

# **U.S. Department of Education**

**Washington, D.C. 20202-5335**



## **APPLICATION FOR GRANTS UNDER THE**

**APPLICATION FOR NEW GRANTS UNDER THE TEACHER INCENTIVE FUND  
PROGRAM**

**CFDA # 84.385A**

**PR/Award # S385A100070**

OMB No. 1810-0700, Expiration Date: 11/30/2010

Closing Date: JUL 06, 2010

# **\*\*Table of Contents\*\***

## **Forms**

1. Application for Federal Assistance (SF-424)	e1
2. Standard Budget Sheet (ED 524)	e5
3. SF-424B - Assurances Non-Construction Programs	e7
4. Disclosure of Lobbying Activities	e9
5. ED 80-0013 Certification	e10
6. 427 GEPA	e11
WCPSS GEPA	e13
7. Dept of Education Supplemental Information for SF-424	e18

## **Narratives**

1. Project Narrative - (Project Abstract...)	e19
WCPSS Abstract	e20
2. Project Narrative - (Application Narrative...)	e21
WCPSS Application Narrative	e22
3. Project Narrative - (High-Need Schools Documentation...)	e66
WCPSS High-Need School Documentation	e67
4. Project Narrative - (Union, Teacher, Principal Commitment Letters or.....)	e68
WCPSS Letters of Support	e69
5. Project Narrative - (Other Attachments...)	e71
WCPSS Other Attachments	e72
6. Budget Narrative - (Budget Narrative...)	e96
WCPSS Budget Narrative	e97

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).



\* Last Name: Wright

Suffix:

Title: Senior Director, Grants Administration and Compliance Reporting

Organizational Affiliation:

Wake County Public School System

\* Telephone  
Number:

██████████

Fax Number:

██████████

\* Email:

████████████████████

**Application for Federal Assistance SF-424**

Version 02

**9. Type of Applicant 1: Select Applicant Type:**

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

\* Other (specify):

LEA

**10. Name of Federal Agency:**

U.S. Department of Education

**11. Catalog of Federal Domestic Assistance Number:**

84.385A

CFDA Title:

Application for New Grants Under the Teacher Incentive Fund Program

**\* 12. Funding Opportunity Number:**

ED-GRANTS-052110-001

Title:

Teacher Incentive Fund CFDA 84.385A

**13. Competition Identification Number:**

84.385A

Title:

Teacher Incentive Fund CFDA 84.385A

**14. Areas Affected by Project (Cities, Counties, States, etc.):**

Wake County Public School System (K-12)

Raleigh NC

Wake County, NC

**\* 15. Descriptive Title of Applicant's Project:**

Innovations 2010

Attach supporting documents as specified in agency instructions.

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Attachment:**

Title :

File :

**Application for Federal Assistance SF-424**

Version 02

**16. Congressional Districts Of:**

\* a. Applicant: NC-002, 013, 004

\* b. Program/Project: NC-002

Attach an additional list of Program/Project Congressional Districts if needed.

**Attachment:**

Title :

File :

**17. Proposed Project:**

\* a. Start Date: 7/1/2010

\* b. End Date: 6/30/2015

**18. Estimated Funding (\$):**

a. Federal	\$	██████
b. Applicant	\$	██████
c. State	\$	
d. Local	\$	
e. Other	\$	
f. Program Income	\$	
g. TOTAL	\$	██████

**\* 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on .

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

**\* 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes", provide explanation.)**

Yes  No

**21. \*By signing this application, I certify (1) to the statements contained in the list of certifications\*\* and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances\*\* and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

\*\* I AGREE

\*\* The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

**Authorized Representative:**

Prefix: Dr. \* First Name: Donna  
Middle Name: M  
\* Last Name: Hargens  
Suffix:

Title: Interim Superintendents

\* Telephone Number: XXXXXXXXXX Fax Number:

\* Email: DHARGENS@WCPSS.NET

\* Signature of Authorized Representative: \* Date Signed:

**Application for Federal Assistance SF-424**

Version 02

**\* Applicant Federal Debt Delinquency Explanation**

The following field should contain an explanation if the Applicant organization is delinquent on any Federal Debt. Maximum number of characters that can be entered is 4,000. Try and avoid extra spaces and carriage returns to maximize the availability of space.



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Wake County Public School System

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY**  
**U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
2. Fringe Benefits	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
3. Travel	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
6. Contractual	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
10. Indirect Costs*	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████	\$ ██████████

**\*Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government?  Yes  No

(2) If yes, please provide the following information:

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2009 To: 6/30/2010 (mm/dd/yyyy)

Approving Federal agency:  ED  Other (please specify): NC Department of Public Instruction The Indirect Cost Rate is 2.59%

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or,  Complies with 34 CFR 76.564(c)(2)? The Restricted Indirect Cost Rate is 2.59%



**U.S. DEPARTMENT OF EDUCATION**  
**BUDGET INFORMATION**  
**NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:  
 Wake County Public School System

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION B - BUDGET SUMMARY**  
**NON-FEDERAL FUNDS**

Budget Categories	Project Year 1(a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	\$ 0	\$ 0	\$ █████	█ █████	█ █████	█ █████
2. Fringe Benefits	\$ 0	\$ 0	\$ █████	█ █████	█ █████	█ █████
3. Travel	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
4. Equipment	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
5. Supplies	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
6. Contractual	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
9. Total Direct Costs (lines 1-8)	\$ 0	\$ 0	\$ █████	█ █████	█ █████	█ █████
10. Indirect Costs	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ 0	\$ 0	\$ █████	█ █████	█ █████	█ █████

## ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington DC 20503.

**PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.**

**NOTE:** Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction sub-agreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance

of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

**Signature of Authorized Certifying Representative:**

**Name of Authorized Certifying Representative:** Donna M. Hargens

**Title:** Interim Superintendent

**Date Submitted:** 07/01/2010



## CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements.

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal Loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance.

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee or any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

<b>APPLICANT'S ORGANIZATION</b>
Wake County Public School System
<b>PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE</b>
Prefix: Dr.      First Name: Donna      Middle Name: M
Last Name: Hargens      Suffix:
Title: Interim Superintendent
Signature: _____      Date: 07/01/2010
ED 80-0013 <span style="float: right;">03/04</span>

## Section 427 of GEPA

### NOTICE TO ALL APPLICANTS

The purpose of this enclosure is to inform you about a new provision in the Department of Education's General Education Provisions Act (GEPA) that applies to applicants for new grant awards under Department programs. This provision is Section 427 of GEPA, enacted as part of the Improving America's Schools Act of 1994 (Public Law (P. L.) 103-382).

#### **To Whom Does This Provision Apply?**

Section 427 of GEPA affects applicants for new grant awards under this program. **ALL APPLICANTS FOR NEW AWARDS MUST INCLUDE INFORMATION IN THEIR APPLICATIONS TO ADDRESS THIS NEW PROVISION IN ORDER TO RECEIVE FUNDING UNDER THIS PROGRAM.**

(If this program is a State-formula grant program, a State needs to provide this description only for projects or activities that it carries out with funds reserved for State-level uses. In addition, local school districts or other eligible applicants that apply to the State for funding need to provide this description in their applications to the State for funding. The State would be responsible for ensuring that the school district or other local entity has submitted a sufficient section 427 statement as described below.)

#### **What Does This Provision Require?**

Section 427 requires each applicant for funds (other than an individual person) to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs. This provision allows applicants discretion in developing the required description. The statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. Based on local circumstances, you should determine whether these or other barriers may prevent your students, teachers, etc. from such access or participation in, the Federally-funded project or activity. The description in your application of steps to be taken to overcome these barriers need not be lengthy; you may provide a clear and succinct

description of how you plan to address those barriers that are applicable to your circumstances. In addition, the information may be provided in a single narrative, or, if appropriate, may be discussed in connection with related topics in the application.

Section 427 is not intended to duplicate the requirements of civil rights statutes, but rather to ensure that, in designing their projects, applicants for Federal funds address equity concerns that may affect the ability of certain potential beneficiaries to fully participate in the project and to achieve to high standards. Consistent with program requirements and its approved application, an applicant may use the Federal funds awarded to it to eliminate barriers it identifies.

#### **What are Examples of How an Applicant Might Satisfy the Requirement of This Provision?**

The following examples may help illustrate how an applicant may comply with Section 427.

- (1) An applicant that proposes to carry out an adult literacy project serving, among others, adults with limited English proficiency, might describe in its application how it intends to distribute a brochure about the proposed project to such potential participants in their native language.
- (2) An applicant that proposes to develop instructional materials for classroom use might describe how it will make the materials available on audio tape or in braille for students who are blind.
- (3) An applicant that proposes to carry out a model science program for secondary students and is concerned that girls may be less likely than boys to enroll in the course, might indicate how it intends to conduct "outreach" efforts to girls, to encourage their enrollment.

We recognize that many applicants may already be implementing effective steps to ensure equity of access and participation in their grant programs, and we appreciate your cooperation in responding to the requirements of this provision.

### **Estimated Burden Statement for GEPA Requirements**

According to the Paperwork Reduction Act of 1995, no persons are required to respond to a collection of information unless such collection displays a valid OMB control number. The valid OMB control number for this information collection is **1894-0005**. The time required to complete this information collection is estimated to average 1.5 hours per response, including the time to review instructions, search existing data resources, gather the data needed, and complete and review the information collection. **If you have any comments concerning the accuracy of the time estimate(s) or suggestions for improving this form, please write to:** U.S. Department of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202-4537.

Applicants should use this section to address the GEPA provision.

**Attachment:**

Title : WCPSS GEPA

File : S:\Grants Admin\2009-2010\Grant Programs\_2009-10\PRC XXX TIF\WCPSS GEPA.pdf

**GENERAL EDUCATION PROVISIONS ACT**

The Wake County Public School System (WCPSS) has in place policy, procedures, and training that ensure equal access and treatment for all participants in Innovations 2010. Examples of such measures include a resolution adopted by the Board of Education on April 20, 2010 which states:

*“WCPSS is committed to providing quality education opportunities for all students regardless of background characteristics by providing an educational environment that enhances educational success. WCPSS is committed to providing diverse settings for education that promote an understanding and appreciation of cultural differences.”*

As relates to district employees, WCPSS’s nondiscrimination clause states:

*“The Board shall not discriminate against any employee or applicant for employment because of race, creed, sex, age, religion, disability, or national origin. Neither the Board nor its agents and employees shall discriminate because of race, color, creed, sex, age, religion, disability, or national origin against any person or organization by refusing to furnish such person or organization services or privileges offered to or enjoyed by residents of Wake County nor shall the Board or its employees publicize the facilities provided hereunder in any manner that would directly or inferentially reflect negatively on the patronage of any person because of race, color, creed, sex, religion, disability, or national origin.”*

While such measures are important, the practice of an organization is equally vital. WCPSS provides training on diversity to all school district personnel. This training covers a broad range of diversity issues and comprises a process with three main components: 1) Awareness—both of self and others; 2) Skills—interpersonal, social/cultural, communicative, and organization; and

3) Knowledge—an increased understanding of values, beliefs, world views, and the day-to-day realities of other cultures.

### **GEPA Statutes**

WCPSS is proactive in ensuring equal access and treatment for students; with measures which satisfy the required Section 427 of the U.S. Dept. of Education's General Education Provisions Act (GEPA), enacted as part of the Improving America's Schools Act of 1994 (P.L. 103-382).

The GEPA statute highlights six types of barriers that can impede equitable access or participation: gender, race, national origin, color, disability, or age. All WCPSS program strategies and curricula are inspected for these barriers. To the extent that a population group may be found to be underrepresented in a specific program, course, or activity, the district proactively seeks to eliminate any possible barriers to equal access and treatment.

**Elimination of Possible Gender Barriers:** Proactive measures are taken within WPCSS to ensure that both male and female students have equal access to and treatment in all areas of school life, specifically in courses or activities that are traditionally underrepresented by either sex. Children are encouraged to enroll in programs, courses, and activities based upon their interests and needs rather than their gender. Girls are encouraged to enroll in mathematics, science, and technology courses, and boys are encouraged to excel in language arts and foreign languages. Board Policy 6010 outlines how WCPSS policy and practice will support “will not discriminate against anyone on the basis of sex in its educational programs or activities” in alignment with federal Title IX expectations.” Students participating in programs, courses, or activities that have been traditionally underrepresented by one gender are not only encouraged but also are provided every possible avenue for success.

**Elimination of Possible Racial Barriers:** In 2000 the Wake County Board of Education adopted a significant revision to its Student Assignment Policy, removing race of the student from any consideration in student assignment decisions. This race-neutral policy ensures that all students have the same access to school programs regardless of race. All races will have equitable access to all program activities and courses. Subsequent revisions to the Student Assignment Policy continue to ensure race-neutral decision making.

**Elimination of Possible National-Origin Barriers:** The district has policies and practices currently in place to ensure the elimination of national-origin barriers. With more than 125 unique languages spoken by Wake County families, WCPSS opened the Center for International Enrollment (CIE) in 2009. The Center was established to assist non-native English speaking families with the registration process. International families arriving from another North Carolina school district, out-of-state, out-of-country or with children who have never previously attended school, may visit the CIE for assistance to complete enrollment paperwork and testing for English as a Second Language services. Coupled with the district's nondiscrimination policy, culturally diverse staff and students are becoming significantly more represented within WCPSS.

**Elimination of Possible Color Barriers:** Equal access and treatment for all students in every school program, course and activity — regardless of color — is ensured through the district's antidiscrimination policies 3010 and 4010. The race-/color-neutral policy ensures that all students have the same opportunities to follow their interests and needs, and have the same opportunities for success. Further, as mentioned above, cultural diversity training is provided to staff of all WCPSS schools.

**Elimination of Possible Disability Barriers:** WCPSS adheres strictly to the provisions outlined in the Americans with Disabilities Act, as well as to the WCPSS antidiscrimination policy, which specifically states that no person shall be discriminated against because of a disability. This commitment extends to ensuring equitable access and treatment for students with disabilities and the elimination of possible barriers within district programs, courses, or activities.

WCPSS has an extensive Special Education Department that addresses the unique needs of all students in the school system — from hearing- and/or vision-impaired students to students with varying levels of learning disabilities to gifted students. The program reaches all schools in WCPSS. Offices within this departments include Audiology, Speech and Hearing, Visually Impaired, Occupational and Physical Therapy, Speech/Language Therapy, Behaviorally and Educationally Handicapped Case Management, Psychological Services, and Special Education Preschool Services. Services provided to special educational and otherwise disabled students are done so in the least restrictive environment for the student.

By combining services and policy (e.g., Special Education, Related Services, Americans with Disabilities Act, the WCPSS Student Assignment Policy, and Wake County's antidiscrimination policy), WCPSS is taking all the necessary steps to eliminate possible disability barriers.

**Elimination of Possible Age Barriers:** Educational services are provided for students as appropriate from preschool through age 21. WCPSS takes proactive measures to ensure equal access and treatment to students in all programs, courses, and activities, regardless of age. The WCPSS plan of operation ensures that age barriers are eliminated for traditionally underrepresented groups and individuals through the district's antidiscrimination policy.

**Elimination of Other Possible Barriers:** Insofar as religion of the student and/or family could be a possible barrier to equal access and treatment in school programs, courses or activities, efforts are made to eliminate any such factor that could cause underrepresentation. The school calendar, for instance, is set each year only after taking into consideration major holidays of all religions. Equitable access is further provided through optional provisions that are made for students when parents ask that their child not participate in an activity under certain circumstances, including religious reasons.

In some instances, transportation can become a barrier to participation. However, WCPSS makes available public transportation to all students within the county, using state and local funds. Students can attend one of many schools within the district, depending upon their eligibility and acceptance.

WCPSS programs, courses, and activities are evaluated by many district departments and offices, including the WCPSS Evaluation and Research Department. These evaluation activities help to determine if a program is underrepresented by one or more of the likely GEPA statutes of gender, race, national origin, color, disability, age, or other possible barrier. If such a determination is noticed, the underrepresentation within the program, course, or activity is identified, and the program management can take all necessary steps to ensure that measures are taken to eliminate any underrepresentation that might have been exposed.

**SUPPLEMENTAL INFORMATION  
REQUIRED FOR  
DEPARTMENT OF EDUCATION GRANTS**

**1. Project Director:**

Prefix: \* First Name: Middle Name: \* Last Name: Suffix:  
Ms. Dawn Dawson

Address:

\* Street1: XXXXXXXXXX  
Street2:  
\* City: XXXXXX  
County:  
\* State: NC\* Zip / Postal Code: XXXXXX \* Country: USA

\* Phone Number (give area code) XXXXXXXXXX Fax Number (give area code)

Email Address:

DDDAWSON@WCPSS.NET

**2. Applicant Experience**

Novice Applicant  Yes  No  Not applicable

**3. Human Subjects Research**

Are any research activities involving human subjects planned at any time during the proposed project period?

Yes  No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

**Please attach an explanation Narrative:**

**Attachment:**

Title :

File :

# Project Narrative

## Project Abstract

### Attachment 1:

Title: **WCPSS Abstract** Pages: **1** Uploaded File: **S:\Grants Admin\2009-2010\Grant Programs\_2009-10\PRC XXX TIF\WCPSS Abstract.pdf**

## PROJECT ABSTRACT

The Wake County Public School System (WCPSS) is applying for a grant from the U.S. Department of Education's **Main** Teacher Incentive Fund grant competition. WCPSS's goals include educating students to succeed in the 21<sup>st</sup> century workplace and to increase student achievement. To that end, the district is seeking funding to support further implementation of a performance-based compensation model at one of the district's Title I elementary schools.

In 2008, Wilburn Elementary, a school-wide Title I school with 57.8% of the student population qualifying for the Free or Reduced-Lunch Program, voted to begin implementation of a systemic school reform model known as TAP (the System for Teacher and Student Advancement). The TAP program includes key elements that align with the goals of the Teacher Incentive Fund program; including, instructionally focused accountability and performance based compensation.

Funding from the Teacher Incentive Fund would allow Wilburn Elementary to fully implement the TAP model to fidelity and to extend eligibility for performance-based compensation to teacher assistants and school administration (i.e., principal and assistant principal). Anticipated long-term goals should the grant be awarded are an increase in teacher effectiveness, improved student learning of the curriculum (based on formative and summative assessment results), and closing the achievement gaps.

# Project Narrative

## Application Narrative

### Attachment 1:

Title: **WCPSS Application Narrative Pages: 44** Uploaded File: **S:\Grants Admin\2009-2010\Grant Programs\_2009-10\TIF Application\WCPSS Project Narrative.pdf**

**Innovations 2010**

Table of Contents

<u>Section Title</u>	<u>Page Number</u>
Abstract	i
Table of Contents	ii
Introduction	1
Priority #1	2
Priority #2	8
Priority #3	11
Priority #4	14
Priority #5	17
Priority #6	17
Need for the Project	18
Project Design	23
Adequacy of Support for the Project	31
Quality of Local Evaluation	39
High-Need School Documentation	44
Letters of Support	45
Other (Résumés, Job Descriptions, IC Cost Rate)	47
Budget Narrative	71

## Innovations 2010

### Introduction

The Wake County Public School System (WCPSS) is the largest school district in North Carolina and the 18<sup>th</sup> largest in the nation. Bolstered by strong schools, Wake County is consistently rated as one of the best places to live, work, and raise a family in America. In the Spring of 2010, *Forbes Magazine* cited Raleigh as the third best city for business and careers, and the Raleigh-Cary area as the eighth best city for jobs.

Annually, the North Carolina Governor publishes a Report Card that rates all schools in the state. Last year, the Report Card rated WCPSS student performance on End-of-Grade and End-of-Course testing as significantly higher than the state in all subjects across all grade levels. The overall percentage of WCPSS students in Grades 3-8 who scored at or above grade level in reading was 73.4% (compared to 67.6% for the state), and the percentage proficient in math was 83.4% (compared to 80.0% for NC). Over the past three years, the percentage of students demonstrating proficiency has increased steadily.

In addition to grade-level proficiency standards, WCPSS surpassed the state in the percentage of schools meeting expected and high growth standards (whether students have learned as much as they are expected learn in one year) in 2008-09, with 92% of elementary schools, 97% of middle schools, and 74% of high schools meeting or exceeding these growth standards.

Wilburn Year Round Elementary, one of the district's 102 elementary schools, opened in 1964 as a traditional calendar school. Currently, Wilburn is a school-wide Title I School, serving students in grades Kindergarten through 5<sup>th</sup> grade. The school is located in central Raleigh and is part of the Northeastern Area of the Wake County Public School System. In 1992 Wilburn

converted to a single track year round calendar, followed by conversion to a multi-track year round in 1998. Operating on a multi-track year round calendar allows the school to serve approximately 33% more students than a traditional calendar school. At any given time, three-fourths of the students are in school and one-fourth is “tracked out” or on vacation for three weeks. While the year round calendar offers advantages such as students not losing information learned over a twelve week summer break, there are disadvantages such as students enrolling after school had been in session for six or more weeks. Wilburn’s currently has a free or reduced lunch population of 59%, although that number fluctuates throughout the year due to the transient nature of the school population. Wilburn currently has a population that is 52% African American, 19% White, 18% Hispanic, 5% Asian and 5% Multi-racial. Wilburn entered Title I School improvement in 2006 and remained in school improvement until 2009.

### **Priority #1: Differentiated Levels of Compensation for Effective Teachers and Principals**

TAP, The System for Teacher and Student Advancement, is a research based approach to school reform that provides systemic change in a school. The TAP system combines four elements that when utilized together provide effective change for both teachers and students. The four elements of TAP are multiple career paths, on-going applied professional development, instructionally focused accountability and performance based compensation. Teachers in TAP schools are provided with an opportunity to expand their roles by applying to become mentor and master teachers. These teachers possess excellent knowledge in the areas of curriculum and effective teaching techniques, and work well with adult learners. All teachers in TAP schools are provided with weekly professional development activities that focus on student achievement and effective teaching techniques. Teachers meet in cluster groups each week. During this time teaches examine student performance data, characteristics of the learners, learn new student

strategies, and plan how to implement those strategies in their own classrooms with the support of the master and mentor teachers. The student strategies have been field tested with students at the TAP school, so the teachers know they are effective for the students in that school. TAP provides teachers with instructionally focused accountability through the TAP Instructional Rubric. This rubric includes 26 research based indicators that are a part of effective classrooms. The teachers receive four to six observations each year by administrators, master teachers and mentor teachers who have been trained and certified to use the evaluation rubric. Additionally teachers are held accountable for student growth. Finally the TAP system includes a performance based pay component. Teachers receive compensation for their classroom performance as evidenced through their evaluations and a Responsibility Survey. Teachers are also compensated for the growth made by their students and the school overall over the course of the year. Mentor and master teachers receive additional compensation for the additional responsibilities that they assume in these positions. Together these four elements combine to touch every teacher and student in a school, bring true systemic change to the school.

Through the TAP system, teachers at Wilburn receive differentiated compensation based on several factors. Teachers can receive compensation based on their Skills Knowledge and Responsibility score, on the growth made by their students (for teachers in grades 4 & 5) and the school overall, and on the additional responsibilities that they assume through becoming a TAP mentor or master teacher. A teacher's Skills Knowledge and Responsibility score (SKR) is determined by their scores on five evaluations over the course of the school year and responsibility surveys completed by the mentor and master teachers who assist the career teacher. Mentor and master teachers are surveyed by the career teachers with whom they work. The evaluations are conducted by both the administrators and by the mentor and master teachers

of the school. These evaluators have been trained by National Institute for Excellence in Teaching (NIET) staff members on the TAP evaluation system. Student growth is determined based on a value-added score reported through the SAS EVAAS system. Mentor and master teachers apply for these positions each year and assume additional responsibilities which include conducting evaluations, providing staff development, and mentoring teachers.

**#1(a): Must give significant weight to student growth (as defined in this notice), based on objective data on student performance;**

The EVAAS system is used as part of TAP and will be continued with the TIF grant as the value-added model. This system, developed by Dr. William Sanders of SAS (based on his work in Tennessee with a similar value-added system), determines part of the performance-pay formula for each grade level. It represents a larger part of the formula at grades four and five, which is where End-of-Grade (EOG) state assessments are available on a pre- and posttest basis. In this regression analysis, pretest scores from one or more years are used to develop predicted scores for students which are aggregated to the teacher level.

**#1(b): Must include observation-based assessments of teacher and principal performance at multiple points in the year, carried out by evaluators trained in using objective evidence-based rubrics for observation, aligned with professional teaching standards; and, if applicable, as part of the LEA's coherent and integrated approach to strengthening the educator workforce; and**

A teacher's bonus based on the Skills Knowledge and Responsibility (SKR) score is clearly tied to both the role the teacher has assumed and to their ratings on the TAP evaluation instrument. A career teacher must have an SKR score of 2.5 or higher to be eligible to receive a bonus based upon his or her evaluations. A mentor teacher, who has taken on additional

responsibilities and works with a small group of 6-8 career teachers, must have an SKR score of 3.5 or higher to receive a bonus based on his or her evaluations. A master teacher, who has taken on additional responsibilities and works with three to four mentor teachers and approximately 24 career teachers, must receive an SKR score of 4 or higher. Therefore, the teachers with greater responsibility must be the most effective teachers as measured by their evaluations.

In addition to the bonus based on the teacher's SKR score, teachers are also eligible to receive a bonus based on the growth made by students as evidenced by End-of-Grade testing. For teachers in grades 4 and 5, bonuses are based upon the growth made by their individual students and growth made by the school overall. For all other teachers, the growth bonus is determined by the overall growth of the school. Teachers are eligible for this portion of the bonus if the class or school is a value-added 3 or higher. At this time there is not a valid measure of growth for students in grades K-3 as students do not begin taking standardized tests in North Carolina until the end of grade 3.

[#1 \(c\): May include other measures, such as evidence of leadership roles \(as defined in this notice\), that increase the effectiveness of other teachers in the school or LEA.](#)

Teachers may also be compensated based on the additional responsibilities they assume through TAP. Barrier (1996) finds a positive relationship between employee motivation and the ability to advance within their career. The research has demonstrated that employees who have opportunities for career advancement are motivated to improve the quality of their work and ultimately positively impact student achievement. NIET recommends a ratio of one master teacher to 18 career teachers. Currently the ratio at Wilburn Elementary is 1:23. The funds that Wilburn will receive through the TIF grant would provide for an additional master teacher which would allow career teachers to receive additional support on a daily basis. Wilburn Teachers

apply each year for the mentor and master teaching positions at Wilburn. Teachers are chosen for their roles based on their SKR scores and the results of an interview. Mentor teachers receive a stipend of [REDACTED] per month and master teachers receive a stipend of [REDACTED] per month. It is important to note that master teachers are 11 month employees, so their total compensation is [REDACTED] per year. In order to apply for the master teacher position, a teacher must have an SKR score of 4 or higher. In order to apply for a mentor teacher position, a teacher must have an SKR score of 3.5 or higher. All mentor and master teachers must reapply for the positions each year. This process ensures that master and mentor teachers demonstrate highly effective instructional practices and can facilitate the process of increasing the effectiveness of all teachers.

#1 (d): In determining principal effectiveness as part of a PBCS, the LEA must give significant weight to student growth (as defined in this notice) and may include supplemental measures such as high school graduation and college enrollment rates.

Administrator (principal and assistant principal) compensation will be determined based on the school-wide value added score and the score the school receives from the Program Review conducted each year by NIET. In order to be eligible for a bonus, the school must receive a value added score of five, indicating well above a year's growth for students, and an overall score of 4 or higher on the Program Review. The value added score of five ensures that students are making high growth. The Program Review ensures that all components of the TAP model are being implemented with fidelity and that the school is striving to improve each year. Compensation for the principal will be in the amount of [REDACTED] and compensation for the assistant principal will be in the amount [REDACTED].

#1 (e): The applicant must demonstrate that the differentiated effectiveness incentive payments will provide incentive amounts that are substantial and provide justification for the level of incentive amounts chosen.

Although educational research has not generated a specific amount for performance based compensation, Lazear (2000) found through a longitudinal case study of several corporations that even modest incentives resulted in productivity increase of 44%. For teacher bonuses the school sets aside [REDACTED] per individual teacher. Half of this amount is used when determining the SKR bonus and the other half is used when determining the growth bonus. When North Carolina previously gave bonuses to schools making expected or high growth based on the End-of-Grade test scores, teachers were eligible to receive a bonus of up to [REDACTED] for making expected growth and up to [REDACTED] for making high growth. The TAP bonuses paid are higher than the state bonus, are clearly linked to teacher effectiveness and are in addition to any state bonus that may have been paid.

**Priority #2: Fiscal Sustainability of the Performance-Based Compensation System (PBCS)**

#2 (a): The applicant has projected costs associated with the development and implementation of the PBCS, during the project period and beyond, and has accepted the responsibility to provide such performance-based compensation to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) who earn it under the system; and

Wilburn Elementary has projected costs associated with the development and implementation of the TAP model, including performance-based compensation, and has accepted the responsibility to provide such performance-based compensation to teachers and principals who earn it under the system.

Wilburn Elementary is a Title I school operating a school-wide program. Wilburn Elementary has been implementing the TAP model, which includes performance-based compensation, using federal, state and local funds. Title I school-wide funds have been used to support performance-based compensation awards for classroom teachers, salary enhancements for master and mentor teachers, professional development, and software licenses. State, local and other federal funds have provided two master teacher salaries. Wilburn spent approximately [REDACTED] in 2008-09 and [REDACTED] in 2009-10 on costs associated with the TAP model. Approximately [REDACTED] was spent in 2009-2010 for performance-based compensation based on teacher evaluation and student achievement scores for 2008-2009.

The grant would allow for Wilburn to add another master teacher position and expand performance-based compensation to teacher assistants and administrators. The additional master teacher would ensure that the career teacher to master teacher ratio is within the TAP guidelines.

The opportunity for teacher assistants and administrators to potentially receive performance pay, based on student achievement, would align the entire school and provide incentives to all instructional personnel.

The total projected budget to expand and fully implement the TAP model including performance-based compensation is [REDACTED] Wilburn Elementary has developed a plan for sustaining the project if the grant is received.

#2 (b): The applicant will provide from non-TIF funds over the course of the five-year project period an increasing share of performance-based compensation paid to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in those project years in which the LEA provides such payments as part of its PBCS.

Wilburn Elementary will transition over the five-year project to gradually increase the percentage of performance-based compensation to be supported by non-TIF funds. The grant will fully fund the TAP model and the performance-based compensation for the first two years of the grant. During year three of the grant, 5% of the performance-based compensation expenditures will be funded from Title I school-wide funds. The percentage of non-TIF funding will continue to increase in year four, with 25% of the performance-based compensation expenditures being funded from Title I school-wide funds. During year five of the grant, 70% of the compensation will be funded from Title I school-wide funds.

At the end of the grant period, Wilburn will use Title I school-wide funds and local funds to support the TAP model including performance-based compensation awards for teachers, administrators and teacher assistants, salary enhancements for master and mentor teachers, two master teacher positions, professional development, and software licenses. State and local funds

will provide one master teacher salary. Wilburn is currently being renovated and the capacity of the new building will allow for approximately 400 more students. A significant increase in student enrollment should occur in 2012-2013 which will increase the number students receiving free and reduced lunch; therefore, receiving more Title I funds to be used as the percentage being shared by the school increases. The school has established a clear plan for sustaining the TAP program.

**Priority #3: Comprehensive Approaches to the Performance-Based Compensation System**

#3(a): The proposed PBCS is aligned with a coherent and integrated strategy for strengthening the educator workforce, including in the use of data and evaluations for professional development and retention and tenure decisions in the LEA or LEAs participating in the project during and after the end of the TIF project period.

In order to help teachers be firmly rooted in continuous improvement and as a means of strengthening the current workforce, Wilburn utilizes weekly professional development and a comprehensive evaluation rubric for teachers. The weekly professional development is a structured approach which occurs as part of the school day and provides teachers with continuous support through the master and mentors teachers on staff. The comprehensive evaluation rubric allows teachers to continually reflect and improve instructional practice as a result of the feedback provided following each evaluation. These two items combine to help teachers become more effective and as a result impact student achievement.

As part of the TAP model, teachers at Wilburn receive 90 minutes of professional development each week during the school day. During this time, teachers review data from their classrooms and discuss the characteristics of exemplary, proficient, and below proficient student responses, as well as ways to increase the proficiency of the responses. Teachers then receive new learning, gaining training on strategies to impact student learning. These strategies have been field-tested using classrooms at Wilburn, so there is clear evidence of the effectiveness of the strategies presented. Teachers have the support of the master and mentor teacher assigned to that group when planning how to implement this new learning in their classrooms. By modeling the strategies clearly for the teachers, the master and mentor teachers allow the career teachers to

view the learning from the prospective of a student, thus letting the teacher imagine the challenges his or her own students may face.

As previously noted, teachers at Wilburn Elementary are evaluated using the TAP instructional Rubric. Evaluations are conducted by the members of the TAP Leadership team which includes the principal, assistant principal, master teachers and mentor teachers. Each member of the team has received in-depth training on the Instructional Rubric and is certified each year by NIET. Evaluations occur five times per year; two of the observations are announced and include a pre-conference during which the evaluator and teacher talk about the lesson that will be observed and about the progress the teacher is making with respect to areas on rubric on which the teacher has been working (areas of refinement). Every observation results in a post-conference in which the evaluator coaches the teacher to identify areas of strength (reinforcement) and areas of need (refinement). These pre- and post-conferences help to guide each individual teacher's continued growth.

In addition to driving individual growth, Wilburn is able to use the results of teacher evaluations to examine trends across grade levels and subject areas. Wilburn utilizes CODE, a program which allows members of the TAP Leadership Team to organize evaluation results and find areas of weakness that can be addressed during the weekly staff development meetings. While the professional development focuses on strategies to increase student achievement, the mentor and master teachers are also able to model aspects of the rubric with which a group of teachers is struggling. This focus on teaching strategies helps to ensure that all teachers clearly understand all expectations and are receiving appropriate differentiated support in a timely manner.

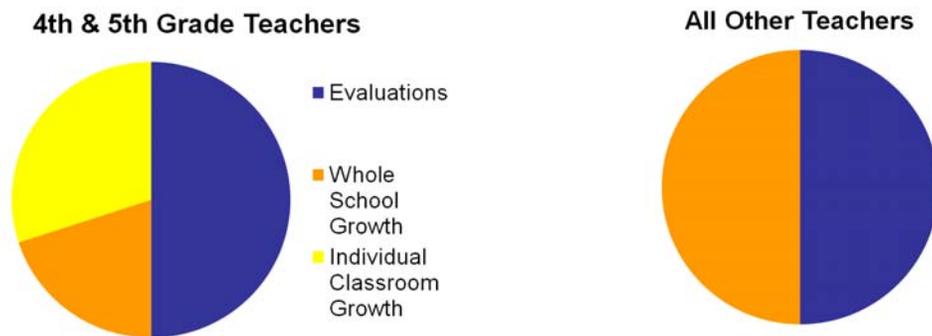
The TAP evaluation instrument is a comprehensive research-based rubric that looks at effective teaching strategies. Each lesson observed receives a score from 1 (unsatisfactory) to 5 (exemplary) in 19 different areas. These standards ensure that teachers are teaching the curriculum, making it relevant for the students they teach, are preparing students for the 21<sup>st</sup> century and are focused on student mastery with every lesson.

The TAP evaluations align to North Carolina's new Teacher Evaluation Instrument and can be used as evidence by the teachers to support the work they have done during a school year and the growth they have made. Teachers received training on the new evaluation instrument and were able to identify how the TAP Instructional Rubric aligns to it. As a result of this alignment, the TAP evaluation system is used when making decisions about teacher retention and tenure.

**Priority #4: Use of Value-Added Measures of Student Achievement**

#4(a): The proposed PBCS for teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) will use a value-added measure of the impact on student growth (as defined in this notice) as a significant factor in calculating differentiated levels of compensation provided to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools).

As part of TAP, Wilburn utilizes EVAAS as the value-added model to determine student growth and as a significant factor in calculating differentiated levels of compensation provided to school personnel. This value-added analysis is used in determining half of the bonus teachers receive through the TAP performance based pay. For teachers of students in fourth and fifth grades, the valued-added score of their individual classrooms is calculated into their performance based pay in addition to the value-added score for the whole school. For all other teachers, only the value added score of the whole school is used; staff members would receive \$500 for a value-added score of 3, \$750 for a value added score of 4, and \$1000 for a value added score of 5.



Teacher assistants not only play a pivotal role in classroom instruction, but they also can greatly contribute to student success. A study of student achievement in a school characterized

by students from economically disadvantaged backgrounds found that students whose classrooms had teacher assistants demonstrated higher proficiency levels than those without teacher assistants (Folger & Breda, 1990). To support the Response to Intervention model, teacher assistants often aid teachers in implementing research-based interventions as well as assisting in monitoring the progress of students. Once an evaluation rubric is created for the teacher assistants, a portion of their performance based compensation would be determined from the value-added score of the whole school, much like the non-fourth and fifth grade teachers. Teacher assistants will receive compensation of [REDACTED] for a value-added score of 3, \$ [REDACTED] a value-added score of 4, and [REDACTED] for a value-added score of 5.

#4(b): The applicant must also demonstrate that it has a plan to ensure that, as part of the PBCS, it has the capacity to:

#4(b)(1): Implement the proposed value-added model (e.g., through robust data systems that collect the necessary data and ensure data quality), and

#4(b)(2): Clearly explain the chosen value-added model to teachers to enable them to use the data generated through the model to improve classroom practices.

Teachers receive training on value-added analysis and what it means for their individual classrooms. Efforts to deepen teachers' understanding of data are embedded into the culture of Wilburn Elementary. School administrators routinely and systematically guide and coach teachers as they look collaboratively at data. At the classroom level, teachers analyze the value-added data from their own students by subgroups (such as high, medium and low performing students) to identify trends in their own instruction. The data may reveal that their instruction is targeted more to a specific subgroup and, as a result, teachers make adjustments in their

instruction. This data analysis process allows teachers to meet the needs of all students more effectively and support the individual academic growth of their students regardless of their ability level.

Teachers outside of fourth and fifth grade understand that their instruction has an impact on what the students are able to achieve in the higher grades. Additionally Wake County schools is exploring ways in which data can be assessed on an on-going basis in order to help teachers see the impact their instruction has on student growth and achievement.

**Priority #5: Increased Recruitment and Retention of Effective Teachers to Serve High-Need Students and in Hard-to-Staff subjects and Specialty Areas in High Need Schools**

Innovations 2010 does not seek to address Priority #5, which is optional under the current 2010 Teacher Incentive Fund program.

**Priority #6: New Applicants to the Teacher Incentive Fund**

#6 (a): An eligible entity that has not previously been awarded a grant under the TIF program,

Innovations 2010 is the Wake County Public School System's first application to the Teacher Incentive Fund program, specifically the Main competition.

### **NEED FOR THE PROJECT**

Wilburn Year Round Elementary is a school-wide Title I School, serving students in grades Kindergarten through 5<sup>th</sup> grade. The school is located in central Raleigh, North Carolina and is part of the Northeastern Area of Wake County Public School System, and operates a multi-track year round calendar which can allow the school to serve approximately 33% more students than a traditional calendar school. At any given time, three-fourths of the students are in school and one-fourth is “tracked out” or on vacation for three weeks. While the year round calendar offers advantages such as students not losing information learned over a twelve week summer break, there are disadvantages such as students enrolling after school had been in session for six or more weeks. Wilburn’s currently has a free and reduced lunch population of 59%, although that number fluctuates throughout the year due to the transient nature of the school population. Wilburn currently has a population that is 52% African American, 19% White, 18% Hispanic, 5% Asian and 5% Multi-racial. Wilburn entered Title I School improvement in 2006 and remained in school improvement until this year.

(a) In determining the need for the proposed project, the Secretary will consider the extent to which the applicant establishes that—

(a)(1): The high-need schools (as defined in this notice) whose educators would be part of the PBCS have difficulty--

(a) (1) (i): Recruiting highly qualified or effective teachers, particularly in hard-to-staff subjects or specialty areas, such as mathematics, science, English language acquisition, and special education; and

(a)(1)(ii): Retaining highly qualified or effective teachers and principals.

**Teacher Retention Data:**

	2006-2007	2007-2008	2008-2009
Teacher Turnover - Wilburn	10.4%	6.1%	7.7%
Teacher Turnover - WCPSS	10.03%	10.31%	10.5%

(a)(2): Student achievement (as defined in this notice) in each of the schools whose educators would be part of the PBCS is lower than in what the applicant determines are comparable schools in the LEA, or another LEA in its State, in terms of key factors such as size, grade levels, and poverty levels; and

(a)(3): A definition of what it considers a “comparable” school for the purposes of paragraph (2) of this selection criterion is established.

In order to effectively compare schools within the Wake County Public School System, a number of criteria were employed. A comparable school would be considered based on schools that have approximately the same percentage of free and reduced lunch students, is the same size, and comes from the same area of Wake County. Looking at these criteria, River Bend Year Round Elementary, East Garner Elementary, and Knightdale Elementary were chosen.

**Demographic Data:**

<b>School</b>	<b>Projected Enrollment</b>	<b>Number of F&amp;R Students</b>	<b>% F&amp;R</b>	<b>Number of LEP Students</b>	<b>% LEP</b>
Wilburn	636	389	61.10	108	16.98
River Bend	657	361	55.00	210	31.96
East Garner	722	467	64.60	156	21.60
Knightdale	543	332	61.20	120	22.10

**Achievement Data:**

<b>School</b>	<b>% Proficient All EOG</b>			<b>% Meeting Growth Target</b>	
	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10*</b>	<b>2007-08</b>	<b>2008-09</b>
<b>WCPSS</b>	<b>72.5</b>	<b>77.2</b>	<b>ND**</b>	<b>64.0</b>	<b>60.5</b>
Wilburn	63.9	63.5	49.1	66.0	50.5
River Bend	62.7	70.5	65.5	77.6	66.5
East Garner	61.0	68.0	68.1	81.1	69.3
Knightdale	61.7	68.9	71.5	71.3	62.6

*\*Preliminary data*

*\*No data reported as of 6/22/10*

**2008-10 EVAAS Data**

School	Grade	Reading		Math		
		2008-09	2009-10	2007-08	2008-09	2009-10
WCPSS	4	NDD	Above	Above	Above	Above
	5	Above	Above	Above	Above	Above
Wilburn	4	NDD	NDD	Below	Above	NDD
	5	NDD	Below	Below	NDD	Below
River Bend	4	NDD	NDD	NDD	Above	NDD
	5	Above	Above	NDD	Above	Above
East Garner	4	NDD	Above	No data	Above	Above
	5	NDD	NDD	No data	Above	Above
Knightdale	4	NDD	NDD	NDD	Above	Above
	5	NDD	NDD	NDD	NDD	NDD

Scores from the North Carolina End-of-Grade tests in 2008-09 show the differences between Wilburn and comparable schools in the district. In 2008-09, 63.5% of students in grades three through five demonstrated proficiency in mathematics, reading, and science. This is lower than both the average for the school district and the comparable schools. Likewise, fewer students met their individual growth targets in 2008-09. Wilburn began using the EVAAS data at the conclusion of the 2008-2009 school year due to participation in TAP. The school as a whole had a value-added score of 2, meaning that the school was below the expected growth when compared to comparable schools in the state of North Carolina.

When this data is analyzed along with the comprehensive TAP annual program review,

some trends emerge. The 2008-09 TAP review identified as strength the ability of the master teachers to facilitate the learning of career teachers in cluster meetings. The review pointed to the high level of understanding the master teachers demonstrated when aligning the TAP rubric with the North Carolina Standard Course of Study. In order to increase the capacity of career teachers to make sound instructional decisions to improve student achievement, cluster groups must be smaller to allow master and mentor teachers additional time and resources to support career teachers in their classrooms. Funds from the grant will enable Wilburn to increase the number of master teachers in order to bring the ratio of master teachers and career teachers to the recommended level of 1:18.

In addition to providing an additional master teacher, funds from the grant will be utilized to extend compensation incentives to teacher assistants as well as teachers. Teacher assistants provide ongoing instructional support to students by implementing research-based interventions and monitoring the progress of those interventions. Teacher assistants will receive [REDACTED] for a value-added score of [REDACTED] for a value-added score of 4, and [REDACTED] for a value-added score of 5.

**PROJECT DESIGN**

(b) The Secretary will consider the quality of the design of the proposed project. In determining the quality of the design of the proposed project, the Secretary will consider the extent to which the proposed PBCS—

(b)(1): Is part of a proposed LEA or statewide strategy, as appropriate, for improving the process by which each participating LEA rewards teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) in high-need schools (as defined in this notice) based upon their effectiveness as determined in significant part by student growth (as defined in this notice). With regard to the effectiveness of teachers, principals, and other personnel, the Secretary will consider whether--

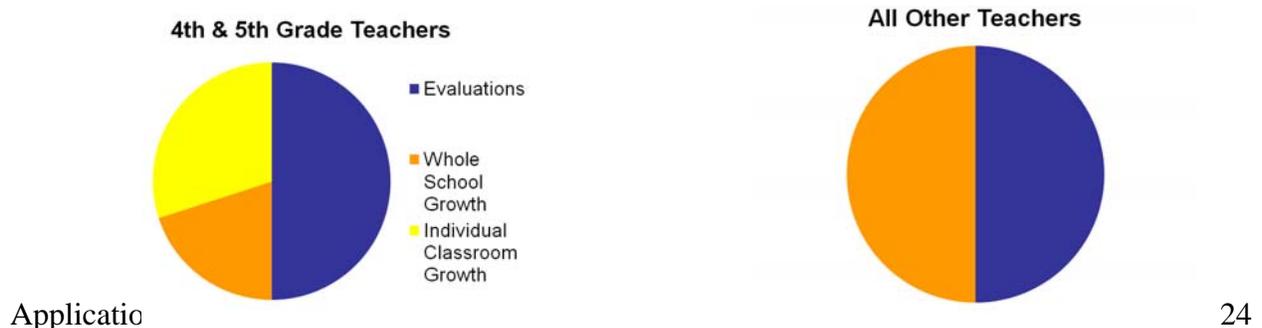
(b)(1)(i): The methodology the LEA or SEA proposes to use in its PBCS to determine the effectiveness of a school's teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) includes valid and reliable measures of student growth (as defined in this notice);

(b)(1)(ii): The participating LEA would use the proposed PBCS to provide performance awards to teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) that are of sufficient size to affect the behaviors of teacher, principal, and other personnel and their decisions as to whether to go to, or remain working in, the high-need school; and

As a part of TAP, teachers have the opportunity to participate in multiple career paths, receive rewards based upon their evaluations and student growth, receive job-imbedded professional development that is relevant to the staff at Wilburn, and receive evaluations based on an instructionally focused rubric. While Wilburn has seen some positive results from the initial implementation of TAP, there are areas where Wilburn is unable to fully fund the program and as a result, achievement is not progressing as expected.

Currently, Wilburn employs two master teachers and seven mentor teachers. The current mentor teachers serve approximately 6-8 career teachers, which is within NIET’s recommended ratio of 1 mentor to 8 career teachers. The two master teachers each serve approximately 23 career and mentor teachers. This is above the recommended ratio of 1:18. With the increased responsibility, the master teachers are unable to devote the time needed to effectively work with teachers in their classrooms. TIF funding would be used to hire an additional master teacher, resulting in a greater impact on teacher effectiveness and subsequent student achievement.

For teacher bonuses the school sets aside [REDACTED] per individual teacher. Half of this amount is used when determining the SKR bonus and the other half is used when determining the growth bonus. North Carolina previously gave bonuses to schools making expected or high growth based on the End-of-Grade test scores and teachers were eligible to receive a bonus of up to [REDACTED] for making expected growth and up to [REDACTED] for making high growth. The TAP bonuses are higher than the state bonus, are clearly linked to teacher effectiveness and are in addition to any state bonus that may have been paid.



Currently there is no compensation provided for the Principal or for the teacher assistants at Wilburn. This is due to two factors, the lack of a clear evaluation instrument for each group and a clear way to measure effectiveness. While several TAP schools nationally reward principals based on the value-added score of the school, Wilburn's current Title I funds do not support this bonus award. For administrators, Wake County School System proposes compensating principals and assistant principals only when the school attains a value added score of 5 and a Program Evaluation score of 4 or higher on the annual Program Review conducted by NIET. Teacher assistants provide ongoing instructional support to students by implementing research-based interventions and monitoring the progress of those interventions. Teacher assistants will receive [REDACTED] for a value-added score of 3, [REDACTED] for a value-added score of 4, and \$500 for a value-added score of 5.

(b)(1)(iii): The applicant provides a clear explanation of how teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools) are determined to be "effective" for the purposes of the proposed PBCS.

Through TAP, teachers at Wilburn are rewarded based on their Skills Knowledge and Responsibility score and on the growth made by their students (for teachers in grades 4 & 5) and the school overall. A teacher's Skills Knowledge and Responsibility score (SKR) is determined by their scores on five evaluations over the course of the school year and responsibility surveys completed by the mentor and master teachers who assist the career teacher. Mentor and master teachers are surveyed by the career teachers with whom they work. These surveys address the staff development (delivery or participation), instructional supervision, mentoring, and community involvement. The evaluations are conducted by both the administrators and by the

mentor and master teachers of the school. These evaluators have been trained by NIET staff members on the TAP evaluation system. Student growth is determined based on a value-added score reported through the EVASS system as the result of a contract with SAS.

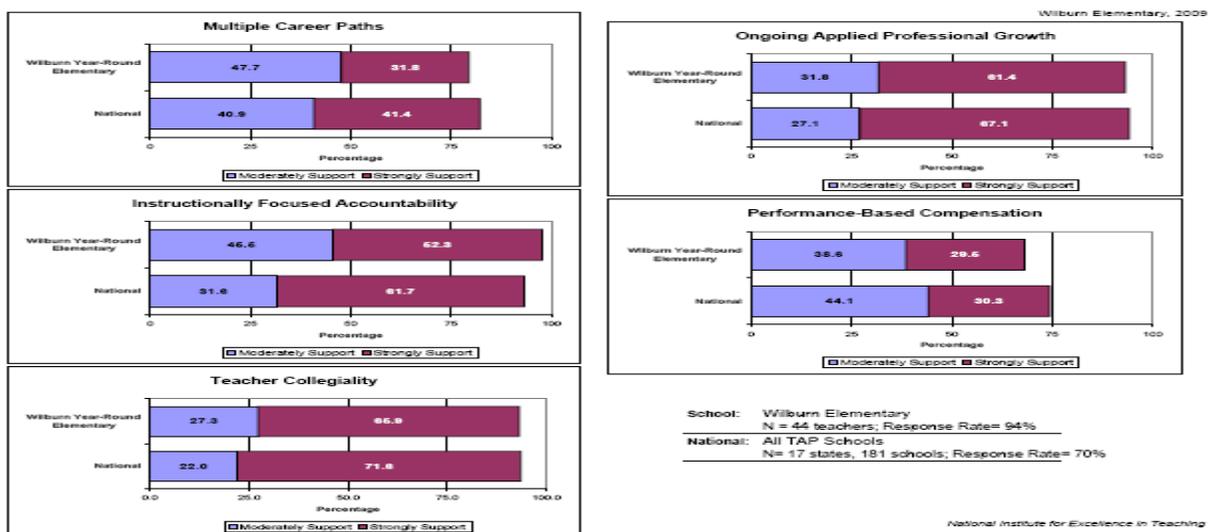
A career teacher must have an SKR score of 2.5 or higher to be eligible to receive a bonus based upon his or her evaluations. A mentor teacher, who has taken on additional responsibilities and works with a small group of 6-8 career teachers, must have an SKR score of 3.5 or higher to receive a bonus based on his or her evaluations. A master teacher, who has taken on additional responsibilities and works with three to four mentor teachers and approximately 24 career teachers, must receive an SKR score of 4 or higher. In this manner, the teachers with greater responsibility must be the most effective teachers as measured by their evaluations. In addition to the bonus based on the teacher's SKR score, teachers are also eligible to receive a bonus based on the growth made by students as see through the End-of-Grade testing. For teachers in grades 4 and 5, bonuses are based upon the growth made by their individual students and growth made by the school overall. For all other teachers, the growth bonus is determined by the overall growth of the school. Teachers are eligible for this portion of the bonus if the class or school is a value-added 3 or higher. At this time there is not a valid measure of growth for students in grades K-3 as students do not begin taking standardized tests in North Carolina until the end of grade 3, so teachers in these grades are compensated based on the growth made by the school overall.

(b)(2): Has the involvement and support of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), including input from teachers, and principals, and other personnel in the schools and LEAs to be served by the grant, and the involvement and support

of unions in participating LEAs where they are the designated exclusive representatives for the purpose of collective bargaining that is needed to carry out the grant;

In April 2008, 85% of the staff at Wilburn voted to implement TAP as the major reform strategy for the school’s Title I plan. At that time, Wilburn had entered into school improvement and the school was looking for a way to increase student achievement and teacher effectiveness. The staff saw the four core components of TAP as a way to effect change at Wilburn. Following the vote, staff members were provided an opportunity to transfer out of Wilburn to other schools within Wake County. No staff members requested a transfer. Since the TAP program began at Wilburn, two teachers have left WCPSS to work in other school systems, two teachers have left the state of North Carolina, one teacher transferred to another school within the county and one teacher left the teaching profession.

Additionally, TAP surveys the teachers of each school every year in order to determine their support of the four elements of TAP. The results of Wilburn’s first survey are displayed below. The results of the survey show a continued support of the four main elements of TAP following the first year of implementation. Survey results are in alignment with national results.



(b)(3): Includes rigorous, transparent, and fair evaluation systems for teachers and principals that differentiate levels of effectiveness using multiple rating categories that take into account data on student growth (as defined in this notice) as a significant factor, as well as classroom observations conducted at least twice during the school year;

Teachers at Wilburn are evaluated using the TAP evaluation instrument. The TAP evaluation instrument is researched based and looks at effective classroom practices. Each teacher receives training on the evaluation instrument so that the teacher clearly understands what the evaluators are looking for when conducting an evaluation. Evaluators have been trained in the use of the evaluation instrument and must pass a test each year in order to be certified to conduct evaluations. Each teacher receives five evaluations throughout the school year, of which two are announced and three are unannounced. The evaluator and teacher conference after each evaluation, providing the teacher with valuable information about the evaluation. Evaluators coach the teacher through the identification of both an area of reinforcement (a strong point according to the rubric) and an area of refinement (an area to be strengthened according to the rubric). This coaching helps the teacher to focus on self growth throughout the school year.

The TAP evaluation rubric is broken into three main parts: Designing and Planning Instruction, Learning Environment, and Instruction. Each section of the rubric contains subsections which have key indicators that assist a teacher with creating an effective lesson. For example, the Instruction section of the rubric is divided into 12 sub-sections. One of the subsections is entitled Standards and Objectives. In this section key indicators include “sub-objectives are mostly aligned to the lesson’s major objective, expectations for student

performance are clear, and there is evidence that most students demonstrate mastery of the objective.” For each subsection of the rubric, a lesson can receive a score from 1 (needs improvement) to 5 (exemplary) with a score of 3 being considered proficient. Teachers received ten weeks of training on the evaluation rubric during Wilburn’s first year of TAP. As new teachers enter Wilburn, teachers work individually or in small groups with the master and mentor teachers in order to understand the expectations of the evaluation system.

(b)(4): Includes a data-management system, consistent with the LEA's proposed PBCS, that can link student achievement (as defined in this notice) data to teacher and principal payroll and human resources systems; and

Wilburn TAP Leadership Team members enter the scores from each evaluation into TAP’s Comprehensive On-line Data Entry system (CODE). This system allows the Leadership team to monitor inter-rate reliability and to track teacher progress. Individual teacher needs as well as subject area or grade-level needs can be determined through regular data checks. This allows the mentor and master teachers to determine additional support that can be provided to teachers instructionally during the weekly staff development. The CODE system allows the program director to input value-added data from EVASS and then calculates teacher bonuses based on the available data from student growth and teacher evaluations. This information is then sent to the Human Resources department for teacher payouts.

(b)(5): Incorporates high-quality professional development activities that increase the capacity of teachers and principals to raise student achievement (as defined in this notice) and are directly linked to the specific measures of teacher and principal effectiveness included in the PBCS.

Teachers at Wilburn participate in job-embedded professional development cluster meetings) for 90 minutes each week. Due to Wilburn being a multi-track year round school, clusters are divided by track and grade level. This allows teachers to receive the staff development every week while they are tracked in and not miss any lessons while tracked out. During cluster meetings, teachers review data from their classrooms and discuss the characteristics of exemplary, proficient, and below proficient student responses, as well as ways to increase the proficiency of the responses. Teachers then receive new learning, gaining training on strategies to impact student learning. These strategies have been field-tested using classroom at Wilburn, so there is clear evidence of the effectiveness of the strategies presented. Teachers have the support of the master and mentor teacher assigned to that cluster when planning how to implement this new learning in their classrooms. By modeling the strategies clearly for the teachers, the master and mentor teachers allow the career teachers to view the learning from the perspective of a student, thus letting the teacher imagine the challenges his or her own students may face. This allows the teacher to plan relevant lessons for his or her own students. As noted previously in this design mentor and master teachers are also able to model parts of the rubric in which cluster members may be showing a weakness. This allows for increase teacher effectiveness too. A portion of the Responsibilities Survey focuses on implementation of new learning for career teachers and on delivery of new learning for mentor and master teachers. Through this survey tool, the professional development is tied to the performance based compensation each teacher receives.

### **ADEQUACY OF SUPPORT FOR THE PROJECT**

(c) In determining the adequacy of the support for the proposed project, the Secretary considers the extent to which—

(c)(1): The management plan is likely to achieve the objectives of the proposed project on time and within budget, and includes clearly defined responsibilities and detailed timelines and milestones for accomplishing project tasks;

Wilburn Elementary has developed a clear timeline for the implementation of the project that establishes milestones and helps to guide the budget development that is discussed in more detail in the Budget Narrative section of this grant application. The WCPSS 2010 Grant proposes the following timeline for implementation of the 2010 TIF grant funding.

**Year 1:** Two of the first activities conducted during year 1 of the grant will be hiring. Hiring of a grant director as early as possible to oversee implementation of grant activities and the subsequent budget is crucial to supporting the grant over the five year period. In addition, a third master teacher will be hired at Wilburn Elementary School to bring the ratio into alignment with TAP standards. This particular issue has been repeatedly noted in previous TAP evaluations for the school.

Professional development will also be an important component of activities identified in years 1, including travel to the Annual National NIET Conference and TIF meetings. At the end of year 1, a program evaluation gauging progress on performance measures will be conducted. In addition, Wilburn will undergo an annual TAP Program Review. As these activities coincide in close proximity the applicant will have an opportunity to begin considering possible short-term impacts of TIF funding and further extension of the TAP model of performance-based compensation to principals, assistant principals, and teacher assistants.

**Year 2:** The results of both the year-end program evaluation, subsequent APR, and TAP evaluation will be used to assess progress on grant objectives, as well as consider modifications during year 2 to more fully implement TAP to fidelity. In year 2 of the grant, performance pay bonuses will be awarded to teachers, teacher assistants and administrators based on student achievement and teacher performance. Travel to the annual NIET Conference and TIF meetings will continue through years 2-5 of the grant. An evaluation of the program will take place again and check for the successful implementation of the program and revisions recommended in the prior evaluation.

**Year 3:** During year 3 of the grant, Wilburn will begin picking up 5% of the cost associated with performance pay by using non-TIF funds. A program evaluation and TAP Program Review will continue to assist the school with making further refinements to ensure the project is being implemented with fidelity.

**Year 4:** During year 4 of the grant, the school will assume an increasing share of the cost of performance pay by using non-TIF funds to support 25% of the costs. Staff will continue to travel to national conferences. Program evaluation results will be shared and refinements to the program will be implemented.

**Year 5:** Wilburn will begin 70% of the performance pay with non-TIF funds during year 5 of the grant. This will be the last funding and the school will begin to develop the transition plan to Title I school-wide funds and other available school local funds.

(c)(2): The project director and other key personnel are qualified to carry out their responsibilities, and their time commitments are appropriate and adequate to implement the project effectively;

**The Grant Program Senior Administrator** is charged with supervision of project planning and

ensuring implementation. This individual will report to the Senior Director of State and Federal Programs. One hundred percent of this individual's time will be devoted to assisting Wilburn Elementary School and WCPSS with managing the budget, providing leadership to the project school, assisting with the transition to Title I funds, and preparing written reports.

The individual who assumes this position is required to possess a master's degree and have at least five years experience in administration or teaching. Previous knowledge or experience required may include: Title I program design, budget management, experience training teachers, and implementation of a grant-funded program.

### **Other Key Personnel**

While there are only two positions funded by the grant, there are a number of other individuals, both school-based and Central Service staff that are crucial to implementation of the grant.

**Project School Principal: Jennifer Carnes, Principal of Wilburn Elementary School** is a seasoned administrator who is experienced and knowledgeable about performance-based compensation, more specifically the TAP model. Ms. Carnes is the instructional leader responsible for day-to-day operations of the school and for administering various district initiatives. Ms. Carnes has been principal of Wilburn Elementary School since 2006. During her tenure the school has seen the introduction of the TAP program and is currently undergoing a building renovation. Ms. Carnes' position is district-funded and she devotes 100% of her time to the success of Wilburn Elementary School, including implementation of a TIF grant award.

**Central Services Personnel: Dawn Dawson, Senior Director of Magnet Programs (district-funded)** will have primary responsibility for supervising the Grant Program Senior Administrator. The senior director oversees the program implementation and coordinated

services for State and Federal programs, such as Title I. Contributing to Ms. Dawson's qualifications to support this grant and the TAP program are her previous experiences as Senior Director of Instructional Services and Director of Curriculum & Instruction. Approximately 10% of Ms. Dawson's time will be devoted to supporting the Grant Program Senior Administrator.

**Andre Smith, Northeastern Area Superintendent** will have primary responsibility for supervising the project school principal, Ms. Jennifer Carnes. Mr. Smith is an exceptional professional with 20 years of experience in administration. Contributing to his ability to support the project is previous experience as a school principal. Mr. Smith's training and expertise in working with teachers make him well-suited to assist Ms. Carnes in developing the TAP program at Wilburn Elementary School.

**OTHER CENTRAL ADMINISTRATORS WHO WILL SUPPORT THE PROJECT:**

Other personnel who will contribute significantly to the effective management of the project include district administrators in the Central Services. The overall responsibility for effective operation of the district rests with the WCPSS superintendent.

**Dr. Donna Hargens, Interim Superintendent for the Wake County Public School System,** was appointed by the school board to this role in March 2010. She has been the Chief Academic Officer for the school system since 2006, and her duties included working directly with the curriculum and instruction connected with magnet schools. She has served in the school system since 1989 as principal of two high schools as well as an area superintendent. She received her M.Ed. from UNC-Chapel Hill and her Ed.D. from Seton Hall University.

Other Central Service staff that will be integral to the implementation include the Senior Director of Salary Administration and Licensure, the Senior Director of Grants Administration; and the Senior Director of Program Accountability. Resumes supporting the qualifications of these

individuals are provided in the Appendix.

(c)(3): The applicant will support the proposed project with funds provided under other

Federal or State programs and local financial or in-kind resources; and

Wilburn Elementary is currently implementing a basic TAP model, but the grant would allow the school to expand and fully implement the TAP model. A plan has been developed that will begin with the grant funding 100% of the project in the first two years, and begin transitioning to federal Title I school-wide funds during year three of the grant, with 5% of the performance-based compensation expenditures being funded from Title I school-wide funds. The percentage of non-TIF funding will continue to increase in year four, with 25% of the performance-based compensation expenditures being funded from Title I school-wide funds. During year five of the grant, 70% of the compensation will be funded from Title I school-wide funds.

Wilburn Elementary is currently being renovated and the new building has a capacity that will house approximately 400 more students. This will increase the number of students receiving free and reduced lunch, and therefore, the school should receive additional Title I funds. These funds would allow for the sharing percentage over the life of the grant and also provide additional funds for Wilburn to sustain the improved TAP model even after the grant has ended. State and local funds will continue to provide for one master teacher.

(c)(4): The requested grant amount and project costs are sufficient to attain project goals

and reasonable in relation to the objectives and design of the project.

The proposed budget is reasonable to achieve the stated objectives for the project and is cost-effective for the benefits to be gained. WCPSS proposes to implement a project that will directly affect approximately 51 teachers, 16 teacher assistants, 2 administrators (i.e., principal and

assistant principal), as well as 691 students at the project school. Performance-based compensation systems require a commitment to both funding and program support. WCPSS is committed to support Wilburn Elementary School’s implementation of the TAP model through both application to the TIF grant program and by committing future Title I funds to contribute to sustaining performance-based compensation beyond the grant funding period.

The TAP project design represents decision making at the school level. Wilburn Elementary School carefully studied performance-based compensation models before deciding to adopt the TAP model two years ago. While Wilburn Elementary was committed to the model limited district resources have impacted Wilburn’s ability to implement the model to fidelity. Therefore, the school plan for the project design seeks to fully implement the TAP model as designed. The corresponding budget that is summarized below is also presented in the budget narrative, which outlines in more detail the specific expenditures related to the project design.

**TIF Budget Outline**

	Year 1	Year 2	Year 3	Year 4	Year 5
<b>Personnel</b>	\$ █████	█████	█████	█████	█████
<b>Fringe Benefits</b>	█████	█████	█████	█████	█████
<b>Travel</b>	█████	█████	█████	█████	█████
<b>Equipment</b>	0	0	0	0	0
<b>Supplies</b>	█████	█████	█████	█████	█████
<b>Contractual</b>	█████	█████	█████	█████	█████
<b>Construction</b>	0	0	0	0	0

<b>Other</b>	0	0	0	0	0
<b>Total Direct Costs</b>	████████	████████	████████	████████	████████
<b>Indirect Costs</b>	████████	████████	████████	████████	████████
<b>Training Stipends</b>	0	0	0	0	0
<b>Total Costs</b>	████████	████████	████████	████████	████████

Proper and efficient administration of the TIF grant is critical to success; however, only 11% of the total project budget is directed toward central-operations coordination and support. Appropriately, most of the Innovations 2010 budget is expended at the school in support of performance-based compensation. This is reasonable for the purposes of the TIF grant, as these this categories most directly affect teachers, other staff, and student achievement.

### QUALITY OF LOCAL EVALUATION

(d) In determining the quality of the local project evaluation, the Secretary considers the extent to which the applicant's evaluation plan—

(d)(1): Includes the use of strong and measurable performance objectives (that are clearly related to the goals of the project) for raising student achievement (as defined in this notice), increasing the effectiveness of teachers, principals, and other personnel (in those sites in which the grantee wishes to expand the PBCS to additional staff in its schools), and retaining and recruiting effective teachers, principals, and other personnel;

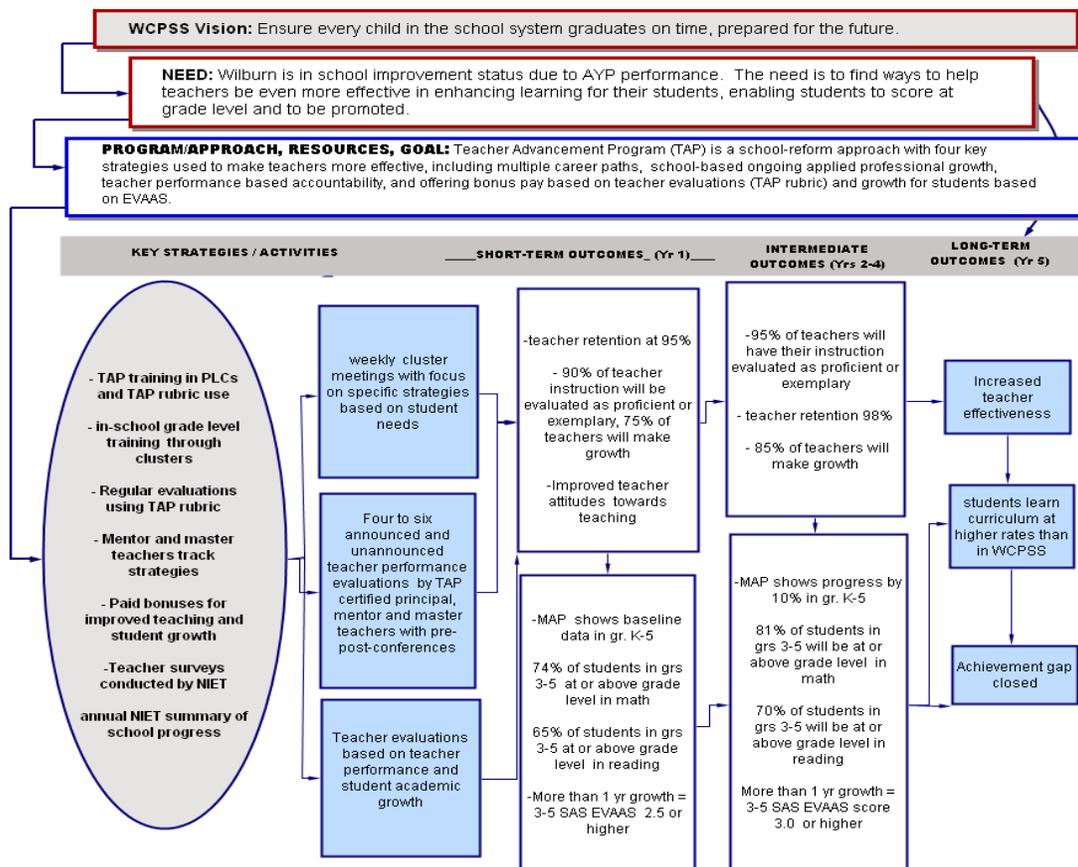
The evaluation of the TIF grant will describe the context of the TIF grant, the level of implementation of TAP components, and the outcomes of TAP for students and teachers at Wilburn. Special attention will be paid to elements emphasized in TIF, including the school's level of need, teacher recruiting, retention, and promotion; teacher effectiveness; and student achievement outcomes both during and at the end of the year.

The Department of Evaluation and Research (E&R) within the WCPSS schools will select and provide supervision to the contract evaluator for the grant through the leadership of the Senior Director for Program Accountability. E&R has been recognized for its excellent reports on numerous occasions over the years by Division H of the American Educational Research Association (AERA). Regular meetings will be held to discuss the evaluation plan, expectations, status, analyses, and reports. Data systems within the district and the school provide extensive achievement and demographic data which can be linked with personnel data.

A logic model will guide evaluation efforts, with specific measurable performance objectives detailed for each year (see Figure 1). The level of need in the school will be monitored

annually based on school and student characteristics. Beyond having a high needs population, the perceived instructional need at the school is to help teachers become more effective in enhancing student learning, enabling increasing percentages of students to score at grade level and be promoted. TAP is the primary strategy to be utilized, which is designed to improve teacher effectiveness by providing instructional support and professional development through TAP. Data collection activities will relate to implementation of key strategies as well as attainment of benchmarks related to short-, intermediate, and long-term goals. Improving teacher effectiveness will ultimately lead to improved student achievement in terms of both growth and performance.

Figure 1—TIF Logic Model



(d)(2): Will produce evaluation data that are quantitative and qualitative; and

The evaluation of TAP will utilize objective methods of data collection and analysis designed to generate both qualitative and quantitative data. Data sources and methods are detailed below, but examples of qualitative data are teacher observations, interviews, and a teacher focus group. Examples of quantitative data relate to analysis of assessment results, survey results, and formal reports and document reviews.

(d)(3): Includes adequate evaluation procedures for ensuring feedback and continuous improvement in the operation of the proposed project.

Annual reports will help Wilburn staff plan future improvements and adjustments. In addition, interim status reports will be provided at least twice during the year based on data sources such as MAP scores, survey results, and observation results to inform data-based decisions.

#### (e) Performance Measures

Measuring short-term implementation goals will be multi-faceted. The evaluator will check master teachers' implementation of desired training and coaching by checking training dates and agendas, ratings of training provided, cluster meeting dates and minutes, and occasional observations of master teachers at work. Completion of teacher evaluations will also be checked. In terms of qualitative data, the evaluator will accompany each master and mentor teacher on at least one randomly selected observation in the fall and spring as well as the pre- and post observation to gain a fuller understanding of the nature of the scale and the process to inform his/her judgments and observe several cluster meetings.

(e)(1): Changes in LEA personnel deployment practices, as measured by changes over time in the percentage of teachers and principals in high-need schools who have a

[record of effectiveness.](#)

The outcome of these implementation activities should lead to the attainment of the benchmarks specified in the logic model. Teacher instructional implementation levels will be assessed based on reviewing teacher ratings on the TAP instrument annually and over time. Benchmarks are set to accomplish increasing levels of proficient and exemplary instruction across the years of the grant. NIET external review data will also be available to assess Wilburn's based on their standards and qualitative and quantitative data collection.

Teacher retention and recruitment efforts and data will be examined annually as well, with Wilburn results compared to district averages over time. The definition of "effectiveness" will be reflected. In addition, information on promotions granted each year moving teachers from regular to mentor teacher status will be provided, as well as whether mentor and master teachers are able to meet renewal standards. An explanation of changes in personnel deployment or compensation in the system will be included.

Improvement in teacher attitudes towards TAP and teaching can be measured based on TAP surveys over time (back to initial implementation if data is available). A focus group with teachers and interviews with the master teachers and mentor and mater teachers will provide richer qualitative data on teacher attitudes towards TAP and TIF and the strengths and weaknesses of the approaches.

Student progress during the year will be possible to assess at grades K-5 by summarizing Measures of Academic Progress (MAP) scores at the beginning, middle and end of the year. MAP is a Northwest Education Association (NWEA) computer adaptive assessment that is diagnostic and evaluative and which has a value-added model (based on Rausch unit scores). The evaluator will collaborate with the TAP leadership team to establish specific annual benchmarks to assess

the level of progress during each year based on NWEA norms. At K-3, district formative measures of students' skills in reading, writing, and mathematics may supplement those of MAP if needed to measure other literacy and mathematics skills relative to the state curriculum.

Student growth outcomes in reading and mathematics at grades 4 and 5 at Wilburn will be based on the statistical methods of the Education Value-Added Assessment System (EVAAS<sup>®</sup>). EVAAS<sup>®</sup> was developed at the University of Tennessee by Dr. W. Sanders, who is now affiliated with Statistical Analysis System (SAS) Institute. This model allows schools to determine whether they are maximizing academic growth opportunities for all students ([www.sas.com/govedu/edu/services/effectiveness.html](http://www.sas.com/govedu/edu/services/effectiveness.html)). For positive results, students must achieve a gain score in reading and mathematics greater than predicted one year's growth.

Student proficiency will be assessed annually based on state standards on grade 3-5 End of Grade (EOG) scores and compared to the district and state across years targeting a 6% per year improvement. The intermediate outcomes of progress (expected in years 2, 3, and 4) will be measured similarly to year 1, but with increasing teacher implementation, student proficiency, and student growth expected. (The logic model in Figure 1 summarizes draft benchmarks, which will be reviewed and adjusted if necessary based on observed growth or early data.) Teacher retention will be expected to increase or remain high, with recruitment of effective teachers and other staff as needed.

Over the five years, long-term goals for Wilburn are to increase teacher effectiveness, improve student learning of the curriculum (based on formative and summative assessment results), and close achievement gaps. Measures described above will continue, with a comparison of Wilburn's pattern of achievement improvements on EOG proficiency and growth compared to similar or comparable schools in WCPSS and the state over time.

(e)(2): Changes in teacher and principal compensation systems in participating LEAs, as measured by the percentage of a district's personnel budget that is used for performance-related payments to effective (as measured by student achievement gains) teachers and principals.

Finally, changes in teacher and principal compensation which take place in WCPSS overall or at Wilburn will be summarized annually based on the percentage of the district and school budget utilized for performance-based pay to effective staff based on student achievement.

# Project Narrative

## High-Need Schools Documentation

Attachment 1:

Title: **WCPSS High-Need School Documentation** Pages: 1 Uploaded File: **S:\Grants Admin\2009-2010\Grant Programs\_2009-10\PRC XXX TIF\WCPSS High-Need School.pdf**

Project School – High Needs Documentation

School Name	2009-10 20 <sup>th</sup> Day Enrollment	Percent of F&R Students
Wilburn Elementary	691	59.3%

# Project Narrative

## Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **WCPSS Letters of Support** Pages: **2** Uploaded File: **S:\Grants Admin\2009-2010\Grant Programs\_2009-10\PRC XXX TIF\WCPSS Letters of Support.pdf**



June 25, 2010

U.S. Department of Education  
Academic Improvement and Teacher Quality Programs  
400 Maryland Ave., S.W., Rm. 3E120  
LBJ Federal Office Building  
Washington, DC 20202-6200

To the TIF Grant Selection Committee:

This letter is in support of Wake County Public School System's application for a TIF grant. In securing this grant, the TAP program at Wilburn Elementary school will be able to expand, allowing teachers to receive more detailed and focused assistance. With this assistance, the effectiveness of the individual teachers will increase and the achievement of the students will be greatly impacted.

While Wilburn has already been implementing the TAP program for two years, we have seen limited growth in teachers. This limited growth is due to our inability to offer teachers the in-depth support that they need. The TAP program suggests that each master teacher support no more than 18 career and mentor teachers. With our limited funding, our master teachers support approximately 23 teachers each. Just as when the number of students in a classroom increases teachers struggle to reach each child as they would like to, the same is true when teachers are trying to offer support to each other. The grant would allow us to hire an additional master teacher and in doing so, would allow all teachers to receive the in-depth, differentiated support they need and deserve. By providing teachers with this support, we will be able to build capacity within our staff so that all teachers have the knowledge, skills, and strength to help each other in the future.

By increasing the effectiveness of our teaching staff, we will be able to greatly impact student achievement. Effective teachers are the single most important school related factor in a student's success. Our achievement scores currently are below the county average and are in need of improvement. While we have seen some progress, there is much more progress that needs to be made. By impacting teacher effectiveness, we will see the achievement of our students continue to rise.

The staff of Wilburn Elementary fully supports Wake County Public School System's application for a TIF grant.

Sincerely,

Jennifer A. Carnes  
Principal, Wilburn Elementary School



# Wake NCAE

An affiliate of The North Carolina Association of Educators  
and the National Education Association

3900 Merton Drive  
Suite 100  
Raleigh, N.C. 27609  
Phone: 919-782-8908  
Fax: 919-782-8906  
Email: [wakeoffice@bellsouth.net](mailto:wakeoffice@bellsouth.net)  
Website: [www.wakencae.org](http://www.wakencae.org)

June 2010

Dear Sirs;

This letter is written in support of the Teacher Appraisal Program (TAP), a program in which the Wake County Public School System (WCPSS) has been involved with for the past two years.

As the president of the local teachers association, Wake North Carolina Association of Educators (Wake NCAE) an affiliate on the National Association of Educators (NEA), I have had the chance to research and review the merits of TAP at the national and local level. I have found TAP to be a program that not only provides a model for fair and balanced performance-based compensation but, through the use of mentors and master teachers, increases career opportunities for educators as well.

The use of the TAP model at Wilburn Elementary School in WCPSS has been a great success. It has been executed with fidelity and to the highest standards. The staff and, more importantly, the children of Wilburn have benefited from having been involved in this program which allows teachers to work together, learn from the best, are given a chance to improve their skills as educators and are compensated for improvement and hard work.

I would highly encourage that the opportunity be given to other schools in the WCPSS to be involve with TAP. It is a worthy program whose time has come.

Sincerely,

  
Jennifer Lanane  
President, Wake NCAE

# Project Narrative

## Other Attachments

### Attachment 1:

Title: **WCPSS Other Attachments Pages: 24** Uploaded File: **S:\Grants Admin\2009-2010\Grant Programs\_2009-10\TIF Application\WCPSS Other Attachments.pdf**

**Résumés and Job Descriptions of Key Personnel**

<b>Name</b>	<b>Position</b>	<b>Department</b>
<b>Donna Hargens</b>	Interim Superintendent	Superintendent
<b>Jennifer Carnes</b>	Principal	Wilburn Elementary School
<b>Andre Smith</b>	Northeastern Area Superintendent	Superintendent
<b>Dawn Dawson</b>	Senior Director	State and Federal Programs
<b>David Howell</b>	Senior Director	Human Resources
<b>Angie Wright</b>	Senior Director	Grants Administration
<b>Nancy Baenen</b>	Senior Director	Evaluation and Research
<b>Grant Director Job Description</b>	Senior Administrator	State and Federal Programs
<b>Master Teacher Job Description</b>	Teacher	Wilburn Elementary School
<b>Mentor Teacher Job Description</b>	Teacher	Wilburn Elementary School
<b>Teacher Job Description</b>	Teacher	Wilburn Elementary School

## Donna M. Hargens



<b>EDUCATION:</b>	<b>Ed.D. SETON HALL UNIVERSITY</b>	<b>2005</b>
	Education Leadership, Management, & Policy Leadership PEP for High School Principals	2001
	<b>M.Ed. UNC-CHAPEL HILL</b>	<b>1988</b>
	Educational Administration/Supervision PEP (Principals' Executive Program)	1994
	<b>B.A. MARQUETTE UNIVERSITY</b>	<b>1979</b>
<b>HONORS:</b>	<b>KAPPA DELTA PI HONOR SOCIETY</b>	<b>2004</b>
	<b>PTA OUTSTANDING PRINCIPAL</b>	<b>2003</b>
	PTA Outstanding Principal (Finalist)	2002
	<b>WCPSS PRINCIPAL OF THE YEAR</b>	<b>1997</b>
	Top 10 Newsmakers, Cary, N.C.	1996
	<b>PTA OUTSTANDING PRINCIPAL</b>	<b>1995</b>
	<b>SUMMA CUM LAUDE</b> Graduate, Marquette	<b>1979</b>
	<b>PHI BETA KAPPA</b>	<b>1979</b>
	Wisconsin Honor Scholarship	1979
	Marquette University Scholarship	1979
	PI LAMBDA THETA HONOR SOCIETY	1979
	Valedictorian, Pulaski High School (1/668)	1975
	<b>EXPERIENCE:</b>	<b>Interim Superintendent</b>
<b>Chief Academic Officer</b>		<b>2006-Present</b>
<b>Assistant Superintendent</b>		<b>2005-2006</b>
<b>for Curriculum and Instruction</b>		
<b>Western Area Assistant Superintendent</b>		<b>2003-2005</b>
<b>Principal, Green Hope High School</b>		<b>1999-2003</b>
NC Exemplary School		2001-2002
NC School of Distinction		2001-2002
NC Exemplary School		2000-2001
NC School of Distinction		2000-2001
Top 10 NC High School		2000-2001
<b>Principal, Cary High School</b>		<b>1992-1999</b>
High Growth		1998-1999
High Growth	1997-1999	
<b>Asst. Principal for Curriculum &amp; Instruction</b>	<b>1989-1992</b>	
Millbrook High School		
<b>Teacher (Spanish/English)</b>	<b>1979-1987</b>	
Lomira High School		

## Donna M. Hargens

### ADDITIONAL EXPERIENCE:

Cary Chamber Board of Directors	2004-2006
Vice-Chair, Education Committee	
YMCA Board of Directors	2004-Present
Teacher of the Year Interview Committee	2004, 2005
Artist in Residence Committee	2002-2003
Co-Chair, Breaking Ranks Committee	2000-2002
Member, CLAS Committee	1999-2001
Member, Teacher Quality Task Force	1999-2001
Principal of the Year Committee	1998
Member, Cary Chamber Education Committee	1994-Present
Member, C & I Advisory Committee	1999-2000
Captain, Teacher of the Year Team	2001-2002
PTA Council Board Member	1996-1998
Falcon Project Committee Member	2000-2002
Administrative Intern, East Wake High	1988
Research Assistant, - UNC-Chapel Hill	1987-1988
Supervisor, Administrative Interns	93, 96, 99, 00, 01, 02
Chairperson – School Evaluation Team	1984-1987
Curriculum Audit Team Member	1985
Curriculum Writer (Spanish I – IV)	1979-1984
Supervisor, Student Teacher	1984
Coach, JV Volleyball and Forensics	1980-1988
Presenter, WI Foreign Language Conference	1985

### PROFESSIONAL ORGANIZATIONS:

ASCD	
NCASCD	
NASSP	
Phi Delta Kappa	
Phi Beta Kappa Society	
Pi Lambda Theta	
Kappa Delta Pi	
MU Educators' Alumni Association	
General Alumni Association – UNC Chapel Hill	
Cary Central Rotary Club	1994-2000
Cary Rotary Club	2004-Present

**JENNIFER ANNETTE ROBERTS CARNES**



**Education**

North Carolina State University, 8-82 to 12-85, 1-95 to 5-98  
Raleigh, NC 27695  
BS in Mathematics Education  
MEd in Educational Administration  
Minor – Curriculum and Instruction, GPA 4.0  
Certification: Secondary and Middle Grades Mathematics  
Principal’s Certification

**Employment History**

2006 – Present	Principal Wilburn Year Round Elementary School Raleigh, NC 27604 Wake County Public Schools
1998 – 2006	Assistant Principal Zebulon GT Magnet Middle School Zebulon, NC 27597 Wake County Public Schools
1996 – 1998	Communities in Schools Coordinator & Teacher (Mathematics and Social Studies) Zebulon Middle School Zebulon, NC 27597 Wake County Public Schools
1992 – 1996	Teacher (Mathematics) Warren County Middle School Warrenton, NC Warren County Schools
1990 – 1991	Computer Lab Instructor Hunters Creek Middle School Jacksonville, NC Onslow County Schools
1989 – 1990	Instructional Computer Coordinator Onslow County Schools Jacksonville, NC
1988 – 1989	Group Benefits Analyst Booke & Company Winston-Salem, NC

1988 – 1988	Teacher (Computer Education) Sun Valley High School Monroe, NC Union County Schools
1987 – 1988	Teacher (Mathematics) East Mecklenburg High School Charlotte, NC Charlotte-Mecklenburg Schools
1986 – 1987	Teacher (Mathematics) West Carteret High School Morehead City, NC Carteret County Schools

### **Professional Development**

Preparing to be Successful in a TAP School  
 Preparing to Become a Certified TAP Evaluator  
 Becoming a Certified TAP Evaluator  
 Crucial Conversations  
 Facilitative Leadership  
 WCPSS Budget Manager Training  
 Schools Attuned  
 AVID Training  
 Disciplining Students with Special Needs  
 No Child Left Behind

### **Presentations**

TAP Implementation: First Year Schools – 9<sup>th</sup> Annual National TAP Conference  
 Implementing TAP with Other District or State Initiatives – 10<sup>th</sup> Annual TAP  
 Conference  
 Transforming a School: Success Stories from the Field – 10<sup>th</sup> Annual TAP  
 Conference

### **Awards**

TAP Ambassador Award 2010

### **Committee Involvement**

WCDPAP Board (2003-2004)  
 Teacher of the Year Committee (2000)  
 Principal/Assistant Principal of the Year Committee (2000)  
 Assistant Principal Mentor (2005-2006)

## André C. Smith



### Education

1990	State University College at Buffalo <i>Certificate of Advanced Study</i> Education Administration and Supervision	Buffalo, NY
1989	<i>Masters of Science</i> Exceptional Education	
1978	Eastern New Mexico University <i>Masters of Arts</i> Speech Communications/Education	Portales, NM
1977	Syracuse University <i>Bachelor of Science</i> Communications	Syracuse, NY
1975	State University of New York, <i>Associate in Applied Science</i> Journalism	Morrisville, NY

### Leadership Experience

#### **Northeastern Area Superintendent- Wake County Public Schools**

Provide operational and educational leadership for twenty-five schools in the Northeastern Area. 2009- present

#### **Principal – Wake Forest-Rolesville High School**

Wake Forest, NC – Wake County Public Schools  
1997 – 2009

Provided operational and educational leadership for a large complex high school. Performed expected responsibilities as a principal.

- Staffing
- Facilities
- Professional Development
- Discipline
- Instructional Leadership
- Community Involvement

#### **Student Assignment Administrator**

Wake County Public Schools – Raleigh, NC

1996 – 1997

Assisted in the implementation of WCPSS Student Assignment Plan. Primary responsibility involved student transfers within district.

**Assistant Principal – Millbrook High School**

Raleigh, NC – Wake County Public Schools

1994 – 1996

Assisted in the implementation of the WCPSS School Board Policies and administrative processes in a large high school. Supervised instructional staff and provided school wide leadership as directed by Principal. Directly responsible for discipline for over 500 students.

**Principal – Buffalo Evening High School**

Buffalo, NY – Buffalo City Schools

1990-1994

Provided instructional and operational leadership for adult learning environment.

**Assistant Principal – Bennett High School**

Buffalo, NY – Buffalo City Schools

1990 – 1994

Assisted in the implementation of the Buffalo Public City School Board Policies. Supervised instructional staff and provided school wide leadership as directed by principal. Directly responsible for discipline for over 600 students in an inner-city environment.

**Special Education Teacher – Lafayette High School**

Buffalo City Schools

**McKinley Vocational High School**

1983-1990

Buffalo City Schools

Tenured, taught all areas of special education.

**Professional Experience**

President WCPSS Division of Principals and Assistant Principals 2002 – 2004

Board of Directors – WCPSS Division of Principals and Assistant Principals 1999 – present

Board of Directors – Triangle Leadership Academy 2007 – present

Founding member – Harriet B. Webster Task Force for Student Success 1996 – present

President CAP Seven Athletic Conference 2004-2005

Chairperson – DPAP Safety and Security Committee 2000 – 2003

### **Committees**

WCPSS School Calendar Committee 2004-2006  
WCPSS Child Nutrition Committee 2007 – present  
WCPSS Time Committee 2007  
WCPSS NCWISE Steering Committee 1999 – 2002  
WCPSS Allotment Committee 2002 -2003  
WCPSS Salary/Compensation Committee 2003 – 2005

### **Honors/Recognitions**

Harriet B. Webster Task Force for Student Success Principal of the Year 2001

WCPSS Principal of the Year Finalist 2002

American Jewish Federation Human Relations Award 1990

### **References**

Dr. Del Burns – Superintendent Wake County Public Schools  
Raleigh, NC

Danny Barnes – Area Superintendent Wake County Public Schools  
Raleigh, NC

Marvin Connelly – Area Superintendent for Student Services, Wake County Public Schools  
Raleigh, NC

Lloyd Gardner – Area Superintendent Wake County Public Schools  
Raleigh, NC

Kathy Chontos – Area Superintendent Wake County Public Schools  
Raleigh, NC

# Dawn D. Dawson

---

## EDUCATION

- ❖ Master of Education, Curriculum and Instruction, North Carolina State University - 1999
- ❖ K-6 Teaching Certificate, Meredith College - 1993
- ❖ Bachelor of Science, Child Development, Meredith College, Magna Cum Laude - 1993

## PROFESSIONAL EXPERIENCE

### ❖ **Senior Director, State & Federal Programs**

Wake County Public School System                      2006-Present

- ◆ Supervised ESL, Title I and District Improvement Teams
- ◆ Managed and allocated budgets for PRC 024, PRC 103 and local budget
- ◆ Facilitated needs assessment and development of Title II application
- ◆ Developed and monitored Disadvantaged Students Supplemental Funding Plan
- ◆ Assisted in coordination of district improvement professional development planning
- ◆ Ensured program compliance with federal, state, and local laws, regulations, and policies
- ◆ Coordinated development of WCPSS instructional calendar
- ◆ Led Individual School Audit

### ❖ **Senior Director, Instructional Services**

Wake County Public School System                      2005-2006

- ◆ Coordinated development of WCPSS instructional calendar
- ◆ Served as special assistant to Associate Superintendent for Instruction
- ◆ Supervised administrator for Instructional Materials & Equipment
- ◆ Served as liaison between Instructional Services and Staff Development
- ◆ Managed and allocated budgets for PRC 068, 069, 103 (approx. total \$14 million)
- ◆ Supervised Textbook Coordinator and collaborated on textbook selection process

### ❖ **Director, Curriculum & Instruction (K-12)**

Wake County Public School System                      2004-2005

- ◆ Developed curriculum development and review process
- ◆ Facilitated curriculum development committee
- ◆ Supervised administrator for Instructional Materials & Equipment
- ◆ Served as special assistant to Associate Superintendent for Curriculum & Instruction
- ◆ Managed local budget

## ❖ **Instructional Technology Senior Administrator**

Wake County Public School System                      2000-2004

- ◆ Provided resources for implementation of Computer Skills Curriculum
- ◆ Planned and facilitated K-12 Technology Contact Meetings
- ◆ Coordinated and monitored development of web-based report cards and assessments
- ◆ Developed and offered staff development to principals and IRTs
- ◆ Designed and coordinated differentiated staff development for teachers

## ❖ **Technology Connections Administrator**

Wake County Public School System                      1998-2000

- ◆ Designed leader and novice training modules for the Technology Connections program
- ◆ Provided staff development to administrators, parents and teachers
- ◆ Communicated with community and civic groups regarding the technology program
- ◆ Co-chair of Community Outreach Subcommittee of Technology Task Force with Wake Education Partnership
- ◆ Supervised and consulted teachers in program implementation

## ❖ **Technology Connections Lead Teacher**

Wake County Public School System                      1997-1998

- ◆ Developed Elementary Technology Connections teacher training module
- ◆ Evaluated and recommended elementary software
- ◆ Worked with school administrators to establish model technology classrooms
- ◆ Consulted school administrators and teachers on classroom management and design of model technology classrooms
- ◆ Established training lab for staff development sessions

## ❖ **Teacher**

Wake County Public School System                      1993-1997

- ◆ Served as WCPSS Model Technology Classroom
- ◆ Served as grade level chair
- ◆ Served as supervising teacher for three teacher interns
- ◆ Recognized as a Certified Peer Coach
- ◆ Prepared daily classroom activities using differentiated instruction

# David Howell

## Experience

2001-2010 Wake County Public School System Cary, NC

### **Senior Director, Salary Administration and Licensure**

Manage salary administration for 17,000 employee organization  
Ensure licensure compliance for 10,000 educators  
Direct Oracle human resources data entry  
Establish salary schedules in accordance with state and local mandates  
Review job reclassification and departmental reorganization requests  
Supervise a staff of 18

1994-2001 NC Dept. of Public Instruction Raleigh, NC

### **Section Chief, Salary Administration**

Managed budgeting, reporting and auditing \$4B in educator salaries  
Created policy to implement salary legislation for 100,000 educators  
Developed a statewide Intranet salary and budget management system  
Wrote a 90-page manual documenting salary policy and legislation

1988-1994 Nortel Networks RTP, NC and Nashville, TN

### **Senior Marketing Analyst**

Managed price structure and sales reporting for \$30M product line  
Presented marketing plans to management and nationwide sales force

### **Senior Financial Analyst**

Prepared budgets and financial statements for a \$60M division

### **Training Manager**

Developed and delivered training for mid-level finance managers  
Wrote self-study guide, *Financial Reports: A Sales and Marketing Tool*

### **Operations Analyst**

Performed reviews of manufacturing, sales and research facilities

### **Training Manager**

Prepared budgets and financial statements for a \$60M division

1984-1986 Systems Management American Norfolk, VA

### **Chief Accountant**

Maintained all accounting records for a \$50M government contractor

1982-1984 PriceWaterhouseCoopers Norfolk, VA

### **Senior Auditor**

Audited financial systems and statements providing recommendations for improvement

## Education

1986-1988 University of Virginia Charlottesville, VA

MBA in Finance and General Management

1978-1982 College of William and Mary Williamsburg, VA

BBA in Accounting

# ANGELIA WRIGHT

## EXPERIENCE

---

### **2008 - Present Wake County Public School System Raleigh, NC**

#### *Senior Director of Grants Administration and Compliance Reporting*

- Track districtwide grant activity, which included 306 submitted grant applications and approximately \$1.6 million in competitive grant awards.
- Provide information to school level administrators, leadership teams, and central staff about external funding opportunities.
- Implement procedures to ensure fiscal accountability of all grant funding, including the Personnel Activity Report (PAR) system for time and effort reporting.
- Support school district personnel with compliance reporting responsibilities (i.e., annual reports) to local, state and federal agencies.
- Manage general office functions, including departmental budget and supervision of staff.

### **2006 – 2008 Duke University Durham, NC**

#### *Program Coordinator/Analyst, Principal Gifts 2006 – 2008*

- Tracked President's travel portfolio, set appointments with key prospects (rated \$5,000,000 or higher), and served as the primary contact with the President's office.
- Collaborated with university colleagues to develop solicitation proposals for principal gifts donors.

### **1999 – 2006 Forsyth Technical Community College Winston-Salem, NC**

#### *Department Chair, Social Sciences 2004 – 2006*

- Participated in the 2005 Future President's Institute at the Center for School Leadership at the University of North Carolina at Chapel Hill.
- Actively involved in strategic planning for the college and state. Co-writer for the college's 2005 Strategic Plan.

#### *Professional Development Facilitator 2002 - 2004*

- Secured a \$1.7 million Title III grant for the college.

#### *Project Manager, Industrial Systems Technology 2004 - 2005*

- Worked closely with industry and community leaders to develop the program and collaborated with other state community college systems to develop a model for program development.
- Secured a Duke Power Challenge Grant (\$247,000).

#### *Assistant to the President for Special Projects Summer 2004*

- Created the Industrial Systems Technology program.
- Secured a \$6.58 million unsolicited grant for the expansion of the college's health technologies program.
- Participated in the President's Executive Cabinet.

*Psychology Instructor 1999 – 2006*

- Developed curriculum and provided instruction in *General Psychology*, *Developmental Psychology*, and *Introduction to Exceptionality*.
- Utilized a variety of instructional delivery methods such as lecture, telecourse, interactive television, and online formats.
- Served as an advisor to help promote student goal completion.

EDUCATION

---

**2002 - 2008      Appalachian State University      Boone, NC**

- EdD, Educational Leadership
- Dissertation topic: *The implications of motherhood in the under representation of women in senior level positions of educational leadership.*
- Inaugural recipient of the Alice P. Naylor Distinguished Dissertation Award April, 2009
- Doctoral Research Assistant 2003 – 2004

**1995 – 1997      Appalachian State University      Boone, NC**

- MA, General/Theoretical (Experimental Psychology)
- Thesis: *The acoustic orienting response exhibited by cats (*Felis catus*) in a natural environment.*
- Graduate Teaching Assistant 1996 – 1997
- Graduate Research Assistant 1995 – 1996

**1989 – 1995      Appalachian State University      Boone, NC**

- BS, History with a minor in Psychology

***NANCY ROSE BAENEN***



***WORK EXPERIENCE***

**1990 to present**                      **Evaluation and Research**  
**Wake County Public School System**

**Positions Held**

- Senior Director of Program Accountability (8/97 to present)
- Director of Evaluation (12/92 to 7/97)
- Director of Evaluation and Testing (1/90-11/92)

**Responsibilities**

- Supervision of staff
- Development of annual evaluation and testing agenda
- Budget preparation and administration
- Planning and implementation of research and evaluation projects
- Coordination of evaluation, survey, and testing projects
- Data analysis, report writing, editing, and dissemination
- Coordination/consultation with WCPSS and outside agency staff

**Major Projects**

- Evaluation of several multi-million dollar local efforts to improve student achievement and close achievement gaps K-12
- Supervision of multiple grant evaluations and needs assessments, including three MSAP grant initiatives
- Supervision and/or completion of evaluations and instructional research for a variety of efforts (such as magnet programs, high school reform, interventions to support struggling, at-risk, and limited-English proficient students, partnerships with outside agencies, gifted education, drug abuse prevention, and kindergarten screening)
- Development, data collection, and reporting of districtwide staff, parent, and student survey efforts
- Collection and dissemination of system and school data for accountability and school improvement
- Training for schools and central staff related to understanding and using assessment results, particularly for school and program improvement
- Development of database systems for program records
- Coordination of districtwide testing activities and reporting
- Development of criterion-referenced test in language arts and math

**1976 to 1990**                      **Office of Research and Evaluation**  
**Austin Independent School District**

**Positions Held**

Research Analyst (9/89 to 12/90)  
Evaluator II (8/85 to 8/89)  
Evaluator I (7/79 to 8/85)  
Evaluation Intern (1/78 to 6/79)  
Evaluation Assistant II (9/77 to 1/78)  
Evaluation Assistant I (11/76 to 8/77)

**Responsibilities.** Similar to Wake County Public School System with fewer supervisory duties. Major areas of study and responsibility:

- Policy Analysis/Evaluation
- Program Evaluation-Educational
- Program Evaluation-Service-Related
- Test Coordination
- Personnel Evaluation Forms Development
- Survey Research

**1976**                      **US Bureau of the Census, Austin, Texas.** Processed census forms for Travis County experimental census.

**1974-75**                **New Concepts Foundation for the Handicapped, Green Bay, Wisconsin.** As Daily Living Coordinator, supervised operation of a group home unit for mentally challenged citizens. As a graduate student, provided social services for practicum credit.

***EDUCATION***

**1974-79**                **University of Wisconsin-Green Bay, Green Bay, Wisconsin.** Master's degree granted August, 1979. Program emphasis-psychology, research methods, social services.

**1970-74**                **University of Wisconsin-Green Bay, Green Bay, Wisconsin.** BA degree granted May, 1974, Growth and Development (and interdisciplinary program with an emphasis on developmental psychology).

**Academic Honors**

**1974**                      Awarded graduate teaching assistantship  
**1974**                      Graduated magna cum laude  
**1971-74**                Named to Dean's Highest Honors List

***OTHER RELATED TRAINING/EXPERIENCE***

Evaluation models, regression analysis (linear and curvilinear models)  
Educational evaluation methods and results  
Program cost benefit analyses  
Quality management training (Baldrige, Langford, Deming, and Covey)  
School improvement and teacher effectiveness  
Supervision, time management, and communication techniques  
Individual and family counseling practicum

Statistical Analysis System (SAS)  
Word processing and graphics (Microsoft Office Suite, Publisher)

### ***PROFESSIONAL MEMBERSHIPS***

American Educational Research Association (AERA)  
Directors of Research & Evaluation (DRE)  
National Association of Test Directors (NATD)  
Phi Delta Kappa

### ***PROFESSIONAL AWARDS AND APPOINTMENTS***

Mentoring Committee Assistant and Chair, 2006-2008  
Secretary, Division H of AERA, 2004-2006  
Program Chair, Division H of AERA, 2001-2002; Newsletter Editor 1999-2000  
President, Directors of Research and Evaluation (DRE), 2000-2001  
Multiple awards (18) received through competition from AERA Division H (Author or Supervisor/Editor).

### ***PAPERS, PRESENTATIONS, AND PUBLICATIONS***

Primary, co-author, or supervisor/editor of over 100 publications (final reports, newsletters, and manuals) for the Evaluation and Research Department, Wake County, Raleigh, North Carolina. Author of two articles for professional publications:

Baenen, N., Bernholz, A., Dulaney, C. and Banks, K. (1997). Reading Recovery: Long-term progress after three cohorts. Journal of Education for Students Placed at Risk, 2(2), 161-181.

Prohm, B., and Baenen, N. (1996, Spring). Are year-round, multi-track elementary schools effective? ERS Spectrum, 14 (2), 42-47.

Primary or co-author of over 135 publications (final reports, bulletins, technical reports, brochures/newsletters) for the Office of Research and Evaluation, Austin Independent School District. Also, editor for numerous reports. Contributor/co-author of three journal articles. (List available upon request.)

Primary or co-author of 15 papers presented at annual meetings of AERA (list available upon request). Chairperson and/or discussant for six AERA/SERA symposia, with a seventh accepted for presentation in spring 2007.

Presenter to a variety of groups within the Austin Independent School District and the Wake County Public School System (the Board of Trustees, Superintendent's Cabinet, central and school administrators, school faculties, parents, advisory and other committees, research and evaluation staff).

### ***REFERENCES***

Available upon request.

**JOB DESCRIPTION TIF Program  
Senior Administrator**

**TITLE:** TIF Program Senior Administrator

**QUALIFICATIONS:**

1. Master's Degree in Education or Administration with 5 or more years of experience in administration or teaching
2. Knowledge of Title I program design and implementation
3. Experience in implementing a grant-funded program
4. Experience or training in adult education
5. Experience in financial management

**REPORTS TO:** Senior Director, State and Federal Programs

**JOB GOAL:** To manage and ensure program implementation of the Teacher Incentive Fund (TIF) five-year project and corresponding TAP program at Wilburn Elementary School.

**PERFORMANCE RESPONSIBILITIES:**

1. Work closely with Budget in the preparation and administration of funds in accordance with established federal, state, and local policies
2. Provide leadership in developing and implementing program plans
3. Serve as an advocate/liaison between the school system and local, state, and federal agencies
4. Assist in the preparation of reports to local and federal agencies as necessary
5. Perform TAP responsibilities as assigned by the Senior Director of State and Federal Programs

**JOB DESCRIPTION**

**Master Teacher – Teacher Advancement Program School**

**SALARY GRADE:** Teacher Salary Schedule + \$900 per month

**MINIMUM QUALIFICATIONS:** Valid North Carolina licensure at the master’s level.  
Five years of successful teaching experience  
Demonstrated expertise in content, curriculum development, student learning, data analysis, mentoring, and professional development  
Excellent communication skills and an understanding of how to facilitate growth in adults

**PREFERRED QUALIFICATIONS:** Doctorate in an academic discipline relevant to elementary education  
National Board Certification in a discipline relevant to elementary education  
Proof of contribution to the profession through research, publications, awards, etc.

**JOB GOAL:** To analyze student data then work with the principal and assistant principal(s) to create and institute an academic plan for the building. Lead cluster groups and provide demonstration lessons, coaching, and team-teaching to career teachers. Spend approximately two hours per day teaching students.

**REPORTS TO:** Principal

**PRIMARY RESPONSIBILITIES:**

1. Analyzes school-wide data as a basis for developing the school improvement plan.
2. Develops the school improvement plan utilizing Teacher Advancement Program (TAP) processes.
3. Oversees planning, facilitation, and follow-up of cluster group meetings during professional growth blocks.
4. Team teaches with colleagues, demonstrates model lessons, and develops and helps implement curriculum.
5. Observes and provides peer assistance and coaching toward meeting teachers’ individual growth plans.
6. Collaborates with principal and assistant principal to evaluate teacher performance using TAP rubrics and conducts follow-up teacher conferences.
7. Participates in all TAP trainings and becomes a certified TAP evaluator.
8. Attends professional development meetings.
9. Other duties as assigned.

**TERMS OF EMPLOYMENT:** 225 employment days (11 months + 10 days of employment)

**EVALUATION:** Performance to be evaluated annually by school principal

**WORKING CONDITIONS:** Kindergarten through grade five school environment

**FLSA STATUS:** Exempt

**DATE WRITTEN/REVISED:** May 1, 2008

**NOTE:** *The above is intended to describe the general content of and requirement for the performance of this job. It is not to be construed as an exhaustive statement of duties, responsibilities, or requirements*

**ACKNOWLEDGEMENTS:**

\_\_\_\_\_  
Employee’s Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor’s Name

\_\_\_\_\_  
Date

## **JOB DESCRIPTION**

### **Mentor Teacher – Teacher Advancement Program School**

**SALARY GRADE:** Teacher Salary Schedule + \$500 per month

**MINIMUM**

**QUALIFICATIONS:** Valid North Carolina educator's license in elementary education. Preferred licensure in curriculum instructional specialist

**JOB GOAL:** To plan, instruct, and organize instructional environments which help students learn subject matter and skills that will contribute to their educational and social development. Utilize an additional planning period to collaborate, train, and serve as a mentor for teachers in the school.

**REPORTS TO:** Principal

**PRIMARY RESPONSIBILITIES:**

1. Has materials, supplies, and equipment ready at the start of the lesson or instructional activity; gets the class started quickly; uses available time for learning and keeps students on task.
2. Has established a set of rules and procedures that govern the handling of routine administrative matters; has established a set of rules and procedures that govern student verbal participation and talk during different types of activities--whole-class instruction, small group instruction, etc.; has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities; frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities; stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student; analyzes the classroom environment and makes adjustment to support learning and enhance social relationships.
3. Links instructional activities to prior learning; understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning activities that make these aspects of subject matter understandable and meaningful for students; provides relevant examples and demonstrations to illustrate concepts and skills; assigns tasks and asks appropriate levels of questions that students handle with a high rate of success; conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns; makes transitions between lessons and between instructional activities within lessons effectively and smoothly; makes sure that the assignment is clear; creates instructional opportunities that are adapted to diverse learners; uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills; uses technology to support instruction; encourages students to be engaged in and responsible for their own learning.
4. Maintains clear, firm, and reasonable work standards and due dates; circulates during class work to check on all students' performance; routinely uses oral, written, or other work products to evaluate the effects of instructional activities and to check student progress; poses questions clearly and one at a time; uses student responses to adjust teaching as necessary.
5. Provides feedback on the correctness or incorrectness of in-class work to encourage student growth; regularly provides prompt feedback on out-of-class work; affirms a correct oral response appropriately, and moves on; provides sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time; uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.
6. Has long- and short-term instructional plans that are compatible with school and district curricular goals, the school improvement plan, the NC Standard Course of Study, and the diverse needs of students and the community; uses diagnostic information obtained from tests and other formal and informal assessment procedures to evaluate and ensure the continuous intellectual, social, and physical development of the learner; maintains accurate records to document student performance; understands how students learn and develop and plans appropriate instructional activities for diverse student needs and different levels of difficulty; uses available human and material resources to support the instructional program.
7. Treats all students in a fair and equitable manner; participates in the development of a broad vision of the school; fosters relationships with school colleagues, parents, and community agencies to support students' learning and well-being.
8. Collaborates with colleagues to construct benchmark lessons.
9. Provides training to early career teachers, other mentor teachers, and master teachers.
10. Observes and provides peer assistance for colleagues.
11. Oversees the work of early career teachers and provides feedback and guidance.

12. Participates in mandatory professional development activities.

13. Other duties as assigned.

**TERMS OF EMPLOYMENT:** 220 employment days (10 months + 5 days of employment)

**EVALUATION:** Performance to be evaluated annually by school principal

**WORKING CONDITIONS:** Kindergarten through grade five school environment

**FLSA STATUS:** Exempt

**DATE WRITTEN/REVISED:** May 1, 2008

**NOTE:** *The above is intended to describe the general content of and requirement for the performance of this job. It is not to be construed as an exhaustive statement of duties, responsibilities, or requirements*

**ACKNOWLEDGEMENTS:**

\_\_\_\_\_  
Employee's Name

\_\_\_\_\_  
Date

\_\_\_\_\_  
Supervisor's Name

\_\_\_\_\_  
Date

Reports to: Principal  
Supervises: May coordinate and direct the activities of teacher assistants  
Purpose: To plan, instruct, and organize instructional environments which help students learn subject matter and skills that will contribute to their educational and social development.

#### DUTIES AND RESPONSIBILITIES

A. MAJOR FUNCTION: Management of Instructional Time

The Teacher:

has materials, supplies, and equipment ready at the start of the lesson or instructional activity; gets the class started quickly; uses available time for learning and keeps students on task.

B. MAJOR FUNCTION: Management of Student Behavior

The Teacher:

has established a set of rules and procedures that govern the handling of routine administrative matters; has established a set of rules and procedures that govern student verbal participation and talk during different types of activities--whole-class instruction, small group instruction, etc.; has established a set of rules and procedures that govern student movement in the classroom during different types of instructional activities; frequently monitors the behavior of all students during whole-class, small group, and seat work activities and during transitions between instructional activities; stops inappropriate behavior promptly and consistently, yet maintains the dignity of the student; analyzes the classroom environment and makes adjustment to support learning and enhance social relationships.

C. MAJOR FUNCTION: Instructional Presentation

The Teacher:

links instructional activities to prior learning; understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning activities that make these aspects of subject matter understandable and meaningful for students provides relevant examples and demonstrations to illustrate concepts and skills; assigns tasks and asks appropriate levels of questions that students handle with a high rate of success; conducts lesson or instructional activity at a brisk pace, slowing presentations when necessary for student understanding but avoiding unnecessary slowdowns; makes transitions between lessons and between instructional activities within lessons effectively and smoothly; makes sure that the assignment is clear; creates instructional opportunities that are adapted to diverse learners; uses instructional strategies that encourage the development of critical thinking, problem solving, and performance skills; uses technology to support instruction; encourages students to be engaged in and responsible for their own learning.

D. MAJOR FUNCTION: Instructional Monitoring of Student Performance

The Teacher:

maintains clear, firm, and reasonable work standards and due dates; circulates during class work to check on all students' performance; routinely uses oral, written, or other work products to evaluate the effects of instructional activities and to check student progress; poses questions clearly and one at a time; uses student responses to adjust

teaching as necessary.

E. MAJOR FUNCTION: Instructional Feedback

The Teacher:

provides feedback on the correctness or incorrectness of in-class work to encourage student growth; regularly provides prompt feedback on out-of-class work; affirms a correct oral response appropriately, and moves on; provides sustaining feedback after an incorrect response by probing, repeating the question, giving a clue, or allowing more time; uses knowledge of effective verbal and non-verbal communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

F. MAJOR FUNCTION: Facilitating Instruction

The Teacher:

has long- and short-term instructional plans that are compatible with school and district curricular goals, the school improvement plan, the NC Standard Course of Study, and the diverse needs of students and the community; uses diagnostic information obtained from tests and other formal and informal assessment procedures to evaluate and ensure the continuous intellectual, social, and physical development of the learner; maintains accurate records to document student performance; understands how students learn and develop and plans appropriate instructional activities for diverse student needs and different levels of difficulty; uses available human and material resources to support the instructional program.

G. MAJOR FUNCTION: Communicating Within the Educational Environment

The Teacher:

treats all students in a fair and equitable manner; participates in the development of a broad vision of the school; fosters relationships with school colleagues, parents, and community agencies to support students' learning and well-being.

H. MAJOR FUNCTION: Performing Non-instructional Duties

The Teacher:

carries out non-instructional duties as assigned and/or as need is perceived to ensure student safety outside the classroom; adheres to established laws, policies, rules, and regulations; follows a plan for professional development and actively seeks out opportunities to grow professionally; is a reflective practitioner who continually evaluates the effects of his or her decisions and actions on students, parents, and other professionals in the learning community.

---

Legal Reference: G.S. 115C-326

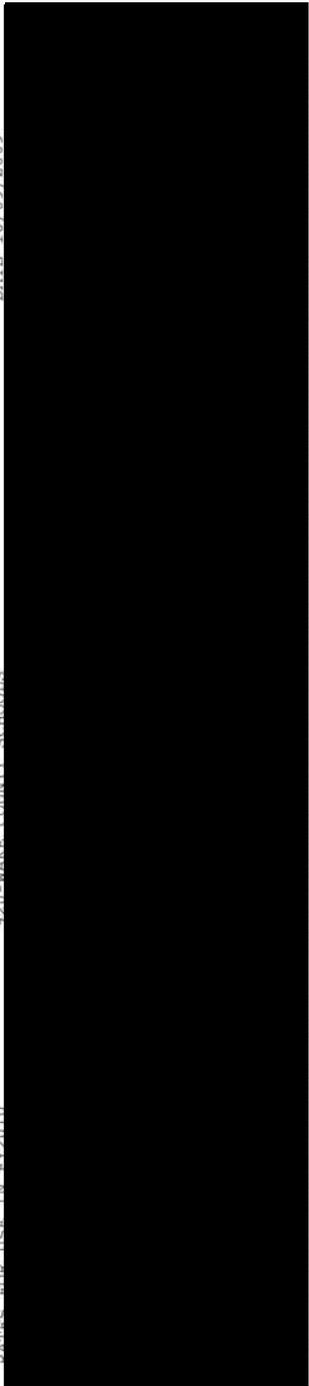
Adopted: October 4, 1982

Revised: June 17, 1991

Revised: May 21, 2002



FI045A FEDERAL PROGRAMS SECTION PAGE 154  
NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION  
RESTRICTED INDIRECT COST COMPUTATIONS  
FOR  
920-MAKE COUNTY SCHOOLS DATE 10/09/2009



COMPUTATION: (INDIRECT COST TOTAL + CARRY FORWARD) DIVIDED BY (UNALLOWED COST + DIRECT COST) EQUALS: 02.585 PERCENT

# Budget Narrative

## Budget Narrative

Attachment 1:

Title: **WCPSS Budget Narrative Pages: 7** Uploaded File: **S:\Grants Admin\2009-2010\Grant Programs\_2009-10  
\TIF Application\WCPSS Budget Narrative.pdf**

**BUDGET NARRATIVE**

**PERSONNEL:** Salaries for Innovations staff are based on WCPSS Finance Manual guidelines issued in July 2009. Staff salaries do not include a cost-of-living increase for each year of the grant as the WCPSS Finance Office is currently not anticipating salary increases due to current economic conditions.

<b>Benefit</b>	<b>Calculation Basis</b>	<b>Qualifying Employees</b>
<b>Social Security</b>	7.65% of gross salary	Full-time or part-time employees
<b>Workers' Compensation</b>	\$0.30 per \$100 for professional staff	
<b>Retirement</b>	10.15% of salary	Full-time employees (75% or more)
<b>Hospitalization</b>	[REDACTED]	
	[REDACTED]	
	[REDACTED]	
<b>Dental</b>	[REDACTED]	
<b>Longevity</b>	<u><b>Years</b></u>	Full-time or part-time employees (20 hours or more)
	<u><b>Rate</b></u>	
	10 – 14 years	
	15 – 19 years	
	20 – 24 years	
25 or more years	4.50%	

**TRAVEL:** Staff from Wilburn Elementary School will attend conferences, such as the National NIET Annual Conference and the NIET Summer Conference. In addition, funds have been budgeted for two staff to attend the Teacher Incentive Fund Grantee Meeting (1.5 days) and the Teacher Incentive Fund Topical Meeting (1.5 days). Local travel reimbursement is calculated at the state-approved rate of [REDACTED] mile and is increased/decreased periodically by N.C. Department of Public Instruction. Out-of-state or non-local travel funds are budgeted to include state-approved subsistence allowances of [REDACTED] day for out-of-state travel or [REDACTED] day for in-state travel. Airfare is estimated at mid-week, round-trip airfares to and from RDU International Airport. Hotel costs are estimated [REDACTED], depending upon destination. Conference registration estimates are based on current conference information.

**SUPPLIES:** This category includes technology that costs under [REDACTED] per item. All supplies and material items will be bought on state contract whenever applicable. These items include, but are not limited to, a laptop for the Grant Director in year 1 and general office supplies.

**CONTRACTUAL:** Contractual needs were identified in support of the initiatives. These services will be used to evaluate the implementation of the TIF grant and Wilburn's TAP program. Contract funds will also be allocated for subscription to CODE, an online tracking system.

**PERFORMANCE-BASED COMPENSATION:** By far, the greatest allocation to the proposed TIF budget is for performance-based compensation. Specifically, master and mentor teachers will receive a salary differential for assuming leadership roles and additional responsibility. All 51 teachers are eligible to receive up to [REDACTED] each in performance-based compensation. Beginning in year 1 of the grant, eligibility for performance-based compensation

will also be extended to the school administration (i.e., principal and assistant principal) and 16 teacher assistants. The maximum award for each of these subgroups is [REDACTED] for teacher [REDACTED] for the assistant principal, and [REDACTED] for the principal.

**INDIRECT COSTS:** Rates are determined annually by the Financial and Personnel Services Division of the Public Schools of North Carolina. In the 2009-10 year, the indirect cost rate for discretionary grant programs is 2.585%, applied to all direct expenses except equipment. The indirect cost rate was applied to all five years of the grant; however, this rate will vary slightly from year-to-year.

Teacher Incentive Fund Request

**Positions Salary Base, Supplement and Benefits**

Description	Y1	Y2	Y3	Y4	Y5	Total Cost
Grant Director @ .5 FTE (Band 3)						
Master Teacher (12 year G NON NBPTS)						
Substitute Pay (35 days, 7 mentors 5 days each)						
Social Security 7.65%						
Retirement 10.51%						
Workers Comp .3%						
Hospital (Y1 \$4929 with an annual increase of 5%)						
Dental (Y1-Y5 \$235 per year)						
<b>Total Personnel (Positions and Substitutes)</b>						
<b>Total Fringe (Positions and Substitutes)</b>						
<b>Total Salaries (Positions and Substitutes):</b>						

**Performance and Salary Differential Pay w/Benefits**

Description	Y1	Y2	Y3	Y4	Y5	Total Cost
Performance Base Compensation (51 teachers @ \$2000 each)						
Performance Base Compensation(1) Principal @ \$2,000 and (1) Assistant Principal @ \$1,000)						
Performance Base Compensation (16 Teacher Assistants @ max. \$500 each)						
Salary Differential (7 Mentor Teachers @ \$500 mo/10months)						
Salary Differential (3) Master Teachers @ \$900mo/11months)						
Social Security 7.65%						
Retirement 10.51%						
Workers Comp .3%						
<b>Total Personnel (Incentive Pay)</b>						
<b>Total Fringe (Incentive Pay)</b>						
<b>Total Salary Incentives:</b>						
<b>Total Personnel</b>						
<b>Total Fringe</b>						
<b>Total Salaries/Benefits:</b>						

**Travel Cost**

Description	Y1	Y2	Y3	Y4	Y5	Total Cost
Registration National NIET						
Hotel (7 people at 3 nights at \$387.01) National NIET						
Food (7 people at \$19.65 2 nights) National NIET						

Teacher Incentive Fund Request

Travel National NIET (7 at \$450)						
In house workshops (3 trainings at \$3,115)						
Hotel (2 people at 2 nights at \$387.01) TIF Topical						
Food (2 people at \$37.50 2 days) TIF Topical						
Mileage Raleigh to DC (262 miles * .50 cents per mile) TIF Topical						
Hotel (2 people at 2 nights at \$387.01) TIF Grantee Meeting						
Food (2 people at \$37.50 2 days) TIF Grantee Meeting						
Mileage Raleigh to DC (262 miles * .50 cents per mile) TIF Grantee Meeting						
Registration Summer NIET						
Hotel (7 people at 3 nights at \$387.01) Summer NIET						
Food (7 people at \$19.65 2 nights) Summer NIET						

--	--	--	--	--	--	--

**Contract**

Description	Y1	Y2	Y3	Y4	Y5	Total Cost
CODE (online tracking system)						
TAP Program Review						
Program Evaluation						

--	--	--	--	--	--	--

**Supplies**

Description	Y1	Y2	Y3	Y4	Y5	Total Cost
Supplies (Y1 includes laptop and general office supplies...postage, office supplies for Grant Director)						

--	--	--	--	--	--	--

--	--	--	--	--	--	--

--	--	--	--	--	--	--

### WCPSS Contributions

Description	5%	25%	70%	Total Cost
Performance Base Compensation (51 teachers @ \$2000 each)	██████████	██████████	██████████	██████████
Performance Base Compensation(1) Principal @ \$2,000 and (1) Assistant Principal @ \$1,000)	██████████	██████████	██████████	██████████
Performance Base Compensation (16 Teacher Assistants @ max. \$500 each)	██████████	██████████	██████████	██████████
Salary Differential (7 Mentor Teachers @ \$500 mo/10months)	██████████	██████████	██████████	██████████
Salary Differential (3) Master Teachers @ \$900mo/11months)	██████████	██████████	██████████	██████████
Social Security 7.65%	██████████	██████████	██████████	██████████
Retirement 10.51%	██████████	██████████	██████████	██████████
Workers Comp .3%	██████████	██████████	██████████	██████████
<b>Total Personnel:</b>	██████████	██████████	██████████	██████████
<b>Total Fringe:</b>	██████████	██████████	██████████	██████████
<b>Total Salary Incentives:</b>	██████████	██████████	██████████	██████████

