable: RTT-D Oversight Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	10/25/13	10/25/13	Complete: 10/25/13			
16.5.5	Conduct regular (bi-weekly) RTT-D Leadership Team meetings, focusing on implementation deliverables and milestones	Emily Pyeatt, RTT-D Manager	10/26/13	1/17/14	In Progress	On-Track		

16.5.6	<i>Deliverable: RTT-D Leadership Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	1/17/14	1/17/14	Not Begun			
16.5.7	Conduct regular (monthly) RTT-D Oversight Team meetings to analyze progress toward goals, forecast potential challenges, and build connections across projects to enhance collective impact	Emily Pyeatt, RTT-D Manager	10/26/13	1/17/14	In Progress	On-Track		
16.5.8	<i>Deliverable: RTT-D Oversight Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	1/17/14	1/17/14	Not Begun			
16.5.9	Develop Mid-Year RTT-D Performance Report, including data on implementation and student achievement, as applicable	Emily Pyeatt, RTT-D Manager	12/1/13	1/17/14	Not Begun		The RTT-D Manager will solicit the input of key stakeholders, including the RTT-D Leadership Team and project leads, to develop the mid-year report. The mid-year report will include progress checks on key performance measures and data provided by project leads.	
16.5.10	<i>Deliverable: Mid-Year RTT-D Performance Report</i>	Emily Pyeatt, RTT-D Manager	1/17/14	1/17/14	Not Begun			
16.5.11	Communicate findings from Mid-Year RTT-D Performance Report to key stakeholders, including IDEA Chiefs and instructional leaders	Emily Pyeatt, RTT-D Manager	1/17/14	2/10/14	Not Begun			
16.5.12	<i>Deliverable: Key Mid-Year RTT-D Performance Report communication pieces</i>	Emily Pyeatt, RTT-D Manager	2/10/14	2/10/14	Not Begun			
16.5.13	Conduct regular (bi-weekly) RTT-D Leadership Team meetings, focusing on implementation deliverables and milestones	Emily Pyeatt, RTT-D Manager	1/18/14	3/25/14	Not Begun			
16.5.14	<i>Deliverable: RTT-D Leadership Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	3/25/14	3/25/14	Not Begun			
16.5.15	Conduct regular (monthly) RTT-D Oversight Team meetings to analyze progress toward goals, forecast potential challenges, and build connections across projects to enhance collective impact	Emily Pyeatt, RTT-D Manager	1/18/14	3/25/14	Not Begun			
16.5.16	<i>Deliverable: RTT-D Oversight Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	3/25/14	3/25/14	Not Begun			
16.5.17	Conduct regular (bi-weekly) RTT-D Leadership Team meetings, focusing on implementation deliverables and milestones	Emily Pyeatt, RTT-D Manager	3/26/14	6/4/14	Not Begun			
16.5.18	<i>Deliverable: RTT-D Leadership Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	6/4/14	6/4/14	Not Begun			
16.5.19	Conduct regular (monthly) RTT-D Oversight Team meetings to analyze progress toward goals, forecast potential challenges, and build connections across projects to enhance collective impact	Emily Pyeatt, RTT-D Manager	3/26/14	6/4/14	Not Begun			
16.5.20	<i>Deliverable: RTT-D Oversight Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	6/4/14	6/4/14	Not Begun			
16.5.21	Develop End of Year RTT-D Performance Report, including data on implementation and student achievement	Emily Pyeatt, RTT-D Manager	6/1/14	7/10/14	Not Begun		The End of Year RTT-D Performance Report will address outcomes across performance measures and attainment of yearly goals.	
16.5.22	<i>Deliverable: End of year RTT-D performance report</i>	Emily Pyeatt, RTT-D Manager	7/10/14	7/10/14	Not Begun			
16.5.23	Using data for the End of Year RTT-D Performance Report, create a reflection and refinement work plan to guide up to 3 work sessions with the RTT-D Leadership Team and key stakeholders as applicable, including project leads and IDEA Chiefs	Emily Pyeatt, RTT-D Manager	7/5/14	7/12/14	Not Begun			
16.5.24	<i>Deliverable: Reflection and Refinement Work Plan</i>	Emily Pyeatt, RTT-D Manager	7/12/14	7/12/14	Not Begun			
16.5.25	Convene the RTT-D Leadership Team and other key stakeholders to work through the Reflection and Refinement Work Plan	Emily Pyeatt, RTT-D Manager	7/12/14	7/25/14	Not Begun		These convenings will result in the identification of high-impact strategies for improving implementation and student achievement results in year 3.	
16.5.26	Develop the RTT-D Year 3 Improvement Plan using the findings from PREVIOUS	Emily Pyeatt, RTT-D Manager	7/23/14	8/1/14	Not Begun			
16.5.27	<i>Deliverable: RTT-D Year 3 Improvement Plan</i>	Emily Pyeatt, RTT-D Manager	8/1/14	8/1/14	Not Begun			
16.5.28	Communicate key findings from the End of Year RTT-D Performance Report and the Year 3 Improvement Plan to internal stakeholders	Emily Pyeatt, RTT-D Manager	8/1/14	8/15/14	Not Begun			
16.5.29	<i>Deliverable: Key communications pieces related to the End of Year Performance Report and the Year 3 Improvement Plan</i>	Emily Pyeatt, RTT-D Manager	8/15/14	8/15/14	Not Begun			
16.5.30	RTT-D Manager and project leads collaborate to update the scope of work and budget for each project based on the Year 3 Improvement Plan	Emily Pyeatt, RTT-D Manager	8/10/14	8/25/14	Not Begun			
16.5.31	<i>Deliverable: Amended scope of work and budget for each project</i>	Emily Pyeatt, RTT-D Manager	8/25/14	8/25/14	Not Begun			
16.5.32	Project Leads work with campus-based staff to update school level implementation plans (SLIP) as needed for each project to reflect the Year 3 Improvement Plan	Emily Pyeatt, RTT-D Manager	8/20/14	9/10/14	Not Begun			
16.5.33	<i>Deliverable: Year 3 SLIP for participating campuses</i>	Emily Pyeatt, RTT-D Manager	9/10/14	9/10/14	Not Begun			
16.5.34	<i>Milestone: Shared understanding of impact of RTT-D initiatives</i>	Emily Pyeatt, RTT-D Manager	9/10/14	9/10/14	Not Begun			
16.5.35	<i>Milestone: Revised implementation plans (scope of work and school level implementation plans) prepared to guide improved grant activities in year 3</i>	Emily Pyeatt, RTT-D Manager	9/10/14	9/10/14	Not Begun			
16.6	Launch evaluation of the impact of selected Race to the Top-District initiatives on student achievement (external evaluation)	Emily Pyeatt, RTT-D Manager	10/15/13	6/4/14	In Progress	On-Track		

16.6.1	Identify key initiatives/outcomes for external evaluation to address	Emily Pyeatt, RTT-D Manager	10/15/13	11/1/13	Complete: 11/1/13		Per IDEA's RTT-D application, Project 5- Reimagine Intervention and Project 6- Summer Institute for Credit Recovery and Acceleration, will be externally evaluated. In addition, IDEA has identified the following high-impact evaluation priorities: 1) study of the new reading approach in blended learning labs (project 3); and 2) study of the Better IDEA model (see application p. 135 for reference).		
16.6.2	Identify a high-quality third party evaluator to assess key projects and RTT-D outcomes over the course of the 4-year grant period	Emily Pyeatt, RTT-D Manager	11/1/13	2/1/14	In Progress				
16.6.3	Execute a contract with selected third party evaluator, including timeline for each evaluating each priority	Emily Pyeatt, RTT-D Manager	11/1/13	3/1/14	Not Begun		Contract with the third party evaluator may be renewed on a yearly basis, depending on the final terms of execution.		
16.6.4	<i>Deliverable: Executed Contract</i>	Emily Pyeatt, RTT-D Manager	3/1/14	3/1/14	Not Begun				Table 4-1 Budget 16 Contractual
16.6.5	Provide data and necessary historical documentation to launch evaluation of priorities identified in 16.6.1	Emily Pyeatt, RTT-D Manager	3/1/14	4/1/14	Not Begun				
16.6.6	<i>Deliverable: Evaluation development update provided by third party evaluator</i>	Emily Pyeatt, RTT-D Manager	4/1/14	4/1/14	Not Begun		Additional tasks related to work with the third-party will be added once that partnership is formalized and per timeline created in 16.6.3		
16.6.7	Communicate external evaluation plans to key stakeholders, including IDEA Chiefs	Emily Pyeatt, RTT-D Manager	4/1/14	4/15/14	Not Begun				
16.6.8	<i>Deliverable: Key communication pieces regarding external evaluation plans</i>	Emily Pyeatt, RTT-D Manager	4/15/14	4/15/14	Not Begun				
16.6.9	<i>Milestone: Processes in place to ensure effective evaluation of key RTT-D initiatives and the Better IDEA model</i>	Emily Pyeatt, RTT-D Manager	4/15/14	4/15/14	Not Begun		Results of the external evaluation will be used to inform the on-going development of IDEA's instructional model and will be shared with other school districts working on high-impact personalized learning initiatives.		
16.7	Ensuring effective, consistent communication with RTT-D Stakeholders, SY '14-15 (year 3)	Dolores Gonzalez, Chief Program Officer, Pablo Mejia, Director of Individualized Learning, Emily Pyeatt, RTT-D Manager	8/25/14	6/15/15	Not Begun		Timeline for monitoring and reporting reflects proposed start of Year 2 spending on July 1, 2013 (see Grant Years Amendment Request). Bellwether Education Partners will provide IDEA with on-going strategic and technical assistance regarding grant implementation and engagement with key stakeholders throughout years 2-4. Bellwether leaders provide guidance around change management, development of personalized learning strategies, and connections to key resources.		Table 4-1 Budget 16 Personnel and Fringe Benefits
16.7.1	Conduct regular (monthly) RTT-D Project Manager Meetings with Project Leads to assess progress toward goals and identify tactics to accelerate goal attainment	Pablo Mejia, Director of Individualized Learning, Emily Pyeatt, RTT-D Manager	8/25/14	10/25/14	Not Begun		Agenda items will be informed by the project's scope of work and the Project Lead's individualized data tracking system that examines key performance and implementation effectiveness measures.		Table 4-1 Budget 16 Contractual
16.7.2	<i>Deliverable: RTT-D Project Manager Monthly Meeting minutes, including clearly identified next steps for each participant</i>	Emily Pyeatt, RTT-D Manager	10/25/14	10/25/14	Not Begun				Table 4-1 Budget 16 Supplies
16.7.3	Host quarterly meetings of the RTT-D Advisory Council	Emily Pyeatt, RTT-D Manager	8/25/14	10/25/14	Not Begun				Table 4-1 Budget 16 Supplies, including document production, meeting space and other items necessary to host an effective stakeholder convening. Note: The Project 16 SOW does not include execution of focus group meetings because those will be led by campuses, with the RTT-D Leadership Team providing support as needed.
16.7.4	<i>Deliverable: RTT-D Advisory Council meeting minutes</i>	Emily Pyeatt, RTT-D Manager	10/25/14	10/25/14	Not Begun				
16.7.5	Conduct quarterly information-sharing exchanges regarding RTT-D projects and overall personalized learning approach with external stakeholders, including colleagues in the field, other school districts, advocates, and thought leaders via convenings hosted by the Department of Education and other national stakeholders and the online RTT-D grantee community	Emily Pyeatt, RTT-D Manager	8/25/14	10/25/14	Not Begun				
16.7.6	<i>Deliverable: Key communication pieces for external stakeholders, including background and implementation information on specific RRT-D projects</i>	Emily Pyeatt, RTT-D Manager	10/25/14	10/25/14	Not Begun				
16.7.7	Conduct regular (monthly) RTT-D Project Manager Meetings with Project Leads to assess progress toward goals and identify tactics to accelerate goal attainment	Emily Pyeatt, RTT-D Manager	10/26/14	1/17/15	Not Begun				
16.7.8	<i>Deliverable: RTT-D Project Manager Monthly Meeting minutes, including clearly identified next steps for each participant</i>	Emily Pyeatt, RTT-D Manager	1/17/15	1/17/15	Not Begun				
16.7.9	Host quarterly meetings of the RTT-D Advisory Council	Emily Pyeatt, RTT-D Manager	10/26/14	1/17/15	Not Begun		Members of the Advisory Council will include IDEA students, parents, Board members, funders, and members of the broader community.		

16.7.10	<i>Deliverable: RTT-D Advisory Council meeting minutes</i>	Emily Pyeatt, RTT-D Manager	1/17/15	1/17/15	Not Begun			
16.7.11	Conduct quarterly information-sharing exchanges regarding RTT-D projects and overall personalized learning approach with external stakeholders, including colleagues in the field, other school districts, advocates, and thought leaders via convenings hosted by the Department of Education and other national stakeholders and the online RTT-D grantee community	Emily Pyeatt, RTT-D Manager	10/26/14	1/17/15	Not Begun			
16.7.12	<i>Deliverable: Key communication pieces for external stakeholders, including background and implementation information on specific RRT-D projects</i>	Emily Pyeatt, RTT-D Manager	1/17/15	1/17/15	Not Begun			
16.7.13	Conduct regular (monthly) RTT-D Project Manager Meetings with Project Leads to assess progress toward goals and identify tactics to accelerate goal attainment	Emily Pyeatt, RTT-D Manager	1/18/15	3/25/15	Not Begun			
16.7.14	<i>Deliverable: RTT-D Project Manager Monthly Meeting minutes, including clearly identified next steps for each participant</i>	Emily Pyeatt, RTT-D Manager	3/25/15	3/25/15	Not Begun			
16.7.15	Host quarterly meetings of the RTT-D Advisory Council	Emily Pyeatt, RTT-D Manager	1/18/15	3/25/15	Not Begun			
16.7.16	<i>Deliverable: RTT-D Advisory Council meeting minutes</i>	Emily Pyeatt, RTT-D Manager	3/25/15	3/25/15	Not Begun			
16.7.17	Conduct quarterly information-sharing exchanges regarding RTT-D projects and overall personalized learning approach with external stakeholders, including colleagues in the field, other school districts, advocates, and thought leaders via convenings hosted by the Department of Education and other national stakeholders and the online RTT-D grantee community	Emily Pyeatt, RTT-D Manager	1/18/15	3/25/15	Not Begun	Specific sub-tasks will be determined following launch of the online community of RTT-D grantees.	Travel to national convenings (see next row) and participating IDEA campuses in San Antonio and Austin are not included as specific activities in this SOW, given that schedules have not been set for those activities. The SOW will be updated to reflect use of Travel funds per Table 4-1 Budget 16 as schedules become available.	Table 4-1 Budget 16 Travel
16.7.18	<i>Deliverable: Key communication pieces for external stakeholders, including background and implementation information on specific RRT-D projects</i>	Emily Pyeatt, RTT-D Manager	3/25/15	3/25/15	Not Begun			Table 4-1 Budget 16 Travel
16.7.19	Conduct regular (monthly) RTT-D Project Manager Meetings with Project Leads to assess progress toward goals and identify tactics to accelerate goal attainment	Emily Pyeatt, RTT-D Manager	3/26/15	6/5/15	Not Begun			
16.7.20	<i>Deliverable: RTT-D Project Manager Monthly Meeting minutes, including clearly identified next steps for each participant</i>	Emily Pyeatt, RTT-D Manager	6/5/15	6/5/15	Not Begun			
16.7.21	Host quarterly meetings of the RTT-D Advisory Council	Emily Pyeatt, RTT-D Manager	3/26/15	6/5/15	Not Begun			
16.7.22	<i>Deliverable: RTT-D Advisory Council meeting minutes</i>	Emily Pyeatt, RTT-D Manager	6/5/15	6/5/15	Not Begun			
16.7.23	Conduct quarterly information-sharing exchanges regarding RTT-D projects and overall personalized learning approach with external stakeholders, including colleagues in the field, other school districts, advocates, and thought leaders via convenings hosted by the Department of Education and other national stakeholders and the online RTT-D grantee community	Emily Pyeatt, RTT-D Manager	3/26/15	6/5/15	Not Begun	Travel to national convenings and participating IDEA campuses in San Antonio and Austin are not included as specific activities in this SOW, given that schedules have not been set for those activities. The SOW will be updated to reflect use of Travel funds per Table 4-1 Budget 16 as schedules become available.		
16.7.24	<i>Deliverable: Key communication pieces for external stakeholders, including background and implementation information on specific RRT-D projects</i>	Emily Pyeatt, RTT-D Manager	6/5/15	6/5/15	Not Begun			
16.7.25	<i>Milestone: Processes in place to ensure effective and timely communication with key RTT-D stakeholders</i>	Emily Pyeatt, RTT-D Manager	6/5/15	6/5/15	Not Begun			
16.8	Ensure accurate spending of RTT-D funds on a quarterly and yearly basis, SY '14-15 (year 3)	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	8/25/14	7/15/15	Not Begun	Quarterly budgeting and spending reports reflect the school year calendar, as this is when the bulk of funds will be spent. Beyond the quarters of the school year, the RTT-D Manager and Budget Director will monitor spending in the summer months as well through monthly spending reports and review meetings.		
16.8.1	Conduct regular (monthly) meetings between the RTT-D Manager and Business Team (made up of three key staff- Vice President of Finance, Budget Director and Grants Accountant) to review and forecast spending, and answer immediate questions regarding use of funds for all projects	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	8/25/14	10/25/14	Not Begun			
16.8.2	<i>Deliverable: Monthly budgeting and spending report, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/25/14	10/25/14	Not Begun	The next steps section of the monthly report will include communication tasks for RTT-D financial leadership team to inform key stakeholders of updates, submit requests for feedback, and identify other forms of advising that may be necessary.		
16.8.3	Conduct quarterly meetings with Project Leads, RTT-D Manager and Budget Director to review overall and year-to-date spending per project	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	8/25/14	10/25/14	Not Begun			
16.8.4	<i>Deliverable: Quarterly spending report per project, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/25/14	10/25/14	Not Begun			
16.8.5	Conduct regular (monthly) meetings between the RTT-D Manager and Business Team (made up of three key staff- Vice President of Finance, Budget Director and Grants Accountant) to review and forecast spending, and answer immediate questions regarding use of funds for all projects	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/26/14	1/17/15	Not Begun			
16.8.6	<i>Deliverable: Monthly budgeting and spending report, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	1/17/15	1/17/15	Not Begun			

16.8.7	Conduct quarterly meetings with Project Leads, RTT-D Manager and Budget Director to review overall and year-to-date spending per project	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/26/14	1/17/15	Not Begun			
16.8.8	<i>Deliverable: Quarterly spending report per project, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	1/17/15	1/17/15	Not Begun			
16.8.9	Conduct regular (monthly) meetings between the RTT-D Manager and Business Team (made up of three key staff- Vice President of Finance, Budget Director and Grants Accountant) to review and forecast spending, and answer immediate questions regarding use of funds for all projects	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	1/18/15	3/25/15	Not Begun			
16.8.10	<i>Deliverable: Monthly budgeting and spending report, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	3/25/15	3/25/15	Not Begun			
16.8.11	Conduct quarterly meetings with Project Leads, RTT-D Manager and Budget Director to review overall and year-to-date spending per project	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	1/18/15	3/25/15	Not Begun			
16.8.12	<i>Deliverable: Quarterly spending report per project, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	3/25/15	3/25/15	Not Begun			
16.8.13	Conduct regular (monthly) meetings between the RTT-D Manager and Business Team (made up of three key staff- Vice President of Finance, Budget Director and Grants Accountant) to review and forecast spending, and answer immediate questions regarding use of funds for all projects	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	3/26/15	6/5/15	Not Begun			
16.8.14	<i>Deliverable: Monthly budgeting and spending report, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	6/5/15	6/5/15	Not Begun			
16.8.15	Conduct quarterly meetings with Project Leads, RTT-D Manager and Budget Director to review overall and year-to-date spending per project	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	3/26/15	6/5/15	Not Begun			
16.8.16	<i>Deliverable: Quarterly spending report per project, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	6/5/15	6/5/15	Not Begun			
16.8.17	Develop yearly RTT-D financial report, including expenditure of funds and budgets for the following year	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	6/5/15	6/30/15	Not Begun			
16.8.18	<i>Deliverable: RTT-D Financial Report, SY '14-15 (year 3)</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	6/30/15	6/30/15	Not Begun			
16.8.19	Distribute report to internal stakeholders and the Department of Education	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	6/30/15	7/15/15	Not Begun		Report due dates subject to change per the Department of Education.	
16.8.20	<i>Milestone: Processes in place to ensure accurate budgeting and spending according to federal regulations and IDEA's financial policies</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	7/15/15	7/15/15	Not Begun			
16.9	Yearly monitoring and evaluation of RTT-D impact and planning for improved implementation, SY '14-15 (year 3)	Emily Pyeatt, RTT-D Manager	8/25/14	9/10/15	Not Begun			
16.9.1	Conduct regular (bi-weekly) RTT-D Leadership Team meetings, focusing on implementation deliverables and milestones	Emily Pyeatt, RTT-D Manager	8/25/14	10/25/14	Not Begun		Data reviewed will be sourced from IDEA's existing data management systems, which provide real-time information about student achievement. The RTT-D Leadership Team will analyze this data in conjunction with the execution of key project-specific activities.	
16.9.2	<i>Deliverable: RTT-D Leadership Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	10/25/14	10/25/14	Not Begun			
16.9.3	Conduct regular (monthly) RTT-D Oversight Team meetings to analyze progress toward goals, forecast potential challenges, and build connections across projects to enhance collective impact	Emily Pyeatt, RTT-D Manager	8/25/14	10/25/14	Not Begun		Participants include Chief Executive Officer, Chief Program Officer, Chief of Staff, Vice President of Information Technology, Director of Personalized Learning, Director of Software Development and other key staff dependent on content/expertise needed. The agenda items for each meeting will draw on content developed in the monthly RTT-D Manager/Project Lead meetings. The Manager will be responsible for bringing high-impact topics to the attention of the RTT-D Oversight Team.	
16.9.4	<i>Deliverable: RTT-D Oversight Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	10/25/14	10/25/14	Not Begun			
16.9.5	Conduct regular (bi-weekly) RTT-D Leadership Team meetings, focusing on implementation deliverables and milestones	Emily Pyeatt, RTT-D Manager	10/26/14	1/17/15	Not Begun			
16.9.6	<i>Deliverable: RTT-D Leadership Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	1/17/15	1/17/15	Not Begun			
16.9.7	Conduct regular (monthly) RTT-D Oversight Team meetings to analyze progress toward goals, forecast potential challenges, and build connections across projects to enhance collective impact	Emily Pyeatt, RTT-D Manager	10/26/14	1/17/15	In Progress	On-Track		
16.9.8	<i>Deliverable: RTT-D Oversight Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	1/17/15	1/17/15	Not Begun			

16.9.9	Develop Mid-Year RTT-D Performance Report, including data on implementation and student achievement, as applicable	Emily Pyeatt, RTT-D Manager	12/1/14	1/17/15	Not Begun		The RTT-D Manager will solicit the input of key stakeholders, including the RTT-D Leadership Team and project leads, to develop the mid-year report. The mid-year report will include progress checks on key performance measures and data provided by project leads.		
16.9.10	<i>Deliverable: Mid-Year RTT-D Performance Report</i>	Emily Pyeatt, RTT-D Manager	1/17/15	1/17/15	Not Begun				
16.9.11	Communicate findings from Mid-Year RTT-D Performance Report to key stakeholders, including IDEA Chiefs and instructional leaders	Emily Pyeatt, RTT-D Manager	1/17/15	2/10/15	Not Begun				
16.9.12	<i>Deliverable: Key Mid-Year RTT-D Performance Report communication pieces</i>	Emily Pyeatt, RTT-D Manager	2/10/15	2/10/15	Not Begun				
16.9.13	Conduct regular (bi-weekly) RTT-D Leadership Team meetings, focusing on implementation deliverables and milestones	Emily Pyeatt, RTT-D Manager	1/18/15	3/25/15	Not Begun				
16.9.14	<i>Deliverable: RTT-D Leadership Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	3/25/15	3/25/15	Not Begun				
16.9.15	Conduct regular (monthly) RTT-D Oversight Team meetings to analyze progress toward goals, forecast potential challenges, and build connections across projects to enhance collective impact	Emily Pyeatt, RTT-D Manager	1/18/15	3/25/15	Not Begun				
16.9.16	<i>Deliverable: RTT-D Oversight Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	3/25/15	3/25/15	Not Begun				
16.9.17	Conduct regular (bi-weekly) RTT-D Leadership Team meetings, focusing on implementation deliverables and milestones	Emily Pyeatt, RTT-D Manager	3/26/15	6/4/15	Not Begun				
16.9.18	<i>Deliverable: RTT-D Leadership Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	6/4/15	6/4/15	Not Begun				
16.9.19	Conduct regular (monthly) RTT-D Oversight Team meetings to analyze progress toward goals, forecast potential challenges, and build connections across projects to enhance collective impact	Emily Pyeatt, RTT-D Manager	3/26/15	6/4/15	Not Begun				
16.9.20	<i>Deliverable: RTT-D Oversight Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	6/4/15	6/4/15	Not Begun				
16.9.21	Develop End of Year RTT-D Performance Report, including data on implementation and student achievement	Emily Pyeatt, RTT-D Manager	6/1/15	7/10/15	Not Begun		The End of Year RTT-D Performance Report will address outcomes across performance measures and attainment of yearly goals.		
16.9.22	<i>Deliverable: End of year RTT-D performance report</i>	Emily Pyeatt, RTT-D Manager	7/10/15	7/10/15	Not Begun				
16.9.23	Using data for the End of Year RTT-D Performance Report, create a reflection and refinement work plan to guide up to 3 work sessions with the RTT-D Leadership Team and key stakeholders as applicable, including project leads and IDEA Chiefs	Emily Pyeatt, RTT-D Manager	7/5/15	7/12/15	Not Begun				
16.9.24	<i>Deliverable: Reflection and Refinement Work Plan</i>	Emily Pyeatt, RTT-D Manager	7/12/15	7/12/15	Not Begun				
16.9.25	Convene the RTT-D Leadership Team and other key stakeholders to work through the Reflection and Refinement Work Plan	Emily Pyeatt, RTT-D Manager	7/12/14	7/25/14	Not Begun		These convenings will result in the identification of high-impact strategies for improving implementation and student achievement results in year 4.		
16.9.26	Develop the RTT-D Year 4 Improvement Plan using the findings from 16.9.25	Emily Pyeatt, RTT-D Manager	7/23/15	8/1/15	Not Begun				
16.9.27	<i>Deliverable: RTT-D Year 4 Improvement Plan</i>	Emily Pyeatt, RTT-D Manager	8/1/15	8/1/15	Not Begun				
16.9.28	Communicate key findings from the End of Year RTT-D Performance Report and the Year 4 Improvement Plan to internal stakeholders	Emily Pyeatt, RTT-D Manager	8/1/15	8/15/15	Not Begun				
16.9.29	<i>Deliverable: Key communications pieces related to the End of Year Performance Report and the Year 4 Improvement Plan</i>	Emily Pyeatt, RTT-D Manager	8/15/15	8/15/15	Not Begun				
16.9.30	RTT-D Manager and project leads collaborate to update the scope of work and budget for each project based on the Year 4 Improvement Plan	Emily Pyeatt, RTT-D Manager	8/10/15	8/25/15	Not Begun				
16.9.31	<i>Deliverable: Amended scope of work and budget for each project</i>	Emily Pyeatt, RTT-D Manager	8/25/15	8/25/15	Not Begun				
16.9.32	Project Leads work with campus-based staff to update school level implementation plans as needed for each project to reflect the Year 4 Improvement Plan	Emily Pyeatt, RTT-D Manager	8/20/15	9/10/15	Not Begun				
16.9.33	<i>Deliverable: Year 4 SLIP for participating campuses</i>	Emily Pyeatt, RTT-D Manager	9/10/15	9/10/15	Not Begun				
16.9.34	<i>Milestone: Shared understanding of impact of RTT-D initiatives</i>	Emily Pyeatt, RTT-D Manager	9/10/15	9/10/15	Not Begun				
16.9.35	<i>Milestone: Revised implementation plans (scope of work and school level implementation plans) prepared to guide improved grant activities in year 4</i>	Emily Pyeatt, RTT-D Manager	9/10/15	9/10/15	Not Begun				
16.10	Ensuring effective, consistent communication with RTT-D Stakeholders, SY '15-16 (year 4)	Dolores Gonzalez, Chief Program Officer, Pablo Mejia, Director of Individualized Learning, Emily Pyeatt, RTT-D Manager	8/25/15	6/5/16	Not Begun		Timeline for monitoring and reporting reflects proposed start of Year 2 spending on July 1, 2013 (see Grant Years Amendment Request). Bellwether Education Partners will provide IDEA with on-going strategic and technical assistance regarding grant implementation and engagement with key stakeholders throughout years 2-4. Bellwether leaders provide guidance around change management, development of personalized learning strategies, and connections to key resources.		Table 4-1 Budget 16 Personnel and Fringe Benefits

16.10.1	Conduct regular (monthly) RTT-D Project Manager Meetings with Project Leads to assess progress toward goals and identify tactics to accelerate goal attainment	Pablo Mejia, Director of Individualized Learning, Emily Pyeatt, RTT-D Manager	8/25/15	10/25/15	Not Begun		Agenda items will be informed by the project's scope of work and the Project Lead's individualized data tracking system that examines key performance and implementation effectiveness measures.		Table 4-1 Budget 16 Contractual
16.10.2	<i>Deliverable: RTT-D Project Manager Monthly Meeting minutes, including clearly identified next steps for each participant</i>	Emily Pyeatt, RTT-D Manager	10/25/15	10/25/15	Not Begun				Table 4-1 Budget 16 Supplies
16.10.3	Host quarterly meetings of the RTT-D Advisory Council	Emily Pyeatt, RTT-D Manager	8/25/15	10/25/15	Not Begun				Table 4-1 Budget 16 Supplies, including document production, meeting space and other items necessary to host an effective stakeholder convening. Note: The Project 16 SOW does not include execution of focus group meetings because those will be led by campuses, with the RTT-D Leadership Team providing support as needed.
16.10.4	<i>Deliverable: RTT-D Advisory Council meeting minutes</i>	Emily Pyeatt, RTT-D Manager	10/25/15	10/25/15	Not Begun				
16.10.5	Conduct quarterly information-sharing exchanges regarding RTT-D projects and overall personalized learning approach with colleagues in the field, including other school districts, advocates, and thought leaders via convenings hosted by the Department of Education and other national stakeholders and the online RTT-D grantee community	Emily Pyeatt, RTT-D Manager	8/25/15	10/25/15	Not Begun				
16.10.6	<i>Deliverable: Key communication pieces, including background and implementation information on specific RRT-D projects</i>	Emily Pyeatt, RTT-D Manager	10/25/15	10/25/15	Not Begun				
16.10.7	Conduct regular (monthly) RTT-D Project Manager Meetings with Project Leads to assess progress toward goals and identify tactics to accelerate goal attainment	Emily Pyeatt, RTT-D Manager	10/26/15	1/17/16	Not Begun				
16.10.8	<i>Deliverable: RTT-D Project Manager Monthly Meeting minutes, including clearly identified next steps for each participant</i>	Emily Pyeatt, RTT-D Manager	1/17/16	1/17/16	Not Begun				
16.10.9	Host quarterly meetings of the RTT-D Advisory Council	Emily Pyeatt, RTT-D Manager	10/26/15	1/17/16	Not Begun		Members of the Advisory Council will include IDEA students, parents, Board members, funders, and members of the broader community.		Table 4-1 Budget 16 Supplies, including document production, meeting space and other items necessary to host an effective stakeholder convening.
16.10.10	<i>Deliverable: RTT-D Advisory Council meeting minutes</i>	Emily Pyeatt, RTT-D Manager	1/17/16	1/17/16	Not Begun				
16.10.11	Conduct quarterly information-sharing exchanges regarding RTT-D projects and overall personalized learning approach with colleagues in the field, including other school districts, advocates, and thought leaders via convenings hosted by the Department of Education and other national stakeholders and the online RTT-D grantee community	Emily Pyeatt, RTT-D Manager	10/26/15	1/17/16	Not Begun				
16.10.12	<i>Deliverable: Key communication pieces, including background and implementation information on specific RRT-D projects</i>	Emily Pyeatt, RTT-D Manager	1/17/16	1/17/16	Not Begun				
16.10.13	Conduct regular (monthly) RTT-D Project Manager Meetings with Project Leads to assess progress toward goals and identify tactics to accelerate goal attainment	Emily Pyeatt, RTT-D Manager	1/18/16	3/25/16	Not Begun				
16.10.14	<i>Deliverable: RTT-D Project Manager Monthly Meeting minutes, including clearly identified next steps for each participant</i>	Emily Pyeatt, RTT-D Manager	3/25/16	3/25/16	Not Begun				
16.10.15	Host quarterly meetings of the RTT-D Advisory Council	Emily Pyeatt, RTT-D Manager	1/18/16	3/25/16	Not Begun				
16.10.16	<i>Deliverable: RTT-D Advisory Council meeting minutes</i>	Emily Pyeatt, RTT-D Manager	3/25/16	3/25/16	Not Begun				
16.10.17	Conduct quarterly information-sharing exchanges regarding RTT-D projects and overall personalized learning approach with colleagues in the field, including other school districts, advocates, and thought leaders via convenings hosted by the Department of Education and other national stakeholders and the online RTT-D grantee community	Emily Pyeatt, RTT-D Manager	1/18/16	3/25/16	Not Begun		Travel to national convenings (see next row) and participating IDEA campuses in San Antonio and Austin are not included as specific activities in this SOW, given that schedules have not been set for those activities. The SOW will be updated to reflect use of Travel funds per Table 4-1 Budget 16 as schedules become available.		Table 4-1 Budget 16 Travel
16.10.18	<i>Deliverable: Key communication pieces, including background and implementation information on specific RRT-D projects</i>	Emily Pyeatt, RTT-D Manager	3/25/16	3/25/16	Not Begun				Table 4-1 Budget 16 Travel
16.10.19	Conduct regular (monthly) RTT-D Project Manager Meetings with Project Leads to assess progress toward goals and identify tactics to accelerate goal attainment	Emily Pyeatt, RTT-D Manager	3/25/16	6/5/16	Not Begun				
16.10.20	<i>Deliverable: RTT-D Project Manager Monthly Meeting minutes, including clearly identified next steps for each participant</i>	Emily Pyeatt, RTT-D Manager	6/5/16	6/5/16	Not Begun				
16.10.21	Host quarterly meetings of the RTT-D Advisory Council	Emily Pyeatt, RTT-D Manager	3/26/16	6/5/16	Not Begun				
16.10.22	<i>Deliverable: RTT-D Advisory Council meeting minutes</i>	Emily Pyeatt, RTT-D Manager	6/5/16	6/5/16	Not Begun				

16.10.23	Conduct quarterly information-sharing exchanges regarding RTT-D projects and overall personalized learning approach with colleagues in the field, including other school districts, advocates, and thought leaders via convenings hosted by the Department of Education and other national stakeholders and the online RTT-D grantee community	Emily Pyeatt, RTT-D Manager	3/26/16	6/5/16	Not Begun	Travel to national convenings and participating IDEA campuses in San Antonio and Austin are not included as specific activities in this SOW, given that schedules have not been set for those activities. The SOW will be updated to reflect use of Travel funds per Table 4-1 Budget 16 as schedules become available.		
16.10.24	<i>Deliverable: Key communication pieces, including background and implementation information on specific RRT-D projects</i>	Emily Pyeatt, RTT-D Manager	6/5/16	6/5/16	Not Begun			
16.10.25	<i>Milestone: Processes in place to ensure effective and timely communication with key RTT-D stakeholders</i>	Emily Pyeatt, RTT-D Manager	6/5/16	6/5/16	Not Begun			
16.11	Ensure accurate spending of RTT-D funds on a quarterly and yearly basis, SY '15-16 (year 4)	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	8/25/15	7/15/16	Not Begun	Quarterly budgeting and spending reports reflect the school year calendar, as this is when the bulk of funds will be spent. Beyond the quarters of the school year, the RTT-D Manager and Budget Director will monitor spending in the summer months as well through monthly spending reports and review meetings.		
16.11.1	Conduct regular (monthly) meetings between the RTT-D Manager and Business Team (made up of three key staff- Vice President of Finance, Budget Director and Grants Accountant) to review and forecast spending, and answer immediate questions regarding use of funds for all projects	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	8/25/15	10/25/15	Not Begun			
16.11.2	<i>Deliverable: Monthly budgeting and spending report, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/25/15	10/25/15	Not Begun	The next steps section of the monthly report will include communication tasks for RTT-D financial leadership team to inform key stakeholders of updates, submit requests for feedback, and identify other forms of advising that may be necessary.		
16.11.3	Conduct quarterly meetings with Project Leads, RTT-D Manager and Budget Director to review overall and year-to-date spending per project	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	8/25/15	10/25/15	Not Begun			
16.11.4	<i>Deliverable: Quarterly spending report per project, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/25/15	10/25/15	Not Begun			
16.11.5	Conduct regular (monthly) meetings between the RTT-D Manager and Business Team (made up of three key staff- Vice President of Finance, Budget Director and Grants Accountant) to review and forecast spending, and answer immediate questions regarding use of funds for all projects	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/25/15	1/17/16	Not Begun			
16.11.6	<i>Deliverable: Monthly budgeting and spending report, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	1/17/16	1/17/16	Not Begun			
16.11.7	Conduct quarterly meetings with Project Leads, RTT-D Manager and Budget Director to review overall and year-to-date spending per project	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/25/15	1/17/16	Not Begun			
16.11.8	<i>Deliverable: Quarterly spending report per project, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	1/17/16	1/17/16	Not Begun			
16.11.9	Conduct regular (monthly) meetings between the RTT-D Manager and Business Team (made up of three key staff- Vice President of Finance, Budget Director and Grants Accountant) to review and forecast spending, and answer immediate questions regarding use of funds for all projects	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	1/18/16	3/25/16	Not Begun			
16.11.10	<i>Deliverable: Monthly budgeting and spending report, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	3/25/16	3/25/16	Not Begun			
16.11.11	Conduct quarterly meetings with Project Leads, RTT-D Manager and Budget Director to review overall and year-to-date spending per project	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	1/18/16	3/25/16	Not Begun			
16.11.12	<i>Deliverable: Quarterly spending report per project, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	3/25/16	3/25/16	Not Begun			
16.11.13	Conduct regular (monthly) meetings between the RTT-D Manager and Business Team (made up of three key staff- Vice President of Finance, Budget Director and Grants Accountant) to review and forecast spending, and answer immediate questions regarding use of funds for all projects	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	3/25/16	6/5/16	Not Begun			
16.11.14	<i>Deliverable: Monthly budgeting and spending report, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	6/5/16	6/5/16	Not Begun			
16.11.15	Conduct quarterly meetings with Project Leads, RTT-D Manager and Budget Director to review overall and year-to-date spending per project	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	3/26/16	6/5/16	Not Begun			
16.11.16	<i>Deliverable: Quarterly spending report per project, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	6/5/16	6/5/16	Not Begun			
16.11.17	Develop yearly RTT-D financial report, including expenditure of funds and budgets for the following year	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	6/5/16	6/30/16	Not Begun			

16.11.18	<i>Deliverable: RTT-D Financial Report, SY '15-16 (year 4)</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	6/30/16	6/30/16	Not Begun			
16.11.19	Distribute report to internal stakeholders and the Department of Education	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	6/30/16	7/15/16	Not Begun		Report due dates subject to change per the Department of Education.	
16.11.20	<i>Milestone: Processes in place to ensure accurate budgeting and spending according to federal regulations and IDEA's financial policies</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	7/15/16	7/15/16	Not Begun			
16.12	Yearly monitoring and evaluation of RTT-D impact and planning for improved implementation, SY '15-16 (year 4)	Emily Pyeatt, RTT-D Manager	8/25/15	9/10/16	Not Begun		Bellwether Education Partners will provide IDEA with on-going strategic and technical assistance regarding grant implementation and engagement with key stakeholders throughout years 2-4. Bellwether leaders provide guidance around change management, development of personalized learning strategies, and connections to key resources.	Table 4-1 Budget 16 Contractual
16.12.1	Conduct regular (bi-weekly) RTT-D Leadership Team meetings, focusing on implementation deliverables and milestones	Emily Pyeatt, RTT-D Manager	8/25/15	10/25/15	Not Begun		Data reviewed will be sourced from IDEA's existing data management systems, which provide real-time information about student achievement. The RTT-D Leadership Team will analyze this data in conjunction with the execution of key project-specific activities.	
16.12.2	<i>Deliverable: RTT-D Leadership Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	10/25/15	10/25/15	Not Begun			
16.12.3	Conduct regular (monthly) RTT-D Oversight Team meetings to analyze progress toward goals, forecast potential challenges, and build connections across projects to enhance collective impact	Emily Pyeatt, RTT-D Manager	8/25/15	10/25/15	Not Begun		Participants include Chief Executive Officer, Chief Program Officer, Chief of Staff, Vice President of Information Technology, Director of Personalized Learning, Director of Software Development and other key staff dependent on content/expertise needed. The agenda items for each meeting will draw on content developed in the monthly RTT-D Manager/Project Lead meetings. The Manager will be responsible for bringing high-impact topics to the attention of the RTT-D Oversight Team.	
16.12.4	<i>Deliverable: RTT-D Oversight Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	10/25/15	10/25/15	Not Begun			
16.12.5	Conduct regular (bi-weekly) RTT-D Leadership Team meetings, focusing on implementation deliverables and milestones	Emily Pyeatt, RTT-D Manager	10/26/15	1/17/16	Not Begun			
16.12.6	<i>Deliverable: RTT-D Leadership Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	1/17/16	1/17/16	Not Begun			
16.12.7	Conduct regular (monthly) RTT-D Oversight Team meetings to analyze progress toward goals, forecast potential challenges, and build connections across projects to enhance collective impact	Emily Pyeatt, RTT-D Manager	10/26/15	1/17/16	Not Begun			
16.12.8	<i>Deliverable: RTT-D Oversight Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	1/17/16	1/17/16	Not Begun			
16.12.9	Develop Mid-Year RTT-D Performance Report, including data on implementation and student achievement, as applicable	Emily Pyeatt, RTT-D Manager	12/1/15	1/17/16	Not Begun		The RTT-D Manager will solicit the input of key stakeholders, including the RTT-D Leadership Team and project leads, to develop the mid-year report. The mid-year report will include progress checks on key performance measures and data provided by project leads.	
16.12.10	<i>Deliverable: Mid-Year RTT-D Performance Report</i>	Emily Pyeatt, RTT-D Manager	1/17/16	1/17/16	Not Begun			
16.12.11	Communicate findings from Mid-Year RTT-D Performance Report to key stakeholders, including IDEA Chiefs and instructional leaders	Emily Pyeatt, RTT-D Manager	1/17/16	2/10/16	Not Begun			
16.12.12	<i>Deliverable: Key Mid-Year RTT-D Performance Report communication pieces</i>	Emily Pyeatt, RTT-D Manager	2/10/16	2/10/16	Not Begun			
16.12.13	Conduct regular (bi-weekly) RTT-D Leadership Team meetings, focusing on implementation deliverables and milestones	Emily Pyeatt, RTT-D Manager	1/18/16	3/25/16	Not Begun			
16.12.14	<i>Deliverable: RTT-D Leadership Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	3/25/16	3/25/16	Not Begun			
16.12.15	Conduct regular (monthly) RTT-D Oversight Team meetings to analyze progress toward goals, forecast potential challenges, and build connections across projects to enhance collective impact	Emily Pyeatt, RTT-D Manager	1/18/16	3/25/16	Not Begun			
16.12.16	<i>Deliverable: RTT-D Oversight Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	3/25/16	3/25/16	Not Begun			
16.12.17	Conduct regular (bi-weekly) RTT-D Leadership Team meetings, focusing on implementation deliverables and milestones	Emily Pyeatt, RTT-D Manager	3/25/16	6/4/16	Not Begun			
16.12.18	<i>Deliverable: RTT-D Leadership Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	6/4/16	6/4/16	Not Begun			
16.12.19	Conduct regular (monthly) RTT-D Oversight Team meetings to analyze progress toward goals, forecast potential challenges, and build connections across projects to enhance collective impact	Emily Pyeatt, RTT-D Manager	3/26/16	6/4/16	Not Begun			
16.12.20	<i>Deliverable: RTT-D Oversight Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	6/4/16	6/4/16	Not Begun			
16.12.21	Develop End of Year RTT-D Performance Report, including data on implementation and student achievement	Emily Pyeatt, RTT-D Manager	6/1/16	7/10/16	Not Begun		The End of Year RTT-D Performance Report will address outcomes across performance measures and attainment of yearly goals.	

16.12.22	<i>Deliverable: End of year RTT-D performance report</i>	Emily Pyeatt, RTT-D Manager	7/10/16	7/10/16	Not Begun			
16.12.23	Using data for the End of Year RTT-D Performance Report, create a reflection and refinement work plan to guide up to 3 work sessions with the RTT-D Leadership Team and key stakeholders as applicable, including project leads and IDEA Chiefs	Emily Pyeatt, RTT-D Manager	7/5/16	7/12/16	Not Begun			
16.12.24	<i>Deliverable: Reflection and Refinement Work Plan</i>	Emily Pyeatt, RTT-D Manager	7/12/16	7/12/16	Not Begun			
16.12.25	Convene the RTT-D Leadership Team and other key stakeholders to work through the Reflection and Refinement Work Plan	Emily Pyeatt, RTT-D Manager	7/12/16	7/25/16	Not Begun		These convenings will result in the identification of high-impact strategies for improving implementation and student achievement results in year 3.	
16.12.26	Develop the Improvement Plan for implementation SY '16-17 (the plan will cover the full school year though the grant closes 12/26/16)	Emily Pyeatt, RTT-D Manager	7/23/16	8/1/16	Not Begun			
16.12.27	<i>Deliverable: SY '16-17 Improvement Plan</i>	Emily Pyeatt, RTT-D Manager	8/1/16	8/1/16	Not Begun			
16.12.28	Communicate key findings from the End of Year RTT-D Performance Report and the Year 4 Improvement Plan to internal stakeholders	Emily Pyeatt, RTT-D Manager	8/1/16	8/15/16	Not Begun			
16.12.29	<i>Deliverable: Key communications pieces related to the End of Year Performance Report and the SY '16-17 Improvement Plan</i>	Emily Pyeatt, RTT-D Manager	8/15/16	8/15/16	Not Begun			
16.12.30	RTT-D Manager and project leads collaborate to update the scope of work and budget for each project based on the Year 4 Improvement Plan	Emily Pyeatt, RTT-D Manager	8/10/16	8/25/16	Not Begun			
16.12.31	<i>Deliverable: Amended scope of work and budget for each project</i>	Emily Pyeatt, RTT-D Manager	8/25/16	8/25/16	Not Begun			
16.12.32	Project Leads work with campus-based staff to update school level implementation plans as needed for each project to reflect the Year 4 Improvement Plan	Emily Pyeatt, RTT-D Manager	8/20/16	9/10/16	Not Begun			
16.12.33	<i>Deliverable: SY '16-17 SLIP for participating campuses</i>	Emily Pyeatt, RTT-D Manager	9/10/16	9/10/16	Not Begun			
16.12.34	<i>Milestone: Shared understanding of impact of RTT-D initiatives</i>	Emily Pyeatt, RTT-D Manager	9/10/16	9/10/16	Not Begun			
16.12.35	<i>Milestone: Revised implementation plans (scope of work and school level implementation plans) prepared to guide improved grant activities in SY '16-17</i>	Emily Pyeatt, RTT-D Manager	9/10/16	9/10/16	Not Begun			
16.13	Ensuring effective, consistent communication with RTT-D Stakeholders, fall SY '16-17	Dolores Gonzalez, Chief Program Officer, Pablo Mejia, Director of Individualized Learning, Emily Pyeatt, RTT-D Manager	8/25/16	12/26/16	Not Begun		Timeline for monitoring and reporting reflects proposed start of Year 2 spending on July 1, 2013 (see Grant Years Amendment Request). Bellwether Education Partners will provide IDEA with on-going strategic and technical assistance regarding grant implementation and engagement with key stakeholders throughout years 2-4. Bellwether leaders provide guidance around change management, development of personalized learning strategies, and connections to key resources. Fall SY '16-17 falls within year 4 of the grant.	Table 4-1 Budget 16 Supplies
16.13.1	Conduct regular (monthly) RTT-D Project Manager Meetings with Project Leads to assess progress toward goals and identify tactics to accelerate goal attainment	Pablo Mejia, Director of Individualized Learning, Emily Pyeatt, RTT-D Manager	8/25/16	10/25/16	Not Begun		Agenda items will be informed by the project's scope of work and the Project Lead's individualized data tracking system that examines key performance and implementation effectiveness measures.	
16.13.2	<i>Deliverable: RTT-D Project Manager Monthly Meeting minutes, including clearly identified next steps for each participant</i>	Emily Pyeatt, RTT-D Manager	10/25/16	10/25/16	Not Begun			
16.13.3	Host quarterly meetings of the RTT-D Advisory Council	Emily Pyeatt, RTT-D Manager	8/25/16	10/25/16	Not Begun			
16.13.4	<i>Deliverable: RTT-D Advisory Council meeting minutes</i>	Emily Pyeatt, RTT-D Manager	10/25/16	10/25/16	Not Begun			
16.13.5	Conduct quarterly information-sharing exchanges regarding RTT-D projects and overall personalized learning approach with colleagues in the field, including other school districts, advocates, and thought leaders via convenings hosted by the Department of Education and other national stakeholders and the online RTT-D grantee community	Emily Pyeatt, RTT-D Manager	8/25/16	10/25/16	Not Begun		Travel to national convenings and participating IDEA campuses in San Antonio and Austin are not included as specific activities in this SOW, given that schedules have not been set for those activities. The SOW will be updated to reflect use of Travel funds per Table 4-1 Budget 16 as schedules become available.	
16.13.6	<i>Deliverable: Key communication pieces, including background and implementation information on specific RTT-D projects</i>	Emily Pyeatt, RTT-D Manager	10/25/16	10/25/16	Not Begun			
16.13.7	Conduct regular (monthly) RTT-D Project Manager Meetings with Project Leads to assess progress toward goals and identify tactics to accelerate goal attainment	Emily Pyeatt, RTT-D Manager	10/26/16	12/26/16	Not Begun		End date reflects close of the RTT-D grant on 12/26/16.	
16.13.8	<i>Deliverable: RTT-D Project Manager Monthly Meeting minutes, including clearly identified next steps for each participant</i>	Emily Pyeatt, RTT-D Manager	12/26/16	12/26/16	Not Begun			
16.13.9	Host quarterly meetings of the RTT-D Advisory Council	Emily Pyeatt, RTT-D Manager	10/26/16	12/26/16	Not Begun		Members of the Advisory Council will include IDEA students, parents, Board members, funders, and members of the broader community.	Table 4-1 Budget 16 Supplies, including document production, meeting space and other items necessary to host an effective stakeholder convening.
16.13.10	<i>Deliverable: RTT-D Advisory Council meeting minutes</i>	Emily Pyeatt, RTT-D Manager	12/26/16	12/26/16	Not Begun			

16.13.11	Conduct quarterly information-sharing exchanges regarding RTT-D projects and overall personalized learning approach with external stakeholders, including colleagues in the field, other school districts, advocates, and thought leaders via convenings hosted by the Department of Education and other national stakeholders and the online RTT-D grantee community	Emily Pyeatt, RTT-D Manager	10/26/16	12/26/16	Not Begun	Travel to national convenings and participating IDEA campuses in San Antonio and Austin are not included as specific activities in this SOW, given that schedules have not been set for those activities. The SOW will be updated to reflect use of Travel funds per Table 4-1 Budget 16 as schedules become available.		
16.13.12	<i>Deliverable: Key communication pieces for external stakeholders, including background and implementation information on specific RRT-D projects</i>	Emily Pyeatt, RTT-D Manager	12/26/16	12/26/16	Not Begun			
16.13.13	<i>Milestone: Processes in place to ensure effective and timely communication with key RTT-D stakeholders</i>	Emily Pyeatt, RTT-D Manager	12/26/16	12/26/16	Not Begun			
16.14	Ensure accurate spending of RTT-D funds on a quarterly and yearly basis, fall SY '16-17 (year 4)	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	8/25/16	12/2/16	Not Begun	Quarterly budgeting and spending reports reflect the school year calendar, as this is when the bulk of funds will be spent. Beyond the quarters of the school year, the RTT-D Manager and Budget Director will monitor spending in the summer months as well through monthly spending reports and review meetings. Bellwether Education Partners will provide IDEA with on-going strategic and technical assistance regarding grant implementation and engagement with key stakeholders throughout years 2-4. Bellwether leaders provide guidance around change management, development of personalized learning strategies, and connections to key resources.	Table 4-1 Budget 16 Contractual	
16.14.1	Conduct regular (monthly) meetings between the RTT-D Manager and Business Team (made up of three key staff- Vice President of Finance, Budget Director and Grants Accountant) to review and forecast spending, and answer immediate questions regarding use of funds for all projects	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	8/25/16	10/25/16	Not Begun			
16.14.2	<i>Deliverable: Monthly budgeting and spending report, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/25/16	10/25/16	Not Begun	The next steps section of the monthly report will include communication tasks for RTT-D financial leadership team to inform key stakeholders of updates, submit requests for feedback, and identify other forms of advising that may be necessary.		
16.14.3	Conduct quarterly meetings with Project Leads, RTT-D Manager and Budget Director to review overall and year-to-date spending per project	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	8/25/16	10/25/16	Not Begun			
16.14.4	<i>Deliverable: Quarterly spending report per project, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/25/16	10/25/16	Not Begun			
16.14.5	Conduct regular (monthly) meetings between the RTT-D Manager and Business Team (made up of three key staff- Vice President of Finance, Budget Director and Grants Accountant) to review and forecast spending, and answer immediate questions regarding use of funds for all projects	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/26/16	12/26/16	Not Begun			
16.14.6	<i>Deliverable: Monthly budgeting and spending report, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	12/26/16	12/26/16	Not Begun			
16.14.7	Conduct quarterly meetings with Project Leads, RTT-D Manager and Budget Director to review overall and year-to-date spending per project	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	10/26/16	12/26/16	Not Begun			
16.14.8	<i>Deliverable: Quarterly spending report per project, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager & Lisa Pledger, Budget Director	12/26/16	12/26/16	Not Begun			
16.15	Yearly monitoring and evaluation of RTT-D impact and planning for improved implementation, fall SY '16-17	Emily Pyeatt, RTT-D Manager	8/25/16	12/26/16	Not Begun	Bellwether Education Partners will provide IDEA with on-going strategic and technical assistance regarding grant implementation and engagement with key stakeholders throughout years 2-4. Bellwether leaders provide guidance around change management, development of personalized learning strategies, and connections to key resources.	Table 4-1 Budget 16 Contractual	
16.15.1	Conduct regular (bi-weekly) RTT-D Leadership Team meetings, focusing on implementation deliverables and milestones	Emily Pyeatt, RTT-D Manager	8/25/16	10/25/16	Not Begun	Data reviewed will be sourced from IDEA's existing data management systems, which provide real-time information about student achievement. The RTT-D Leadership Team will analyze this data in conjunction with the execution of key project-specific activities.		
16.15.2	<i>Deliverable: RTT-D Leadership Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	10/25/16	10/25/16	Not Begun			
16.15.3	Conduct regular (monthly) RTT-D Oversight Team meetings to analyze progress toward goals, forecast potential challenges, and build connections across projects to enhance collective impact	Emily Pyeatt, RTT-D Manager	8/25/16	10/25/16	Not Begun	Participants include Chief Executive Officer, Chief Program Officer, Chief of Staff, Vice President of Information Technology, Director of Personalized Learning, Director of Software Development and other key staff dependent on content/expertise needed. The agenda items for each meeting will draw on content developed in the monthly RTT-D Manager/Project Lead meetings. The Manager will be responsible for bringing high-impact topics to the attention of the RTT-D Oversight Team.		

16.15.4	<i>Deliverable: RTT-D Oversight Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	10/25/16	10/25/16	Not Begun			
16.15.5	Conduct regular (bi-weekly) RTT-D Leadership Team meetings, focusing on implementation deliverables and milestones	Emily Pyeatt, RTT-D Manager	10/26/16	12/26/16	Not Begun			
16.15.6	<i>Deliverable: RTT-D Leadership Team Meeting minutes, including next steps for key stakeholders</i>	Emily Pyeatt, RTT-D Manager	12/26/16	12/26/16	Not Begun			
16.15.7	<i>Milestone: Shared understanding of impact of RTT-D initiatives</i>	Emily Pyeatt, RTT-D Manager	12/26/16	12/26/16	Not Begun			
16.16	End of grant evaluation and post-grant planning	Emily Pyeatt, RTT-D Manager	9/1/16	12/26/16	Not Begun		IDEA will also monitor progress toward RTT-D goals at monthly meeting with RTT-D Manager and Project Leads, at monthly meetings with IDEA leaders, and in quarterly meetings with the Advisory Council.	
16.16.1	Analyze mid and end of year reports from years 2-4 to identify implementation trends and outcomes (by project and collectively)	Emily Pyeatt, RTT-D Manager	9/1/16	10/1/16	Not Begun			
16.16.2	Develop the end of grant report, detailing outcomes across the 4 year grant period	Emily Pyeatt, RTT-D Manager	10/1/16	11/1/16	Not Begun			
16.16.3	<i>Deliverable: End of grant report</i>	Emily Pyeatt, RTT-D Manager	11/1/16	11/1/16	Not Begun			
16.16.4	Develop a set of key findings and guiding questions to inform post-grant planning sessions	Emily Pyeatt, RTT-D Manager	11/1/16	11/10/16	Not Begun			
16.16.5	<i>Deliverable: Findings and key questions to inform post-grant planning</i>	Emily Pyeatt, RTT-D Manager	11/10/16	11/10/16	Not Begun			
16.16.6	Convene the RTT-D Leadership Team and other key stakeholders to work through the RTT-D data and guiding questions	Emily Pyeatt, RTT-D Manager	11/10/16	12/1/16	Not Begun			
16.16.7	Using outcomes from the convening above, draft the post-grant implementation plan	Emily Pyeatt, RTT-D Manager	12/1/16	12/10/16	Not Begun			
16.16.8	Solicit feedback from key stakeholders (IDEA Chiefs, key instructional leaders) regarding the draft post-grant implementation plan	Emily Pyeatt, RTT-D Manager	12/10/16	12/20/16	Not Begun			
16.16.9	Revise the post-grant implementation plan per feedback	Emily Pyeatt, RTT-D Manager	12/20/16	12/26/16	Not Begun			
16.16.10	<i>Deliverable: Post-Grant Implementation Plan</i>	Emily Pyeatt, RTT-D Manager	12/26/16	12/26/16	Not Begun			
16.16.11	<i>Milestone: Completed RTT-D evaluation and post-grant implementation plan in place to improve IDEA's delivery of personalized learning opportunities for all students</i>	Emily Pyeatt, RTT-D Manager	12/26/16	12/26/16	Not Begun			

Grantee Name: IDEA Public Schools

Performance Measure (All Applicants – a)
 a) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are a highly-effective teacher (as defined in this notice) and a highly-effective principal (as defined in this notice).

Applicable Population: All participating students

Subgroup		Baseline N/A				Target													
						SY 2012-13		SY 2013-14		SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)			
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Highly-effective Teacher or Principal		# Participating Students with Highly-effective Teacher/Principal	Total # of Participating Students	% with Highly-effective Teachers/Principal (A/B)*100	# Participating Students with Highly-effective Teacher/Principal	Total # of Participating Students	% with Highly-effective Teachers/Principal (D/E)*100	# Participating Students with Highly-effective Teacher/Principal	Total # of Participating Students	% with Highly-effective Teachers/Principal (G/H)*100	# Participating Students with Highly-effective Teacher/Principal	Total # of Participating Students	% with Highly-effective Teachers/Principal (J/K)*100	# Participating Students with Highly-effective Teacher/Principal	Total # of Participating Students	% with Highly-effective Teachers/Principal (M/N)*100	# Participating Students with Highly-effective Teacher/Principal	Total # of Participating Students	% with Highly-effective Teachers/Principal (P/Q)*100
All participating students	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	4416	12,617	35	4795	12,617	38	5299	12,617	42	5678	12,617	45
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	4416	12,617	35	4795	12,617	38	5299	12,617	42	5678	12,617	45
African American	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	44	126	35	48	126	38	53	126	42	57	126	45
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	44	126	35	48	126	38	53	126	42	57	126	45
Hispanic	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	4195	11986	35	4555	11986	38	5034	11986	42	5394	11,986	45
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	4195	11986	35	4555	11986	38	5034	11986	42	5394	11,986	45
White	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	132	379	35	144	379	38	159	379	42	170	379	45
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	132	379	35	144	379	38	159	379	42	170	379	45
Limited English Proficiency[1]	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	703	2009	35	764	2009	38	844	2009	42	904	2009	45
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	703	2009	35	764	2009	38	844	2009	42	904	2009	45
Special Education	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	170	485	35	184	485	38	204	485	42	218	485	45
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	170	485	35	184	485	38	204	485	42	218	485	45
Economically Disadvantaged	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	3684	10,525	35	3999	10,525	38	4420	10,525	42	4736	10,525	45
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	3684	10,525	35	3999	10,525	38	4430	10,525	42	4736	10,525	45

Performance Measure (All Applicants – b)

b) The number and percentage of participating students, by subgroup (as defined in this notice), whose teacher of record (as defined in this notice) and principal are an effective teacher (as defined in this notice) and an effective principal (as defined in this notice).

Applicable Population: All participating students

Subgroup		Baseline SY 2011-12			Target														
					SY 2012-13		SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)			
		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Effective Teacher or Principal		# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (A/B)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (D/E)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (G/H)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (J/K)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (M/N)*100	# of Participating Students with Effective Teacher/Principal	Total # of Participating Students	% with Effective Teachers/Principal (P/Q)*100
All participating students	Teacher	#	#	%	#	#	%	8,832	12,617	70	9,841	12,617	78	10,977	12,617	87	11986	12,617	95
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	8,832	12,617	70	9,841	12,617	78	10,977	12,617	87	11986	12,617	95
African American	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	88	126	70	98	126	78	110	126	87	120	126	95
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	88	126	70	98	126	78	110	126	87	120	126	95
Hispanic	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	8390	11986	70	9349	11986	78	10428	11986	87	11387	11986	95
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	8390	11986	70	9349	11986	78	10428	11986	87	11387	11986	95
White	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	265	379	70	295	379	78	329	379	87	360	379	95
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	265	379	70	295	379	78	329	379	87	360	379	95

	Principal	N/A	N/A	N/A	N/A	N/A	N/A	265	379	70	295	379	78	329	379	87	360	379	95
Limited English Proficiency	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	563	2,009	70	1,567	2,009	78	1,747	2009	87	1908	2009	95
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	563	2,009	70	1,567	2,009	78	1,747	2009	87	1908	2009	95
Special Education	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	340	485	70	378	485	78	422	485	87	461	485	95
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	340	485	70	378	465	78	422	485	87	461	485	95
Economically Disadvantaged	Teacher	N/A	N/A	N/A	N/A	N/A	N/A	7,368	10,525	70	8,209	10,525	78	9,157	10,525	87	9,999	10,525	95
	Principal	N/A	N/A	N/A	N/A	N/A	N/A	7,368	10,525	70	8,209	10,525	78	9,157	10,525	87	9,999	10,525	95

[1] # of Limited-English Proficiency participating students is estimated by taking the percentage of LEP students at all LEA campuses (equal to participating campuses + IDEA Allan) and multiplying it by the participating # of students.

Performance Measure (All Applicants – e)	Applicable Population	Subgroup	Baseline [2011-2012]	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
c) Percent of Average Monthly Teacher Attendance Calculation: Total # of school days attended in school year across all teachers in participating schools/Total # of teachers in participating schools	All Grades, All Subjects	All participating students	90.10%	93%	95%	97%	98%	98%

Grantee Name: IDEA Public Schools

Performance Measure (Grades K-3 – a, b)	Applicable Population	Subgroup	Baseline 2011-2012	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
a) Literacy Skills Development Indicator: Percent of grade K-3 students who end year on/above grade level in literacy and writing Calculation: Total # of students, across grades K-3 meeting who received a “Benchmark” rating on DIBEL assessment/ Total number of students across Grades K-3 taking DIBELS Literacy Assessment Test	K-3 Literacy	All participating students	55%	60%	65%	70%	75%	80%
		African American	79%	60%	65%	70%	75%	80%
		Hispanic	54%	60%	65%	70%	75%	80%
		White	77%	60%	65%	70%	75%	80%
		Limited English Proficiency	54%	55%	60%	65%	70%	75%
		Special Education	27%	30%	35%	40%	45%	50%
Economically Disadvantaged	53%	55%	60%	65%	70%	75%		
b) On-grade level Math Indicator: Percent of K-3 students who passed math formative assessment Calculation: % of K-3 students who scored on or above grade level in math formative assessment/ total # of K-3 students	K-3 Math	All participating students	66%	95%	97%	100%	100%	100%
a) On-grade level Language Indicator: % of K-3 students who are on or above grade level for language Calculation: % of K-3 students who scored on or above grade level in language formative assessment/ total # of K-3 students	K-3	All participating students	52%	95%	97%	100%	100%	100%
a) On-grade level Reading Indicator: % of K-3 students who passed reading formative assessment Calculation: % of K-3 students who scored on or above grade level in reading formative assessment/ total # of K-3 students	K-3	All participating students	30%	95%	97%	100%	100%	100%
b) Physical Fitness Indicator: % of students passing at least 50% of Healthy Fitness Zone Tests	3 rd grade	All participating students	84%	86%	88%	90%	92%	94%

Grantee Name: IDEA Public Schools

Performance Measure (Grades 4-8 – a)										Applicable Population: Grades 4-8								
a) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice).										College and Career Indicator “on track” indicator is defined as the number and percentage of students who have a yearly attendance rate of 98% or higher								
Subgroup	Baseline SY 2011 -12			Target[1]														
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (P/Q)*100
All participating students	2793	3567	78%	3877	4787	81%	4785	5696	84%	5832	6704	87%	6437	7152	90%	6494	7216	90%
African American	13	15	87%	16	20	81%	20	24	84%	24	28	87%	27	30	90%	27	30	90%
Hispanic	2665	3405	78%	3702	4570	81%	4567	5437	84%	5568	6400	87%	6144	6827	90%	6199	6888	90%
White	54	80	68%	87	107	81%	108	128	84%	131	150	87%	144	160	90%	146	162	90%
Limited English Proficiency	394	484	81%	527	650	81%	649	773	84%	792	910	87%	873	970	90%	881	979	90%
Special Education	152	190	80%	207	255	81%	255	303	84%	311	357	87%	343	381	90%	346	384	90%
Economically Disadvantaged	2298	2911	79%	3165	3907	81%	3904	4648	84%	4760	5471	87%	5253	5837	90%	5300	5889	90%

[1] Estimates of 4th through 8th grade population have been derived from the future projected enrollment of IDEA schools found in Appendix B(1) -1, p. B-1. The estimates increase over time as K – 7th grade students in SY2011-2012 progress to the 4th through 8th grade in IDEA schools over the four-year grant period.

Performance Measure (Grades 4-8 –b, c)	Applicable Population	Subgroup	Baseline SY2011-12	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
b) Percent of grades 4-8 students who meet statewide math assessment standard Calculation: Total # of students, across grades 4-8 that meet the STAAR or STAAR EOC assessment performance Benchmark/ Total # of students, across grades 4-8 that take the STAAR or STAAR EOC Test)	4-8, Math (8th grade = Algebra I, specifically)	All participating students	76%	80%	82%	85%	87%	90%
		African American	88%	80%	82%	85%	87%	90%
		Hispanic	76%	80%	82%	85%	87%	90%
		White	91%	80%	82%	85%	87%	90%
		Limited English Proficiency	55%	60%	65%	70%	75%	80%
		Special Education	47%	60%	65%	70%	75%	80%

		Economically Disadvantaged	75%	80%	82%	85%	87%	90%
c) Physical Fitness Indicator: % of students passing at least 50% of Healthy Fitness Zone Tests								
Calculation: Total # grade 4-8 students who passed at least 50% of "Healthy Fitness Zone Tests" at participating schools/Total # 4-8 grade students who participated in "Healthy Fitness Zone Tests"	4th-8th	All participating students	80%	85%	90%	92%	93%	94%

Grantee Name: IDEA Public Schools

(E)(3) Performance Measures – Required for applicants with participating students in grades 9-12

(Note to applicants: Delete chart if the 9-12 population is not part of your proposal)

Performance Measure (Grades 9-12 – a)										Applicable Population: 12 th Grade Students								
a) The number and percentage of participating students who complete and submit either the Free Application for Federal Student Aid (FAFSA) form or Texas Application for Federal Student Aid (TAFSA) form.										Target1]								
	Baseline SY 2011-12			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
Subgroup	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	percent who completed and submitted FAFSA (A/B)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	percent who completed and submitted FAFSA (D/E)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	percent who completed and submitted FAFSA (G/H)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	percent who completed and submitted FAFSA (J/K)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	percent who completed and submitted FAFSA (M/N)*100	# Participating Students who have completed and submitted FAFSA	Total # of Participating Students	percent who completed and submitted FAFSA (P/Q)*100
All participating students	200	200	100%	441	441	100%	572	572	100%	610	610	100%	543	543	100%	817	817	100%
African American	1	1	100%	2	2	100%	3	3	100%	3	3	100%	3	3	100%	4	4	100%
Hispanic	191	191	100%	421	421	100%	546	546	100%	583	583	100%	519	519	100%	780	780	100%
White	4	4	100%	9	9	100%	11	11	100%	12	12	100%	11	11	100%	16	16	100%
Limited English Proficiency	4	4	100%	9	9	100%	11	11	100%	12	12	100%	10	10	100%	16	16	100%
Special Education	3	3	100%	6	6	100%	8	8	100%	9	9	100%	8	8	100%	12	12	100%
Economically Disadvantaged	159	159	100%	351	351	100%	455	455	100%	485	485	100%	432	432	100%	776	776	100%

[\[1\] Estimates of 12th grade population have been derived from the future projected enrollment of IDEA schools found in Appendix B\(1\) -1, p. B-1. The estimates increase over time as 7th – 11th grade students in SY2011-2012 progress to the 12th grade in IDEA schools over the four-year grant period..](#)

Performance Measure (Grades 9-12 – b)										Applicable Population: Grades 9-12									
b) The number and percentage of participating students, by subgroup, who are on track to college- and career-readiness based on the applicant’s on-track indicator (as defined in this notice).										College and Career Indicator “on track” indicator is defined as the number and percentage of students who have a yearly attendance rate of 98% or higher									
Subgroup	Baseline SY 2011-12			Target ¹															
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	
# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (A/B)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (D/E)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (G/H)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (J/K)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (M/N)*100	# Participating Students who are on track to college- & career-readiness	Total # of Participating Students	percent who are on track to college- & career-readiness (P/Q)*100		
All participating students	1453	2168	67%	1978	2442	81%	2320	2762	84%	2744	3154	87%	3346	3718	90%	4171	4634	90%	
African American	5	8	63%	7	9	81%	8	10	84%	10	12	87%	13	14	90%	15	17	90%	
Hispanic	1422	2104	68%	1920	2370	81%	2251	2680	84%	2663	3061	87%	3247	3608	90%	4047	4497	90%	
White	25	55	45%	50	62	81%	59	70	84%	70	80	87%	85	94	90%	106	118	90%	
Limited English Proficiency	92	138	67%	126	155	81%	148	176	84%	175	201	87%	213	237	90%	266	295	90%	
Special Education	61	106	58%	96	119	81%	113	135	84%	134	154	87%	164	182	90%	204	227	90%	
Economically Disadvantaged	1196	1812	66%	1653	2041	81%	1939	2308	84%	2293	2636	87%	2796	3107	90%	3486	3873	90%	

¹ Estimates of the grades 9-12 population have been derived from the future projected enrollment of IDEA schools found in Appendix B(1) -1, p.B-1. The estimates in student population increase over time as IDEA students in 4th through 8th grades in SY2011-2012 progress to grades 9, 10, 11 and 12 over the four-year grant period.

Performance Measure (Grades 9-12 – c)										Applicable Population: 9th grade Student Population									
a) The number and percentage of participating students, by subgroup, who are on track to career-readiness based on the applicant’s on-track indicator (as defined in this notice). Career “on track” indicator is defined as student meeting the ACT defined benchmark on the EXPLORE Reading College and Career Readiness Assessment (Reading)																			
Subgroup	Baseline SY 2011 -12			Target ¹															
				SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)			
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	
# Participating Students on track	Total # of Participating Students	percent on track (A/B)*100	# Participating Students	Total # of Participating Students	percent on track (D/E)*100	# Participating Students	Total # of Participating Students	percent on track (G/H)*100	# Participating Students	Total # of Participating Students	percent on track (J/K)*100	# Participating Students	Total # of Participating Students	percent on track (M/N)*100	# Participating Students	Total # of Participating Students	percent on track (P/Q)*100		
All participating students	256	752	34%	275	688	40%	403	896	45%	560	1120	50%	801	1456	55%	874	1456	60%	
Limited English Proficiency	3	70	4%	3	64	4%	7	83	8%	8	104	8%	16	136	12%	20	136	15%	
Special Education	1	37	3%	3	34	8%	4	44	8%	7	55	12%	9	72	12%	11	72	15%	
Economically Disadvantaged	176	551	32%	202	504	40%	295	657	45%	410	821	50%	587	1067	55%	640	1067	60%	

[1] Estimates of the 9th grade population have been derived from the future projected enrollment of IDEA schools found in Appendix B(1) -1, p.B-1. The estimates in student population increase over time as IDEA students in 4th through 8th grades in SY2011-2012 progress to 9th grade over the four-year grant period.

Performance Measure (Grades 9-12 – c) c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. Career Readiness “On Track Indicator”- defined as students meeting the ACT defined benchmark on the EXPLORE^{Math} College and Career Readiness Assessment (see definition of EXPLORE in the glossary of terms) Note: ACT defined benchmarks can be found in Appendix E(3) -3, p. E-5										Applicable Population: 9th grade Student Population								
Subgroup	Baseline SY 2011 -12			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	Participating Students on track #	Total # of Participating Students	percent on track (A/B)*100	Participating Students #	Total # of Participating Students	percent on track (D/E)*100	Participating Students #	Total # of Participating Students	percent on track (G/H)*100	Participating Students #	Total # of Participating Students	percent on track (J/K) on)*100	Participating Students #	Total # of Participating Students	percent on track (M/N)*100	Participating Students #	Total # of Participating Students	percent on track (P/Q)*100
All participating students	211	752	28%	275	688	40%	448	896	50%	616	1120	55%	874	1456	60%	946	1456	65%
Limited English Proficiency	5	70	7%	6	64	10%	13	83	15%	21	104	20%	34	136	25%	41	136	30%
Special Education	2	37	5%	3	34	10%	7	44	15%	11	55	20%	18	72	25%	21	72	30%
Economically Disadvantaged	149	551	27%	202	504	40%	328	657	50%	451	821	55%	640	1067	60%	693	1067	65%

[1] Estimates of the 9th grade population have been derived from the future projected enrollment of IDEA schools found in Appendix B(1) -1, p.B-1. The estimates in student population increase over time as IDEA students in 4th through 8th grades in SY2011-2012 progress to 9th grade over the four-year grant period.

Performance Measure (Grades 9-12 – c) c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready. Career Readiness “On Track Indicator”- defined as students meeting the ACT defined benchmark on the PLAN^{Reading} College and Career Readiness Assessment (see definition of PLAN in the glossary of terms) Note: ACT defined benchmarks can be found in Appendix E(3) -3, p. E-5										Applicable Population: Grade 10 Student Population								
Subgroup	Baseline SY 2011 -12			SY 2012-13			SY 2013-14			SY 2014-15			SY 2015-16			SY 2016-17 (Post-Grant)		
	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R
	Participating Students on track #	Total # of Participating Students	percent on track (A/B)*100	Participating Students #	Total # of Participating Students	percent on track (D/E)*100	Participating Students #	Total # of Participating Students	percent on track (G/H)*100	Participating Students #	Total # of Participating Students	percent on track (J/K) on)*100	Participating Students #	Total # of Participating Students	percent on track (M/N)*100	Participating Students #	Total # of Participating Students	percent on track (P/Q)*100
All participating students	445	669	67%	498	711	70%	440	628	70%	502	832	75%	535	936	80%	569	1,384	85%
Limited English Proficiency	18	49	37%	21	52	40%	21	46	45%	30	61	50%	45	69	65%	71	101	70%
Special Education	22	39	56%	25	41	60%	24	37	65%	34	49	70%	38	55	70%	69	81	85%
Economically Disadvantaged	319	507	63%	377	539	70%	333	476	70%	473	631	75%	567	709	80%	892	1049	85%

[\[1\] Estimates of the 10th grade population have been derived from the future projected enrollment of IDEA schools found in Appendix B\(1\) -1, p.B-1. The estimates in student population increase over time as IDEA students in 5th through 9th grades in SY2011-2012 progress to 10th grade over the four-year grant period.](#)

Performance Measure (Grades 9-12 – c)										Applicable Population: Grade 10 Student Population								
c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready.																		
Career Readiness “On Track Indicator”- defined as students meeting the ACT defined college readiness benchmark on the PLAN Math College and Career Readiness Assessment (see definition of PLAN in the glossary of terms)																		
Note: ACT defined benchmarks can be found in Appendix R(3) -3, p. E-5																		
	Baseline SY 2011 -12			Target ¹														
				SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16			SY 2016-17 (Post-Grant)					
Subgroup	A Participating Students on track #	B Total # of Participating Students	C percent on track (A/B)*100	D Participating Students	E Total # of Participating Students	F percent on track (D/E)*100	G Participating Students	H Total # of Participating Students	I percent on track (G/H)*100	J Participating Students	K Total # of Participating Students	L percent on track (J/K)*100	M Participating Students	N Total # of Participating Students	O percent on track (M/N)*100	P Participating Students	Q Total # of Participating Students	R percent on track (P/Q)*100
All participating students	395	669	59%	426.6	711	60%	439.6	628	70%	624	832	75%	749	936	80%	569	1,384	85%
Limited English Proficiency	19	49	39%	26	52	50%	25	46	55%	37	61	60%	45	69	65%	71	101	70%
Special Education	20	39	51%	23	41	55%	24	37	65%	34	49	70%	41	55	75%	65	81	80%
Economically Disadvantaged	284	507	56%	323	539	60%	333	476	70%	473	631	75%	567	709	80%	892	1049	85%

[1](#) Estimates of the 10th grade population have been derived from the future projected enrollment of IDEA schools found in Appendix B(1) -1, p.B-1. The estimates in student population increase over time as IDEA students in 5th through 9th grades in SY2011-2012 progress to 10th grade over the four-year grant period.

Performance Measure (Grades 9-12 – c)										Applicable Population: Grade 11 Student Population								
c) Applicant must propose at least one measure of career-readiness in order to assess the number and percentage of participating students who are or are on track to being career-ready.																		
Career Readiness “On Track Indicator”- defined as students meeting the “21” benchmark on ACT College Readiness Exam (see definition of ACT in the glossary of terms)																		
Note: All ACT defined benchmarks can be found in Appendix E(3) 3, p.E-5																		
	Baseline SY 2011-12			Target ¹														
				SY 2012-13		SY 2013-14		SY 2014-15		SY 2015-16			SY 2016-17 (Post-Grant)					
Subgroup	A Participating Students on track #	B Total # of Participating Students	C percent on track (A/B)*100	D Participating Students	E Total # of Participating Students	F percent on track (D/E)*100	G Participating Students	H Total # of Participating Students	I percent on track (G/H)*100	J Participating Students	K Total # of Participating Students	L percent on track (J/K)*100	M Participating Students	N Total # of Participating Students	O percent on track (M/N)*100	P Participating Students	Q Total # of Participating Students	R percent on track (P/Q)*100
All participating students	192	448	43%	224	448	50%	366	666	55%	355	592	60%	509	783	65%	684	977	70%
Limited English Proficiency	1	11	9%	2	11	20%	3	16	25%	4	15	30%	7	19	35%	10	24	40%
Special Education	1	10	10%	2	10	15%	2	15	20%	4	13	30%	5	17	30%	8	22	35%
Economically Disadvantaged	136	347	39%	174	347	50%	191	516	55%	275	459	60%	394	606	65%	530	757	70%

[\[1\] Estimates of the 11th grade population have been derived from the future projected enrollment of IDEA schools found in Appendix B\(1\) -1, p.B-1. The estimates in student population increase over time as IDEA students in 6th through 10th grades in SY2011-2012 progress to 11th grade over the four-year grant period.](#)

Performance Measure (Grades 9-12 – d, e)	Applicable Population	Subgroup	Baseline SY2011-2012	Target				
				SY 2012-13	SY 2013-14	SY 2014-15	SY 2015-16	SY 2016-17 (Post-Grant)
d) Percent of grades 9-11 students who meet standard on ELA Assessment	9-11, ELA	All participating students	83%	87%	90% *	90%	90%	95%
		African American	67%	87%	90%	90%	90%	95%
		Hispanic	83%	87%	90%	90%	90%	95%
		White	96%	87%	90%	90%	90%	95%
		Limited English Proficiency	49%	55%	65%	75%	80%	80%
Calculation: Total # of 9 th grade students who met standard on the STAAR ELA assessment+ Total # of 10 th and 11 th grade students who met standard on the TAKS ELA Assessment/ Total # of 9 th , 10 th and 11 th grade students who took the STAAR or TAKS ELA Assessments		Special Education	57%	55%	65%	75%	80%	80%

<p><i>Note: Targets are based upon using the STAAR assessment from SY 2013 on. STAAR will replace TAKS at this time. Refer to Appendix E(3) -2, p. E-3, for details.</i></p>		Economically Disadvantaged	82%	87%	90%	90%	90%	95%
<p>b) Physical Fitness Indicator: % of students passing at least 50% of Healthy Fitness Zone Tests</p> <p>Calculation: Total # 9th grade-12 students who passed at least 50% of "Healthy Fitness Zone Tests" at participating schools/Total # 9-12 grade students who participated in "Healthy Fitness Zone Tests"</p>	9-12	All participating students	77%	85%	85%	85%	85%	85%
		Limited English Proficiency	33%	85%	85%	85%	85%	85%
		Special Education [1]	0%	85%	85%	85%	85%	85%
		Economically Disadvantaged	68%	85%	85%	85%	85%	85%
e) Persistence Indicator:		All participating students	57%	63%	70%	75%	80%	85%

Percent of 9th grade students who graduate from the 12th grade at IDEA within four years

Limited English Proficiency	33%	63%	70%	75%	80%	85%
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<p>Calculation: Total # of Class of 2012 9th grade students who persisted and graduated from the 12th grade at IDEA within four years/ Total # of Class of 2012 9th grade students</p>	9-12	Special Education	31%	63%	70%	75%	80%	85%
		Economically Disadvantaged	59%	63%	70%	75%	80%	85%
<p>f) Percent of ALL 9th grade-12 students "on track" to graduate</p> <p>Calculation: Total # of 9th grade-12 students in SY 2011-2012 who have accumulated the appropriate number of credits needed to graduate within four years based on grade level/ Total # of SY2011-2012 9th grade 12 students</p>	9-12	All participating students	95%	95%	95%	95%	96%	96%

[1] [Note that Special Education Baseline Data for SY 2011-2012 is 0 percent because there were 0 out of a total of four students who participated in the Healthy Fitness Zone Tests who passed a minimum of 50 percent of the six tests.](#)

Grantee Name: IDEA Public Schools					
Table 4-1: Project-Level Itemized Costs					
Project Name: Project 1: iLearning Hotspot Lab access after-school and/or on weekends					
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendment (November 2013)	Amended Total	Rationale & Implications
1. Personnel:					
<ul style="list-style-type: none"> HotSpot Facilitators: In order to keep blended learning computer labs open during weekends to support student progress on individualized software and parent engagement with students' personalized learning environments, IDEA needs to compensate HotSpot Facilitators (paraprofessionals) at the ratio of 1 facilitator per 20 parents/students. Paraprofessionals will provide support to parents and students to navigate blended learning software, help parents with software (we will have English language learner software available to support parent learning), etc. 2 paraprofessionals ("HotSpot" Facilitators) per Saturday session per campus (total of 26 paraprofessionals across 13 campuses) 	<ul style="list-style-type: none"> Hourly stipend / HotSpot Facilitator: \$22/hour (represents 1.5x pay because this is overtime for an hourly employee) Assumes labs at all 13 participating campuses are open 3 hours/week, 36 weeks a year Assumes 40 parents/students and 2 facilitators Assumes labs open starting during January 2013 Ongoing cost <p>Year 1 (half year): 2 Facilitators/campus X 13 campuses X \$20/hr X 3hrs/week X 36 weeks = \$56,160/ 2 = \$28,080</p> <p>Years 2 to 4: 2 Facilitators/campus X 13 campuses X \$20/hr X 3hrs/week X 36 weeks = \$56,160</p>	<ul style="list-style-type: none"> \$28,080 + \$56,160 X 3 years = \$196,560 	<ul style="list-style-type: none"> Hourly stipend / HotSpot Facilitator: \$22/hour (represents 1.5x pay because this is overtime for an hourly employee) Assumes labs at all 14 participating campuses (reflects addition of IDEA Allan to RTT-D participating campuses) are open 4 hours/week (2 hours/Facilitator), 34 weeks/year Assumes 40 parents/students and 2 facilitators Assumes labs open beginning September of each school year (2-weeks off may be taken at anytime during the school year based on campus calendars) Ongoing cost <p>Year 1: \$0. Project 1 did not launch until fall SY '13-14. Funds allocated to year 1 for Hotspot Facilitator personnel included in updated calculation for years 2-4.</p> <p>Year 2: 2 Facilitators/campus X 14 campuses X \$22/hr X 4 hrs/week X 34 weeks = \$83,776</p> <p>Year 3: 2 Facilitators/campus X 14 campuses X \$22/hr X 4 hrs/week X 34 weeks = \$83,776</p> <p>Year 4: 2 Facilitators/campus X 14 campuses X \$22/hr X 4 hrs/week X 34 weeks = \$83,776</p>	\$83,776 + \$83,776 + \$83,776 = \$251,328	<p>After school and weekend access to the blended learning labs was originally scheduled to launch spring SY '12-13. IDEA elected not to launch at that time in order to develop a more robust plan to effectively roll-out this initiative. There was no negative impact of not launching this initiative until SY '13-14; rather, allowing time for the development of the Project 1 scope of work ensured a purposeful and smooth launch with a plan in place to ensure on-going success.</p> <p>Given that Project 1 did not launch in year 1, funds originally allocated to year 1 have been shifted to years 3-4, thereby ensuring greater opportunities for parents and students to access the iLearning Hotspot and AR Zone.</p>
<ul style="list-style-type: none"> In order to keep computer labs open during weekends, IDEA needs to compensate IT Support Tech to provide support to parents and students and 1 IT support person per 20 parents/students expected 2 IT support people per Saturday session per campus (total of 26 IT people across 13 campuses) 	<ul style="list-style-type: none"> Hourly stipend/IT support person: \$25/hour Assumes labs at all 13 participating campuses are open 3 hours/week, 36 weeks a year Assumes 40 parents/students □ 2 facilitators Assumes labs open starting during January 2013 Ongoing cost <p>Year 1 (half year): 2 IT support/campus X 13 campuses X \$25/hr X 3hrs/week X 36 weeks = \$70,200/ 2 = \$35,100</p> <p>Years 2 to 4: 2 IT support/campus X 13 campuses X \$25/hr X 3hrs/week X 36 weeks = \$70,200</p>	<ul style="list-style-type: none"> \$35,100 + \$70,200 X 3 years = \$245,700 <p>Total Personnel: \$196,560 + \$245,700 = \$442,260</p>	<ul style="list-style-type: none"> Year 1: \$0. Project 1 did not launch until fall SY '13-14. Funds allocated to year 1 for Hotspot Facilitator personnel included in updated calculation for years 2-4. Year 2: <ul style="list-style-type: none"> 10% of IT staff time (salaried) to provide sufficient support per the following assumptions: <ul style="list-style-type: none"> Assumes labs at all 14 participating campuses are open 4 hours/week, 34 weeks a year Assumes 40 parents/students per 2 facilitators Assumes labs open beginning September of each school year (2-weeks off may be taken at anytime during the school year based on campus calendars) Assumes 1 Technician per 2 campuses sufficient to provide support, including oversight provided by HD Manager and Director of IT Ongoing cost 10% Technician 1 at \$28,080 = \$2,808 10% Technician 2 at \$27,800 = \$2,780 10% Technician 3 at \$26,470 = \$2,647 10% Technician 4 at \$26,470 = \$2,647 10% Technician 5 at \$28,922 = \$2,892 10% Technician 6 at \$29,952 = \$2,995 10% Technician 7 at \$28,432 = \$2,843 10% HD Manager at \$41,375 = \$4,137 5% Director of IT at \$60,838 = \$3,041 Year 2 Total: \$26,790 Year 3: Estimated similar allocation of staff time: \$26,790 (year 2 IT salaries total) + 2% inflation = \$27,325. To reach this figure, shifted \$182 from Contractual expenses for transportation year 4 to ensure sufficient funds for IT personnel. Year 4: Estimated similar allocation of staff time: \$27,325 (year 3 IT salaries total) + 2% inflation = \$27,871 	\$26,790 + \$27,325 + \$27,871 = \$81,986	<p>Amendment reflects start of after school and weekend access in year 2 (SY '13-14) to accommodate development of Project 1 Scope of Work.</p> <p>Adjustments to number of IT staff reflects realistic amount of time required to provide tech support during after school and weekend usage.</p>
			<ul style="list-style-type: none"> 5% of Director of Individualized Learning to lead implementation of Project 1 Ongoing cost <p>Year 2: 5% Director of Individualized Learning at \$86,767 = \$4,338</p> <p>Year 3: 5% Director of Individualized Learning at approximately (estimated due to shifts in salary based on promotion, inflation, etc.) \$90,000 = \$4,500</p> <p>Year 4: 5% Director of Individualized Learning at approximately (estimated due to shifts in salary based on promotion, inflation, etc.) \$93,000 = \$4,650</p>	\$4,338 + \$4,500 + \$4,650 = \$13,488	<p>Difference between original allotment for personnel (\$442,260) and amended personnel budget (\$346,802) of \$95,458 allocated to Contractual for Transportation expenses.</p> <p>Total Personnel: \$251,328 + \$81,986 + \$13,488 = \$346,802</p>
2. Fringe Benefits					

Health care and required pension contributions for IT Tech Support Specialist	Fringe @ 15% Benefits calculated using 15% for all budgeting at IDEA Ongoing costs		Fringe @ 15% Benefits calculated using 15% for all budgeting at IDEA Ongoing costs	\$346,802 x 15% = \$52,020	Updated to reflect amendments to personnel.
6. Contractual:					
<ul style="list-style-type: none"> Background checks for parents who will be on campus in computer labs (required by IDEA security policy) School bus service is based on average per route data derived from the State of Texas semiannual report "Student transportation operations report" 	<p>Background Checks</p> <ul style="list-style-type: none"> Startup Cost \$1,736 for 1 Year Assumes \$432/year after Start-up year Assumes "Raptor" background check machine purchase is necessary at all campuses where background checks are given "Raptor" machine provides background checks on unlimited number of people <p>Year 1: \$1,736 Year 2- 4: \$432/year School Bus Service</p>	<p>Background</p> <ul style="list-style-type: none"> Startup Cost \$1,736 + (\$432 X 3 Years) = \$3,032 <p>Bus Route</p> <ul style="list-style-type: none"> \$58,380 + \$86,319 = \$144,699 	<p>Funds allocated to Background Checks for parents who will be on campus in computer labs will be shifted to Transportation costs. The original calculation for funds necessary to install and maintain the "Raptor" background check system was incorrect in the following ways: 1) Each RTT-D participating campus had a "Raptor" system in place prior to January 2013 and; 2) Yearly maintenance for each machine is valued at approximately \$432 per year per campus (rather than the total across campuses).</p> <p>School Bus Service</p> <ul style="list-style-type: none"> After School bus route Operates 160 days a year for \$6,674 (This equates to \$41.71 a day per route) Assumes bus runs for 10 days/month. Therefore total cost is \$41.71 a day X 10 days = \$417/month/route) Assumes 2 bus routes/campus <p>Year 1 (half year) : \$0. No funds spent due to extended timeline for development of Project 1 Scope of Work.</p> <p>Years 2: \$25/parent X 75 parents (reflects launch of lab access for parents in spring '14; therefore year 2 is a half-year regarding software licenses) = \$1,875.</p> <p>Year 3: \$25/parent X 150 parents = \$3,750</p> <p>Year 4: \$25/parent X 150 parents = \$3,750</p>	<p>Background</p> <ul style="list-style-type: none"> \$0 <p>School Bus Service</p> <ul style="list-style-type: none"> \$99,246 + \$99,246 + \$31,483 = \$229,975 	<p>The funds allocated for the Raptor system (\$3,032) are insufficient to maintain the "Raptor" system and have been shifted to transportation which is in need of additional funds to meet campus and community needs.</p>
<ul style="list-style-type: none"> Software licenses for parents to complete personalized online learning (for example, English Language Learners could complete a language training program) 	<p>Software License</p> <ul style="list-style-type: none"> @ \$25/license for language software (e.g. Rosetta Stone), 150 unique parent visitors/year, 13 campuses Assumes license price is subject to district mass purchasing rate that IDEA has received for students across all schools Ongoing cost Year 1 (half year) : (\$25/parent X 150 parents) /2 = \$1,875 Years 2 - 4: \$25/parent X 150 parents = \$3,750 	<p>Software</p> <ul style="list-style-type: none"> \$1,875 + \$3,750 X 3 years = \$13,125 	<p>Software License for Parent Use</p> <ul style="list-style-type: none"> @ \$25/license for language software (e.g. Rosetta Stone), 150 unique parent visitors/year across 14 campuses Assumes license price is subject to district mass purchasing rate that IDEA has received for students across all schools Ongoing cost <p>Year 1 (half year) : \$0. No funds spent due to extended timeline for development of Project 1 Scope of Work.</p> <p>Years 2: \$25/parent X 75 parents (reflects launch of lab access for parents in spring '14; therefore year 2 is a half-year regarding software licenses) = \$1,875.</p> <p>Year 3: \$25/parent X 150 parents = \$3,750</p> <p>Year 4: \$25/parent X 150 parents = \$3,750</p>	<p>Software License</p> <ul style="list-style-type: none"> \$1,875 + \$3,750 + \$3,750 = \$9,375 <p>Total Contractual: \$229,975 + \$9,375= \$239,350</p>	<p>Amendment reflects start of after school and weekend access in the spring of year 2 (SY '13-14) to accommodate development of Project 1 Scope of Work.</p>
9. Total Direct Costs:					
n/a	n/a	\$603,116		\$638,172	
10. Total Indirect Cost					
Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	Indirect Cost Rate as indicated in the Budget Indirect Cost Information	\$11,604		\$14,792.83	
11. Total Grant Funds Requested					
Sum lines 9-10.					
n/a	n/a	\$614,720		\$652,964.83	
13. Total Budget					
Sum lines 11-12.					
n/a	n/a	\$614,720		\$652,964.83	

Grantee Name: IDEA Public Schools					
Project Name: Project 2: AR Zone personalized book selection					
Table 4-1: Project-Level Itemized Costs					
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendment (November 2013)	Amended Total	Amendment Rationale and Impact
5. Supplies					
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding					
<ul style="list-style-type: none"> This expenditure supports the purchase of 42,000 books at varying reading levels across 13 campuses. The books will be used during the Accelerated Reading Zone part of the Blended Learning GET model, in which students take a diagnostic online quiz to identify their reading level, select a book at that reading level, read that book, and complete an online quiz to assess mastery. 	<ul style="list-style-type: none"> We assume 42,063 books based on a campus-by-campus analysis of how many books are required to get to the ratio of 12 books/student. We assume a per book cost of rounded \$17.25, based on analysis by IDEA librarians. One-time cost <p>Year 1: Rounded 42,063 books X \$17.25/book = \$725,577</p>	<ul style="list-style-type: none"> \$725,577 	<ul style="list-style-type: none"> We assume 42,063 books based on a campus-by-campus analysis of how many books are required to get to the ratio of 12 books/student. We assume a per book cost of rounded \$17.25, based on analysis by IDEA librarians. One-time cost <p>Years 1-2: Rounded 42,063 books X \$17.25/book = \$725,577</p> <p>Additional Year 2 funds from Project 3 (see Table 4-1 Budget 3 for explanation of Project 3 surplus): Rounded 16,569 books X \$17.25/book = \$285,818</p>	<ul style="list-style-type: none"> \$725,577 + \$285,818 = \$1,011,395 	<p>Extended timeline for spending Supplies Budget for books from year to year 1 to years 1-2 to accommodate spending in fall 2013 and spring 2014.</p> <p>Total spending on books in-progress as of 10/18/13; may result in small changes to original budget to remove shelving costs given 12:1 book priority.</p>
<ul style="list-style-type: none"> This project also includes the purchase of shelves for the books purchased 	<ul style="list-style-type: none"> \$1000/shelves for each of 13 participating campuses, based on previous cost of shelves One-time cost 	<ul style="list-style-type: none"> \$13,000 <p>Total Supplies = \$725,577 + \$13,000 = \$738,577</p>	<ul style="list-style-type: none"> \$1000/shelves for each of 13 participating campuses, based on previous cost of shelves One-time cost <p>\$1000/shelves x 13 campuses = \$13,000 spent in years 1-2.</p>	<ul style="list-style-type: none"> \$13,000 	<p>Amendment reflects clarification regarding timeframe for spending. Some spending extended to year 2 to accommodate realistic timelines for identifying all campus needs and purchasing materials that meet those needs.</p>
9. Total Direct Costs:					
Sum lines 1-8.					
n/a	n/a	\$738,577		\$1,024,395	
10. Total Indirect Costs					
Identify and apply the indirect cost rate.					
a. Identify and apply the indirect cost rate	· 2.318% on allowable expenses	\$17,120		\$23,745	
11. Total Grant Funds Requested					
Sum lines 9-10.					
n/a	n/a	\$755,697		\$1,048,140	
12. Funds from other sources used to support the project					
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)					
a. Project or activity to be funded or other description of use of funds	a. Source of funds and amount of funding from each source	n/a	n/a	n/a	
13. Total Budget					
Sum lines 11-12.					
n/a	n/a	\$755,697		\$1,048,140	

Grantee Name: IDEA Public Schools					
Project Name: Project 3: New Reading Approach in Blended Learning Labs (pilot)					
Table 4-1: Project-Level Itemized Costs					
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendment (November 2013)	Amended Total	Rationale & Implications
1. Personnel:					
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.					
<ul style="list-style-type: none"> HotSpot Learning Facilitators (paraprofessionals) and classroom teachers will each receive 5 days of training at each of three pilot campuses on how the new reading software works, how it helps students, and how the data from the software will be integrated back into the core classroom 	<ul style="list-style-type: none"> \$25/hour for teachers 20 employees/campus (Assumes 14 teachers/campus [calculation: 3 teachers/grade for 5 grades (3 schools with 5 teachers and one school with 4 teachers)]; and 6 paraprofessional/campus [3 - AR Zone, 3 Blended Learning GET Lab]) 3 pilot campuses 5 days (8 hours/day) Years 2 - 4: 20 employees (14 teachers, 6 Para) X \$25/hr/employee X 3 campuses X 5 days X 8 hrs/day = \$60,000 	<ul style="list-style-type: none"> \$60,000 X 3 years = \$180,000 	<ul style="list-style-type: none"> \$20/hour for teachers. Standard stipend for training at IDEA Public Schools. 14 employees/campus. Correct calculation of staff involved in the project at each campus (combination of Teachers and Paraprofessionals) 3 pilot campuses 20 training hours. Hours of training is a more accurate calculation than days. Corrects over-estimated number of training hours required to execute the project. Year 2: \$20/hr X 20 hrs. X 42 employees = \$16,800 Year 3: \$20/hr X 20 hrs. X 42 employees = \$16,800 Year 4: \$20/hr X 20 hrs. X 42 employees = \$16,800 	<ul style="list-style-type: none"> \$16,800 + \$16,800 + \$16,800 = \$50,400 	<ul style="list-style-type: none"> Due to shifts in personnel, Project 3 has excess funds of \$284,643. Those funds will be shifted to Project 2 (Supplies) in order to progress towards IDEA's goal of 12:1 book ratio and a portion to cover unforeseen contractual expenses (see line 6 below). Note regarding grant year 4 (SY '15-16 and fall SY '16-17) (applicable to allocations in all categories): IDEA has allocated available funds to grant year 4. These allocations should be viewed as IDEA's best estimates at the present time and will be revised in budget cycles for SY '14-15 and SY '15-16 if necessary.
<ul style="list-style-type: none"> One additional IT support FTE (IT Tech Support Specialist) to provide centrally-located helpdesk support for additional computers purchased as part of the pilot (IT Tech Support Specialists staffed at ratio of 1 FTE/300 computers) 	<ul style="list-style-type: none"> \$60,000/year, with inflation factor of 2% starting in year 2 1 FTE Year 2: \$ 60,000/Year 1 Base Salary + 2% inflation = \$61,200 Year 3: \$61,200 + 2% inflation = \$62,424 Year 4: \$64,424 + 2% inflation = \$66,672 	<ul style="list-style-type: none"> \$61,200+ \$62,424 + \$63,672 = \$187,296 	<ul style="list-style-type: none"> 5% of the following IT and instructional staff will provide sufficient support to fully administer the project: System Administrator: Year 2: \$33,739 X 5% = \$1,686 Year 3: \$1,686 X 2% inflation = \$1,719 Year 4: \$1,719 X 2% inflation = \$1,753 Director of IT: Year 2: \$60,838 X 5% = \$3,041 Year 3: \$3,041 X 2% inflation = \$3,101 Year 4: \$3,101 X 2% inflation = \$3,163 	<ul style="list-style-type: none"> (see cell below) 	<ul style="list-style-type: none"> Amended staffing allocation reflects realistic staff required to successfully execute Project 3. A full time IT Support FTE is not required to successfully execute Project 3. The System Administrator and the Director of IT will jointly monitor and troubleshoot the tech side of Project 3 as needed.
			<ul style="list-style-type: none"> Director of Individualized Learning: Year 2: \$86,767 X 5% = \$4,338 Year 3: \$4,338 X 2% inflation = \$4,424 Year 4: \$4,424 X 2% inflation = \$4,512 AR Zone Coordinator: Year 2: \$79,951 X 5% = \$3,997 Year 3: \$3,997 X 2% inflation = \$4,076 Year 4: \$4,076 X 2% inflation = \$4,157 	<ul style="list-style-type: none"> System Administrator: \$1,686 + 1,719 + 1,753 = \$5,158 Director of IT: \$3,041 + 3,101 + \$3,163 = \$9,305 Director of Individualized Learning: \$4,338 + \$4,424 + 4,512 = \$13,274 AR Zone Coordinator: \$3,997 + \$4,076 + \$4,157 = \$12,230 Total IT and Instructional Staff Supplanting: \$5,158 + \$9,305 + \$13,274 + \$12,230 = \$39,967 	<ul style="list-style-type: none"> The AR Zone Coordinator leads Project 3, and the Director of Individualized Learning provides strategic leadership and feedback in year 2 when the project is launched.
2. Fringe Benefits:					
Explain the nature and extent of fringe benefits to be received and by whom.					
<ul style="list-style-type: none"> Health care and required pension contributions for IT Tech Support Specialist 	<ul style="list-style-type: none"> Fringe @ 15% Benefits calculated using 15% for all budgeting at IDEA Ongoing costs 	<ul style="list-style-type: none"> \$28,094 	<ul style="list-style-type: none"> Fringe @ 15% Benefits calculated using 15% for all budgeting at IDEA Ongoing costs 	<ul style="list-style-type: none"> Fringe Benefits \$90,367 x 15% = \$13,555 	
5. Supplies					
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.					
<ul style="list-style-type: none"> Computers for computer labs in schools to support additional student use of computers during Blended Learning GET space time on adaptive reading software 	<ul style="list-style-type: none"> 45 additional computers per school 3 pilot campuses \$600/computer (current price for IDEA Blended Learning GET lab computers) One-time cost (pilot) Year 2: 45 computers X \$600/computer X 3 campuses = \$81,000 	<ul style="list-style-type: none"> \$81,000 + (\$100,800 X 3 years) = \$302,400 + \$40,500 = \$423,900 	<ul style="list-style-type: none"> No Amendment 		<ul style="list-style-type: none"> No Amendment
<ul style="list-style-type: none"> Software licenses for adaptive reading software 	<ul style="list-style-type: none"> 600 licenses/campus (1 for each K-5 student) 3 pilot campuses \$56/license (based on other Blended Learning GET software used at IDEA) 3 years (On-going cost) Years 2 - 4: 600 licenses/campus X \$56/license X 3 campuses = \$100,800 		<ul style="list-style-type: none"> No Amendment 		<ul style="list-style-type: none"> No Amendment
<ul style="list-style-type: none"> Computer Carrels for Blended Learning GET space 	<ul style="list-style-type: none"> 45 additional computer carrels/school \$300/carrel (Computer carrels at \$325 each per order of 20 - further discount with order of 45). 3 campuses One-time cost Year 2: 45 computer carrels X \$300/carrel X 3 campuses = \$40,500 		<ul style="list-style-type: none"> No Amendment 		<ul style="list-style-type: none"> No Amendment
6. Contractual					
			<ul style="list-style-type: none"> Upgrades to electrical, internet, or AC at selected pilot campuses Year 2: Additional power for each AR Zone at \$3,000 per campus. Additional internet drops/ wireless points at \$3,000 per campus AC upgrades at \$17,000 per campus. (\$3,000 + \$3,000 + \$17,000) X 3 = \$70,000 (rounded to provide a cushion) 	<ul style="list-style-type: none"> \$70,000 	<ul style="list-style-type: none"> Together these improvements are necessary to support additional technology required to implement Project 3. IDEA obtained approval in June 2013 to upgrade these items at pilot campuses in order to sustain the technical load required to run the project.
Sum lines 1-8. Difference between original and amended totals shown in column F, Rationale & Implications.					
n/a	n/a	\$854,390		\$597,822	\$256,568

10. Total Indirect Costs				
Identify and apply the indirect cost rate.				
<ul style="list-style-type: none"> Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1)-3, p. F-4, for documentation of TEA indirect cost rate) 2.318% on allowable expenses 	\$19,805		\$13,858	\$5,947
11. Total Grant Funds Requested				
Sum lines 9-10.				
n/a	n/a	\$874,196	\$611,680	\$262,516
12. Funds from other sources used to support the project				
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)				
n/a	n/a	n/a		
13. Total Budget				
Sum lines 11-12.				
n/a	n/a	\$874,196	\$611,680	\$262,516

Grantee Name: IDEA Public Schools					
Table 4-1: Project-Level Itemized Costs					
Project Name: Project 4: Online AP/Electives					
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendment (November 2013)	Amended Total	Rationale & Implications
1. Personnel:					
<ul style="list-style-type: none"> Coordinator of Online Elective and AP: This instructional leader (new position) will manage the design and implementation of a robust online/distance learning course program across all participating schools. He/she will report to the Director of Secondary Individualized learning. 	<ul style="list-style-type: none"> Salary: <ul style="list-style-type: none"> Year 1: \$30,000 (assumes 50% of year in year 1) Year 2: \$61,200 (inflation factor of 2% on \$60,000/year salary in Year 1 starting in year 2) Year 3: \$62,424 (inflation factor of 2% on Year 2 salary) Year 4: \$63,672 (inflation factor of 2% on Year 3 salary) Consistent with coordinator-level salary band at IDEA Public Schools <ul style="list-style-type: none"> 1 full-time employee Ongoing operational cost 	\$30,000 + \$ 61,200 + 62,424 + 63,672 = \$217,296	<ul style="list-style-type: none"> Year 2: ELA Coordinator salary will be supplanted at a rate of 10% to account for Project 4 leadership activities = \$60,693.37 X 10% = \$6,069 Year 2-4: Director of Secondary Program will be supplanted at a rate of 10% per year. Year 2: \$80,340 X 10% = \$8,034 Year 3: \$8,034 X 2% inflation = \$8,194 Year 4: \$8,194 X 2% inflation = \$8,357 Coordinator of Online Electives and AP Courses: <ul style="list-style-type: none"> Consistent with coordinator-level salary band at IDEA Public Schools 1 full-time employee Ongoing operational cost Assumes base salary of \$60,000 per calculation per original budget Hired in year 3, SY '14-15 Year 3: \$60,000 X 2% inflation = \$61,200 Year 4: \$61,200 X 2% inflation = \$62,424 + 62,424 X 2% inflation/2 (to account for half year of salary fall 2016) = \$31,836 = \$94,260 	\$6,069 + \$8,034 + \$8,194 + \$8,357 + \$61,200 + \$94,260 = \$186,114	<p>Personnel Year 1: IDEA did not incur any personnel expenses in year 1 due to the shortened year (half-year, January-June 2013). IDEA elected not to hire the Coordinator of Online Electives and AP Courses in year 1 or 2 as sufficient staff resources were available to manage the pilot year of the project (see Personnel Year 2 below).</p> <p>Personnel Year 2: A portion of the budgeted salary for year 2 will be used to supplant the ELA Curriculum Coordinator's salary who is managing Project 4 in year 2 (SY '13-14) and the Director of Secondary Program's salary who provides strategic leadership and oversight. The ELA Coordinator is well-positioned to lead the work of Project 4 given extensive knowledge of secondary academic rigor, and is responsible for overseeing the launch, execution, and evaluation of the program at pilot campuses in year 2. The Director of Secondary Program is responsible for the overall direction of the secondary academic program, and therefore is able to link the vision and activities of Project 4 to other district-wide efforts to improve personalized learning strategies and accelerate student achievement. Budgeted salary for Coordinator of Online and AP Electives Courses position for years 1-2 will be moved to contractual expenses for years 2-4.</p> <p>Personnel Years 3-4: IDEA will hire the Coordinator of Online Electives and AP Courses in year 3 as the program expands to include additional campuses and the complexity of the work increases. The Director of Secondary Program will continue to provide strategic leadership and insight regarding Project 4 implementation in years 3-4; specifically, the Director will link Project 4 to other RTT-D and Secondary Team initiatives, will serve as the supervisor of the Coordinator, and will advise on key project management activities.</p>
2. Fringe Benefits:					
<ul style="list-style-type: none"> Coordinator of Online Electives and AP Health care and required pension contributions 	<ul style="list-style-type: none"> Fringe @ 15% Benefits calculated using 15% for all budgeting at IDEA Ongoing operational cost 	\$32,594	<ul style="list-style-type: none"> Fringe @ 15% Benefits calculated using 15% for all budgeting at IDEA Ongoing operational cost 	\$186,114 x 15% = \$27,917	Funds allocated for years 1 and 2 will be shifted to contractual to accommodate purchasing of supplies, which were not originally budgeted for.
5. Supplies					
		<ul style="list-style-type: none"> For Online Courses, textbooks and supplies will be needed for the students who participate. 	Years 2-4 = \$150,000	\$150,000	Following launch of online courses in fall SY '13-14, IDEA learned that students require books, headphones, and other supplies to complete online coursework.
6. Contractual:					
<ul style="list-style-type: none"> Yearlong or semester long online / distance AP/elective courses to enable students to meet a wider range of deep learning interests than can be met with IDEA's small-school model 	<ul style="list-style-type: none"> IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 We assume course cost of \$500/student, 6000 secondary students with 10% (600 students) of IDEA students grades 9-12 participating in year 2, 15% (900 students) in year based in year 3, and 20% (1200 students) in year 4 Year 1: \$500 X 0 students = \$0 Year 2: \$500 X 600 students = \$300,000 Year 3: \$500 X 900 students = \$450,000 Year 4: \$500 X 1200 students = \$600,000 Cost estimate per course based on benchmarking against 3 sample accredited providers of online AP courses Ongoing operational cost Includes cost for textbooks associated with contract 	\$300,000 + \$450,000 + 600,000 = \$1,350,000	<ul style="list-style-type: none"> IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 We assume course cost of \$500/student, 6,000 secondary students with 3-4% (250 courses) of IDEA students grades 9-12 participating in year 2, 9-10% (600 courses) in year based in year 3, and 9-10% (650 courses) in year 4 (percentages of students/number of courses taken per year reflects calculation that some students may take more than 1 course in a year) Year 1: \$0. No online courses offered in year 1 to accommodate development of Project 4 SOW. Year 2: \$500 X 250 courses = \$125,000 Year 3: \$500 X 600 courses = \$300,000 Year 4: \$500 X 650 courses = \$325,000 Cost estimate per course based on benchmarking against 3 sample accredited providers of online AP courses Ongoing operational cost Includes cost for textbooks associated with contract 	\$125,000 + \$300,000 + \$325,000 = \$750,000	<p>Revised percentage and number of students taking courses given student readiness for the responsibility of self-managing through an online course. Original projections for number of students participating were optimistic but did not account for the number of actual students prepared to succeed in online courses.</p> <p>Rather than calculating contractual expenditures for online courses by student, shifted calculation to number of courses, as some students will take more than 1 course per year (e.g., 1 course in the fall and a different course in the spring). The original calculation of funds per student did not account for students taking multiple online courses. In addition, IDEA is billed by student enrolled in each course, not by student alone. Therefore the updated calculation reflects the original error in budgeting and fortunately will not negatively effect number of students served.</p>
9. Total Direct Costs:					
n/a	n/a	\$1,599,890		\$1,114,031	
10. Total Indirect Cost					
<ul style="list-style-type: none"> Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1)-3, p. F-4, for determination of TEA indirect cost rate) 	<ul style="list-style-type: none"> Indirect Cost Rate as indicated in the Budget Indirect Cost Information Ongoing cost 	\$7,531		\$25,823	
11. Total Grant Funds Requested					
Sum lines 9-10.	n/a	\$1,607,422		\$1,139,854	
12. Funds from other sources used to support the project					
n/a	n/a			n/a	
13. Total Budget					
Sum lines 11-12.	n/a	\$1,607,422		\$1,139,854	

Grantee Name: IDEA Public Schools

Project Name: Project 5: RE-IMAGINED SECONDARY INTERVENTION AND ACCELERATION MODEL

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendment (December 2013)	Amended Total	Rationale & Implications
I. Personnel:					
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.					
<p>• Director of Secondary Personalized Learning: This new position will lead the design and implementation of the re-imagined intervention and acceleration model. This is a parallel position to the Director of Primary Secondary Learning, who leads the Better IDEA implementation.</p>	<ul style="list-style-type: none"> • \$75,000/FTE (based on existing Director salary scale at IDEA) • 1 FTE • Full-time employee (salaried) • With inflation factor of 2% starting in year 2 • Ongoing operational cost <p>Year 1 (half year) : Base Salary \$75,000/2 = \$37,500 Year 2: Base Salary \$75,000 +2% inflation = \$76,500 Year 3: \$76,500 +2% inflation = \$78,030 Year 4: \$78,030 + 2% inflation = \$79,591</p>	<p>\$37,500 + \$76,500 + \$78,030 + \$79,591 = \$271,621</p>	<p>The Director of Secondary Personalized Learning will be hired in spring 2014 to lead this work in years 3-5.</p> <ul style="list-style-type: none"> • \$75,000/FTE (based on existing Director salary scale at IDEA) • 1 FTE • Full-time employee (salaried) • With inflation factor of 2% starting in year 3 • Ongoing operational cost <p>Year 1 (half year): \$0</p> <p>Year 2: \$11,100 to supplant 10% of Vice President of Schools salary for leadership of Project 5 prior to hiring Director of Secondary Personalized Learning.</p> <p>Year 2: \$5,064 to supplant 10% of Project Manager salary for leadership support of Project 5 prior to hiring Director of Secondary Personalized Learning</p> <p>Year 2: \$8,034 to supplant 10% of Director of Secondary Program salary for leadership support of Project 5 prior to hiring Director of Secondary Personalized Learning</p> <p>Year 2: \$37,500 for half year (spring '14) salary for Director of Secondary Personalized Learning</p> <p>Total Year 2: \$61,698 for 3 staff above. Remaining \$37,500 from year 1-2 moved to contractual years 3-5.</p> <p>Year 3: (Director of Secondary Personalized Learning) \$75,000 + 2% inflation = \$76,500 (reset salary at initial level) \$4,097 to supplant 10% of Director of Secondary Program salary for leadership support of Project 5. Total Year 3: \$76,500 + \$4,097 = \$80,597</p> <p>Year 4: \$76,500 + 2% inflation= \$78,030 + \$39,796 for half year (includes 2% inflation) (fall '16) = \$117,826 \$4,179 to supplant 5% of Director of Secondary Program salary for leadership support of Project 5 Total Year 4: \$117,826 + \$4,179 = \$122,005</p>	<p>\$61,698 + 80,597 + 122,005= \$264,300</p>	<p>Note regarding grant year 4 (SY '15-16 and fall SY '16-17) (applicable to allocations in all categories): IDEA has allocated available funds to grant year 4. These allocations should be viewed as IDEA's best estimates at the present time and will be revised in budget cycles for SY '14-15 and SY '15-16 if necessary.</p> <p>\$0 spent on personnel in year 1 to accommodate development of the Project 5 SOW. Excess funds originally allocated to years 1-2 shifted to contractual expenses.</p> <p>Positions included in Amendment:</p> <ul style="list-style-type: none"> • Vice President of Schools: Leads the development of IDEA's vision for Reimagined Intervention, and facilitates the coordination, implementation, and evaluation of new intervention models at Round I and Round II pilot campuses. • Project Manager: Supports Vice President of Schools with administrative and content-related tasks, including site review planning, evaluation, and capturing best practices. • Director of Secondary Program budgeted for years 3-4 for supervision of Director of Secondary Personalized Learning and strategic leadership for Project 5 throughout the grant period.

<p>• IT Support Specialists (13)</p>	<ul style="list-style-type: none"> • \$60,000/FTE (based on existing salary scale) • 1 FTE IT Specialist per 300 new computers (based on benchmarks of other high performing chart schools and district schools) • Assumes 300 new computers per campus • Years 1 and 2: 3 campuses to receive new computers, Years 3-4: 13 campuses to receive new computers • Ongoing operational cost <p>Year 1 (half year): \$60,000 salary X 1 FTE X 3 campuses = (\$180,000) /2 = \$90,000</p> <p>Year 2: \$60,000 salary X 1 FTE X 3 campuses = \$180,000</p> <p>Years 3-4: \$60,000 salary X 1 FTE X 13 campuses = \$780,000</p>	<p>\$90,000 + 180,000 + 780,000 + \$780,000 = \$1,830,000</p>	<p>Year 2: The following staff time allocations reflect our best estimate of time-on-task in year 2.</p> <ul style="list-style-type: none"> • 90% Technician 1 at \$28,080 = \$25,272 • 90% Technician 2 at \$27,800 = \$22,240 • 90% Technician 3 at \$26,470 = \$23,823 • 90% Technician 4 at \$26,470 = \$23,823 • 90% Technician 5 at \$28,922 = \$26,029 • 90% Technician 6 at \$29,952 = \$26,956 • 90% Technician 7 at \$28,432 = \$25,588 • 90% HD Manager at \$41,375 = \$37,237 <p>Year 2 Total: \$210,968</p> <p>Years 3-4: Assumptions follow original budget to provide flexibility in staffing following lessons learned in SY '13-14 (year 2) implementation.</p> <ul style="list-style-type: none"> • \$60,000/FTE (based on existing salary scale) • 90% of IT staff time (salaried) to provide sufficient support for project 5 • Assumes 300 new computers per campus • Years 1 and 2: 3 campuses to receive new computers, Years 3-4: 10 campuses to receive new computers • Ongoing operational cost <p>Years 3-4: \$60,000 salary X 3 FTE X 2 = \$360,000</p>	<p>\$210,968 + 180,000 + 180,000 = \$570,968</p>	<p>IDEA elected not to spend funds on IT Support Specialists in year 1 due to the short timeframe of the Round I Pilot period (late spring SY '12-13) and the amendment to shift year 1 from a full calendar year to a half-year (January-June 2013). IT Support staff are existing IDEA staff, rather than new hires, in most cases who provide targeted support to campuses for computers on wheels (COWs, see Supplies below) and computer labs where the intervention period and other blended learning opportunities take place.</p> <p>IT staffing amendment for year 2 reflects our best estimate of time-on-task.</p>
<p>• 3 Interventionists: Interventionists support lowest-performing students by individualizing instruction for those students during intervention period and at other times; already in place at 10 IDEA campuses; this provides support at last three campuses that do not currently have interventionists.</p>	<ul style="list-style-type: none"> • \$55,000 per FTE • With inflation factor of 2% starting in year 2 • 3 FTE • Ongoing operational cost <p>Year 2: (\$55,000 base salary/FTE) X (2% inflation = \$56,100) X (3 FTE) = \$168,300</p> <p>Year 3: \$56,100 (Year 2 salary) + 2% inflation X 3 FTE = \$171,666</p> <p>Year 4: \$57,222 (Year 2 salary) + 2% inflation X 3 FTE = \$175,099</p>	<p>\$168,300 + \$171,666 + \$175,099 = \$515,065</p>	<ul style="list-style-type: none"> • \$45,100 per FTE. Accurate base salary for interventionists. • With inflation factor of 2% starting in year 2 • 3 FTE • Ongoing operational cost <p>Year 2: (\$45,100 base salary/FTE) X (2% inflation = \$46,002) X (3 FTE) = \$138,006</p> <p>Year 3: \$46,002 (Year 2 salary) + 2% inflation X 3 FTE = \$140,766</p> <p>Year 4: \$46,922 (Year 2 salary) + 2% inflation X 3 FTE = \$143,580</p>	<p>\$138,006 + \$140,766 + \$143,580 = \$422,352</p>	<p>Amendment reflects accurate base salary for interventionists at IDEA.</p>
<p>• Principal design stipend: Stipend to support principal design of personalized learning environment-based intervention period that meets school-level needs (for three principals that pilot redesign). Principals will meet monthly at minimum to offer input on the vision for implementation during the initial stages of the project as well as to provide support and</p>	<ul style="list-style-type: none"> • \$2000/principal consistent with other IDEA school leader stipends • 3 principals (one for each pilot school) • One-time cost <p>Year 1: \$2000 stipend X 3 campuses = \$6,000</p>	<p>\$6,000</p>	<p>In lieu of a stipend, IDEA will provide an Innovation Award for the 4 pilot campus staff (to be used by the principal's determination) participating in year 2 (Pilot Round II). Per Chief Human Assets Officer Audrey Hooks, IDEA does not pay principal stipends. This financial award will simultaneously reward principals for their leadership in launching the reimagined intervention block and will support increased investments at pilot campuses.</p> <p>Year 2: \$2000 award x 4 campuses = \$8000</p>	<p>\$8,000</p>	<p>A transfer of funds will take place in the amount of \$2,000 from the personnel category so that all Pilot Round II pilot campus principals receive the Innovation Award.</p>
<p>• Teacher training for all teachers in secondary schools to learn about new intervention model</p>	<ul style="list-style-type: none"> • \$25/hour, for 4 hours/day of 2 days of training for teachers • 3 campuses during year 1; 10 more campuses during years 3-4 • 28 teachers/campus • One-time expense <p>Year 1: \$25/hr stipend X 4 hrs/day X 2 days X 28 teachers/campus X 3 campuses = \$16,800</p> <p>Year 3: \$25/hr stipend X 4 hrs/day X 2 days X 28 teachers/campus X 10 campuses = \$56,000</p>	<p>\$16,800 + 56,000 = \$72,800</p>	<ul style="list-style-type: none"> • \$20/hour, for 4 hours/day of 2 days of training for teachers. Reflects \$20 standard pay for training at IDEA. • Year 1: 4 campuses total • Years 3-4: 14 campuses total • 28 teachers/campus • One-time expense <p>Year 1: no training</p> <p>Year 2: \$20/hour stipend x 4 hrs/day x 2 days x 28 teachers/campus x 4 campuses = \$17,920.</p> <p>Year 3: \$20/hr stipend x 4 hrs/day x 2 days x 28 teachers x 14 campuses = \$62,720. Training will be provided in year 3 at all participating campuses.</p>	<p>\$17,920 + \$62,720 = \$80,640</p>	<p>Amendment reflects standard pay for training at IDEA.</p> <p>Shifting teacher trainings funds from year 1 to year 2 is a more effective use of funds as the training program in year 2 reflects lessons learned during Pilot Round I.</p> <p>A transfer of funds will occur from two categories to account for the additional expenses for Teacher trainings. \$4,297 will be from the Personnel category and \$3,543 will be from the Fringe Benefit category.</p>

2. Fringe Benefits:
Explain the nature and extent of fringe benefits to be received and by whom.

<ul style="list-style-type: none"> • Director of Secondary Individualized Learning • Interventionist (3 FTE starting year 2) • IT Support Specialists 	<ul style="list-style-type: none"> • Benefits calculated using 15% for all budgeting at IDEA • Ongoing cost <p>Fringe for Director of Secondary Individualized Learning</p> <p>Year 1 (half year) : Base Salary \$75,000/2 = \$37,500(.15) = \$5,625 Year 2: Base Salary \$75,000 +2% inflation = \$76,500(.15) = \$11,475 Year 3: \$76,500 +2% inflation = \$78,030(.15) = \$11,704.5 Year 4: \$78,030 + 2% inflation = \$79,591(.15) = \$11,938.65</p> <p>Fringe for Interventionists:</p> <p>Year 2: [\$55,000 X 3 Interventionists X 2% inflation] X .15 = \$168,300(.15) = \$25,245 Year 3: [\$168,300 X 2% inflation](.15)= \$25,750 Year 4: [\$171,666 X 2% inflation](.15) =</p>	<p>\$40,743 + \$77,260 = \$118,003</p>	<ul style="list-style-type: none"> • Benefits calculated using 15% for all budgeting at IDEA • Ongoing cost <p>Years 2-4: 1,346,260 X 15% = \$201,939</p>	<p>Total Fringe \$201,939</p>	<p>Updated to reflect amendments to personnel above.</p>
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5. Supplies

Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.

<ul style="list-style-type: none"> • Laptop computer carts with 30 laptops/cart to support delivery of personalized learning during re-imagined intervention period 	<ul style="list-style-type: none"> • 30 laptops/cart • \$30,000/cart • 10 carts/school • 3 participating schools in years 1-2; 13 participating schools in years 3-4 • Recurring cost (every 3 years) • Based on existing cost of laptop carts for IDEA <p>Year 1: 3 schools X 10 carts/school X \$30,000/cart = \$900,000 Year 3: 10 schools X 10 carts/school X \$30,000/cart = \$3,000,000</p>	<p>\$900,000 + \$3,000,000 = \$3,900,000</p>	<p>Year 1: \$753,509. Excess \$146,491 shifted to year 3. Year 3: \$3,000,000 + \$146,491 = \$3,146,491</p>	<p>\$753,509 + \$3,146,491 = \$3,900,000</p>	<p>Budgeted for 3 out of 4 pilot campuses to receive laptop computer carts in years 1-2 to reflect actual number of carts needed given that pilot campuses are not all operating at scale.</p>
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<ul style="list-style-type: none"> • Mini-whiteboards to support small group student instruction 	<ul style="list-style-type: none"> • \$2 whiteboards/student • 3 campuses in Year 1 • 10 campuses in Year 3 • 450 students <p>Year 1: \$2 whiteboards/student X 3 campuses X 450 students = \$2,700 Year 3: \$2 whiteboards/student X 10 campuses X 450 students = \$9,000</p>	<p>\$2,700 + \$9,000 = \$11,700</p>	<ul style="list-style-type: none"> • \$2 whiteboards/student • 0 campuses purchased whiteboards in Year 1 • 13 campuses in Year 3. IDEA has allocated funds sufficient for 13 campuses based on the assumption that not all participating campuses (14 total) will choose to purchase whiteboards. • 450 students <p>Year 1: \$0 Year 3: \$2 whiteboards/student X 13 campuses X 450 students = \$11,700</p>	<p>\$11,700</p>	<p>Pilot campuses did not elect to purchase white boards in year 1. Funds shifted to year 3 to accommodate purchases at the majority of participating campuses in year 3, assuming that whiteboards will be one of the supplies recommended to successfully execute the intervention model.</p>
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6. Contractual

Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.

NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

<ul style="list-style-type: none"> • Software licenses for adaptive software to support math and ELA work in redesigned intervention period (exact programs to be determined by Principals during intervention model design) <p>Cost Basis for \$100/license: based on prior purchases made by IDEA for K-7 Individualized Learning Model</p>	<ul style="list-style-type: none"> • \$100/license/year • 450 students/campus • 3 campuses in year 1 and 2; 13 campuses starting year 3 • Ongoing cost <p>Year 1 (half year): (\$100 license/year X 450 students/campus X 3 campus/year) /2= \$67,500 Year 2: \$100 license/year X 450 students/campus X 3 campus/year = \$135,000 Year 3-4: 100 license/year X 450 students/campus X 13 campus/year = \$585,000</p>	<p>\$67,500 + \$135,000 + \$585,000 + \$585,000 = \$1,372,500</p>	<ul style="list-style-type: none"> • \$100/license/year • 600 students/campus in years 2-4. IDEA budgeted 600 students per campus for ease of calculation; some participating campuses are not yet scaled (IDEA adds a grade per the progression of the oldest current cohort), and others are at full scale, with approximately 740 students total. These budget calculations provide flexibility for IDEA to allocate funds to campuses as needed depending on the number of grades offered each year. • 4 campuses in year 1 and 2; 14 campuses starting year 3 (including 4 campuses participating in years 1-2) • Ongoing cost <p>Year 1: \$30,725 spent in year 1 on software licenses. Excess funds shifted to remaining years. Year 2: \$100/license/year X 600 students/campus X 4 campus/year = \$200,000 + \$9,275 year 1 excess = \$209,275 Year 3: \$100 license/year X 600 students/campus X 14 campus/year = \$840,000 Year 4: \$100 license/year X 600 students/campus X 14 campus/year = \$840,000 + \$100 license/year X 450 students/campus X 14 campus/year = \$630,000 (Fall 2016) \$840,000 + 630,000 = \$1,470,000</p>	<p>\$30,725 + \$209,275 + \$840,000 + \$1,470,000 = \$2,550,000</p>	<p>The original allocation of funds for year 1 was greater than necessary to execute the Round I Pilot. Excess funds were shifted to years 2-4 to include all grades (up to 6th-12th, depending on number of years in operation) at participating campuses.</p> <p>Updated to reflect amendments to number of campuses participating in the pilot rounds and in full implementation. The 4 pilot campuses will continue to participate in years 3-4, and are included in the total 14 participating campuses in those years.</p>
Sum lines 1-8.					
n/a	n/a	\$8,097,688		\$8,009,899	
10. Total Indirect Costs					
Identify and apply the indirect cost rate.					
<ul style="list-style-type: none"> • Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate) 	<ul style="list-style-type: none"> • 2.318% on allowable expenses 	\$187,704		\$185,669	
11. Total Grant Funds Requested					
Sum lines 9-10.					
n/a	n/a			\$8,195,568	
12. Funds from other sources used to support the project					
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)					
n/a	n/a	• \$8,285,393		n/a	
13. Total Budget					
Sum lines 11-12.					
n/a	n/a	\$8,285,393		\$8,195,568	

Grantee Name: IDEA Public Schools					
Project Name: Project 6 SUMMER INSTITUTE FOR CREDIT RECOVERY AND ACCELERATION					
Table 4-1: Project-Level Itemized Costs					
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendment (December 2013)	Amended Total	Rationale & Implications
1. Personnel:					
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.					
<ul style="list-style-type: none"> Instructors (IDEA teachers) will support instruction via various modalities of instruction; some students will complete credit recovery and acceleration via online or distance learning programs, enabling instructors to focus on small group and/or individualized instruction. 	<ul style="list-style-type: none"> \$25/hour 3 campuses in Year 2 and 13 in Years 3-4 7 teachers/campus 27 days (includes 2 days planning), 6 hrs/Day <p>Year 2: \$25/hour X 6 hrs/Day X 27 days of institute X 3campuses X 7 teachers/campus = \$85,050 Year 3: \$25/hour X 6 hrs/Day X 27 days of institute X 13campuses X 8 teachers/campus = \$421,200 Year 4: \$25/hour X 6 hrs/Day X 27 days of institute X 13 campuses X 10 teachers/campus = \$526,500</p>	\$85,050 + \$421,200+ \$526,500 = \$ 1,032,750	<ul style="list-style-type: none"> \$20/hour 6 hours/day 3 campuses in Year 2 10 campuses in Years 3-4 7 teachers/campus in Year 2 10 teachers/campus in Years 3-4 18 days in Year 2 at all campuses 27 days (includes 2 days planning) in Year 3-4 at all campuses <p>Year 2: \$20/hour X 6 hrs/Day X 18 days of institute X 3 campuses X 7 teachers/campus = \$45,360 Year 3: \$20/hour X 6 hrs/Day X 27 days of institute X 10 campuses X 10 teachers/campus = \$324,000 Year 4: \$20/hour X 6 hrs/Day X 27 days of institute X 10 campuses X 10 teachers/campus = \$324,000</p>	\$45,360 + \$324,000 + \$324,000 = \$ 693,360	<p>Adjusted number of campuses and number of days for Year 2 to ensure feasibility of successful launch of new Summer Institute. Given that Year 2 will provide a great deal of lessons learned around planning, execution and evaluation of Summer Institute, will expand significantly in Year 3 to serve more students.</p> <p>IDEA has elected to cluster Summer Institute sites in years 3-4 (decreasing the total number of campuses hosting an Institute) to minimize administrative costs. Clustering campus sites will not negatively impact the number of students served.</p> <p>In Year 2 Summer Institute will be 18 days rather than 27 to provide a baseline from which to plan for future Summer Institutes; in other words, IDEA is flexible regarding the length of Summer Institute and will tailor each summer's program to reflect student needs.</p>
<ul style="list-style-type: none"> IT Technology Specialist during summer institute to provide IT support for computers used during summer programs 	<ul style="list-style-type: none"> \$25/hour, 6 hours/day, 27 days 1 support person per 300 computers Ongoing operational cost 3 years <p>Year 2: \$25/hour X 6 hours/day X 27 days X 1 FTE = \$4,050 Year 3: \$25/hour X 6 hours/day X 27 days X 5.41666 FTE = \$21,937 Year 4: \$25/hour X 6 hours/day X 27 days X 6.5 FTE = \$26,325</p>	\$4,050+ \$21,937+ \$26,325 = \$52,312 Total Personnel: \$ 1,032,750 + \$52,312 = \$1,085,062	<ul style="list-style-type: none"> Year 2: \$0. Funds originally allocated to year 2 will be moved to Supplies (\$4,050). IDEA has elected not to fund IT Support in year 2 as the amount of support needed is unknown (dependent upon type and quantity of software purchased). \$25/hour, 6 hours/day, 27 days 1 support person per 300 computers Ongoing operational cost Years 3-4 <p>Year 3: \$25/hour X 6 hours/day X 27 days X 5.41666 FTE = \$21,937 Year 4: \$25/hour X 6 hours/day X 27 days X 6.5 FTE = \$26,325</p>	\$21,937+ \$26,325 = \$48,262	<p>IDEA has elected not to fund IT Technology Specialists out of Project 6, year 2 funds because of unknown time-on-task for the new Summer Institute. IDEA does not predict a significant amount of IT staff time will be necessary in year 2 as blended learning instruction will reflect lessons learned in the Reimagined Intervention Model and online courses projects. Funds allocated to year 2 IT Technology Specialists shifted to General Supplies for years 2-4 (per Section 5, Supplies, below general supplies are necessary to successfully execute the Summer Institute).</p> <p>In Year 2, Summer Institute campuses will have access to IT support out of IDEA HQ.</p>
			Director of Secondary Program	\$4,017	The Director of Secondary Program leads the work of Project 6. IDEA will re-evaluate leadership for Summer Institute following execution in year 2, and may submit an amendment at that time requesting funds for project leadership.
			<p>Training Stipends for Summer Institute Teachers. Staff who are selected to teach during Summer Institute will be compensated per IDEA's standard rate for participating in training prior to and during Summer Institute.</p> <p>Year 2: 20 Teachers X \$20/hr X 20 hours = \$8,000. Number of teachers approximated given flexibility of staffing arrangements (e.g., campuses may need fewer than 4 teachers each).</p> <p>Year 3: 40 Teachers X \$20/hr X 20 hours = \$16,000. Number of teachers approximated given flexibility of staffing arrangements (Summer Institute will utilize blending learning; staffing needs will be determined following development of each campus' plan).</p> <p>Year 4: 40 Teachers X \$20/hr X 20 hours = \$16,000. Number of teachers approximated given flexibility of staffing arrangements (Summer Institute will utilize blending learning; staffing needs will be determined following development of each campus' plan).</p>	\$8,000 + \$16,000 + \$16,000 = \$40,000 Total Personnel: \$693,360 + \$48,262 + \$4,017 + \$40,000= \$785,639	<p>Training specifically for Summer Institute will ensure that all staff are prepared to deliver high-quality instruction, specific to the needs of students participating to secure credits or to accelerate in math.</p>
2. Fringe Benefits:					
Explain the nature and extent of fringe benefits to be received and by whom.					
			<ul style="list-style-type: none"> Benefits calculated using 15% for all budgeting at IDEA Ongoing cost <p>Total Fringe for Instructors: Year 2: \$45,360 X 15% = \$6,804 Year 3: \$324,000 X 15% = \$48,600 Year 4: \$324,000 X 15% = \$48,600</p> <p>Total Fringe for IT Specialists: Year 3: \$21,937 X 15% = \$3,290 Year 4: \$26,325 X 15% = \$3,948</p> <p>Total Fringe for Director of Secondary Program: Year 2: \$4,017 X 15% = \$603</p> <p>Total Fringe for Training Stipends Year 2: \$8,000 X 15% = \$1,200 Year 3: \$16,000 X 15% = \$2,400 Year 4: \$16,000 X 15% = \$2,400</p>	<p>Total Fringe for Instructors: \$6,804 + \$48,600 + \$48,600 = \$104,004</p> <p>Total Fringe for IT Specialists: \$3,291 + \$3,948 = \$7,239</p> <p>Total Fringe for Director of Secondary Program \$603</p> <p>Total Fringe for Training Stipends \$1,200 + \$2,400 + \$2,400 = \$6,000</p> <p>Total Fringe: \$104,004 + \$7,239 + \$603 + \$6,000= \$117,846</p>	<p>Fringe benefits were not included in the other original budget for Project 6. Fringe benefits are included in the amendment because fringe costs will be automatically included with all personnel expenses. Therefore, including fringe benefits ensures accurate accounting of all personnel expenses associated with Project 6.</p>
5. Supplies					
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.					
<ul style="list-style-type: none"> Student lunches 	<ul style="list-style-type: none"> \$5/student/day Ongoing operational cost 3 campuses in Year 2, 13 campuses Years 3-4 100 students Year 2, 125 Year 3, 150 year 4 25 days of student lunches (25 days of instruction), 6 hrs/Day <p>Year 2: \$5/student X 25 days X 3 campuses X 100 students = \$37,500 Year 3: \$5/student X 25 days X 13 campuses X 125 students = \$203,125 Year 4: \$5/student X 25 days X 13 campuses X 150 students = \$243,750</p>	\$484,375	<ul style="list-style-type: none"> \$5/student/day Ongoing operational cost 3 campuses in Year 2 10 campuses Years 3-4 100 students Year 2 150 students Years 3-4 18 days of student lunches in Year 2, 27 days of student lunches (27 days of instruction) in Years 3-4, 6 hrs/Day <p>Year 2: \$5/student X 18 days X 3 campuses X 100 students = \$27,000 Year 3: \$5/student X 27 days X 10 campuses X 150 students = \$202,500 Year 4: \$5/student X 27 days X 10 campuses X 150 students = \$202,500</p>	\$27,000 + \$202,500 + \$202,500 = \$432,000	<p>Adjusted number of campuses and number of days for Year 2 to ensure feasibility of successful launch of new Summer Institute. Given that Year 2 will provide a great deal of lessons learned around planning, execution and evaluation of Summer Institute, will expand significantly in Year 3 to serve more students.</p>

			General Supplies (Textbooks, Office Supplies and other supplies needed to administer programs) Years 2-4: \$ 120,137 X 3 Years = \$360,412	\$120,137 + \$120,137 + \$120,138 = \$360,412	Supplies required to execute Summer Institute were not originally budgeted for.
6. Contractual					
<p>Explain the goods/services to be acquired, and the purpose and relation to the project for each expected procurement.</p> <p>NOTE: Do not use a separate line item for each anticipated procurement. Do not use a separate line item for each anticipated procurement. Do not use a separate line item for each anticipated procurement. Do not use a separate line item for each anticipated procurement. Do not use a separate line item for each anticipated procurement.</p>					
<ul style="list-style-type: none"> School bus service: School bus service is based on average per route data derived from the State of Texas semiannual report "Student transportation operations report" 	<ul style="list-style-type: none"> \$11,093/bus route/campus Summer School Average route miles 125 (includes AM and PM) Summer week days 5 Summer total weeks 6 Average cost per mile \$3.55 Total cost per a single summer route \$13,312.5 (Note: Buses will run only for 25 days (83.333% of 30 days specified above); .83333(\$13,312.5) = \$11,093 IDEA would need \$11,093 X 3 routes/campus X 7 campuses = Campuses (232,953) to be fully funded in Year 2,3 and 4 = total of \$698,859 Assumes each campus has 3 bus routes Assumes 7 campuses in Years 2-4 IDEA has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 Ongoing operational cost Year 2-4: \$11,093/route X 3 routes X 7 campuses = \$232,953 	\$232,953X 3 years = \$698,859	<ul style="list-style-type: none"> \$11,093/bus route/campus Summer School Average route miles 125 (includes AM and PM) Summer week days 5 Summer total weeks 6 Average cost per mile \$3.55 Total cost per a single summer route \$13,312.50 (Note: Buses will run only for 25 days (83.333% of 30 days specified above); .83333(\$13,312.50) = \$11,093 Assumes each campus has 3 bus routes Assumes 3 campuses in Year 2 Assumes 10 campuses in Years 3-4 IDEA has followed the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 Ongoing operational cost Year 2: \$11,093/route X 3 routes X 3 campuses = \$99,837 Year 3: \$11,093/route X 3 routes X 10 campuses = \$332,790 Year 4: \$11,093/route X 3 routes X 10 campuses = \$332,790 	\$99,837 + \$332,790 + \$332,790 = \$765,417	Adjusted number of campuses and number of days for Year 2 to ensure feasibility of successful launch of new Summer Institute. Given that Year 2 will provide a great deal of lessons learned around planning, execution and evaluation of Summer Institute, will expand significantly in Year 3 to serve more students.
<ul style="list-style-type: none"> Software licenses 	<ul style="list-style-type: none"> Year 2 assumes 3 campuses, years 4 and 5 assumes 13 campuses Assumes 100 students participate in Year 2, 125 in Year 3 and 150 in Year 4 Assumes \$100 license Year 2: \$100/student X 100 students X 3 campuses = \$30,000 Year 3: \$100/student X 125 students X 13 campuses = \$162,500 Year 4: \$100/student X 150 students X 13 campuses = \$195,000 	\$30,000+ \$162,500+ \$195,000 = \$387,500 Total Contractual = \$698,859 + \$387,500 = \$1,086,359	<ul style="list-style-type: none"> Year 2: 3 campuses Years 3 and 4: 10 campuses Assumes 100 students participate in Year 2 Assumes 150 students participate in Years 3-4 Assumes \$100 license for each student Year 2: \$100/student X 100 students X 3 campuses = \$30,000 Year 3: \$100/student X 150 students X 10 campuses = \$150,000 Year 4: \$100/student X 150 students X 10 campuses = \$150,000 	\$30,000 + \$150,000 + \$150,000 = \$330,000 Total Contractual = \$765,417 + \$330,000 = \$1,095,417	Adjusted number of campuses and number of days for Year 2 to ensure feasibility of successful launch of new Summer Institute. Given that Year 2 will provide a great deal of lessons learned around planning, execution and evaluation of Summer Institute, will expand significantly in Year 3 to serve more students.
9. Total Direct Costs:					
Sum lines 1-8.					
n/a	n/a	\$2,655,797		\$2,791,314	
10. Total Indirect Costs					
Identify and apply the indirect cost rate.					
<ul style="list-style-type: none"> Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate) 	<ul style="list-style-type: none"> 2.318% on allowable expenses 	\$36,959		\$64,703	
11. Total Grant Funds Requested					
Sum lines 9-10.					
n/a	n/a	\$2,692,756		\$2,856,017	
13. Total Budget					
Sum lines 11-12.					
n/a	n/a	\$2,692,756		\$2,856,017	

Grantee Name: IDEA Public Schools					
Project Name: Project 7: LIGHTBULB: ACTIONABLE DASHBOARD DEVELOPMENT					
Table 4-1: Project-Level Itemized Costs					
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendment (December 2013)	Amended Total	Rationale & Implications
1. Personnel:					
<ul style="list-style-type: none"> Director of Personalized IT Solutions: will oversee major IT development project to create field leading actionable dashboard that will provide actionable recommendations to teachers based on data integrated from formative and summative sources 	<ul style="list-style-type: none"> \$ 75,000 (based on IDEA Director Salary scale) FTE beginning in Year 1 (50% year 1) 2% inflation factor beginning year 2 Ongoing cost <p>Year 1 (half year): (\$ 75,000 X 1 FTE)/2 = \$37,500 Year 2: \$ 75,000 + 2% inflation = \$76,500 Year 3: \$ 76,500 + 2% inflation = \$78,030 Year 4: \$ 78,030 + 2% inflation = \$79,591</p>	\$ 271,621	<ul style="list-style-type: none"> Base pay for Director of Software Development: \$63,360 90% Salary beginning in Year 2 and continuing through year 4 2% inflation factor beginning year 3 and continuing through year 4 Ongoing cost <p>Year 2: \$63,360 X 1 FTE = \$63,360 Year 3: \$63,360 X 2% inflation = \$64,627 Year 4: \$64,627.20 X 2% inflation = \$65,919</p>	\$63,360 + 64,627 + 65,919 = \$193,906	Amendment reflects updated title and actual allotment of time on task.
<ul style="list-style-type: none"> IT Developer (4 FTE) Advanced Curriculum Specialist (1 FTE): Developers will oversee the ongoing management of the platform; Advanced Curriculum Specialist will ensure that content reflects latest and greatest thinking from the program team and help the IT team ensure it is responding to the highest instructional and learning needs of the teachers and students at IDEA. 	<ul style="list-style-type: none"> \$90,000 per FTE (based on estimate for retaining quality private sector talent from benchmarking IT development salaries) 5 FTE beginning in Year 1 (50%) Ongoing cost <p>Year 1 (half year): (\$90,000 X 5 FTE)/2 = \$225,000 Years 2 - 4: (\$90,000 X 5 FTE) = \$450,000</p>	<ul style="list-style-type: none"> \$225,000 + \$450,000 X 3 Years = \$1,575,000 <p>Total Personnel: \$ 271,621 + \$ 1,575,000 = \$1,846,621</p>	<ul style="list-style-type: none"> Year 2 IT Staff: 100% Developer 1 at \$43,769 = \$43,769 50% Developer 2 at \$53,450 = \$26,725 100% Senior Developer 1 at \$49,777 = \$49,777 100% Senior Developer 3 at \$42,995 = \$42,995 <p>Total = \$43,769 + \$26,725 + \$49,777 + \$42,995 = \$163,266</p> <p>Year 3: \$163,266 X 2% inflation = \$166,531 Year 4: \$166,531 X 2% inflation = \$169,861</p>	\$163,266 + \$166,531 + \$169,861 = \$499,658	Funds shifted from years 1-4 to years 2-4 to accommodate development of the Project 7 Scope of Work. IDEA's technology team continued to work on background work necessary to launch the formal development of the Actionable Dashboard during year 1.
			<ul style="list-style-type: none"> Additional Year 2 IT Staff: 100% SharePoint Developer at \$56,000 = \$56,000 100% BI Project Manager at \$85,000 = \$85,000 35% Development Support Specialist at \$42,000 = \$14,700 30% Director of Research & Analysis at \$69,682 = \$20,904 30% Data Analyst 1 at \$55,175 = \$16,552 30% Data Analyst 2 at \$54,000 = \$16,200 15% District SIS Manager at \$53,395 = \$8,009 25% Database Administrator at \$42,000 = \$10,500 80% Instructional Support Specialist at \$55,000 = \$44,000 10% System Administrator at \$33,739 = \$3,373 15% Director of IT at \$60,838 = \$9,125 5% Director of Individualized Learning at \$87,767 = \$4,388 <p>Year 2 Total: \$56,000 + \$85,000 + \$14,700 + \$20,904 + \$16,552 + \$16,200 + \$8,009 + \$10,500 + \$44,000 + \$3,373 + \$9,125 + \$4,388 = \$288,751</p> <p>Year 3: \$288,751 X 2% inflation = \$294,526 Year 4: \$294,526 X 2% inflation = \$300,416</p>	\$288,751 + \$294,526 + \$300,416 = \$883,693	Supplanting allocations reflect actual allotment of time on task per employee.
2. Fringe Benefits:					
Explain the nature and extent of fringe benefits to be received and by whom.					
<ul style="list-style-type: none"> Director of Personalized IT Solutions (1) IT Developer (4) Advanced Curriculum Specialist (1) 	<ul style="list-style-type: none"> Fringe @ 15% Benefits calculated using 15% for all budgeting at IDEA Ongoing cost 	\$276,993	<ul style="list-style-type: none"> Fringe @ 15% Benefits calculated using 15% for all budgeting at IDEA Ongoing cost <p>Director of Software Development:</p> <p>Year 2: \$63,360 X 15% = \$9,504 Year 3: \$64,627 X 15% = \$9,694 Year 4: \$65,919 X 15% = \$9,887 Total: \$9,504 + 9,694 + \$9,887 = \$29,085</p> <p>Developers/Senior Developers</p> <p>Year 2: \$163,266 X 15% = \$24,489 Year 3: \$166,531 X 15% = \$24,979 Year 4: \$169,861 X 15% = \$25,479 Total: \$24,489 + \$24,979 + \$25,479 = \$74,947</p> <p>Remaining Supplanted Employees</p> <p>Year 2: \$288,751 X 15% = \$43,312 Year 3: \$294,526 X 15% = \$44,178 Year 4: \$300,416 X 15% = \$45,062 Total: \$43,312 + \$44,176 + \$45,062 = \$132,552</p>	\$29,085 + \$74,947 + \$132,552 = \$236,584	
4. Equipment					
Explain what equipment is needed and why it is needed to meet program goals. Consistent with IDEA and LEA policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and a unit cost of \$500.					
<ul style="list-style-type: none"> Virtual servers, backups, installation and maintenance, storage area network 	<ul style="list-style-type: none"> \$250,000 in year 2; \$100,000 in year 3 One-time investment cost Assumes Purchase in Year 2: Storage Area Network (SAN) = \$200,000 Assumes Purchase in Year 2: Cooling and Electrical Backup = \$50,000 Assumes Purchase in Year 3: Computer Hardware = \$20,000 Assumes Purchase in Year 3: Facility Upgrades = \$30,000 Assumes Purchase in Year 3: Additional blades for virtual server environment = \$50,000 <p>Year 2: \$200,000 + \$50,000 = \$250,000 Year 3: \$20,000 + \$30,000 + \$50,000 = \$100,000</p>	\$250,000 + \$100,000 = \$350,000	<ul style="list-style-type: none"> One-time investment cost in Year 2: Storage Area Network & Virtual Infrastructure = \$650,000.00 Computer Hardware for Developers = \$25,000.00 	\$ 675,000.00	Reflects updated user requirements and RFP process; also includes computer hardware for new developers
6. Contractual					
Explain what goods/services will be acquired, and the purpose and timeline for the project for each respective presentation.					
NOTE: Do not include any costs that are already included in the budget.					

<ul style="list-style-type: none"> System Development and Implementation – Contractors RFP Creation Detailed User Requirements Training Recruiting Services 	<ul style="list-style-type: none"> Year 1: \$125,000 to issue RFP (\$25,000) and develop detailed user requirements (\$100,000) Years 2-4: Assumes 7000 hours development at \$300/hour (higher than other development costs included in this application because this project requires advanced algorithm development), over four years; cost benchmarking based on firms whose primary work is advanced algorithm development. Total Contractual Cost = 7,000 X \$300/hr = \$2,100,000 IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 One time investment cost <p>Year 1: \$100,000 + \$25,000 = \$125,000 Year 2: \$2,100,000 X .25 of implementation costs = \$525,000 Year 3: \$2,100,000 X .50 of implementation costs = \$1,050,000 Year 4: \$2,100,000 X .25 of implementation costs = \$525,000</p>	<p>\$125,000 + \$525,000 + \$1,050,000 + \$525,000 = \$ 2,225,000</p>	<p>Year 2: \$30,000 to develop RFP Contracted Development = \$671,213 Recruiting Services = \$65,000 Training = \$45,000 Total: \$30,000 + \$671,213 + \$65,000 + \$45,000 = \$811,213</p> <p>Year 3: Contracted Development = \$800,000 Training = \$45,000 Total: \$800,000 + \$45,000 = \$845,000</p> <p>Year 4: Contracted Development = \$721,213 Training = \$45,000 Total: \$721,213 + \$45,000 = \$766,213</p>	<p>\$811,213 + \$845,000 + \$766,213 = \$2,422,426</p>	<p>Firmer RFP development estimates obtained. Adds recruiting services and training component for developers.</p>
<ul style="list-style-type: none"> Lightbulb software licenses 	<ul style="list-style-type: none"> \$150,000 annual cost across participating campuses (x4years) Ongoing costs <p>Years 1 – 4: \$150,000</p>	<p>\$150,000 X 4 Years = \$600,000</p> <p>Total Contractual: \$ 2,225,000+ \$600,000 = \$2,825,000</p>	<p>Business Intelligence Licenses Year 2: \$100,000 Year 3: \$25,000 Year 4: \$25,000 Total: \$100,000 + \$25,000 + \$25,000 = \$150,000</p> <p>Design Tools/Licenses Year 2: \$18,000 Year 3: \$5,000 Year 4: \$5,000 Total: \$18,000 + \$5,000 + \$5,000 = \$28,000</p> <p>Virtualization Licensing Year 2: \$12,000</p> <p>Lightbulb Licensing Year 2: \$70,000 Year 3: \$70,000 Total: \$70,000 + \$70,000 = \$140,000</p>	<p>\$150,000 + \$28,000 + \$12,000 + \$140,000 = \$330,000</p>	<p>Funds originally allocated to Year 1 have been shifted to years 2-4 to accommodate development of the Project 7 scope of work.</p> <p>Presentation layer/end-user interface rapid application development tool initial investment (Year 2) and on-going maintenance fees (Year 3-4)</p> <p>Design Tools/Licenses to aid in developing customized dashboard solutions.</p> <p>Virtualization Licensing added due to bringing Lightbulb in-house via a virtual environment.</p> <p>Internal systems brought in-house, reducing costs associated with Lightbulb licensing.</p>
9. Total Direct Costs:					
Sum lines 1-8.					
n/a	n/a	• \$5,298,614		\$5,241,267	
10. Total Indirect Costs					
Identify and apply the indirect cost rate.					
<ul style="list-style-type: none"> Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate) 	<ul style="list-style-type: none"> 2.318% on allowable expenses 	<ul style="list-style-type: none"> \$59,656 		\$121,493	
11. Total Grant Funds Requested					
Sum lines 9-10.					
n/a	n/a	• \$5,358,270		\$5,362,760	
12. Funds from other sources used to support the project					
Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)					
<ul style="list-style-type: none"> Bill & Melinda Gates Foundation general operating support 	<ul style="list-style-type: none"> Bill & Melinda Gates Foundation general operating support 	<ul style="list-style-type: none"> \$250,000 		\$250,000	
13. Total Budget					
Sum lines 11-12.					
n/a	n/a	• \$5,608,270		\$5,612,760	

Grantee Name: IDEA Public Schools					
Project Name: Project 8: Data Integration Leadership					
Table 4-1: Project-Level Itemized Costs					
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendment (December 2013)	Amended Total	Rationale & Implications
I. Personnel:					
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.					
• Data Integration Coaches to support integration of data from Blended Learning lab back in to the classroom (1 per two campuses)	<ul style="list-style-type: none"> • \$55,000/year (based on IDEA salary scale), inflation factor of 2% beginning in year 2 • 2 campuses/coach; 13 participating campuses (6 total FTE) • Ongoing cost <p>Year 2: (\$55,000 + 2% inflation from Base Year) X 6.5 FTE = \$364,650 Year 3: Year 2 Salary of \$56,100 + 2% inflation X 6.5 FTE = \$371,943 Year 4: Year 2 Salary of \$57,222 + 2% inflation X 6.5 FTE = \$379,381.86</p>	\$364,650 + \$371,943 + \$379,381 = \$1,115,975	<ul style="list-style-type: none"> • \$55,000/year (based on IDEA salary scale), inflation factor of 2% beginning in year 2 • 2 campuses/coach; 14 participating campuses (7 total FTE) • Ongoing cost <p>Year 2: \$55,000 X 1 FTE /2 = \$27,500 (half year) Year 3: \$55,000 X 2% inflation from Base Year) X 7 FTE = \$392,700 Year 4 (1.5 school years): \$56,100 X 2% (inflation from Base Year) X 7 FTE + \$57,222 X 2% (inflation from Base Year) X 7 FTE/2 (fall SY '16-17) = \$604,838</p>	\$27,500 + \$392,700 + 604,838= \$1,025,038	<p>Extended hiring timeline to accommodate SOW development; hiring only 1 FTE in year 2 who will serve as the Lead Data Coach and will participate in development of the Data Leadership Pathway.</p> <p>IDEA will use funds allocated to year 2 to hire one Lead Data Coach. In year 3, 6 additional Data Coaches will be hired so that there is 1 data coach for every 2 participating campuses (14 participating campuses total).</p>
			<ul style="list-style-type: none"> • Stipends for Data Coaches to participate in trainings (From original Project 10 Budget-Stipends for HotSpot Facilitators) • \$20/hour • 40 hours of training • 7 participants annually • Ongoing operational cost <p>Year 3: \$20/hr stipends X 40 hrs X 7 participants = \$5,600 Year 4: \$20/hr stipends X 40 hrs X 7 participants = \$5,600</p>	\$5,600 + \$5,600 = \$11,200	<p>Training stipends will be for 7 personnel hired to take on the Data Coaches role. Rather than training HotSpot Facilitators, training will target Data Coaches (who may or may not be former HotSpot Facilitators), as this role will lead IDEA's strategic efforts to link data to daily instruction and assessment. Data Coaches training will begin in year 3 and continue through year 4.</p> <p>IDEA provides a standard \$20/hour stipend for staff participating in professional development during non-contracted time or on weekends.</p>
			<ul style="list-style-type: none"> • Training for current employees at the IDEA Central Office to prepare for supporting and collaborating with the Data Coaches. <p>Years 2 & 3: \$60,000. These funds were drawn from excess funds allocated to personnel not spent in year 2.</p>	\$60,000	<p>Numerous trainings will occur throughout the course of year 2 and early in year 3 to prepare for the hiring of the Data Coaches. The trainings will target approximately 10 existing IDEA central office staff on key data systems in order to prepare these staff to work with Data Coaches immediately upon hire. These staff will include directors, coaches, assessment coordinators, and members of the data and research team. These trainings will support internal consistency of expectations, goals, procedures and best practices in the Data Coaches role by ensuring that IDEA staff are prepared to effectively collaborate with new hires.</p>
			<ul style="list-style-type: none"> • Stipend for IDEA Faculty members to teach the Data Leadership Pathway program to the Data Coaches (From original Project 10 Budget) • \$20/hr IDEA's training stipend has been set a standard \$20 per hour. • Number of hours variable by year, see calculation below • 3 faculty members • Ongoing operational cost <p>Years 2-3: \$20/hr X 56 hours X 3 faculty members = \$3,360 Year 4: \$20/hr X 30 hours X 3 faculty members = \$1,800 Budgeted for up to 30 hours of training in year 4 to accommodate new steps in the Data Leadership Pathway that will be developed in year 4.</p>	\$3,360 + \$1,800 = \$5,160	<p>Updated stipend to reflect standard \$20/hour training stipend and to account for up to 6 hours of additional training in year 4, to be determined during execution/reflection of Step 5 of the Data Leadership Pathway.</p>

2. Fringe Benefits:					
Explain the nature and extent of fringe benefits to be received and by whom.					
• Data Integration Coaches	• Fringe @ 15% • Benefits calculated using 15% for all budgeting at IDEA • Ongoing cost \$1,115,975 X 15% = 167,396	\$167,396	• Fringe @ 15% • Benefits calculated using 15% for all budgeting at IDEA • Ongoing cost Year 2-4: \$1,101,398 X 15% = \$165,210	\$165,210	Updated calculations to reflect total salary expenditures.
5. Supplies					
Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.					
• Tech supplies for Data Integration Coaches			Added a supply category using funds a portion of funds remaining from Personnel in years 1 and 2. • \$1,500/computer Year 3: \$1,500 (per computer) X 7 FTE = \$10,500 General Supplies: \$21,000	\$10,500 + \$21,000 = \$31,500	Added a supply category using funds a portion of funds remaining from Personnel in years 1 and 2. These supplies will be essential for Data Coaches to successfully fulfill their position requirements.
• Food for program participants (\$30/participant/day) (By providing food participants are able to remain on the school site for training increasing time spent on training within travel days.)	• \$30/participant/day • 15 days/participation • 5 participants/annually • 3 faculty members Years 2-4: \$30/day X 8 people to feed X 15 days = \$3,600	• \$3,600 X 3 Years = \$10,800	No Amendment	No Amendment	
			• Supplies for Trainings Course materials, general supplies. Year 3-4: \$25,326	\$25,326	Supplies are necessary to ensure successful execution of Data Coaches training. Details will be added as training agendas are developed.
8. Other					
Explain other expenditures that may exist and are not covered by other categories.					
• Participant travel from San Antonio to Rio Grande Valley (from original Project 10 budget)	• \$200/trip from San Antonio to Rio Grande Valley • 15 days throughout the year • 5 participants (one from San Antonio to make trip) Years 2 – 4: \$200 X 15 days = \$3,000		Corrected assumptions for travel • \$200/trip per person from San Antonio/Austin to Rio Grande Valley (same cost for both locations to account for variations in specific expenditures) • 5 days throughout the year (maximum number of days required to complete up to 86 hours of training in years 3-4; provides flexibility for an additional 6 hours of training to be added beyond Step 5 of the Data Leadership Pathway- to be defined in year 4) • 2 participants (one participant each from San Antonio and Austin to make trip) Year 3: \$200 X 5 days X 2 = \$2,000 Year 4: \$200 X 5 days X 2 = \$2,000	\$2,000 + \$2,000 = \$4,000	The Data Coaches serving participating campuses in San Antonio and Austin will attend Data Leadership Pathway trainings in the Rio Grande Valley throughout years 3 and 4.
9. Total Direct Costs:					
Sum lines 1-8.					
n/a	n/a	\$1,283,371		\$1,338,234	Funds needed to support the budget amendments here drawn from excess in Project 4 (excess due to revision to number of online courses IDEA students will take SY '13-14, SY '14-15 and SY '15-16).
10. Total Indirect Costs					
Identify and apply the indirect cost rate.					
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	\$29,749		\$31,020	
11. Total Grant Funds Requested					
Sum lines 9-10.					
n/a	n/a	\$1,313,120		\$1,369,254	
13. Total Budget					
Sum lines 11-12.					
n/a	n/a	\$1,313,120		\$1,369,254	

Grantee Name: IDEA Public Schools					
Project Name: Project 9: On-Demand PD for Personalized Learning Environments					
Table 4-1: Project-Level Itemized Costs					
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendment (November 2013)	Amended Total	Rationale & Implications
I. Personnel:					
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.					
<ul style="list-style-type: none"> Curriculum Coordinator will supervise the design and content for this project, which is designed to create on-demand modules of content specifically focused on integrating data from personalized learning environments back into core classrooms. Principals, teachers, and others can access these on-demand modules to provide embedded PD as part of existing PD structures. See <i>Rationale & Implications</i> column for explanation of shift from Curriculum Coordinator to other staff. 	<ul style="list-style-type: none"> \$30/hour to develop the content for the site Assumes 500 hours of support spread over 2 years One-time investment cost Year 2: \$30/hr * 500 hours = \$15,000	<ul style="list-style-type: none"> \$15,000 	The Curriculum Coordinator position is replaced by a combination of the Development Support Specialist, the Instructional Support Specialist, and the Director of Software Development. Year 2: 15% of Development Support Specialist at \$42,000/year = \$6,300 Year 2: 10% of Instructional Support Specialist at \$55,000/year = \$5,500 Year 2: 5% of Director of Software Development at \$70,400/year = \$3,520	<ul style="list-style-type: none"> \$6,300 + \$5,550 + \$3,520 = \$15,320 	The Development Support Specialist, Instructional Support Specialist, and the Director of Software Development have the expertise to guide Project 9, with input from members of the Academic Services Team. Excess funds from Personnel will be shifted to Supplies to support infrastructure improvements with the purchase of a video server to ensure that video PD captured in Project 9 and 14 are accessible online. IDEA elected to repurpose personnel funds originally allocated for the Curriculum Coordinator to the Software and IT departments to develop the technical infrastructure required to house these videos. The Development Support Specialist sits on the Software Development team and is thus able to serve as a link between content development (created by members of the IT, Academic Services and other teams) and technical considerations.
<ul style="list-style-type: none"> IT Developer will take content developed by the Curriculum Coordinator and automate the content and put onto IDEA's proprietary platform (Lightbulb) 	<ul style="list-style-type: none"> Includes 500 developer hours to automate content \$150/hour One-time investment cost Year 2: \$150/hr * 500 hours = \$75,000	<ul style="list-style-type: none"> \$75,000 Total Personnel Cost: \$15,000 + \$75,000 = \$90,000	Funds allocated to the IT Developer will be shifted to Supplies for the purchase of a video server. The responsibilities originally assigned to the IT Developer will be covered by the Development Support Specialist. Year 2: \$0	<ul style="list-style-type: none"> \$0 	
4. Equipment					
<ul style="list-style-type: none"> Video server to host on-demand professional development content 	n/a	n/a	<ul style="list-style-type: none"> IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 Based on knowledge of infrastructure improvement costs One-time investment cost Year 2: \$74,680	<ul style="list-style-type: none"> \$74,680 	If the costs for the video server exceed \$74,680, IDEA will supplement with general operating funds (non RTT-D funds). Investment in the video server will ensure that PD content on video produced by both Projects 9 and 14 (Video Exemplars for Teachers) is effectively stored for 24/7 access by IDEA staff.
9. Total Direct Costs:					
Sum lines 1-8.					
n/a	n/a	\$90,000		\$90,000	
10. Total Indirect Costs					
Identify and apply the indirect cost rate.					
<ul style="list-style-type: none"> Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate) 	<ul style="list-style-type: none"> 2.318% on allowable expenses 	\$2,086	n/a	\$2,086	
11. Total Grant Funds Requested					
Sum lines 9-10.					
n/a	n/a	\$92,086		\$92,086	
13. Total Budget					
Sum lines 11-12.					
n/a	n/a	\$92,086		\$92,086	

Grantee Name: IDEA Public Schools

Project Name: Project 11: ON-LINE AND INDIVIDUALIZED PD FOR DEEP CONTENT KNOWLEDGE

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendment (November 2013)	Amendment Rationale
3. Travel:				
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.				
<ul style="list-style-type: none"> Stipends for teacher travel to high quality, individualized PD options 	<ul style="list-style-type: none"> Assumes 50 teachers travel to high-quality content PD Cost of travel - \$500/teacher (assumption is that remaining PD is provided virtually) Ongoing operational cost <p>Years 2-4: \$500 stipend/teacher X 50 teachers = \$25,000</p>	<p>\$25,000 X 3 Years = \$75,000</p>	<p>No Amendment</p>	
6. Contractual				
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.				
NOTE: Do not use procurement methods to estimate procurement costs. Only use actual contract terms and conditions to estimate costs.				
<ul style="list-style-type: none"> Professional services provided: high-quality online content PD for teachers in hard-to-recruit and teach subjects (e.g., Physics); Addresses the need for PD in the geographically constrained area of the Rio Grande Valley where high-quality university-provided PD is of limited availability <p>Costs are estimated based upon the range of summer PD programming traditionally attended by IDEA staff. These include Advanced Placement training sessions (\$500) and Project Lead the Way Engineering training (\$2,450).</p>	<ul style="list-style-type: none"> Assumes \$1500 cost/year for 150 teachers/annually Begins in Year 2 Ongoing operational cost IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 <p>Years 2-4: \$1,500/teacher X 150 teachers = \$225,000</p>	<p>\$225,000 X 3 Years = \$675,000</p>	<p>No Amendment</p>	
9. Total Direct Costs:				
Sum lines 1-8.				
n/a	n/a	\$750,000	\$750,000	
10. Total Indirect Costs				
Identify and apply the indirect cost rate.				
<ul style="list-style-type: none"> Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate) 	<ul style="list-style-type: none"> 2.318% on allowable expenses 	<ul style="list-style-type: none"> \$ 3,477 	<p>\$17,385</p>	<p>Indirect cost was not calculated at 2.318% in original submission.</p>
11. Total Grant Funds Requested				

Sum lines 9-10.			
n/a	n/a	• \$753,477	\$767,385
13. Total Budget			
Sum lines 11-12.			
n/a	n/a	• \$753,477	\$767,385

Grantee Name: IDEA Public Schools					
Project Name: Project 12: Automation/Integration of Observation and Feedback Tools					
Table 4-1: Project-Level Itemized Costs					
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendments (December 2013)	Amended Total	Rationale & Implications
1. Personnel:					
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.					
<ul style="list-style-type: none"> IT Support Specialist to support ongoing automation and update of PD tools (both summative and normative tools) 	<ul style="list-style-type: none"> \$60,000, with 2% inflation factor beginning year 2 1 FTE Ongoing operational cost <p>Year (half year)1: (\$60,000 X 1 FTE)/2 = \$30,000 Year 2: (\$60,000 X 1 FTE) X 2 % inflation = \$61,200 Year 3: (\$61,200 X 1 FTE) X 2 % inflation = \$62,424 Year 4: (\$61,424 X 1 FTE) X 2 % inflation = \$63,672</p>	\$30,000 + \$61,200 + \$62,424 + \$63,672 = \$217,296	<p>The FTE IT Support Specialist will be replaced by a combination of 5 staff on the IT and Data and Research teams in year 2, and by a new full time IT Support Specialist in year 3.</p> <p>Year 2: 15% IT Developer 2 at \$53,450 = \$8,017</p> <p>30% Development Support Specialist at \$42,000 = \$12,600</p> <p>10% Data Analyst at \$55,175 = \$5,517</p> <p>10% Data Analyst at \$54,000 = \$5,400</p> <p>Placement Fee for Data Analyst = \$8,250</p> <p>5% Director of Software Development at \$70,400 = \$3,520</p> <p>10% Instructional Support Specialist at \$55,000 = \$5,550 Total Year 2: \$48,854</p> <p>Year 3: IT Support Specialist, to be hired spring 2014.</p> <ul style="list-style-type: none"> \$60,000, with 2% inflation factor beginning year 4 1 FTE Ongoing operational cost <p>Year 4: IT Support Specialist \$61,200 1 FTE Ongoing operational cost</p>	\$48,854 + \$60,000 + \$61,200 = \$170,054	<p>Note regarding grant year 4 (SY '15-16 and fall SY '16-17) (applicable to allocations in all categories): IDEA has allocated available funds to grant year 4. These allocations should be viewed as IDEA's best estimates at the present time and will be revised in budget cycles for SY '14-15 and SY '15-16 if necessary.</p> <p>The amended personnel allocation reflects staff who have a range of expertise necessary to effectively identify, procure and integrate the Observation and Feedback Tool into IDEA's existing software and data management systems. Projected personnel for years 3 and 4 not amended due to unknown personnel needs beyond year 2. IDEA plans to hire a new IT Support Specialist in the spring of 2014.</p>
2. Fringe Benefits:					
Explain the nature and extent of fringe benefits to be received and by whom.					
IT Developer	<ul style="list-style-type: none"> 15% of compensation Ongoing operational cost 	\$32,594	<ul style="list-style-type: none"> 15% of compensation Ongoing operational cost <p>Recalculated to reflect percentages of staff time above.</p> <p>Year 2: IT Developer at \$8,017.50 = \$1,202 Development Support Specialist at \$12,600 = \$1,890 Data Analyst at \$5,517.50 = \$827 Data Analyst at \$5,400 = \$810 Director of Software Development at \$3,520 = \$528 Instructional Support Specialist at \$5,500 = \$825</p> <p>IT Support Specialist: Year 3: \$60,000 X 15% = \$9,000 Year 4: \$61,200 X 15% = \$9,180</p>	\$1,202 + \$1,890 + \$827 + \$810 + \$528 + \$825 + 9,000 + 9,180 = \$24,262	Updated to reflect amendments to personnel above.
6. Contractual					
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.					
Developer hours at estimated \$200/hour to automate observational and feedback tools; total of 2500 hours	<ul style="list-style-type: none"> \$200/hour for 2500 hours IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 Based on previous development projects of this kind undertaken by IDEA One-time investment 	\$500,000	<ul style="list-style-type: none"> IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 Based on knowledge of software costs Ongoing cost <p>Funds allocated to the Developer will be shifted to purchase of a third-party vendor Automated Observation and Feedback Tool (app).</p> <p>Year 2 (pilot year, 2-3 campuses): \$30,000</p> <p>Year 3 (all participating campuses): \$50,000</p> <p>Year 4 (all participating campuses): \$50,000</p>	\$30,000 + \$50,000 + \$50,000 = \$130,000	<p>Funding priority has been assigned to the procurement of a high-quality app that can be integrated into IDEA's IT and data systems. Given that the market for observation apps is extensive, IDEA's resources will be best utilized by purchasing an app. We expect the same or a higher level of quality from the third party vendor's product compared to what we could produce internally. The purchase of the third party app does not delay implementation of the observation tool; rather, purchase of a high-quality app will accelerate use of the product to improve the quality and timeliness of feedback provided to teachers.</p> <p>Funds saved by purchasing the app have been shifted to other projects with inaccurate indirect cost calculations.</p>
			<ul style="list-style-type: none"> Contract with data integration specialist third party IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 Based on knowledge of software costs One-time investment <p>Year 4: \$50,000</p>	\$50,000	Contracting with a third party data integration specialist will facilitate integration of the Automated Observation and Feedback Tool (app) with the Actionable Dashboard developed in RTT-D Project 7.
9. Total Direct Costs:					

Sum lines 1-8.					
n/a	n/a	\$749,891		\$374,316	
10. Total Indirect Costs					
Identify and apply the indirect cost rate.					
• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	\$6,951		\$8,677	
11. Total Grant Funds Requested					
Sum lines 9-10.					
n/a	n/a	\$756,842		\$382,993	
13. Total Budget					
Sum lines 11-12.					
n/a	n/a	\$756,842		\$382,993	Funds originally allocated to Project 12 have been shifted to other projects with inaccurate indirect cost calculations.

Grantee Name: IDEA Public Schools

Project Name: Project 13:

Upgraded Teacher

Evaluation System

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendment (November 2013)	Amended Total	Rationale & Implications
6. Contractual					
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.					
NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.					
<ul style="list-style-type: none"> Consultant to develop Teacher Evaluation system that includes student growth as a component of evaluation 	<ul style="list-style-type: none"> \$50,000 for year 1 based on existing contract with TNTP (The New Teacher Project) to assess options for student growth measure Assumes \$50,000 for years 2-4 with a contractor TBD to actually develop, pilot, and implement system IDEA has followed and will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 	\$50,000 X 4 Years = \$200,000	<ul style="list-style-type: none"> \$50,000 for year 1 based on existing contract with TNTP (The New Teacher Project) to assess options for student growth measure Assumes \$50,000 for years 2-4 with a contractor TBD to actually develop, pilot, and implement system IDEA has followed and will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 		\$20,873 in funds unaccounted for in original RTT-D budget have been allocated to project 13 contractual costs. Contractual costs for the student growth measure of the teacher evaluation system exceed funds allocated to Project 13; therefore any additional funds such as those added here increase IDEA's ability to fully fund this portion of the teacher evaluation system work.
	Year 1: Existing TNTP Contract of \$50,000 = \$50,000 Years 2-4: New Contract Cost = \$50,000		Year 1: \$0. Funds allocated to year 1 shifted to years 2-4. Years 2-4: New Contract Cost of \$50,000 per year + remaining \$50,000 from year 1	*\$200,000+ \$20,873 = \$220,873	IDEA did not spend funds in year 1 due to the shortened timeframe (from a full calendar year to a half-year, January-June 2013). Funds shifted from year 1 to years 2-4 to accommodate development of the Project 13 Scope of Work.
9. Total Direct Costs:					
Sum lines 1-8.					
n/a	n/a	\$200,000		\$220,873	
10. Total Indirect Costs					
Identify and apply the indirect cost rate.					
<ul style="list-style-type: none"> Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate) 	<ul style="list-style-type: none"> 2.318% on allowable expenses 	\$2,318		\$5,120	The indirect cost rate reflects the original allowable amount for indirect costs.
11. Total Grant Funds Requested					
Sum lines 9-10.					
n/a	n/a	\$202,318		\$225,993	
12. Funds from other sources used to support the project					

Identifies all non-grant funds that will support the project (e.g., external foundation support; LEA, State, and other Federal funds)					
• Foundation Support from: Michael and Susan Dell Foundation, Arnold Foundation, and Communities Foundation of Texas to support upgraded teacher evaluation system	n/a	\$1,702,492		\$1,702,492	
13. Total Budget					
Sum lines 11-12.					
n/a	n/a	\$1,904,810		\$1,928,485	Updated total reflects additional \$20,873 in funds.

Grantee Name: IDEA Public Schools

Project Name: Project 14: VIDEO EXEMPLARS FOR TEACHERS

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendment (November 2013)	Amended Total	Rationale & Implications
1. Personnel:					
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.					
<ul style="list-style-type: none"> IT Developer to put video content onto Lightbulb portal and develop supporting materials 	<ul style="list-style-type: none"> Salary is \$90,000/annually 25% - 30% of annual time for four years allocated to putting content from videographer on Lightbulb portal (~27% used for calculation) One-time investment <p>Years 1 – 4: 27% of IT Developer time X \$90,000 = \$25,000</p>	\$25,000 X 4 Years = \$100,000	<ul style="list-style-type: none"> Salary for IT Developer: \$64,500 25% - 30% of annual time for four years allocated to putting content from videographer on Lightbulb portal (~27% used for calculation) One-time investment <p>Year 1: \$0. No funds spent in year 1 to accommodate development of Project 14 SOW.</p> <p>Year 2: 100% of Senior Developer 2 Salary = \$64,500 Funds allocated to year 1 shifted to year 2.</p> <p>Year 3: 35.5% of IT Developer Salary = \$35,500</p> <p>Year 4: \$0</p>	\$64,500 + 35,500 = \$100,000	<p>Payment for IT Developer extended to year 2 to accommodate development of Project 14 SOW. Planning for Project 14 took place during the shortened year 1 (January-June 2013) and activities were launched in the summer of 2013 (beginning of year 2), therefore the IT Developer's tasks launched at the beginning of year 2.</p> <p>For year 2, allocated IT Developer at 100% to ensure sufficient staff resources to manage uploading and management of online video platform.</p> <p>The IT Developer is not allocated personnel funding in year 4 for the following reasons:</p> <ul style="list-style-type: none"> In year 4 IDEA will conduct only one round of filming and uploading. By this point in the implementation of Project 14, relevant IT systems will be fully-established and largely self-managed, with very little time commitment required on the part of the IT Developer.
6. Contractual					
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.					
NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.					
<ul style="list-style-type: none"> Videographer to video exemplary teacher exemplars and edit 	<ul style="list-style-type: none"> 1000 hours over four years (Based upon and average of 5 hour of video taken per week/1year) \$100/hour (based upon: IDEA's average expenditure for video capturing and editing) IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 One-time investment <p>Years 1 – 4: Estimated 250 hours/year X \$100 hours = \$250,000 (see column D-Amendment for correction)</p>	\$25,000 X 4 Years = \$100,000	<ul style="list-style-type: none"> 1000 hours over four years (Based upon and average of 5 hour of video taken per week/1year) \$100/hour (based upon: IDEA's average expenditure for video capturing and editing) IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 One-time investment <p>Years 2-4: Estimated 333 hours/year X \$100/hr. = \$33,333 per year. Corrects miscalculation made in original budget and shifts funds to years 2-4 to accommodate timeline for Project 14 SOW development.</p>	\$33,333.33 X 3 years= \$100,000	Extending the start of contractual payments from year 1 to subsequent years will enable IDEA to secure more videographer hours in these years to ensure that all video is captured and prepared for upload.
9. Total Direct Costs:					
Sum lines 1-8.					
n/a	n/a	\$200,000		\$200,000	
10. Total Indirect Costs					
Identify and apply the indirect cost rate.					
<ul style="list-style-type: none"> Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate) 	<ul style="list-style-type: none"> 2.318% on allowable expenses 	\$4,636		\$4,636	
11. Total Grant Funds Requested					
Sum lines 9-10.					
n/a	n/a	\$204,636		\$204,636	
13. Total Budget					
Sum lines 11-12.					
n/a	n/a	\$204,636		\$204,636	

Grantee Name: IDEA Public Schools

Project Name: Project 15: COLLECTIVE IMPACT COMMUNITY PARTNERSHIPS

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendment (December 2013)	Total	Act
1. Personnel:					
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.					
<p>Regional Community Partnership Coordinator (3 FTE) will lead needs identification on regional campus clusters, identify partners, and support implementation.</p>	<ul style="list-style-type: none"> Salary: \$60,000/FTE, starting in year 2 of grant; 2% inflation factor 3 FTE (based on 13 campuses with 1 coordinator for 4 campuses) Ongoing cost <p>Year 2: \$60,000 salary X 3 FTE X 2% inflation = \$183,600 Year 3: Year 2 Salary of \$61,200 X 3 FTE X 2% inflation = \$187,272 Year 4: Year 3 Salary of \$62,424 X 3 FTE X 2% inflation = \$191,017.44</p>	<p>\$183,600 + \$187,272 + \$191,017.44 = \$561,889</p>	<p>Director: Reconsideration of staffing needs resulted in hiring one Director-level position to oversee the Community Partnerships at a base salary of \$70,000. Because a Director has been brought on, only one Coordinator-level position at a base salary of \$40,000 is needed. Given the scope of this project, a Director-level position was deemed the most appropriate leader of this work; the Coordinator role will work directly with the Director and provide essential management support.</p> <ul style="list-style-type: none"> Ongoing cost Year 2: \$70,000 X 1 FTE = \$70,000 Year 3: \$70,000 X 2% inflation = \$71,400 Year 4: \$71,400 X 2% inflation = \$78,828 + \$78,828 X 2% inflation/2 (fall '16) = \$40,203 (fall '16) = \$78,828 + \$40,203 = \$119,031 <p>Total Director salary: \$260,431</p> <p>Coordinator:</p> <ul style="list-style-type: none"> 1 Coordinator in year 2; 2 Coordinators in year 3-4 Ongoing cost Year 2: \$40,000 X 1 FTE = \$40,000 Year 3: \$40,000 X 2% inflation X 2 FTE = \$81,600 Year 4: \$81,600 (2 FTEs at base salary of \$40,000) X 2% inflation = \$83,232 + \$83,232 (2 FTEs at base salary of \$40,000) X 2% inflation/2 (fall '16) = \$42,449 (fall '16) = \$83,232 + \$42,449 = \$125,681 <p>Total Coordinator salary: \$247,281</p>	<p>Director salary \$260,431 + Coordinator salary \$247,281 = \$507,712</p>	
2. Fringe Benefits:					
Explain the nature and extent of fringe benefits to be received and by whom.					
Regional Community Partnership Coordinators (3 FTE)	<ul style="list-style-type: none"> 15% Fringe, in accordance with IDEA practice Ongoing cost 	\$ 84,283	<ul style="list-style-type: none"> 15% Fringe, in accordance with IDEA practice Ongoing cost <p>Total Salaries: \$507,712 X 15% = 76,157</p>	\$ 76,157	Lpd Pers
3. Travel:					
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.					
Travel allowance for Regional Community Partnership Coordinators and RTT-D grant director to participate in national convening/conferences re: Collective Impact and learn from best practices around community partnership development	<ul style="list-style-type: none"> 2 trips/coordinator annually; 2 trips/RTT-D Grant director 3 coordinators (calculated by having 13 campuses and 1 coordinator per 4 campuses), 1 Grant Director Assumes \$1,125 total costs/trip including airfare and conference registration Ongoing cost <p>Years 2-4: 8 total trips* X \$1,125/trip = \$9,000</p> <p>*Note: 8 trips = (2 trips X 3 coordinators) + (2 trips X 1 grant manager)</p>	<p>\$9,000 X 3 years = \$27,000</p>	<p>Travel allowance for Coordinator, Director and RTT-D Grant Manager</p> <ul style="list-style-type: none"> 3 trips/Coordinator annually; 3 trips/Project Director annually, 2 trips/RTT-D Grant Manager annually Assumes \$1,125 total costs/trip including airfare and conference registration Ongoing cost Year 2: 8 total trips* X \$1,125/trip = \$9,000 Year 3: 8 total trips* X \$1,125/trip = \$9,000 Year 4: 8 total trips* X \$1,125/trip = \$9,000 <p>*Note: 8 trips = (3 trips X 1 Coordinator) + (3 trips X 1 Director) + (2 trips X 1 RTT-D Grant Manager) = 8 total trips</p>	<p>\$9,000 X 3 years = \$27,000</p>	Rev staff RTT-D bud year
6. Contractual					
Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement. NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.					
Expansion of Communities in Schools Partnership (or similar partnership) to eight additional campuses. The IDEA College Preparatory San Juan campus partnered with Communities in Schools (CIS), a dropout prevention program that provides school-based social services, to help prepare students to arrive at school each day ready to learn. CIS provided sustained interventions designed to achieve monitored outcomes such as improved academic performance, attendance, and behavior. This partnership provides helps students to better access remedial instruction services (e.g. tutoring), health and social service referrals, programming to increase parental involvement in the education of their children, and student enrichment services focused on student development by promoting group and cultural activities. With this grant, we will expand the partnership to eight additional campuses beginning in school year 2013 (or select a similar provider to provide the services outlined above)	<ul style="list-style-type: none"> Cost is roughly \$40,000/campus annually (based upon prior contract with Communities in Schools); we anticipate expanding partnership to a total of 8 campuses IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 Ongoing cost <p>Years 2-4: \$40,000/Campus X 8 Campuses = \$320,000</p>	<p>\$320,000 X 3 years = \$960,000</p>	<ul style="list-style-type: none"> Expansion of Communities in Schools Partnership (or similar partnership) to 12 additional campuses (all IDEA College Prep campuses in the Rio Grande Valley, thereby significantly increasing the reach and impact of this project). The IDEA College Preparatory San Juan campus partnered with Communities in Schools (CIS), a dropout prevention program that provides school-based social services, to help prepare students to arrive at school each day ready to learn. CIS provided sustained interventions designed to achieve monitored outcomes such as improved academic performance, attendance, and behavior. This partnership provides helps students to better access remedial instruction services (e.g. tutoring), health and social service referrals, programming to increase parental involvement in the education of their children, and student enrichment services focused on student development by promoting group and cultural activities. With this grant, we will expand the partnership to twelve additional campuses beginning in school year 2013 (or select a similar provider to provide the services outlined above) <p>Years 2-4: \$40,000/Campus X 12 Campuses = \$480,000</p>	<p>\$480,000 X 3 years = \$1,440,000</p>	Exp part ensus The avail Proj than
Other community partnerships to address needs identified in needs assessment survey	<ul style="list-style-type: none"> We have assumed between \$35,000 and \$40,000 of additional funding annually per campus (total of 13 campuses) for other partnerships to be designed and developed based on results from survey that will identify socio-emotional needs of IDEA students. (Funding based on funds currently allocated to Communities in Schools) Assumes funding required by campus will vary based upon student population (which increases overtime as grade levels are added.) IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 Ongoing cost <p>Years 2 - 5: Estimated \$38,400 X 13 campuses = \$500,000*</p> <p>*Number has been rounded to \$500,000/year to make it an even number since funding is estimated to be between \$35,000 and \$40,000.</p>	<p>\$500,000 X 3 years = \$1,500,000</p>	<ul style="list-style-type: none"> We have assumed \$35,000 of additional funding annually per campus (total of 14 campuses) for other partnerships to be designed and developed based on results from survey that will identify socio-emotional needs of IDEA students. (Funding based on funds currently allocated to Communities in Schools) Assumes funding required by campus will vary based upon student population (which increases overtime as grade levels are added.) IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 Ongoing cost <p>Years 2 - 4: Estimated \$35,000 X 14 campuses = \$490,000 X 3/ys = \$1,470,000</p>	<p>\$490,000 + \$490,000 + \$490,000 = \$1,470,000</p>	Rev acc part
Survey Design and Implementation: we would contract with an outside provider to design a survey that would accurately assess the socio-emotional needs of our families and students and provide implementation support for the survey	<ul style="list-style-type: none"> \$25,000 (cost basis- This cost is derived from consultants who have worked with IDEA on community engagement activities. This is the estimated cost of both an electronic survey and paper based survey administered within the community) IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 One-time cost Year 1: \$25,000 	<p>\$25,000</p> <p>Total Contractual: \$960,000 + \$1,500,000 + \$25,000 = \$2,485,000</p>	<p>Referred to in Project 15 SOW as needs assessment.</p> <ul style="list-style-type: none"> \$25,000 (cost basis- This cost is derived from consultants who have worked with IDEA on community engagement activities. This is the estimated cost of both an electronic survey and paper based survey administered within the community) IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 One-time cost Year 2: \$25,000 Needs assessment funds allocated to year 2 to accommodate Project 15 SOW development. 	<p>\$25,000</p>	The year (shi year) IDE com staff ens IDE prov asse ven qual the acc that com
9. Total Direct Costs:					
Sum lines 1-8.					
n/a	n/a	\$3,158,173		\$3,545,869	
10. Total Indirect Costs					
Identify and apply the indirect cost rate.					

• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1)-3, p. F-4, for documentation of TEA indirect cost rate)	• 2.318% on allowable expenses	• \$17,922	Corrected incorrect original calculation of indirect costs.	\$82,193
11. Total Grant Funds Requested				
Sum lines 9-10.				
n/a	n/a	• \$3,176,095		\$3,628,062
13. Total Budget				
Sum lines 11-12.				
n/a	n/a	• \$3,176,095		\$3,628,062

Grantee Name: IDEA Public Schools

Project Name: Project 15: COLLECTIVE IMPACT COMMUNITY PARTNERSHIPS

Table 4-1: Project-Level Itemized Costs

Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendment (December 2013)	Total	Activity Reference (optional)
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1. Personnel:

Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.

<p>Regional Community Partnership Coordinator (3 FTE) will lead needs identification on regional campus clusters, identify partners, and support implementation.</p>	<ul style="list-style-type: none"> Salary: \$60,000/FTE, starting in year 2 of grant; 2% inflation factor 3 FTE (based on 13 campuses with 1 coordinator for 4 campuses) Ongoing cost <p>Year 2: \$60,000 salary X 3 FTE X 2% inflation = \$183,600 Year 3: Year 2 Salary of \$61,200 X 3 FTE X 2% inflation = \$187,272 Year 4: Year 3 Salary of \$62,424 X 3 FTE X 2% inflation = \$191,017.44</p>	<p>\$183,600 + \$187,272 + \$191,017.44 = \$ 561,889</p>	<p>Director: Reconsideration of staffing needs resulted in hiring one Director-level position to oversee the Community Partnerships at a base salary of \$70,000. Because a Director has been brought on, only one Coordinator-level position at a base salary of \$40,000 is needed. Given the scope of this project, a Director-level position was deemed the most appropriate leader of this work; the Coordinator role will work directly with the Director and provide essential management support.</p> <ul style="list-style-type: none"> Ongoing cost <p>Year 2: \$70,000 X 1 FTE = \$70,000 Year 3: \$70,000 X 2% inflation = \$71,400 Year 4: \$71,400 X 2% inflation = \$78,828 + \$78,828 X 2% inflation/2 (fall '16) = \$40,203 (fall '16) = \$78,828 + \$40,203= \$119,031 Total Director salary: \$260,431</p> <p>Coordinator:</p> <ul style="list-style-type: none"> 1 Coordinator in year 2; 2 Coordinators in year 3-4 Ongoing cost <p>Year 2: \$40,000 X 1 FTE = \$40,000 Year 3: \$40,000 X 2% inflation X 2 FTE = \$81,600 Year 4: \$81,600 (2 FTEs at base salary of \$40,000) X 2% inflation = \$83,232 + \$83,232 (2 FTEs at base salary of \$40,000) X 2% inflation/2 (fall '16) = \$42,449 (fall '16) = \$83,232+\$42,449 = \$125,681 Total Coordinator salary: \$247,281</p>	<p>Director salary \$260,431 + Coordinator salary \$247,281 = \$507,712</p>	<p>Note regarding grant year 4 (SY '15-16 and fall SY '16-17) (applicable to allocations in all categories): IDEA has allocated available funds to grant year 4. These allocations should be viewed as IDEA's best estimates at the present time and will be revised in budget cycles for SY '14-15 and SY '15-16 if necessary.</p> <p>Excess Year 2 personnel funds (accounting for only 2 FTEs- the Director and the Coordinator) will be split evenly between years 3 and 4. Excess personnel funds allocated to years 3 and 4 will be distributed among the 2 FTEs hired in year 2 and available for hiring a second coordinator in year 3 as the project expands and additional management is needed.</p>
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2. Fringe Benefits:

Explain the nature and extent of fringe benefits to be received and by whom.

<p>Regional Community Partnership Coordinators (3 FTE)</p>	<ul style="list-style-type: none"> 15% Fringe, in accordance with IDEA practice Ongoing cost 	<p>\$ 84,283</p>	<ul style="list-style-type: none"> 15% Fringe, in accordance with IDEA practice Ongoing cost <p>Total Salaries: \$507,712 X 15% = 76,157</p>	<p>\$ 76,157</p>	<p>Updated to reflect amendments to Personnel expenditures above.</p>
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3. Travel:

Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.

<p>Travel allowance for Regional Community Partnership Coordinators and RTT-D grant director to participate in national convening/conferences re: Collective Impact and learn from best practices around community partnership development</p>	<ul style="list-style-type: none"> 2 trips/coordinator annually; 2 trips/RTT-D Grant director 3 coordinators (calculated by having 13 campuses and 1 coordinator per 4 campuses), 1 Grant Director Assumes \$1,125 total costs/trip including airfare and conference registration Ongoing cost <p>Years 2 -4: 8 total trips* X \$1,125/trip = \$9,000</p> <p>*Note: 8 trips = (2 trips X 3 coordinators) + (2 trips X 1 grant manager)</p>	<p>\$9,000 X 3 years = \$27,000</p>	<p>Travel allowance for Coordinator, Director and RTT-D Grant Manager</p> <ul style="list-style-type: none"> 3 trips/Coordinator annually; 3 trips/Project Director annually, 2 trips/RTT-D Grant Manager annually Assumes \$1,125 total costs/trip including airfare and conference registration Ongoing cost <p>Year 2: 8 total trips* X \$1,125/trip = \$9,000 Year 3: 8 total trips* X \$1,125/trip = \$9,000 Year 4: 8 total trips* X \$1,125/trip = \$9,000</p> <p>*Note: 8 trips = (3 trips X 1 Coordinator) + (3 trips X 1 Director) + (2 trips X 1 RTT-D Grant Manager) = 8 total trips</p>	<p>\$9,000 X 3 years = \$27,000</p>	<p>Revised calculation to reflect confirmed staff of 1 Coordinator, 1 Director and 1 RTT-D Grant Manager. Will revise budget if additional Coordinator hired in year 3 per personnel calculation above.</p>
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6. Contractual

Explain what goods/services will be acquired, and the purpose and relation to the project for each expected procurement.

NOTE: Because grantees must use appropriate procurement procedures to select contractors, applicants do not need to include information in their applications about specific contractors that may be used to provide services or goods for the proposed project if a grant is awarded.

<ul style="list-style-type: none"> Expansion of Communities in Schools Partnership (or similar partnership) to eight additional campuses. The IDEA College Preparatory San Juan campus partnered with Communities in Schools (CIS), a dropout prevention program that provides school-based social services, to help prepare students to arrive at school each day ready to learn. CIS provided sustained interventions designed to achieve monitored outcomes such as improved academic performance, attendance, and behavior. This partnership provides helps students to better access remedial instruction services (e.g. tutoring), health and social service referrals, programming to increase parental involvement in the education of their children, and student enrichment services focused on student development by promoting group and cultural activities. With this grant, we will expand the partnership to eight additional campuses beginning in school year 2013 (or select a similar provider to provide the services outlined above) 	<ul style="list-style-type: none"> Cost is roughly \$40,000/campus annually (based upon prior contract with Communities in Schools); we anticipate expanding partnership to a total of 8 campuses IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 Ongoing cost <p>Years 2-4: \$40,000/Campus X 8 Campuses = \$320,000</p>	<p>\$320,000 X 3 years = \$960,000</p>	<ul style="list-style-type: none"> Expansion of Communities in Schools Partnership (or similar partnership) to 12 additional campuses (all IDEA College Prep campuses in the Rio Grande Valley, thereby significantly increasing the reach and impact of this project). The IDEA College Preparatory San Juan campus partnered with Communities in Schools (CIS), a dropout prevention program that provides school-based social services, to help prepare students to arrive at school each day ready to learn. CIS provided sustained interventions designed to achieve monitored outcomes such as improved academic performance, attendance, and behavior. This partnership provides helps students to better access remedial instruction services (e.g. tutoring), health and social service referrals, programming to increase parental involvement in the education of their children, and student enrichment services focused on student development by promoting group and cultural activities. With this grant, we will expand the partnership to twelve additional campuses beginning in school year 2013 (or select a similar provider to provide the services outlined above) <p>Years 2-4: \$40,000/Campus X 12 Campuses = \$480,000</p>	<p>\$480,000 X 3 years = \$1,440,000</p>	<p>Expanded budget to include 12 participating campuses in years 2-4 to ensure successful execution of Project 15. These additional funds were made available due to cost-savings in other Project 15 categories, and in other RTT-D projects whose amended budgets are less than what was originally allocated.</p>
<ul style="list-style-type: none"> Other community partnerships to address needs identified in needs assessment survey 	<ul style="list-style-type: none"> We have assumed between \$35,000 and \$40,000 of additional funding annually per campus (total of 13 campuses) for other partnerships to be designed and developed based on results from survey that will identify socio-emotional needs of IDEA students. (Funding based on funds currently allocated to Communities in Schools) Assumes funding required by campus will vary based upon student population (which increases overtime as grade levels are added.) IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 Ongoing cost <p>Years 2 – 5: Estimated \$38,400 X 13 campuses = \$500,000*</p> <p><i>*Number has been rounded to \$500,000/year to make it an even number since funding is estimated to be between \$35,000 and \$40,000.</i></p>	<p>\$500,000 X 3 years = \$1,500,000</p>	<ul style="list-style-type: none"> We have assumed \$35,000 of additional funding annually per campus (total of 14 campuses) for other partnerships to be designed and developed based on results from survey that will identify socio-emotional needs of IDEA students. (Funding based on funds currently allocated to Communities in Schools) Assumes funding required by campus will vary based upon student population (which increases overtime as grade levels are added.) IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 Ongoing cost <p>Years 2 - 4: Estimated \$35,000 X 14 campuses = \$490,000 X 3/yr = \$1,470,000</p>	<p>\$490,000 + \$490,000 + \$490,000 = \$1,470,000</p>	<p>Revised estimate of cost per contract to accommodate addition of 1 more participating campus.</p>

<p>• Survey Design and Implementation: we would contract with an outside provider to design a survey that would accurately assess the socio-emotional needs of our families and students and provide implementation support for the survey</p>	<p>• \$25,000 (cost basis- This cost is derived from consultants who have worked with IDEA on community engagement activities. This is the estimated cost of both an electronic survey and paper based survey administered within the community) • IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • One-time cost Year 1: \$25,000</p>	<p>\$25,000 Total Contractual: \$960,000 + \$1,500,000 + \$25,000 = \$2,485,000</p>	<p>Referred to in Project 15 SOW as needs assessment. • \$25,000 (cost basis- This cost is derived from consultants who have worked with IDEA on community engagement activities. This is the estimated cost of both an electronic survey and paper based survey administered within the community) • IDEA will follow the procedures for procurement under 34 CFR Parts 74.40 - 74.48 and Part 80.36 • One-time cost Year 2: \$25,000 Needs assessment funds allocated to year 2 to accommodate Project 15 SOW development.</p>	<p>\$25,000</p>	<p>The needs assessment was not executed in year 1 due to the abbreviated timeframe (shifted from a full calendar year to a half-year, January-June 2013). During year 1, IDEA identified potential partners to conduct the needs assessment and HQ staff conducted preparatory activities to ensure effective execution. IDEA will contract with a third party provider to design and execute the needs assessment. Contracting with a third party vendor is the best way to secure a high-quality, cost-efficient product. The goal of the needs assessment is to identify non-academic barriers to student achievement that can be addressed by partnerships with community-based service providers.</p>
9. Total Direct Costs:					
Sum lines 1-8.					
n/a	n/a	• \$3,158,173		\$3,545,869	
10. Total Indirect Costs					
Identify and apply the indirect cost rate.					
<p>• Indirect cost rate of 2.318% as approved by the Texas Education Agency (see Appendix F(1) -3, p. F-4, for documentation of TEA indirect cost rate)</p>	<p>• 2.318% on allowable expenses</p>	<p>• \$17,922</p>	<p>Corrected incorrect original calculation of indirect costs.</p>	<p>\$82,193</p>	
11. Total Grant Funds Requested					
Sum lines 9-10.					
n/a	n/a	• \$3,176,095		\$3,628,062	
13. Total Budget					
Sum lines 11-12.					
n/a	n/a	• \$3,176,095		\$3,628,062	

Grantee Name: IDEA Public Schools					
Project Name: Project 16: Grant Management and Evaluation					
Table 4-1: Project-Level Itemized Costs					
Cost Description	Cost Assumption (including whether the cost is one-time investment or ongoing operational cost)	Total	Amendment (December 2013)	Amended Total	Rationale & Implications
1. Personnel:					
Explain the importance of each position to the success of the project and connections back to specific project plans. If curriculum vitae, an organizational chart, or other supporting information will be helpful to reviewers, attach in the Appendix and describe its location.					
<ul style="list-style-type: none"> Race to the Top District Grant Director 	<ul style="list-style-type: none"> \$75,000/year (50% of a year in year 1; inflation factor of 2% starting in year 2) FTE position Position ends when grant ends <p>Year 1: (half year): \$75,000/year/2 = \$37,500 Year 2: \$75,000 + 2% inflation = \$76,500 Year 3: \$76,500 + 2% inflation = \$78,030 Year 4: \$78,030 + 2% inflation = \$79,590.6</p>	<p>\$37,500+ \$76,500+ \$78,030+ \$79,590.6 = \$271,621</p>	<ul style="list-style-type: none"> Race to the Top District Grant Director position replaced by a Manager-level position. Hereafter the RTT-D Manager stands in place of the RTT-D Director. The responsibilities of managing the grant are best-suited to the manager-level role at IDEA. \$62,000/year (Inflation factor of 2% starting in year 3) FTE position Position ends when grant ends Race to the Top- District Grant Director position replaced by a Manager-level position. Hereafter the RTT-D Manager stands in place of the RTT-D Director. <p>Year 2: \$62,000 X 1 FTE = \$62,000 Year 3: \$62,000 X 2% inflation = \$63,240 Year 4: \$63,240 X 2% inflation = \$64,505 + \$64,505 X 2% inflation/2 = \$32,898 (Fall 2016) = \$97,403</p>	<p>\$62,000 + \$63,240 + \$97,403 = \$222,643</p>	<p>Given the shortened timeframe of year 1 (January-June 2013) and the need to find the candidate with greatest fit for the Manager position, IDEA did not incur any personnel expenses in year 1. The RTT-D Manager was hired in May 2013 and was on-boarded July 2013, therefore salary expenses began in year 2. Salary for the RTT-D Manager is less than the originally budgeted salary for the RTT-D Director position. These excess Personnel funds will be shifted to Contractual to support External Evaluation of the impact of RTT-D initiatives on student achievement.</p>
<ul style="list-style-type: none"> Administrative Assistant 	<ul style="list-style-type: none"> \$15/hour 40 hours/week Hourly position Position ends when grant ends <p>Year 1: (half year): (\$15/hr X 40hr/wk X 36 weeks)/2 = \$10,800 Years 2-4: \$15/hr X 40hr/wk X 36 weeks = \$21,600</p>	<p>\$10,800+ \$21,600 X 3 Years = \$75,600</p> <p>Total Personnel: \$271,621+ \$75,600 = \$347,221</p>	<ul style="list-style-type: none"> \$15/hour 40 hours/week Hourly position Position ends when grant ends Hired spring 2014 (mid-way through year 2) <p>Year 2: \$15/hr X 40hr/wk X 18 weeks = \$10,800 Year 3: \$15/hr X 40hr/wk X 36 weeks = \$21,600 Year 4: \$15/hr X 40hr/wk X 54 weeks (thru Fall 2016) = \$32,400</p>	<p>\$10,800 + \$21,600 + \$32,400 = \$64,800</p>	<p>The RTT-D Administrative Assistant was not hired in year 1 due to the shortened timeframe and the priority of hiring the Manager prior to the Assistant. Excess Personnel funds due to delayed hiring of the RTT-D Assistant will be shifted to Contractual to support External Evaluation of the impact of RTT-D initiatives on student achievement.</p>
2. Fringe Benefits:					
Explain the nature and extent of fringe benefits to be received and by whom.					
<ul style="list-style-type: none"> Race to the Top District Grant Director Administrative Assistant 	<ul style="list-style-type: none"> 15% fringe based on IDEA standard practice Positions end when grant ends <p>Director Year 1: \$37,500 x 15% = \$5,625 Year 2: \$76,500 x 15% = \$11,475 Year 3: \$78,030 x 15% = \$11,704.5 Year 4: \$79,590.6 x 15% \$11,938.6</p> <p>Years 1-4 = \$40,743</p> <p>Admin Year 1: \$10,800 X 15% = \$1,620 Years 2-4: \$21,600 X 15% = \$3,240</p> <p>Years 1-4 = \$1,620 + (\$3,240X 3 Years) \$11,340</p>		<ul style="list-style-type: none"> 15% fringe based on IDEA standard practice Positions end when grant ends <p>Manager (see section 1 above for explanation)</p> <p>Year 2: \$62,000 X 15% = \$9,300 Year 3: \$63,240 X 15% = \$9,486 Year 4: \$97,403 X 15% = \$14,610</p> <p>Admin: Year 2: \$10,800 X 15% = \$1,620 Years 3: \$21,600 X 15% = \$3,240 Year 4: \$32,400 X 15% = \$4,860</p>	<p>Manager • \$9,300 + \$9,486 + 14,610 = \$33,396</p> <p>Admin Assistant \$1,620 + \$3,240 + \$4,860 = \$9,720</p>	<p>See section 1 above for rationale and implications of updates to personnel and attendant fringe benefit calculations.</p>
3. Travel:					
Explain the purpose of the travel, how it relates to project goals, and how it will contribute to project success.					
<ul style="list-style-type: none"> Travel for Grant Director and additional staff members to San Antonio (assumes Grant Director and staff located in Rio Grande Valley; there is one participating IDEA campus in San Antonio) Travel to Washington D.C. for RTT-D Related meetings <p>b. The parties that will engage in the travel c. Purpose of travel</p>	<ul style="list-style-type: none"> 4 trips/year (1 trip/quarter) Assumes 2 travelers Assumes 2 nights in hotel \$1000/trip (includes hotel and gas, etc.) Gas: \$100 gas (trip from San Antonio to Valley and getting around) Hotel: \$175/night Misc: \$25/day Expenses end when grant ends <p>Hotel: \$175X2 = \$350 Misc: \$25 X 2 = \$50 Gas: \$100 Total per person = \$500 X 2 People = \$1000</p> <p>Years 1-4: 4 trips/year X \$1000/trip = \$4,000</p>	<p>\$4,000 X 4 years = \$16,000</p> <p>Travel to DC \$5,100 X 4 Years = \$20,400</p> <p>Total Travel = \$16,000 + \$20,400 = \$36,400</p>	<p>Travel for RTT-D Grant Manager and additional staff members to San Antonio and Austin (reflects inclusion of IDEA Allen as a participating campus)</p> <ul style="list-style-type: none"> 4 trips/year (1 trip/quarter) Assumes 2 travelers Assumes 3 nights in hotel \$1,613/trip (includes hotel and gas, etc.) Gas: \$200 gas (to/from central Texas-Rio Grande Valley and getting around) Hotel: \$100/night Misc: \$25/day Expenses end when grant ends <p>Hotel: \$100 X 3 nights = \$300 Food: \$36/Day X 4 Days = \$144 (Reflects federal per diem rate) Total per person = \$444 X 2 People = \$888 Gas: \$200 Misc \$25/day X 3 = \$75 Total Trip = \$1,163</p> <p>Years 2: 2 trips/year X \$1,163/trip = \$2,326 Year 3: 4 trips/year X \$1,163/trip = \$4,652 Year 4: 6 trips/year X \$1,163/trip = \$6,978</p>	<p>Travel to San Antonio and Austin • \$2,326 + \$4,652 + \$6,978 = \$13,956</p>	<p>Funds allocated for year 1 travel moved to supplement years 2-4 with the goal of ensuring that RTT-D Leaders (Grant Manager and other key staff) are able to attend additional high-quality national convenings and provide more on-the-ground support and guidance to participating campuses in San Antonio and Austin.</p>

<p>Travel to D.C.</p> <ul style="list-style-type: none"> • 2 trips/year (\$500 plane ticket) • Hotel (\$300/night) • Food (\$50/pp) • Assumes 3 people <p>Per Person Break Out Over 4 Years: Total Hotel: 2 trips/year X \$300/night X 4 Years = \$2,400 Click on cell for full text Total Airfare = 2 trips/year X \$500/ticket X 4 Years = \$4,000 Total Food = 2 trips/year X \$50/day X 4 days over 4 Years = \$400 Total Cost/PP = \$6,800 X 3 People = \$20,400 Years 1 - 4: \$5100</p>		<p>Travel for RTT-D Grant Manager and additional staff members to Washington, DC</p> <ul style="list-style-type: none"> • 2 trips/year (\$500 plane ticket) • Hotel (\$200/night) • Food (\$75/pp) • Assumes 3 people <p>Airfare: \$500 per flight Hotel: \$200 X 2 nights = \$400 Food: 75 X 3 days = \$225 (Reflects federal per diem rate) Total Per Person = \$1,125 X 3 People = \$3,375 Misc: \$50/Day X 3 = \$150 Total Trip = \$3,525</p> <p>Year 2: 1 trip/year X \$3,525/trip = \$3,525 Year 3: 2 trips/year X \$3,525/trip = \$7,050 Year 4: 3 trips/year X \$3,525/trip = \$10,575</p>	<p>Travel to Washington, DC</p> <p>• \$3,525 + \$7,050 + \$10,575 = \$21,150</p>	<p>Funds allocated for year 1 travel moved to supplement years 2-4 with the goal of ensuring that RTT-D Leaders (Grant Manager and other key staff) are able to attend additional high-quality national convenings and provide more on-the-ground support and guidance to participating campuses in San Antonio and Austin.</p>
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5. Supplies

<p>Explain what supplies are needed and why they are necessary to meet program goals. Consistent with LEA policy, supplies are defined as tangible personal property excluding equipment.</p>				
<p>• Computer/printer for grant director</p>	<ul style="list-style-type: none"> • Assumes \$1500 in years 1 and 4 for grant director computer and printer • Assumes 3 year computer life cycle (based upon IDEA's historical computer lifecycle and cycle used in i3 grant proposal) • Expenses end when grant ends <p>Year 1: \$1,500 Year 4: \$1,500</p>	<p>• \$1,500 X 2 Years = \$3,000</p>	<p>Computer/printer for RTT-D Grant Manager</p> <ul style="list-style-type: none"> • Assumes \$1500 in years 1 and 4 for RTT-D Manager computer and printer • Assumes 3 year computer life cycle (based upon IDEA's historical computer lifecycle and cycle used in i3 grant proposal) • Expenses end when grant ends <p>Year 2: \$1,500. Extended timeline to begin with year 2 to reflect hiring, on-boarding and activities launched by new RTT-D Manager. Year 4: \$1,500</p>	<p>• \$1,500 X 2 Years = \$3,000</p>
<p>• Other supplies (staplers, paper, copier, etc.)</p>	<ul style="list-style-type: none"> • Assumes \$1500/year for other office supplies for grant director • Expenses end when grant ends <p>Years 1-4: \$1,500</p>	<p>• \$1,500 X 4 Years = \$6,000</p>	<ul style="list-style-type: none"> • Other supplies (staplers, paper, copier, etc.) • Assumes \$1500/year for other office supplies for RTT-D Manager • Expenses end when grant ends <p>Years 2-4: \$1,500 x 4 years = \$6,000. Extended timeline to reflect hiring, on-boarding and activities launched by new RTT-D Manager.</p>	<p>• \$1,500 X 3 Years + Remaining \$1,500 from year 1 = \$6,000</p> <p>Maintaining supplies budget to provide flexibility with regard to unforeseen costs related to tracking or reporting on RTT-D impact or creating other grant-related products.</p>
<p>• Supplies (document production costs), meeting space for four advisory committee and 10 oversight committee meetings / year and for 4 focus groups/campus/year and 4 advisory committee meeting/year</p> <p>Note: Meeting space is in "Supplies" category as Rio Grande Valley meeting space is typically not contracted, rather a fee is paid for space.</p>	<ul style="list-style-type: none"> • Assumes \$1000/meeting based on costs of advisory committee and oversight committee meetings during grant proposal period • 10 oversight committee meetings annually • 4 advisory committee meetings annually • 4 of focus group meetings held across 13 campuses • Expenses end when grant ends <p>Years 1 - 4: [10 oversight committee meetings + 4 advisory committee meetings annually + (4 Focus Groups/Campus X 13 Campuses)] X \$1,000 = \$66,000</p>	<p>• \$66,000 X 4 Years = \$264,000</p> <p>Total Supplies = \$3,000 + \$6,000 + \$264,000 = \$273,000</p>	<ul style="list-style-type: none"> • Assumes \$1000/meeting based on costs of advisory committee and oversight committee meetings during grant proposal period • 10 oversight committee meetings annually • 4 advisory committee meetings annually • 4 focus group meetings held across 13 campuses • Expenses end when grant ends <p>Years 2 - 4: [10 oversight committee meetings + 4 advisory committee meetings annually + (4 Focus Groups/Campus X 13 Campuses)] X \$1,000 = \$198,000 + \$66,000 remaining from year 1. Extended timeline to begin with year 2 to reflect hiring, on-boarding and activities launched by new RTT-D Manager. Note that the number of focus group meetings per campus may decrease to accommodate spending for the 14th participating campus- IDEA Allen. Funds remain as allocated at this point under the assumption that at least 1 campus may opt to combine focus group meetings with other convenings, thereby negating use of RTT-D funds.</p>	<p>• \$66,000 X 3 Years + Remaining \$66,000 from year 1 = \$264,000</p> <p>Maintaining supplies budget to provide flexibility with regard to unforeseen costs related to tracking or reporting on RTT-D impact or creating other grant-related products.</p>

6. Contractual

<p>Explain what goods/services will be acquired, and the purpose and relation to the project in each respective procurement category.</p>				
<ul style="list-style-type: none"> • External Evaluation of key projects in grant including Better IDEA and intervention period at secondary level • RFP For Evaluators (This item refers to a contractor hired to create the RFP for IDEA.) 	<p>External Evaluation</p> <ul style="list-style-type: none"> • Assumes \$500,000/year for each year of grant period (\$250,000 for year 1 because it is a shorter year, from Dec. 2012-June 2013) • Based on cost of i3 evaluation for IDEA • Expenses end when grant ends <p>Year 1: \$250,000 Years 2 - 4: \$500,000/year</p> <p>RFP</p> <p>Year 1: \$25,000</p> <p>(Cost based upon average cost of similar services provided to IDEA in the past)</p>	<p>External Evaluation: \$250,000 + \$500,000 X 3 Years = \$1,750,000</p> <p>RFP</p> <p>\$25,000</p> <p>Total Contractual = \$1,750,000+ \$25,000 = \$1,775,000</p>	<p>External Evaluation</p> <ul style="list-style-type: none"> • Assumes baseline cost of \$500,000/year for each year of grant period • Based on cost of i3 evaluation for IDEA • Expenses end when grant ends <p>Year 2: \$200,000 (from year 1) + \$500,000 (allocated to year 2) + \$9,638=\$709,638. Spending for year 1 moved to year 2. Additional funds moved from savings in personnel & fringe benefits due to extended hiring timeline for RTT-D Manager and RTT-D Administrative Assistant.</p> <p>Year 3: \$545,000</p> <p>Year 4: \$545,000</p> <p>RFP for Evaluators</p> <p>Year 2: \$25,000 Spending for RFP moved to year 2 per column E- Rational & Implications.</p> <p>(Cost based upon average cost of similar services provided to IDEA in the past)</p>	<p>External Evaluation: \$709,638 + \$545,000 + \$545,000 = \$1,799,638</p> <p>RFP \$25,000</p> <p>Total External Evaluation \$1,824,638</p> <p>Spending for the External Evaluation and RFP was moved to year 2 to accommodate timeline for hiring RTT-D Manager who will coordinate these activities.</p>

Consulting Provided by Bellwether Education Partners

\$45,000 + \$45,000 + \$45,000 + \$45,000 = **\$180,000**

IDEA elected to add Bellwether Education Partners' services as a contractual line item in the Project 16 because of the organization's demonstrated positive impact on the planning and execution of RTT-D initiatives. IDEA is able to build Bellwether's services into the Project 16 budget thanks to cost-savings in personnel, fringe benefits, and supplies categories, as well as in savings from other project budgets with cost-savings in the amendment. Bellwether Education Partners will provide IDEA with on-going strategic and technical assistance regarding grant implementation and engagement with key stakeholders throughout years 2-4. Bellwether leaders provide guidance around change management, development of personalized learning strategies, and connections to key resources.

Year 1: **\$45,000**. Allocated to contract with Bellwether Education Partners who provide strategic guidance and feedback on grant planning and implementation. Bellwether's services provide short-term, implementation-focused evaluative feedback to key RTT-D leaders and are therefore bucketed within the External Evaluation-Contractual category.

Year 2: **\$45,000**. Assumes similar depth of services provided in year 1, depending on annual contract development.

Year 3: **\$45,000**. Assumes similar depth of services provided in year 1, depending on annual contract development.

Year 4: **\$45,000**. Assumes similar depth of services provided in year 1, depending on annual contract development.

9. Total Direct Costs:			
Sum lines 1-8.			
n/a	n/a	• \$2,463,303	\$2,643,303
10. Total Indirect Costs 2.318%			
Identify and apply the indirect cost rate.			
n/a	n/a	• \$18,273	\$61,272
11. Total Grant Funds Requested			
Sum lines 9-10.			
n/a	n/a	• \$2,481,577	\$2,704,575
13. Total Budget			
Sum lines 11-12.			
n/a	n/a	• \$2,481,577	\$2,704,575

Grantee Name: IDEA Public Schools

Project	Project Leader	Initiative Bucket	Description	Related Pages in Application
Project 1: iLearning Hotspot Lab access after-school and/or on weekends	Pablo Mejia	Student Hybrid Initiative (Pablo Mejia Lead)	IDEA will extend computer lab hours after school and/or on weekends to enable students to log-on to the adaptive math software for an additional 1-3 hours/week and provide parents access to school computers	C(1)b Section I, page 70
Project 2: AR Zone personalized book selection	Roberta Fredenburg	Student Hybrid Initiative (Pablo Mejia Lead)	IDEA will add enough titles to meet the "acceptable" standard for school libraries' collection (12 books/student). By 2013, 16,000 titles will be available to students	C(1)(b) Section II, page 70
Project 3: New reading approach in blended learning labs (pilot)	Roberta Fredenburg	Student Academy Initiative (Roberta Fredenburg Lead)	IDEA will pilot a new approach for English Language Arts instruction in the learning lab by using adaptive learning software for the first time	C(1)(b) Section III, page 71
Project 4: Online AP/Electives	Michael Gragert	Student College Prep Initiative (Carrie Saucedo)	IDEA will identify and implement high quality online or distance learning options to expand course offerings to include AP courses beyond those already offered. Technology and potentially arts electives will also be offered, depending on the availability of high quality courses	C(1)(a) Section III, page 66
Project 5: Re-imagined intervention and acceleration model	Jill Koehler	Student College Prep Initiative (Carrie Saucedo)	IDEA will pilot a redesign of the intervention period by using Lightbulb to provide actionable recommendations to group students according to needs and identify appropriate modalities for learning.	C(1)(b) Section I, page 71
Project 6: Summer institute for credit recovery and acceleration	Carrie Saucedo	Student College Prep Initiative (Carrie Saucedo)	IDEA will launch a summer institute for students who do not pass end of course exams and/or who are identified by educators as prepared to accelerate a year ahead in math.	C(1)(b) Section I, page 72
Project 7: LightBulb - Actionable dashboard development	Jana Carter	Teacher/ Data Focused Initiative (Cody Grindle Lead)	IDEA will develop and deploy an actionable and exceedingly easy to use integrated dashboard view of data, providing teachers with recommendations on the best ways to individualize instruction for their students	C(2)(b), Section I, page 81
Project 8: Integrating blended learning data into core instruction	Danny McClain	Teacher/ Data Focused Initiative (Cody Grindle Lead)	IDEA will hire data coaches to train educators to use the data from the blended learning spaces in the classroom.	C(2)(b), Section II, page 81
Project 9: On-demand PD for personalized learning environments	Cody Grindle	Teacher/ Non Data Initiative (Tisha Nguyen Lead)	IDEA will develop a collection of best teaching practices that educators can access "on demand" via Lightbulb	C(2)(a) Section III, page 79
Project 10: Leadership pathway for iLearning Hotspot and AR Zone facilitators	Pablo Mejia/Roberta Fredenburg/Danny McClain	Teacher/ Non Data Initiative (Tisha Nguyen Lead)	IDEA will design a leadership pathway to enable teachers (principally, the data coaches) to receive the training and support necessary to progress into other educator roles at IDEA	C(2)(a) Section III, page 79
Project 11: Online and individual PD for deep content knowledge	Emily Pyeatt	Teacher/ Non Data Initiative (Tisha Nguyen Lead)	IDEA will identify high quality online professional development opportunities that meet the needs of teachers them as part of the non-financial incentives implemented to encourage retention of highly effective teachers	C(2)(a) Section IV, page 79
Project 12: Automation and Integration of Observation and Feedback Tools	Cody Grindle	Teacher/ Data Focused Initiative (Cody Grindle Lead)	IDEA will automate formative coaching tools (for example, create tablet "app" for educator observation tool) to enable principals and coaches to individualize feedback teachers and tailor professional development based on data trends	C(2)(c) Section 2, page 83
Project 13: Upgraded principal and teacher evaluation system	Emily Nielson	Teacher/ Data Focused Initiative (Cody Grindle Lead)	IDEA will re-launch a more sophisticated teacher evaluation system that includes student growth to determine an educator's placement on a continuum of educator effectiveness and the range of compensation and inform human capital decisions	C(2)(c) Section 1, page 83
Project 14: Video exemplars for teachers	Vanessa Barry	Teacher/ Non Data Initiative (Tisha Nguyen Lead)	IDEA will film its exemplar teachers to create an online library with remote access	C(2)(b) Section 1, page 81
Project 15: Collective impact community partnerships	Phillip Garza/Elizabeth Cavazos	Students K-12 Initiative (Phillip Garza Lead)	IDEA will expand existing community partnerships and identify appropriate new partnerships based on needs assessment and local community context	(X) page 204, X(2) page 210; X(3)(a) - X(3)(c), page
Project 16: Grant Management	Dolores Gonzalez	Students K-12 Initiative (Phillip Garza Lead)	IDEA will hire a RTT-D Grant Director to manage the grant budget, audit grant compliance, prepare and issue grant reports, and serve as the primary project manager.	B(1)(c) Section II, page 49 - 57 E(4) page 96-97 Description of Performance Measures: E(3) pages 103-116
Project 17: Optional Budget Supplement	Phillip Garza/Sarah Wilson	Student College Prep Initiative (Carrie Saucedo)	IDEA will partner with University-led summer programs and service providers specializing in apprenticeship programs for low-income and minority students. This will give students an opportunity to have a summer experience that provides specific skillsets and social capital training related to college and career readiness	Optional Budget Supplement, Section VII, page 196, 200

n/a-merged with Project 8