

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 # S385A100082

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
Attachment - 1	e5
2. Standard Budget Sheet (ED 524)	e6
3. SF-424B - Assurances Non-Construction Programs	e8
4. Disclosure of Lobbying Activities	e10
5. ED 80-0013 Certification	e11
6. 427 GEPA	e12
TCRP GEPA Statement Final	e14
7. Dept of Education Supplemental Information for SF-424	e15
Exemption Narrative	e17

Narratives

1. Project Narrative - (Project Abstract...)	e19
Abstract	e20
2. Project Narrative - (Application Narrative...)	e21
Project Narrative	e22
3. Project Narrative - (High-Need Schools Documentation...)	e93
High-Need Schools Documentation	e94
4. Project Narrative - (Union, Teacher, Principal Commitment Letters or.....)	e123
Letters of Support	e124
5. Project Narrative - (Other Attachments...)	e182
Appendix	e183
6. Budget Narrative - (Budget Narrative...)	e219
Budget Narrative	e220

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.).

Application for Federal Assistance SF-424

Version 02

* 1. Type of Submission	* 2. Type of Application: * If Revision, select appropriate letter(s):	
<input type="checkbox"/> Preapplication	<input checked="" type="checkbox"/> New	
<input checked="" type="checkbox"/> Application	<input type="checkbox"/> Continuation	* Other (Specify)
<input type="checkbox"/> Changed/Corrected Application	<input type="checkbox"/> Revision	

* 3. Date Received:	4. Applicant Identifier:
7/2/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	not applicable

State Use Only:

6. Date Received by State:	7. State Application Identifier:

8. APPLICANT INFORMATION:

* a. Legal Name: The College-Ready Promise

* b. Employer/Taxpayer Identification Number (EIN/TIN):	* c. Organizational DUNS:
██████████	██████████

d. Address:

* Street1:	1940 S. Figueroa St.
Street2:	
* City:	Los Angeles
County:	
State:	CA
Province:	
* Country:	USA
* Zip / Postal Code:	90007

e. Organizational Unit:

Department Name:	Division Name:

f. Name and contact information of person to be contacted on matters involving this application:

Prefix:	* First Name:	Jessica
Middle Name:	C	

* Last Name: Yee

Suffix:

Title: Executive Director

Organizational Affiliation:

The College-Ready Promise

* Telephone Number:



Fax Number:

* Email:



Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

M: Nonprofit with 501C3 IRS Status (Other than Institution of Higher Education)

Type of Applicant 2: Select Applicant Type:

G: Independent School District

Type of Applicant 3: Select Applicant Type:

* Other (specify):

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:

Office of Elementary and Secondary Education: Teacher Incentive Fund ARRA CFDA
84.385

13. Competition Identification Number:

Title:

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

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

The College-Ready Promise Educator Effectiveness Project: Increasing Student Achievement through Improved Teacher and Principal Effectiveness

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: 31

* b. Program/Project: 25

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

Attachment:

Title :

File : [Congressional Districts of.pdf](#)

17. Proposed Project:

* a. Start Date: 10/1/2010

* b. End Date: 9/30/2015

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: * First Name: Jessica

Middle Name: C

* Last Name: Yee

Suffix:

Title: Executive Director

* Telephone Number: [REDACTED] Fax Number:

* Email: [REDACTED]

* 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.

Congressional Districts of:

b. Program/Project: 25, 27, 28, 30, 31, 32, 33, 34, 35, 36, 37, 38, 39, 46



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 The College-Ready Promise

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	\$					
5. Supplies	\$					
6. Contractual	\$					
7. Construction	\$					
8. Other	\$					
9. Total Direct Costs (lines 1-8)	\$					
10. Indirect Costs*	\$					
11. Training Stipends	\$					
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: ___/___/___ To: ___/___/___ (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 0%

(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 0%



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 The College-Ready Promise

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						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends						
12. Total Costs (lines 9-11)						

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: Jessica C. Yee

Title: Executive Director

Date Submitted: 06/25/2010

Disclosure of Lobbying Activities

Complete this form to disclose lobbying activities pursuant to 31 U.S.C. 1352

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0 Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input checked="" type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency:	7. Federal Program Name/Description: CFDA Number, if applicable:	
8. Federal Action Number, if known:	9. Award Amount, if known: \$0	
10. a. Name of Lobbying Registrant (if individual, last name, first name, MI): Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): Address: City: State: Zip Code + 4: -	
11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when this transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.	Name: Jessica C. Yee Title: Executive Director Applicant: The College-Ready Promise Date: 06/25/2010	
Federal Use Only:	Authorized for Local Reproduction Standard Form LLL (Rev. 7-97)	

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.

APPLICANT'S ORGANIZATION

The College-Ready Promise

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE

Prefix: First Name: Jessica Middle Name: C
Last Name: Yee Suffix:
Title: Executive Director

Signature: _____ Date: 06/25/2010

ED 80-0013

03/04

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 : TCRP GEPA Statement Final

File : [TCRP GEPA Statement Final.pdf](#)

The College Ready Promise Educator Effectiveness Project

GEPA Statement

The College-Ready Promise's Educator Effectiveness Project will be a valuable tool to all the participating Charter Management Organizations, schools and educators, including those who have special needs.

The members of The College-Ready Promise see no reason to be concerned that gender, race, national origin or color would prove barriers to broad use of the evaluation, career path, residency, or professional development strands of the Educator Effectiveness Project. The educators of The College-Ready Promise (TCRP) demonstrate diversity and represent both genders, and many races, national origins and colors, but TCRP has seen no indication that this diversity presents any barriers to data or technology use or participation in professional development opportunities among district educators. Because English proficiency is a job requirement for teaching positions in TCRP, it will not be necessary to translate evaluation rubrics or other professional development materials.

TCRP recognizes that disability may prove a barrier for some educators. TCRP is committed to making the Educator Effectiveness Project accessible to all educators and to incorporating technologies that facilitate this accessibility as well as providing support to all educators, including educators with disabilities, through Master Educators and Implementation Coaches.

Understanding that older educators may be less experienced with the technologies used for data-driven decision-making than are their younger colleagues, TCRP will plan and develop trainings that are particularly intended to support those educators with less technological expertise. These sessions will be advertised and available to all. (For example, TCRP will conduct multiple in-person sessions at sites with computers available as well as online training for those who prefer to take part in training sessions remotely.) Master Educators, Implementation Coaches and Principals will also be encouraged to model the use of technology for data-driven decision-making, allowing all teachers, including older educators, to gain benefit from the data being produced by the student achievement, value-add, and evaluation initiatives.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Jessica C Yee

Address:

* Street1: c/o Alliance for College-Ready Public Schools
 Street2: 1940 S. Figueroa St.
 * City: Los Angeles
 County:
 * State: CA * Zip / Postal Code: 90007 * Country: USA

* Phone Number (give area code) [REDACTED] Fax Number (give area code)

Email Address:

JYEE@THECOLLEGEREADYPROMISE.ORG

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) #: 1, 2, 4

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title : Exemption Narrative
 File : [Exemption Narrative.pdf](#)



The evaluation of the Teacher Effectiveness Project proposed by The College Ready Promise (TCRP) will include the following research activities:

1. Collection and analysis of student data
2. Collection and analysis of teacher data
3. Collection and analysis of principal data
4. Focus groups and interviews with educators and parents

1. Collection and analysis of student data is exempt based on Exemption 1 because the analysis will be confined to normal educational outcomes, such as student performance on summative and formative assessments. It is exempt based on Exemption 2 because the privacy of students will be maintained in compliance with FERPA regulations. It is exempt based on Exemption 4 because all student data used will be from existing sources (e.g., the CST and other standardized exams; California's EAP, AP credit and other such college readiness statistics; and graduation rates).

2. Collection and analysis of teacher data is exempt based on Exemption 1 because the analysis will be confined to normal educational practices, such as instructional techniques, curricula, classroom management, and student evaluation. It is exempt based on Exemption 2 because the privacy of students and teachers will be maintained by the external evaluator and in compliance with FERPA regulations.

3. Collection and analysis of principal data is exempt based on Exemption 1 because the analysis will be confined to normal educational practices, such as teacher effectiveness and retention and student evaluation. It is exempt based on Exemption 2 because the privacy of students and educators will be maintained by the external evaluator and in compliance with FERPA regulations.

4. Focus groups and interviews with educators and parents about their participation in and satisfaction with the Educator Effectiveness Project is exempt based on Exemption 2 because the independent evaluator will conduct all focus groups, will keep the identities of all focus group participants anonymous outside its own organization, and will only report results of focus groups in aggregate. TCRP or any outside organization will never have access to focus groups comments linked to individuals.

Project Narrative

Project Abstract

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: **I:\TIF\Abstract.pdf**

ABSTRACT

The College-Ready Promise (TCRP) is applying for the Main TIF Competition (and responding to competitive preference priorities 4, 5 and 6) to establish tools and processes for improving the evaluation of educators and for better delivering support, growth opportunities and differentiated compensation based on these evaluations. TCRP is a coalition of five California-based Charter Management Organizations—Alliance College-Ready Public Schools, Aspire Public Schools, Green Dot Public Schools, Inner City Education Foundation Public Schools (ICEF), and Partnerships to Uplift Communities (PUC Schools)—with a shared conviction: lifting student achievement and ensuring that low-income, minority children can access and succeed in college. Effective teaching and excellent school leadership will prepare students for this success. Through TCRP’s Educator Effectiveness Project—a comprehensive, game-changing initiative to systemically improve and sustain teacher and principal effectiveness—the five CMOs are working together on transforming how educators are evaluated, the content of those evaluations (i.e., what constitutes “effectiveness”), and what happens based on evaluations. Key components of this project—which is being co-created and designed with significant involvement of teachers, principals and union representatives—include using value-added measures of student growth, instituting new career paths and differentiated compensation for the most effective educators, and implementing new recruitment and induction efforts. At the end of five years, 70-75% of students across TCRP schools will score at advanced or proficient levels on the elementary state assessment and twice the current percentage will enter college fully prepared for college-level work.

Project Narrative

Application Narrative

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PROJECT NARRATIVE

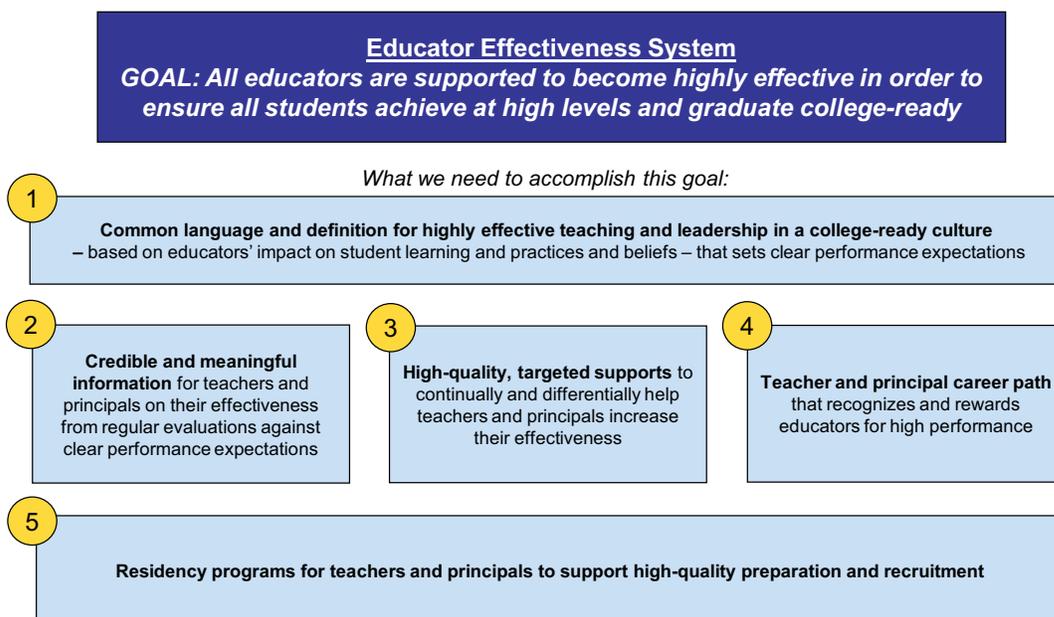
NEED FOR THE PROJECT	5
<i>TCRP serves high-need schools and students</i>	5
<i>TCRP works within one of the country’s areas of highest need</i>	7
<i>TCRP faces challenges recruiting effective teachers in hard-to-staff subjects</i>	8
<i>TCRP’s Charter Management Organizations are poised for success</i>	10
<i>TCRP is committed to true college-readiness</i>	12
PROJECT DESIGN	14
<i>TCRP’s Theory of Change uses data for continuous improvement</i>	16
<i>TCRP is committed to transparency and stakeholder input</i>	17
<i>TIF-supported component #1: Teacher evaluation</i>	18
<i>TIF-supported component #2: Career path</i>	24
<i>TIF supported component #3: Differentiated compensation</i>	28
<i>TIF-supported component #4: Professional development</i>	32
<i>Non-TIF supported component: Teacher residency</i>	34
<i>TIF-supported component #5: Principal effectiveness</i>	39
<i>Non-TIF supported component: Data systems</i>	47
ADEQUACY OF SUPPORT FOR THE PROPOSED PROJECT	50
<i>Non-TIF supported component: Additional implementation capacity</i>	50
<i>Non-TIF supported component: TCRP Hub</i>	52
<i>Key personnel are qualified and committed to project success</i>	54
<i>A clear plan for implementation promotes project success</i>	59
<i>The project is sustainable beyond the grant period</i>	60
<i>Costs are sufficient to support the TCRP reform effort</i>	62

<i>Knowledge management practices contribute to widespread dissemination</i>	62
QUALITY OF LOCAL EVALUATION	63
<i>Project goals, strategies, activities, objectives and evaluation measures are clearly aligned</i>	63
<i>A rigorous impact evaluation will provide valuable performance data</i>	64
<i>The evaluation will determine project impact on student achievement</i>	65
<i>The evaluation will determine project impact on teacher effectiveness</i>	66
<i>The evaluation will determine project impact on principal effectiveness</i>	67
<i>The evaluation will also provide implementation data for continuous improvement</i>	68
<i>The project plan includes sufficient resources to carry out the evaluation</i>	70
<i>The evaluation will be conducted by a high-quality evaluator</i>	70

The College-Ready Promise (TCRP) represents an unprecedented collaboration among five California-based Charter Management Organizations (CMOs) to work together and focus relentlessly on improving the effectiveness of our teachers and principals. Building on a strong track records of success, TCRP has established a seven-year, nine-point plan to collectively reform our human resource systems in ways that will better develop, identify, reward, deploy, and retain the most effective educators. Our goal is to further increase student achievement and ensure that students are prepared to enter college-level courses without remediation; indeed, within five years, we expect the changes from our reform efforts to result in 70-75% of TCRP’s high-minority, high-poverty students scoring at advanced or proficient levels on the elementary state assessment and twice the current percentage of students to enter college fully prepared for college-level work.

With a dual emphasis on strategies that can increase *both* teacher effectiveness and principal effectiveness, our vision includes the elements shown in Figure 1 below:

Figure1: The College-Ready Promise Vision



TIF funds are requested for vendor and personnel support that will help TCRP refine and implement five of the nine components of our overall reform initiative: the teacher evaluation, professional development, principal effectiveness, career path, and differentiated compensation components. *These TIF-sponsored components of our overall effort are referred to in this proposal as the Educator Effectiveness Project.* Further detail about the nine overall components and the five TIF-supported components is provided in the Project Design section and the Budget Narrative. Because TIF funding will be used to support planning, development and initial implementation, it represents a catalytic investment and an effective use of federal funds.

Sustainability is further enhanced through TCRP's state advocacy and internal financial levers. Recognizing, charter schools in California receive less per-pupil funding than other public schools, TCRP is pursuing complementary advocacy efforts to increase parity of funding for charter school facilities, parcel tax and per-pupil funding at the state level; these changes would help ensure that each CMO can fully sustain the higher costs (especially salaries) envisioned in our new system. In addition, each CMO is pursuing a concerted effort to streamline internal systems and leverage economies of scale across CMOs (by collaborating rather than by developing independent systems and processes) that also will contribute to the overall sustainability of this major reform effort.

As it moves forward to implement new systems, TCRP is committed to transparency of process and product. Indeed, a distinguishing factor of TCRP's approach is the two-pronged approach to collaboration with stakeholders. Teachers, principals, union members (one CMO is unionized within TCRP), and partners are not only *informed* about the initiatives but are intimately *involved* in the crafting of proposals, selection of vendors, and design, implementation, and

refinement of initiatives. Indeed, TCRP has established minimum thresholds for involvement each month within each member CMO.

The TCRP Teacher Effectiveness Project presents a first-of-its-kind approach to identifying and grooming highly effective teachers and principals by systematically addressing four common gaps in school system human resource systems: idiosyncratic evaluations, uneven support and poor quality professional development, lack of career path and growth opportunities, and principals with little training in hiring, coaching or developing teachers. Although components of our model have been implemented in various schools and districts across the country, our project—in its entirety—has not been widely adopted. The Educator Effectiveness Project meets all absolute priorities and Competitive Preference Priorities 4, 5, and 6 for the Teacher Incentive Fund competition.

NEED FOR THE PROJECT

TCRP serves high-need schools and students

As a coalition of five organizations that operate public charter schools in Los Angeles and several other communities in California, nearly all TCRP’s students meet the Department’s definition of high-need students. They are “at risk of education failure, or otherwise in need of special assistance and support.” Moreover, 80% of TCRP students qualify for Free and Reduced Priced Lunch (FRPL). TCRP schools serve more than 94% minority students and 20% English Language Learners. While needs are high, TCRP schools are achieving a growing success rate with students.

TCRP represents a unique collaboration among five charter management organizations who share a track record of success in working with disadvantaged students in the Los Angeles area and a deep commitment to doing even better at ensuring that their students graduate college-ready. The coalition includes the Alliance College-Ready Public Schools (Alliance), Aspire Public Schools (Aspire), Green Dot Public Schools (Green Dot), Inner City Education Foundation Public Schools (ICEF), and Partnerships to Uplift Communities (PUC). These organizations currently serve more than 26,000 students in 85 public schools. Of these schools, 46 are eligible for TIF funding. Of the rest, 36 schools have participated in a prior TIF project with New Leaders for New Schools and a few other schools are ineligible due to lack of high-need schools documentation. While ineligible schools will not receive funds from this TIF grant, the comprehensive reform effort outlined in this application will be extended to them through other funding sources on the same timeline as TIF-eligible schools.

All TIF-eligible schools have at least 50% of students eligible for Free and Reduced-Priced Lunch (FRPL), or, in the case of select middle and high schools with low reporting rates, at least 50% of FRPL-eligible students in the direct feeder school. The average TIF-eligible school serves 80% FRPL-eligible students. Demographic information for TCRP schools is summarized in Table 1 below.

Table 1: TCRP Demographics

CMO	Enrollment	% Special Ed	%FRPL	%ELL	Minorities Served	
					%Hispanic	%Black
Alliance	5,376	7%	93%	22%	87%	12%
Aspire	7,632	5%	72%	30%	62%	18%
Green Dot	7,269	7%	86%	28%	78%	21%
ICEF	3,796	7%	66%	6%	13%	83%
PUC	2,637	11%	85%	13%	95%	3%
	26,710	7%	80%	20%	67%	27%

All of TCRP's charter schools are direct-funded. California Education Code Section 47636(a)(1) specifies that a charter school that elects to receive its funding directly, pursuant to Section 47651, may apply for federal and state categorical programs individually and is to be considered to be a school district. In addition, all partnering CMOs are tax exempt with 501(c)(3) status. Proof of FRPL status, tax exempt status and specific codified language around eligibility appears in the High-Need Schools Documentation.

TCRP works within one of the country's areas of highest need

Each of TCRP's partnering Charter Management Organizations (CMOs) has overcome enormous obstacles to bring high educational expectations to high-need students in Los Angeles. Students in Los Angeles Unified School District (LAUSD), the local traditional school district, had a dropout rate in 2008 of 31%, with only 38% of students graduating. Far fewer were admitted to four-year colleges. The local school system is severely taxed by overcrowding, budget cuts, and understaffing, and gang and other violence is a constant background. Many students are not exposed to English until they enter school. TCRP schools support underprivileged students in the Los Angeles area, most of whom enter TCRP schools two to three grade levels behind. TCRP is committed not only to helping students catch up, but also to preparing them to graduate from high school ready for success in college.

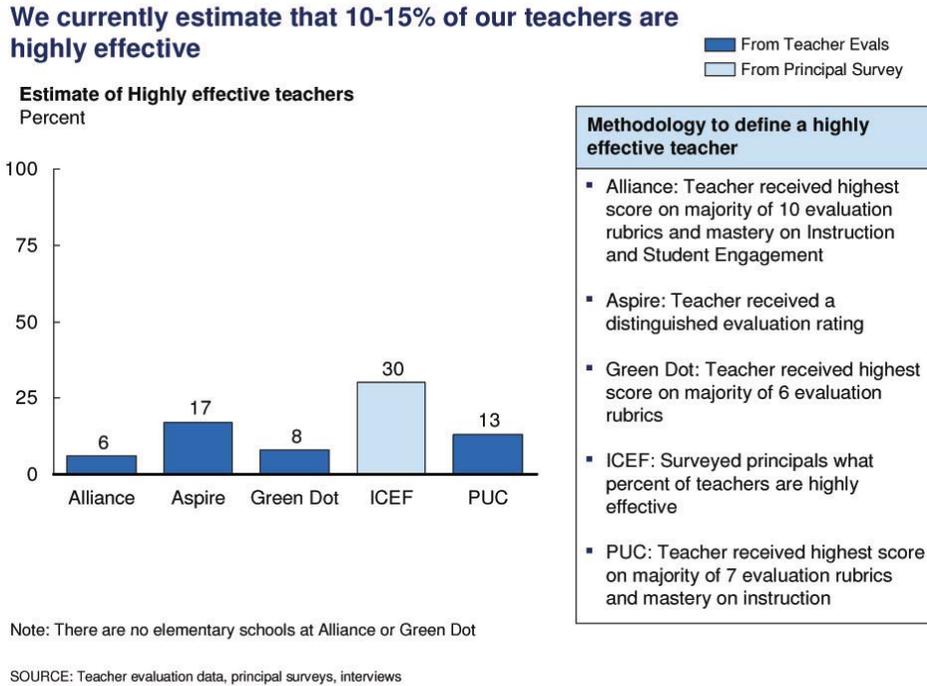
Although TCRP schools are having success with students at a much greater level than the local traditional school district, student achievement is not as consistently high as it could be—or as high as CMO leaders expect it to be. Within the state of California, we can find comparable schools that are performing at higher levels than each TIF-eligible school. In the High-Need Schools Documentation, school comparison data is offered for each TIF-eligible school that

opened in 2008 or prior. Each school is listed along with schools that are matched by school type (e.g., K-8, middle, high) and socio-economic disadvantage, using the federal level of poverty that includes free and reduced priced lunch (FRPL) and a measure of parent education level. (This poverty measure was used in lieu of straight FRPL levels due to the fact that some high schools and many charter schools in California do not report FRPL levels.) The comparison uses the California Standards Test for elementary and middle school and the California High School Exit exam for high school. For each school, several comparison schools were located that are seeing students succeed at a higher rate. This documentation further demonstrates a need for continued improvement within TCRP schools.

TCRP faces challenges recruiting effective educators, especially in hard-to-staff subjects

Leaders of the five CMOs comprising The College-Ready Promise estimate that only 10-15% of their teachers are truly “highly effective”—which TCRP defines as teachers who have demonstrated that they can help the majority of their high-need students consistently make more than one year of academic progress in a given year—as shown in Figure 2. (Our rigorous standard for calculating which teachers are today highly effective is described in more detail in the Project Design section.) Our expectation for highly effective principals is comparable: leaders who have demonstrated that the majority of high-need students in their school consistently make more than one year of academic progress in a given year. The current limited number of highly effective educators in TCRP schools restricts what may be accomplished in improving student achievement and dampens aspirations for ensuring that every student graduates from high school and is truly ready for college—which is why we’ve committed to the ambitious reform plan described in this proposal.

Figure 2: TCRP Current Teacher Effectiveness



Contributing to our challenge of employing many more highly effective educators are issues of turn-over, experience and subject-area expertise. Across the CMOs, first-year teachers make up 15-40% of the teaching population in any year. The figures are even higher for middle school and high school teachers; for example, in the year 2008-2009, 55% of secondary teachers in PUC and 70% in Alliance were new hires. Additionally, in hard-to-staff subjects and specialty areas, such as math and science, there are far fewer candidates for each open position, and principals do not have the luxury of being selective with new hires. Finding individuals with this combination is difficult. TCRP’s human resources departments are small and operating on tight budgets.

Retention of effective teachers and principals is also a challenge. TCRP’s highest-need students often have intense issues outside school. Truly supporting these students takes a deep commitment and can be emotionally draining. This creates a challenge in recruiting and retaining

teachers for an extended period of time. In exit surveys, teachers cite an insufficient evaluation system, lack of advancement opportunities and desire for more effective professional development as reasons for departing our CMOs. Currently 25-40% of teachers leave each year across all TCRP schools; most leave voluntarily, but 6-12% are dismissed. (Retention within Green Dot's Locke Family of Schools—those with the highest need—is about three percentage points lower than in other schools.) Across TCRP, over 30% of the teachers who leave are in their second year; 40% of teachers depart Alliance after their second year. These rates compare to a 13% turnover California-wide in the first two years. High turnover rates are alarming when considering the cost of replacing a teacher, estimated to be about \$24,000.

Through better recruitment and retention of effective teachers for hard-to-staff subject areas, and through the targeted professional development and overhauled human resources systems envisioned by TCRP's comprehensive reform plan, TCRP schools will become magnets for attracting and keeping exceptional educators and be pioneers in closing achievement gaps.

TCRP's Charter Management Organizations are poised for success

While the challenges are great, TCRP's Charter Management Organizations (CMOs) are poised for success:

- **Aspire Public Schools**, founded in 1998, is currently in the final stages of a three-year, \$2 million effort, funded primarily by the Michael and Susan Dell Foundation, to design and build a data warehouse, reporting solutions and data system interfaces which will be unique among school systems nationally in bringing together student and teacher data in ways that are easily accessible and actionable. This data system and lessons learned are informing the development of TCRP's own data system, to be shared among partnering

CMOs, which is a critical backbone to any effort to better measure and track educator performance.

- Due to its strong record of turning around student performance, **Alliance College-Ready Public Schools** was awarded a total of \$10 million from the Broad Foundation and the Alliance Board to scale from seven schools in 2006-07 to 20 schools by 2010-11, with an ultimate enrollment capacity of 6,500.
- **Green Dot Public Schools** is well-known for its turnaround of struggling Locke High School in Los Angeles which began in 2007; students from a school shattered by gang violence now learn successfully. This success followed Green Dot's 2006 opening of five stand-alone charter schools around Jefferson High School in South Los Angeles; in their first year, these schools outperformed Jefferson High by an average of 171 points on the California API index. At the same time, they helped the school district reduce overcrowding at Jefferson High from over 3,800 students to 2,000 students. The students remaining at Jefferson benefited as a result, increasing their own API scores by almost 60 points.
- In South Los Angeles, **ICEF** is deploying its Education Corridor project to open 35 high-quality K-12 charter schools that employ a rigorous academic model, set high expectations and mandate parental involvement to close the achievement gap. Today South Los Angeles produces only 450 college graduates per year; by 2025, ICEF's schools will enroll over half of that area's high school students and help to produce 2,000 college graduates each year.

- With a \$400,000 grant from the Bill and Melinda Gates Foundation, **PUC Schools**, in partnership with California State University Northridge, has implemented the Early College High School model in its first two high schools, enabling over 1,400 students to successfully earn college credit during their high school years. When PUC grows to five high schools, the program will impact over 2,000 students annually. PUC serves students in Northeast Los Angeles and in the San Fernando Valley.

TCRP is committed to true college-readiness

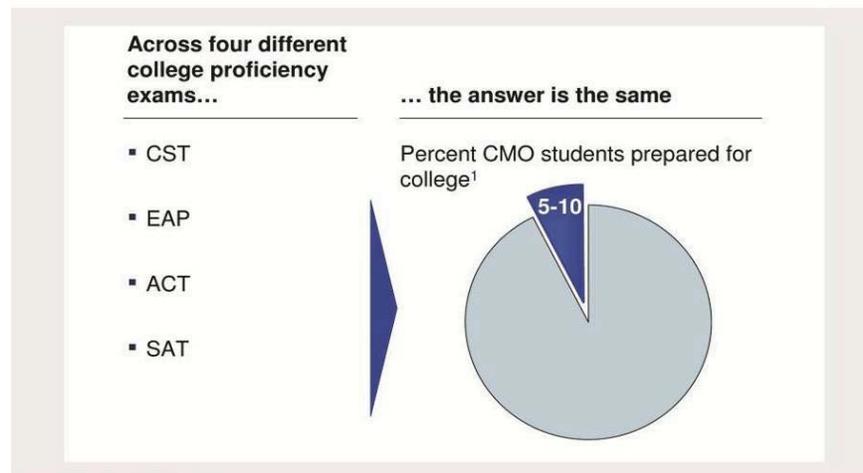
The College-Ready Promise is not just a name; it is a goal and a motto founded on a path to success: its five CMOs are committed to ensuring that their students graduate from high school fully prepared to enter college-level courses and succeed in college. To keep its promise, TCRP is undertaking a set of strategies to recruit effective teachers in hard-to-staff subjects and is working together to create a system which develops, rewards and retains highly effective, learning teachers and leaders who can accelerate academic progress for students who enter school far behind grade level.

Today, over 75% of graduating students from TCRP schools are attending four-year colleges—a notable success given the original trajectory of many of these students before they enrolled in our schools. However, even though we are much more successful than surrounding schools at helping disadvantaged students enter college, we see that too many are still required to take remedial courses once they arrive. As shown in Figure 3 below, only about 5-10% of students begin college level courses without the need for remediation. In particular, in California, high school juniors can take the Early Assessment Program (EAP) exam which provides a clear picture of whether students are ready for first-year college courses at California State University

(and soon the University of California and California Community College System). As a result, California—unlike most states—has a true measure of college readiness that we can use to track our success.

Figure 3: TCRP College Preparedness Rates

Cold, hard fact: Our students are accepted to college at high rates, but not prepared to succeed when they get there.



We know that engaging more effective teachers and principals must be our primary strategy for meeting our college readiness goals for students. If we can develop, retain and better deploy more effective educators, then we will be able to help more students graduate with a greater level of preparedness, and we believe the result will be lower college drop-out rates and improved post-college opportunities among TCRP students. Indeed, as we begin to implement our comprehensive agenda, by 2015 (the close of the proposed TIF grant period), we expect a full 25% of students will be college-ready, an improvement of 250%.

We will meet this goal by dramatically improving and maintaining the quality of our educator workforce. As TCRP puts in place new teacher and principal evaluation systems that better identify and cultivate talent and other reforms to our human resource systems—all of which are

detailed in the next section on “Project Design”—we expect the percentage of highly effective teachers to increase from 10-15% of our schools’ workforces to 40% by 2015. TCRP’s students are working hard to succeed; properly trained, effective teachers will show them how to succeed, cutting short the repetitive cycle of poverty.

PROJECT DESIGN

In collaboration with its employees and staff, The College-Ready Promise has developed a comprehensive seven-year, nine-part plan for first overhauling the evaluation of teachers and principals and then ensuring evaluation results inform decisions about compensation, recruitment, retention, support, career paths, and professional growth. Anticipating a collective growth rate of 46% over the next three years, the TCRP CMOs expect to serve 32,000 students in School Year (SY) 2010, 39,000 in SY 2011 and 44,000 in SY 2012. The development of tools and capacity to measure teacher and principal effectiveness during an initial planning year will have growing effects in the years to come. Career path development for both teachers and principals will stimulate effective teaching, recruitment and retention.

Our seven-year total initiative includes a sweeping overhaul of TCRP’s human resource/development system that no school system has yet put fully into place. It includes nine components, outlined below:

1. Teacher Evaluation*
2. Career Path*
3. Differentiated Compensation*
4. Professional Development*
5. Teacher Residency

6. Principal Effectiveness, including the Principal Evaluation, Residency and Career Path*
7. Data Systems
8. TCRP Hub
9. Additional Implementation Capacity

TIF funding through the Educator Effectiveness Project is requested to support part of our work on five of the components outlined above: *Teacher Evaluation, Career Path, Differentiated Compensation, Professional Development, and Principal Effectiveness* (all asterisked above).

Specifically, funds will contribute to these activities:

- **Implementation Coaches:** These coaches will be a key way we provide “on the ground” support to teachers and principals as we implement our new human resources tools and processes—ensuring our plans are implemented carefully and with fidelity at every school. They will help develop differentiated professional development supports for teachers, train staffing in using data to evaluate performance and act on results, serve as a key point of contact for principals and leaders on this overall work, and provide leadership and assistance.
- **Expert outside assistance and counsel.** Much of the work we propose—such as identifying value-added measures of student learning into personnel evaluations—is complicated and technically challenging work that needs to be done well and communicated to stakeholders well. TIF funds also will be used to help TCRP engage specialized vendors who can collaboratively develop and refine assessments, tools and processes needed for implementation of our project.

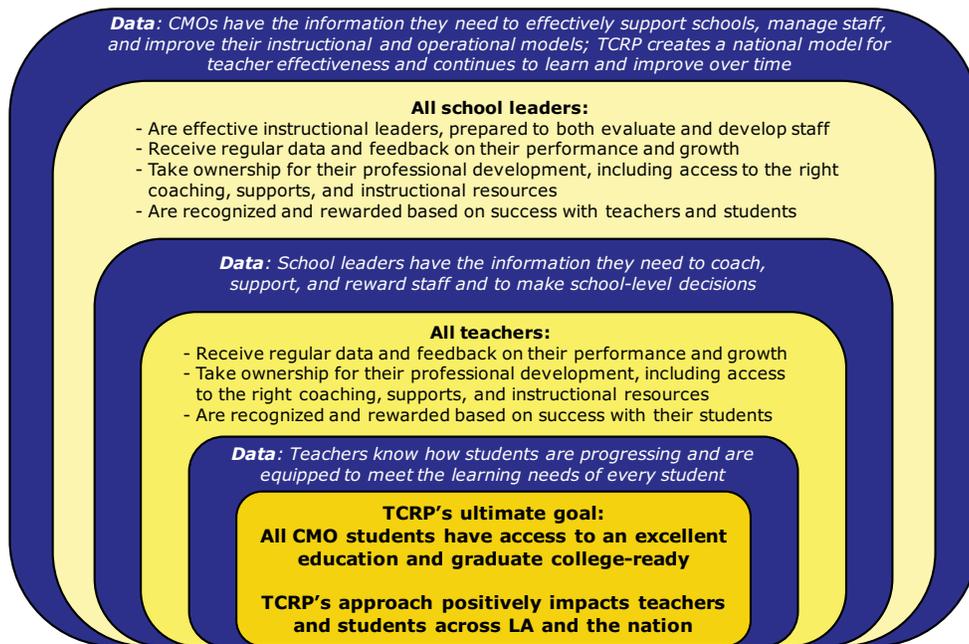
- **Differentiated compensation:** Funds to help pay for differentiated compensation based on performance are requested for years 2 and 3 only; non-TIF funds will cover compensation costs in years 4 and 5. (Year 1 is a planning year.)

Within the Project Design section, seven of the nine components are described in detail. The *TCRP Hub* and the *Additional Implementation Capacity* components are addressed in the Adequacy of Support for the Proposed Project section.

TCRP’s Theory of Change uses data for continuous improvement

Figure 4 below outlines TCRP’s dynamic theory of change.

Figure 4: TCRP Theory of Change



TCRP’s theory of change depicts the interdependence of CMO leadership, school leaders, and teachers, in a data-rich climate. At each level, data are used to inform practice and increase effectiveness so that all efforts are aligned to support the student. TCRP’s ultimate goal is to

ensure that all students have access to an excellent education and graduate college-ready. Through this reform effort, we intend to positively impact teachers and students not only within TCRP but also across Los Angeles and the nation.

TCRP is committed to transparency and stakeholder input

Throughout TCRP, stakeholders are not only in agreement with the goals of the project, they are also participants in the process of creating the component parts necessary to make the project work. TCRP has letters of support from all eligible schools included in The Educator Effectiveness Project, featuring signatures of principals, teacher representatives and parent representatives. Of the five CMOs, Green Dot is the only unionized organization, and the CMO has worked very closely with union leadership to help co-design our plan; a letter of support from Green Dot's union, Asociacion de Maestros Unidos, is also included in the attached Letters of Support.

TCRP stakeholders are holding monthly discussion panels and focus groups throughout summer 2010, involving a total of more than 1,000 participant hours of work, all focused on critiquing our initial teacher evaluation design and assessment rubric. *In June 2010 alone*, 16 focus groups and six panels of stakeholders totaling more than 80 members will contribute to the project. Volunteers are already committing themselves to pilot the collaboratively developed tools. Throughout the stakeholder sessions and pilot period, further feedback will be gathered to refine the system before rollout in 2011-2012. This high quality participation and support is a distinct strength of the TCRP initiative.

To reach those educators who do not directly participate in pilots, focus groups, or discussion panels, each CMO also is communicating with all its educators about the processes underway.

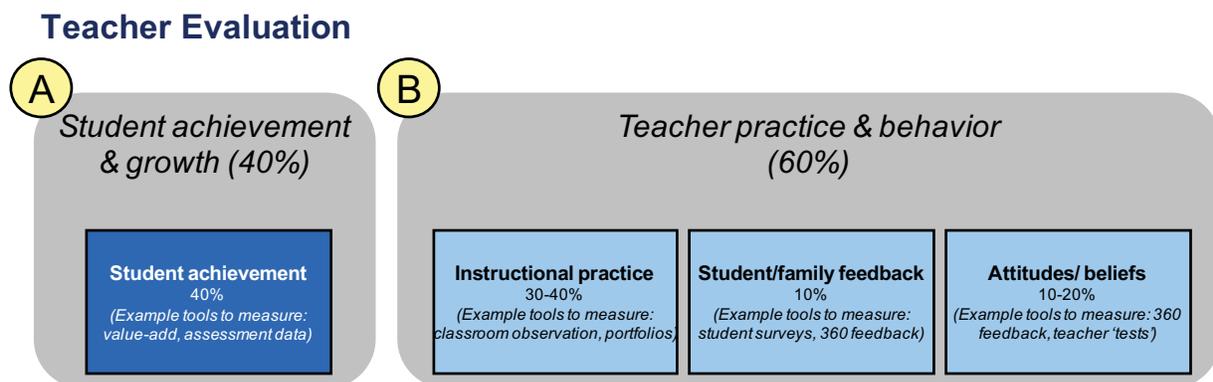
This communication takes place through meetings, intranet, and newsletters. Communication surveys are used to collect feedback to gauge the extent to which educators feel they are included in reform efforts. TCRP is committed to continuing the involvement of all stakeholders.

TIF-supported component #1: Teacher evaluation

In a 2009 human resources audit of TCRP CMOs, our teacher evaluations—like most currently used by large school systems—were found to be idiosyncratic. They did not include measures of student achievement and rarely identified or candidly discussed developmental needs. As indicated by exit surveys, idiosyncratic evaluation is one contributor to TCRP’s retention problem. The Educator Effectiveness Project seeks to overhaul the teacher and principal evaluation system—impacting both retention and quality of instruction.

At the heart of our new teacher evaluation system will be two innovations (as shown in Figure 5): (A) calculations of student learning growth that can help gauge how effective each teacher is at helping students achieve, and (B) the ability to objectively assess the effectiveness of a teacher in promoting student learning through the use of a standards-based rubric and other measures of effectiveness.

Figure 5: Components of the Teacher Evaluation System



A. Student achievement and growth data will be based on a value-added model

TCRP is taking seriously the challenge of constructing an adequate value-added teacher evaluation. After interviews with vendors from 10 companies across the country to consider the most innovative models, we have accepted a proposal from the Value-Added Analysis Network (led by John Schacter). The Value-Added Analysis Network is committed to helping school systems design methods which are transparent; this commitment coincides with the commitment of TCRP to explain the system thoroughly to teachers in such a way that they can calculate it for themselves. *This contract will not be paid for by TIF funds, but the work is described in detail here to meet the requirements for Competitive Preference Priority #4.*

TCRP's value-added methodology is currently being designed by Schacter's team. It will include multiple measures to ensure that TCRP takes advantage of the most current research and evidence-base about how to best assess a teacher's impact on student achievement. It will be based on the data from the California Standards Test and will involve a growth-to-standard measurement of student achievement (or another value-added model). Since this system must apply to the 85 (and within a few years 140) schools involved in the five different CMO systems, it must be based on a large enough sample size to produce reliable value-added results in each situation.

The growth-to-standard measurement calculates the gap between the student's present abilities and the standard set for college readiness. This calculation allows a specific measurement unit which may be used in the evaluation system. Growth-to-standard models differ from the "typical" value-added model in three ways: (1) they establish an end target for student growth, (2) they specify a desired amount of growth towards the end target each year, and (3) growth-to-standard models empirically test the probabilistic likelihood of students at different initial

achievement levels attaining the desired growth. An example provided by the vendor illustrates the concept:

Assume that a student tests at the 40 Normal Curve Equivalent (NCE) and the college-ready standard is the 90 NCE (this is the target). This student needs to make up 50 NCE points—from 40 NCE to 90 NCE. If the growth expectation is set at 10% towards the 90 NCE target each year for 10 years, the student needs to grow 10% of 50 NCEs, or 5 NCEs. Imagine another student that tests at 60 NCE with the college-ready standard of 90 NCE. This student needs to grow 10% of 30 NCEs or 3 NCEs per year for 10 years. Both students need to grow 10% to meet the growth expectation, but that 10% is relative based on the gap each student is trying to reduce.

The decision points of interest in growth-to-standard models are: What should the target be? What should the expected growth towards that target be each year (5%, 10%, 15%, or 20%)? How much higher is the expectation compared to typical growth? These questions will be answered by coordination between TCRP and Value-Added Analysis Network during the late summer and fall of 2010. The model will be designed and tested during the 2010-2011 school year.

New content-area test development will be required, as the greatest accuracy is derived by evaluating the growth between a fall pretest and a spring exam. TIF funds are requested to hire the vendors needed to create, pilot and refine these new assessments. To allow reliable and effective use of the model in the overall evaluation system by all actors (teachers, principals, coaches, CMO leadership), the value-added model will be coordinated with the creation of a new student/teacher data system funded through other sources and being developed with a

complementary timeline by TCRP (the data system is one of the components of our nine-part plan).

The contract with The Value-Added Analysis Network includes a responsibility to help TCRP educate teachers and principals in the meaning and use of the model. Without this intervention, little change will result in student scores. The training for TCRP by the vendor includes one 30-minute live webinar and two 15-minute recorded webinars for all educators. Further training for administrators is developed in a course of 13 online sessions that teach the leaders specific ways to use data to maximize each student's growth, including guidance in how to assign students to the teachers who will increase their learning potential, the creation of a multi-layered differentiated curriculum which challenges each student, optimal scheduling to meet students' needs, and the development of IEPs (Individual Education Plans) and interventions.

TCRP is seeking stakeholder input in the design of the model to measure teacher impact on student learning—through focus groups, panels, and meetings this summer and fall. The webinars are one of several strategies, nested within a much broader communication strategy. Implementation coaches, for whom TIF funds are requested, will also be critical. These will be highly trained, experienced coaches who will work with groups of principals, and teachers to explore key concepts and give additional input into the design, who will refine the work to meet individual school needs, and who will help ensure the dialogue between the teaching staff and TCRP. The high-touch approach of implementation coaches has been essential to success in systems that are slightly ahead of TCRP in developing new educator evaluation systems, and it is a key component of our plan.

When the value-added model is implemented, reports will be issued by CMO, school, teacher and student through our new data systems. These reports will help everyone—from funders and CMO leaders to classroom projects—evaluate whether the Educator Effectiveness Project has succeeded and how it can continue to be improved.

B. Teacher practice and behavior contributes to the teacher evaluation

Teams of educators across the five CMOs completed an initial draft of a new set of standards, the Teacher Effectiveness Framework (the Framework), in May 2010. It is a standards-based framework that defines the various abilities and practices of the highly effective teacher and will be the basis of 60% of teacher evaluations. Based heavily on the work of Charlotte Danielson, the Framework includes standards in the areas of planning and preparation, the classroom learning environment, instruction, assessment and data-driven instruction, professional responsibilities, and partnerships with families and community.

The Framework includes standards which are high, but achievable; *the draft version is included as Table 1 in the Appendix*. The Framework is now being developed and critiqued by focus groups and panels of teachers and principals from each of the five member organizations periodically throughout the summer of 2010. Representatives of the union Asociacion de Maestros Unidos are joining teachers and administrators in some of these sessions, making the results a true collaboration.

The result of the collaboration in design will be that teacher effectiveness will be judged by a product which is truly the work of teachers. After these sessions, a vendor—paid for by TIF funds if we secure a grant—will convert the modified framework into a rubric. The developed

rubric will be piloted by five schools during 2010-2011 to allow for practical modifications. The finalized rubric will then be implemented in 2011-2012 across TCRP.

Teachers in TCRP will receive a complete, accurate evaluation due to the careful construction of the system and the balance between student value-added achievement and adequate observations by trained personnel using the Framework-based rubric. Teachers will be observed up to 10 times per year. Our current plan is that once per semester the observation will be of a full session, planned in advance. Four times per semester there will be informal, unplanned observations for part of a session. This thorough effort will be implemented by an observer, most likely the principal, who will be trained by a TIF-funded vendor to use the rubric in a fair, consistent manner. All observers throughout TCRP will be trained by the same vendor to use the same rubric, thus optimizing inter-rater reliability. In addition, observers will be trained using common teacher videos to promote consensus ratings.

To prepare the new evaluation system for initial testing in the 2010-11 planning year, the following TIF-funded components of the teacher evaluation system will be developed with assistance from skilled vendors to ensure accurate, professional results:

- Design student growth measures component
- Conduct value-add analysis
- Develop student pre-tests and diagnostic tests
- Develop and refine qualitative exams for performance-based disciplines (e.g., art, PE)
- Develop rubric and assessment tools for classroom observation component
- Create the process and/or tool for calibrating inter-rater reliability of the rubric and observation tool

- Create an attitudes/beliefs audit (for 360-degree feedback)
- Develop survey, process for administering survey and analysis of results for student/family feedback component
- Create a scope and sequence of practice and behavior mastery for teachers, depending on where the teacher is in development
- Integrate components into a single system that produces synthesized output

Through the years of the grant, each of these items will be developed, tested, and refined based on feedback.

TIF-supported component #2: Career path

The education sector has long relied on a step-and-column salary structure wherein teacher compensation is linked to cost-of-living increases, years of service and continuing education credits. TCRP believes in re-professionalizing teaching through the concept of a career path. Current CMO salary systems are mostly based on LAUSD’s system and may involve insignificant performance bonuses; in the new system we are designing, teachers will be rewarded based on their ability to improve student outcomes instead of their educational credits or years in the classroom. It is important to underscore the departure this entails: TCRP’s proposed career path is not supplementing the traditional pay scale—it is supplanting it. The primary purpose of the evaluation system is to place teachers along a career path that:

- Rewards teachers for high performance
- Includes warning-to-exit processes for underperformers and a mechanism for moving teachers along the career path
- Places the most highly-effective teachers with the highest-need students

- Attracts highly-effective and high-potential teachers because of its transparency
- Supports teachers in increasing their effectiveness through differentiated professional development opportunities
- Sets the expectation that every teacher must become highly effective within five years

Under the old system, a highly effective teacher had two choices: leave the classroom to become an administrator, or forego promotion. The Educator Effectiveness Project offers promotion within the teaching career, as well as an enhanced opportunity to move into administration. As we implement our *Career Path* component, a teacher in the Residency program (described below), or another untried teacher (Entry) begins without a score. Based 40% on student achievement, 30-40% on observations, and 20-30% on other factors, the teacher's effectiveness score will be determined after a year or two in the classroom. The teacher will be placed in the Emerging, Achieving or Highly Effective categories depending *not* on years of experience, but on the individual's effectiveness. On the Career Path, the top category of Highly Effective II is available only to those teachers who maintain results for a Highly Effective rating and see those results through work with the highest-need students. Different options for how teachers—some very effective and some less effective—might proceed through these career steps are illustrated in Figures 6 and 7 below.

Figure 6: Career of a Highly Effective Teacher

Some teachers will progress rapidly

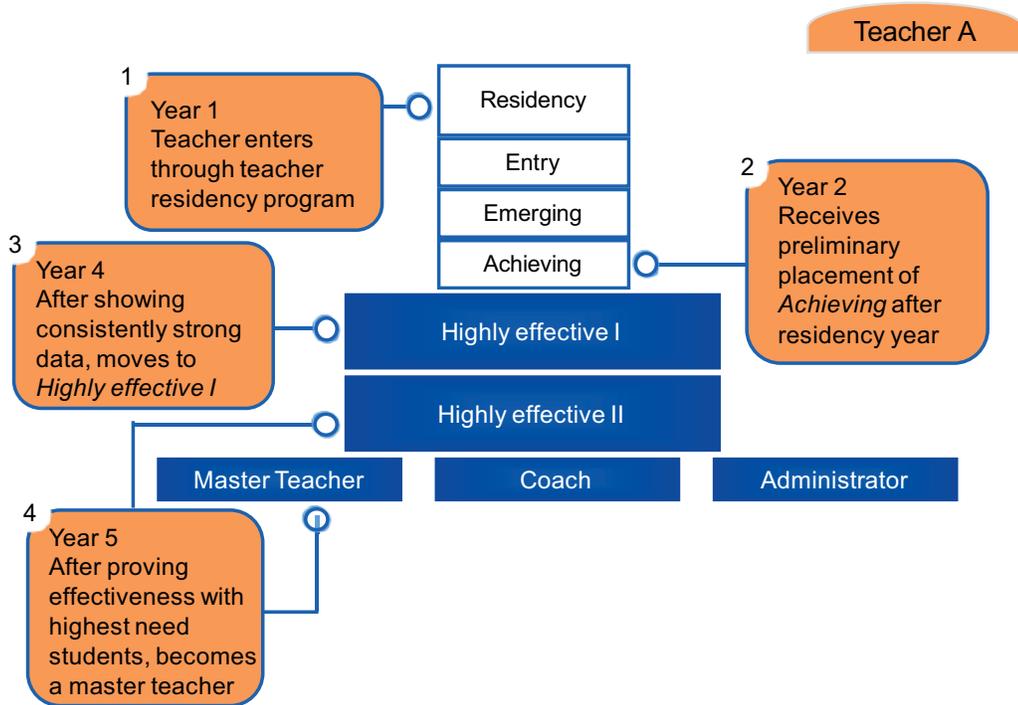
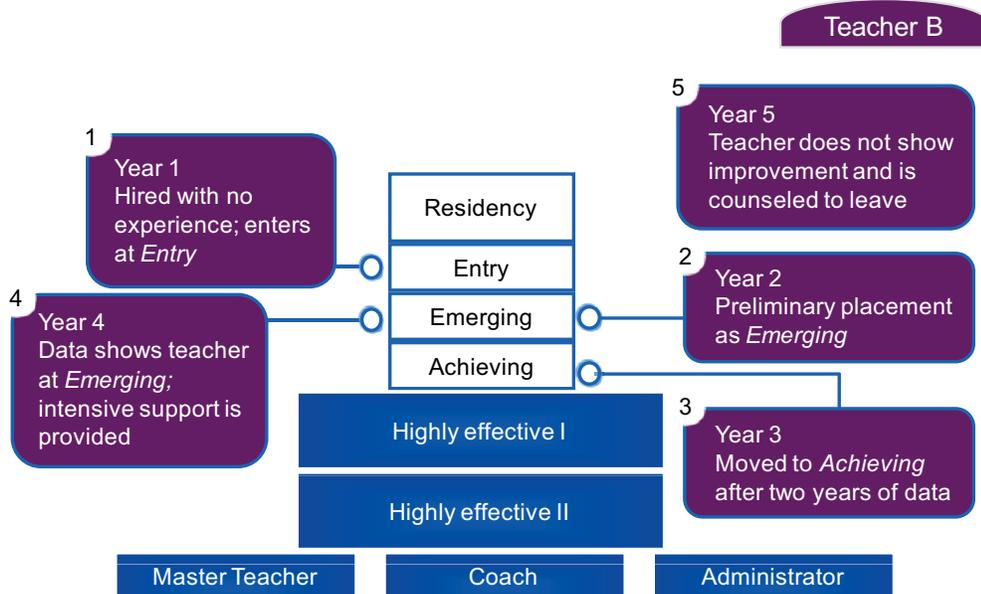


Figure 7: Career of a Less Effective Teacher

Other teachers will not be successful in driving student performance



As demonstrated in Figures 6 and 7, some teachers will become highly effective at a rapid pace. Others will be given every opportunity for effectiveness, but will not succeed. These teachers can be placed in the warning-to-exit process at any time if data indicate that they are not making adequate progress toward or continuously maintaining the Highly Effective band on the career path. The warning-to-exit process includes sufficient coaching support and ample observation data. It is allowable across all CMOs as no CMOs offer tenure.

All teachers reaching Highly Effective on the new TCRP career path will work 11-12 months per year, enabling summer instruction to students who are working to come up to grade level or providing professional development to colleagues. Highly Effective teachers will have the option of promotion to (1) Master Teacher, who will mentor teacher residents or run a lab class for residents, (2) Teacher Coach, who might run a residency course or guide less than effective teachers to facilitate improvement, or (3) Administrator, working as a site leader, or participating in an internship or in the principal residency.

A Highly Effective teacher will earn more than at any prior level and, upon reaching Highly Effective II, has the potential to earn significantly more upon his or her selection of a pathway option. Working with the highest-need students will be a prerequisite for reaching the highest tiers on the career path, providing a significant incentive for achieving teachers to serve the highest-need students. Highly effective teachers will be characterized by their ability to teach students with sufficient rigor and skill such that their students genuinely achieve college readiness by the time they graduate from high school.

Because there are numerous combinations of scores, and because of the importance of being accurate and fair to teachers in their placement on the new path, TCRP will carefully define how

these movements will occur. As described throughout this proposal, TCRP has develop detailed plans to ensure it can create—and refine based on feedback—a teacher evaluation system that it is highly accurate and where aberrations in results are minimized.

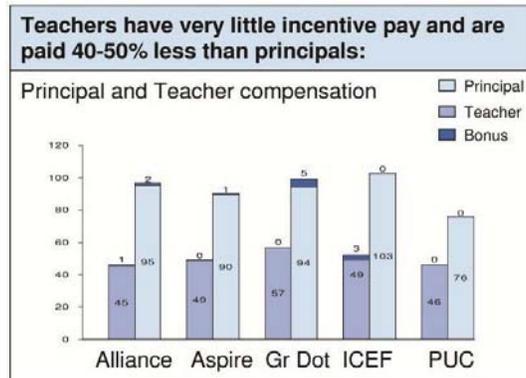
TIF-sponsored elements of the *Career Path* component include (1) hands-on, high-touch Implementation Coaches who will work directly with teachers to understand and provide feedback on the model, help teachers make career plans, and guide teachers along their selected career path, as well as (2) vendors who will provide expert support to inform the design of the career path and aligned compensation system (described below), determine baseline composition of teachers based on one year of new evaluation system data and model out compensation implications, and refine cut scores for career path and compensation levels, as needed.

The career path structure proposed by the Educator Effectiveness Project allows teachers to move through the career path at a differentiated rate with differentiated compensation is linked to specific proficiencies on the path.

TIF supported component #3: Differentiated compensation

In the traditional compensation system, which our CMOs have followed, teachers earn much lower pay than principals, as seen in Figure 8 below.

Figure 8: Teacher Compensation



In addition, in the past, less effective teachers have earned more than their more effective colleagues simply due to years of service. The Educator Effectiveness Project overturns that paradigm. Because of the value-added evaluation system, ineffective teachers will be easily identified and given opportunities to improve, or exit counseling if they do not improve.

Teachers need some form of incentive to change their habits and improve their skill levels; the Educator Effectiveness Project provides two incentives: compensation based on the teacher's own skill and work level, and career paths which offer opportunities for leadership, promotion, and choice of direction. Table 2 below provides a description of TCRP salary tiers for teachers.

Table 2: Tentative Differential Compensation. Numbers may be adjusted during the planning year.

Salary tiers for career path are designed to motivate and reward high levels of effectiveness

Level	Sample evaluation score*	Total compensation	Differentiated pay (included in total compensation)	Potential roles included
Entry	---	\$45-47K		
Emerging	3.0-3.3	\$48-50K	\$3K	
Achieving	3.4-3.7	\$53-55K	\$5K	
Highly effective I	3.7-4	\$63-65K	\$10K	<ul style="list-style-type: none"> Master teachers for residency program Serve in "highest need" classrooms
<div style="border: 1px solid black; padding: 5px; background-color: #e6f2ff;"> If teachers have not reached the "highly effective" level after their fifth year of teaching, they will be considered for counseling to leave </div>				
Highly effective II (proven effectiveness with highest-need students)	3.8-4	\$68-70K	\$5K	<ul style="list-style-type: none"> Serve in "highest need" classrooms

<div style="border: 1px solid black; padding: 5px; background-color: #e6f2ff;"> Differentiated career paths** </div>				
<i>Master teacher</i>	3.8-4	\$73-90K	\$5-22K***	<ul style="list-style-type: none"> Lab classroom, curriculum design
<i>Coach</i>	3.8-4	\$73-90K	\$5-22K***	<ul style="list-style-type: none"> KAT team (<i>coaching career path</i>)

* To be updated based on new evaluation system created by CMOs
 ** Requires an 11-month school year
 *** To be disbursed in increments of \$5 – 10K

Teacher evaluation categories and other factors will help TCRP leaders and Implementation Coaches place each teacher on a career path. Some of these factors are residency participation and assignment to high-need classes. Entry-level teachers, residents and others beginning their careers, or those who have a strong need to improve their skills as measured by student achievement will be paid the base compensation amount while they learn effectiveness (Entry level in Table 2). As a teacher increases in effectiveness to the Emerging category, that teacher will qualify for a pay level \$3,000 higher. This salary increase is a true reward for performance; it is not a result of the number of years of experience, as in a traditional system, but is due to demonstrated effectiveness and a high rating on the TCRP teacher evaluation (40% of which will

be based on student achievement measures). Teachers at the Achieving level will be paid \$8,000-10,000 more than beginners at the entry level.

Creation of a protocol for placing experienced teachers at an appropriate tier on the career path and setting their first-year compensation is critical for implementation. To that end, TCRP will implement a tiered compensation system for experienced teachers. Placement at the initial tier will be determined by each individual CMO hiring committee based on the following suggested components (components can be individualized based on the hiring process at each CMO):

- Past evidence of student achievement
- Performance on demonstration lesson
- Case study in their content area
- Performance on a collaborative task (e.g., simulated professional development)

Over the past 20 years, mid- and senior-level teachers have experienced an increasing earning gap relative to comparably educated and experienced workers in other professions (Allegretto, Corcoran, and Mishell, 2008). In order to attract and retain highly-effective teachers, this trend must be reversed. In the new system, a Highly Effective II teacher will earn up to \$25,000 more than Entry salary and has the potential to earn significantly more upon their selection of a career path. Teachers wishing to remain in the classroom will have the opportunity of compensation comparable to administrators if they continue to be highly effective. In the career path, TCRP's highest paid teachers (i.e., master teachers and coaches) earn [REDACTED] while an administrator's base salary is approximately [REDACTED]

While there is no settled answer to the question of how large incentives must be to attract and retain high-quality teachers in low-performing schools, several studies along with teacher focus groups have informed TCRP's decision making process:

- The National Center for Teacher Quality suggests that bonuses would need to be 10 to 20% of base pay (Walsh and Snyder, 2005).
- Bonuses would need to be at least \$ [REDACTED] to have an impact (Rothstein, 2004)
- Bonuses would need to range between 20 - 50% of base salary to attract teachers to the highest-poverty schools (Hanushek, Kain, and Rivkin, 2001)
- The minimum needed would be a \$ [REDACTED] bonus (Gordon, Kane, Staiger, 2006)

In part to better understand the role of compensation as an incentive and the correct amount that truly signals performance, the compensation component of the teacher career path will be implemented in five case study schools, providing differentiated compensation to teachers and principals, in years 2 and 3. It will be fully launched across TCRP after the two years of data collection necessary to place all teachers on the career path.

TIF-supported component #4: Professional development

As part of TCRP's reform plan, each teacher will receive and/or help to co-create an annual, customized personal learning plan that focuses professional development on specific areas where the teacher needs to improve in order to lift student achievement. This plan will be developed in collaboration with TIF-funded Implementation Coaches and will be based on an annual report generated from the data system along with individual personnel evaluation results. This report will include records of student achievement and a clear value-added score to show each student's actual progress toward the goal of college readiness. In addition to having a personal

Implementation Coach available at the ready to help with data analysis and planning, each teacher will also receive training from The Value-Added Analysis Network on how to read and understand the annual report. If the teacher needs improvement, Implementation Coaches can tap a number of resources, such as coursework, mentor and master teachers, summer sessions, and workshops to provide targeted support in the teacher's area of need. In addition, each school principal will not only know how to read, explain and use the reports, but will also know how to assign to the teacher those students who are most likely to benefit from that teacher's classes.

Teachers who are thriving will also receive customized professional development to keep them growing and to guide them along one of the differentiated career path options. Again, the Implementation Coaches will play a significant and high-touch role as career coaches, orchestrators of targeted professional development, and as liaisons between the teacher and the career path review panel. This review panel within each individual CMO will be established to move teachers from highly effective into a differentiated career path. This review panel will:

- **Set expectations within each CMO for each differentiated pathway (i.e., Master Teacher, Coach, or Administrator).** The review panel will help TCRP achieve consistency in how teachers move into the differentiated pathways. The composition of these panels may be different based on the pathway, but will include peers as well as members of that pathway. These panels will determine whether a teacher has met the performance criteria. Each teacher will develop a professional portfolio aligned with their personal learning plan to be presented at the review panel.
- **Establish a process to calibrate promotional decisions across CMOs.** CMOs will convene annual calibration meetings, which will serve as an opportunity for each

review panel to calibrate the quality of the teacher portfolios that merited movement from one level to the next on the career path.

TIF-funded vendors will support the Professional Development component by providing ongoing training to principals and implementation coaches, by providing support for the development and refinement of differentiated training based on evaluation results, and by facilitating summer differentiated professional development.

Non-TIF supported component: Teacher residency

No TIF funds are requested to support the Teacher Residency, however, it is detailed here as evidence of our recruitment strategy in partial fulfillment of Competitive Preference Priority #5 and because it is a critical part of our overall strategy for boosting the effectiveness of our teachers.

Recruiting teachers who are able and willing to effectively teach certain subjects to high-need, minority students is a challenge. Mathematicians and scientists can earn much more by working in an industry than by teaching; it also would be easier to teach less needy students. Math and science teachers are in great need, and there is a strong urgency to recruit for these areas.

Recruitment in all areas is a priority, but particularly in secondary schools, where retention in some TCRP schools is so poor that more than 50% of the staff are first year teachers.

Our highest-need students often have intense issues outside of the school. Truly supporting these students takes a deep commitment and can be emotionally draining. This creates a challenge in recruiting and retaining teachers for an extended period of time. TCRP's HR departments are small and operating on tight budgets. Challenges that may deter teachers from applying or

accepting positions are: intensity of start-ups (new schools), intensity of charter environment (where there is no tenure and where performance matters), stress of low-income environment, low teacher salaries and high cost of living in Los Angeles, and facilities issues (we are hiring teachers for schools and do not even know where those schools will be.).

When recruited, it is difficult to know whether a teacher will be highly effective just through test scores, an interview, or college attended. Retaining skilled teachers is also difficult when there is little incentive to stay, which leads to teacher turnover rates of 25-40% per year at TCRP schools. The Educator Effectiveness Project will help to provide the compensation and opportunities needed to recruit and retain highly effective teachers to work with high-need students.

TCRP is addressing recruiting challenges by creating residencies in partnership with local universities. A residency provides teaching experience in the same high-need schools in which the resident intends to work. It benefits the resident, who will receive expert mentoring and experience in the best methods of effectively teaching high-need students. The teacher residency also benefits the school organization. TCRP administrators have ample opportunity to observe the new teacher under realistic circumstances and make a decision on whether to hire the resident after collecting ample evidence of projected effectiveness.

Several different residency models are being developed to support recruiting and development of teachers for TCRP. The Los Angeles Math and Science (LAMS) Residency is a unique consortium between the Center for Math and Science Teaching (CMAST), a collaborative partnership between the School of Education and the Seaver College of Science and Engineering located within Loyola Marymount University, and TCRP members Alliance, Green Dot and

PUC. The Aspire Teacher Residency Program (ATR) is a teacher training program in partnership with the University of the Pacific. Success in this four year program results in a tuition-reimbursed Master's in Education from the University of the Pacific, a tuition-reimbursed California Preliminary Credential, and a job offer the second year. Aspire's other recruitment efforts include open houses, alumni panels at local universities and a concerted marketing campaign. ICEF and Green Dot are participating in Broad Foundation residencies. Thirty teachers are expected to participate in residencies throughout TCRP during the 2010-2011 year.

We estimate that 35% of teacher residents will reach the Achieving tier on our new career path after only one year, a proficiency level not usually reached until the third year by other new teachers. Because the pathway and compensation are based on skill level instead of experience years, a resident also may be able to move to Highly Effective level rapidly.

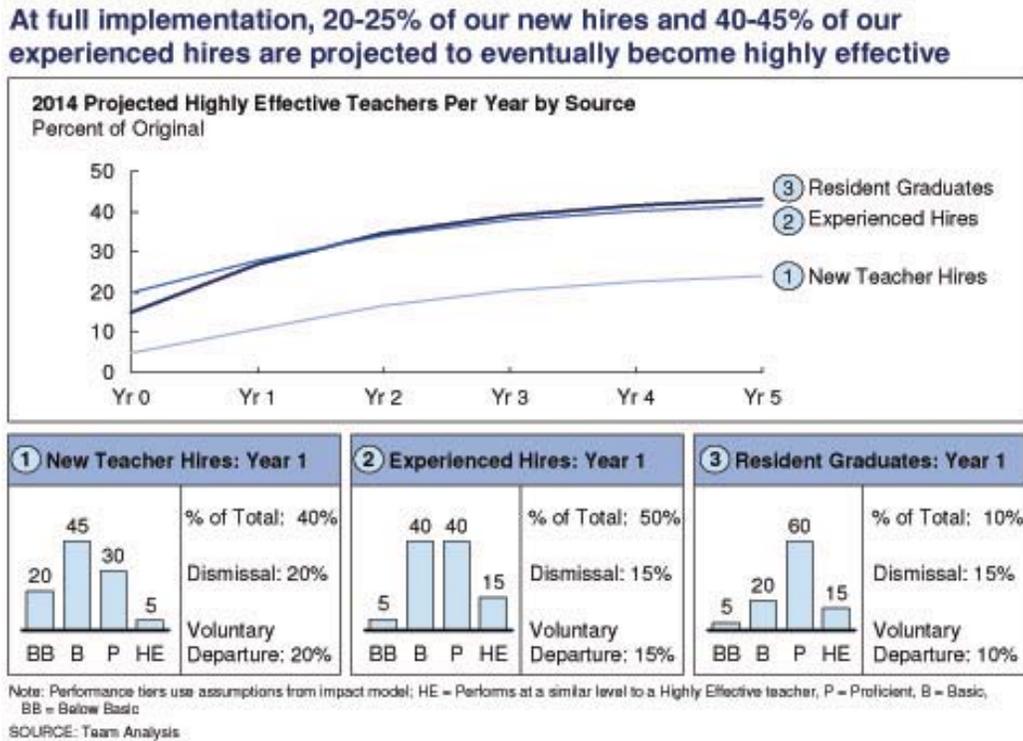
Effectiveness levels are tied to student achievement gains

The components outlined above—*Teacher Evaluation, Career Path, Differentiated Compensation, Professional Development, and Teacher Residency*—are interdependent. Together, they promote teacher effectiveness which leads to student achievement gains.

TCRP has conducted an analysis of current teacher effectiveness levels and has run teacher development projections through the 2014-2015 school year based on the successful implementation of these five efforts. TCRP believes an attainable goal is a 40% increase in the percentage of highly effective teachers by year 5 of the grant. In turn, this accomplishment will help us increase the number of students who score at advanced/proficient (A/P) levels on the California Standards Test by 20% for any given year. The cumulative impact on our current

student population from having a higher percent of highly effective teachers is a doubling of the percent of student achieving A/P levels in five years.

Figure 9: Effectiveness Potential



In the chart above (Figure 9), four categories are used to classify teacher performance: highly effective, proficient, basic, and below basic. (Please note that these are not the same categories that will be used with the introduction of the value-added measures.) Determination of a teacher’s effectiveness category was based on improvement in the scores of high-need students on the California Standards Test (CST). A high-need student is here defined as one whose earlier score is deemed to be basic, below basic and far below basic on the CST. In these calculations, a highly effective teacher is defined as one in whose class more than 50% of students increase test scores at least one proficiency level on the CST; a proficient teacher increases the proficiency

levels of at least 35% of high-need students at least one proficiency level on the CST; a basic teacher, 20%; and a below basic teacher, less than 20% of students.

In 2014-2015, we expect an estimated 15% of experienced hires and 20% of new-to-teaching hires to be dismissed, as demonstrated in Figure 9. There is great anticipation that the new teacher residency program will result in the dismissal of only 15% of first year teachers, with the impressive rate of 15% able to achieve results of highly effective teachers of high-need students in the first year.

Highly effective teachers will be strategically placed to impact students

Highly effective teachers will be strategically assigned to maximize their involvement with the highest-need students. An increase in highly effective teachers and strategic placement of those teachers will ensure that more high-need students are academically prepared to graduate from high school and succeed in college, and will decrease the number of students who fail to qualify for college or require remedial education. This strategy allows TCRP to not just grow its corps of highly effective teachers but also to “extend” their reach so they are working with the most students who can benefit the most or are coaching/mentoring new teachers (Hassel & Hassel, 2009).

Each CMO will define for itself which students are considered “highest-need.” These decisions, however, will be made within the parameters outlined by the partnership and will be data-driven and based on multiple sources (e.g., CST scores, student cumulative records, California English Language Development Test results for English language learners, disaggregated student data on value-added assessments, etc.). TCRP CMOs will have to work to ensure that all Highly Effective I teachers have the opportunity to teach the highest-need students for at least one third

of their day because they are required to show achievement growth with these students in order to move to Highly Effective II. Some teachers may have to teach different courses, different grade levels, during the summer or after school to reach this benchmark.

It is important to ensure that not only are our best teachers spending a significant portion of their day with our highest-need students on average, but that all highest-need students have access to at least one highly effective teacher per year. Therefore, we project that 95% of our highest-need students will be taught by at least one highly effective teacher in a course of a year by 2015.

Currently we estimate that only 65% of our highest-need students are taught by highly effective teachers at least one class per day, according to individual principal definitions of highly effective (which are most likely less rigorous than our proposed definition).

TIF-supported component #5: Principal effectiveness

While the five reform components described above (four components to be supported in part with TIF funding and the last, *Residency*, to be supported with other funding) all directly work together to support and grow teachers in being as effective as possible, TCRP also is convinced another component—*Principal Effectiveness* in our nine-part reform plan—is less obvious but equally important in influencing and improving the quality of teachers. For this reason, we are also requesting the use of TIF funding to support this component.

With the implementation of the Educator Effectiveness Project, a principal's role will change considerably. Implementing the new teacher evaluation and career path systems requires the equivalent of 36 of the principal's days per year. This is the best possible use of the principal's limited time, as it is the core work of the instructional leader, and a critical part of TCRP's total strategy for improving student achievement. In a 2010 study, researchers found that effective

principals also influence student learning; they are able to retain higher-quality teachers, remove less effective teachers, and attract and hire higher-quality teachers from other schools when vacancies arise. This study also suggests that teachers who work for more effective principals improve more rapidly than do those in schools with less effective leadership (Beteille, Kalogrides and Loeb, 2010). The effective leader works directly with teachers to help them grow in pursuit of educational effectiveness in the ways depicted in the figure below.

Figure 10: Principal Time Commitment for Teacher Effectiveness Initiative

Teacher practice & behavior: This draft process entails significant but not unreasonable time commitment from Principals

Time / activity	x	Frequency / year	x	# teachers / principal	=	Total time per year
Goal setting at beginning of year (1 hr)		1		~26		~26 hrs
Informal observations (0.5 hr)		8		~26		~104 hrs
Formal observation for all other teachers (1 hr)		2		~26		~52 hrs
Mid-year and end-of-year conferences for new/developing teachers (1 hr)		4		~10		~40 hrs
Mid-year and end-of-year conferences for all other teachers (1 hr)		2		~16		~32 hrs

= ~254 hrs / year
= ~36 days / year

Jacob and Lefgren (2008) find that well-trained principals are the second best (after value-added growth measures) predictor of teacher effectiveness. A major element of the TIF-funded strategy for leadership development includes professional development for principals on the teacher

evaluation system and career path. This professional development will result in a principal's (a) enhanced ability to evaluate; (b) enhanced ability to use data from the evaluation system to support teachers; (c) enhanced ability to improve teacher effectiveness as measured by teacher movement along the career path; and (d) enhanced ability to counsel out the least effective teachers. To support these competencies, TCRP will implement a year-long Principal Residency program, in which incoming principals receive coaching and training, including bi-weekly sessions with veteran principals, assistant principals and "principal coaches." In addition, ongoing coaching and training will be provided to current principals, and a robust principal evaluation system will weight teacher movement along the career path and the retention of the most highly-effective teachers as a key measurement of success.

Principal Leadership is the critical enabler of the entire system of teacher effectiveness and student achievement. If the principal is ineffective, fewer teachers will be able to overcome the atmosphere to work effectively, and fewer students will be able to achieve. Principals need to be effective in several ways:

1. The evaluations of teachers by principals need to be systematic, to include measurements of student achievement and include the clear and candid discussion of both student needs and teacher development needs. The Educator Effectiveness Project includes significant resources to help train principals to be more effective coaches, mentors and evaluators of teachers.
2. Principals need to have goals and options available to present to teachers to help them become more effective and pursue career advancement. The career paths for teachers included in The Educator Effectiveness Project meet these needs.

3. Principals need specific, relevant support for teacher problems. The Educator Effectiveness Project makes available to principals resources to offer which include help by implementation coaches, highly effective mentoring and master teachers, teacher residencies, training sessions, and data-specific placement of the students in the optimal teachers' classes.
4. Principals need to remain focused on student success and teacher effectiveness despite the complex demands of running schools in tough urban neighborhoods. Most have little training in hiring, coaching or developing teachers into an effective instructional team. The Principal Residency provides training for new principals in each of these areas, as well as in the use of the new tools and systems.

The Principal Residency will allow very effective teachers or others who qualify learn how to lead high-need schools effectively. These residents will be taught and mentored in school leadership and management. In addition, they will spend part of their time in TCRP headquarters learning administration. By year 4 of the grant period, 50% of TCRP's new principals will be trained through the residency program.

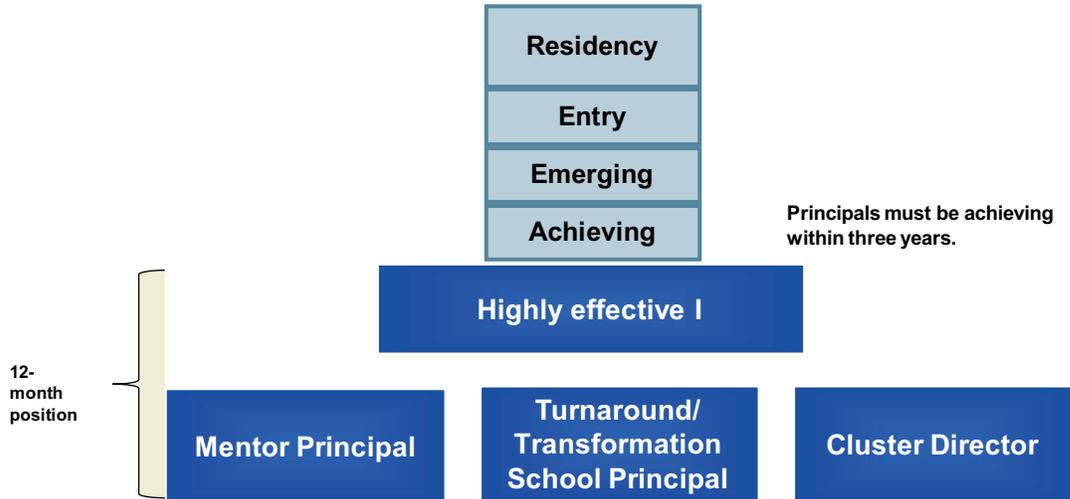
Since plans for the principal evaluation system by design must lag slightly behind design and implementation of the new teacher evaluation system (because a key standard for judging principal effectiveness will be how well the principal develops effective teachers), TCRP will begin work during the 2010-11 school year to establish a rubric for principals and an evaluation system based significantly on student value-added metrics and on a principal's ability to move teachers along the career path and retain highly effective teachers. In addition, principal evaluations will likely include measures of student graduation, college enrollment, student/family feedback and at least two supervisor evaluations each year. Initial thinking around

evaluation elements based on observations includes competencies such as instructional leadership, people management, resource management, community leadership, and problem solving. Principals will be evaluated by a supervisor within each CMO, who will also be trained in the rubric and methods so that evaluation will be consistent throughout TCRP. Principals with strong performance ratings will be retained and compensated.

Although still in the planning stage, the principal career path as envisioned by TCRP leaders will create opportunities for administrators to use their skills to further the development of effective teachers and student achievement in high-need schools; initial plans are illustrated in Figure 11 below. Beginning with the Principal Residency or with other entrants to the system, this path evaluates and promotes principals according to their abilities to foster achievement by high-need students and to lead teachers to improve their effectiveness. Principals will have three years to prove that they can develop and consistently apply these leadership abilities.

Figure 11: Proposed Principal Career Path

Principal Career Path



Among several new career paths, a highly effective principal may select a pathway of advancement to become a Mentor Principal. As a Mentor Principal, the leader continues as an active principal while coaching or mentoring resident or new principals of other schools. This leader's school may be held as a model for others to observe.

Another alternative route for the Highly Effective principal will be the Turnaround or Transformation Principal, one who enters a struggling school in a high minority and high-need neighborhood for the purpose of making the kind of radical change at which TCRP schools are known to excel. This principal must not only plan wisely and manage the execution of a school culture turnaround, but must also reach out to the surrounding families and community to build support for the school. The third career option for Highly Effective principals will be the Cluster Director, who oversees and coaches the principals of 5-7 schools.

The Principal Compensation System within TCRP CMOs currently includes base salary and (in some CMO's) bonuses. Salary progresses according to a step and column schedule by years of

service and size of school. Current bonuses, offered in some CMOs, weigh evaluation score, academic and financial metrics, and upwards feedback to determine added pay. Just as it is doing with teacher compensation, the Educator Effectiveness Project will realign principal compensation by tying salary designations more directly to school performance and other factors of the principal evaluation. Much like the teacher career path, the principal will be rated and compensated for the level of effectiveness demonstrated. Salary incentives will be offered for taking on more (e.g., by becoming a Mentor Principal) or difficult (e.g., becoming a Transformation School Principal) work. At present, TCRP leaders are undecided if principal bonuses will remain part of the compensation package; if they are retained, metrics will be aligned with the principal evaluation and value-added growth measures.

While many factors influence the personal decisions of principals, two important ones that influence a decision to remain and to work on behalf of high-need students are pay and promotion. Residency principals will begin at a salary of approximately \$80,000 plus benefits. As well as learning and working, part of their time will be spent helping in the central office for TCRP. As they develop their leadership potential and increase in effectiveness at leading high-need schools, these new principals will gain promotion and compensation. In the new compensation plan to be developed, the most highly effective principals will earn approximately 7-15% over base salary.

TIF funds will support the *Principal Effectiveness* component through hands-on Implementation Coaches who will assist principals in the application of the *Teacher Evaluation, Professional Development* and *Career Path* plan components and will support principals in their own career planning and professional development. In addition, vendors will be hired to perform the following tasks related to this component:

- Develop and refine principal evaluation system aligned with teacher evaluation system
- Deliver training to residents

The principal effectiveness initiatives will be planned in year 1, implemented in five case study schools in year 2, and then subsequently rolled out to all TCRP principals.

The career path and compensation systems for teachers and principals described above will have the following results:

1. Less effective teachers and principals who have worked for a number of years will be more likely to leave voluntarily, as they will earn less pay.
2. More will apply as teachers and as teacher residents, principals and principal residents, as the potential compensation for effectiveness is attractive, which will benefit recruitment.
3. Some ineffective, experienced teachers and principals will become more effective, benefiting from the mentoring and coaching.
4. Some highly effective teachers will join the principal residency, as a path to both career and higher compensation. Areas for promotion will be opened to principals who thought they had no room for promotion.
5. Excellent teachers and principals will be more apt to stay and to work with high-need students, knowing that both compensation and promotion will reward their efforts.
6. Schools will systematically develop into stimulating places where each student, teacher, and administrator is focused on learning and growing, for the benefit of all, particularly the thousands of high-need, minority students who will overcome adversity to enter college fully prepared to succeed.

Non-TIF supported component: Data systems

With a human resource system which is dependent on the value-added scores of students as a critical factor in a complex evaluation system, a superior, dependable data system is necessary. Thus, while we are not requesting TIF funding to support this part of our strategy, we are describing it to show the essential role better data and use of data will play in helping us accomplish our goals. The five CMOs which have joined in the past year to become The College-Ready Promise each have small data systems; they must upgrade and strengthen their data capabilities in order to implement the Educator Effectiveness Project. Data system development is already underway with the aid of a grant from the Bill and Melinda Gates Foundation.

Aspire is currently in the final stages of a three-year, \$2 million effort, funded primarily by the Michael and Susan Dell Foundation, to design and build a data warehouse, reporting solutions and data system interfaces that fully adhere to the Family Educational Rights and Privacy Act (FERPA) requirements. TCRP plans to explore the possibility of leveraging Aspire's data system—referred to as “Godzilla”—and the lessons Aspire has learned in its implementation of Godzilla—across all five CMOs.

The data system will improve technical infrastructure flexibility and architecture. It provides the IT backbone to ensure that new applications are integrated quickly and cost effectively, access rights are enforced, and disparate systems can be easily connected. This initiative also supports the sharing of data among CMOs.

The data system will implement enhancements to enable calculation of value-added measures

Enhancements will improve each CMO's data capabilities and enable the use of accurately calculated value-added measures. Each CMO will need to collect additional student and teacher data and create additional cross-data linkages. New data to be tracked may include supplemental support, class and section dosage, specialized teaching in elementary, pull-out or push-in support, team teaching, and mid-term student or teacher changes. Unique student IDs will be created, where they are missing, to preserve student privacy.

For teachers, unique IDs are required to enable mapping across various systems and to ensure confidentiality of information. New elements of teacher data will be tracked including educational background, recruiting sources, professional development courses, and credits.

TCRP will implement new systems to drive the Educator Effectiveness Project

The new systems to enable the evaluation system and career path strategic initiatives include:

- **Evaluation and performance management system.** This system will capture and facilitate the use of evaluations. As described above, the primary inputs to the system will be classroom observations, student outcomes, student/family feedback, and the educator's attitudes and beliefs. Evaluations will be entirely comparable and shareable across CMOs.
- **Compensation management.** This system will enable compensation design and the implementation of the value-added model based on a number of sources (e.g., evaluations, assessments), coordination of compensation with career laddering, and alignment of financial incentives with effectiveness.

- **Professional development and learning management system.** All CMOs will implement a system that will organize and track internal and external PD opportunities for teachers. The system will evaluate the quality of PD resources and automate the compliance process for credit-hour and other certification requirements. It will recommend appropriate PD tracks and courses based on an individual’s development needs. Much of the content will be shared as a part of TCRP’s common career path.
- **Instructional support system.** All CMOs will share an instructional support system that improves instructional quality, increases student-teacher communication, and reduces teachers’ administrative burden. The system allows teachers to share instructional materials with students, administer in-class assessments, review results in real time, and refine instructional plans. The system’s main advantages include real-time results and instructional plans tailored to the results.
- **Content and document management system.** The five CMOs will share this system in order to ensure that knowledge is shared freely across the partnership.
- **Collaboration platform.** TCRP will also share the collaboration platform to develop an online community of teachers, students, and principals across CMOs.
- **School portal.** The school portal enables multiple strategic initiatives by providing a single, unified, and easy-to-use interface to all data systems. This system is planned to ensure that teachers and principals use and capture value from the data systems, and to reduce training and support costs. An important component of the school portal is the “staffing portal,” which connects needs and human resources (e.g., helping leadership match schools and classrooms with the most appropriate teachers).

The system described above provides the data necessary to drive TCRP’s vision for highly effective teachers and principals who help high-needs students to achieve.

ADEQUACY OF SUPPORT FOR THE PROPOSED PROJECT

As a coalition of five charter management organizations, TCRP is an important learning lab for the country. Most charter organizations are not big enough to take on work at this scale, and in developing this partnership the CMOs of TCRP have created a district-sized entity with the flexibility and experimentation of the charter community. TCRP is the glue between the CMOs that both manages the project and also ensures that the agenda for reform is prioritized, which is essential for influencing LAUSD, California, and the country.

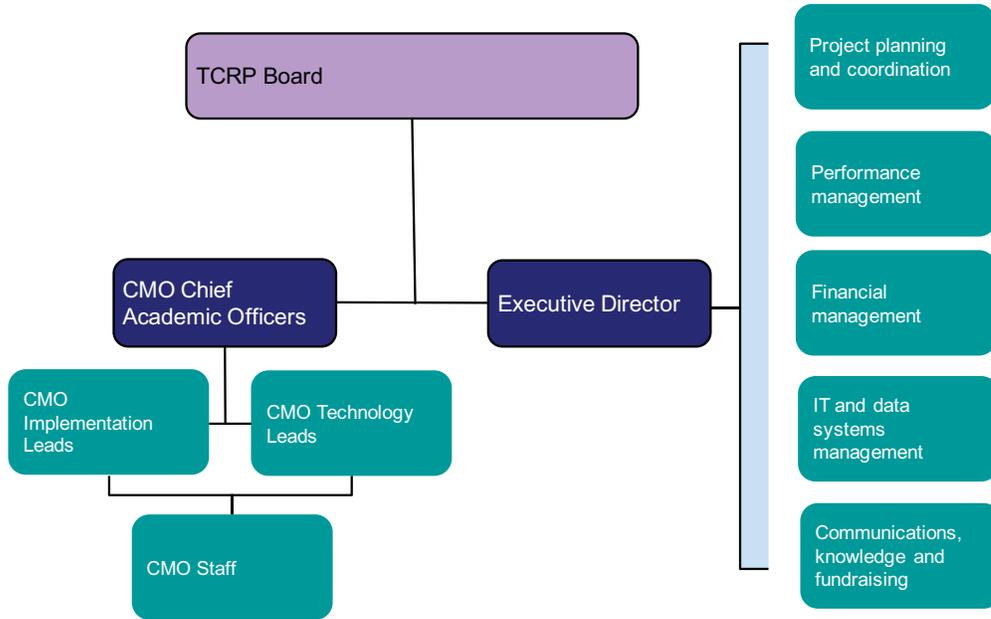
Partnership documents that demonstrate commitment to this comprehensive project, including the bylaws for The College-Ready Promise and TCRP’s 501(c)(3) tax exempt letter, appear in the Appendix.

Non-TIF supported component: Additional implementation capacity

TCRP has developed a project management structure that supports rapid decision making and operational execution through performance management systems, technical expertise, and a process for effectively handling operational decisions.

Figure 12: The College-Ready Promise Governance Structure

TCRP Governance Structure



The TCRP Board of Directors sets policy, approves changes to strategy and makes major operational decisions. The TCRP Board also collectively develops processes for individual CMO accountability as well as a detailed approach to address any organization that falls behind. Jessica C. Yee serves as the full-time performance manager and executive director. Each CMO has tasked its chief academic officer (CAO) with ensuring the success of the Educator Effectiveness Project within the organization. The five CAOs meet in regular working sessions to analyze issues, push toward shared solutions, ensure fidelity to strategies, and make recommendations to the five-person board of directors (the chief executives of the TCRP CMOs). In addition, each CAO has designated a full-time Implementation Lead who drives all educator effectiveness activities within their organization and a Data Lead who spearheads the data systems and technology work.

A project management team led by the Executive Director and supplemented with consulting partners selected through a competitive RFP process conducts central implementation and coordination of the Implementation and Data Leads. Together with the CAOs, this group serves as a problem-solving engine to spur implementation, refinement and performance tracking. They are responsible for issue analysis, coordination, facilitation of meetings and decisions, reporting, and other technical assistance.

Because TCRP CMOs have well-defined missions that survive changes in individual leaders, and because our cultures ensure that the initiatives are carried out to conclusion even if the makeup of staff changes, the management structure of TCRP is stable and strong.

Non-TIF supported component: TCRP hub

As explained in the Project Design section, the Educator Effectiveness Project is part of a larger, comprehensive reform effort spearheaded by TCRP. Five functional areas are necessary for attainment of project goals, as outlined in Figure 13 below. These make up the “Hub” of the management design.

Several of these functional areas will be outsourced through an RFP process, including fiscal agency, policy and advocacy efforts, fundraising, IT, and other initiative-specific content (e.g., development of evaluation rubrics). Areas to be outsourced, the process for issuing RFPs, and the selection of vendors and partners will be determined by the board at the recommendation of the CAOs. All TIF funds will be used in compliance with state and local procurement rules and EDGAR. TCRP’s executive director will coordinate all work in the Hub and facilitate open communication across management structures.

Figure 13: Functional Areas for Management Success

Key Functional Areas to Deliver on Organizational Goals

Functional Area	Overview of work
Project planning and coordination	<ul style="list-style-type: none"> • Coordinate work, implementation and day to day management of core human capital initiatives • Manage vendors and content partners related to initiatives • Connect work across CMOs and teams
Performance management	<ul style="list-style-type: none"> • Develop performance management and oversight system, both for internal operations and external reports • Manage reporting, tracking and course corrections • Surface performance issues to Board and key funders
Financial management	<ul style="list-style-type: none"> • Manage finances and ensure operational sustainability • Ensure proper resource allocation and manage grant disbursement • Manage annual budget revision process
IT and data systems management	<ul style="list-style-type: none"> • Work with CMO data leads to develop data systems that support human capital initiatives • Manage shared data resources and data partners • Coordinate data collection, analysis, and research to inform performance management (described above)
Communications, knowledge and fundraising	<ul style="list-style-type: none"> • Coordinate stakeholder involvement and change management activities • Coordinate knowledge sharing • Manage PR and advocacy for TCRP • Coordinate fundraising efforts

Educator effectiveness initiatives will be deeply integrated into the existing operations of each CMO, and many teams and individuals involved with the project will be drawn from current staff. Each organization will adjust their structure and capacity as appropriate to execute the initiatives while maintaining ongoing operations.

Although a number of tasks will be outsourced to vendors, the tight management structure of TCRP will ensure that all work is aligned and effectively executed.

Key personnel are qualified and committed to project success

The Executive Director, CEOs, CAOs and Implementation Leads each have the training and experience required to manage a project of this size and scope. Resumes of all key personnel appear as attachments to this application.

- Jessica Yee, Executive Director.** Ms. Yee is a senior operating executive with extensive experience working for Fortune 100 companies. Her expertise is in operational responsibilities, including strategic planning, financial management, information technology, governance, human resources, internal and external communication. She has demonstrated capabilities in business planning and execution of expansion and growth initiatives. Yee has served as Chief Operating Officer for Standard Chartered Bank and American Express. She holds an M.B.A from Columbia Business School and a B.A. from University of California, Berkeley.

Table 3: TCRP Charter Management Organization Leadership

CMO	Chief Executive Officer	Chief Academic Officer	Implementation Lead
Aspire Public Schools	James Willcox	Elise Darwish	Carrie Douglass
Alliance College-Ready Public Schools	Judy Burton	Joan Massey	Valerie Braimah
Green Dot Public Schools	Marco Petruzzi	Cristina de Jesus	Jennifer Ramos
Inner City Education Foundation (ICEF)	Michael Piscal	Melissa Kaplan	John Armbrust
Partnership to Uplift Communities (PUC)	Jacqueline Elliot	Kelly Montes de Oca	Kelly Montes de Oca

Aspire Public Schools

- **James Willcox, Chief Executive Officer.** Prior to his appointment as Aspire’s CEO, Willcox was Aspire’s chief operating officer responsible for human resources, operations, facilities, fundraising and communications, ultimately helping to grow Aspire from 17 to 21 schools serving over 6,000 students. Previously, he was the founding chief operating officer for Education for Change, a principal at NewSchools Venture Fund, and a nonprofit consultant with the Bridgespan Group. He holds a B.S. from the United States Military Academy at West Point, and a M.Ed. and M.B.A from Stanford University.
- **Elise Darwish, Chief Academic Officer.** As CAO, Darwish supports principals, oversees research pertaining to instruction and assessment, and manages internal professional development programs. With over 21 years of experience in charter schools, traditional public schools and private schools, she has been a teacher, mentor teacher, assistant principal, administrator and curriculum coordinator. Darwish holds a M.Ed. in Educational Administration from San Francisco State University and a B.S. in Early Childhood Education from the University of Illinois.
- **Carrie Douglass, Implementation Lead.** Douglass currently functions as Aspire’s director of Human Resources. Prior to joining Aspire, Douglass was special assistant to the CFO of Boston Public Schools and a strategy and operations consultant at Oakland Small Schools Foundation; she has also been an elementary and high school teacher. Douglass earned a B.S. in Education from the University of Portland and a M.B.A from Boston University.

Alliance College-Ready Public Schools

- **Judy Burton, Chief Executive Officer.** Ms. Burton is an innovative educational leader with career emphasis in successful school improvement and educational reform in the Los

Angeles Unified School District (LAUSD) as a local district superintendent, central office and school level administrator, instructional and special programs adviser, coordinator, and classroom teacher. She is a recognized national speaker on “Comprehensive Reform in Low Performing Schools,” “Urban School Education Reform,” “Decentralization” and “School-Based Budgeting.” Burton has completed doctoral coursework at University of La Verne and holds a M.A. from California Lutheran College and a B.A. from UCLA.

- **Joan Massey, Chief Academic Officer.** Before joining Alliance, Ms. Massey was Assistant Superintendent of Secondary Education for Hartford Public Schools in Hartford, CT. She has also served as principal, vice principal, education director, special education coordinator, and teacher. Ms. Massey is completing a doctorate from University of Massachusetts and holds a Masters in Special Education from American International College and a B.S. from Northeastern University.
- **Valerie Braimah, Implementation Lead.** With 12 years in education, Ms. Braimah is a valued addition to the Alliance team. She was most recently the Chief Learning Officer for Insight Education Group, where she co-led strategic direction and business development initiatives. She has also served as Leadership Development Coordinator and District Evaluator for Leadership Public Schools and Regional Program Director for Youth Community Service. Braimah is also an experienced teacher. She holds a M.A and B.A. from Johns Hopkins University.

Green Dot Public Schools

- **Marco Petruzzi, Chief Executive Officer.** Originally joining Green Dot as President and Chief Operating Officer in January 2007, Petruzzi was promoted to CEO in October 2008. Prior to joining Green Dot, Petruzzi founded r3 school solutions, an organization that

provided management and administrative services to charter management organizations.

Petruzzi has 15 years of consulting experience. He holds an M.B.A. and a B.S from Columbia University.

- **Cristina de Jesus, Chief Academic Officer.** Dr. de Jesus has been with Green Dot for over 15 years, previously serving as Chief Operating Officer, Vice President of Curriculum, Director of Curriculum, Instruction and Professional Development, Principal, Mentor and National Board Certified Teacher. She holds an Ed.D. from UCLA, an M.A. from California State University, and an M.Ed. and B.A. from UCLA.
- **Jennifer Ramos, Implementation Lead.** Ms. Ramos was previously an Administrator in Residence, Science Department Chair and Teacher. She holds an M.Ed. from Columbia University, an M.S. from Drexel University, and a B.A. from University of California, Berkeley.

Inner City Education Foundation

- **Michael Piscal, Chief Executive Officer.** Piscal is the founder of ICEF. He is widely recognized for his success serving South LA youth; Piscal received an American Hero Award on ABC's Good Morning America and was named the 2005 Charter School Leader of the Year by the California Charter Schools Association. Piscal received a Bachelor's degree from Wake Forest University and was awarded an honorary Ph.D from his alma mater in 2005.
- **Melissa Kaplan, Chief Academic Officer.** Kaplan has worked with ICEF since 2003, previously serving as Director of Curriculum and Instruction, Content Area Specialist, Instructional Coach and Teacher. Kaplan was ICEF's Teacher of the Year in 2005. Kaplan holds an M.Ed. from UCLA and a B.A. from DeSales University.

- **John Armbrust, Implementation Lead.** Before being promoted to Implementation Director, Armbrust served with ICEF as Assistant Director and Math Teacher at Fernando Pullum Performing Arts High School and Math Department Chair at View Park Preparatory Charter High School. He led a fundraising effort and opened an all-girls school in Pakistan. Armbrust holds a B.S.E. from Duke University.

Partnership to Uplift Communities

- **Jacqueline Elliot, Chief Executive Officer.** Dr. Elliot was co-founder of PUC Schools. She serves as adjunct professor at Loyola Marymount University. Elliot has experience as a classroom teacher, Title I Coordinator, Curriculum Advisor and Teacher Leader. Elliot holds an Ed.D. from Fielding Graduate University, and a M.A. and B.A. from California State University, Northridge.
- **Kelly Montes de Oca, Chief Academic Officer & Implementation Lead.** In addition to serving as a leader of PUC Schools, Montes de Oca serves as faculty for the University of California San Diego and Loyola Marymount University. She previously was an Instructional Coach and Curriculum Designer for The Galef Institute and a Manager of Content and Professional Development for K12, Inc. Montes de Oca holds an M.A. from Azusa Pacific University and a B. A. from University of Southern California.

While the key personnel introduced above are instrumental to the success of every element of the reform effort, many of the initiatives are dependent upon sizable—and steadily increasing—numbers of talented implementation coaches, master teachers, and other staff to implement initiatives with fidelity, to learn new roles quickly, and to provide meaningful guidance to the teachers and principals they oversee. TCRP will address this need through sophisticated human capital management practices: 1) ensuring that each high-priority role is compelling in both

responsibilities (e.g., high level of voice and autonomy) and rewards (financial compensation and non-financial recognition), and 2) providing a significant level of organizational enthusiasm for these new roles, including regular communications from senior leadership on the priority and significance of the roles. Coaches and master teachers will be carefully selected and trained to ensure their effectiveness.

A clear plan for implementation promotes project success

Implementation of the Educator Effectiveness Project is based on a three-phase plan, in Phase 1 planning occurs during the 2010-2011 school year. Phase 2 is the start of implementation. In this phase, all elements of the plan are implemented and refined based on feedback. Phase 2 occurs during two years, from 2011-2013. Phase 3 of the project occurs in 2013-2015. During phase 3, the project reaches scale and is in full implementation across TCRP.

Through this three-phase approach, all unproven initiatives will be piloted and a rigorous evaluation will be conducted. In addition to the results of the external evaluator's implementation study, each CMO will provide ongoing, detailed reports on implementation to the executive director in order to reduce the risk of unintentional misalignment with other CMOs. The TCRP Board also will collectively develop processes for individual CMO accountability as well as a detailed approach to address any organization that falls behind.

Phase 1: Development (Year 1, 2010-11)

During this phase, the CMOs will jointly develop the new evaluation system, career path tiers, principal residency program, professional development system and professional development system. The teacher residency will train 30 teachers across TCRP. Data systems will be put in place to support the initial roll-out of the teacher and principal evaluation system and

professional development system. All core elements will be completed during the planning year so that implementation may begin in year 2.

Phase 2: Initial roll-out (Years 2-3, 2011-13)

Teachers across TCRP will be provisionally placed on the career path, the new professional development program will roll-out, and the principal residency program will start with 15 principals. Principal evaluation and differentiated compensation for teachers and principals will be piloted at five case study schools before expanding to additional schools. Programs will be refined based on early results.

Phase 3: Full roll-out (Years 4-5, 2013-15)

The new compensation structure will be implemented for 100% of teachers and principals based on two years of evaluation data. There will be full alignment between the evaluation system, the professional development program, the career path and the compensation structure. The teacher residency will reach scale with 100 residents across the five CMOs. All principal effectiveness initiatives will be fully implemented.

The implementation plan with reform strategies, activities, person responsible and timeline appears in Table 2: Educator Effectiveness Project Implementation Plan, in the Appendix.

Milestones are highlighted in blue on the chart.

The project is sustainable beyond the grant period

The total cost of TCRP's comprehensive reform effort over the next five years is [REDACTED]. Already, [REDACTED] of this amount has been secured from the Bill and Melinda Gates Foundation (part of a larger [REDACTED] investment over seven years). Funding has been

requested through Investing in Innovation (i3) for internal personnel to support the teacher evaluation initiative. In addition, if awarded, TIF would provide necessary vendor and personnel support for the *Teacher Evaluation, Career Path, Principal Effectiveness, and Professional Development* components and funding for two years of differentiated compensation at five schools. Non-TIF funds will be used for differentiated compensation for all teachers and principals across all TCRP schools in years 4 and 5 of the project.

TCRP is committed to pursuing additional financial resources to support the comprehensive reform effort. Available financial levers include philanthropic funding, public funding (e.g., through advocacy), and internal financial levers (e.g., use of technology to decrease administrative costs, repurposing existing funding streams, pursuing operational savings opportunities, leveraging economies of scale across CMOs).

In the near term, high-potential donors include the Broad, Carnegie, Dell, and Stuart Foundations; strong potential federal grants include the Investing in Innovation (i3) Fund and future Teacher Quality Partnership funds.

TCRP will leverage existing advocacy capacity and partnerships to push forward on efforts to secure funding parity for the students who attend TCRP schools. Building on the work of Families That Can, Parent Revolution, and other partner organizations, including the Gates Foundation and organizations such as EdVoice and the California Charter School Association (CCSA), TCRP will advocate for equitable funding for charter school facilities, parcel tax and

per-pupil funding. Currently in California, there is a \$ [REDACTED] per-pupil funding gap between LAUSD and the charters (National Center for Education Statistics).¹

Costs are sufficient to support the TCRP reform effort

The TCRP reform model capitalizes on the economies of scale available through partnership of five CMOs, including lower costs related to infrastructure licensing, implementation and maintenance; larger data sets and better analytics available through shared data systems; more leverage in negotiating contracts; and a larger knowledge base around teacher development and large-scale project implementation from which to draw.

In addition, TCRP proposes to leverage synergies between the Educator Effectiveness Project’s local evaluation and the Gates Foundation evaluation. The evaluator hired through TIF funding will work collaboratively with the evaluator selected by the Gates Foundation to coordinate research questions and share data. A lean evaluation budget is possible because of these synergies.

Because TIF funds are proposed to be used in seamless alignment with Gates Foundation funding and other funds secured by TCRP, an expansive reform effort can be supported. This alignment allows federal dollars to go further and have a greater impact.

Knowledge management practices contribute to widespread dissemination

TCRP is committed to enhancing capacity in the education sector through the dissemination of findings on teacher and principal effectiveness strategies by: 1) maintaining ongoing

¹ From NCES’s *Characteristics of the 100 Largest Public Elementary and Secondary School Districts in the US: 2006–07*; includes state and local revenues only; local revenues incorporate student activity fees.

relationships with school districts (e.g., LAUSD) and charters to share ideas; 2) building new partnerships with thought leaders in the sector to contribute research and qualitative information on the effectiveness of our initiatives; 3) participating fully in the Gates Foundation’s Research and Intensive Partnership; and 4) presenting at sector conferences and contributing to white papers. These efforts will enable other organizations to build on the efforts of TCRP—both what works and what does not—in order to accelerate their implementation trajectories and thus strengthen the sector broadly.

QUALITY OF LOCAL EVALUATION

The evaluation plan outlined for TCRP’s Educator Effectiveness Project is designed to provide both ongoing formative and regular summative feedback that meets stakeholder needs and provides data and information for continuous improvement. The evaluation design is a mixed methods study aligned with TCRP priorities and evaluation structures. It includes an Impact Evaluation as well as an Implementation Study. While the Implementation Study will provide fidelity of implementation data, the Impact Evaluation will provide measurement against rigorous performance metrics, outlined below.

Project goals, strategies, activities, objectives and evaluation measures are clearly aligned

The overarching goal of the Educator Effectiveness Project is as follows:

GOAL: Effectively enhance student achievement so that high-need students graduate from high school fully prepared for success in college

Two major strategies are employed to achieve this goal:

STRATEGY #1: Improve teacher effectiveness in order to compel measurable results in student achievement, graduation rates, and college readiness

STRATEGY #2: Improve principal effectiveness in order to compel measureable results in student achievement, graduation rates, and college readiness

As outlined in the Project Design section, several activities have been developed for implementation of these strategies, and all activities are aligned to support the overall goal of student achievement. Specific activities include:

- Implement residency programs for principals and teachers in the hard-to-staff areas of math and science, and other areas as appropriate to enhance recruitment of educators on a fast track to effectiveness.
- Develop teachers and principals through targeted mentoring and differentiated professional development based on evaluation results.
- Evaluate teachers and principals using a standards-based, rubric-assessed evaluation tool in conjunction with a measure of student growth based on a transparent value-added model.
- Implement career path and reward teachers systematically to develop effectiveness, positively impacting student achievement.
- Promote and reward principals systematically to ensure leadership which cultivates teacher effectiveness and student achievement.
- Recruit and retain effective teachers and principals.

A rigorous impact evaluation will provide valuable performance data

The Impact Evaluation will be conducted by an external evaluator, selected through a competitive bid process, who will conduct a mixed methods study to determine the answers to the following research questions:

1. To what extent is student achievement, graduation, and college readiness impacted by the Educator Effectiveness Project?
2. To what extent is teacher effectiveness impacted by the Educator Effectiveness Project?
3. To what extent is principal effectiveness impacted by the Educator Effectiveness Project?

The evaluation will determine project impact on student achievement

The Impact Evaluation will be guided by carefully delineated objectives and performance measures. The overall student achievement goal will be measured by state assessments, high school graduation rates, and college readiness objectives, as follows:

State assessments: The percentage of students scoring at the advanced or proficient (A/P) level on the California State Test (CST) in grades 5, 8 and 11 will improve 2-3 percentile points per year.

High school graduation rates: TCRP schools have a 95% average graduation rate using the only available measure today (leaver rate).² This measure is insufficient as it likely does not track many of our high school dropouts. With the introduction of the California Longitudinal Pupil Achievement Data (CALPADS) measure in 2010-2011, we will establish a baseline and improve upon the baseline measure by 2% of the overall rate annually, toward a goal of true 95% graduation rate.

² Leaver graduation rate = Graduates in year t / (Graduates in year $t + 12^{\text{th}}$ grade dropouts in year $t + 11^{\text{th}}$ grade dropouts in year $t-1 + 10^{\text{th}}$ grade dropouts in year $t-2 + 9^{\text{th}}$ grade dropouts in year $t-3$); Green Dot was used for the analysis as it is the largest source of high school student data available.

College readiness: College readiness will be measured through California’s Early Assessment Program (EAP), the amount of University of California (UC) credit earned by students prior to high school graduation, and Advanced Placement (AP) credit earned. By 2014, TCRP expects 25% of students to graduate with a score of 3, 4 or 5 on at least one AP test or earn three UC-approved credits, 15% of students to pass the Math EAP and 20% to pass the ELA EAP.

Currently only 5% of the students pass the Math EAP and 8% pass the ELA EAP. By the close of the grant, TCRP will surpass the California average of 20% of students passing at least one AP exam by graduation.

To determine these measures, the EAP performance of current Advanced and Proficient students was examined; currently 80-100% of Advanced and 20-50% of Proficient students pass the EAP. Using these assumptions, college readiness for the class of 2014 was projected to be approximately 25%. This metric represents a truly rigorous and ambitious definition for “college readiness.”

For year-by-year performance measures related to these objectives, see Table 3: Student Impact, outlining these performance metrics in the Appendix.

The evaluation will determine project impact on teacher effectiveness

In addition to a focus on the results of the project on student metrics, the evaluation will focus on performance objectives and measures related to teacher effectiveness. By increasing teacher effectiveness, TCRP intends to have a direct impact on student success. Specifically, the following objectives are set:

Teacher effectiveness: 40% of teachers at schools in existence today and 30% of teachers in schools opened in the future will be highly effective by the close of the grant period. The

differences in benchmarks acknowledge the fact that as a group, TCRP will be growing during the course of the grant; it is anticipated that some highly effective teachers will work to help open new schools across the CMO but that new schools opened after the 2008-09 school year will need time to build their teaching force of highly effective teachers.

Additionally, 50% of residency graduates will be on track toward meeting effectiveness measures after their first year of teaching.

Strategic assignments: (a) Over one third of highest-need students' classes will be taught by highly effective teachers, (b) The highest-need students will be taught by at least one highly effective teacher per year, and (c) Highly effective teachers will spend at least 30% of their time teaching the highest-need students.

Each of these objectives is developed into yearly performance measures in Table 4, Teacher Impact, in the Appendix.

The evaluation will determine project impact on principal effectiveness

Principal effectiveness will be developed through multiple activities including a revised principal evaluation that significantly weights student achievement measures, reformed compensation paths for principals, differentiated support and professional development, and establishment of a principal residency. A principal residency is currently being developed to provide quality leadership for schools. The principal evaluation will link leadership performance and pay to the resulting teacher effectiveness and student achievement. Promotion for principals is found in a principal career path, where highly effective principals may become mentor principals, transformation school principals, or cluster directors.

By the close of the grant, 40% of principals in schools opened by SY 2009-2010 will be highly effective and 30% of principals in new schools will be highly effective. *For year-by-year performance measures, see Table 5: Principal Impact, in the Appendix.*

TCRP's three focus areas for the Educator Effectiveness Project are interdependent: In order to achieve any one goal, progress must be made toward all three goals and their objectives. The impact evaluation will measure student achievement, while providing ongoing feedback on the effectiveness of both teachers and principals.

The evaluation will also provide implementation data for continuous improvement

The evaluation will drive improvement and fine-tuning of the project by examining the implementation of the elements of the Educator Effectiveness Project. The following metrics, as well as the implementation plan outlined in the Adequacy of Support section and detailed in the Appendix, provide targets for implementation of the project. *See Table 6, The Teacher Effectiveness Project Implementation Performance Measures, Appendix page 13 for year-by-year performance measures.*

Using varied research methods (observations, interviews, focus groups and qualitative case studies), the evaluator will provide regular feedback on the following research questions that will guide the Implementation Study:

1. Is the project operating on timeline and within budget? Are milestones being met?
2. How do key stakeholders perceive the new policies and practices? How do their perceptions influence the implementation?
3. What conditions present challenges to full implementation? How consistent is the implementation across school sites? What factors influence variation?

4. How are new policies and professional development producing observable changes in practice in schools and classrooms?
5. Which policies and practices have the greatest impact on teacher effectiveness and student achievement?
6. How is the retention of effective teachers influenced by the new policies and practices?
7. Do teachers and principals recruited through the residency program become effective? Are they retained?
8. Has recruitment of teachers for difficult to staff subjects (math, science) improved? Is recruitment impacted by the new policies and practices?

To answer these questions, during the first year, the focus of the evaluation will be to develop an understanding of all components of the program, develop relationships with key stakeholders, establish data sharing and access agreements and determine baseline measures (current teaching practices, teacher retention data, and preliminary teacher effectiveness ratings). Throughout the five years of the project, the evaluator will also observe key planning meetings and training events and will conduct focus groups with teachers and principals in TIF-eligible schools to assess the breadth and depth of the implementation.

The most rigorous formative examination of program implementation will be through case studies. In the first year, five early adopter (pilot) school sites will be the focus, as new teacher evaluation systems are piloted. In years two and three, as the initiative is rolled out to all schools, these five schools will pilot differentiated compensation and other untested elements of the reform initiative. To maintain a focus on the project outcome goals, the evaluation will examine the relationship between the project supports, implementation, changes in school culture and instructional practices, and the outcome measures of teacher and principal effectiveness, student

achievement gains, graduation rates, and college readiness. Sample schools will be selected in collaboration with project leaders from among TIF-eligible schools. Because the outcome measures are strongly focused on high school performance, sample selection will be heavily weighted toward high schools. However, at least one elementary and one middle school will be included to assess the implementation process across all schools.

The project plan includes sufficient resources to carry out the evaluation

The local evaluation is funded at over [REDACTED] over five years. This amount is sufficient for the evaluation due to the fact that this evaluation plan will be nested within a comprehensive seven-year, \$ [REDACTED] evaluation conducted by the Bill & Melinda Gates Foundation. The Gates evaluation is a multi-year, mixed-methods, quasi-experimental evaluation of their Intensive Partnership sites—including the CMOs that comprise TCRP. It is designed with the goal of understanding 1) whether and how sites are undertaking the changes in policy/practice they have committed to implement and 2) whether and to what extent these changes serve to accelerate improvements in the teaching force and student achievement. The Gates evaluation includes three core component studies: an Implementation Study; an Outcomes/Impact Study and a Replication and Scaling Study.

The evaluation will be conducted by a high-quality evaluator

TCRP will partner with an external evaluator experienced in education evaluation, quantitative analysis, and qualitative research. In order to select the best possible evaluator for this project, TCRP will release a Request for Proposal (RFP) and seek bids from well-established social impact evaluation firms. The evaluator will be expected to coordinate with the Gates Foundation evaluator to take advantage of economies of scale and to ensure that work is not duplicated.

With a high-quality evaluation that provides clear impact data and implementation data for continuous improvement, expert personnel to manage the project, sufficient funding, and a comprehensive plan for reform, The College-Ready Promise is poised to deliver impressive outcomes with high-need students. Through the Educator Effectiveness Project, the achievement gap will close and high-need students will graduate ready to succeed in college.

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **High-Need Schools Documentation** Pages: **29** Uploaded File: **I:\TIF\High-Need Schools Documentation.pdf**

TABLE OF CONTENTS

High-Need Schools Documentation.....	2
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In this table, you will find information about each TIF-eligible school within TCRP, including the percent of students qualifying for Free and Reduced Priced Lunch (FRPL).

School Comparison Data.....	11
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In this table, TIF-eligible schools that opened in 2008 or prior are compared to schools that have been matched by school type (e.g., K-8, middle, high) and socio-economic disadvantage, using the federal level of poverty that includes free and reduced priced lunch and a measure of parent education level. The comparison uses the percentage of students proficient for AYP data – the California Standards Test for elementary and middle school and the California High School Exit exam for high school. Each TIF-eligible school is demonstrated to have considerable room for improvement to match the performance of similar schools in the state.

School District Status.....	18
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This document includes the text of California Education Code that establishes the charter schools of TCRP as LEAs for the purposes of federal funding.

501(c)(3) Tax Exempt Status.....	19
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These letters establish each of the five TCRP CMOs as tax exempt with 501(c)(3) status.

HIGH-NEED SCHOOLS DOCUMENTATION

TIF-Eligible Schools

CMOs and LEAs	Grades	Location	Enrollment	Founded	2008 API	2009 API	Growth	Met Target?	% FRPL
Alliance									
Christine O'Donovan Middle Academy	6-8	Los Angeles, CA	270	2008	N/A	725	B	N/A	94%
College Ready Academy HS #11	9-12	Los Angeles, CA	TBD	2010	N/A	N/A	N/A	N/A	Feeders: Markham MS Edison MS Drew OMS Southeast MS Gompers MS All 90-95%
College Ready Middle Academy #4	6-8	Los Angeles, CA	143	2009	N/A	N/A	N/A	N/A	94%
College Ready Middle Academy #5	6-8	Los Angeles, CA	122	2009	N/A	N/A	N/A	N/A	97%
Environmental Science & Technology HS	9-12	Los Angeles, CA	129	2009	N/A	N/A	N/A	N/A	92%

Health Services Academy HS	9-12	Los Angeles, CA	119	2009	N/A	N/A	N/A	N/A	N/A	91%
Media Arts and Entertainment HS	9-12	Los Angeles, CA	124	2009	N/A	N/A	N/A	N/A	N/A	90%

School	Grades	Location	Enrollment	Founded	API		Actual Growth	Met Target?	% FRPL
					2008	2009			
Aspire									
Aspire Alexander Twilight College Preparatory Academy	K-8	Sacramento, CA	343	2009	N/A	N/A	N/A	N/A	71%
Aspire Benjamin Holt College Preparatory Academy	6-12	Stockton, CA	573	2003	843	860	17	Yes	33% Feeder: Aspire River Oaks Charter School – 59%
Aspire East Palo Alto Phoenix Academy	9-12	East Palo Alto, CA	134	2008	N/A	674	N/A	N/A	91%

Aspire ERES Academy	K-8	Oakland, CA	217	2009	N/A	N/A	N/A	N/A	N/A	97%
Aspire Huntington Park Charter School	K-5	Huntington Park, CA	202	2008	N/A	818	N/A	N/A	N/A	93%
Aspire Junior Collegiate Academy	K-6	Huntington Park, CA	280	2007	768	795	27	Yes	96%	
Aspire Langston Hughes Academy	6-9	Stockton, CA	266	2008	N/A	738	N/A	N/A	77%	
Aspire Millsmont Secondary Academy	6-11	Oakland, CA	266	2008	N/A	666	N/A	N/A	83%	
Aspire Port City Academy	K-5	Stockton, CA	261	2007	779	837	58	Yes	75%	
Aspire Titan Academy	K-5	Huntington Park, CA	254	2009	N/A	N/A	N/A	N/A	98%	

CMOs and LEAs	Grades	Location	Enrollment		Founded	2008		2009		Growth	Met Target?	% FRPL
			API	Enrollment		API	API	API	API			
Green Dot												
Animo Inglewood	9-12	Inglewood, CA	544	2002	724	703	-21	No	72%			
Animo Locke 1 College Preparatory Academy	9-10	Los Angeles, CA	322	2008	N/A	480	N/A	N/A	96%			
Animo Locke 2 College Preparatory Academy	9-10	Los Angeles, CA	306	2008	N/A	572	N/A	N/A	99%			
Animo Locke 3 College Preparatory Academy	9-10	Los Angeles, CA	289	2008	N/A	504	N/A	N/A	91%			
Animo Locke 4	10-12	Los Angeles, CA	228	2008	N/A	491	N/A	N/A	90%			
Animo Locke ACE Academy	9	Los Angeles, CA	120	2009	N/A	N/A	N/A	N/A	96%			
Locke Launch to College Academies	11-12	Los Angeles, CA	1,043	2008	N/A	710	N/A	N/A	87%			

CMOs and LEAs	Grades	Location	Enrollment	Founded	2008		2009		Growth	Met	% FRPL
					API	API	API	API			
ICEF											
Fernando Pullum Performing Arts High	9-10	Los Angeles, CA	142	2009	N/A	N/A	N/A	N/A	N/A	N/A	64.0%
Frederick Douglass Academy Elementary	K-2	Los Angeles, CA	106	2008	N/A	N/A	N/A	N/A	N/A	N/A	87.5%
Frederick Douglass Academy High School	9-12	Los Angeles, CA	329	2006	662	631	-31	N/A	N/A	N/A	43.4%
Frederick Douglass Academy Middle School	6-8	Los Angeles, CA	309	2006	731	719	-12	N/A	N/A	N/A	72.9%
ICEF Inglewood Elementary Academy	K-5	Inglewood, CA	198	2009	N/A	N/A	N/A	N/A	N/A	N/A	70.0%

ICEF Inglewood Middle Academy	6-7	Inglewood, CA	129	2009	N/A	N/A	N/A	N/A	N/A	74.6%
ICEF Vista Elementary Academy	K-5	Los Angeles, CA	288	2008	N/A	767	N/A	N/A	N/A	83.3%
ICEF Vista Middle Academy	6-8	Los Angeles, CA	193	2008	N/A	732	N/A	N/A	N/A	68.6%
Lou Dantzler Preparatory Elementary School	K-2	Los Angeles, CA	148	2008	N/A	N/A	N/A	N/A	N/A	87.4%
Lou Dantzler Preparatory High School	9-11	Los Angeles, CA	261	2007	663	676	13	Yes	Yes	49.5%
Lou Dantzler Preparatory Middle School	6-8	Los Angeles, CA	316	2007	702	753	51	Yes	Yes	Feeder: Lou Dantzler Preparatory Middle - 63.6% 63.6%
Thurgood Marshall Middle School	6-8	Los Angeles, CA	255	2007	703	692	-11	No	No	78.9%

View Park Preparatory High School	9-12	Los Angeles, CA	375	2003	651	714	63	Yes	35.6%	Feeder: View Park Preparatory Middle is 52%
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CMOs and LEAs	Grades	Location	Enrollment	Founded	2008 API	2009 API	Gro with	Met Target?	% FRPL
PUC									
CALS Charter Middle School	6-8	Los Angeles, CA	289	2000	767	798	31	Yes	80.6%
Community Charter Middle School	6-8	Lakeview Terrace, CA	312	1999	717	696	-21	No	73.4%
CALS Early College High School	9-12	Los Angeles, CA	289	2003	723	732	9	Yes	84.7%
Community Charter Early College High School	9-12	Lakeview Terrace, CA	414	2004	677	713	36	Yes	80.7%
Excel Charter Academy	6-8	Los Angeles, CA	299	2006	701	770	69	Yes	91.9%
Lakeview Charter Academy	6-7	Lakeview Terrace, CA	307	2004	801	828	27	Yes	87.3%
Triumph Charter Academy	6-8	San Fernando, CA	253	2007	626	663	37	Yes	90.9%

Santa Rosa Charter Academy	TBD	Los Angeles, CA	98	2010	N/A	N/A	N/A	N/A	N/A	80.6%
Nueva Esperanza Charter Academy	TBD	San Fernando, CA	108	2010	N/A	N/A	N/A	N/A	N/A	85%

SCHOOL COMPARISON DATA

In this table, TIF-eligible schools that opened in 2008 or prior are compared to schools that have been matched by school type (e.g., K-8, middle, high) and socio-economic disadvantage, using the federal level of poverty that includes free and reduced priced lunch and a measure of parent education level. The comparison uses the percentage of students proficient for AYP data – the California Standards Test for elementary and middle school and the California High School Exit exam for high school.

School Name	LEA	% Soc Dis	% Prof ELA	% Prof Math
Aspire Benjamin Holt College Preparatory Academy	Aspire Public Schools	30.1	71.2	66.8
Richardson Prep High	San Bernardino City Unified	71.1	85.8	84.7
Edison Computech	Fresno Unified	61.7	89.4	77.8
Oakland Charter Academy	Oakland Unified	100.0	78.6	87.6
Oak Avenue Intermediate	Temple City Unified	37.8	79.6	81.0
Vista Magnet Middle School of Technology, Science	Vista Unified	49.5	75.8	77.4
Aspire East Palo Alto Phoenix Academy	Aspire Public Schools	100.0	12.5	0.0
American Indian Public High	Oakland Unified	96.3	100.0	100.0
Oakland Charter High	Oakland Unified	90.9	100.0	95.5
Preuss School UCSD	San Diego Unified	100.0	85.4	80.6
Hayfork High	Mountain Valley Unified	85.7	70.8	73.1
Bright Star Secondary Charter Academy	Los Angeles Unified	92.9	64.3	71.4
Aspire Huntington Park Charter School	Aspire Public Schools	92.9	45.5	70.7
Lincoln Elementary	Oakland Unified	77.8	79.7	95.6
Sixth Street Prep	Victor Elementary	91.4	80.3	94.2
Rocketship Mateo Sheedy Elementary	Santa Clara County Office of Ed	84.6	80.5	91.3
American Indian Public Charter School II	Oakland Unified	93.2	81.4	84.1
Solano Avenue Elementary	Los Angeles Unified	76.8	74.1	86.4
Aspire Junior Collegiate Academy	Aspire Public Schools	96.7	45.1	68.1
Lincoln Elementary	Oakland Unified	77.8	79.7	95.6
Sixth Street Prep	Victor Elementary	91.4	80.3	94.2
Rocketship Mateo Sheedy Elementary	Santa Clara County Office of Ed	84.6	80.5	91.3
American Indian Public Charter School II	Oakland Unified	93.2	81.4	84.1
Hayfork Valley Elementary	Mountain Valley Unified	83.8	83.3	75.0

School Name	LEA	% Soc Dis	% Prof ELA	% Prof Math
Aspire Langston Hughes Academy	Aspire Public Schools	75.5	41.0	49.2
American Indian Public High	Oakland Unified	96.3	100.0	100.0
Oakland Charter High	Oakland Unified	90.9	100.0	95.5
Harbor Teacher Preparation Academy	Los Angeles Unified	63.5	88.1	94.0
KIPP San Jose Collegiate	East Side Union High	75.0	92.2	81.8
Hawthorne Math and Science Academy	Hawthorne	78.1	78.4	90.5
Aspire Millsmont Secondary Academy	Aspire Public Schools	74.1	28.0	39.0
American Indian Public High	Oakland Unified	96.3	100.0	100.0
Oakland Charter High	Oakland Unified	90.9	100.0	95.5
Harbor Teacher Preparation Academy	Los Angeles Unified	63.5	88.1	94.0
KIPP San Jose Collegiate	East Side Union High	75.0	92.2	81.8
Hawthorne Math and Science Academy	Hawthorne	78.1	78.4	90.5
Aspire Port City Academy	Aspire Public Schools	71.3	57.6	83.5
Lincoln Elementary	Oakland Unified	77.8	79.7	95.6
Sixth Street Prep	Victor Elementary	91.4	80.3	94.2
Rocketship Mateo Sheedy Elementary	Santa Clara County Office of Ed	84.6	80.5	91.3
Robert Louis Stevenson Elementary	San Francisco Unified	60.6	79.8	91.1
American Indian Public Charter School II	Oakland Unified	93.2	81.4	84.1
Christine O'Donovan Middle Academy	Alliance College-Ready Public Schools	97.1	37.5	35.8
Oakland Charter Academy	Oakland Unified	100.0	78.6	87.6
KIPP Los Angeles College Preparatory	Los Angeles Unified	81.6	57.0	64.3
Stella Middle Charter Academy	Los Angeles Unified	95.6	57.6	57.3
Muscatel Middle	Rosemead Elementary	81.3	58.6	54.7
KIPP Adelante	San Diego Unified	100.0	53.6	59.4

School Name	LEA	% Soc Dis	% Prof ELA	% Prof Math
Animo Inglewood Charter High	Green Dot Public Schools	99.3	54.3	55.1
American Indian Public High	Oakland Unified	96.3	100.0	100.0
Oakland Charter High	Oakland Unified	90.9	100.0	95.5
Preuss School UCSD	San Diego Unified	100.0	85.4	80.6
Hayfork High	Mountain Valley Unified	85.7	70.8	73.1
Bright Star Secondary Charter Academy	Los Angeles Unified	92.9	64.3	71.4
Animo Locke 1 College Preparatory Academy	Green Dot Public Schools	97.2	12.1	1.4
American Indian Public High	Oakland Unified	96.3	100.0	100.0
Oakland Charter High	Oakland Unified	90.9	100.0	95.5
Hawthorne Math and Science Academy	Hawthorne	78.1	78.4	90.5
Preuss School UCSD	San Diego Unified	100.0	85.4	80.6
Hayfork High	Mountain Valley Unified	85.7	70.8	73.1
Animo Locke 2 College Preparatory Academy	Green Dot Public Schools	96.6	15.8	3.9
American Indian Public High	Oakland Unified	96.3	100.0	100.0
Oakland Charter High	Oakland Unified	90.9	100.0	95.5
Hawthorne Math and Science Academy	Hawthorne	78.1	78.4	90.5
Preuss School UCSD	San Diego Unified	100.0	85.4	80.6
Hayfork High	Mountain Valley Unified	85.7	70.8	73.1
Animo Locke 3 College Preparatory Academy	Green Dot Public Schools	92.5	13.9	2.7
American Indian Public High	Oakland Unified	96.3	100.0	100.0
Oakland Charter High	Oakland Unified	90.9	100.0	95.5
KIPP San Jose Collegiate	East Side Union High	75.0	92.2	81.8
Hawthorne Math and Science Academy	Hawthorne	78.1	78.4	90.5
Preuss School UCSD	San Diego Unified	100.0	85.4	80.6
Frederick Douglass Academy Elementary	ICEF Public Schools	0.0	49.1	57.4
William Faria Elementary	Cupertino Union	0.8	98.4	99.5
Murdock-Portal Elementary	Cupertino Union	0.3	98.0	98.6
Jensen Ranch Elementary	Castro Valley Unified	4.2	96.9	98.4
West Hillsborough	Hillsborough City Elementary	0.4	97.2	97.6
Manchester Gate	Fresno Unified	40.1	97.2	97.2

School Name	LEA	% Soc Dis	% Prof ELA	% Prof Math
Frederick Douglass Academy High	ICEF Public Schools	45.8	36.1	25.0
American Indian Public High	Oakland Unified	96.3	100.0	100.0
California Academy of Mathematics and Science	Long Beach Unified	43.6	98.7	98.7
Oakland Charter High	Oakland Unified	90.9	100.0	95.5
Lowell High	San Francisco Unified	37.2	97.0	98.4
Middle College High	Lodi Unified	45.2	96.8	93.5
Frederick Douglass Academy Middle	ICEF Public Schools	72.4	43.3	36.8
Richardson Prep Hi	San Bernardino City Unified	71.1	85.8	84.7
Edison Computech	Fresno Unified	61.7	89.4	77.8
Oakland Charter Academy	Oakland Unified	100.0	78.6	87.6
Sarah McGarvin Intermediate	Garden Grove Unified	64.2	76.0	73.1
Roosevelt Middle	San Francisco Unified	75.9	67.7	75.4
ICEF Vista Elementary Academy	ICEF Public Schools	72.8	50.0	59.4
Lincoln Elementary	Oakland Unified	77.8	79.7	95.6
Sixth Street Prep	Victor Elementary	91.4	80.3	94.2
Rocketship Mateo Sheedy Elementary	Santa Clara County Office of Ed	84.6	80.5	91.3
Robert Louis Stevenson Elementary	San Francisco Unified	60.6	79.8	91.1
American Indian Public Charter School II	Oakland Unified	93.2	81.4	84.1
ICEF Vista Middle Academy	ICEF Public Schools	53.2	39.1	34.6
Richardson Prep Hi	San Bernardino City Unified	71.1	85.8	84.7
Edison Computech	Fresno Unified	61.7	89.4	77.8
Oakland Charter Academy	Oakland Unified	100.0	78.6	87.6
Vista Magnet Middle School of Technology, Science	Vista Unified	49.5	75.8	77.4
Sarah McGarvin Intermediate	Garden Grove Unified	64.2	76.0	73.1
Lou Dantzler Preparatory Elementary	ICEF Public Schools	0.0	49.1	57.4
William Faria Elementary	Cupertino Union	0.8	98.4	99.5
Murdock-Portal Elementary	Cupertino Union	0.3	98.0	98.6
Jensen Ranch Elementary	Castro Valley Unified	4.2	96.9	98.4
West Hillsborough	Hillsborough City Elementary	0.4	97.2	97.6
Manchester Gate	Fresno Unified	40.1	97.2	97.2

School Name	LEA	% Soc Dis	% Prof ELA	% Prof Math
Lou Dantzler Preparatory High	ICEF Public Schools	63.3	52.9	32.6
Richardson Prep Hi	San Bernardino City Unified	71.1	85.8	84.7
Edison Computech	Fresno Unified	61.7	89.4	77.8
Oakland Charter Academy	Oakland Unified	100.0	78.6	87.6
Sarah McGarvin Intermediate	Garden Grove Unified	64.2	76.0	73.1
Westside Preparatory Charter	Twin Rivers Unified	54.3	81.5	65.2
Lou Dantzler Preparatory Middle	ICEF Public Schools	56.3	38.7	28.2
American Indian Public High	Oakland Unified	96.3	100.0	100.0
Oakland Charter High	Oakland Unified	90.9	100.0	95.5
Middle College High	Lodi Unified	45.2	96.8	93.5
Harbor Teacher Preparation Academy	Los Angeles Unified	63.5	88.1	94.0
Anderson W. Clark Magnet High	Glendale Unified	47.0	83.9	91.9
Thurgood Marshall Middle	ICEF Public Schools	71.1	32.4	25.4
Richardson Prep Hi	San Bernardino City Unified	71.1	85.8	84.7
Edison Computech	Fresno Unified	61.7	89.4	77.8
Oakland Charter Academy	Oakland Unified	100.0	78.6	87.6
Sarah McGarvin Intermediate	Garden Grove Unified	64.2	76.0	73.1
Roosevelt Middle	San Francisco Unified	75.9	67.7	75.4
View Park Preparatory High	ICEF Public Schools	46.9	42.1	46.3
American Indian Public High	Oakland Unified	96.3	100.0	100.0
California Academy of Mathematics and Science	Long Beach Unified	43.6	98.7	98.7
Oakland Charter High	Oakland Unified	90.9	100.0	95.5
Lowell High	San Francisco Unified	37.2	97.0	98.4
Middle College High	Lodi Unified	45.2	96.8	93.5
CALS Charter Middle School	Partnerships to Uplift Communities	84.7	43.5	53.7
Richardson Prep Hi	San Bernardino City Unified	71.1	85.8	84.7
Oakland Charter Academy	Oakland Unified	100.0	78.6	87.6
Roosevelt Middle	San Francisco Unified	75.9	67.7	75.4
Wilder's Preparatory Academy Charter Middle	Inglewood Unified	68.2	77.1	63.5
Warner Middle	Westminster Elementary	73.1	62.4	63.2

School Name	LEA	% Soc Dis	% Prof ELA	% Prof Math
CALS Early College High School	Partnerships to Uplift Communities	78.8	39.8	45.8
American Indian Public High	Oakland Unified	96.3	100.0	100.0
Oakland Charter High	Oakland Unified	90.9	100.0	95.5
Harbor Teacher Preparation Academy	Los Angeles Unified	63.5	88.1	94.0
KIPP San Jose Collegiate	East Side Union High	75.0	92.2	81.8
Hawthorne Math and Science Academy	Hawthorne	78.1	78.4	90.5
Community Charter Early College High School	Partnerships to Uplift Communities	86.9	36.9	47.1
American Indian Public High	Oakland Unified	96.3	100.0	100.0
Oakland Charter High	Oakland Unified	90.9	100.0	95.5
KIPP San Jose Collegiate	East Side Union High	75.0	92.2	81.8
Hawthorne Math and Science Academy	Hawthorne	78.1	78.4	90.5
Preuss School UCSD	San Diego Unified	100.0	85.4	80.6
Community Charter Middle School	Partnerships to Uplift Communities	83.7	39.4	28.7
Richardson Prep Hi	San Bernardino City Unified	71.1	85.8	84.7
Oakland Charter Academy	Oakland Unified	100.0	78.6	87.6
Roosevelt Middle	San Francisco Unified	75.9	67.7	75.4
Wilder's Preparatory Academy Charter Middle	Inglewood Unified	68.2	77.1	63.5
Warner Middle	Westminster Elementary	73.1	62.4	63.2
Excel Charter Academy	Partnerships to Uplift Communities	93.8	47.9	38.9
Oakland Charter Academy	Oakland Unified	100.0	78.6	87.6
Roosevelt Middle	San Francisco Unified	75.9	67.7	75.4
KIPP Los Angeles College Preparatory	Los Angeles Unified	81.6	57.0	64.3
Alamitos Intermediate	Garden Grove Unified	75.6	56.6	58.8
Stella Middle Charter Academy	Los Angeles Unified	95.6	57.6	57.3
Lakeview Charter Academy	Partnerships to Uplift Communities	88.4	54.4	62.8
Richardson Prep Hi	San Bernardino City Unified	71.1	85.8	84.7
Oakland Charter Academy	Oakland Unified	100.0	78.6	87.6
Roosevelt Middle	San Francisco Unified	75.9	67.7	75.4
Warner Middle	Westminster Elementary	73.1	62.4	63.2
KIPP Los Angeles College Preparatory	Los Angeles Unified	81.6	57.0	64.3

School Name	LEA	% Soc Dis	% Prof ELA	% Prof Math
Triumph Charter Academy	Partnerships to Uplift Communities	92.7	19.6	36.1
Oakland Charter Academy	Oakland Unified	100.0	78.6	87.6
Roosevelt Middle	San Francisco Unified	75.9	67.7	75.4
KIPP Los Angeles College Preparatory	Los Angeles Unified	81.6	57.0	64.3
Donald S. Jordan Intermediate	Garden Grove Unified	73.6	64.5	56.0
Alamitos Intermediate	Garden Grove Unified	75.6	56.6	58.8

By law, TCRP's charter schools have school district status.

California Education Code
Section 47636(a)(1)

47636. (a) This chapter may not be construed to prevent charter schools from applying for, or receiving, operational funding under state or federal categorical programs, the funding of which is not included in the computation of the block grant entitlement. Unless specifically prohibited, a charter school shall only apply for federal or state categorical programs as follows:

(1) A charter school that elects to receive its funding directly, pursuant to Section 47651, may apply for federal and state categorical programs individually. Except as otherwise provided in this chapter, for purposes of determining eligibility for, and allocations of federal or state categorical aid, a charter school that applies individually shall be deemed to be a school district.

Internal Revenue Service

Date: January 24, 2006

ASPIRE PUBLIC SCHOOLS
% MICHAEL BARR
426 17TH ST # 200
OAKLAND CA 94612-2820

Department of the Treasury
P. O. Box 2508
Cincinnati, OH 45201

Person to Contact:

Ms. Lumpkins # 31-08344
Customer Service Representative

Toll Free Telephone Number:

877-829-5500

Federal Identification Number:

94-3311088

Dear Sir:

This is in response to your request of January 24, 2006, regarding your organization's tax-exempt status.

In December 1999 we issued a determination letter that recognized your organization as exempt from federal income tax. Our records indicate that your organization is currently exempt under section 501(c)(3) of the Internal Revenue Code.

Our records indicate that your organization is also classified as a school under sections 509(a)(1) and 170(b)(1)(A)(ii) of the Internal Revenue Code.

Our records indicate that contributions to your organization are deductible under section 170 of the Code, and that you are qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Internal Revenue Code.

If you have any questions, please call us at the telephone number shown in the heading of this letter.

Sincerely,



Janna K. Skufca, Director, TE/GE
Customer Account Services

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: MAR 23 2004

Employer Identification Number:

DLN:

ALLIANCE FOR COLLEGE-READY PUBLIC
SCHOOLS
523 W 6TH STE STE 1234
LOS ANGELES, CA 90014-0000

Contact Person:

DAN W BERRY

ID# 31122

Contact Telephone Number:

(877) 829-5500

Public Charity Status:

70(b)(1)(A)(vi)

Dear Applicant:

Our letter dated JANUARY 2001, stated you would be exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code, and you would be treated as a public charity during an advance ruling period.

Based on our records and on the information you submitted, we are pleased to confirm that you are exempt under section 501(c)(3) of the Code, and you are classified as a public charity under the Code section listed in the heading of this letter.

Publication 557, Tax-Exempt Status for Your Organization, provides detailed information about your rights and responsibilities as an exempt organization. You may request a copy by calling the toll-free number for forms, (800) 829-3676. Information is also available on our Internet Web Site at www.irs.gov.

If you have general questions about exempt organizations, please call our toll-free number shown in the heading between 8:00 a.m. - 6:30 p.m. Eastern time.

Please keep this letter in your permanent records.

Sincerely,


Lois G. Lerner
Director, Exempt Organizations
Rulings and Agreements

Letter 1050 (DO/CG)

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **OCT 11 2001**

GREEN DOT EDUCATIONAL PROJECT
C/O DARRYL W CLUSTER
GREEBERG GLUSKER FIELDS CLAMAN
1900 AVE OF THE STARS STE 2100
LOS ANGELES, CA 90067-0000

Employer Identification Number:

05-4670811

DLN:

Contact Person:

DIANE M TONNIS

ID# 31361

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Form 990 Required:

Yes

Addendum Applies:

Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c) (3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a) (1) and 170(b) (1) (A) (ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, if you are involved in an excess benefit transaction, that transaction might be subject to the excise taxes of section 4958. Additionally, you are not automatically exempt from other federal excise taxes. If you have any questions about excise, employment, or other federal taxes, please contact your key district office.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a) (1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the

Letter 947 (DO/CG)

GREEN DOT EDUCATIONAL PROJECT

part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

In the heading of this letter we have indicated whether you must file Form 990, Return of Organization Exempt From Income Tax. If Yes is indicated, you are required to file Form 990 only if your gross receipts each year are normally more than \$25,000. However, if you receive a Form 990 package in the mail, please file the return even if you do not exceed the gross receipts test. If you are not required to file, simply attach the label provided, check the box in the heading to indicate that your annual gross receipts are normally \$25,000 or less, and sign the return.

If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$20 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$10,000 or 5 percent of your gross receipts for the year, whichever is less. For organizations with gross receipts exceeding \$1,000,000 in any year, the penalty is \$100 per day per return, unless there is reasonable cause for the delay. The maximum penalty for an organization with gross receipts exceeding \$1,000,000 shall not exceed \$50,000. This penalty may also be charged if a return is not complete, so be sure your return is complete before you file it.

You are required to make your annual information return, Form 990 or Form 990-EZ, available for public inspection for three years after the later of the due date of the return or the date the return is filed. You are also required to make available for public inspection your exemption application, any supporting documents, and your exemption letter. Copies of these documents are also required to be provided to any individual upon written or in person request without charge other than reasonable fees for copying and postage. You may fulfill this requirement by placing these documents on the Internet. Penalties may be imposed for failure to comply with these requirements. Additional information is available in Publication 557, Tax-Exempt Status for Your Organization, or you may call our toll free number shown above.

GREEN DOT EDUCATIONAL PROJECT

You are not required to file federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

We have sent a copy of this letter to your representative as indicated in your power of attorney.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.

Sincerely yours,

A solid black rectangular box redacting the signature of Steven T. Miller.

Steven T. Miller
Director, Exempt Organizations

GREEN DOT EDUCATIONAL PROJECT

You are not subject to the specific publishing, reporting, and recordkeeping requirements of Revenue Procedure 75-50, 1975-2 C.B., Page 587, so long as you operate as a charter school. If your method of operation changes to the extent that your charter is terminated, canceled or not renewed, you should notify us. You will then be required to comply with Revenue Procedure 75-50.

INTERNAL REVENUE SERVICE
DISTRICT DIRECTOR
2 CUPANIA CIRCLE
MONTEREY PARK, CA 91755-7406

DEPARTMENT OF THE TREASURY

Date: MAY 15 1996

Employer Identification Number:
[REDACTED]

Case Number:
[REDACTED]

INNER CITY EDUCATION FOUNDATION
C/O JOHN O'HALLORAN, ESQ.
GIBSON, DUNN & CRUTCHER
2029 CENTURY PARK EAST, SUITE 4000
LOS ANGELES, CA 90067

Contact Person:
CAROLYN TSCHOPIK
Contact Telephone Number:
(213) 725-7002

Accounting Period Ending:
June 30

Form 990 Required:
Yes

Addendum Applies:
Yes

Dear Applicant:

Based on information supplied, and assuming your operations will be as stated in your application for recognition of exemption, we have determined you are exempt from Federal income tax under section 501(a) of the Internal Revenue Code as an organization described in section 501(c)(3).

We have further determined that you are not a private foundation within the meaning of section 509(a) of the Code, because you are an organization described in sections 509(a)(1) and 170(b)(1)(A)(ii).

If your sources of support, or your purposes, character, or method of operation change, please let us know so we can consider the effect of the change on your exempt status and foundation status. In the case of an amendment to your organizational document or bylaws, please send us a copy of the amended document or bylaws. Also, you should inform us of all changes in your name or address.

As of January 1, 1984, you are liable for taxes under the Federal Insurance Contributions Act (social security taxes) on remuneration of \$100 or more you pay to each of your employees during a calendar year. You are not liable for the tax imposed under the Federal Unemployment Tax Act (FUTA).

Since you are not a private foundation, you are not subject to the excise taxes under Chapter 42 of the Code. However, you are not automatically exempt from other Federal excise taxes. If you have any questions about excise, employment, or other Federal taxes, please let us know.

Grantors and contributors may rely on this determination unless the Internal Revenue Service publishes notice to the contrary. However, if you lose your section 509(a)(1) status, a grantor or contributor may not rely on this determination if he or she was in part responsible for, or was aware of, the act or failure to act, or the substantial or material change on the part of the organization that resulted in your loss of such status, or if he or she acquired knowledge that the Internal Revenue Service had given notice that you would no longer be classified as a section 509(a)(1) organization.

Letter 947 (DO/CG)

INNER CITY EDUCATION FOUNDATION

Donors may deduct contributions to you as provided in section 170 of the Code. Bequests, legacies, devises, transfers, or gifts to you or for your use are deductible for Federal estate and gift tax purposes if they meet the applicable provisions of Code sections 2055, 2106, and 2522.

Contribution deductions are allowable to donors only to the extent that their contributions are gifts, with no consideration received. Ticket purchases and similar payments in conjunction with fundraising events may not necessarily qualify as deductible contributions, depending on the circumstances. See Revenue Ruling 67-246, published in Cumulative Bulletin 1967-2, on page 104, which sets forth guidelines regarding the deductibility, as charitable contributions, of payments made by taxpayers for admission to or other participation in fundraising activities for charity.

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If a return is required, it must be filed by the 15th day of the fifth month after the end of your annual accounting period. A penalty of \$10 a day is charged when a return is filed late, unless there is reasonable cause for the delay. However, the maximum penalty charged cannot exceed \$5,000 or 5 percent of your gross receipts for the year, whichever is less. This penalty may also be charged if a return is not complete, so please be sure your return is complete before you file it.

You are not required to file Federal income tax returns unless you are subject to the tax on unrelated business income under section 511 of the Code. If you are subject to this tax, you must file an income tax return on Form 990-T, Exempt Organization Business Income Tax Return. In this letter we are not determining whether any of your present or proposed activities are unrelated trade or business as defined in section 513 of the Code.

You need an employer identification number even if you have no employees. If an employer identification number was not entered on your application, a number will be assigned to you and you will be advised of it. Please use that number on all returns you file and in all correspondence with the Internal Revenue Service.

Revenue Procedure 75-50, published in Cumulative Bulletin 1975-2 on page 587, sets forth guidelines and recordkeeping requirements for determining whether private schools have racially nondiscriminatory policies as to students. You must comply with this revenue procedure to maintain your tax-exempt status.

INNER CITY EDUCATION FOUNDATION

If we have indicated in the heading of this letter that an addendum applies, the enclosed addendum is an integral part of this letter.

Because this letter could help resolve any questions about your exempt status and foundation status, you should keep it in your permanent records.

If you have any questions, please contact the person whose name and telephone number are shown in the heading of this letter.



Richard R. Orosco
District Director

Enclosure(s) :
Addendum

**ARTICLES OF INCORPORATION
OF
PARTNERSHIPS TO UPLIFT COMMUNITIES VALLEY**

I.

The name of this corporation is Partnerships to Uplift Communities Valley.

II.

A. This corporation is a nonprofit public benefit corporation and is not organized for the private gain of any person. It is organized under the Nonprofit Public Benefit Corporation Law for charitable purposes.

B. The specific purposes of this corporation are:

- (1) To advance the education and training of young men and women;
- (2) To manage, operate, guide, direct, and promote charter schools; and,
- (3) To undertake and perform any and all activities as may be proper in connection with this corporation's general and specific purposes.

III.

The name and address in the State of California of this corporation's initial agent for service of process is:

Jacqueline Elliot
111 N. First Street Suite 100
Burbank, CA 91502

IV.

A. This corporation is organized and operated exclusively for charitable and educational purposes within the meaning of Section 501(c)(3) of the Internal Revenue Code of 1986, as amended.

B. No substantial part of the activities of this corporation shall consist of carrying on propaganda, or otherwise attempting to influence legislation, and this corporation shall not participate or intervene in any political campaign (including publishing or distribution of statements) on behalf of any candidate for public office.

V.

A. The property of this corporation is irrevocably dedicated to charitable purposes meeting the requirements for exemption provided by Section 501(c)(3) of the Internal Revenue Code of 1986 and Section 214 of the California Revenue and Taxation Code. No part of the net income or assets of this corporation shall ever inure to the benefit of any of its directors, trustees, officers, private shareholders or members, or to any private person.

B. Upon the dissolution or winding-up of this corporation, after paying or adequately providing for this corporation's debts and obligations, its remaining assets shall be distributed to a nonprofit fund, foundation, or corporation which is organized and operated exclusively for charitable purposes, has established its tax-exempt status under Section 501(c)(3) of the Internal Revenue Code of 1986 and under Section 23701d of the California Revenue and Taxation Code, and meets the requirements for exemption provided by Section 214 of the California Revenue and Taxation Code.

VI.

Notwithstanding any other provision of these Articles, this corporation shall not carry on any other activities not permitted to be carried on by a corporation exempt from federal income tax under Section 501(c)(3) of the Internal Revenue Code of 1986, as amended, or by a corporation contributions to which are deductible under Section 170(c)(2) of the Internal Revenue Code of 1986, as amended.

Dated: September 16, 2008

Mary K. Norvell, Incorporator

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Letters of Support** Pages: **58** Uploaded File: **I:\TIF\TCRP Letters of Support.pdf**

Alliance College-Ready Public Schools Letters of Support



HEALTH SERVICES ACADEMY HIGH SCHOOL
An Alliance College-Ready Public School

12226 South Western Avenue, Los Angeles, CA 90047
Phone: (323) 972-9010 Fax: (323) 905-1578
www.hsahs.org

HSAHS Leadership
Erik Elward, Principal
Maria Vargas, Assistant Principal

HSAHS Board of Directors
Judy Burton
Alliance College-Ready Public Schools
Maria Casillas
Families in Schools
Gayle Miller
Go Alongside Foundation
Araceli Ruano
L.A. County Arts Commission
Harold Williams
The J. Paul Getty Trust
Peter Messelger,
LAUSD Ex-Officio Member
Erik Elward
Principal

June 9, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from Health Services Academy's principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In Alliance College-Ready Public Schools a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

TCRP's application reflects our strongest core reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. We have acted with a sense of urgency and purpose befitting of the potential our students undoubtedly possess. Over the next five years, TCRP will demonstrate a level of dynamic change that positions us as a top charter school reform organization.

On behalf of Alliance College-Ready Public Schools, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,

Erik Elward, Principal


Grace Kim, Teacher Representative


Maria Vargas Meñeses, Parent Representative



Harold Williams
The J. Paul Getty Trust
Alan Arkatov
Changing.edu
Frank Baxter
Jefferies & Company, Inc.
Maria Casillas
Families in Schools
Judge David Cunningham III
L.A. Superior Court
Rebecca DiBlase
The Broad Foundation
David I. Fisher
Capital Group International, Inc
Cecil House
Southern California Edison
Stewart Kivoh
Asian Pacific American Legal Center
Harry Levitt
Mullin16G
Richard Merkin, M.D.
Heritage Provider Network
Neal Millard
White & Case
Gayle Miller
Go Alongside Foundation
Theodore R. Mitchell
NewSchools Venture Fund
William Ouchi
Anderson School of Management, UCLA
Richard Riordan
The Riordan Foundation
Vigil Roberts
Bobbitt & Roberts
Araceli Ruano
L.A. County Arts Commission
Eva Stern
InsideOUT Writers
C. Frederick Wahba
BentleyForbes

e1

PR/Award # S385A100082

June 9, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from the Media Arts and Entertainment Design High School principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In the Alliance for College-Ready Public Schools, a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

TCRP's application reflects our strongest core reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. We have acted with a sense of urgency and purpose befitting of the potential our students undoubtedly possess. Over the next five years, TCRP will demonstrate a level of dynamic change that positions us as a top charter school reform organization.

On behalf of the Alliance College-Ready Public Schools, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,


[Principal]


[T ve]


[Parent Representative]

Environmental Science & Technology High School

June 9, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

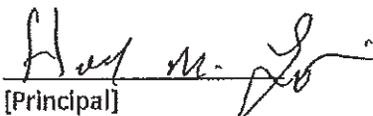
It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from [your school]'s principal, teachers and parent community.

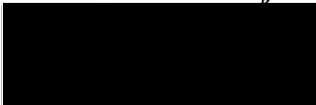
TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In [your CMO], a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

TCRP's application reflects our strongest core reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. We have acted with a sense of urgency and purpose befitting of the potential our students undoubtedly possess. Over the next five years, TCRP will demonstrate a level of dynamic change that positions us as a top charter school reform organization.

On behalf of the Alliance College-Ready Public Schools, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,


[Principal]


[Teacher Representative]



e3

PR/Award # S385A100082

College Ready Academy High School #11

June 9, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from [your school]'s principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In [your CMO], a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

TCRP's application reflects our strongest core reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. We have acted with a sense of urgency and purpose befitting of the potential our students undoubtedly possess. Over the next five years, TCRP will demonstrate a level of dynamic change that positions us as a top charter school reform organization.

On behalf of the Alliance College-Ready Public Schools , we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,

Dr. Michelle Tubbo
[Principal]

TBD
[Teacher Representative]

TBD
[Parent Representative]

College-Ready Middle Academy #4

June 9, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from [your school]'s principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In [your CMO], a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

TCRP's application reflects our strongest core reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. We have acted with a sense of urgency and purpose befitting of the potential our students undoubtedly possess. Over the next five years, TCRP will demonstrate a level of dynamic change that positions us as a top charter school reform organization.

On behalf of the Alliance College-Ready Public Schools, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,



Parent Representative

e5

June , 9 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from [your school]'s principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In [your CMO], a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

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On behalf of the Alliance College-Ready Public Schools , we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,



[Principal] College-Ready Middle Academy #5



[Teacher Representative]



e6

June , 9 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from [your school]'s principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In [your CMO], a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

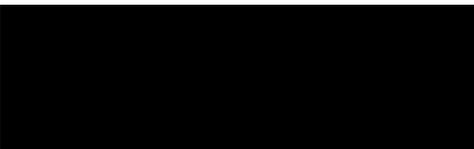
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On behalf of the Alliance College-Ready Public Schools , we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,



[Principal] Christine O'Donovan Middle Academy



[Parent Representative]

e7

Aspire Public Schools

Letters of Support



College for Certain

June 15, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from Aspire Port City Academy's principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In Aspire Public Schools, a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

TCRP's application reflects our strongest core reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. We have acted with a sense of urgency and purpose befitting of the potential our students undoubtedly possess. Over the next five years, TCRP will demonstrate a level of dynamic change that positions us as a top charter school reform organization.

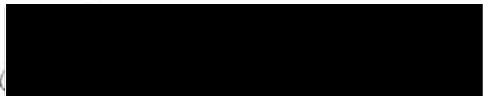
On behalf of Aspire Port City Academy, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,

Shelby Dean Scheideman
Principal, Aspire Port City Academy



Sriwan Vangkham
K/1 Lead Teacher, Aspire Port City Academy



Leisha Hawley
K/1 Parent, Aspire Port City Academy

Aspire Port City Academy

444 N. American Street, Stockton, CA 95202

(209) 403-0576



June 15, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from Aspire Huntington Park Charter School's principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In Aspire Public Schools, a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

TCRP's application reflects our strongest core reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. We have acted with a sense of urgency and purpose befitting of the potential our students undoubtedly possess. Over the next five years, TCRP will demonstrate a level of dynamic change that positions us as a top charter school reform organization.

On behalf of Aspire Huntington Park Charter School, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,

Stephanie Schulman

[Name]

[Principal]



[Name]

[Teacher Representative]



[Name]

[Parent Representative]



June 15, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

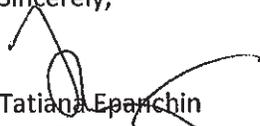
It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from Aspire ERES Academy principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In Aspire Public Schools, a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

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On behalf of Aspire ERES Academy, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,


Tatiana Eparchin



2/3 Lead Teacher



Aspire: ERES Academy Parent



June 15, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from Aspire East Palo Alto Phoenix Academy principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In Aspire Public Schools, a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

TCRP's application reflects our strongest core reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. We have acted with a sense of urgency and purpose befitting of the potential our students undoubtedly possess. Over the next five years, TCRP will demonstrate a level of dynamic change that positions us as a top charter school reform organization.

On behalf of Aspire East Palo Alto Phoenix Academy, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,

Thomas Madson

Thomas Madson



e]



Esmeralda Madson
[Parent Representative]



June 15, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from Aspire Junior Collegiate Academy's principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In Aspire Public Schools, a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

TCRP's application reflects our strongest core reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. We have acted with a sense of urgency and purpose befitting of the potential our students undoubtedly possess. Over the next five years, TCRP will demonstrate a level of dynamic change that positions us as a top charter school reform organization.

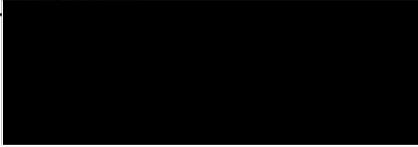
On behalf of Aspire Junior Collegiate Academy, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,

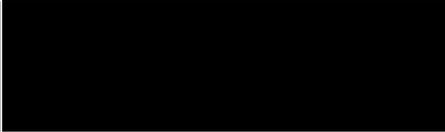
Rachael Cross
Principal



Stacy Brock



Diana Pineda
Parent Representative



I Aspire to... • make a difference



June 15, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

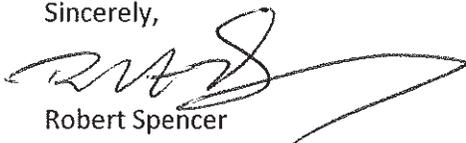
It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from Aspire Alexander Twilight College Preparatory Academy's principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In Aspire Public Schools, a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

TCRP's application reflects our strongest core reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. We have acted with a sense of urgency and purpose befitting of the potential our students undoubtedly possess. Over the next five years, TCRP will demonstrate a level of dynamic change that positions us as a top charter school reform organization.

On behalf of Aspire Alexander Twilight College Preparatory Academy, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,



Robert Spencer
Principal



June 15, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from Aspire Benjamin Holt College Preparatory Academy's principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In Aspire Public Schools, a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

TCRP's application reflects our strongest core reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. We have acted with a sense of urgency and purpose befitting of the potential our students undoubtedly possess. Over the next five years, TCRP will demonstrate a level of dynamic change that positions us as a top charter school reform organization.

On behalf of Aspire Benjamin Holt College Preparatory Academy, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,

A handwritten signature in cursive script that reads 'Gretchen Salvetti'.

Gretchen Salvetti, Principal



College for Certain

June 15, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from Aspire Titan Academy's principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In Aspire Public Schools, a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

TCRP's application reflects our strongest core reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. We have acted with a sense of urgency and purpose befitting of the potential our students undoubtedly possess. Over the next five years, TCRP will demonstrate a level of dynamic change that positions us as a top charter school reform organization.

On behalf of Aspire Titan Academy, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,

Kimberly Chai Benaraw

Bonnie Brimecombe
Teacher Representative

Erika Melchor
Parent Representative

June 8, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

We are pleased to express our support for The College-Ready Promise's (TCRP) Teacher Incentive Fund application. TCRP leaders have committed to a bold plan to reform our schools. We are sure you will agree that our application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from [your school]'s principal, teachers and parents.

TCRP presents a unique opportunity for the U.S. Department of Education to show that the performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components that you are seeking in a successful reform environment are in place in TCRP schools. The CEO of Aspire Public Schools, a partner with TCRP, is implementing aggressive and innovative strategies at the classroom, school, and central office levels. This has resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. TCRP is eager to serve as a national model for education reform within the charter sector.

TCRP's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable TCRP, over the next five years, to fully implement a comprehensive vision for school improvement.

As members of Aspire Public Schools, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we are confident TCRP will raise the bar and enable all our students to succeed.

Sincerely,



Kimberly Chai Benaraw
Principal, Aspire TITAN Academy



TITAN Academy

Parent Representative, Aspire TITAN Academy



June 15, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

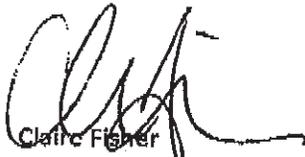
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TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In Aspire Public Schools, a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

TCRP's application reflects our strongest core reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. We have acted with a sense of urgency and purpose befitting of the potential our students undoubtedly possess. Over the next five years, TCRP will demonstrate a level of dynamic change that positions us as a top charter school reform organization.

On behalf of Aspire Millsmont Academy, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,



Claire Fisher
Principal

Bailey Sherlin
Teacher Representative

Kenetta Jackson
Parent Representative



June 15, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from Aspire Langston Hughes Academy's principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In Aspire Public Schools, a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

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On behalf of Aspire Langston Hughes Academy, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,

A handwritten signature in black ink, appearing to read "Anthony Solina", is written over a light blue circular stamp.

Anthony Solina, Principal

Green Dot Public Schools
Letters of Support
(including Teachers' Union)



ASOCIACIÓN DE MAESTROS UNIDOS

CARLOS H. ALVAREZ, PRESIDENT

310-350-7489

amupresident@gmail.com

11130 S. Western Ave.

Los Angeles, CA, 90047

June 25, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform schools in order to provide every opportunity for students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. As the union representing counselors and teachers of Green Dot Public Schools, one of the TCRP partners, the Asociación de Maestros Unidos (AMU) supports the TCRP Teacher Incentive Fund application.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In Green Dot Public Schools, a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

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On behalf of AMU, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,

Carlos Alvarez

Carlos H. Álvarez
President, Asociación de Maestros Unidos
Educator, Animo South Los Angeles Charter High School



Ánimo Locke IV Charter High School



325 East 111th Street
Los Angeles, CA 90061
Tel: (323) 420-2172 Fax: (323) 757-5866

Kelly Hurley
Cluster Director
Nerine Vernon-Burnside
Principal

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

We are pleased to express our support for The College-Ready Promise's (TCRP) Teacher Incentive Fund application. TCRP leaders have committed to a bold plan to reform our schools. We are sure you will agree that our application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Ánimo Locke 4's principal, teachers and parents.

TCRP presents a unique opportunity for the U.S. Department of Education to show that the performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components that you are seeking in a successful reform environment are in place in TCRP schools. Green Dot Public Schools, a partner with TCRP, is implementing aggressive and innovative strategies at the classroom, school, and central office levels. This has resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. TCRP is eager to serve as a national model for education reform within the charter sector.

TCRP's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable TCRP, over the next five years, to fully implement a comprehensive vision for school improvement.

As a member of Green Dot Public Schools, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we are confident TCRP will raise the bar and enable all our students to succeed.

Sincerely,

Nerine Vernon-Burnside
Principal



Tondalia Chandler





Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

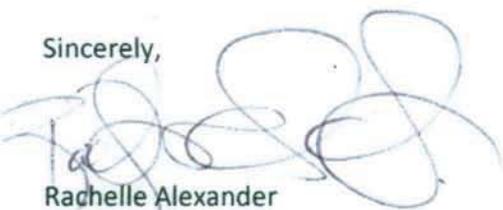
We are pleased to express our support for The College-Ready Promise's (TCRP) Teacher Incentive Fund application. TCRP leaders have committed to a bold plan to reform our schools. We are sure you will agree that our application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Animo Locke II's principal, teachers and parents.

TCRP presents a unique opportunity for the U.S. Department of Education to show that the performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components that you are seeking in a successful reform environment are in place in TCRP schools. Green Dot Public Schools, a partner with TCRP, is implementing aggressive and innovative strategies at the classroom, school, and central office levels. This has resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. TCRP is eager to serve as a national model for education reform within the charter sector.

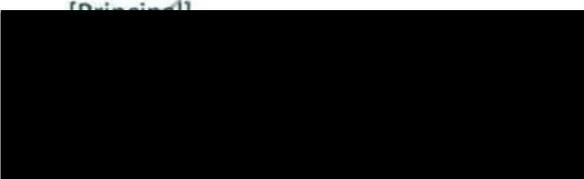
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As a member of Green Dot Public Schools, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we are confident TCRP will raise the bar and enable all our students to succeed.

Sincerely,



Rachelle Alexander
[Principal]



Dawn Fields
[Teacher Representative]



Angelica Gonzalez
[Parent Representative]



Ánimo Locke ACE Academy

325 E 111th Street Los Angeles CA 90061
Office: (323) 420 – 2174 Fax: (323) 420 - 2179

Kelly Hurley
Cluster Director
Phillip Schwenk
Principal
Guillermo Muñoz
Assistant Principal

June 8, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

We are pleased to express our support for The College-Ready Promise's (TCRP) Teacher Incentive Fund application. TCRP leaders have committed to a bold plan to reform our schools. We are sure you will agree that our application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Ánimo Locke ACE's principal, teachers and parents.

TCRP presents a unique opportunity for the U.S. Department of Education to show that the performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components that you are seeking in a successful reform environment are in place in TCRP schools. Green Dot Public Schools, a partner with TCRP, is implementing aggressive and innovative strategies at the classroom, school, and central office levels. This has resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. TCRP is eager to serve as a national model for education reform within the charter sector.

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As a member of Green Dot Public Schools, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we are confident TCRP will raise the bar and enable all our students to succeed.

Sincerely,

Phillip Schwenk
Principal

Nina Drucker
Teacher Representative

Nancy R.
Parent Representative



Animo

Inglewood Charter High School

3425 Manchester Blvd., Inglewood, CA 90305 • 323.565.2100 Fax 323.565.2109

June 8, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

We are pleased to express our support for The College-Ready Promise's (TCRP) Teacher Incentive Fund application. TCRP leaders have committed to a bold plan to reform our schools. We are sure you will agree that our application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Animo Inglewood's principal, teachers and parents.

TCRP presents a unique opportunity for the U.S. Department of Education to show that the performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components that you are seeking in a successful reform environment are in place in TCRP schools. Green Dot Public Schools, a partner with TCRP, is implementing aggressive and innovative strategies at the classroom, school, and central office levels. This has resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. TCRP is eager to serve as a national model for education reform within the charter sector.

TCRP's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable TCRP, over the next five years, to fully implement a comprehensive vision for school improvement.

As a member of Green Dot Public Schools, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we are confident TCRP will raise the bar and enable all our students to succeed.

Sincerely,

Leilani Abulon

Principal
Animo Inglewood Charter High School



GREEN DOT PUBLIC SCHOOLS
ANIMO LOCKE 1 COLLEGE PREPARATORY ACADEMY
325 E. 111TH STREET LOS ANGELES, CALIFORNIA 90061
(323) 420-2067
Dr. Peggy Gutierrez, Principal
Mr. Ernesto Villarreal, Assistant Principal

June 8, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

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Sincerely,

Peggy Gutierrez, Ed.D
Principal



Alain LeRoy Locke Cluster of High Schools
Locke Launch to College Academy
 325 East 111th Street Los Angeles, CA 90061
 Phone: (323) 420-2100 Fax (323) 420-2195



"Home of the Successful Saints"

June 16, 2010

Secretary Arne Duncan
 U.S. Department of Education
 400 Maryland Avenue, S.W.
 Washington, DC 20202

Dear Secretary Duncan:

We are pleased to express our support for The College-Ready Promise's (TCRP) Teacher Incentive Fund application. TCRP leaders have committed to a bold plan to reform our schools. We are sure you will agree that our application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Alain Leroy Locke Charter High School's principal, teachers and parents.

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Sincerely,

Veronica Coleman
 Principal, LCA

Teacher, LCA

[Della Barnes]
 Parent, LCA





ÁNIMO LOCKE #3 CHARTER HIGH SCHOOL

325 E. 111th St. • Los Angeles, CA 90061

Phone: 323.420.2100 x6 • Fax: 323.420.2196

June 8, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan:

We are pleased to express our support for The College-Ready Promise's (TCRP) Teacher Incentive Fund application. TCRP leaders have committed to a bold plan to reform our schools. We are sure you will agree that our application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from *Ánimo Locke 3's* principal, teachers and parents.

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Ánimo Locke #3 Charter High School exists to enrich and inspire the school community in order to develop justice oriented citizens willing to influence the world so that today's generation is served, yesterday's is honored and tomorrow's is secured.



ÁNIMO LOCKE #3 CHARTER HIGH SCHOOL

325 E. 111th St. • Los Angeles, CA 90061

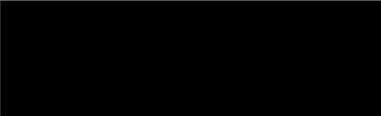
Phone: 323.420.2100 x6 • Fax: 323.420.2196

Sincerely,

Taquan Stewart
Principal



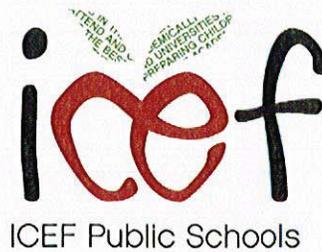
Milton Marshall
Teacher Representative



Cristina Avila
Parent Representative

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Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
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As a stakeholder in ICEF Public Schools, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we are confident TCRP will raise the bar and enable all our students to succeed.

Sincerely,

Dr. Elaine Gills
Principal

Tracy Dennis
Teacher Representative

Cheryl Williams
Parent Representative



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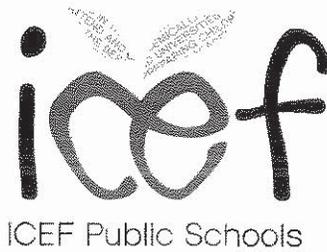
Sincerely,

[Dr. Darnise Williams

Principal

Teacher Representative

Teresa L. Pleasant
Parent Representative



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Sincerely,

Sean Nealy
Principal

Teacher Representative

Parent Representative



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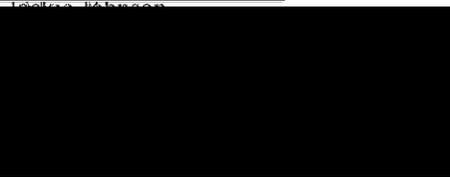
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Sincerely,

Peter Watts
Principal



Parent



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Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

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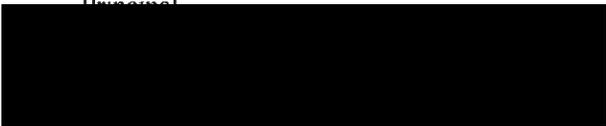
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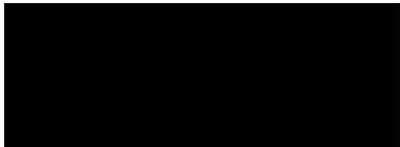
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Sincerely,


Carla Chambers
Principal



Jonathan Crabtree
Teacher Representative



Parent Representative



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Dear Secretary Duncan,

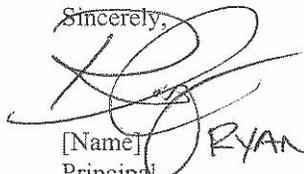
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Sincerely,


[Name] RYAN GOMEZ

Principal


Teacher Representative





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Sincerely,

Glenetta Pope

Parent Representative



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Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

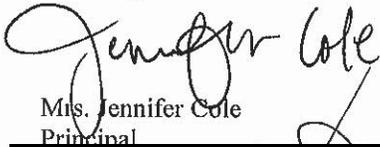
We are pleased to express our support for The College-Ready Promise's (TCRP) Teacher Incentive Fund application. TCRP leaders have committed to a bold plan to reform our schools. We are sure you will agree that our application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from Frederick Douglass Academy Elementary School principal, teachers and parents.

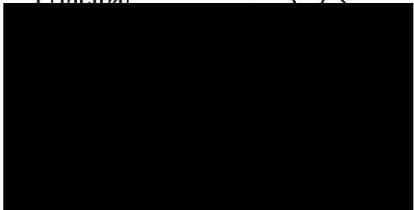
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TCRP's application aligns with key reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. Teacher Incentive Funds will enable TCRP, over the next five years, to fully implement a comprehensive vision for school improvement.

As a stakeholder in ICEF Public Schools, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we are confident TCRP will raise the bar and enable all our students to succeed.

Sincerely,


Mrs. Jennifer Cole
Principal



David Brantley





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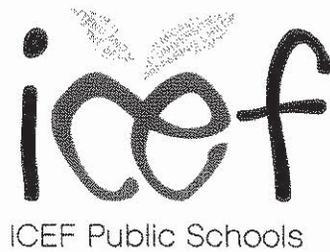
Sincerely,
[Signature]
Germaine Jackson-DeCree
Principal

[Redacted]

Teacher Representative

[Redacted]

Parent Representative



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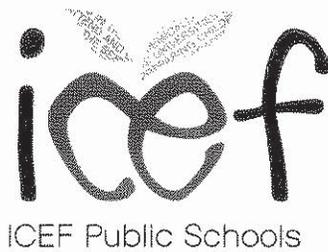
As a stakeholder in ICEF Public Schools, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we are confident TCRP will raise the bar and enable all our students to succeed.

Sincerely,

Kim Theard
Principal

Christopher Hura
Teacher Representative

Tamica Bradshaw
Parent Representative



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Sincerely,

Karen Anderson
Principal

Teacher Representative

Tamica Bradshaw
Parent Representative



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LA County Commissioner

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400 Maryland Avenue, S.W.
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Dear Secretary Duncan,

We are pleased to express our support for The College-Ready Promise's (TCRP) Teacher Incentive Fund application. TCRP leaders have committed to a bold plan to reform our schools. We are sure you will agree that our application firmly demonstrates our commitment to ensuring that every child succeeds. This letter represents support for the TIF application from ICEF Inglewood Charter Middle Academy principal, teachers and parents.

TCRP presents a unique opportunity for the U.S. Department of Education to show that the performance-based compensation systems for teachers and principals can have a dramatic impact on our country's high-need schools. Many of the key components that you are seeking in a successful reform environment are in place in TCRP schools. The CEO of ICEF Public Schools, a partner with TCRP, is implementing aggressive and innovative strategies at the classroom, school, and central office levels. This has resulted in significant gains in student achievement, but our students still have much room for improvement. We are ready to take reforms to the next level, and a Teacher Incentive Fund award will help accelerate these efforts. TCRP is eager to serve as a national model for education reform within the charter sector.

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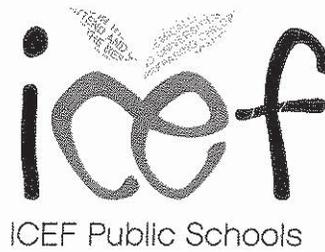
Sincerely,

Michael Flores
Principal

W
Te

Lariece Howard

401, Los Angeles, CA 90056



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As a stakeholder in ICEF Public Schools, we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we are confident TCRP will raise the bar and enable all our students to succeed.

Sincerely,

Ms. Jacqueline Woods
Principal

Teacher Representative

Partnerships to Uplift Communities

Letters of Support



SUZANNE EDWARDS-ACTON
Operations Leader

ANDRES VERSAGE
Instructional Leader

NIK ORLANDO
Regional Director

DR. REF RODRIGUEZ
Founder

June 21, 2010

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U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

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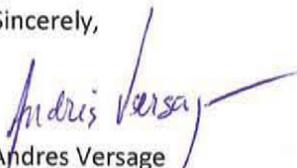
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TCRP’s application reflects our strongest core reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. We have acted with a sense of urgency and purpose befitting of the potential our students undoubtedly possess. Over the next five years, TCRP will demonstrate a level of dynamic change that positions us as a top charter school reform organization.

On behalf of Partnerships to Uplift Communities (PUC Schools) we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,


Andres Versage
Principal



Parent Representative

June 21, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

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Sincerely,



Ed Vandenberg
Principal

Teacher Representative



Parent Representative





DR. REF RODRIGUEZ

Founder

CONNIE RIVAS
Principal

MARA SIMMONS
Instructional Leader

June 21, 2010

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Sincerely,

Connie Rivas



Veronica Alonzo
Teacher Representative



Luz Lopez
Parent Representative



MANUEL N. PONCE, JR.
Principal
LARRY MENDEZ
Assistant Principal
DR. JACQUELINE ELLIOT
Founder
ED VANDENBERG
Regional Director

June 21, 2010

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Sincerely,

Manuel Ponce

Teacher Representative

Parent Representative

June 21, 2010

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U.S. Department of Education
400 Maryland Avenue, S.W.
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Sincerely,



Ingrid Anderson
Principal

Teacher Representative

June 21, 2010

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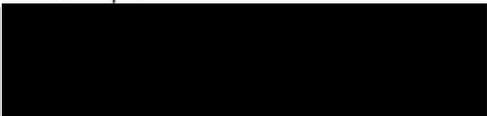
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Sincerely,



James Pasto
Principal



Teacher Representative



Luz Gano

June 21, 2010

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U.S. Department of Education
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LESLIE CHANG
Principal

RICHARD MATAS
Assistant Principal

DR. REF RODRIGUEZ
Founder

NIK ORLANDO
Regional Director

Dear Secretary Duncan,

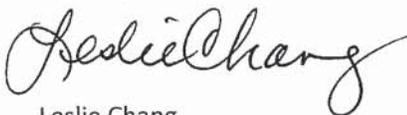
It is with great pleasure that we write to express our support for The College-Ready Promise's Teacher Incentive Fund application. The College-Ready Promise (TCRP) has undertaken a bold course of action to transform our schools in order to provide every opportunity for our students to succeed. We are confident that TCRP is second to none in setting out a comprehensive agenda for reform. This letter demonstrates support of the work from California Academy for Liberal Studies Middle School's principal, teachers and parent community.

TCRP presents a unique opportunity for the Department of Education to demonstrate that the policy and reform priorities of the Teacher Incentive Fund can have a dramatic impact in high-needs schools. Many of the key components that the Department is seeking in a successful reform environment are in place in TCRP schools. In PUC Schools, a partner with TCRP, the CEO is implementing aggressive and innovative strategies at the classroom, school, and central office levels. Already, we are seeing significant gains in student achievement. Simply put, we are poised to succeed. With a Teacher Incentive Fund award, we can accelerate efforts underway.

TCRP's application reflects our strongest core reform components: differentiated levels of compensation for effective teachers and principals, use of value-added measures, enhanced recruitment and retention of teachers in hard-to-staff content areas, and fiscal sustainability. We have acted with a sense of urgency and purpose befitting of the potential our students undoubtedly possess. Over the next five years, TCRP will demonstrate a level of dynamic change that positions us as a top charter school reform organization.

On behalf of Partnerships to Uplift Communities (PUC Schools) we urge you to consider the TCRP Teacher Incentive Fund application favorably. Our commitment to reform is clear and evident. With your support, we can build upon our momentum and lead the country in showing what is possible and what can be done to create real, sustainable change in high-needs schools.

Sincerely,



Leslie Chang
Principal



June 21, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

Dear Secretary Duncan,

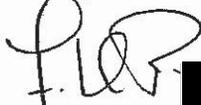
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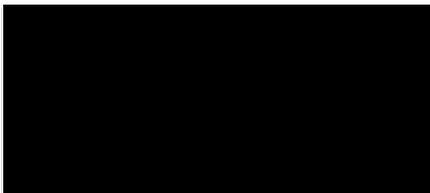
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Sincerely,



Fidel Ramirez
Principal





DR. RON ALATORRE
Principal
MAX VALADEZ
Assistant Principal

DR. JACQUELINE BÉLIOT
Founder
ED VANDENBERG
Regional Director

June 21, 2010

Secretary Arne Duncan
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, DC 20202

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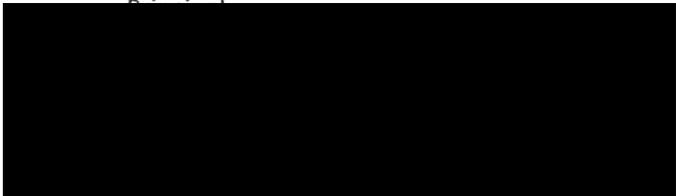
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Sincerely,


Ron Alatorre, Ed.D.



Parent Representative


Project Narrative

Other Attachments

Attachment 1:

Title: **Appendix** Pages: **36** Uploaded File: **I:\TIF\Appendix.pdf**

APPENDIX TABLE OF CONTENTS

Partnership Documents	2
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Please note that the Partnership for Teacher Effectiveness has changed its name to The College-Ready Promise.

Tables

<i>TABLE 1: Educator Effectiveness Framework</i>	20
<i>TABLE 2: Educator Effectiveness Project Implementation Plan</i>	23
<i>TABLE 3: Student Impact</i>	27
<i>TABLE 4: Teacher Impact</i>	30
<i>TABLE 5: Principal Impact</i>	31
<i>TABLE 6: Teacher Effectiveness Project Implementation Performance Measures</i>	32
References	35

INTERNAL REVENUE SERVICE
P. O. BOX 2508
CINCINNATI, OH 45201

DEPARTMENT OF THE TREASURY

Date: **OCT 19 2009**

PARTNERSHIP FOR TEACHER
EFFECTIVENESS
C/O BETSY BUCHALTER ADLER
235 MONTGOMERY ST SUITE 1220
SAN FRANCISCO, CA 94104

Employer Identification Number:

DLN:

Contact Person:

DALE T SCHABER

ID# 31175

Contact Telephone Number:

(877) 829-5500

Accounting Period Ending:

June 30

Public Charity Status:

509(a)(3)

Form 990 Required:

Yes

Effective Date of Exemption:

September 03, 2009

Contribution Deductibility:

Yes

Addendum Applies:

No

Dear Applicant:

We are pleased to inform you that upon review of your application for tax exempt status we have determined that you are exempt from Federal income tax under section 501(c)(3) of the Internal Revenue Code. Contributions to you are deductible under section 170 of the Code. You are also qualified to receive tax deductible bequests, devises, transfers or gifts under section 2055, 2106 or 2522 of the Code. Because this letter could help resolve any questions regarding your exempt status, you should keep it in your permanent records.

Organizations exempt under section 501(c)(3) of the Code are further classified as either public charities or private foundations. We determined that you are a public charity under the Code section(s) listed in the heading of this letter.

Please see enclosed Publication 4221-PC, Compliance Guide for 501(c)(3) Public Charities, for some helpful information about your responsibilities as an exempt organization.

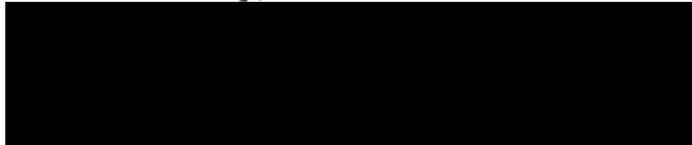
We have determined that you are a Type 1 supporting organization under section 509(a)(3). A Type 1 is operated, supervised, or controlled by, a Type 2 is supervised or controlled in connection with, and a Type 3 is operated in connection with one or more publicly supported organizations.

Letter 947 (DO/CG)

PARTNERSHIP FOR TEACHER

We have sent a copy of this letter to your representative as indicated in your power of attorney.

Sincerely,



ROBERT CHOI
Director, Exempt Organizations
Rulings and Agreements

Enclosure: Publication 4221-PC

Letter 947 (DO/CG)

PARTNERSHIP FOR TEACHER

This supersedes our letter dated September 29, 2009 to include a paragraph that defines your organization as a Type 1 supporting organization under section 509(a)(3).

Letter 947 (DO/CG)

**BYLAWS
OF
PARTNERSHIP FOR TEACHER EFFECTIVENESS**

TABLE OF CONTENTS

		<u>Page</u>
Article I.	PRINCIPAL OFFICE	1
Article II.	MEMBERSHIP	1
Article III.	DESIGNATORS	1
	Section 1. Naming of Designators	1
	Section 2. Actions of Designators	1
Article IV.	BOARD OF DIRECTORS	2
	Section 1. Powers	2
	Section 2. Number of Directors	2
	Section 3. Limitations on Interested Persons	2
	Section 4. Designation and Term of Office of Directors	2
	Section 5. Vacancies	2
	Section 6. Resignation and Removal	3
	Section 7. Annual Meetings	3
	Section 8. Special Meetings	3
	Section 9. Notice	3
	Section 10. Waiver of Notice	3
	Section 11. Quorum	3
	Section 12. Action Without a Meeting	4
	Section 13. Telephone and Electronic Meetings	4
	Section 14. Standard of Care.	4
	A. General	4
	B. Investments	5
	Section 15. Inspection	5
	Section 16. Director Compensation	5
	Section 17. Executive Compensation Review	5
Article V.	COMMITTEES	5
	Section 1. Board Committees	5
	Section 2. Advisory Committees	6
	Section 3. Audit Committee	6
	Section 4. Meetings	7
	A. Of Board Committees	7
	B. Of Advisory Committees	7

Article VI.	OFFICERS.....	7
	Section 1. Officers	7
	Section 2. Election	7
	Section 3. Removal	7
	Section 4. Resignation	7
	Section 5. Vacancies	8
	Section 7. President.....	8
	Section 8. Vice Presidents.....	8
	Section 9. Secretary	8
	Section 10. Treasurer	8
Article VII.	CERTAIN TRANSACTIONS.....	8
	Section 1. Loans.....	8
	Section 2. Self-Dealing Transactions.....	8
	Section 3. Approval	8
Article VIII.	INDEMNIFICATION AND INSURANCE.....	9
	Section 1. Right of Indemnity.....	9
	Section 2. Approval of Indemnity.....	9
	Section 3. Advancing Expenses.....	9
	Section 4. Insurance.....	10
Article IX.	GRANTS ADMINISTRATION.....	10
	Section 1. Purpose of Grants.....	10
	Section 2. Board of Directors Oversight.....	10
	Section 3. Refusal; Withdrawal	10
	Section 4. Accounting.....	10
	Section 5. Restrictions on Contributions	10
Article X.	MISCELLANEOUS	11
	Section 1. Fiscal Year	11
	Section 2. Contracts, Notes, and Checks	11
	Section 3. Annual Reports to Directors	11
	Section 4. Required Financial Audits	12
	Section 5. Electronic Transmissions.....	12
	Section 6. Amendments	12
	Section 7. Governing Law	12

**BYLAWS
OF
PARTNERSHIP FOR TEACHER EFFECTIVENESS**

**ARTICLE I
PRINCIPAL OFFICE**

The principal office of this corporation shall be located in the county of Los Angeles, California.

**ARTICLE II
MEMBERSHIP**

This corporation shall have no voting members, but the Board of Directors may, by resolution, establish one or more classes of nonvoting members and provide for eligibility requirements for membership and rights and duties of members, including the obligation to pay dues.

**ARTICLE III
DESIGNATORS**

Section 1. Naming of Designators. The initial Designators referred to in these Bylaws shall be the following organizations, each of which is named in the Articles of Incorporation of this corporation as one of its supported public charities, and each of which is recognized by the Internal Revenue Service as a charitable and educational organization described in Internal Revenue Code Sections 501(c)(3) and 509(a)(1) or (a)(2):

Alliance for College-Ready Public Schools
Aspire Public Schools
Green Dot Public Schools
Inner City Education Foundation
Partnerships To Uplift Communities Lake View Terrace

A Designator shall serve until the Designator resigns, is removed as provided in Section 3 below, or ceases to be recognized by the Internal Revenue Service as an organization described in Sections 501(c)(3) and 509(a)(1) or (a)(2). The Designators may appoint additional or successor Designators as provided in Section 3 below; provided, however, that no organization may serve as Designator unless such organization is (a) named as a supported organization in this corporation's Articles of Incorporation and (b) recognized by the Internal Revenue Service as a charitable and educational organization described in Internal Revenue Code Sections 501(c)(3) and 509(a)(1) or (a)(2).

Section 2. Actions of Designators. Each Designator shall act in its own right to appoint, remove, or consent to the removal of its Designated Directors, as provided elsewhere in these Bylaws, and such action shall not require the approval of any other Designator. Any

such writing may be signed in counterparts. Actions of single Designators shall be evidenced by a writing signed by an officer of the Designator on behalf of the Designator, and filed by the Secretary with the proceedings of the Board of Directors of this corporation.

Section 3. Removal or Appointment of Designator. The vote of 80% of the Designators then named in this corporation's Articles of Incorporation as supported organizations shall be required to remove a Designator or to add a Designator. The removal or addition of a Designator shall require the amendment of the Articles of Incorporation of this corporation to remove or add the name of such Designator, as the case may be, from the list of publicly supported organizations for whose benefit this corporation is organized and operated. No organization may be appointed as a Designator unless it has been recognized by the Internal Revenue Service as a charitable and educational organization described in Internal Revenue Code Sections 501(c)(3) and either 509(a)(1) or 509(a)(2).

ARTICLE IV BOARD OF DIRECTORS

Section 1. Powers. This corporation shall have powers to the full extent allowed by law. All powers and activities of this corporation shall be exercised and managed by the Board of Directors of this corporation directly or, if delegated, under the ultimate direction of the Board.

Section 2. Number of Directors. The number of directors shall be five.

Section 3. Limitations on Interested Persons. At all times, not more than 49% of the directors of this corporation may be interested persons. An interested person means either:

(a) any person currently being compensated by this corporation for services rendered to it within the previous twelve months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a director in his or her capacity as director; or

(b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of any such person.

Section 4. Designation and Term of Office of Directors. Each Designator shall designate one director from time to time, to serve for such term as the written designation may prescribe; if no term is prescribed in the document designating a director, such director shall serve for a term of 6 years unless he or she sooner resigns or is removed. Notwithstanding the foregoing, the initial directors shall be named by the incorporator, in each case upon the instructions of the Designator entitled to appoint such initial director. The effective date of any such designation shall be as provided therein.

Section 5. Vacancies. A vacancy shall be deemed to exist on the Board in the event that the actual number of directors is less than the authorized number for any reason. A vacancy shall be filled by the Designator which appointed the previous incumbent of the vacant director position.

Section 6. Resignation and Removal. Resignations shall be effective upon receipt in writing by the Chairman of the Board (if any), the President (if any), or the Secretary of this corporation, unless a later effective date is specified in the resignation. If a Designator ceases to serve as Designator, the director appointed by that Designator shall be deemed removed as of the date the Designator ceases to serve. A director may be removed at any time by the Designator that appointed that director. The Board of Directors by a vote of 80% of the directors then in office may remove any director at any time, with or without cause, provided that such removal requires the consent of the Designator that appointed such director.

Section 7. Annual Meetings. A meeting of the Board of Directors shall be held at least once a year. Annual meetings shall be called by the Chairman of the Board (if any), the President (if any), or any two directors, and noticed in accordance with Section 9.

Section 8. Special Meetings. Special meetings of the Board of Directors may be called by the Chairman of the Board (if any), the President (if any), or any two directors, and noticed in accordance with Section 9.

Section 9. Notice. Notice of the annual meeting and any special meetings of the Board of Directors shall state the date, place, and time of the meeting and shall be given to each director at least four days before any such meeting if given by first-class mail or forty-eight hours before any such meeting if given personally or by telephone, including a voice messaging system, or by other electronic transmission such as e-mail, in compliance with Article X, Section 5 of these Bylaws.

Section 10. Waiver of Notice. The transactions of any meeting of the Board of Directors, however called and noticed and wherever held, shall be valid as though taken at a meeting duly held after proper call and notice, if a quorum is present, and if, either before or after the meeting, each of the directors not present provides a waiver of notice, a consent to holding the meeting, or an approval of the minutes in writing. The waiver of notice or consent need not specify the purpose of the meeting. All waivers, consents and approvals shall be filed with the corporate records or made a part of the minutes of the meeting. Notice of a meeting shall also be deemed given to any director who attends the meeting without protesting the lack of adequate notice before the meeting or at its commencement.

Section 11. Quorum. A majority of the total number of directors then in office shall constitute a quorum, provided that in no event shall the required quorum be less than one-fifth of the authorized number of directors or two directors, whichever is larger. The act of a majority of the directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, except as otherwise provided in Article IV, Sections 6 (removing directors), 12 (taking action without a meeting), and 18 (actions requiring super-majority approval); Article V, Section 1 (appointing Board Committees); Article VII, Section 3 (approving self-dealing transactions); Article VIII, Section 2 (approving indemnification); and Article X, Section 6 (amending Bylaws), of these Bylaws or in the California Nonprofit Public Benefit Corporation Law. A meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of directors, if any action taken is approved by at least a majority of the required quorum for such meeting.

Section 12. Action Without a Meeting. Any action required or permitted to be taken by the Board may be taken without a meeting if all members of the Board shall individually or collectively consent to such action in writing. Such written consents shall be filed with the minutes of the proceedings of the Board, and shall have the same force and effect as the unanimous vote of such directors

Section 13. Telephone and Electronic Meetings. Directors may participate in a meeting through use of conference telephone, electronic video screen communication, or other electronic transmission in compliance with Article X, Section 5 of these Bylaws so long as all of the following apply:

(a) each director participating in the meeting can communicate with all of the other directors concurrently, and

(b) each director is provided with the means of participating in all matters before the Board, including the capacity to propose, or to interpose an objection to, a specific action to be taken by the corporation.

Section 14. Standard of Care.

A. General. A director shall perform the duties of a director, including duties as a member of any Board Committee on which the director may serve, in good faith, in a manner such director believes to be in the best interest of this corporation and with such care, including reasonable inquiry, as an ordinarily prudent person in a like situation would use under similar circumstances.

In performing the duties of a director, a director shall be entitled to rely on information, opinions, reports, or statements, including financial statements and other financial data, in each case prepared or presented by:

(i) one or more officers or employees of this corporation whom the director believes to be reliable and competent as to the matters presented;

(ii) counsel, independent accountants, or other persons as to matters which the director believes to be within such person's professional or expert competence; or

(iii) a Board Committee upon which the director does not serve, as to matters within its designated authority, provided that the director believes such Committee merits confidence;

so long as in any such case, the director acts in good faith after reasonable inquiry when the need therefore is indicated by the circumstances and without knowledge that would cause such reliance to be unwarranted.

Except as provided in Article VIII below, a person who performs the duties of a director in accordance with this Section shall have no liability based upon any failure or alleged failure to discharge that person's obligations as a director, including, without limiting the

generality of the foregoing, any actions or omissions which exceed or defeat a public or charitable purpose to which a corporation, or assets held by it, are dedicated.

B. Investments. Except with respect to assets held for use or used directly in carrying out this corporation's public or charitable activities, in investing, reinvesting, purchasing or acquiring, exchanging, selling, and managing this corporation's investments, the Board shall avoid speculation, looking instead to the permanent disposition of the funds, considering the probable income as well as the probable safety of this corporation's capital. No investment violates this section where it conforms to provisions authorizing such investment contained in an instrument or agreement pursuant to which the assets were contributed to this corporation.

Section 15. Inspection. Every director shall have the absolute right at any reasonable time to inspect and copy all books, records, and documents, and to inspect the physical properties of this corporation.

Section 16. Director Reimbursement. The Board of Directors may authorize the advance or reimbursement to a director of actual reasonable expenses incurred in carrying out his or her duties as a director, such as for attending meetings of the Board and Board Committees.

Section 17. Executive Compensation Review. The Board of Directors (or a Board Committee) shall review any compensation packages (including all benefits) of the President or the chief executive officer and the Treasurer or chief financial officer, regardless of job title, and shall approve such compensation only after determining that the compensation is just and reasonable. This review and approval shall occur when such officer is hired, when the term of employment of such officer is renewed or extended, and when the compensation of such officer is modified, unless the modification applies to substantially all of the employees of this corporation.

Section 18. Actions Requiring Eighty Percent (80%) Approval. To promote the Designators' shared values of collegiality and respect, the approval of at least eighty percent (80%) of the directors then in office shall be required for any disbursements to a Designator and for the engagement of an Executive Director of this corporation.

ARTICLE V COMMITTEES

Section 1. Board Committees. The Board of Directors may, by resolution adopted by a majority of the directors then in office, create any number of Board Committees, each consisting of two or more directors, and only of directors, to serve at the pleasure of the Board. Appointments to any Board Committee shall be by a majority vote of the directors then in office. Board Committees may be given all the authority of the Board, except for the powers to:

- (a) set the number of directors within a range specified in these Bylaws;

- (b) elect directors or remove directors without cause;
- (c) fill vacancies on the Board of Directors or on any Board Committee;
- (d) fix compensation of directors for serving on the Board or any Board Committee;
- (e) amend or repeal these Bylaws or adopt new Bylaws;
- (f) adopt amendments to the Articles of Incorporation of this corporation;
- (g) amend or repeal any resolution of the Board of Directors which by its express terms is not so amendable or repealable;
- (h) create any other Board Committees or appoint the members of any Board Committees; or
- (i) approve any merger, reorganization, voluntary dissolution, or disposition of substantially all of the assets of this corporation.

Section 2. Advisory Committees. The Board of Directors may establish one or more Advisory Committees to the Board. The members of any Advisory Committee may consist of directors or non-directors and may be appointed as the Board determines. Advisory committees may not exercise the authority of the Board to make decisions on behalf of this corporation, but shall be restricted to making recommendations to the Board or Board Committees, and implementing Board or Board Committee decisions and policies under the supervision and control of the Board or Board Committee.

Section 3. Audit Committee. For any tax year in which this corporation has gross revenues of \$2 million or more, this corporation shall have an Audit Committee whose members shall be appointed by the Board of Directors, and who may include both directors and non-directors, subject to the following limitations: (a) members of the finance committee, if any, shall constitute less than one-half of the membership of the Audit Committee; (b) the chair of the Audit Committee may not be a member of the Finance Committee, if any; (c) the Audit Committee may not include any member of the staff, including the President or chief executive officer and Treasurer or chief financial officer; (d) the Audit Committee may not include any person who has a material financial interest in any entity doing business with this corporation; and (e) Audit Committee members who are not directors may not receive compensation greater than the compensation paid to directors for their Board service.

If the Audit Committee is composed and appointed as required by Section 1 above (concerning Board Committees), it shall be deemed a Board Committee on which the other directors are entitled to rely as provided in Article IV, Section 14 of these Bylaws; otherwise, the Board of Directors shall remain responsible for oversight and supervision of the Audit Committee as an Advisory Committee.

The Audit Committee shall: (1) recommend to the Board of Directors the retention and, when appropriate, the termination of an independent certified public accountant to

serve as auditor, (2) negotiate the compensation of the auditor on behalf of the Board, (3) confer with the auditor to satisfy the Audit Committee members that the financial affairs of this corporation are in order, (4) review and determine whether to accept the audit, and (5) approve performance of any non-audit services provided to this corporation by the auditor's firm.

Section 4. Meetings.

A. Of Board Committees. Meetings and actions of Board Committees shall be governed by and held and taken in accordance with the provisions of Article IV of these Bylaws concerning meetings and actions of the Board of Directors, with such changes in the content of those Bylaws as are necessary to substitute the Board Committee and its members for the Board of Directors and its members. Minutes shall be kept of each meeting of any Board Committee and shall be filed with the corporate records.

B. Of Advisory Committees. Subject to the authority of the Board of Directors, Advisory Committees may determine their own meeting rules and whether minutes shall be kept.

The Board of Directors may adopt rules for the governance of any Board or Advisory Committee not inconsistent with the provisions of these Bylaws.

ARTICLE VI OFFICERS

Section 1. Officers. The officers of this corporation shall be a President, two Vice Presidents, a Secretary, and a Treasurer. The corporation may also have, at the discretion of the directors, such other officers as may be appointed by the Board of Directors. Any number of offices may be held by the same person, except that neither the Secretary nor the Treasurer may serve concurrently as the President or Chair of the Board, if any. All officers shall be elected from among the directors of the corporation.

Section 2. Election. Except for the initial officers appointed by the incorporator, the officers of this corporation shall be elected annually by the Board of Directors, and each shall serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment.

Section 3. Removal. Subject to the rights, if any, of an officer under any contract of employment, any officer may be removed, with or without cause, by the Board of Directors or by an officer on whom such power of removal may be conferred by the Board of Directors.

Section 4. Resignation. Any officer may resign at any time by giving written notice to this corporation. Any resignation shall take effect on receipt of that notice by any other officer than the person resigning or at any later time specified by that notice and, unless otherwise specified in that notice, the acceptance of the resignation shall not be necessary to make it effective. Any resignation is without prejudice to the rights, if any, of this corporation under any contract to which the officer is a party.

Section 5. Vacancies. A vacancy in any office for any reason shall be filled in the same manner as these Bylaws provide for election to that office.

Section 6. President. The President shall be the chief executive officer of this corporation and shall, subject to control of the Board, generally supervise, direct and control the business and other officers of this corporation. The President shall have the general powers and duties of management usually vested in the office of president of the corporation and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

Section 7. Vice Presidents. The Vice Presidents shall, in the absence of the President, carry out the duties of the President and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

Section 8. Secretary. The Secretary shall supervise the keeping of a full and complete record of the proceedings of the Board of Directors and its committees, shall supervise the giving of such notices as may be proper or necessary, shall supervise the keeping of the minute books of this corporation, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

Section 9. Treasurer. The Treasurer shall be the chief financial officer of this corporation and shall supervise the charge and custody of all funds of this corporation, the deposit of such funds in the manner prescribed by the Board of Directors, and the keeping and maintaining of adequate and correct accounts of this corporation's properties and business transactions, shall render reports and accountings as required, and shall have such other powers and duties as may be prescribed by the Board or these Bylaws.

ARTICLE VII CERTAIN TRANSACTIONS

Section 1. Loans. Except as permitted by Section 5236 of the California Nonprofit Public Benefit Corporation Law, this corporation shall not make any loan of money or property to, or guarantee the obligation of, any director or officer; provided, however, that this corporation may advance money to a director or officer of this corporation or any subsidiary for expenses reasonably anticipated to be incurred in performance of the duties of such director or officer so long as such individual would be entitled to be reimbursed for such expenses absent that advance.

Section 2. Self-Dealing Transactions. Except as provided in Section 3 below, the Board of Directors shall not approve, or permit the corporation to engage in, any self-dealing transaction. A self-dealing transaction is a transaction to which this corporation is a party and in which one or more of its directors has a material financial interest, unless the transaction comes within California Corporations Code Section 5233(b).

Section 3. Approval. This corporation may engage in a self-dealing transaction if the transaction is approved by a court or by the Attorney General. This corporation may also engage in a self-dealing transaction if the Board determines, before the transaction, that (a) this corporation is entering into the transaction for its own benefit; (b) the transaction is fair

and reasonable to this corporation at the time; and (c) after reasonable investigation, the Board determines that it could not have obtained a more advantageous arrangement with reasonable effort under the circumstances. Such determinations must be made by the Board in good faith, with knowledge of the material facts concerning the transaction and the director's interest in the transaction, and by a vote of a majority of the directors then in office, without counting the vote of the interested director or directors.

Where it is not reasonably practicable to obtain approval of the Board before entering into a self-dealing transaction, a Board Committee may approve such transaction in a manner consistent with the requirements above; provided that, at its next meeting, the full Board determines in good faith that the Board Committee's approval of the transaction was consistent with the requirements above and that it was not reasonably practical to obtain advance approval by the full Board, and ratifies the transaction by a majority of the directors then in office without the vote of any interested director.

ARTICLE VIII INDEMNIFICATION AND INSURANCE

Section 1. Right of Indemnity. To the fullest extent allowed by Section 5238 of the California Nonprofit Public Benefit Corporation Law, this corporation may indemnify its agents, in connection with any proceeding, and in accordance with Section 5238. For purposes of this Article, "agent" shall have the same meaning as in Section 5238(a), including directors, officers, employees, other agents, and persons formerly occupying such positions; "proceeding" shall have the same meaning as in Section 5238(a), including any threatened action or investigation under Section 5233 or brought by the Attorney General; and "expenses" shall have the same meaning as in Section 5238(a), including reasonable attorneys' fees.

Section 2. Approval of Indemnity. On written request to the Board of Directors in each specific case by any agent seeking indemnification, to the extent that the agent has been successful on the merits, the Board shall promptly authorize indemnification in accordance with Section 5238(d). Otherwise, the Board shall promptly determine, by a majority vote of a quorum consisting of directors who are not parties to the proceeding, whether, in the specific case, the agent has met the applicable standard of conduct stated in Section 5238(b) or Section 5238(c), and, if so, may authorize indemnification to the extent permitted thereby.

Section 3. Advancing Expenses. The Board of Directors may authorize the advance of expenses incurred by or on behalf of an agent of this corporation in defending any proceeding prior to final disposition, if the Board finds that:

(a) the requested advances are reasonable in amount under the circumstances;
and

(b) before any advance is made, the agent will submit a written undertaking satisfactory to the Board to repay the advance unless it is ultimately determined that the agent is entitled to indemnification for the expenses under this Article.

The Board shall determine whether the undertaking must be secured, and whether interest shall accrue on the obligation created thereby.

Section 4. Insurance. The Board of Directors may adopt a resolution authorizing the purchase of insurance on behalf of any agent against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, and such insurance may provide for coverage against liabilities beyond this corporation's power to indemnify the agent under law.

ARTICLE IX GRANTS ADMINISTRATION

Section 1. Purpose of Grants. This corporation shall have the power to make grants and contributions and to render other assistance, only to or for the benefit of its supported public charities as identified in this corporation's Articles of Incorporation.

Section 2. Board of Directors Oversight. The Board of Directors shall exercise itself, or delegate, subject to its supervision, control over grants, contributions, and other financial assistance provided by this corporation. The Board shall approve a process for reviewing and approving or declining all requests for funds made to this corporation, which shall require such requests to specify the use to which the funds will be put, and include a mechanism for regular Board review of all grants made. The Board shall similarly approve a process for authorizing payment of duly approved grants to the approved grantee.

Section 3. Refusal; Withdrawal. The Board of Directors, in its absolute discretion, shall have the right to refuse to make any grants or contributions, or to render other financial assistance, for any or all of the purposes for which the funds are requested. In addition, the Board, in its absolute discretion, shall have the right to withdraw its approval of any grant at any time and use the funds for other purposes within the scope of the purposes expressed in this corporation's Articles of Incorporation, subject to any rights of third parties under any contract relating to such grant.

Section 4. Accounting. The Board of Directors shall determine under what circumstances to require that grantees furnish a periodic accounting to show that the funds granted by this corporation were expended for the purposes that were approved by the Board.

Section 5. Restrictions on Contributions. Unless otherwise determined by resolution of the Board of Directors in particular cases, this corporation shall retain complete control and discretion over the use of all contributions it receives, subject only to any charitable trust restrictions that apply to such contributions, and all contributions received by this corporation from solicitations for specific grants shall be regarded as for the use of this corporation and not for any particular organization or individual mentioned in the solicitation.

**ARTICLE X
MISCELLANEOUS**

Section 1. Fiscal Year. The fiscal year of this corporation shall end each year on June 30.

Section 2. Contracts, Notes, and Checks. All contracts entered into on behalf of this corporation must be authorized by the Board of Directors or the person or persons on whom such power may be conferred by the Board from time to time, and, except as otherwise provided by law, every check, draft, promissory note, money order, or other evidence of indebtedness of this corporation shall be signed by the President, Treasurer, or person or persons on whom such power may be conferred by the Board from time to time..

Section 3. Annual Reports to Directors and Designators. The President shall furnish an annual written report to all directors and to each Designator of this corporation containing the following information about this corporation's previous fiscal year, within a reasonable amount of time following the close of such fiscal year:

(a) the assets and liabilities, including the trust funds of this corporation, as of the end of the fiscal year;

(b) the principal changes in assets and liabilities, including trust funds, during the fiscal year;

(c) the revenue or receipts of this corporation, both unrestricted and restricted to particular purposes, for the fiscal year;

(d) the expenses or disbursements of this corporation, for both general and restricted purposes, for the fiscal year; and

(e) any transaction during the previous fiscal year involving more than \$50,000 between this corporation (or its parent or subsidiaries, if any) and any of its directors or officers (or the directors or officers of its parent or subsidiaries, if any) or any holder of more than ten percent of the voting power of this corporation or its parent or subsidiaries, if any, or any of a number of such transactions in which the same person had a direct or indirect material financial interest, and which transactions in the aggregate involved more than \$50,000, as well as the amount and circumstances of any indemnifications or advances aggregating more than \$10,000 paid during the fiscal year to any director or officer of this corporation. For each transaction, the report must disclose the names of the interested persons involved in such transaction, stating such person's relationship to this corporation, the nature of such person's interest in the transaction and, where practicable, the value of such interest.

The foregoing report shall be accompanied by any report thereon of independent accountants or, if there is no such report, the certificate of an authorized officer of this corporation that such statements were prepared without an audit from the books and records of this corporation. The report and any accompanying material may be sent by electronic transmission in compliance with Article X, Section 5 of these Bylaws.

Section 4. Required Financial Audits. This corporation shall obtain a financial audit for any tax year in which it receives or accrues gross revenue of \$2 million or more, excluding grant or contract income from any governmental entity for which the governmental entity requires an accounting. Whether or not they are required by law, any audited financial statements obtained by this corporation shall be made available for inspection by the Attorney General and the general public within nine months after the close of the fiscal year to which the statements relate, and shall remain available for three years (1) by making them available at this corporation's principal, regional, and district offices during regular business hours and (2) either by mailing a copy to any person who so requests in person or in writing or by posting them on this corporation's website.

Section 5. Electronic Transmissions. Unless otherwise provided in these Bylaws, and subject to any guidelines and procedures that the Board of Directors may adopt from time to time, the terms "written" and "in writing" as used in these Bylaws include any form of recorded message in the English language capable of comprehension by ordinary visual means, and may include electronic transmissions, such as facsimile or email, provided (i) for electronic transmissions from the corporation, the corporation has obtained an unrevoked written consent from the recipient to the use of such means of communication; (ii) for electronic transmissions to the corporation, the corporation has in effect reasonable measures to verify that the sender is the individual purporting to have sent such transmission; and (iii) the transmission creates a record that can be retained, retrieved, reviewed, and rendered into clearly legible tangible form.

Section 6. Amendments. Proposed amendments to these Bylaws shall be submitted in writing to the directors at least one week in advance of any Board meeting at which they will be considered for adoption. The vote of eighty percent (80%) or the unanimous written consent of the directors shall be required to adopt a bylaw amendment; provided, however, that (except for the removal of a Designator as provided in Section 3 of Article III above) any amendment to any provision of these Bylaws that affects the rights or duties of a Designator shall not be valid without the prior written consent of such Designator.

Section 7. Governing Law. In all matters not specified in these Bylaws, or in the event these Bylaws shall not comply with applicable law, the California Nonprofit Public Benefit Corporation Law as then in effect shall apply.

Table 1: The Teacher Effectiveness Framework

Domain 1: Planning and Preparation	
<i>Highly effective teachers...</i>	<ul style="list-style-type: none"> 1.1 Generate measurable learning objectives that drive the development of standards-aligned instructional plans 1.2 Organize learning to connect to student prior knowledge, interests, and academic, college, and career goals 1.3 Differentiate instructional plans based on student data in order to meet the learning needs of all students 1.4 Anticipate learning obstacles and student misconceptions to plan multiple learning opportunities to ensure student learning 1.5 Plans instructional blocks with appropriate pacing, activities, and content to ensure efficient and effective use of time
Domain 2: The Classroom Learning Environment	
<i>Highly effective teachers...</i>	<ul style="list-style-type: none"> 2.1 Manage student behavior through clear expectations and a balance of positive reinforcement and appropriate redirection 2.2 Develop a safe classroom climate that minimizes conflict and promotes respect for differences 2.3 Establish a culture where students feel supported to take academic risks and are encouraged to learn from mistakes 2.4 Use smooth and rapid transitions, routines, and rituals to maintain instructional momentum 2.5 Create a classroom culture of high academic expectations and rigor

Domain 3: Instruction	
<i>Highly effective teachers...</i>	<p>3.1 Use learning objectives to frame new learning, check for understanding towards desired outcomes, and make connections to future and prior learning</p> <p>3.2 Utilizes resources and executes instructional strategies to increase conceptual understanding and achievement of learning objectives</p> <p>3.3 Students are engaged in learning - they are the ones working, thinking, and talking about the content using academic discourse</p> <p>3.4 Develop critical thinking by providing opportunities for students to problem-solve, engage in inquiry, and reflect on their learning</p>
DOMAIN 4: Assessment and Data-Driven Instruction	
<i>Highly effective teachers...</i>	<p>4.1 Use student achievement data to monitor progress toward proficiency and make effective instructional decisions including checking for understanding and modifying instruction</p> <p>4.2 Design backwards-mapped summative and formative assessments to standards</p> <p>4.3 Demonstrate clear expectations for proficient work by modeling and using rubrics and exemplars</p> <p>4.4 Implement a grading system provides students with multiple opportunities to achieve and demonstrate mastery</p> <p>4.5 Ensure that students can articulate and reflect on their own progress and can use that information to set goals and advocate for their own success</p>
Domain 5: Professional Responsibilities <i>[Note: CMOs will add Attitudes & Beliefs standards here after further research]</i>	
<i>Highly effective teachers...</i>	<p>5.1 Engage in critical reflection around practice, constantly revising practice to increase effectiveness</p> <p>5.2 Engage in collaborative relationships with peers to learn and share best practices and ensure continuity in student learning</p> <p>5.3 Uphold and exhibit the [Green Dot] norms and expectations of a professional workplace as defined by employee handbook</p>

DOMAIN 6: Partnerships with Family and Community [Note: CMOs expect to further refine the standards in this domain after testing and analyzing student survey results]

Highly effective teachers...

6.1 Develop two-way communication with families about student learning and achievement

6.2 Equip families with a variety of strategies to support their child's success and college readiness

6.3 Help students leverage resources in their community that support their success in college and beyond

	Educator Effectiveness Project Implementation Plan	Owner	Phase 1		Phase 2		Phase 3			
			2010-11	2011-12	2012-13	2013-14	2014-15			
	Teacher Evaluation System									
1	Develop evaluation system (including small scale pilots)	Vendor and Implementation Leads	X	X						
2	Rollout of evaluation system (student growth=25% weighting)	Implementation Leads and Coaches		X						
3	Develop customized attitudes and beliefs component	CAOs and Implementation Leads	X	X	X					
4	Full rollout of revised evaluation (student growth = 40% weighting)	Implementation Leads and Coaches			X		X	X	X	X
5	Conduct analysis of evaluation system and calibrate as necessary	CAOs and Implementation Leads		X	X	X	X	X	X	X
	Teacher Career Path									
1	Develop career path tiers	Vendor and Implementation Leads	X	X	X					
2	Rollout career path tiers across all CMOs	Implementation Leads and Coaches		X	X	X	X	X	X	X
3	Conduct analysis of new career path and calibrate as necessary	Vendor and Implementation Leads				X	X	X	X	X
4	Analyze highest need areas and match opportunities with teachers	Principals and Implementation Leads			X	X	X	X	X	X
5	Provisional placement on career path based on output of newly implemented evaluation system	Vendor, CAOs, and Implementation Leads			X					
6	100% of teachers on career path; step-and-column schedule is officially dissolved	Board						X		
7	Implement differentiated compensation pilot in 5 case study schools	CAOs and Implementation Leads		X	X	X	X	X	X	X

Educator Effectiveness Project Implementation Plan		Owner	Phase 1		Phase 2			Phase 3						
			2010-11		2011-12		2012-13		2013-14		2014-15			
	Teacher Residency													
1	Develop resident coursework and curriculum	CAOs	X	X										
2	Identify and train resident mentors	Implementation Leads & Coaches, Principals	X	X	X	X	X	X	X	X	X	X	X	X
3	Recruit residents for program	Human Resources	X	X	X	X	X	X	X	X	X	X	X	X
4	Pilot launched with 30 residents enrolled	Implementation Leads	X	X	X	X	X	X	X	X	X	X	X	X
5	Refine resident coursework and curriculum	CAOs and Implementation Leads			X	X	X	X	X	X	X	X	X	X
6	Analyze and evaluate program	CAOs and Implementation Leads					X	X	X	X	X	X	X	X
7	Decision made to either expand or terminate pilot	Board						X						
	Teacher Professional Development													
1	Develop differentiated PD materials to support evaluation system and career path	Vendor and Implementation Leads	X	X	X	X	X	X	X	X				
2	Research impact of professional development and optimize content over time	Vendor, CAOs, and Implementation Leads									X	X	X	X
3	Rollout new PD system	Implementation Leads and Coaches			X	X	X	X	X	X	X	X	X	X
4	Implementation of 11 th month for HE1, HE2 and underperforming teachers	Implementation Leads and Human Resources			X	X	X	X	X	X				
5	Full implementation of 11 th month for HE1, HE2 and underperforming teachers	Implementation Leads and Human Resources									X	X	X	X

Educator Effectiveness Project Implementation Plan		Owner	Phase 1				Phase 2				Phase 3									
			2010-11				2011-12				2012-13				2013-14				2014-15	
6	HR analytics to support PD improvement across CMOs on an ongoing basis	Data Leads					X	X	X	X	X	X	X	X	X	X	X	X	X	X
7	100% of highly effective teachers are on the 11 month calendar (either teaching summer school or providing PD)	Principals and Implementation Leads																	X	
Principal Residency																				
1	Develop resident coursework and curriculum	Vendor, CAOs, and Implementation Leads		X																
2	Rollout principal residency program	CAOs and Implementation Leads					X	X	X	X	X	X	X	X	X	X	X	X	X	X
3	Analyze and evaluate program	Implementation Leads									X	X	X	X	X	X	X	X	X	X
4	Full rollout of residency program	Implementation Leads and Coaches									X									
Principal Professional Development																				
1	Develop and refine content to train principals for new teacher evaluation system	Vendor, CAOs, and Implementation Leads		X				X	X	X	X	X	X	X	X	X	X	X	X	X
2	Deliver training on how to use the new evaluation system and inter-rater reliability protocols to existing principals	Vendor and Implementation Coaches					X	X	X	X	X	X	X	X	X	X	X	X	X	X
3	100% of principals have received training in how to use the evaluation system	Implementation Leads																	X	
Principal Evaluation System & Career Path																				

Educator Effectiveness Project Implementation Plan		Owner	Phase 1		Phase 2		Phase 3	
			2010-11	2011-12	2012-13	2013-14	2014-15	
1	Design new principal evaluation system and career path	Vendor, CAOs, and Implementation Leads	X					
2	Implement new principal evaluation system- pilot in 5 schools	Implementation Leads		X				
3	Widescale rollout of new principal evaluation system	Implementation Leads			X	X	X	
4	Principal evaluation system reaches scale	Implementation Leads						X
5	Develop principal career paths	Vendor, CAOs	X	X				
6	Implement principal compensation pilot in 5 schools	CAOs, Implementation Leads		X	X	X		
7	Provisional placement of all principals on career path	Implementation Leads					X	
Data Systems								
1	Implement data warehouse	Data Leads	X	X	X	X	X	
2	Build infrastructure flexibility	Data Leads		X	X	X		
3	Enhance existing systems	Data Leads	X					
4	Implement new systems	Data Leads		X	X	X	X	
5	Complete data system, begin refinement	Data Leads		X	X	X		

Table 2: Educator Effectiveness Project Implementation Plan

Table 3: Student Impact

Metric - Category	Description	Baseline	Year 1 Projection	Year 2 Projection	Year 3 Projection	Year 4 Projection	Year 5 Projection	Relevant Comparison
Student Impact – State Assessment 1	Percentage advanced or proficient on Grade 5 ELA exam	50%	50%	55%	60%	65%	70%	Beverly Hills: 70% Santa Monica: 73%
Student Impact – State Assessment 2	Percentage advanced or proficient on Grade 5 Math exam	65%	65%	65%	70%	75%	75%	Beverly Hills: 70% Santa Monica: 69%
Student Impact – State Assessment 3	Percentage advanced or proficient on Grade 8 ELA exam	45%	45%	50%	55%	60%	65%	Beverly Hills: 81% Santa Monica: 69%
Student Impact – State Assessment 4	Percentage advanced or proficient on Grade 8 Algebra I exam	40%	40%	45%	50%	55%	55%	Beverly Hills: 54% Santa Monica: 32%

Metric - Category	Description	Baseline	Year 1 Projection	Year 2 Projection	Year 3 Projection	Year 4 Projection	Year 5 Projection	Relevant Comparison
Student Impact – State Assessment 5	Percentage advanced or proficient on Grade 11 ELA exam	30%	30%	35%	40%	45%	50%	Beverly Hills: 59% Santa Monica: 56%
Student Impact – State Assessment 6	Percentage advanced or proficient on Grade 11 Math ¹ exam	10%	10%	15%	20%	25%	30%	Beverly Hills: 46% Santa Monica: 21%
Student Impact – Graduation Rates	Graduation Rate based on CALPADS – goal of 95% overall graduation rate	Baseline (B)	B + 2%	B + 4%	B + 6%	B + 8%	B + 10%	N/A
Student Impact – College Readiness 1	Percentage passing 11 th grade EAP Math All schools (Existing Schools)	5%	5% (7%)	7% (10%)	12% (15%)	15% (20%)	18% (23%)	Malibu: 22% Santa Monica: 13%

¹ Denominator to include dropouts (e.g., Math = [A/P in algebra II by 11th grade for those students who entered as 9th graders]/[total number of entering 9th graders two years earlier])

Metric - Category	Description	Baseline	Year 1 Projection	Year 2 Projection	Year 3 Projection	Year 4 Projection	Year 5 Projection	Relevant Comparison
Student Impact – College Readiness 2	Percentage passing 11 th grade EAP ELA All Schools (Existing Schools)	8% pass	8% (10%)	12% (15%)	15% (20%)	20% (25%)	23% (28%)	Malibu: 15% Santa Monica 12%
Student Impact – College Readiness 3	Percentage of students earning 3 UC approved credits or passing at least one AP exam by graduation	10%	10%	15%	20%	25%	30%	CA average: 20% pass an AP test by graduation

Table 4: Teacher Impact

Metric - Category	Description	Baseline	Year 1 Projection	Year 2 Projection	Year 3 Projection	Year 4 Projection	Year 5 Projection
Teacher Impact – Effectiveness 1	Percentage of highly effective teachers in schools opened by SY 2009-2010	Estimated 15%	20%	25%	30%	35%	40%
Teacher Impact – Effectiveness 2	Percentage of highly effective teachers in schools opened after SY 2009-2010	N/A	10%	15%	20%	25%	30%
Teacher Impact – Effectiveness 3	Percentage of residency graduates on track towards becoming highly effective after first year	N/A	N/A (first year of residency)	25%	35%	45%	50%
Teacher Impact – Assignment 1	Percentage of highest-need students ² taught by at least one highly effective teacher	65%	75%	80%	85%	90%	95%
Teacher Impact – Assignment 2	Percentage of highest-need students' classes taught by highly effective teachers	15%	15%	20%	25%	30%	35%
Teacher Impact – Assignment 3	Percentage of highly effective teachers teaching highest-need students >30% of their time	65%	75%	80%	85%	90%	95%

² Highest-need student is defined as Special Education, English Language Learner, 9th grade, and students enrolled in remedial courses.

Table 5: Principal Impact

Metric - Category	Description	Baseline	Year 1 Projection	Year 2 Projection	Year 3 Projection	Year 4 Projection	Year 5 Projection
Principal Impact – Effectiveness 1	Percentage of highly effective principals in schools opened by SY 2009-2010	Estimated 15%	20%	25%	30%	35%	40%
Principal Impact – Effectiveness 2	Percentage of highly effective principals in schools opened after SY 2009-2010	N/A	10%	15%	20%	25%	30%

Table 6: The Teacher Effectiveness Project Implementation Performance Measures

Metric - Category	Description	Baseline	Year 1 Projection	Year 2 Projection	Year 3 Projection	Year 4 Projection	Year 5 Projection
Implementation – Evaluation system	Implementation of common evaluation system that incorporates student achievement	Evaluations do not currently include student achievement	Pilot year	Rollout and data collection, Student achievement comprises 25% of teacher evaluation score	Student achievement comprises 40% of teacher evaluation score		
Implementation – Evaluation system	Percentage of teachers with student achievement included in evaluation score	0%	Pilot teachers only	80% (100% in case study schools); All subjects will have a pre and post test in place	100%		
Implementation – Career Path	Development of career path salary schedule	4 of 5 CMOs use step and column or similar salary schedules	Pilot teachers placed on career path	Provisional placement on career path; Case study teachers are compensated according to career path placement	100% of schools place teachers on Career Path by end of year; step and column schedule is officially dissolved		

Metric - Category	Description	Baseline	Year 1 Projection	Year 2 Projection	Year 3 Projection	Year 4 Projection	Year 5 Projection
Implementation – Career Path	Teacher Residency Institute Enrollment	0 CMOs run a residency institute	30	45	55	80	100
Implementation – Career Path	Differentiated PD system	Little to no differentiation of PD	Planning year	Initial rollout of PD system	Full rollout of differentiated PD according to teacher evaluation	Full rollout of 11 th month PD	
Implementation – Career Path	% of highly effective teachers on 11 month teaching calendar (i.e., providing PD to colleagues or teaching summer school)	15% of highly effective teachers are delivering at least 2 full days of PD for colleagues or teaching summer school	15%	40%	80%	100%	
Implementation – Professional Development	Highly effective teacher participation in the 11 th month of employment (teaching summer school or providing professional development)	Some 11 month staffing, not systematic		Initial rollout of 11-month calendar for HE1, HE2 and under-performing teachers		100% of highly effective teachers are on 11-month calendar	

Metric - Category	Description	Baseline	Year 1 Projection	Year 2 Projection	Year 3 Projection	Year 4 Projection	Year 5 Projection
Implementation - Leadership	CMO involvement in and enrollment in principal residency program	2 of 5 CMOs have onboarding program for new principals	Planning year	Initial roll-out of residency program; 33% new principals enrolled	Full roll-out; 50% new principals enrolled	50% new principals enrolled	50% new principals enrolled
Implementation - Leadership	Common and effective principal evaluation system	Various degrees of development across CMOs	Design and Development	Implementation begins in 5 case study schools	Roll-out; Provisional placement on career path beyond case study schools	100% of principals on career path	
Implementation - Leadership	Principal training for implementation of teacher observation, with a focus on inter-rater reliability		100% of principals trained				

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Budget Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative** Pages: **16** Uploaded File: **I:\TIF\Budget Narrative.pdf**

BUDGET NARRATIVE

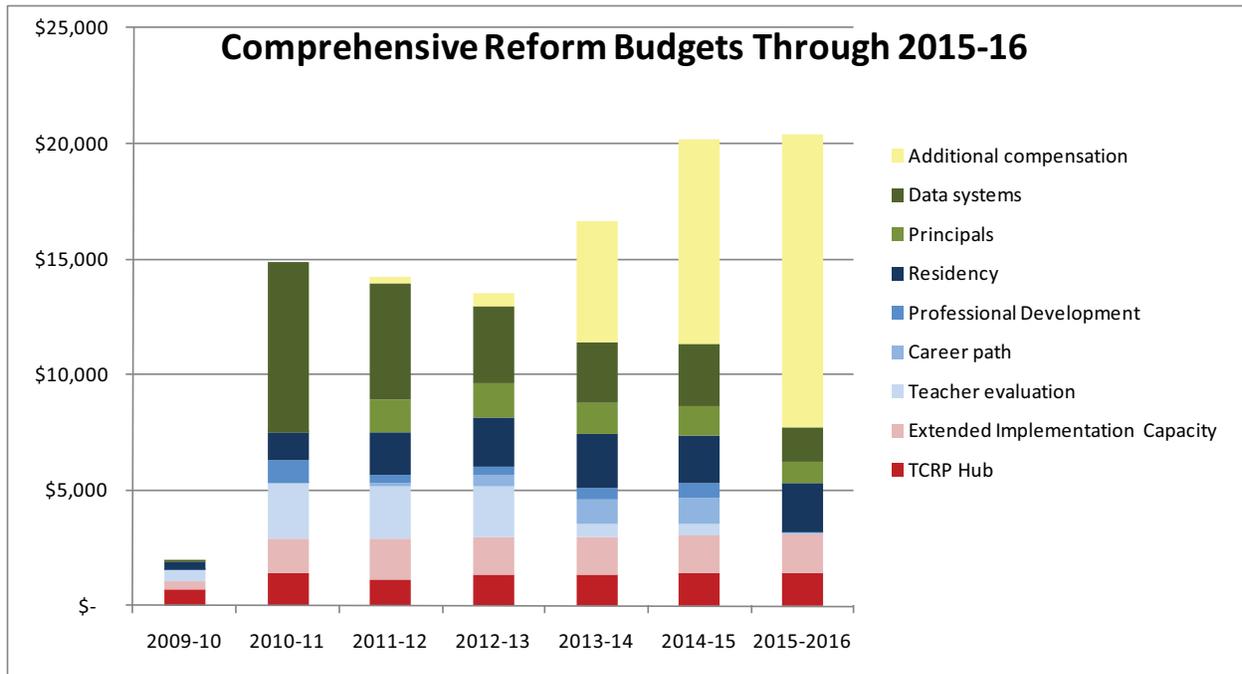
The College-Ready Promise Educator Effectiveness Project is being undertaken by a partnership of five California-based charter management organizations (CMOs)—Aspire Charter Schools, Alliance College-Ready Public Schools, Green Dot Public Schools, Inner City Education Foundation (ICEF) Public Schools and Partnership to Uplift Communities (PUC Schools)—who collectively manage TCRP’s 46 TIF-eligible charter schools (considered LEAs under California law).

The total budget for the TCRP Educator Effectiveness Project over the five years of the project is [REDACTED] of which we are [REDACTED] in support from the Department through TIF grant. While the Bill & Melinda Gates Foundation has committed [REDACTED] to partially support this project over the next five years (part of a total [REDACTED]0 grant for our full seven-year, nine-part reform effort), a \$ [REDACTED] grant from the Department would provide the essential funding necessary for personnel and vendor costs to specifically support the five components of our total plan that make up the Educator Effective Project: *Teacher Evaluation, Principal Effectiveness, Career Path, Professional Development, and Differentiated Compensation*, as described in our proposal. It would also allow us to implement differentiated compensation within all five CMOs on a limited scale beginning in year 2.

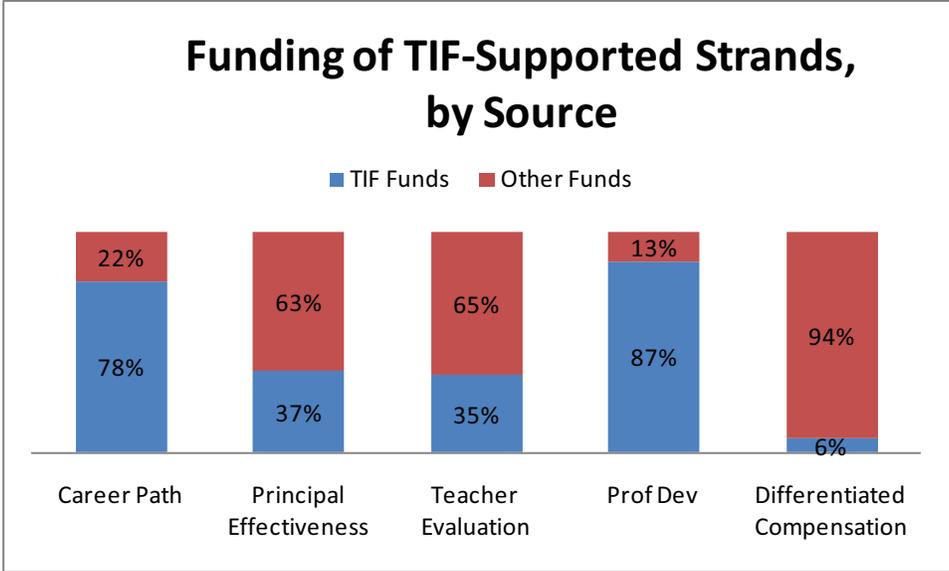
TCRP is seeking additional support from private foundations to fully fund other parts of the overall project, including ongoing implementation costs. TCRP is confident in its ability to raise the additional [REDACTED] needed through fundraising efforts. TCRP has applied for [REDACTED] from the federal government through the Investing in Innovation (i3) grant program and is actively seeking funding from additional private foundations. Some project costs also may be offset through ongoing state advocacy efforts aimed at achieving parity in per-pupil funding,

parcel tax and facilities for charter schools; this would direct more resources in general to charter schools (which receive less per-pupil revenue than traditional public schools).

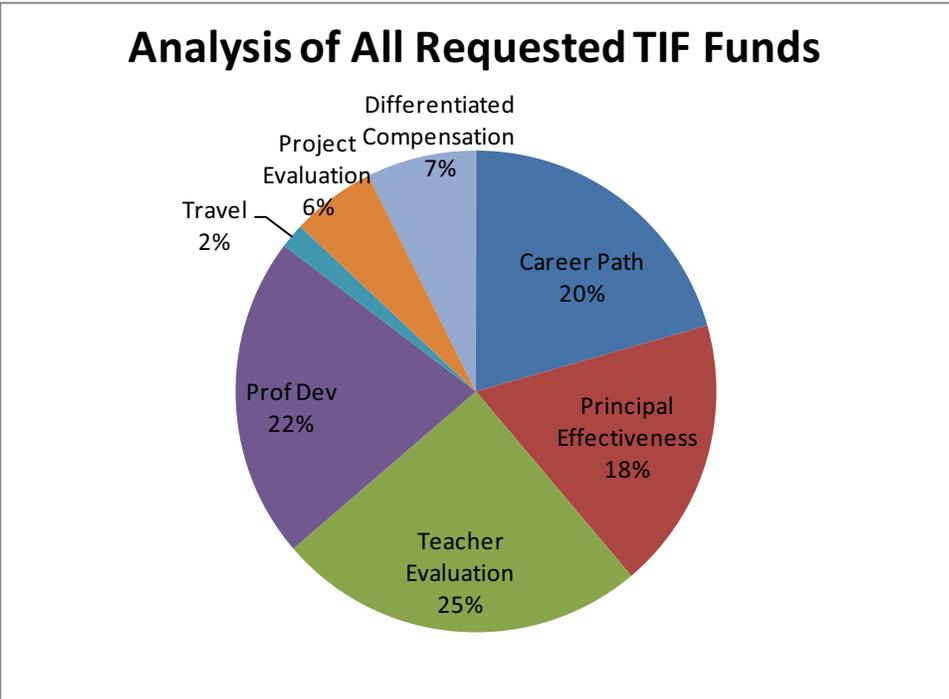
The figure below shows total costs of each of the nine components of TCRP’s complete seven-year agenda in thousands of dollars (i.e., multiply all numbers by \$1,000). A year prior to and a year following the grant period are shown for comparison purposes.



Clearly, TCRP’s total vision and plan is ambitious, as no school system yet has fully implemented all its parts. Given the enormous task to completely redirect human resource systems to value and develop educator effectiveness, TIF funding will play a critical role in allowing TCRP to have the personnel, contractual support and differentiated compensation rewards in place to execute well on the five components of work that make up our core Educator Effectiveness Project. The graph below shows each of those five components and the projected source of funding to fully implement each one over the five-year grant period.



If awarded, TIF funds will be essential to implementing the *Career Path*, *Principal Effectiveness*, *Teacher Evaluation*, *Professional Development* and *Differentiated Compensation* initiatives of the TCRP reform plan. TIF funds are also requested for required travel and the local evaluation. The graph below shows an analytical breakdown of all requested TIF funds.



The narrative that follows is organized by budget category and explains the use of requested funds for each of five years of the grant period.

Personnel

Project Year 1 (2010-11). TCRP’s total personnel costs for Year 1 of the project amount to [REDACTED] of which we are asking the Department to fund [REDACTED]. This portion reflects the costs of TCRP and partnering CMO personnel focused exclusively on implementation management and coaching to support the *Professional Development* component. Support for other components is funded by non-TIF sources.

Personnel: The following requested personnel will be hired as employees of the project. Base salary is \$90,080 and is adjusted for inflation in subsequent years.	%FTE	Total
<p>Implementation Coaches (10): As described in the proposal, implementation coaches will be responsible for hands-on implementation management and coaching for the new professional development system. These will be highly trained, experienced coaches who will work with groups of principals and teachers to explore key concepts and give additional input into the design, who will refine the work to meet individual school needs, and who will help to ensure the dialogue between the teaching staff and TCRP. These leaders will know the details of the Educator Effectiveness Project and how to guide the principals and teachers into the new focus and habits necessary for the project to succeed.</p> <p>[REDACTED]</p>	50%	[REDACTED]

TCRP’s remaining Year 1 personnel costs not covered by the Department grant (\$ [REDACTED] as shown in Section B) will support other personnel who are involved in the design and

implementation of these and other components of the overall project, including in particular the new *Teacher Residency* program and new instructional improvement *Data System*.

Project Year 2 (2011-12). TCRP’s total personnel costs for Year 2 of the project amount to \$ [REDACTED] of which we are asking the Department to fund [REDACTED]. This portion reflects the costs of TCRP Implementation Coaches focused exclusively on the implementation of the *Professional Development* and *Principal Effectiveness* components. Support for other components is funded by non-TIF sources. The number of Implementation Coaches increases in Year 2 as the new performance-based compensation structure is implemented in the first five schools, the teacher evaluation system scales up, teachers are provisionally placed on the career path, and the principal evaluation enters the initial implementation phase.

Personnel: The following requested personnel will be hired as employees of the project.	%FTE	Total
Implementation Coaches (12): Implementation Coaches will be responsible for implementation management and coaching for the professional development system and principal initiatives [REDACTED]	20% principal initiatives; 10% professional development	[REDACTED]

TCRP’s remaining Year 2 personnel costs not covered by the Department ([REDACTED] 0) will support personnel who are involved in the design and implementation of these and other components of the overall project, including in particular the new *Teacher Residency* program and new instructional improvement *Data System*.

Project Year 3 (2012-13). TCRP’s total personnel costs for Year 3 of the project amount to \$ [REDACTED] 0, of which we are asking the Department to fund [REDACTED]. This portion reflects the

costs of TCRP personnel focused exclusively on the implementation of the *Principal Effectiveness, Professional Development and Career Path* components. Support for the *Teacher Evaluation* component is funded by non-TIF sources. The number of Implementation Coaches scales up in Year 3 as 100% of teachers are on the career path and the new principal evaluation is more broadly implemented/used.

Personnel: The following requested personnel will be hired as employees of the project.	%FTE	Total
Implementation Coaches (14): Implementation Coaches will be responsible for implementation management and coaching for the professional development system, career path and principal initiatives. [REDACTED]	20% career path; 20% principal initiatives; 10% professional development	[REDACTED]

TCRP’s remaining Year 3 personnel costs not covered by the Department (\$ [REDACTED] as shown in Section B) will support personnel who are involved in the design and implementation of these and other components of the overall project, including in particular the new *Teacher Residency* program and new instructional improvement *Data System*.

Project Year 4 (2013-14). TCRP’s total personnel costs for Year 4 of the project amount to [REDACTED] of which we are asking the Department to fund \$ [REDACTED]. This portion reflects the costs of TCRP personnel focused exclusively on the implementation of the *Teacher Evaluation, Professional Development, Principal Effectiveness and Career Path* components. Two additional Implementation Coaches are added in year 4 to handle the scaling of the principal evaluation system. In Year 4, 100% of principals are placed on a career path.

Personnel: The following requested personnel will be hired as employees of the project.	%FTE	Total
Implementation Coaches (16): The implementation coaches will be responsible for implementation management and coaching for the teacher evaluation, professional development system, career path and principal initiatives. [REDACTED]	20% teacher evaluation; 50% career path; 20% principal initiatives; 10% professional development	[REDACTED]

TCRP's remaining Year 4 personnel costs not covered by the Department (\$3,797,280 as shown in Section B) will support personnel who are involved in the design and implementation of these and other components of the overall project, including in particular the new *Teacher Residency* program and new instructional improvement *Data System*.

Project Year 5 (2014-15). TCRP's total personnel costs for Year 5 of the project amount to [REDACTED] of which we are asking the Department to fund \$ [REDACTED]. This portion reflects the costs of TCRP personnel focused exclusively on the design and implementation of the *Teacher Evaluation, Career Path, Professional Development* and *Principal Effectiveness* components, as follows. The number of Implementation Coaches reaches full scale in year 5.

Personnel: The following requested personnel will be hired as employees of the project.	%FTE	Total
Implementation Coaches (17): The implementation coaches will be responsible for implementation management and coaching for the teacher evaluation, professional development system, career path and principal initiatives. [REDACTED]	20% teacher evaluation; 50% career path; 20% principal initiatives; 10% professional development	[REDACTED]

TCRP’s remaining Year 5 personnel costs not covered by the Department [REDACTED] as shown in Section B) will support personnel who are involved in the design and implementation of these and other components of the overall project, including in particular the new *Teacher Residency* program and new instructional improvement *Data System*.

Fringe Benefits

Project Years 1-5 (2010-15). TCRP’s total fringe benefits costs for the five years of the project total [REDACTED]; as shown in Section A, the Department TIF grant would cover [REDACTED] of this amount, which represents 20% of the salaries/personnel costs only for employees described in the “Personnel” category above. Costs for each year are detailed below:

Year 1	[REDACTED]
Year 2	[REDACTED]
Year 3	[REDACTED]
Year 4	[REDACTED]
Year 5	[REDACTED]

The other five-year fringe benefits costs outlined in Section B ([REDACTED]) will be provided to personnel who are involved in the design and implementation of all components of the overall project, including the *Teacher Evaluation, Professional Development, Principal Effectiveness, Career Path, Teacher Residency* and *Data System* components. These will be funded by non-TIF sources.

Travel

Project Years 1-5 (2010-15). TCRP’s total requested travel costs for Years 1-5 of the project amount to \$ [REDACTED]. These funds will pay for three TCRP representatives to attend the required

annual U.S. Department of Education Teacher Incentive Fund Grantee Meetings in Washington, D.C., and for two TCRP personnel, including the project director, to attend the annual TIF Topical Meetings. We estimate that airfare between California and Washington, D.C., hotel costs for two nights (we assume that ED meetings will begin in the morning and that TCRP attendees—who will be coming from the west coast—will need to fly in the night before) and food for the duration of the trip will amount to approximately \$ [REDACTED] per person.

Travel: Travel expenses include the average airfare of [REDACTED] each, in addition to a hotel room at \$ [REDACTED] night for two nights and meals and incidental expenses at \$ [REDACTED] per trip	# Trips	\$ per Trip	Total
TIF Annual Grantee Meeting	3 people x 5 meetings = 15	[REDACTED]	[REDACTED]
TIF Annual Topical Meeting	2 people x 5 meetings = 10	[REDACTED]	[REDACTED]

The estimated travel costs for Year 1 in Section B will support transportation, accommodations and food for TCRP personnel as they travel to various off-site meetings, attend relevant industry conferences and visit school sites to facilitate and monitor implementation progress over the course of the five-year project. Non-federal funds cover our budgeted [REDACTED] for travel costs in Year 1, [REDACTED] for Year 2, \$ [REDACTED] for Year 3, [REDACTED] for Year 4, and [REDACTED] for Year 5.

Equipment

Project Years 1-5 (2010-15). Funding is not requested for equipment costs. Rather, as shown in Section B, the \$6,480,480 needed by TCRP for equipment over the course of the project will be paid from other funding sources.

Year 1	[REDACTED]
Year 2	[REDACTED]

Year 3	
Year 4	
Year 5	

Supplies

Project Years 1-5 (2010-15). The Department will not fund any supplies costs. As shown in Section B, the \$ [redacted] in supplies costs over the course of this project will be paid from other funding sources.

Year 1	[redacted]	on-federal funds
Year 2	[redacted]	on-federal funds
Year 3	[redacted]	on-federal funds
Year 4	[redacted]	on-federal funds
Year 5	[redacted]	on-federal funds

Contractual

Project Year 1 (2010-11). TCRP’s total contractual costs for Year 1 of the project amount to [redacted] of which we are asking the Department to fund [redacted]. This portion reflects the costs of vendors focused exclusively on the design and implementation of the *Teacher Evaluation* and *Professional Development* initiatives, as well as funding for the local project evaluation.

Vendor expenses include the following:

Component	Description of Work	Cost
Teacher Evaluation	Design student growth measures component	[redacted]
Teacher Evaluation	Conduct value-add analysis	[redacted]
Teacher Evaluation	Develop pre-tests and diagnostic tests	[redacted]
Teacher Evaluation	Develop rubric and assessment tools for classroom	[redacted]

	observation component	
Teacher Evaluation	Develop rubric and assessment tools for attitudes and beliefs component	
Teacher Evaluation	Develop survey, process for administering survey, and analysis of results for student/family feedback component	
Teacher Evaluation	Integrate components into a single system that produces synthesized output	
Professional Development	Provide external expert support in the design of differentiated professional development	
Professional Development	Facilitate summer differentiated professional development (\$ [REDACTED] x 5 CMOs)	
Local Evaluation	Evaluation Team – 33% of a Project Manager @ [REDACTED]	
Local Evaluation	Evaluation Team Travel (airfare, lodging)	
Local Evaluation	Evaluation Team 20% Administrative Overhead	

The local project evaluation will play a strong role in driving continuous project improvements and fine-tuning all components of the Educator Effectiveness Project. Using a variety of research methods (observations, interviews, focus groups, shadowing coaches, and qualitative case studies), the evaluation team will provide regular feedback to TCRP leadership on key research questions.

TCRP’s remaining Year 1 contractual costs not covered by the Department grant (\$ [REDACTED] as shown in Section B) will support personnel who are involved in the design and implementation of other components of the overall project, including the *Principal Effectiveness*, *Career Path*, *Teacher Residency* and *Data System* components.

Project Year 2 (2011-12). TCRP’s total contractual costs for Year 2 of the project amount to [REDACTED] of which we are asking the Department to fund \$ [REDACTED]. This portion reflects the costs of vendors focused exclusively on the design and implementation of the *Teacher*

Evaluation, Career Path, Principal Effectiveness and Teacher Support components, as well as funding for the local project evaluation:

Component	Description of Work	Cost
Teacher Evaluation	Design student growth measures component	[REDACTED]
Teacher Evaluation	Conduct value-add analysis	
Teacher Evaluation	Develop and refine pre-tests and diagnostic tests	
Teacher Evaluation	Integrate components into single system that produces synthesized output	
Career Path	Provide expert support to inform design of career path (e.g., cut scores) & compensation system	
Principal Effectiveness	Deliver training to residents	
Principal Effectiveness	Design principal evaluation system aligned with teacher evaluation system	
Professional Development	Provide external expert support in development of differentiated professional development	
Local Evaluation	Evaluation Team – 33% of a Project Manager [REDACTED]	
Local Evaluation	Evaluation Team Travel (airfare, lodging)	
Local Evaluation	Evaluation Team 20% Administrative Overhead	

TCRP’s remaining Year 2 contractual costs not covered by the Department (\$ [REDACTED] as shown in Section B) will support vendors who are involved in the design and implementation of other components of the overall project, including the *Professional Development, Teacher Residency* and *Data System* components.

Project Year 3 (2012-13). TCRP’s total contractual costs for Year 3 of the project amount to [REDACTED] of which we are asking the Department to fund \$ [REDACTED]. This portion reflects the costs of vendors focused exclusively on the development, implementation and refinement of the *Teacher Evaluation, Principal Effectiveness* and *Career Path* components, as well as funding for the local project evaluation:

Component	Description of Work	Cost
Teacher Evaluation	Develop and refine pre-tests and diagnostic tests	[REDACTED]
Teacher Evaluation	Develop and refine qualitative exams for performance-based disciplines (e.g., art, PE)	
Teacher Evaluation	Develop and refine rubric and assessment tools for classroom observation component	
Teacher Evaluation	Develop and refine rubric and assessment tools for attitudes and beliefs component	
Teacher Evaluation	Develop and refine survey, process for administering survey, and analysis of results for student/family feedback component	
Career Path	Determine baseline composition of teachers based on one year of new evaluation system data and model out compensation implications; refine cut scores	
Principal Effectiveness	Deliver training to residents	
Principal Effectiveness	Develop and refine principal evaluation system aligned with teacher evaluation system	
Professional Development	Provide external expert support in development and refinement of differentiated professional development	
Local Evaluation	Evaluation Team – 33% of a Project Manager [REDACTED]	
Local Evaluation	Evaluation Team Travel (airfare, lodging)	
Local Evaluation	Evaluation Team 20% Administrative Overhead	

TCRP’s remaining Year 3 contractual costs not covered by the Department (\$ [REDACTED] as shown in Section B) will support vendors who are involved in the design and implementation of other components of the overall project, including the *Professional Development*, *Teacher Residency* and *Data System* components.

Project Year 4 (2013-14). TCRP’s total contractual costs for Year 4 of the project amount to [REDACTED] of which we are asking the Department to fund \$ [REDACTED]. This portion reflects the costs of vendors focused exclusively on the design and implementation of the *Teacher Evaluation*, *Principal Effectiveness* and *Career Path* components, as well as funding for the local project evaluation:

Component	Description of Work	Cost
Teacher Evaluation	Develop and refine pre-tests and diagnostic tests	[REDACTED]
Principal Effectiveness	Deliver training to residents	
Professional Development	Provide ongoing training to principals / coaches on new models	
Local Evaluation	Evaluation Team – 33% of a Project Manager [REDACTED]	
Local Evaluation	Evaluation Team Travel (airfare, lodging)	
Local Evaluation	Evaluation Team 20% Administrative Overhead	

TCRP’s remaining Year 4 contractual costs not covered by the Department (\$ [REDACTED] as shown in Section B) will support vendors who are involved in the design and implementation of other components of the overall project, including the *Professional Development*, *Teacher Residency* and *Data System* components.

Project Year 5 (2014-15). TCRP’s total contractual costs for Year 5 of the project amount to [REDACTED] of which we are asking the Department to fund [REDACTED]. This portion reflects the costs of vendors focused exclusively on the design and implementation of the *Professional Development* component and local project evaluation.

Component	Description of Work	Cost
Professional Development	Vendor to provide support for differentiated training based on evaluation results	[REDACTED]
Local Evaluation	Evaluation Team – 33% of a Project Manager [REDACTED]	
Local Evaluation	Evaluation Team Travel (airfare, lodging)	
Local Evaluation	Evaluation Team 20% Administrative Overhead	

TCRP’s remaining Year 5 contractual costs not covered by the Department [REDACTED] as shown in Section B) will support vendors who are involved in the design, implementation and

refinement of other components of the overall project, including the *Teacher Evaluation*, *Principal Effectiveness*, *Teacher Residency*, *Career Path* and *Data System* components.

Other

Project Years 1-5 (2010-15). TCRP is requesting a total of [REDACTED] for differentiated compensation for teachers and principals. Of this amount, \$ [REDACTED] will be used in Year 2 and [REDACTED]0 will be used in Year 3 to reward teachers and principals according to the career path in five case study schools. This amounts to approximately \$4 [REDACTED]0 per school in Year 2 and [REDACTED]0 per school in Year 3. During those two years, data will be collected on the effectiveness of teachers and principals across TCRP, and processes and compensation amounts may be refined to successfully expand the compensation system to all TCRP educators using non-TIF funds beginning in Year 4.

As shown in Section B, [REDACTED] in “other” costs over the course of this project will be paid from other funding sources. As is evident from the funding levels below, amounts of compensation are expected to increase exponentially as the reforms proposed for the Educator Effectiveness Project take effect.

Year 1	[REDACTED]	non-federal funds for bonus/stipends
Year 2	[REDACTED]	in non-federal funds for bonus/stipends
Year 3	[REDACTED]	in non-federal funds for bonus/stipends
Year 4	[REDACTED]	in non-federal funds is for differentiated compensation; is for bonus/stipends)
Year 5	[REDACTED]	non-federal funds is for differentiated compensation; is for bonus/stipends)

Construction, Indirect and Training Stipend Categories

There are no construction, indirect, or training stipend costs associated with this project. As a result, this budget narrative does not include costs for these categories on lines 7, 10 or 11 of either Section A or Section B.