

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 # S385A100100

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

Closing Date: JUL 06, 2010

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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:
7/5/2010	

5a. Federal Entity Identifier:	* 5b. Federal Award Identifier:
	84.385

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Department of Education Ohio

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

* Street1:	
Street2:	
* City:	
County:	
State:	
Province:	
* Country:	USA
* Zip / Postal Code:	

e. Organizational Unit:

Department Name:	Division Name:
Department of Education Ohio	Center for the Teaching Profession

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

Prefix:	Dr.	* First Name:	Cynthia
Middle Name:	L		

* Last Name: Yoder

Suffix: Ph.D

Title: Executive Director

Organizational Affiliation:

Department of Education Ohio

* Telephone
Number:

[REDACTED]

Fax Number:

[REDACTED]

* Email:

[REDACTED]

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

A: State Government

Type of Applicant 2: Select Applicant Type:

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-052110-002

Title:

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

84.385

13. Competition Identification Number:

84.385A

Title:

Main TIF competition

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

Ohio

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

Ohio Teacher Incentive Fund Grant

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: 15

* b. Program/Project: 15

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

Attachment:

Title : Congressional Documents

File : P:\Leona's Working Files\Teacher Incentive Fund Grant 3\Grant documents\Congressional Documents.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: Dr. * First Name: Cynthia
Middle Name: L
* Last Name: Yoder
Suffix: Ph.D

Title: Executive Director

* Telephone Number: [REDACTED] Fax Number: [REDACTED]

* 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.

**Ohio Teacher Incentive Fund Projects
Ohio Congressional Districts**

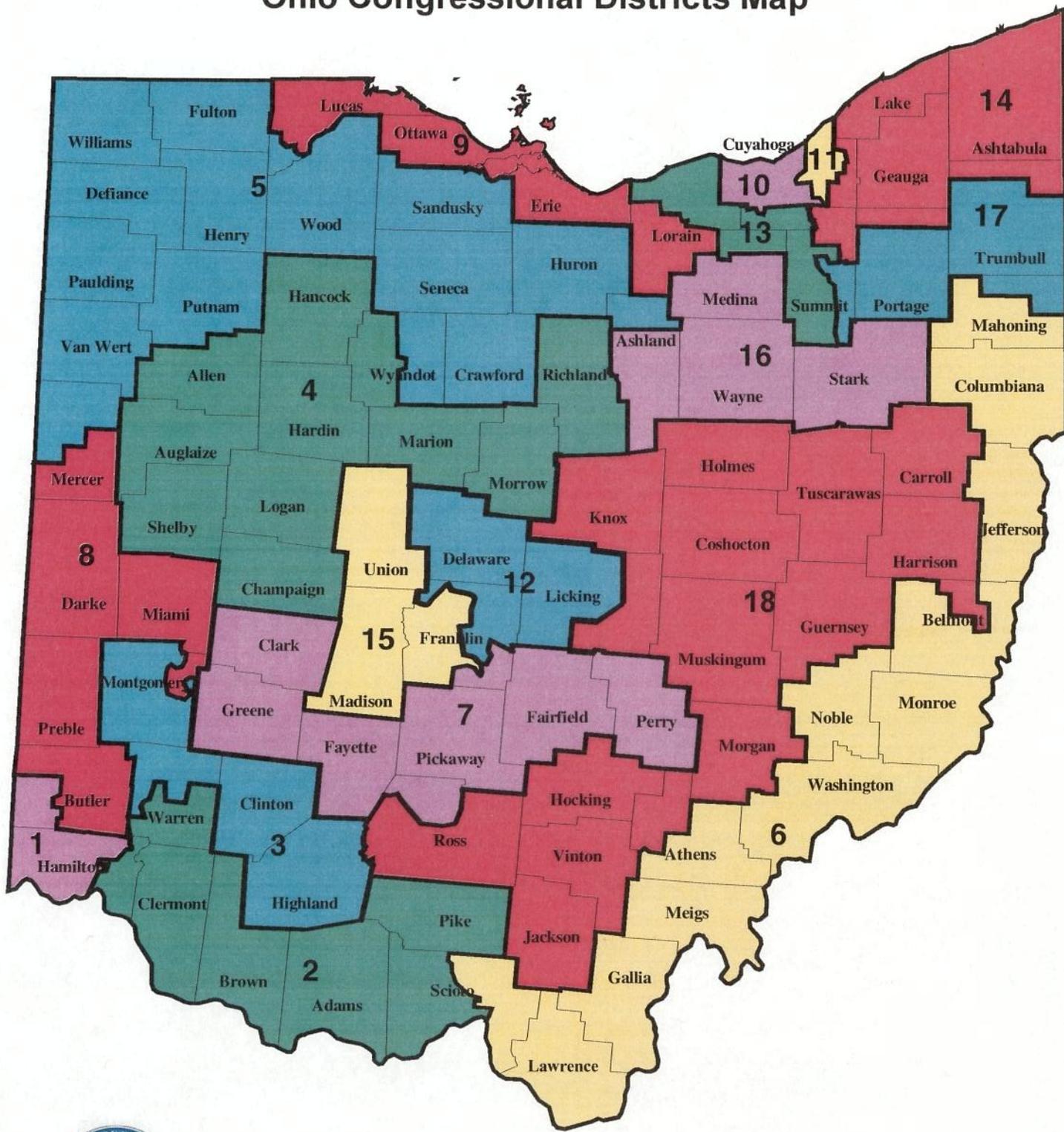
Ohio Senators:

Sherrod Brown and
George Voinovich

School District	Congressional District	Congress	County
<i>Ohio's Large Urban District</i>			
Cincinnati City Schools	1	Steve Driehaus	Hamilton
Cincinnati City Schools	2	Jean Schmidt	Hamilton
<i>Ohio's Independent Small- to Medium-sized Districts</i>			
Bellefontaine City	4	Jim Jordan	Logan
Circleville City	7	Steve Austria	Pickaway
New Lexington City	7	Steve Austria	Perry
New Miami Local	8	John Boehner	Butler
Valley Local	2	Jean Schmidt	Scioto
<i>Ohio's Rural Appalachian Districts</i>			
Batavia Local	2	Jean Schmidt	Clermont
Belpre City	6	Charlie Wilson	Washington
Bloom-Vernon Local	2	Jean Schmidt	Scioto
Coshocton City	18	Zack Space	Coshocton
Crooksville Exempted Village	7	Steve Austria	Perry
Franklin Local	18	Zack Space	Muskingum
Georgetown Exempted Village	2	Jean Schmidt	Brown
Marietta City	6	Charlie Wilson	Washington
Maysville Local	18	Zack Space	Muskingum
Mid-East Career Center	18	Zack Space	Muskingum
Morgan Local	18	Zack Space	Morgan
New Boston Local	2	Jean Schmidt	Scioto
New Philadelphia	18	Zack Space	Tuscarawas
Noble Local	6	Jean Schmidt	Noble
River View Local	18	Zack Space	Coshocton
Rolling Hills Local	18	Zack Space	Guernsey
Southern Local	7	Steve Austria	Perry
West Muskingum Local	18	Zack Space	Muskingum

2002 - 2012

Ohio Congressional Districts Map



J. Kenneth Blackwell
Ohio Secretary of State



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Department of Education Ohio

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	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
2. Fringe Benefits	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
3. Travel	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
4. Equipment	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
5. Supplies	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
6. Contractual	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
7. Construction	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
8. Other	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
9. Total Direct Costs (lines 1-8)	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
10. Indirect Costs*	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]
11. Training Stipends	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0	\$ 0
12. Total Costs (lines 9-11)	\$ [REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]	[REDACTED]

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

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

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

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

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

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 10.9%

(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:
 Department of Education Ohio

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Cynthia Yoder

Title: Executive Director

Date Submitted: 07/02/2010

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 checked="" 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 checked="" type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input checked="" type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 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: Department of Education Ohio Address: 25 South Front St., MS 501 City: Columbus State: OH Zip Code + 4: 43215-	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: N/A	7. Federal Program Name/Description: Teacher Incentive Fund CFDA Number, if applicable: 84.385	
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): N/A Address: City: State: Zip Code + 4: -	b. Individuals Performing Services (including address if different from No. 10a) (last name, first name, MI): N/A 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: Cynthia Yoder Title: Executive Director Applicant: Department of Education Ohio Date: 07/02/2010	
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
Department of Education Ohio
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
Prefix: Dr. First Name: Cynthia Middle Name: L
Last Name: Yoder Suffix: Ph.D.
Title: Executive Director
Signature: _____ Date: 07/02/2010
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 : GEPA Statement

File : P:\Leona's Working Files\Teacher Incentive Fund Grant 3\Grant documents\GEPA STATEMENT.pdf

GEPA STATEMENT

Section 427 of the General Education Provisions Act highlights six types of barriers that can impede equitable access of participation in federally assisted programs for students, teachers and other program beneficiaries with special needs: gender, race, national origin, color, disability or age. The Ohio Department of Education's policy is to work toward the elimination of such barriers in the workplace and on any federally-assisted projects it undertakes. The Ohio Department of Education has a history of employing people from underrepresented groups on federally funded projects.

Our project targets a large urban district, rural Appalachian districts, and independent small- to medium-sized districts in Ohio with a 50% or higher poverty level. These students represent families of low-income backgrounds. The goal of the project is to create and sustain a performance-based teacher and principal compensation systems to serve students, teachers, schools and their leaders.

The Ohio Teacher Incentive Fund Program includes a comprehensive formative evaluation component that promotes the involvement of all stakeholder groups (teachers and administrators) in project activities. All stakeholders will be assessed as to satisfaction and success as they progress through the various components of the initiative.

It is expected that during the implementation of the project, parents, teachers and students with special needs will be involved. Every effort will be made to ensure their equitable access. Recruiting and awareness campaigns will be emphasized in urban environments with the highest concentration of minority students from disadvantaged backgrounds. Demographic data will be collected in all project activities which will aid in the disaggregation of project impact data to

determine success in meeting the needs of these populations. These data will reveal alternate courses of action to address any project deficiencies.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
 Dr. Cynthia L Yoder Ph.D

Address:

* Street1: [REDACTED]
 Street2: [REDACTED]
 * City: Columbus
 County: Franklin
 * State: OH* Zip / Postal Code: [REDACTED]* Country: USA

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

Email Address:

2. Applicant Experience

Novice Applicant Yes No Not applicable

3. Human Subjects Research

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

Yes No

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

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Attachment:

Title :

File :

Project Narrative

Project Abstract

Attachment 1:

Title: **Abstract** Pages: **1** Uploaded File: **P:\Leona's Working Files\Teacher Incentive Fund Grant 3\Grant documents\Abstract.pdf**

Application: Prepared by the Ohio Department of Education

Project Title: Ohio Teacher Incentive Fund

Abstract This application serves as a request for funding for the **Main TIF competition** of the federally funded Teacher Incentive Fund.

The Ohio Teacher Incentive Fund (OTIF) is a **key element** in the state's commitment to create and sustain performance-based educator compensation systems (PBCSs). As a lever for change, OTIF will support statewide dialogue and reform as it offers extraordinary opportunities for diverse districts to develop and implement systems focused on increasing educator effectiveness and student achievement. This application represents a partnership between the Ohio Department of Education; schools statewide representing Ohio's large urban, rural Appalachian, and small-to-medium independent districts; and Battelle for Kids, a non-profit partner and demonstrated leader in the fields of value-added analysis and performance-based compensation system reform. Through this partnership, OTIF funds will enable LEAs to target important reforms, and will provide needed evidence of best practices to support scalability and statewide implementation.

While diverse in demographics, OTIF schools share in common the vision that a PBCS will:

- Involve teachers, administrators, and union leaders in design and implementation;
- Include a comprehensive communication plan around both requirements and outcomes;
- Evaluate educators on effectiveness (student achievement and value-added impact) and on quality (comprehensive evaluation and regular observations);
- Enhance compensation sufficiently to impact educator behaviors and decision-making;
- Be supported by a robust data-management system;
- Include professional development that improves performance and supports continued growth;
- Be evaluated based on strong and measurable objectives;
- Inform the work of others through the sharing of successful practices.

Project Narrative

Application Narrative

Attachment 1:

Title: **Final TIF Master _1** Pages: **109** Uploaded File: **P:\Leona's Working Files\Teacher Incentive Fund Grant 3
\Grant documents\final TIF MASTER_1_.pdf**

Project Title: Ohio Teacher Incentive Fund

Application Prepared by:



Submitted on July 5, 2010

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ABSTRACT

This application serves as a request for funding for the **Main competition** of the Federally-funded Teacher Incentive Fund. The Ohio Teacher Incentive Fund (OTIF) is a key element in the state’s commitment to create and sustain performance-based educator compensation systems (PBCSs). As a lever for change, OTIF will support statewide dialogue and reform as it offers extraordinary opportunities for diverse LEAs to develop and implement systems focused on increasing educator effectiveness and student achievement.

This application represents a partnership among the Ohio Department of Education (ODE); schools statewide representing Ohio’s large urban, rural Appalachian, and small-to-medium other LEAs; and Battelle for Kids (BFK), ODE’s non-profit partner and demonstrated leader in the fields of value-added analysis and performance-based compensation system reform. Through

this partnership, TIF funds will enable LEAs to target important reforms, and will provide needed evidence of best practices to support scalability and statewide implementation.

While diverse in demographics, OTIF schools share in common the vision that a PBCS will:

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- Be evaluated based on strong and measurable objectives;
- Inform the work of others through the sharing of successful practices.

INTRODUCTION AND OVERVIEW

The Promise of Performance-Based Compensation

Without question, the most significant factor in raising student achievement is the effectiveness of classroom teachers and school leaders. It is essential that every child have access to effective teachers and every school be led by an effective principal. Meeting this goal, however, is a challenge—a challenge that can be addressed through the implementation of robust Performance-Based Compensation Systems (PBCSs) that measure educator effectiveness using multiple measures and use information from performance-based evaluations to inform decisions about professional development needs and decisions about retention, dismissal, tenure, promotion and compensation.

Ohio's Teacher Incentive Fund (OTIF) application is a critical component of Ohio's ongoing commitment to improving student achievement via strong initiatives, deep partnerships, and research-based best practices. This work includes bold student success goals: a near 100% graduation rate from all schools; elimination of achievement gaps between the under-represented and the majority; higher-education matriculation and completion rates that are among the nation's highest; and a strong sense of purpose upon graduation. This agenda can only be realized if all students have equal access to highly effective teachers and attend schools led by highly effective school leaders.

Ohio seeks to build on the momentum of its recent reforms and legislative mandates, and invest in systems that support a culture of continuous improvement. The Ohio Department of Education (ODE) and Battelle for Kids (BFK), together with urban, rural, and small- to medium-sized LEAs across the state are committed to bold, widespread, scaled and sustained reform, by establishing effective models and practices for PBCSs that can guide all Ohio LEAs in evaluating existing models and implementing new approaches. The systems and processes proposed here will serve as best practice models for LEAs across Ohio and nationwide.

Key Features of Ohio's Application

Key features include:

- *The implementation of PBCSs within a context of legislative mandates and widespread educational reforms* Ohio has an ongoing commitment to educational reforms and will be implementing new systems for teacher evaluation and licensure over the next few years. OTIF-funded PBCSs operating within this landscape stand far better chances for success than if they were unsupported by state and local reforms.

- *Innovative methodology for differentiating effectiveness incentives* Through work with LEAs in Ohio and nationwide, ODE and BFK have learned from the experiences of LEAs working with varying models for performance-based compensation. These lessons learned provide very clear insights into what works—and what does not—when it comes to PBCSs. OTIF participants will operate within the parameters of an innovative system for determining enhanced compensation.
- *A focus on value-added analysis* BFK brings its expertise and experience to the proposed PBCSs in supporting OTIF participants' work with value-added analysis; primarily to allow schools and educators to measure the impact their curriculum, instruction, programs, and practices have on students' academic performances and to make data based decisions for improvement.
- *Support for LEAs developing and piloting career ladders for teachers* Ohio's new system of teacher licensure involves multiple levels that take teachers from their beginning years as resident teachers (the Resident Educator License) through their work as professional classroom teachers (the Professional License) and their continued career advancement as senior and lead teachers (the Senior and Lead Professional Educator Licenses). Involvement in OTIF will help participating LEAs develop and pilot career ladders for teachers within this new system of licensure.
- *A focus on fiscal and program sustainability* With the goal of sustainability built into the program design, educators (school leaders and teachers) can be assured that the PBCS is not a passing fad but represents an important part of human capital resource management and development in schools.

- *A consortium of urban, rural, and small- and medium-sized LEAs* This unique group of participants will allow the state to support scalability to statewide implementation of effective PBCSs. At the same time, in recognition of Ohio’s demographic diversity, our work will not emphasize a “one-size-fits-all” approach that fails to recognize local community needs.
- *Collaboration for success* The support of school and LEA leadership, educators, and union leaders is essential for the success of the proposed PBCSs. In addition, Ohio proposes to form a state oversight group with representatives from ODE, BFK, and each of the participating LEA cohorts. This group will provide overall OTIF monitoring and assist with key processes such as sharing lessons learned and best practices.
- *An experienced perspective* Lessons learned from the first round of TIF projects, such as the importance of clear, collaborative, and ongoing communications among administrators, school leaders, teachers, and teachers’ unions, will help ensure that the proposed plans are targeted to best achieve project goals.
- *Rigorous evaluation* A rigorous, third-party evaluation will create a body of evidence which will enable Ohio to leverage the proposed OTIF work into larger-scale reform across the state.

Ohio’s Educational Reforms

Improving student achievement for all of Ohio’s children is the state’s most pressing social and economic imperative. Ohio’s students must be fully equipped to flourish in an increasingly competitive and integrated global economy. Fortunately, the preconditions for needed reforms are well established. Over the past two decades, Ohio has developed, implemented, and refined

an aggressive and comprehensive education reform agenda to meet its obligations to Ohio's students.

Ohio's existing reform agenda is fully consistent with TIF goals and will significantly impact the sustainability of PBCSs implemented through funding from this grant.

Ohio has been among the nation's leaders in the development of several high-leverage initiatives that form a solid base from which OTIF will flourish including: (1) being one of the first states to implement a statewide longitudinal data system capable of supporting value-added analysis, which is currently used in the state's robust School Report Card accountability system; (2) creating a platform that currently allows *value-added analysis to be captured and used in more than 100 LEAs serving over 200,000 students*, creating a solid foundation to implement and replicate this critical reform statewide; (3) spearheading efforts to establish measurements of effectiveness for teachers and principals that use data in a fair and balanced methodology; (4) identifying leadership systems for superintendents, principals, and teachers, to improve instructional practices and student achievement through the Ohio Leadership Advisory Council (OLAC); and (5) supporting peer-review practices in LEAs and charter schools that are being replicated nationally.

Significant reform legislation enacted over the past decade has continued the momentum of educational reforms in the state. Senate Bill 2 legislated the development of educator standards—and compensation systems aligned with those expectations. Senate Bill 311 introduced rigorous high school graduation requirements for all Ohio students. And, in July 2009, Governor Strickland and the state legislature made an unprecedented commitment to Ohio's schools through the passage of House Bill (HB) 1, a comprehensive education reform law that codifies key reform conditions central to OTIF. HB 1 establishes a new system of teacher residency,

evaluation, and licensure in the state to more effectively and comprehensively prepare and support Ohio's educators for successful instructional careers; focuses efforts on turning around low-achieving schools; and enhances the current financial and resource management accountability systems to support the implementation of education reform plans. Among other key mandates in HB 1 is the development of:

- Comprehensive evaluation systems that provide constructive and timely feedback to teachers and principals to guide professional development and inform decisions regarding advanced licensure, continuing contracts, and removal of ineffective teachers and principals.
- A new residency program which provides induction support for Ohio's educators and extends tenure decisions from the current three years to seven years under the new system. The program will begin with pilots in the 2010-2011 academic year. Starting in the fall of 2011, all new teachers in Ohio schools will participate in the resident educator program for the first four years of teaching. The residency program is a professional growth model, based around professional learning communities comprised of resident educators and their trained and certified mentors.
- Teacher career ladder models, and the design and implementation of Peer Assistance and Review (PAR) programs. The state is currently developing a statewide PAR model that LEAs and teachers' unions can adopt or adapt to their local context.

Between 2003 and July 2009, Ohio also had in place a fully funded and mandated Entry Year program for principals. As in many other states, because of the difficult economic climate and a lack of funding, the decision was made to discontinue this program. Ohio's experience with the program, however, did show that support for new school leaders impacted retention.

Accordingly, this is one of the programs for which Ohio has requested support in its Race to the Top application.

Additionally, partnerships with non-profit organizations have propelled Ohio's reform agenda more quickly and comprehensively than would have been possible otherwise. For example, nearly 100 Ohio LEAs (urban, rural, and suburban; wealthy and poor; high-performing and under-performing; large and small) participate in Battelle for Kids(BFK) statewide school improvement project known as *SOAR*. These *SOAR* LEAs also serve as BFK's "learning laboratory" to discover new ways to use value-added information for school improvement purposes, create innovative tools, and conduct cutting-edge research—all of which will inform the currently proposed OTIF work.

As another example, KnowledgeWorks Foundation, an Ohio-based leader in developing and implementing innovative and effective approaches to high school education, is committed to supporting a public education system in Ohio that equips all citizens for 21st century challenges, through research, policy advocacy, and programmatic support. In Cincinnati, the Strive program has gained attention as a national model for an urban community-education partnership.

Through legislative initiatives, standards-based reforms, and strong partnerships, Ohio has experienced tremendous growth and improvement. Ohio ranked fifth in the nation in academic achievement in 2009, according to the Quality Counts report from *Education Week*. Ohio's grade 4 and grade 8 students continue to perform above the national average in reading and mathematics on the National Assessment of Educational Progress (NAEP). Ohio's high school students also outperform the nation on the ACT college entrance and placement exam, with 65% of Ohio's students having participated in 2008. This pattern of success has been realized in large part as a result of Ohio's investments in its educators.

While Ohio has experienced significant progress through partnerships, legislation, stakeholder engagement and a strong infrastructure, achievement gaps and inconsistent expectations of students continue to exist. All Ohio students are not experiencing success. Students in some schools and LEAs lag behind. Some schools struggle to recruit and retain highly effective teachers and school leaders. This is not acceptable. Ohio's work with the previous funding from TIF has helped the ODE and the project participants increase teacher and principal effectiveness, raise student achievement and gain much information about effective practices in implementing PBCSs. The tenets in this application represent part of Ohio's continued efforts and statewide strategy for educational reform that has at its center the goal of having a highly effective teacher in every classroom, including those that are high-need and traditionally underserved.

The proposed PBCSs outlined here will be built and implemented within the context of Ohio's legislated mandates and educational reforms. These PBCSs align with the state's coherent and integrated strategies for strengthening the education workforce—strategies which include the effective and systematic use of data and comprehensive evaluations to inform decisions around professional development, retention, tenure, and licensure. These PBCSs fit like an important piece in the puzzle of educational reform—and, as such, their programmatic sustainability is enhanced by the varied and broad supports in place at the national, state, regional, and local levels.

As a result of past and current reform efforts, Ohio is well-positioned to deliver dramatic improvements in student achievement and inform the implementation of next generation teacher evaluation and compensation reforms nationwide.

PROJECT PARTICIPANTS

In submitting this TIF application, the ODE and its non-profit partner BFK, partner with 24 LEAs statewide. Partnering with these diverse LEAs will provide essential data for the state on the scalability of well-designed PBCSs in urban, rural, and small-town contexts. The proposed project participants are:

A Diverse Group of LEAs This group represents regions around the state and LEAs of varied sizes and contexts, from small town to urban. Representing the large urban centers in Ohio, Cincinnati Public Schools partners with new schools seeking to build on work being sustained in the small number of schools which were involved in the first round of TIF funding (and therefore are not a part of this proposal) and to apply lessons-learned as it scales PBCS across the LEA. In addition, a number of new LEAs join the work in this round of OTIF, seeking to implement PBCSs appropriate to their unique contexts and distinct needs.

The Ohio Appalachian Collaborative The Ohio Appalachian Collaborative is a partnership of 21 rural LEAs across the Appalachian region of Ohio representing 33,500 students. Connected by their regional culture and the unique challenges faced by poor, rural LEAs, these LEAs have recognized the benefits of collaboration in creating a culture of high expectations, preparing all students for college, engaging families and community, and enhancing the skills of educators. Through funding from TIF, 18 of these Appalachian LEAs will be able to accelerate their work and implement solid PBCSs. The participation of this rural collaborative in OTIF is particularly important as the state makes plans for scaling PBCSs throughout Ohio's large rural population. One of every two Ohio LEAs is rural, and overall, Ohio has the 4th largest rural school enrollment in the country.

A note on transformation The ODE/BFK partnership and the participating LEAs recognize the urgent needs and unique challenges faced by poor rural LEAs. Attempting to improve current

organizational systems and ways of operating is not sufficient. True transformation is the key to providing the education that students in these schools will need in the increasingly global and competitive economy. This means, in part, changing the ways that school communities think and what they feel about what they do, and changing the images people have of the schools and the way they envision their roles. (Schlechty, 2009). Teachers in low performing schools can take on the persona of their downtrodden students and unconsciously lower their expectations (Fullan, 2006). One study found that 49% of teachers surveyed considered higher order thinking inappropriate for low-achieving students (Zhora, Dergani and Vaskin, 2001). Fortunately, the OTIF LEAs are committed to working with ODE, BFK and other expert resources to implement transformative strategies that achieve rigorous goals and create successful paths forward for students, educators and their communities.

NEED FOR THE PROJECT

OTIF, along with other state and local initiatives, is designed to address a fundamental need – providing Ohio students with the rigorous, relevant and high quality education they need to live successfully in the “21st century economy.”

As stated previously, while Ohio has made great strides, measures of high achievement are not consistent across all of Ohio’s classrooms, schools, and LEAs. Many of Ohio’s needs and challenges mirror the national data. That kind of data on hard-to-staff schools, for example, shows that schools with high poverty levels and high proportions of minority students are most likely to have teachers who are inexperienced or not teaching in their field of certification

(Prince and Jerald, 2002). These problems are acute in a number of schools in the OTIF LEAs. And all OTIF schools, from urban to rural, are high-needs schools in which 50% or more of the students come from low-income families.

Table 1. Ohio Schools Participating in the Urban Project of the TIF Grant and their LEA Type, Total Enrollment, Low-Income Enrollment, Percentage of Low-Income Enrollment, and Percentage of Free and Reduced Lunch, 2008-2009, (n = 29)

Number	LEA Name (n=1)	School Name (n=29)	LEA Type	Total Enroll- ment(#)	Low- Income Enroll- ment (#)*	Percentage of Low- Income Enrollmen t (%)	Free and Reduced Lunch (%)
URBAN PROJECT							
1		ACADEMY FOR MULTILINGUAL IMMERSION STUDIES ES	LARGE URBAN	519	449	86.6	88.4
2		ACADEMY OF WORLD LANGUAGES ES	LARGE URBAN	590	524	88.9	92
3		BOND HILL ACADEMY ES	LARGE URBAN	412	365	88.6	88.92
4		CARSON ES	LARGE URBAN	781	721	92.3	94.73
5		CHASE ES	LARGE URBAN	359	331	92.2	96.19
6		CHEVIOT ES	LARGE URBAN	586	452	77.2	80.4
7		ETHEL M TAYLOR ACADEMY	LARGE URBAN	428	375	88.2	100
8		FREDERICK DOUGLASS ES	LARGE URBAN	429	>407	>95	91.69
9		HARTWELL ES	LARGE URBAN	442	341	77.2	84.3
10		HAYS-PORTER ES	LARGE URBAN	437	>415	>95	99.29

11	MIDWAY ES	LARGE URBAN	615	502	81.7	85.67
12	MT. AIRY ES	LARGE URBAN	721	636	88.2	94.21
13	OYLER ES	LARGE URBAN	687	607	88.4	91.11
14	PLEASANT RIDGE MONTESSORI ES	LARGE URBAN	537	387	72.1	68.1
15	QUEBEC HEIGHTS ES	LARGE URBAN	392	364	92.9	96.9
16	RIVERVIEW EAST ACADEMY ES	LARGE URBAN	446	330	74.1	82.96
17	ROBERTS PAIDEIA ACADEMY ES	LARGE URBAN	679	630	92.8	93.28
18	ROCKDALE ES	LARGE URBAN	440	394	89.6	94.18
19	ROLL HILL ES	LARGE URBAN	590	>561	>95	96.08
20	ROSELAWN CONDON ES	LARGE URBAN	512	446	85.6	89.67
21	ROTTHENBERG PREPRATORY ACADEMY	LARGE URBAN	396	>376	>95	98.19
22	SILVERTON PAIDEIA ES	LARGE URBAN	402	315	78.3	81.89
23	VIRTUAL HS	LARGE URBAN	266	98	36.8	54.8
24	WESTWOOD ES	LARGE URBAN	372	336	90.3	88.67

25	CINCINNATI CITY	WILLIAM H TAFT ES	LARGE URBAN	280	260	92.9	92.28
26		WINTON HILLS ACADEMY ES	LARGE URBAN	454	>431	>95	97.19
27		WINTON MONTESSORI ES	LARGE URBAN	363	279	76.8	76.58
28		WOODFORD PAIDEIA	LARGE URBAN	462	364	78.8	79.56
29		WOODWARD CAREER TECH	LARGE URBAN	972	680	70	75
Totals and Averages		n=29	LARGE URBAN	14569	12376*	84.9	88.01

*Estimated Number of Low-Income Enrollment # = Total Enrollment x Percentage of Low-Income Enrollment

Table 2. Ohio Schools Participating in the Appalachian Project of the TIF Grant and their LEA Type, Total Enrollment, Low-Income Enrollment, Percentage of Low-Income Enrollment, and Percentage of Free and Reduced Lunch, 2008-2009, (n = 58)

Number	LEA Name (n=17)	School Name (n=58)	LEA Type	Total Enrollment (#)	Low-Income Enrollment (#)*	Percentage of Low-Income Enrollment (%)	Free and Reduced Lunch (%)
APPALACHIAN PROJECT							
1	BATAVIA LOCAL	BATAVIA ES	SMALL TO MEDIUM RURAL	772	358	46.4	54.4
2		BATAVIA MS	SMALL TO	585	221	37.8	37.24

			MEDIUM RURAL				FEEDER
3		BATAVIA HS	SMALL TO MEDIUM RURAL	600	168	28	38.89 FEEDER
4	BELPRE CITY	BELPRE ES	SMALL TO MEDIUM RURAL	621	332	53.5	60.07
5		BELPRE HS	SMALL TO MEDIUM RURAL	537	204	38	41.73 FEEDER
6	BLOOM VERNON	BLOOM-VERNON ES	SMALL TO MEDIUM RURAL	548	283	52.5	57.84
7		SOUTH WEBSTER JR/SR HS	SMALL TO MEDIUM RURAL	435	165	38.8	44.36
8	COSCHOCTON	CENTRAL ES	SMALL TO MEDIUM RURAL	507	432	80.7	87.8
9	CITY	COSCHOCTON HS	SMALL TO MEDIUM RURAL	900	395	50	62.79
10		SOUTH LAWN ES	SMALL TO MEDIUM RURAL	152	115	74	86.34
11	CROOKSVILLE	CROOKSVILLE ES	SMALL TO MEDIUM RURAL	550	274	59.8	60.89

12	EXEMPT. VILLAGE	CROOKSVILLE MS	SMALL TO MEDIUM RURAL	270	178	62.2	60.89
13		CROOKSVILLE HS	SMALL TO MEDIUM RURAL	333	176	51	55.63
14		DUNCAN FALLS ES	SMALL TO MEDIUM RURAL	815	378	45.9	50.42
15		PHILO HS	SMALL TO MEDIUM RURAL	725	308	43.3	FEEDER 44.14
16		PHILO JS	SMALL TO MEDIUM RURAL	520	220	45.1	FEEDER 49.23
17		ROSEVILLE ES	SMALL TO MEDIUM RURAL	200	134	80.8	84.7
18	FRANKLIN LOCAL	ROSEVILLE MS	SMALL TO MEDIUM RURAL	150	110	75.2	82.61
19		GEORGETOWN ES	SMALL TO MEDIUM RURAL	376	135	36	FEEDER 38.77
20	GEORGE-TOWN EXEMPT. VILLAGE	GEORGETOWN JR/SR	SMALL TO MEDIUM RURAL	595	320	53.7	FEEDER 52.78
21	MARIETTA CITY	HARMAR ES	SMALL TO MEDIUM RURAL	300	166	55.2	54.6

22		PHILLIPS ES	SMALL TO MEDIUM RURAL	350	176	50.2	53.75
23		WASHINGTON ES	SMALL TO MEDIUM RURAL	335	182	54.4	57.07
24		MARIETTA MS	SMALL TO MEDIUM RURAL	725	258	35.6	40.79
25		MARIETTA HS	SMALL TO MEDIUM RURAL	1100	272	24.7	29.33
26		MAYSVILLE ES	SMALL TO MEDIUM RURAL	931	456	49	FEEDER
27		MAYSVILLE MS	SMALL TO MEDIUM RURAL	518	246	47.5	50
28	MAYSVILLE LOCAL	MAYSVILLE HS	SMALL TO MEDIUM RURAL	723	281	39.3	46.55
29		EAST ES	SMALL TO MEDIUM RURAL	375	179	47.6	FEEDER
30		SOUTH ES	SMALL TO MEDIUM RURAL	390	241	61.7	51.34
31	MORGAN LOCAL	WEST ES	SMALL TO MEDIUM RURAL	380	225	59.2	66.1
							60.49

32		MORGAN JR HS	SMALL TO MEDIUM RURAL	310	158	51.1	54.72
33		MORGAN HS	SMALL TO MEDIUM RURAL	700	297	42.4	48.05 FEEDER
34	NEW BOSTON LOCAL	STANTON PRIMARY	SMALL TO MEDIUM RURAL	160	143	89.5	87.35
35		OAK INTERMEDIATE	SMALL TO MEDIUM RURAL	116	93	80.5	86.33
36		GLENWOOD HS	SMALL TO MEDIUM RURAL	176	128	72.9	80
37	NEW PHILADELPHIA CITY	EAST ES	SMALL TO MEDIUM RURAL	301	184	61.1	52.63
38		WEST ES	SMALL TO MEDIUM RURAL	238	178	74.7	69.73
39		JOSEPH WELTY MS	SMALL TO MEDIUM RURAL	707	255	36	41.85 FEEDER
40		NEW PHILADELPHIA HS	SMALL TO MEDIUM RURAL	841	122	13	28.42 FEEDER
41	NOBLE LOCAL	SHENANDOAH ES	SMALL TO MEDIUM RURAL	729	366	50.3	53.9

42		SHENANDOAH HS	SMALL TO MEDIUM RURAL	393	118	31	35.9
43	RIVER VIEW LOCAL	CONEVILLE ES	SMALL TO MEDIUM RURAL	401	162	40.5	56.52
44		UNION ES	SMALL TO MEDIUM RURAL	236	111	46.9	67.37
45		WARSAW ES	SMALL TO MEDIUM RURAL	352	150	42.7	53.04
46		RIVERVIEW MS	SMALL TO MEDIUM RURAL	495	160	32.4	39.18 FEEDER
47		RIVERVIEW HS	SMALL TO MEDIUM RURAL	822	215	26.1	39.18 FEEDER
48		BROOK ES	SMALL TO MEDIUM RURAL	520	336	64.7	65.96
49		BYESVILLE ES	SMALL TO MEDIUM RURAL	241	143	59.5	69.59
50	ROLLING HILLS LOCAL	SECRET ES	SMALL TO MEDIUM RURAL	246	113	46.1	52.59

51		MEADOW MS	SMALL TO MEDIUM RURAL	509	298	58.5	59.87
52		MEADOWBROOK HS	SMALL TO MEDIUM RURAL	695	354	51	52.94
53	SOUTHERN LOCAL	MILLCREEK ES	SMALL TO MEDIUM RURAL	506	285	65.4	66.85
54		MILLER HS	SMALL TO MEDIUM RURAL	454	238	56.5	66.85
55	WEST MUSKINGUM LOCAL	FALLS ES	SMALL TO MEDIUM RURAL	492	199	43.8	50.52
56		WEST MUSKINGUM MS	SMALL TO MEDIUM RURAL	421	133	31.3	40.1 FEEDER
57		WEST MUSKINGUM HS	SMALL TO MEDIUM RURAL	630	120	21.9	26.95 FEEDER
58	NA	MIDEAST CAREER CENTER	SMALL TO MEDIUM RURAL	1048	0	0	52.5
Totals and Averages		(n=58)	SMALL TO MEDIUM RURAL	29057	12647*	49.43	55.38

*Estimated Number of Low Income Enrollment # = Total Enrollment x Percentage of Low Income Enrollment

Table 3. Ohio Schools Participating in the Hybrid Project of the TIF Grant and their LEA Type, Total Enrollment, Low-Income Enrollment, Percentage of Low-Income Enrollment, and Percentage of Free and Reduced Lunch, 2008-2009, (n = 18)

Number	LEA Name (n=5)	School Name (n=18)	LEA Type	Total Enrollment (#)	Low-Income Enrollment (#)*	Percentage of Low-Income Enrollment (%)	Free and Reduced Lunch (%)
HYBRID PROJECT							
1	BELLE-FONTAINE CITY	SOUTHEASTERN ES	MEDIUM	399	207	51.9	57.49
2		BELLEFONTAINE MS	MEDIUM	584	242	41.4	50.00
3		BELLEFONTAINE HS	MEDIUM	861	260	30.3	41.71
4	CIRCLEVILLE CITY	ATWATER ES	MEDIUM	360	207	57.6	63.84
5		COURT ES	MEDIUM	365	192	52.5	58.82
6		MOUND ES	MEDIUM	185	98	53.1	55.08
7		NICHOLAS ES	MEDIUM	195	103	52.7	55.97
8		EVERTS MS	MEDIUM	550	254	46.1	52.4
9		CIRCLEVILLE HS	MEDIUM	700	402	57.4	40.05
10	NEW LEXINGTON CITY	NEW LEXINGTON ES	SMALL	493	334	67.8	70.88
11		NEW LEXINGTON MS	SMALL	466	236	50.7	56.81
12		NEW LEXINGTON HS	SMALL	595	243	40.9	44.43
13	NEW MIAMI LOCAL	NEW MIAMI ES	SMALL	130	95	72.8	75.86
14		NEW MIAMI JR/SR	SMALL	454	202	44.5	73.26
15	VALLEY LOCAL	VALLEY ES	SMALL	500	316	63.2	63.68
16		VALLEY MS	SMALL	375	209	55.8	58.07
17		WESTERN INTERMEDIATE	SMALL	379	171	45.1	53.05
18		VALLEY HS	SMALL	377	171	45.3	43.34
Totals and Averages		n=18	SMALL and MEDIUM	7968	3942*	51.62	56.37

*Estimated Number of Low Income Enrollment # = Total Enrollment x Percentage of Low Income Enrollment

Table 4. Ohio Schools –By Three Project Types – Participating in the TIF Grant and their LEA Type, Total Enrollment, Low-Income Enrollment, Percentage of Low-Income Enrollment, and Percentage of Free and Reduced Lunch, 2008-2009 data, (n = 105)

District Groupings	Districts Participating	LEA Type	Total Enrollment (#)	Low-Income Enrollment (#)	Percentage of Low-Income	Free and Reduced Lunch
Urban Project (n=29)	1	LARGE URBAN	14569	12376	84.90	AVERAGE 88.01
Appalachian Project (n=58)	17	SMALL TO MEDIUM RURAL	29057	12647	49.43	AVERAGE 55.28
Hybrid Project (n=18)	5	SMALL AND MEDIUM	7968	3942	51.62	AVERAGE 56.37
Total (n=105)	23	MIXED	51160	28965	61.98	AVERAGE 66.55

*Estimated Number of Low-Income Enrollment # = Total Enrollment x Percentage of Low-Income Enrollment

Additionally, Tables 5 and 6 in the section entitled High Need School information verifies participation of feeder schools.

In addition, high-needs students often attend largely minority schools which face specific challenges in closing persistent achievement gaps between groups of students. This is the case in Cincinnati.

Number	District name	School name	LEA type	Total enrollment (#)	% of Minority Enrollment	Limited English Proficient	Students with Disabilities	Performance Index	Low-Income Enrollment (#)
1	CINCINNATI CITY	ACADEMY FOR MULTILINGUAL IMMERSION STUDIES ES	LARGE URBAN	527	100	37.9	12.5	77.9	449
2		ACADEMY OF WORLD LANGUAGES ES	LARGE URBAN	561	93.2	33	15.2	72.2	524
3		BOND HILL ACADEMY ES	LARGE URBAN	425	97.5	0	25	73.5	365
4		CARSON ES	LARGE URBAN	657	61.5	0	26.2	73	721
5		CHASE ES	LARGE URBAN	393	91.4	0	21.5	58.2	331
6		CHEVIOT ES	LARGE URBAN	614	33.6	4	28.5	76.2	452
7		ETHEL M TAYLOR ACADEMY	LARGE URBAN	447	100	0	22.7	61.2	375
8		FREDERICK DOUGLASS ES	LARGE URBAN	422	100	0	21	62.7	>407
9		HARTWELL ES	LARGE URBAN	382	58	3.9	18.9	88.7	341
10		HAYS-PORTER ES	LARGE URBAN	420	100	0	22	54	>415
11		MIDWAY ES	LARGE URBAN	603	68	6.5	21.8	73.1	502
12		MT. AIRY ES	LARGE URBAN	725	93.6	2.2	19.5	63.3	636

13		OYLER ES	LARGE URBAN	656	68.8	0	27.3	72.7	607
14		PLEASANT RIDGE MONTESSORI ES	LARGE URBAN	542	83.2	0	18.8	65.8	387
15		QUEBEC HEIGHTS ES	LARGE URBAN	326	72.7	0	23.2	62.6	364
16		RIVERVIEW EAST ACADEMY ES	LARGE URBAN	443	43.1	0	28.5	76.3	330
17		ROBERTS ACADEMY PAIDEIA LEARNING COMMUNITY	LARGE URBAN	631	77.8	11.6	23.7	72.6	630
18		ROCKDALE ES	LARGE URBAN	430	100	0	26.5	62.6	394
19		ROLL HILL ES	LARGE URBAN	598	87.4	0	15.7	66	>561
20		ROSELAWN CONDON ES	LARGE URBAN	425	96.1	0	32.7	77.1	446
21		ROTHENBERG PREPRATORY ACADEMY ES	LARGE URBAN	331	100	0	26	50	>376
22		SILVERTON PAIDEIA ES	LARGE URBAN	413	93.8	0	21.2	78.5	315
23		VIRTUAL HS	LARGE URBAN	219	71.8	0	16.9	73.4	98
24		WESTWOOD ES	LARGE URBAN	387	90.1	4.2	31.5	75	336
25		WILLIAM H TAFT ES	LARGE URBAN	234	100	0	20.6	53.4	260

26		WINTON HILLS ACADEMY ES	LARGE URBAN	501	96.7	0	21.8	78.6	>431
27		WINTON MONTESSORI ES	LARGE URBAN	374	85.3	0	17.3	80.9	279
28		WOODFORD PAIDEIA	LARGE URBAN	506	98	2.4	13.2	85.3	364
29		WOODWARD CAREER TECH	LARGE URBAN	1155	96.2	0	31.8	73.6	680
Totals and Averages		n=29	LARGE URBAN	14347					12376

All schools in the previous chart are USDOE school improvement grant eligible schools. They are in the lowest achieving 5% of the schools in Ohio. To be listed on the Tier 1 or Tier 2 list, Ohio was required to look at two factors: 1) the school's current performance in both reading and math, and 2) the school's progress on reading and math over a period of years. In Ohio, that number was 5. In addition, many of the students in OTIF schools are high-needs students who are at-risk for educational failure or otherwise in need of special assistance and support for varied reasons.

Number	LEA Name (n=1)	School Name (n=29)	2007-2008 Graduation Rate (%)	2008-2009 Percentage of Students with Disabilities
URBAN PROJECT				
1	CINCINNATI CITY	ACADEMY FOR MULTILINGUAL IMMERSION STUDIES ES		12.5
2		ACADEMY OF WORLD LANGUAGES ES		15.2
3		BOND HILL ACADEMY ES		25.0
4		CARSON ES		26.2
5		CHASE ES		21.5
6		CHEVIOT ES		28.5
7		ETHEL M TAYLOR		22.7
8		FREDERICK DOUGLASS ES		21.0
9		HARTWELL ES		18.9
10		HAYS-PORTER ES		22.9
11		MIDWAY ES		21.8
12		MT. AIRY ES		19.5
13		OYLER ES		27.3
14		PLEASANT RIDGE		18.8
15		QUEBEC HEIGHTS ES		23.2
16		RIVERVIEW EAST		28.5
17		ROBERTS PAIDEIA		23.7
18		ROCKDALE ES		26.5

Number	LEA Name (n=1)	School Name (n=29)	2007-2008 Graduation Rate (%)	2008-2009 Percentage of Students with Disabilities
19		ROLL HILL ES		15.7
20		ROSELAWN CONDON ES		32.7
21		ROTTHENBERG PREPRATORY ACADEMY ES		26.0
22		SILVERTON PAIDEIA ES		21.2
23		VIRTUAL HS	23.9	16.9
24		WESTWOOD ES		31.5
25		WILLIAM H TAFT ES		20.6
26		WINTON HILLS ACADEMY		21.8
27		WINTON MONTESSORI ES		17.3
28		WOODFORD PAIDEIA		13.2
29		WOODWARD CAREER TECH	70.0	31.8
Totals and Averages		n=29	Average 46.9	Average 22.5

We have chosen to include an intriguing mix of high needs schools in our second TIF project. Although there are many differences between urban and rural schools, there is much that is the same. Poverty is one similarity. College readiness, or lack of it, is another. Rural students and their counterparts from both the hybrid and urban settings have daunting challenges; college- and career-readiness is the best hope for breaking the cycle of poverty and a milieu of low expectations and achievement. College remediation rates available from the Ohio Board of Regents in 2009 were approximately 46% for the LEA's involved in this project, compared to the state average of 39%. The state has an average college entrance rate of 45%. OTIF LEA's fall below that. Further, ACT profiles of graduating seniors show the average (by LEA) percentage of graduates participating in the 2007-2008 ACT college entrance exams in these

districts was 52.0% compared to 59 % in the comparison schools and 60.6 % in other areas of the state.

Rigorous AP courses are often a predictor of college readiness. OTIF students are at a disadvantage. The comparison LEAs currently offer almost 30% more AP classes than in our participating cohorts. These and other data are significant because this project aims to raise graduation rates, improve ACT scores and lower college remediation rates. Students in the comparison LEA high schools have an average ACT score of 22.3. OTIF schools have an average ACT score of 20.7. In addition, 59% of the students in the comparison schools take the ACT as compared to 52% in OTIF schools. Clearly there is work to be done on behalf of OTIF students, and the essence of that work is to dramatically enhance instruction and learning. Whether the target is the ACT test, an AP test, college attendance without remediation, or preparation for the 21st century world of work, the habits of mind and thinking required are much the same. Tony Wagoner has called the 21st century skills Rigor Redefined: Survival Skills for Today's Students. They are: critical thinking, problem solving, collaboration, leadership, agility and adaptability, initiative and entrepreneurialism, effective oral and written communication, accessing and analyzing information, curiosity and imagination. These skills are not merely a checklist of objectives, nor are they skills that are taught without careful thought and planning. They are rigorous skills that require significant shifts in defining the purpose of school, in mapping and prioritizing curriculum, in the planning and delivery of instruction, in the creation of assessments, in learning expectations, academic press, and student and teacher support systems. As Eric Jensen says, "because our students have less, we must provide more." This change is much too daunting to accomplish in isolation, but as a collaborative team of LEAs in OTIF, this can be achieved.

Participating LEA	# AP Courses taught	Mean ACT	ACT Participating LEA	Comparison LEA	# AP Courses taught	Mean ACT	ACT Participating LEA
Batavia	4	21	54.4%	Bryan	16	23	63.5%
Belpre	5	22	50.0%	Northwood Local	23	21	61.0%
Bloom-Vernon	8	21	62.1%	Leetonia Ex Village	0	21	62.3%
Coshocton	4	21	66.0%	Girard City	9	20	68.4%
Crooksville	0	20	45.5%	Mapleton Local	0	21	44.1%
Franklin Local	6	21	47.5%	Northern Local (Perry)	2	21	52.0%
Georgetown EV	1	20	61.8%	Williamsburg Local	3	22	55.8%
Marietta	14	23	59.9%	Dover City	10	22	69.7%
Maysville Local	5	21	51.1%	Goshen Local	10	20	46.0%
Morgan Local	6	20	58.0%	La Brae Local	0	20	63.0%
New Boston Local	3	19	43.0%	Loudonville-Perrysville	0	21	63.0%
New Philadelphia	7	22	54.0%	Springfield Local	14	21	70.4%
Noble Local	0	21	49.5%	Barnesville Exempt Village	1	22	65.0%
River View Local	1	21	56.0%	Norwalk City	7	21	67.6%
Rolling Hills	1	21	46.0%	Shelby City	6	22	58.0%
Southern Local (Perry)	0	18	34.0%	East Guernsey Local	3	20	52.0%
West Muskingum	8	21	62.0%	Marlington Local	3	22	68.0%
Bellefontaine City	9	22	45.4%	Piqua City	24	22	34.0%
Circleville City	3	22	50.8%	Gallipolis (Gallia Co)	4	22	75.0%
Valley Local (Scioto)	7	21	68.5%	Western Reserve (Huron)	2	21	59.0%
New Lexington Local	3	20	44.3%	Carrollton Exempted Village	6	21	59.0%

New Miami Local	0	18	42.0%	Newcomerstown	2	22	47.0%
Total	95	Average Score 20.7	Average 52%	Total	125	Average Score 22.3	Average 59%

- Many OTIF schools' students have difficulty achieving at high levels as indicated by lower achievement levels than in comparable schools. In order to evaluate performance data for a given LEA, it is useful to evaluate data for similar LEAs. The method used by the ODE uses LEAs that are most similar according to criteria such as rates of poverty, size, number of minority students and median income.

IRN of Participating LEA	Participating LEA	# of State Indicators met out of 30 LEA	Performance Index (0-120) of Participating LEA	Course Count Participating School	2007-2008 Graduation Rate Participating School	2008-2009 Percent Students with Disabilities Participating LEA	Comparison LEA	# of State Indicators met out of 30 by comparison LEA	Performance index (0-120) of comparison LEA	Course Count Comparison LEA	2007-2008 Graduation Rate comparison LEA	2008-2009 Percent Students with Disabilities Comparison LEA
46300	Batavia	25	96%	4	91.3%	11.9%	Bryan	26	99	16	94.8%	16.1%
43604	Belpre	16	90%	5	91.1%	20.3%	Northwood Local	27	98	2	94.0%	17.4%
49593	Bloom-Vernon	23	93%	8	94.6%	12.1%	Leetonia Ex Village	27	99	9	94.4%	14.0%
43828	Coshocton	23	95.60%	4	95.3%	21.9%	Girard City	29	102	1	93.9%	15.3%
45351	Crooksville	19	91.70%	0	97.1%	14.4%	Mapleton Local	22	93.1	0	90.8%	15.2%
48843	Franklin Local	23	94.30%	6	98.8%	19.3%	Northern Local (Perry)	26	98	1	93.9%	15.3%

45377	Georgetown EV	24	95%	1	90.7%	13.1%	Williamsburg Local	25	98.1	3	91.3%	14.8%
44321	Marietta	25	96%	14	95.6%	14.6%	Dover City	28	100.4	10	95.9%	15.2%
48850	Maysville Local	25	95.30%	5	97.2%	18.2%	Goshen Local	27	99.9	10	93.3%	18.5%
48777	Morgan	22	93.30%	6	89.8%	14.0%	La Brae Local	27	98.5	0	95.2%	13.1%
44461	New Boston Local	9	87.40%	3	100%	14.8%	Loudonville-Perrysville	23	94.6	0	95.3%	13.7%
44487	New Philadelphia	25	97.90%	7	95.2%	17.0%	Springfield Local	26	100.6	14	92.8%	17.5%
48900	Noble Local	17	90.60%	0	95.2%	14.8%	Barnesville Exempt Village	22	94.3	1	90.9%	14.4%
46482	River View Local	25	97.40%	1	92.4%	15.1%	Norwalk City	29	98.30%	7	91.2%	15.6%
47308	Rolling Hills	18	89.40%	1	88.5%	13.7%	Shelby City	24	95.90%	6	95.8%	15.8%
49064	Southern Local (Perry)	16	89.40%	0	93.6%	31.6%	East Guernsey Local	24	96%	3	95.1%	11.8%
48884	West Muskingum	27	100%	8	98.9%	18.3%	Marlington Local	29	101.20%	3	95.6%	18.4%
43588	Bellefontaine City	21	92.20%	9	94.4%	24.1%	Piqua City	24	94.40%	24	90.4%	18.2%
43760	Circleville City	17	91.90%	3	78.0%	19.5%	Gallipolis (Gallia Co)	23	96.60%	4	92.4%	23.0%
49643	Valley Local (Scioto)	23	94.50%	7	97.8%	11.2%	Western Reserve (Huron)	25	96.10%	1	96.7%	14.4%
44479	New Lexington	19	89.20%	3	88.3%	15.1%	Carrollton Exempted	23	94.80%	6	96.4%	10.2%
46136	New Miami Local	15	87.30%	0	94.0%	16.2%	Newcomerstown	18	93.10%	2	87.6%	19.5%

- *OTIF schools have demonstrated difficulty retaining highly qualified or effective teachers and principals.*

The teaching profession faces much higher turnover rates than non-teaching occupations (13.2% of all teachers and 15.2% of teachers in high poverty schools compared to 11% overall) (Ingersoll, 2001a). Nationally, Ingersoll suggests that close to one-third of teachers leave teaching within the first three years and almost 40% leave within five years. This statistic is particularly alarming given that many researchers suggest that teachers don't reach their peak effectiveness until they have worked in the profession for several years. This turnover has an impact on school quality and performance. Turnover is also costly; approximately [REDACTED] or more for each teacher leaving in the first few years is a conservative estimate.

In Ohio, the rate of attrition within the first five years is lower than the national average, at 23.1% leaving the profession within five years, but we know that in our low-performing schools, the attrition rate is higher. In Ohio's current LEAs, the average retention rate is 94% compared to a retention rate of 67% in comparison schools. (Westat External Evaluation, December 2009.)

PROJECT DESIGN: Introduction

OTIF will support the development and implementation of effective PBCSs that reflect an effective evidence-based approach that shares common tenets. These tenets are:

- PBCSs are not an end unto themselves, but are a component of a larger system focused on improved student achievement. Compensation can be a critical factor in improving student achievement and must be part of other supports to schools and classrooms.
- Comprehensive performance-based compensation reform is human capital development.

The focus must be to support and develop all teachers and principals in an environment of

organizational learning to continuously improve student results through providing feedback from multiple measures.

- Successful PBCSs strategically align performance targets of the organization to the design of award targets and types.
- Compensation reform must include large-scale stakeholder involvement that includes union leaders. In Ohio LEAs, the teacher contract will be the policy reform document. Rather than be viewed as an obstacle, this is an opportunity to set the stage for reform. The process of collective bargaining can both shape and influence pilots, which then become the basis for study and refinement prior to scale. Ohio also has the opportunity to encourage LEAs to engage in a different model for collective bargaining that keeps discussion at the table, allowing for change, adaptation and mid-course correction.
- Compensation reform must be organizationally and financially sustainable by becoming part of the landscape—the way an LEA does business. This requires clear benchmarks to
- determine success and financial targets to which LEAs will commit.

Approach to Organization of Priority Sections:

The following section of the application is organized around the absolute and competitive preference priorities outlined in the *Application for the Teacher Incentive Fund*. These priorities have been re-ordered—Priorities 1, 4, 3, 2, then 5— to clearly and logically describe the project. Because the participating LEAs will need Year 1 as a planning year, the first section of the project design describes key aspects of this planning period.

PROJECT DESIGN: Planning Year

To ensure the success of the proposed PBCSs, all schools must have in place: (1) a plan for effectively communicating to teachers, administrators, school personnel, and community the components of the PBCS; (2) Involvement and support of teachers, principals, other personnel, and involvement and support of unions (in LEAs where they are the designated exclusive representatives for the purpose of collective bargaining); (3) teacher evaluations based significantly on student growth and on a minimum of two classroom observations annually; (4) robust data-management systems that can link student achievement data to teacher and principal payroll and human resources systems, and are FERPA compliant; and (5) a plan for ensuring that educators (teachers and principals) understand the specific measures of effectiveness – and receive professional development that enables them to use data generated by these measures to improve their practice.

Although the schools and LEAs represented by this OTIF proposal are already engaged in reform efforts – investigating such core issues as teacher and principal evaluation systems that differentiate effectiveness levels, using student growth as an indicator of effectiveness, considering enhancements of teacher compensation systems, and establishing professional learning communities based on educator needs – the schools and LEAs will need a planning year to fully establish all five TIF core elements.

A key element of this planning year is the process of building stakeholder involvement in the planning and delivery of enhanced compensation. It is easy for schools to assume that compensation reforms belong in the LEA human resource department, while, instead, the ambitious reforms targeted through PBCSs address human capital management from the perspective of instructional effectiveness and increased student achievement—and therefore

require engagement of instructional leaders at every level. Changes in compensation are not the intended end of a PBCS. Rather, the intention is that attention paid to compensation will serve as a lever for wider system reforms.

Previous experience with OTIF suggests the importance of having a specific point of contact for this work in each school or LEA. Given the goals of PBCS reform, this person should understand the system from an instructional standpoint. A key aspect of the planning year will be the identification of this person in each LEA, continued clarification of their role in implementing and communicating OTIF efforts, and providing necessary skill-building assistance.

This key point of contact is one of the many aspects necessary for the effective implementation of PBCS reform. Success will depend on the collaborative efforts of many, whose roles and expectations will be explicitly defined during the planning year, including:

Superintendents – The extent of the LEA superintendent’s commitment to PBCS reform is a strong indicator of success. Attention at the executive level promotes institutionalization of reforms. The Superintendent must lead through active engagement and visibility throughout the process. Without this “champion,” PBCS reforms struggle to survive the challenges of implementation.

Teachers – Involving teachers in shaping and then revising the PBCS is essential for wide understanding and support. Defining leadership roles for teachers to assume in the system will be part of the planning year in each school and LEA. Teacher leaders will also be a core part of the leadership of the oversight body for the PBCS reforms.

Teachers Unions – Union leaders need to be involved participants in PBCS reforms so that they will understand how new support systems to develop teachers and provide compensation

reforms will help them to achieve the goals of supporting school working conditions, high-quality teaching, and enhanced student achievement.

Board of Education – Because PBCSs require policy decisions which affect finances, human resources, instruction, and assessments, the board’s continued support and stewardship of PBCS goals are essential. Involving the board, perhaps through an assigned board liaison, will be part of the planning year.

A note on collective bargaining – contract negotiations in OTIF LEAs will move forward as thoughtfully and expeditiously as possible given the key role of this process in helping define and implement PBCSs. A theme throughout this application, reinforced in preparatory conversations with the LEAs, is the critical importance of open and collaborative work that reflects a shared understanding that ultimate success for educators and students depends upon capitalizing on the knowledge and good will of all parties involved.

Working Groups – Active working groups, made up of teachers and principals, can institutionalize collaboration around the PBCS and inform the development of the PBCS and the effective communication of its structures and results. During the planning year, schools and LEAs will put these types of collaborative working groups in place.

Steering Committee – Another decision during the planning year will be whether to create an LEA-wide steering committee which can involve key decision makers who can ensure that systems are being effectively communicated, implemented, and supported.

Both working groups and steering committees can help to identify the potential impact of planned systems reforms, identify interim benchmarks for success, and provide organizational capacity to support and sustain PBCS initiatives.

Also during the planning year, specific PBCS goals and strategies for evaluation will be determined. How will success be measured? One key part of this evaluation planning will be putting mechanisms in place to formalize the involvement of teachers in the PBCS. During the planning year, for example, schools and LEAs may plan periodic surveys of educators to ensure that teachers' voices are heard around issues of PBCSs and so that perceptual data can be analyzed toward the goal of greater effectiveness. Another key part of evaluation planning will be for schools and LEAs to identify interim benchmarks—keeping in mind the importance of establishing early successes to rally support around PBCS initiatives. This work will be coordinated through the implementation of a State Advisory Council whose membership will include representatives from participating LEAs, ODE, BFK, and professional associations (teacher unions and administrator organizations).

Compensation reform experience shows that the challenge of implementation lies in the details. Because this reform involves issues of substance that cut across all major district departments and schools, OTIF participants will demonstrate their commitment by anticipating and developing organizational responses to the details of planning and implementation. The planning year will be the ideal time for these types of conversations and decisions.

By the end of the planning year, through the involvement and collaboration of key stakeholders and the creation of working groups and steering committees, each school will have in place:

- (1) Institutionalized involvement and collaborative processes to involve teachers, school and LEA leadership, unions, and board members in PBCS planning, implementation, and evaluation;
- (2) A system of teacher evaluation, with defined parameters and timelines, modeled on the Ohio Teacher Evaluation System (OTES), which include a significant emphasis on student

growth, value-added measures (as possible), and at least two classroom observations per year;

- (3) Identification of specific components of the PBCSs (by LEA and school) that include: eligibility requirements; methods and measures to be used to determine effectiveness; and compensation amounts based on differentiated levels of effectiveness;
- (4) Robust data-management systems to link the specific criteria of the PBCS with student achievement data and teacher and principal payroll and human resources systems; and to collect program evaluation data on educator retention, dismissal and tenure rates, effectiveness ratings of teachers and principals, and professional development offerings;
- (5) A professional development plan that uses data to determine focused needs for improving practice; and
- (6) A communications plan, with specific activities and timelines, targeted to result in teachers and principals understanding the PBCS and the specific measures of effectiveness.

With these elements in place, first adopter LEAs will be ready for PBCS implementation in spring-summer 2011.

Planning Year: Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Parties
Complete by spring- summer of 2011	
Identify and/or hire project team staff at ODE and BFK	ODE, BFK
Hire and/or identify LEA staff (at least .5 FTE) to lead in each LEA	LEAs
Establish a State Advisory Committee	ODE, OEA, OFT, BFK, LEAs, etc.
Establish school and LEA governance structures (School Work Groups, LEA Steering Committee)	LEAs
Launch plan for effectively communicating to teachers, administrators, other school personnel, and the community the components of the PBCS, including development of introductory brochure, video and web portal for ongoing communication.	ODE, BFK

Conduct trainings for key LEA lead staff and leadership teams from all LEA's to support award design, evaluation work , understanding data measures, implementation of new test regimens and leading collaborative change in the LEA.	ODE, BFK
LEA lead and leadership team creates work groups to design award model (using the project model/parameters to decide eligibility, measures and award amounts) and review/revise Ohio Evaluation tools for LEA use.	LEAs
LEA lead and leadership team and work group members lead staff meetings and trainings for all building staff throughout the year for teachers and principals to understand the process and core elements as well as provide ongoing feedback.	LEAs
Complete negotiations with union to finalize award pilot design and evaluation tool for initial pilot. (Tools will be revisited annually as part of ongoing collaborative process.)	LEAs, OEA locals
Produce and distribute information flyers and web content for various stakeholder groups: parents, community and business leaders, etc.	BFK and LEAs
Documentation of direct involvement of teachers, principals and other personnel and the unions in planning of program components	ODE, LEAs
Design rigorous evaluation systems that have local and state approval for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student growth: <ul style="list-style-type: none"> • Objective, evidence-based rubric aligned with educator standards; • Annual observation (at least twice) of educators by trained and credentialed evaluators; • Collection and evaluation of additional forms of evidence • High degree of inter-rater reliability 	ODE, LEAs
Develop a plan, including timelines and benchmarks, for implementation of approved teacher and principal evaluation system that includes training and credentialing of all evaluators and for providing PD targeted to improving areas of need indicated in data.	ODE, LEAs
Implement data management system that links student achievement data to teacher and principal payroll and HR systems.	BFK, LEAs
Administer additional tests – ACT end-of-course exams in grade 9 and Terra Nova to provide additional student growth data for teachers outside state tested grades/subjects.	LEAs
Conduct end of the year survey to gauge level of understanding of teachers and principals regarding the specific measures of teacher and principal effectiveness included in the PBCS.	ODE, BFK, LEAs

PROJECT DESIGN ABSOLUTE AND COMPETITIVE PRIORITIES

PROJECT DESIGN: PRIORITY 1—Differentiated Levels of Compensation for Effective Teachers and Principals

Previous TIF funding has provided Ohio with experience in the successful implementation of PBCSs that define and connect teacher and principal effectiveness with student growth in large urban settings. The participating schools and LEAs in this second round of TIF funding will address PBCS issues in additional urban schools, as well as in small town and rural schools across the state. The Appalachian Collaborative, in particular, is a ground-breaking regional effort to redesign evaluation systems in a specific context with student growth as a significant component – as well as engage in other comprehensive and well-defined transformational activities.

Ohio is committed to taking the OTIF initiatives to a broader and deeper scale through implementing the current proposals and is well-positioned to do so. The state’s longitudinal data system, its success in utilizing value-added data to measure student growth, and models of success in a significant number of Ohio LEAs and schools will all serve as springboards for scalability.

Six key activities comprise Ohio’s TIF plan to improve teacher and principal effectiveness based on student outcomes and other measures. OTIF partners will:

Activity 1 – Determine the **methodology** for differentiating effectiveness;

Activity 2 – Set in place effective, rigorous, transparent, and fair **evaluation systems**;

Activity 3 – Identify **incentives for additional responsibilities**;

Activity 4 – Connect PBCSs with **professional development** and personnel decisions;

Activity 5 – Create robust **data-management systems**;

Activity 6 – Develop a **communications plan** for educator engagement and use of PBCS data and information.

Priority 1, Activity 1: Determining Methodology While the specific details of each OTIF school’s PBCS may differ, the overall methodology will be universal. Ohio House Bill 1’s emphasis on dramatic change *requires the State Board of Education to adopt credible, comprehensive evaluation models for teachers and principals that include multiple measures of effectiveness including a method for measuring student growth*. This legislation, and Ohio’s experience with current OTIF activities and other reforms in the state, positions Ohio well to determine and implement an effective methodology for performance-based compensation. Previous work by ODE and BFK has yielded key lessons learned that will be addressed in the approach to designing a PBCS that in fact advances LEA and building performance priorities. Each LEA must explore the following design considerations in light of their overall strategic vision, intended critical outcomes and current performance priorities.

Four key strategies are involved in Priority 1, Activity 1, determining the specific methodology of the compensation plan:

Strategy 1.1: Define ***who*** is eligible to participate in the system

Strategy 1.2: Define ***what measures*** will be used to determine student growth and teacher and principal effectiveness

Strategy 1.3: Determine ***what design or model*** will be used to determine enhanced compensation

Strategy 1.4: Determine ***how much*** teachers and principals will be paid under the new system

Strategy 1.1: Who? Schools and LEAs designing compensation systems need to determine who is eligible to participate in this system. Under Ohio’s TIF proposal, educators eligible for performance-based compensation include: Core Teachers; Non-Core Teachers; Principals and Assistant Principals; and Para-educators (with more than 50% instructional contact time with students). From experiences gained through the current OTIF grant, it is anticipated that eligible participants will likely not include paraprofessionals with less than 50% of time and other classified personnel.

In addition to defining which educators and school personnel will participate in the PBCS, additional eligibility criteria must be defined and clearly communicated. One such criteria for discussion would be attendance. For example, research suggests that higher teacher attendance correlates with increased student performance; as a result, teacher attendance may be an eligibility requirement or an award measure – such as, teachers with perfect attendance could receive an award and/or teachers must work a pre-established number of days in order to be eligible for an award.

Also, to ensure that student growth is a significant factor in any incentive award, it will be the first criteria which must be met for enhanced compensation at the individual level.

Strategy 1.2: What Measures? All OTIF participants commit to using student achievement and teacher evaluations as the primary means of differentiating levels for performance-based compensation. In addition, all OTIF participants agree to use SAS® EVAAS® value-added analysis as the approach to measure student growth and to improve teaching and accelerate progress for all students. (See Priority 4 for details about value-added analysis and the URM model used in Ohio.)

Ohio has a history of work in linking student growth measures to teachers and principals as one measure of effectiveness. Ohio annually analyzes and publicly reports school and LEA performance using student growth measures as part of the existing accountability system. Reliable measures of student growth that are accepted as legitimate by educators are a fundamental precondition for achieving the long-term, structural changes to licensure and evaluation systems that Ohio is adopting.

Through the current OTIF, Ohio's four largest LEAs (Cincinnati, Cleveland, Columbus, and Toledo) are implementing performance-based compensation systems that define and connect teacher and principal effectiveness with student learning and achievement. Over \$8 million has been paid out to teachers and principals, and some participating schools have moved from a rating of *academic watch* to a rating of *effective*.

The current school accountability system was enacted by the Ohio legislature in 2003 in compliance with the federal No Child Left Behind Act. Ohio's mandated grades 3-8 reading and mathematics achievements tests and the Ohio Graduation Test (OGT) evaluate student performance against the academic content standards. The kindergarten readiness assessment gathers evidence to check student understanding and guide instructional decisions. The state's assessment system is currently under revision. The OGT will be phased out over the next five years as end-of-course assessments for high-school subjects are developed and implemented. This OTIF proposal takes this into account by using ACT high school end-of-course exams as preliminary measures, possibly to be replaced at a later date with Ohio's end-of-course assessments once they are available for piloting.

Recognizing that teacher effectiveness cannot be measured by student assessment data alone, the proposed PBCS will include multiple sources of data. The Ohio Teacher Evaluation System

(OTES) employs multiple, robust measures to evaluate teacher performance. Activity 2, in this section of the proposal, describes Ohio's approach to teacher evaluation. In summary, the differentiated ratings that result from OTES, including through classroom observations, will be key measures used to determine enhanced compensation in the proposed PBCS methodology.

In addition to determining effectiveness through evidence of growth in student learning and competency as demonstrated through evidence-based evaluation from classroom observations, other sources of evidence may include: documentation of teacher leadership and mentoring, student surveys, attendance rates, on-time promotion rates, ratings of self-efficacy; or other measures.

One such innovative measure is the Gallup Student Engagement Poll which will allow OTIF participants to pilot new ways of assessing teacher effectiveness and correlate these new measures with more traditional measures of effectiveness. Measures like Gallup's engagement polls may provide new, fast, and reliable ways to measure students' perceptions and predict student success. Through years of research in education, Gallup researchers have discovered that students' hope, engagement, and wellbeing are valid indicators of student success. Research has also shown that high engagement of both students and school staff correlates with staff retention and productivity and can drive positive school performance outcomes. Assessing student elements of success, therefore, may be an accurate proxy measure for school success; an engaged school is one in which real gains can be achieved. Using this survey instrument, educators can receive reliable and actionable data.

Ohio's OTIF schools will use these combined measures to determine student growth, determine teacher and principal effectiveness and inform their PBCSs.

Strategy 1.3: What Design or Model? Once the eligible population for PBCS is defined and the methods of determining student growth and evaluating teacher and principal effectiveness are established, decisions must be made around the design of the compensation program.

One of these decisions is whether the program will be based on rank (as in programs in which the top 20% of teachers receive incentives), or standards-based, in which all teachers who meet a specific standard for performance receive incentives. The OTIF model will provide LEAs the opportunity to use combinations of standards-based, rank-based or a blend of both. (Ranking provides more stability for budgetary planning and standards-based ensures that all teachers who receive additional compensation incentives met the goals – which can be difficult to predict and could leave an incentive fund under-resourced and unsustainable.)

Another important decision is determining if teacher-, team- or building-level awards, or a combination, are preferred. Many models include components of all these to reinforce the contribution of staff on teams and across the building in creating a supportive environment for academic growth and achievement. The inclusion of awards at all levels thereby increases participation of teachers who teach outside tested subjects and grades. Again, as in all key consideration areas, LEAs must think strategically about what types of awards have the most direct impact on their strategic priorities. At the teacher level, LEAs will also need to determine the role of the teacher evaluation in rewarding differentiated levels of teacher effectiveness as determined by the evidence-based teacher evaluation. At this time, it is not common practice for LEAs in Ohio to use an effectiveness rating that differentiates levels of teacher effectiveness. As of fall 2010, this will change when the State Board of Education adopts the Ohio Teacher Evaluation System and LEAs begin to implement more effective systems for teacher evaluation. The new state model—the Ohio Teacher Evaluation System (OTES)—provides a scale for

differentiating teacher effectiveness across five levels: ineffective, satisfactory, proficient/effective, accomplished/highly effective, and distinguished. A similar scale is provided as part of the Ohio Principal Evaluation System.

The final decision is the weight of the selected measures in terms of percentage or the specific award amount possible that is tied to each award. The OTIF system will assume a potential cumulative award amount of \$4,000 from which LEAs would determine the specific amounts possible for the different measures in the award model. Each LEA will work within the OTIF model described below, incorporating required elements, selecting from the additional multiple measures, choosing who will receive what types and levels of awards and identifying weights for the additional multiple measures.

Measure of Effectiveness	Teacher-Level Incentive	Team-Level Incentive	Building-Level Incentive	Weight in Determining Compensation
Student Growth as measured by Value-Added Gain <i>As determined by:</i> <ul style="list-style-type: none"> • <i>ESEA-mandated assessments in grades 3-8</i> • <i>Terra Nova standardized tests in grades 2-8 (non-state tested subjects)</i> • <i>ACT end-of-course assessments in mathematics and English language arts</i> • <i>other valid, reliable measures</i> 	✓	✓	✓	REQUIRED – 50% weight in determining compensation
Teacher Evaluation <i>As determined by the LEA based on the Ohio Teacher Evaluation System which includes:</i> <ul style="list-style-type: none"> • <i>Two or more annual classroom observations</i> • <i>Standards-based evaluation</i> • <i>Other measures as described in this proposal</i> 	✓			REQUIRED – standard of average growth must be met as criteria for receiving evaluation award portion

Principal Evaluation <i>As determined by the Ohio Principal Evaluation System</i>	✓		✓	REQUIRED – standard of average growth must be met as criteria for receiving evaluation award portion
Student Achievement <ul style="list-style-type: none"> • <i>ESEA-mandated assessments in grades 3-8 (proficiency, accelerated or advanced rates)</i> • <i>Performance Index Scores as measured by Ohio Accountability System</i> • <i>Graduation/Drop out or 4 yr cohort completion rate</i> • <i>Closing achievement gaps-as determined by the school and LEA need</i> 		✓	✓	
College Readiness – High Schools only <ul style="list-style-type: none"> • <i>ACT College Readiness Scores (by Overall, English and/or math)</i> • <i>Advanced Placement participation rates (overall or high need group)</i> • <i>Advanced Placement success rates (% scoring at specified target level)</i> • <i>Advanced Placement average score</i> 		✓	✓	
Hard-to-staff subjects/buildings	✓			Where applicable
Leadership responsibilities	✓			Standards for successful outcomes for performance in the position must be determined in advance

Strategy 1.4: How Much? In order for the PBCS to create change in the behavior of current and prospective teachers and principals and improve student outcomes, the possible total award must be perceived as substantial. At the same time, given the need for fiscal sustainability and the current state of Ohio’s economy (and the nation’s) the amount needs to be fiscally reasonable. Research in this area lacks consensus on the definition of “substantial.” Therefore, considering the goal of positively impacting teacher and principal behavior and performance and the goal of fiscal prudence, in the OTIF PBCS principals and core subject teachers will be able to earn a potential award of \$4,000. (Our belief is that teachers and principals should be on the same plane in terms of potential awards.) In addition, core teachers’ potential awards will be larger than non-core teachers and instructional support personnel will qualify for awards if funds are available.

Priority 1, Activity 1--Methodology: Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Parties
Complete by end of August 2011	
Implement new tests (Terra Nova and end-of-course).	LEAs
Launch plan for effectively communicating to teachers, administrators, other school personnel, and the community the components of the PBCS, including development of introductory brochure, video and web portal for ongoing communication.	ODE, BFK
Conduct trainings for key LEA lead staff and leadership teams from all LEA’s to support award design, evaluation work, understanding data measures, implementation of new test regimens and leading collaborative change in the LEA.	ODE, BFK
Engage experts to consult in preparing award design trainings and supports for LEA work teams.	BFK
LEA lead and leadership team lead work groups to design award model (using the project model/parameters to decide eligibility, measures and award amounts) and review/revise Ohio Evaluation tools for district use.	LEAs
LEA lead and leadership team and work group members lead staff meetings and trainings for all building staff throughout the year for teachers and principals to understand the process and core elements as well as provide ongoing feedback.	LEAs

Complete negotiations with union to finalize award pilot design and evaluation tool for initial pilot. (Tools will be revisited annually as part of ongoing collaborative process.)	LEAs, OEA locals
Train building staff in data linkage and verification process and complete linkage process in every building.	BFK, LEAs
Build OTIF Model in AWARD system and receive clean student data and HR.	
Complete by end of 2011-2012	
Report individual student achievement and growth data to teachers in tested grades and subjects.	BFK
Professional development regarding value-added data and understanding the award measures and award process implemented for LEA staff lead, LEA leadership teams and building staff.	LEAs, BFK, ODE
Communications to staff and other stakeholder groups in LEA's launching award.	BFK, ODE, LEAs
Launch award – test eligibility and award calculations, finalize award notices and pay out first awards.	BFK, LEAs, ODE
Produce and distribute information flyers and web content for various stakeholder groups: parents, community and business leaders, etc.	BFK and LEAs
Implement new evaluation tool for all teachers and principals to add evaluation data to the award model in year 3.	LEAs
Design system upgrade to include evaluation data into the award system.	BFK, ODE, LEAs
Gather end of year feedback and review project results – communicate results and next steps for following year directly to LEA leaders and on web portal for staff.	ODE, BFK, LEAs
Complete by end of 2012-2013	
LEA leaders and work teams gather staff feedback, make revisions and updates to model as well as include evaluation results in award; and communicate to staff.	LEAs
Report student growth data to teachers, buildings and LEAs in all tested grades and subjects.	BFK, LEAs, ODE
LEAs share best practices and strategies for success at Collaborative meetings – information is posted on web portal.	LEAs, BFK, ODE
Confirm award - test eligibility and award calculations, finalize award notices and pay awards.	BFK, LEAs
Gather end of year feedback and review project results – communicate results and next steps for following year directly to LEA leaders and on web portal for staff.	ODE, BFK, LEAs
Complete by end of 2013-2014	
Annual review, feedback from stakeholders and revision of award model as necessary – pay outs continue	ODE, BFK, LEAs
Communication continues for all staff regarding process, payouts and award model; provide communications to key stakeholder groups.	BFK, ODE, LEAs
Continually refine and improve data collection and overall data quality for reduction of error correction and improved effectiveness/efficiency	LEAs, ODE, BFK

Complete by end of 2014-2015	
Annual review, feedback from stakeholders and revision of award model as necessary – pay outs continue.	ODE, BFK, LEAs
Communication continues for all staff regarding process, payouts and award model; provide communication to key stakeholder groups	BFK, ODE, LEAs
Continually refine and improve data collection and overall data quality for reduction of error correction and improved effectiveness/efficiency	LEAs, ODE, BFK

Priority 1, Activity 2: Creating Evaluation Systems

Ohio is committed to designing and implementing a teacher and principal evaluation system that involves multiple measures, observation, feedback and a focus on student achievement. The end goal is to improve student achievement by focusing on improving instructional quality.

Ohio’s Model for Improved Student Achievement through Improved Instructional Quality

Evaluate teacher performance using multiple measures.

Using results helps all teachers identify areas where they can improve instruction.

Provide teachers with time, resources, and support to improve instruction.

Teacher instructional performance improves with access to time, resources, and support.

As instruction improves, student learning improves – reflected in standardized tests.

Two steps are essential to effectively completing Activity 2, the design and development of rigorous, transparent, and fair evaluation systems for teachers and principals. OTIF partners will:

Step 2.1: Conduct *annual evaluations* of teachers and principals, which include at least two classroom observations per year for teachers, in accordance with recently revised state regulations, utilizing a system that is validated as being aligned to the state model; and

Step 2.2: Increase the reliability of model evaluation systems for teachers and principals by *training and credentialing evaluators*.

Step 2.1: Annual Evaluations In July 2009, legislators in Ohio made clear through HB 1 that teacher and principal effectiveness is the primary strategy to ensure increased student achievement. HB 1's emphasis on dramatic change *requires the State Board of Education to adopt credible, comprehensive evaluation models for teachers and principals that include multiple measures of effectiveness.*

Principal Evaluation. Ohio has already developed and implemented the Ohio Principal Evaluation System (OPES) with widespread input and participation from teachers and administrators. OPES meets federal criteria for designing and conducting annual principal evaluations. It is rigorous, transparent, fair, standards-based (*Ohio Standards for Principals, Interstate School Leadership License Consortium*), and incorporates reflection as a key strategy to inform actions and improve practices. Fifty percent of the OPES is based on performance data, including impact on student achievement as demonstrated through value-added scores, student attendance, graduation rates, numbers of suspensions and expulsions, and percent of students in advanced placement classes. The other 50% is based on demonstrated knowledge and skills in accordance with the Ohio Standards for Principals. A performance rubric, as shown below, is tied to the Ohio Standards for Principals and includes indicators that delineate observable behaviors for each of the five standards. The rubric includes multiple rating categories: ineffective, satisfactory, proficient/effective, accomplished/highly effective, distinguished. The sample below illustrates *one element* of the performance rubric.

Ohio Principal Evaluation Performance Rubric (Sample – Standard 2: Instruction).

Principals support the implementation of high-quality standards-based instruction.

	Ineffective	Satisfactory	Proficient/ Effective	Accomplished / Highly Effective	Distinguished
Element 2.1 Principals ensure the instructional practices are effective and meet the needs of all students.	Knowledge of Instruction				
	Principals have a weak understanding of the LEA curriculum and are unable to identify strategies to support the learning needs of students in their building. Principals provide limited feedback to teachers on instructional issues, and when provided it tends to be general in nature. Principals do not regularly monitor or have data on instructional practices being used in their buildings	Principals monitor the use of varied instructional mentors and formats to make learning experiences relevant and responsive to the needs of students with different abilities and from different backgrounds.	And, principals make systematic and frequent classroom visits to ensure fidelity of implementation of curriculum and effective instructional strategies and provide timely and meaningful feedback on classroom instruction. Principals guide staff in the implementation of research-based instructional practices.	And, principals set aside time for attention to critical instructional issues during the school day. Principals promote the use of additional instructional time outside of the school day as needed. Principals empower and facilitate teachers in designing curriculum and addressing instructional and assessment issues.	And, principals design and develop aligned systems of curriculum, instruction and assessment at the building and LEA level. Principals lead stakeholders in the process of selecting and adopting school and LEA improvement initiatives.

Principals receive formative feedback at least twice annually, coupled with coaching sessions with their direct supervisors to provide timely and constructive feedback in support of ongoing

development. An annual summative evaluation rates their effectiveness and includes areas of strength that are reinforced as well as documenting opportunities for improvement that inform professional growth plans.

The OPES has been fully implemented in 19 LEAs and 140 schools across the state. This year, 23 of 56 Regional Education Service Centers (ESC) have undergone training and credentialing and are working with LEAs to scale the OPES to additional LEAs and schools. Through the Teacher Incentive Fund, participating LEAs and schools will adopt the OPES or ensure that their system of principal evaluation is fully aligned with OPES. Beginning in 2010-11, Ohio will collect and publicly report baseline data that includes effectiveness ratings resulting from annual evaluations of principals. It is the goal of OTIF that by 2013-14, all participating LEAs and schools will have fully credentialed principal evaluation systems and 90% of principals will be rated as effective, highly effective, or distinguished.

Teacher Evaluation. HB 1 requires the State Board of Education to adopt a model for teacher evaluation that includes the use of student growth as one of multiple measures to determine teacher effectiveness. Learning Point Associates, a national research organization recognized for work in the area of teacher evaluation, partnered with Ohio this year to lead a group of educators (teachers, teacher unions, principals, superintendents, higher education and regional providers) in the design of a model teacher evaluation system. The writing team has worked iteratively with Ohio's Educator Standards Board to design system components, elements and features. As is the case with Ohio's model principal evaluation, the Ohio Teacher Evaluation System (OTES) meets federal criteria for designing and conducting annual evaluations.

OTES is standards-based (*Ohio Standards for Teachers, Interstate New Teacher Assessment and Support Consortium*), requires annual evaluations that include student growth as a significant factor, and differentiates effectiveness using multiple rating categories (ineffective, satisfactory, proficient/effective, accomplished/highly effective, distinguished). OTES also requires timely and constructive feedback that informs assistance provided to struggling and underperforming teachers through intensive professional development, and summative data that informs decisions related to retention, dismissal, tenure, and compensation.

For each of the seven Ohio Teaching Standards, there is a performance rubric, as shown below, that has been developed with indicators that describe measureable, observable behaviors (ineffective, satisfactory, proficient/effective, accomplished/highly effective and distinguished performance). In addition to student growth measures, this rubric will rate teacher performance based on evidence collected through structured observations conducted multiple times annually. The sample below illustrates *one element* of the performance rubric.

Ohio Teacher Evaluation Performance Rubric (Sample – Standard 1: Students).

Teachers understand student learning and development.

	Ineffective	Satisfactory	Proficient/ Effective	Accomplished/ Highly Effective	Distinguished
Element 1.1 Teachers display knowledge of how students learn and of the developmental characteristics of age groups.	Knowledge of Human Development				
	Teachers present learning activities using a “one size fits all” approach with no variation for addressing the developmental needs of	Teachers consider individual and group student development (physical, social, emotional and cognitive) in order to design instruction that meets student	AND, Teachers use their knowledge of individual and group development to design short- and long-term academic goals.	AND, Teachers collaborate with colleagues, families/ guardians and students to establish and clearly communicate developmentally appropriate and academically	AND, Teachers provide leadership to colleagues on utilizing research on cognitive, social and emotional development to establish goals that are differentiated

	students. Teachers are unable to articulate the range of learning needs of the students they teach.	needs at an appropriate level of development.		challenging goals for each student.	to meet the needs of each student.
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Ohio’s Model Teacher Evaluation System includes:

- A definition of **effective teacher** that includes multiple measures and is evaluated in significant part by acceptable rates of student growth (i.e., *one grade level in an academic year*);
- A definition of **highly effective teacher** that includes multiple measures and is evaluated in significant part by high rates of student growth (i.e., *more than one grade level in an academic year*);
- An annual goal-setting process that is data-driven (based on school, grade level, and student data indicators as well as areas of improvement in skills and knowledge) and requires a limited set of clear, focused, measurable objectives; and
- Formative assessment (minimum of three formative assessments including observation) that captures evidence of teacher performance and impact on student learning and provides timely and constructive feedback, as well as an annual summative evaluation that rates effectiveness across a system of five categories.

The Educator Standards Board will recommend the teacher evaluation system to the State Board of Education in September 2010 for adoption. During 2010–2011, Ohio will conduct validity and reliability studies of the OTES with a range of Ohio LEAs and support a phased-in approach to implementation by identifying early adopter LEAs, which will include OTIF

participating LEAs and schools. They will then serve to inform statewide impact, scale and sustainability strategies.

Step 2.2: Training and Credentialing Evaluators To ensure the effective and valid evaluation of teachers and principals, Ohio recognizes that evaluators must be supported with comprehensive training. The state has developed and deployed a rigorous system of training and credentialing of educators who evaluate principals. Work is being finalized on the design of a parallel system of training and credentialing for educators who evaluate teachers for deployment in fall 2010. The Ohio Principal Evaluation System requires that all administrators responsible for evaluating principals complete three full days of in-depth training that includes training on effective goal-setting tied to student data, establishing evidence indicators, conducting formative assessments, coaching, providing constructive feedback that informs targeted professional development, analyzing evidence indicators (including student growth), and using scoring rubrics to calibrate their evaluations to reach summative judgments.

To be fully credentialed evaluators, administrators must submit a DVD of a formative assessment/coaching session and documents from a summative evaluation which is reviewed and scored by the state's lead trainers.

Administrators and peer evaluators responsible for evaluating teachers will be required to attend the state-developed training and credentialing program beginning in 2010–2011. Training will occur over multiple days and will emphasize:

- Goal setting and appropriate use of data to inform goals;
- Calibration in the use of observation protocols and scoring rubrics;
- Analysis of evidence indicators including student growth;

- Conferencing and feedback strategies that reinforce areas of strength as well as targeted improvement goals; and
- Determining effective ratings as part of annual summative evaluations.

Evaluators will be required to submit evidence of evaluations completed which will be reviewed and scored as an audit mechanism by the state’s lead trainers. The Office of Educator Quality (OEQ) at ODE is responsible for overseeing training and credentialing of educators who evaluate teachers and principals. This office has responsibility for gathering qualitative and quantitative data of impact through focus groups and selected audits in order to inform the continuous improvement of training as well as the reliability of implementation. Ohio is developing an online evaluation system for LEAs and charter schools that will track all details related to teacher and principal evaluations including the documentation and completion of annual goals, completion of observations, student growth and effectiveness ratings.

Priority 1, Activity 2—Evaluation Systems: Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Parties
Complete by end of 2010	
Adopt state model for teacher evaluation.	SBE, ESB
Components of the teacher evaluation model will be piloted in participating LEAs. LEAs’ current teacher evaluations will be scored and revised using the GAP analysis tool currently being developed by Learning Point Associates with assistance from ODE.	ODE, LEAs
LEA evaluations that align with the state model will be completed.	LEAs, ODE
Complete by end of 2011	
Implement model teacher evaluation system with early adopters.	ODE, LEAs
ODE will provide training in the appropriate use of the instruments to guarantee that once evaluations are credentialed, evaluations will begin in 2011.	ODE, LEAs, ESCs

Priority 1, Activity 3: Identifying Compensation Models for Additional Responsibilities

In addition to performance-based enhanced compensation, compensation structures will also be designed specifically to target teacher decision making and encourage teachers to take on additional responsibilities and leadership roles or teach in hard-to-staff schools and/or subject areas.

The proposed OTIF PBCSs will provide educators with compensation for taking on additional responsibilities and leadership roles for additional, voluntary duties, such as:

- Serving as master/mentor teachers (chosen through a performance-based selection process, in which both effectiveness and the ability to work with others are taken into consideration) to share effective instructional practices and assess and support other teachers;
- Mentoring high-need students or novice teachers;
- Tutoring students; and
- Establishing/developing learning communities designed to increase teacher capacity.

As the PBCSs continue, these awards could be included in the incentive system by measuring the impact of the teacher leader's performance on the other teachers and/or students with whom he or she worked.

Many opportunities for leadership roles for teachers will be available under the proposed PBCS reforms in OTIF and other state-legislated efforts. Teachers who receive enhanced compensation under the PBCS are ready to continue their professional development and growth by assuming additional responsibilities and moving into leadership roles.

HB 1 requires the State Board of Education to adopt a model **Peer Assistance and Review** (PAR) program to assist teachers who need additional support. Work will commence in fall 2010 and involve educators, including teacher unions, to design and recommend a model program to

the State Board. OTIF participants will adopt the state model or develop a similar program as a key component of the intensive coaching support provided through their teacher evaluation system. OTIF investments will accelerate the adoption of PAR programs and support the training of evaluators (administrators and teachers) in the use of the program.

In addition, incentive payments will be made to positively impact recruiting and retention in hard-to-staff schools and hard-to-staff subject areas. These payments are detailed further in the section on Priority 5 (Recruitment and Retention).

Priority 1, Activity 3—Additional Responsibility Compensation: Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Parties
Complete by end of 2010	
Committee of state stakeholders convened to begin working on the State PAR model.	ODE, LEA, unions
Committee will make recommendations to the ESB and field testing will begin.	ODE,ESB,LEA's
Consortium of all the hybrid and Appalachian LEAs will agree upon a subject specific PAR coaching model that includes professional development and coaching opportunities geared to the specific teachers needs.	ODE, LEAs BFK
<i>PAR model will be complete and ready to be implemented in fall 2011. PAR model in Cincinnati will be revisited and brought into grant compliance.</i>	ODE, LEAs, Unions, BFK
Complete by end of 2011	
Development of credentialing program will begin—similar to TRACS/PEAC program in current TIF districts. Will need to be re-framed to fit new climate with different LEAs.	ODE, LEAs, Unions, BFK
The credentialing system will be in place in all districts and identification of teachers will begin.	
Teachers in the LEAs will assume extra responsibilities after they are properly credentialed.	

Priority 1, Activity 4: Creating Professional Development

All OTIF participants commit to engaging productively in transformation through targeted professional development and coaching. Effective professional development is a cornerstone of

plans for successful PBCSs funded by OTIF. Educator evaluations will link to high-quality professional development activities that are targeted to areas of need and designed to increase the capacity of teachers and principals to raise student achievement. OTIF will ensure that effectiveness data from teacher and principal evaluations drives decisions about professional development and support, promotion, retention, compensation, tenure, certification, and removal of ineffective teachers.

In 2005, Ohio adopted standards for high-quality professional development which call for meaningful experiences that are job-embedded, content-rich, and connected to LEAs' and schools' continuous improvement plans. Implementing the standards involves an ongoing process of professional continuous learning that is data-based and embedded in the daily work of all educators. Schools that successfully implement all of the standards stand ready to see higher quality teaching and increased student achievement.

ODE routinely provides professional development focusing on the effective use of state-provided data tools as part of an ongoing instructional improvement focus—and evaluates the effectiveness of professional development efforts statewide.

BFK has demonstrated its leadership in providing extensive professional development for teachers, principals and building leaders in understanding the use of data to inform instructional practices to accelerate student progress and achievement, and to inform ongoing professional growth and human capital management decisions. In *Project SOAR*, BFK is working with nearly 100 LEAs utilizing classroom-level value-added data coupled with extensive professional development to build educators' capacity to use data to inform instructional practices. This work has greatly informed the statewide rollout of value-added tools, research, and knowledge; and will be a crucial link as the state continues to build upon its focus of effective use of data as a

pillar of its reform plan. Drawing upon experience in large scale comprehensive PBCS development in the Houston Independent School District, BFK has created job-embedded supports through professional development that builds LEA capacity, utilizes a multi-faceted approach and sustains the work through supportive ongoing communications to staff.

Fundamental to the system of professional development will be a scaffolding of building the expertise of an OTIF lead staff person in each LEA and a leadership team that will have the responsibility for leading the PD and PBCS implementation. Beyond a traditional “train the trainer” model, feedback loops, and in-LEA modeling will allow each LEA’s leadership team to facilitate strong implementation fidelity and provide information to assess the target needs for PD in the LEA. This approach will be further accelerated by ongoing meetings across all LEAs in the project to collaborate during trainings and learn from the successful strategies of other LEAs. Collaboration across LEAs can also create synergy and efficacy for change in the midst of the adaptive challenges that are inherent in this type of transformative work. By providing extensive professional development to the OTIF lead and leadership team and equipping and supporting them during their implementation of the strategies in their LEAs, the LEAs obtain the resources and expertise to lead job-embedded learning for all staff, which thereby enhances widespread adoption of new strategies and their sustainability.

BFK uses a blended professional development approach for adult learners, that includes: face-to-face training, guided practice, online courses, access to experts for modeling and coaching and tool kits that will be central to achieving our goal of providing targeted professional development to teachers and principals to dramatically improve student achievement and growth. The BFK•Learn™ management system provides online courses in learning paths that are available for any time, any place, any pace learning. Individual teachers, teacher teams and principals can use the

courses to develop their understanding of the use of student growth data in improving student achievement. The BFK• Focus™ team tool for tracking work in professional learning communities helps teams keep track of their responses to student data and progress on team goals. In addition, the BFK• Learn system provides management tools for administrators to support the completion of courses targeted to specific areas of development for individual teachers and teams. This integrated and targeted system will provide teachers and principals with resources that can create targeted PD offerings based on student results and teacher evaluations.

Collaboratively learning from the highly effective practices of teachers and principals in the OTIF project will provide another key resource for targeted PD. Teachers and principals with sustained levels of exceptional student growth and evaluation rubric scores in top categories will be identified to participate in focus group research to uncover the practices of these “highly effective” educators. These practices will be highlighted across the project and shared widely through video vignettes available on the web portal (described in Priority 1, Activity 6) and through LEA events and statewide OIF project trainings. These individuals will provide professional development to other staff and will be considered for a variety of additional leadership roles. Under the state’s Teacher Evaluation System, and the specific programs to be implemented under OTIF, teacher evaluations will link directly to targeted, high-quality professional development activities.

As part of the Teacher and Principal Evaluation Systems, specific methodologies will be developed for any educator who demonstrates ineffective practice. Educators who are rated as ineffective will be placed on an individual growth plan that:

- Identifies specific needs and measurable goals for improvement;

- Specifies action plans that include professional development and support, including resources, to accomplish goals;
- Delineates evidence indicators that will be used to benchmark progress; and
- Provides timelines for formative assessment and feedback.

To ensure that OTIF professional development offerings are high quality and high impact, evidence will be collected and continually reviewed to inform ongoing professional development trainings.

Impact evidence must include:

- Documentation of participant learning (new knowledge and skills);
- Impact to the organization (organizational climate, collaborative time during the school day, etc.);
- Participant use of new knowledge and skills; and
- Student learning outcomes.

Monitoring the impact of each training session and identifying the needs of participants will continuously inform supports for LEA leaders who will provide trainings in their LEAs as well as provide feedback to the state partners regarding the fidelity of implementation of the PBCS strategies with staff in buildings.

Priority 1, Activity 4—Professional Development: Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Parties
Complete by end of 2010/beginning of 2011	
Provide LEAs with teacher and principal classroom-level value-added data.	BFK
Provide LEAs with training in the use of student growth data.	BFK
Implement formative and summative evaluations of PD effectiveness.	BFK
Complete by end of 2011	
Provide LEAs with teacher and principal classroom-level value-added data.	BFK
Introduce to teachers of non-tested grades or subject areas other measures of student progress, and test validity.	BFK, ODE
Develop other measures of student progress as defined above.	BFK, ODE
Provide LEAs with training in the use of student growth data.	BFK
Implement formative and summative evaluations of PD effectiveness.	BFK
Complete by end of 2012	
Provide LEAs with teacher and principal classroom-level value-added data.	BFK
Provide LEAs with training in the use of student growth data.	BFK
Implement formative and summative evaluations of PD effectiveness.	BFK
Complete by end of 2013	
Provide LEAs with teacher and principal classroom-level value-added data.	BFK
Provide LEAs with training in the use of student growth data.	BFK
Implement formative and summative evaluations of PD effectiveness.	BFK
Complete by end of 2014	
Provide LEAs with teacher and principal classroom-level value-added data.	BFK
Provide LEAs with training in the use of student growth data.	BFK
Implement formative and summative evaluations of PD effectiveness.	BFK
Complete by end of 2015	
Provide LEAs with teacher and principal classroom-level value-added data.	BFK
Provide LEAs with training in the use of student growth data.	BFK
Implement formative and summative evaluations of PD effectiveness.	BFK

Priority 1, Activity 5: Building Data-Management Systems Effective PBCSs must be supported by strong data-management systems. Powerful data-management systems will be a key component of each of the OTIF participants' PBCSs.

The payroll systems of all of the participating LEAs are robust enough to accurately link data to payroll systems. Experience from the first round of TIF participants suggests this; there were no problems with the accuracy of data systems during the first round of TIF funding. The state of Ohio also has a robust system in place for tracking students' academic achievement—the Educational Management Informational System (EMIS). Established in 1989, EMIS provides the architecture and standards for reporting data to the Ohio Department of Education. EMIS is the statewide data collection system for Ohio's primary and secondary education. Staff, student, LEA/building and financial data are collected through the system. All Ohio LEAs are required to report to EMIS.

Support will be needed to ensure that participating LEAs and schools have access to the data they need—when they need it. This will be made possible through the support of BFK and the ODE.

OTIF LEAs will use a powerful data-management system specifically designed to support PBCSs. BFK•Link™ is a web-based solution that “links” teachers to students. BFK has used BFK•Link to link hundreds of thousands of assignments and more than one million students—generating thousands of teacher-level value-added reports. With accurate and transparent data that correctly represent teacher/student attribution, BFK then can provide LEAs a web-based system, BFK•Award™, that integrates HR and Payroll data with student performance and scheduling data to calculate and display employee awards. To achieve this goal, BFK•Award provides web-based reports that display employee eligibility and award status as well as

continuous support through a help desk and online inquiry/response system to address employee inquiries and provide resolution to errors, omissions and clarification for staff. It is critical in piloting enhanced compensation systems that a robust data management system exists to reinforce employee confidence. The integration of these tools with existing state data systems will establish the best overall system for Ohio.

The first step is to help LEAs improve the accuracy and quality of their teacher- and student-level data. This occurs during the “linkage” process. Each year teachers review and correct the accuracy of data used for classroom-level value-added analysis by:

- Ensuring that all students taught are claimed for all subjects;
- Reviewing and modifying class rosters as needed;
- Accounting for student mobility by collecting data for nine separate months of instruction; and
- Accounting for shared instruction/co-teaching. (This allows for accurate attribution of the percentage of time the teacher provided instruction. For instance, a special education teacher could be attributed 50% of a student instruction in a specific subject.)

Creating a transparent tool assures teachers that they are being held accountable and rewarded for the growth of students they are teaching. The validated information linking teachers to students is the essential step to design effective compensation awards by ensuring that the teacher-level value-added analysis used as a measure of teacher effectiveness for purposes of evaluation and enhanced compensation ensures teachers are connected to students for only the instructional time they themselves have confirmed that they provided.

After LEAs have verified the accuracy of teacher/student linkage, they often need assistance in identifying and collecting all required data elements for their desired award model. Once award

model and metric decisions are finalized, LEAs need ways to efficiently and accurately estimate employee awards and deliver award-related information. The BFK•Award solution will support staff throughout the process by making many technical aspects of the compensation transparent. Staff will have access to view personal eligibility and award estimate reports that are supported through the online inquiry/response system and help desk. Additionally, this data system is supported with extensive staff communications available through a web portal that will provide information about the OTIF project and the individual LEAs' processes and award models.

Finally, OTIF is positioned to incorporate teacher and principal evaluation data into the state's data systems during the course of this grant. As part of Ohio's groundbreaking efforts in redesigning educator human capital systems in House Bill 1, Ohio will also implement a software system for teacher and principal evaluations which will facilitate educator performance analysis and inform recommendations around continued employment, dismissal, promotion, tenure, and compensation of educators, and to capture data for state-level analysis.

In most LEAs, evaluations are currently completed in paper format. An electronic system will allow schools and districts to maintain complete and accurate records of educator performance and track their growth and development over time. As required in the State Fiscal Stabilization Fund II application, Ohio will require the submission of educator evaluation data aggregated by school, will provide technical assistance to help participating LEAs and charter schools implement the system, and will provide additional funding for training.

Also, the state will report the number of highly effective and effective teachers in each LEA on their respective State Report Card. This additional information on the Report Card will provide parents with additional LEA data to be better informed about their schools and LEAs.

Combining these innovative tools with Ohio’s existing data systems will create an efficient, integrated, and robust data management system that will provide a foundation for success in using teacher-level value-added reports to inform the improvement of student achievement, and efficiently manage and effectively communicate to staff regarding enhanced compensation awards. Building a system that works for the variety of LEAs across the state will serve as a national model for how SEAs can support and lead the development of PBCS systems with average size LEAs as well as small rural and large urban LEAs.

Priority 1, Activity 5—Data Management Systems: Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Parties
Complete by end of 2010-2011	
Load LEA, school and staff data into system and configure web access.	BFK, LEAs, ODE
Provide access to staff to BFK•Learn online learning system and value-added online courses.	BFK
Load school data into BFK•Link system and resolve data issues.	BFK, LEAs, ODE
Complete linkage training for principals and teachers.	BFK
Finish and load introduction to enhanced compensation for OTIF in BFK•Learn system.	BFK, ODE
Train teachers and principals in BFK•Link process and complete linkage process in all buildings.	BFK, LEAs
Provide phone and Web support to LEAs during linkage process.	BFK
Create solution maps as needed that model required data transactions and identify and collect all required data elements for award models.	BFK, ODE
Build OTIF model with student growth, achievement, and HR metrics available into BFK•Award solution.	BFK
Build award models for each LEA within the OTIF model that are based on local decisions and confirmed for technical feasibility.	BFK, LEAs
Load school data necessary for award model into BFK•Award	LEAs, BFK, ODE

Complete by end of 2011-2012	
Provide teacher-level value-added data reports for grades 3-9 in tested subjects.	BFK
Provide access to staff to additional online courses in formative assessment.	BFK
Staff inquiry period completed in each LEA; staff review for error identification/correction and preview individual eligibility and award estimates	LEAs, BFK
Award pay outs for staff.	LEAs, ODE, BFK
Provide refreshed training for teachers and principals in BFK•Link process and complete linkage process in all buildings.	BFK, LEAs
Provide phone and Web support to LEAs during linkage process.	BFK
After award administration, district steering committee gathers staff feedback and identifies feasible revisions/improvements.	LEAs
Update award model with revisions for each LEA.	BFK
Incorporate Teacher Evaluation results into award model.	BFK, ODE, LEAs
Load school data necessary for revised award model into BFK•Award.	LEAs, BFK, ODE
Build system enhancements to incorporate evaluation data into award solution.	BFK
Complete by end of 2012-2013	
Provide teacher-level value-added data reports for grades 3-10 in tested subjects.	BFK
Staff inquiry period completed in each LEA; staff review for error identification/correction and preview individual eligibility and award estimates.	LEAs, BFK
Award pay outs for staff.	LEAs, ODE, BFK
Provide refreshed training to teachers and principals in BFK•Link process and complete linkage process in all buildings.	BFK, LEAs
Provide phone and Web support to LEAs during linkage process.	BFK
After award administration, LEA steering committee gathers staff feedback and identifies feasible minor revisions/improvements.	LEAs
Update award model with minor revisions for each LEA.	BFK
Load school data necessary for revised award model into BFK•Award.	LEAs, BFK, ODE
Complete by end of 2013-2014	
Provide teacher-level value-added data reports for grades 3-11 in tested subjects.	BFK
Staff inquiry period completed in each LEA; staff review for error identification/correction, and preview individual eligibility and award estimates.	LEAs, BFK
Award pay outs for staff.	LEAs, ODE, BFK
Provide refreshed training to teachers and principals in BFK•Link process and complete linkage process in all buildings.	BFK, LEAs
Provide phone and Web support to LEA s during linkage process.	BFK

After award administration, LEA steering committee gathers staff feedback and identifies feasible minor revisions/improvements.	LEAs
Update award model with minor revisions for each LEA.	BFK
Load school data necessary for revised award model into BFK• Award.	LEAs, BFK, ODE
Complete by end of 2014-2015	
Provide teacher- level value-added data reports for grades 3-11 in tested subjects.	BFK
Staff inquiry period completed in each LEA; staff review for error identification/correction, and preview individual eligibility and award estimates.	LEAs, BFK
Award pay outs for staff.	LEAs, ODE, BFK
Provide refreshed training to teachers and principals in BFK•Link process and complete linkage process in all buildings.	BFK, LEAs
Provide phone and Web support to LEA s during linkage process.	BFK
After award administration, LEA steering committee gathers staff feedback and identifies feasible minor revisions/improvements.	LEAs
Update award model with minor revisions for each LEA.	BFK
Load school data necessary for revised award model into BFK• Award.	LEAs, BFK, ODE

Priority 1, Activity 6: Communications Plan PBCS implementation experience under the current TIF program, and experience with a variety of LEAs across the country, reinforces the critical value of communications as a driver for engagement, understanding, and successful implementation. ODE and BFK know that the best conceived PBCS will not succeed without collaboration and trust which will be functions of extensive, thoughtful, and open communications throughout the duration of the grant.

The five-year communications plan goals are:

- Motivate engagement of all stakeholders in the success of the PBCS through excellent communications and an emphasis on the enhancement of teaching and learning;
- Anticipate PBCS component-related questions and concerns and address them;

- Provide professional development support and materials relative to understanding and using PBCS data and information. (see Priority 4); and
- Implement communications through multiple, “user-friendly” methods and vehicles that are accessible and locally customizable.

The essential information that will be communicated includes:

- Defining the PBCS;
- Explaining why it is being implemented;
- Demonstrating how it fits in with overall school improvement efforts; and
- Identifying PBCS elements including:
 - Data collection and analysis
 - Eligibility
 - Measurement criteria
 - How award amounts are determined
 - Award distribution time frame, and
 - The process for asking questions about award amounts.

This communications plan focuses on two audiences. The internal audience is made up of LEA administration, teachers and other staff, boards of education, and education associations.

External stakeholder audience members include parents, community and business leaders, educational service centers, and the media.

In each of the five years of the communications plan, there is a plan within the main plan. The framework is set, and during the planning year, we will work with the LEAs to determine and customize week to week activities. Main communications plan elements include:

- Development of universal awareness-building messages and collateral materials including: a brochure (customizable) that describes the overall PBCS - what it is, how it will be implemented, and its benefits to educators and students (insert sheets will be developed to communicate each LEA's specific PBCS elements); PowerPoint presentation (customizable) - to help explain the PBCS to target audiences; an FAQ sheet - designed to provide answers to both common and complex questions about the PBCS; and a timeline designating when to disseminate materials.
- Development of PBCS introductory materials specific to external audiences (talking points; letter to parents, articles; tips, etc.).
- Creation of an OTIF-specific subsection on the Ohio Web portal for use with both internal and external audiences. The Web portal, which will be updated and revised on a regular basis, will provide PBCS information to the general public and specific PBCS information to the OTIF LEAs in a password protected area of the portal.
- Creation of presentation materials (PowerPoints, handouts, etc.) for use by building/LEA leaders.
- Creation of an online course for LEAs that explains PBCS specifics.
- Communications support (PowerPoints, presentation materials, reports) for the OTIF project director. (Some of these reports will help support ODE's efforts in supplying the required program quarterly and annual yearly progress reports.)
- Promotion and support for quarterly LEA collaborative meetings. The planned quarterly LEA collaborative meetings will be promoted through e-blasts and supported through materials development and reporting meeting outcomes for sharing with staff members and others.

- Development of a parent and family guide to understanding value-added analysis and the PBCS. Once PBCS awards are imminent, the parent and family guide will be produced that explains in layman's terms what the PBCS is, how it works and how it intends to contribute to the LEA's school improvement work.
- Creation of an introductory piece for community and business leaders that provides an overview of the OTIF initiative and its benefits to educators, students and the community.
- Media relations support for ODE and the LEAs. Media communications, handled primarily by ODE and supported by BFK, require a different strategy and materials that will include: news releases, talking points (built from the overarching message points), media kit, and editorial board visits.
- Production of linkage training materials for LEA principals and teachers. (See Data Management for details about the linkage process.) These OTIF-specific training materials are based on those that have been used successfully in Ohio and elsewhere. These comprehensive materials include: principal and teacher training guides that walk users through the linkage process step-by-step; important dates-to-remember sheet that organizes the process; checklist to use as each part of the linkage process is completed; and, timeline that specifies what is due when.
- Support for early adopter LEAs to help them move forward easily and to share lessons learned with OTIF participants and others.
- Production of an 8-10 minute web-based introductory video to provide information about the PBCS.
- Communication of the PBCS process during the second year of the OTIF about eligibility, criteria, and award amounts will take place. The BFK•Communicate™ solution will be used

to integrate all PBCS information, including internal and external communications, and will electronically notify PBCS participants regarding their eligibility, and later the amount of their award broken down by category. In addition, hard copy materials will be provided to LEAs including an interpretation guide for award notices which details PBCS specifics.

- Leveraging the communications opportunities available through education associations such as submitting articles for inclusion in their member newsletters as well as presentations at their conferences, when appropriate.
- Development of op-ed pieces, as appropriate.
- Production of highly effective educator vignettes (8-10 mins.), in years four and five, which are then placed on the OTIF-specific section of the Ohio portal to share best practices with OTIF LEAs.
- Development of end-of-year surveys for partner LEAs to garner feedback on what is working and where changes need to be made.
- Development of end-of-year reports (program report, highly effective educator summary and feedback survey results) to share lessons learned, for distribution to OTIF participating LEAs and other specified audiences, if appropriate.

Ongoing regular communication about the efficacy of communications materials and vehicles will occur over the five-year initiative; revisions will be made accordingly. Communications materials, in general, will be available to download from the OTIF Web portal. Others will be provided on CDs or in hard-copy form.

BFK will deliver the communications plan mechanisms and guidance, and plan elements will be the combined responsibility of the implementation partnership of ODE, BFK and the OTIF LEAs.

Priority 1, Activity 6—Communications Plan

Timing and Milestones	Responsible Parties
Complete by end of 2011	
Communications plan strategy discussions, development, customization and ongoing updates.	BFK, ODE, LEAs
Create universal awareness-building messaging, materials (brochure, PowerPoint, FAQs, etc.) & usage timeline.	BFK, ODE
Design OTIF-specific subsection of the Ohio Web Portal.	BFK
Promotion/support for quarterly collaborative meetings (e-blasts, materials development and reporting out), support for training resources.	BFK, ODE
Web portal content updates and additions.	BFK, LEAs
Communications support for early adopter needs and sharing of lessons learned.	BFK, LEAs
Introductory brochure w/customized insert sheets.	BFK, LEAs
External audience: PBCS introductory materials (talking points; letter to parents; articles; tips, etc.).	BFK, ODE, LEAs
Presentation materials (PowerPoints, handouts, etc.) branding and development for building/LEA leaders.	BFK, ODE
Linkage training materials (training guides, checklist, timelines, etc.).	BFK
Communications support for Project Director (PowerPoints, presentation materials, etc.) and internal meetings, etc.	BFK
Develop Parent and Family Guide.	BFK, ODE, LEAs
Introductory piece for community and business leaders.	BFK, LEAs
Provide media relations support for ODE's use with LEAs.	BFK, ODE, LEAs
Create online course to explain PBCS specifics.	BFK
Create an 8-10 min. introductory video to explain the PBCS.	BFK, ODE
Support for end-of-year report and feedback survey.	BFK
Communications consulting discussions and meetings with ODE, e-mail correspondence, internal meetings.	BFK, ODE
Complete by end of 2012	
Update, evolve communications plan strategy discussions, development, customization and ongoing updates.	BFK, ODE, LEAs

Update; evolve universal awareness-building messaging, materials (brochure, PowerPoint, FAQs, etc.) & usage timeline.	BFK, LEAs
Web portal content updates and additions.	BFK, LEAs
Continued promotions/support for quarterly collaborative meetings (e-blasts, materials development and reporting out), support for training resources.	BFK, ODE
Continued communications support for early adopter needs and sharing of lessons learned.	BFK, LEAs
Update introductory brochure w/customized insert sheets, if necessary.	BFK, LEAs
Draft 4-6 articles/op eds.	BFK
Update external audience: PBCS materials (talking points; letter to parents; articles; tips, etc.).	BFK, ODE, LEAs
Communicate PBCS awards (eligibility, criteria, award amounts), coordinate electronic loading of PBCS messages, etc.	BFK, ODE
Update presentation materials (PowerPoints, handouts, etc.) development for building/LEA leaders.	BFK
Update linkage training materials (training guides, checklist, timeline, etc...)	BFK
Continue communications support for Project Director (PowerPoints, presentation materials, etc.) and internal meetings, etc.	BFK
Continue providing media relations support for ODE's use with LEAs.	BFK, ODE
Create online course to explain PBCS specifics.	BFK
Update 8-10 min. introductory video to explain PBCS awards, if necessary.	BFK, LEAs
Provide continued support for end-of-year report and feedback survey.	BFK
Ongoing communications consulting discussions and meetings with ODE, e-mail correspondence, internal meetings.	BFK, ODE
Complete by end of 2013	
Update, evolve communications plan strategy discussions, development, customization and ongoing updates.	BFK, ODE, LEAs
Update, evolve universal awareness-building messaging, materials (brochure, PowerPoint, FAQs, etc.) & usage timeline, if necessary.	BFK, LEAs
Make Web portal content updates and additions.	BFK, LEAs
Provide promotions/support for quarterly collaborative meetings (e-blasts, materials development and reporting out), support for training resources.	BFK, ODE
Continue communications support for early adopter needs and sharing of lessons learned.	BFK, LEAs
Draft 4-6 articles/op eds.	BFK
Update external audience: PBCS materials (talking points; letter to parents; articles; tips, etc.).	BFK, LEAs
Communicate year two PBCS awards (eligibility, criteria, award amounts), coordinate electronic loading of PBCS messages, etc.	BFK, ODE
Update presentation materials (PowerPoints, handouts, etc.) development for building/LEA leaders.	BFK, LEAs

Update linkage training materials (training guides, checklist, timeline, etc.).	BFK
Provide communications support for Project Director (PowerPoints, presentation materials, etc.) and internal meetings, etc.	BFK
Continue providing media relations support for ODE's use with LEAs.	BFK, ODE
Provide support for end-of-year report and feedback survey.	BFK
Ongoing communications consulting discussions and meetings with ODE, e-mail correspondence, internal meetings.	BFK, ODE
Complete by end of 2014	
Update, evolve communications plan strategy discussions, development, customization and ongoing updates.	BFK, ODE, LEAs
Update, evolve universal awareness-building messaging, materials (brochure, PowerPoint, FAQs, etc.) & usage timeline, if necessary.	BFK, LEAs
Make Web portal content updates and additions.	BFK, LEAs
Continue providing promotions/support for quarterly collaborative meetings (e-blasts, materials development and reporting out), support for training resources.	BFK, ODE
Continue communications support for early adopter needs and sharing of lessons learned.	BFK, LEAs
Draft 4-6 articles/op eds.	BFK
Update external audience: PBCS materials (talking points; letter to parents; articles; tips, etc.).	BFK, LEAs
Communicate PBCS awards (eligibility, criteria, award amounts), coordinate electronic loading of PBCS messages, etc.	BFK, ODE
Review, update community engagement material updates and introductory piece for business leaders.	BFK, LEAs
Update, evolve presentation materials (PowerPoints, handouts, etc.) development for building/LEA Leaders.	BFK, ODE
Update linkage training materials (training guides, checklist, timeline, etc.	BFK
Provide communications support for Project Director (PowerPoints, presentation materials, etc.) and internal meetings, etc.	BFK
Continue providing media relations support for ODE's use with LEAs.	BFK, ODE, LEAs
Development first round of 8-10 min. best practices vignettes for the OTIF Web portal.	BFK, ODE
Provide support for end-of-year program report, HET summary report and feedback survey.	BFK
Ongoing communications consulting discussions and meetings with ODE, e-mail correspondence, internal meetings.	BFK, ODE

Complete by end of 2015	
Update communications plan strategy discussions, development, customization and ongoing updates.	BFK, ODE, LEAs
Review; update universal awareness-building messaging, materials, usage timeline.	BFK, ODE
Make Web portal content updates and additions.	BFK, LEAs
Provide promotions/support for quarterly collaborative meetings (e-blasts, materials development and reporting out), support for training resources.	BFK, ODE
Continue providing communications support for sharing of lessons learned outside of the Web portal.	BFK, LEAs
Draft 4-6 articles/op eds.	BFK
Review, revise external audience: PBCS materials (talking points; letter to parents; articles; tips, etc.).	BFK, ODE, LEAs
Communicate PBCS awards (eligibility, criteria, award amounts), coordinate electronic loading of PBCS messages, etc.	BFK, ODE
Update, evolve parent & family guide, if necessary.	BFK, ODE, LEAs
Review, revise introductory piece for community and business leaders, if necessary.	BFK, ODE, LEAs
Provide linkage training materials (training guides, checklist, timeline, etc.).	BFK
Continue communications support for Project Director (PowerPoints, presentation materials for local, state and national presentations) and internal meetings, etc.	BFK
Continue providing media relations support for ODE's use with LEAs.	BFK, ODE
Development of 8-10 min. best practices vignettes for the OTIF Web portal (round 2).	BFK, ODE
Provide support for end-of-year report, HET summary report and feedback survey.	BFK
Ongoing communications consulting discussions and meetings with ODE, e-mail correspondence, internal meetings.	BFK, ODE

PROJECT DESIGN: PRIORITY 4—Use of Value-Added Measures of Student Achievement

Ohio has a nation-leading track record of measuring student growth through value-added assessments. Value-added analysis is defined as a statistical methodology used to measure student progress. Although there are several value-added models available, BFK has chosen to

use the Educational Value-Added Assessment System or the EVAAS® model – specifically, the Univariate Response Model or URM methodology. In this model, multiple previous student scores are used as predictors. For more than eight years, BFK has provided comprehensive value-added analysis and professional development to Ohio LEAs, with an emphasis on using reliable data as a diagnostic school-improvement tool. BFK’s *Teachers Connecting Achievement and Progress* (T-CAP) initiative focuses on accurately linking annual student growth data to individual teachers, thus providing substantial professional development, instructional resources, and online courses that focus on the appropriate interpretation of value-added data and its correct use in the framing of school-improvement conversations. To date, nearly 50 LEAs have voluntarily participated in T-CAP.

Access to T-CAP and *SOAR* data information is password protected and is in compliance with FERPA regulations. Student and teacher names are not available to the public and superintendents have the opportunity to assign different levels of password protected access to educators within the LEA. This same process will be followed for OTIF.

In addition, Ohio differentiates school and LEA performance using student growth measures as part of the existing accountability system. This important feature demonstrates a level of teacher awareness and use of school-wide growth data that is an important foundation for moving to student-level growth data.

Ohio will maximize these successes by scaling effective practices across the state. Ohio will provide *every teacher and principal* with annual value-added data specific to his/her classroom and/or school. For teachers of students in non-tested grades or subject areas, Ohio will introduce and test the validity of using other measures of student progress such as growth in literacy levels, grade gains on supplemental tests, end-of-course exams, and performance-based assessments

during years two and three of the grant. ODE will collaborate with LEAs, charter schools, teacher unions and state administrators' associations to develop these measures with guidance from national experts. OTIF will inform and accelerate the state's work by forming the basis for the expansion of statewide value-added reporting.

Working with BFK's expertise will allow OTIF partners to identify and harness classroom-level, value-added data. Teachers and principals in OTIF schools will be trained in the use of student growth data to differentiate instruction, make informed curriculum choices and instructional strategies, develop intervention strategies, and provide improvement supports.

Value-added data has benefits for educators, students, and other education stakeholders.

- For students, value-added data provides information that helps them track progress—and see when their efforts pay off.
- For teachers, value-added data allows informed decision making about instruction and the design of interventions.
- For principals, value-added data supports meaningful conversations with teachers about student growth and allows for data-based decisions on staffing, resource allocations, programs, and services.
- For LEA leaders, value-added data provides an opportunity to communicate clearly and specifically to the public about student progress and to engage with principals about accountability for student success.
- For parents, value-added data means having a more informed sense of their child's progress—and being able to engage in deeper conversations about their role in the learning process.

- For the community, value-added data results in a stronger accountability system, allowing community members to align their investments to measures student growth.

Capturing and analyzing value-added data is a critical prerequisite for an effective PBCS. In Ohio, value-added data is currently available through ESEA-mandated assessments in mathematics and reading in grades four through eight. In addition to these student scores, other measures of student learning will be used. For non-tested grades and subjects, this means alternative measures of student learning and performance, such as student scores on pre-tests, end-of-course exams, ELA proficiency tests, and other measures of student achievement that are rigorous and comparable across schools.

For teachers who do not have value-added data specifically linked to their subject area and student level, in addition to the use of multiple measures, other alternate methods of connecting teacher compensation with student performance will be considered. For example, teachers may be assigned to a cluster band, such as Kindergarten through grade 3. For these grade levels, various sources of valid and reliable data are available for assessing student learning and achievement. In Ohio, many schools participate in:

- The Kindergarten Readiness Assessment—Literacy (KRA-L), developed by the ODE to help teachers identify early reading skills;
- DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Measures the five big ideas in early literacy identified by the National Reading Panel (phonemic awareness, alphabetic principle, accuracy and fluency, vocabulary, and comprehension); and
- Ohio Achievement Assessments (OAA) in grade 3 reading, mathematics, and writing.

These cluster teachers in grades K-3 could agree to have their effectiveness rated, with at least 50% of the evaluation based on the evidence of growth in student learning based on these measures.

Priority 4—Value-Added: Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Parties
Complete by end of 2010/beginning of 2011	
Provide LEAs with teacher and principal classroom-level value-added data.	BFK
Provide LEAs with training in the use of student growth data.	BFK
Implement formative and summative evaluations of PD effectiveness.	BFK
Complete by end of 2011	
Provide LEAs with teacher and principal classroom-level value-added data.	BFK
Introduce teachers of non-tested grades or subject areas to other measures of student progress, and test validity.	BFK, ODE
Develop other measures of student progress as defined above.	BFK, ODE
Provide LEAs with training in the use of student growth data.	BFK
Implement formative and summative evaluations of PD effectiveness.	BFK
Complete by end of 2012	
Provide LEAs with teacher and principal classroom-level value-added data.	BFK
Provide LEAs with training in the use of student growth data.	BFK
Implement formative and summative evaluations of PD effectiveness.	BFK
Complete by end of 2013	
Provide LEAs with teacher and principal classroom-level value-added data.	BFK
Provide LEAs with training in the use of student growth data.	BFK
Implement formative and summative evaluations of PD effectiveness.	BFK
Complete by end of 2014	
Provide LEAs with teacher and principal classroom-level value-added data.	BFK
Provide LEAs with training in the use of student growth data.	BFK
Implement formative and summative evaluations of PD effectiveness.	BFK
Complete by end of 2015	
Provide LEAs with teacher and principal classroom-level value-added data.	BFK
Provide LEAs with training in the use of student growth data.	BFK
Implement formative and summative evaluations of PD effectiveness.	BFK

PROJECT DESIGN: PRIORITY 3—Comprehensive Approaches to the Performance-Based Compensation System (PBCS)

The proposed PBCS aligns with Ohio’s coherent and integrated strategy for strengthening its educator workforce, including the use of data and evaluations for professional development and tenure decisions in the participating schools and LEAs.

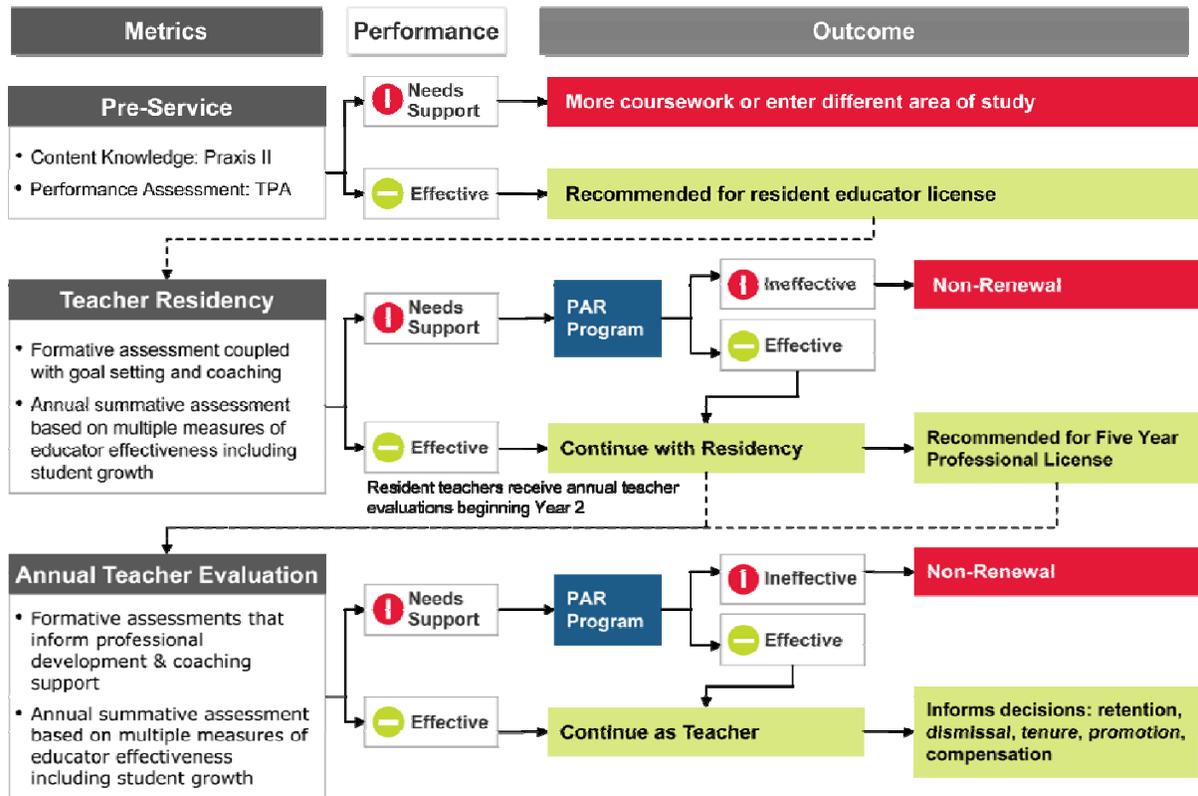
Under Ohio’s newly developed Ohio Teacher Evaluation System (OTES), described previously, and system of licensure mandated by House Bill 1, effectiveness data from annual teacher and principal evaluations drives decisions about professional development and support, promotion, retention, compensation, tenure, certification, and removal of ineffective teachers. Four key elements stand out in Ohio’s comprehensive approach to linking evaluation data with decisions about professional development, licensure, and tenure. Under its comprehensive system, Ohio will (1) develop teachers and principals by providing coaching, induction support, and/or professional development; (2) remove ineffective principals and non-tenured and tenured teachers; (3) implement a newly legislated licensure system that includes student growth as one criterion of license eligibility; and (4) compensate, promote, and retain effective educators.

Development of Teachers and Principals As described previously in the sections on evaluation and professional development, Ohio is setting in place support systems to ensure that all educators, teachers and principals, have the means to strengthen their practice. The OTES and OPES systems ensure that teachers and principals are regularly evaluated through varied measures and their specific strengths and needs are developed—through the assumption of additional roles and responsibilities or through targeted learning and development opportunities. PAR programs will be put in place in schools statewide, as mandated by HB 1, to assist teachers who need additional support. OTIF funds will accelerate the work planned statewide—and inform statewide implementation activities.

Removal of Ineffective Principals and Teachers Ohio's new initial license for teachers is a *Resident Educator License*, which requires new teachers to undergo a rigorous annual evaluation and participate in a state mandated four-year induction program. Beginning teachers who have been provided opportunities to improve and who continue to be ineffective will be removed. By year four of their license, all resident educators must receive a rating of proficient/effective, accomplished/highly effective or distinguished as a condition to advance to a five-year professional license. These performance standards and measurement tools have been referenced in prior sections. HB1 also changed the timing for the granting of tenure (continuing contract) from three to seven years, the longest in the nation. This extended time frame will enhance Ohio's progress toward ensuring that effective teachers are in every classroom in Ohio. Additionally, the Ohio Revised Code allows superintendents to dismiss tenured teachers, and this provision was strengthened in HB 1.

The tenure review period for teachers in Ohio also has been extended from three to seven years (Ohio has no tenure law for principals) as part of HB 1, enacted in July 2009. Ohio will collaborate with teachers' unions, administrator associations, and school boards to develop guidelines and sound practices for rigorous tenure review, and train LEAs to implement the regulations. Tenure data will be analyzed statewide to determine patterns and trends and will be reported publicly as part of the comprehensive system of indicators of teacher effectiveness. Significant data that will be emphasized is the number of effective and ineffective teachers and principals in schools serving a high percentage of minority or poverty students. This monitoring will ensure that these schools are not served by ineffective teachers and principals at a disproportionate rate. The following chart depicts how teachers in Ohio will be held accountable for demonstrating effective practice and the systems in place to remove teachers who are

persistently ineffective.



2

HB 1 also changed the statutory language related to tenured teacher dismissal, changing the former language requiring evidence of “gross inefficiency or immorality” to “good and just cause,” which enhances the ability of LEAs to dismiss teachers who continue to perform at ineffective levels. OTIF participating LEAs and schools agree to implement rigorous annual evaluations for principals and teachers, as described previously, and agree to dismiss persistently low performing principals and teachers who are unable to improve their practices. In addition, renewal of licenses for both teachers and principals is conditional on demonstrating student growth as one of multiple criteria measures.

Implementation of a Licensure System that Includes Measures of Student Growth Legislation has been enacted to re-engineer the teacher and principal licensure system, depicted below, which now requires the use of student growth measures for obtaining and renewing advanced teaching and principal licenses. Beginning in January 2011, Ohio will implement this newly legislated licensure system that includes an initial four-year resident educator license, a professional license, a senior professional educator license, and a lead professional educator license, with requirements for demonstrating student growth as one of multiple criteria to be used in determining eligibility for issuance and renewal of the licenses. OTIF will allow participating LEAs and schools to accelerate their capacity building in these key areas so that transitions are smooth and provide a deeper understanding of the new regulations.

Teacher Licensure System Enacted in HB 1

Initial License	Career License	Teacher Leader Licenses	
4-Year Non-Renewable Resident Educator License	Professional Educator License (Renewable every 5 years)	Senior Professional Educator License (Renewable every 5 years)	Lead Professional Educator License (Renewable every 5 years)

The new licensure system is based on research documenting that the knowledge, practices, and skills of teachers evolve over time and are required to change depending upon new assignments, changing student demographics, new state standards and assessments, community expectations, technology innovations and LEA and school goals. Ohio supports teachers as critical change agents in leading school improvement. Teachers are required to demonstrate higher levels of performance, *including impact on student growth*, as a condition for licensure advancement and continued licensure renewal. Likewise, principals will need to demonstrate high levels of

performance that include student growth as a condition of initial licensure and continued licensure renewal.

The Educator Standards Board recommended licensure requirements for the senior and lead professional educator licenses as required by HB 1 to the State Board of Education in March 2010, well ahead of the legislated requirement to submit recommendations by September 2010.

Compensation, Promotion, and Retention of Effective Educators As required by HB 1, Ohio's new licensure system creates a teacher career ladder that (1) takes into account teacher effectiveness to enhance student growth, (2) provides advancement opportunities or leadership roles for teachers who are effective or highly effective, and (3) rewards teachers for demonstrating effectiveness and assuming leadership roles.

HB 1 made significant strides in recognizing the various roles that teachers play within their LEAs and schools, and this legislation supports teachers as partners in student success. For example, as teachers demonstrate their effectiveness, they are able to advance to upper levels of licensure and take on leadership roles such as the Lead Teacher, defined in HB 1, to mentor and support new teachers throughout the Teacher Residency Program.

As part of earlier legislation (SB2), the Educator Standards Board and ODE jointly developed a proposal for a career lattice program defined as a "performance-based multi-level system of teaching positions and compensation levels within a school district or building."

Ohio's Career Lattice model expands teacher leader opportunities, enhances collaboration between teachers and administrators in leading school improvement, creates a common culture of teacher professionalism and contributes to improved teacher retention. The lattice framework contains four components: (1) differentiated roles and responsibilities for teacher leadership

beyond the classroom; (2) increased knowledge and skills; (3) evidence of increased student growth; and (4) collaboration. This program serves as a model for LEAs and community schools developing local career ladders.

As part of the current OTIF work, the four participating LEAs developed and implemented compensation systems with differentiated pay based on leadership roles undertaken by teachers, as well as pay for performance for both teachers and principals that reward educators for student performance gains. With more than three years of comprehensive data, Ohio TIF demonstrates increased knowledge and skills among educators, increased retention of educators, and increased student achievement. With approval of this grant request, OTIF will utilize these LEAs and programs as models for new participating LEAs by sharing lessons learned to ensure program sustainability.

Experience in school reform suggests that there are risks when LEAs and state education agencies take reform efforts to scale beyond their ability to support them effectively. Fortunately, Ohio is putting into place the supports necessary for success. Funding from OTIF will help accelerate reforms comprehensively in participating schools and LEAs, with additional support and expertise from partners like BFK. In addition, the ODE has been part of the Wallace Foundation's State Action for Education Leadership Program (SAELP). The emphasis in SAELP on research about scaling up effective programs will be applied to OTIF.

Even with the broad state reforms taking place and supportive legislation like HB 1, Ohio recognizes that schools still face challenges in implementing new systems and scaling up small reforms. According to Tom Corcoran, the co-director of the Consortium for Policy Research in Education (CPRE), a number of school factors affect implementation, including:

- Teacher knowledge and skill;

- Teacher participation in the design and implementation processes;
- Principal and leadership support;
- Level and quality of support and professional development; and
- Cost to the school.

The current state environment regarding educational improvement, and the specific plans set forth in this OTIF application around teacher engagement, continued development, and support, provide a firm foundation for expecting OTIF success.

PROJECT DESIGN: PRIORITY 2—Fiscal Sustainability

It would be disingenuous to ask for grant money without having a commitment to maximize the use of that money to achieve project goals. Also, it would be negligent to defer detailed thinking about sustaining the project until the planning year. Therefore, the ODE/BFK partnership has devoted considerable project and grant development time and human resources to anticipating the implications of our PBCS model on fiscal sustainability, especially including the challenges participating LEAs will face in this regard.

Per TIF grant requirements, ODE, BFK and the participating LEAs commit to fiscally sustaining PBCS reforms and accept the responsibility of providing enhanced compensation to the educators who qualify for it in compliance with the measures and criteria outlined in the PBCS. This responsibility includes LEAs “assuming an increasing share of performance-based compensation paid to teachers, principals, and other personnel” during the course of the funded project.

But this is not enough. Our collective efforts on sustaining the work must reach beyond the grant period. Experience demonstrates the importance of organizational and fiscal sustainability in the effective implementation of a PBCS (Slotnick, 2010). Therefore, the OTIF proposal

includes plans for embedding PBCS-related knowledge and work within the LEAs and regional Educational Service Centers (ESCs) as a key way to propel the value of the grant-period work beyond the grant's expiration. And, during the grant period our proposal anticipates the need to assist LEAs with LEA-specific flexible planning for assuming increasing portions of PBCS award costs. (See the Budget Narrative for companion information.)

Specifically, given Ohio's current and sure-to-be challenging economic climate over the next few years, and because most of the OTIF LEAs are relatively poor, it is especially important for ODE and BFK to assist them with sustainability. The OTIF partners are committed to working with participating LEAs in several key ways including:

- Compiling financial information on monies available to the LEAs through current state and federal programs and then conferring with the LEAs regarding creative and optional ways to allocate those resources in support of OTIF and other major priorities. There is no assumption that LEAs are cavalier about spending Title 1, Title 1A or Title IIA funds. On the contrary, these funds are precious to historically underserved LEAs. However, the introduction of a PBCS into a LEA's operations and budget presents an opportunity to reevaluate priorities and the allocation of funds to support them.
- Creating a group of knowledgeable and interested business executives who will provide counsel on entrepreneurial approaches to LEA operations. Several executives have already expressed interest in contributing their time and talents to this effort. They understand, as do ODE and BFK, that this must be a collaborative process with the LEAs. Ideas and possible "solutions" cannot be prescribed or imposed, but they can be thoroughly investigated with an eye toward the LEAs adopting "new ways of operating." The LEAs have already signed on to exploring PBCSs as an educational improvement strategy. This

in itself is a new way of operating that requires creativity, leadership, collaboration, and courage. Therefore, the OTIF LEAs have already started down the road of entrepreneurial thinking and acting. Applying these skills to the issues around sustainability will not be a totally foreign process – especially since they don’t have to go down this path alone. Part of the strength of the OTIF proposal is the collaborative, multi-LEA approach to PBCS development and implementation. This “strength in numbers” approach also will be applied to sharing promising ideas for fiscal sustainability.

- Seeking foundation and corporate support for the LEAs as they assume increasing responsibility for funding the PBCS over the five-year grant period. Consistent with the previous approach, this kind of funding must be thought of as temporary support to help the LEAs as they create sustainability plans that, in the long run, are not fully dependent on outside support. Seeking this funding is time-consuming and challenging – even more so for small, geographically isolated LEAs. Accordingly, BFK will accept a large part of the responsibility on behalf of the collective LEAs and capitalize on its resources to lead this effort.
- Expanding the capacities of regional ESCs to help embed PBCS-related knowledge and skills into the LEAs’ on-going operating procedures. BFK and ODE regularly work with ESCs in other educational improvement initiatives, so drawing upon these relationships and the ESCs’ commitments to assist LEAs in their service areas represents a convergence of missions. The degree to which ESC staff assumes roles in helping LEAs with successful implementation of their PBCSs represents time, energy, and costs savings for the LEAs.

Priority 2—Fiscal Sustainability: Timing, Milestones, and Responsible Parties

Timing and Milestones	Responsible Parties
Complete by end of planning year	
Meetings with LEAs to explain and confer on budgetary implications of the PBCS and run scenarios for budget planning.	ODE, BFK, LEAs
Meetings with LEAs to review Title money and other funds and confer on prioritizing LEA allocations based on the budgetary implications of anticipated PBCS expenditures.	ODE, BFK, LEAs
Create the group of volunteer business executives, clearly define their role, arrange individual and group planning sessions for LEAs that compliment the previous milestones and are sensitive about LEAs’ time demands.	BFK, LEAs, business leaders group
Begin foundation and corporate fundraising after evaluating projected LEA needs as defined through the other Planning Year processes.	BFK
Meet with the ESCs to define their support roles and assist them in making 5-year plans for working with the LEAs (LEAs will have direct input into this planning)	BFK, ODE, LEAs
Tap USDOE resources and various national PBCS experts with whom ODE and BFK have relationships to assist with all aspects of PBCS sustainability planning. This includes tapping their expertise beyond fiscal planning since PBCS model development and implementation experience has direct impact on budgetary issues.	ODE, BFK
On-going throughout the grant period	
Regular monitoring of the success of each activity described above that launches in the planning year.	ODE, BFK, LEAs, business executives and ESCs
Revise activities per evaluation of success and continuously share lessons learned among all participating LEAs.	ODE, BFK, LEAs, business executives and ESCs

PROJECT DESIGN: PRIORITY 5—Increased Recruitment and Retention of Effective Teachers to Serve High-Needs Students and in Hard-to-Staff Subjects and Specialty Areas in High-Need Schools

Throughout the last two decades, Ohio’s evolving reform agenda has been guided by the belief that *great teachers and great leaders are the single most important factor in student success*. Thus, Ohio is committed to having an effective principal in every building working in concert with a team of effective teachers on behalf of all their students.

Increasing the recruitment and retention of highly effective educators in hard-to-staff subjects and schools is critical to the success of school reform efforts. Providing enhanced levels of compensation for effective teachers and principals, in part through value-added measures of student achievement, and sustaining these programs depends upon the recruitment and retention of highly effective educators in Ohio’s schools.

Ohio is already taking a systems approach toward managing human capital in schools. This approach recognizes that recruitment and retention cannot succeed in isolation. As a result, the Ohio system considers recruitment and retention as part of a larger effort. A specific Ohio goal is to place highly effective educators (both teachers and school leaders) into hard-to-staff schools, especially in urban and rural areas where there are high percentages of poor, minority, and disadvantaged students and/or histories of low performance. In its efforts towards a unified systems approach to human capital management, Ohio has piloted some successful smaller-scale programs in schools and LEAs, which are described in this section. Building on that experience, OTIF will provide an opportunity for the state to:

Link – create connections and linkages between existing programs;

Grow – scale up these local programs;

Extend – prove their efficacy in diverse LEAs, including hard-to-staff urban and rural schools;
and

Sustain – sustain these programs statewide.

OTIF will combine with Ohio’s multiple incentives to provide the powerful levers for placing effective teachers teaching hard-to-staff subject areas in hard-to-staff schools.

A Systems Approach Ohio has a system in place to support the recruitment and retention of highly effective teachers and principals and the state has made strides toward strengthening this system. Successful recruitment and retention will result from excellent preparation, induction, training and development, and performance management.

Ohio Human Capital Management System (HCMS)				
Goal: High Levels of Student Achievement through Highly Effective Educators				
Preparation	Recruitment and Equitable Distribution	Induction	Training and Development	Performance Management
Decisions Informed: Retention, Promotion, Tenure and Compensation				
Foundation: Ohio’s Educator Standards and Licensure				

While Ohio has made strides and piloted effective small-scale programs, more remains to be accomplished in terms of strengthening (scaling up, extending, and sustaining) the system overall and in creating stronger linkages between various stakeholders, including Ohio’s LEAs, state and local governments, and institutions of higher education. Fortunately, Ohio’s higher education system is a committed and capable partner in both improving P-20 articulation and refining teacher and principal training.

OTIF funds will be used, as described below, to help fund initiatives to strengthen the components of Ohio’s HCMS system and improve linkages and communication among important stakeholders. OTIF funds will enable the state to create a cycle of continuous

improvement that is based on real data on participating individuals and LEAs, which can be linked to higher education institutions.

In addition to the five key elements that make up Ohio's Human Capital Management System (HCMS), Learning Point Associates identifies three additional elements. In total, these eight key components must be attended to in an effective effort to increase recruitment and retention. Of these eight components, the first three are specifically tied to effective recruitment: (1) Preparation; (2) Recruitment; and (3) Hiring. While the remaining five are specifically tied to successful retention: (4) Induction; (5) Professional Development; (6) Compensation and Incentives; (7) Working Conditions; and (8) Performance Management. All OTIF LEAs will have the opportunity to employ a systems approach towards recruitment and retention.

Also, OTIF LEAs are intent on placing effective teachers and principals in their high-poverty and high-minority schools through addressing seniority barriers and teaching and learning conditions as well as by providing supports and incentives. School leaders will be trained to lead low-achieving schools with the goal of increasing the number of effective teachers in mathematics, science, world languages, special education, and English language learner (ELL).

Human capital management and development is an important focus area in this application and so it is significant that *for the first time, Ohio's reform plan will hold preparation programs accountable for graduate success based on student achievement and student growth.*

Strengthening LEA's human capital management systems will be a worthy challenge and not one that the LEAs can do or are expected to do on their own. The ODE has successfully piloted the Learning Point Associates' framework *Managing Educator Talent: A Research-Based Framework for District and State Policymakers*. While OTIF's primary focus will be on implementing successful PBCSs and the various support systems described earlier in this

proposal, the OTIF partners will consider, during the planning year, the degree to which the LEAs can begin seriously and systematically addressing human capital issues.

SUPPORT FOR THE PROPOSED PROJECT: MANAGEMENT PLAN

Given the large number and diversity of schools that will participate in OTIF, providing excellent project management is the responsibility and obligation of the OTIF partners. ODE and BFK commit to creating and implementing results-producing management and exemplary fiscal stewardship. Fortunately, both organizations have solid experience with managing large, complex projects.

Ohio has a long history of successful federal grants management. During the past 15 years, the state has administered over \$16B in federal funds. BFK has been the recipient of substantial grants from the Bill & Melinda Gates Foundation and others that trust its ability to deliver cost-effective results.

Together, the partners will develop the OTIF management plan. As demonstrated through providing the detailed milestones and carefully constructed and extensively detailed project budget in this proposal, the partners have the expertise and commitment to carry out a finely tuned management plan. The plan will explicitly describe the projects' measurable goals. For each goal the plan will show the person(s) responsible, implementation strategies and tactics, timeline, budget and measures of success. The plan will be open to review and suggestions by USDOE and will be shared as appropriate with the participating LEAs. Just as OTIF emphasizes educator responsibility for producing exemplary, measureable results, the OTIF partners will hold themselves accountable for exemplary plan management.

Successful plan development and implementation depends on high quality personnel, especially with a grant as large as OTIF. Working “smart and hard” to assure success will be:

ODE – ODE’s organizational structure aligns with the proposed OTIF work. The Center for the Teaching Profession focuses on the development of great teachers and leaders in Ohio. This center will employ a full-time and highly qualified project director who will be responsible for: state coordination; resource facilitation and budget management; communication with and monitoring of model programs; and working with project partners to identify resource and technical assistance needs at the state and LEA levels. Also, the ODE Grants Management Office will be an invaluable resource to USDOE and to the project leaders.

BFK – BFK’s three-pronged organizational structure – Human Capital, Strategic Measures, Effective Practices – also aligns with OTIF. BFK will employ a full-time project director and two part-time support staff to coordinate closely with ODE and to focus on LEA- and school-level: PBCS design and implementation, data management, communications, professional development and sustainability. Several key BFK staff with state and national experience in PBCS-related components will be part of the substantial OTIF implementation effort. Their resumes, and resumes of critical ODE staff, are included in the proposal Appendices.

LEAs – Ohio’s work in the previous round of TIF demonstrates the need to have local personnel in place to assist with program management. Each OTIF LEA will identify and employ a point person (.5 FTE) who will work closely with ODE and BFK on local project management. These people will also have high skills in data and leadership/mentoring to both assist in these areas during the grant and help embed these skills in the LEAs for long-term sustainability. In addition, LEAs will develop an LEA-wide transformation team of appropriate stakeholders to assist with plan implementation. (The various LEA commitments described throughout the

proposal combine to define their invaluable role in successful plan management: collaborative collective bargaining, participation in PBCS model development, adherence to data quality standards, effective communications with all stakeholders, participation in fiscal sustainability, etc.)

OTIF Oversight Group This broad-based group will provide monitoring, overall project input and support to the project leaders. As mentioned in the proposal, Ohio is a collaborative state and this group will embody that approach by its inclusionary makeup: ODE, BFK, LEA representatives, OEA, OFT, educational administrator organizations, higher education representatives and others.

PROPOSAL FOR EVALUTAION

The ODE will procure an independent third-party evaluator to analyze the implementation and impact of the 2010 Ohio Teacher Incentive Fund (OTIF) Project based on the previously stated program goals and objectives focusing on the priority areas of the TIF grant competition.

Ohio conducted a similar process for the original OTIF grant project in 2008. This research provided findings, recommendations, and formative project support for continuous improvement. It is expected that the proposed evaluation would build on the solid research base that has already been created in the OTIF project.

Independent Third-Party Evaluation

The ODE will implement a state-mandated, competitive Request For Proposals process (which cannot be bid until a grant is received) to secure an independent, third-party evaluator. Upon successful receipt of supportive funds, the RFP process will be initiated to select a qualified evaluator to assess the implementation and impact of the 2010 OTIF Project. This process will

utilize a team of reviewers that will rate the submitted proposals using a scoring protocol addressing four categories: Experience, Staff, and Capacity; Methodology and Work Plan; Cost/Budget; and Presentation. The awarded proposal will demonstrate sufficient rigor in methods that are thorough, feasible and appropriate to the goals, objectives and outcomes of the project. The selected evaluator will have the necessary skills and expertise to conduct the work throughout the span of the project.

The selected evaluation design will produce information at appropriate intervals to enable ODE, BFK and participating LEAs to use data for planning and continuous program improvement, including a focus on challenges, successes, and lessons learned. The priority of the grant is the development, implementation, and expansion of sustainable performance-based teacher and principal compensation systems that are tied to student achievement. Accordingly, the evaluation will address implementation and impact issues based on that priority including how well the program has achieved the stated objectives in each school and LEA.

Research Questions

The evaluation will be required to utilize a mixed quantitative and qualitative research design which addresses the stated goals and competitive priorities of the project. Specifically, the third-party evaluator will address the following six sets of research questions.

- 1) *Implementation*. The evaluator will critically examine the ongoing implementation of the project to identify successes and areas in need of improvement. This includes sub-questions such as:
 - What was the extent that teachers, administrators, and union leaders were involved in design and implementation?
 - What is the fidelity of the implementation in relation to the project plan?

- To what extent were comprehensive communications plans developed and successfully utilized?
- 2) *Impact on teacher effectiveness and behavior.* The evaluator will report on the program's impact on teacher effectiveness and behavior as measured by student achievement and value-added measures. This includes changes in individual instructional practices and levels of embedded change within LEAs. Additionally:
- Is program compensation of sufficient size to impact behaviors?
- 3) *Impact on student achievement.* The evaluator will report on the impact on student achievement utilizing state achievement test data and the available value-added methodology. This includes the vital questions of:
- Does the incentive lead to increases in student achievement?
 - How do these results compare to similar, but non-participating schools?
- 4) *Impact on administrative behavior and school/LEA processes.* The evaluator will examine impacts at the school and LEA level including impacts on teacher recruitment, retention and staffing practices.
- Have the schools with more poor, minority, and disadvantaged students increased the number of effective and HQT teachers, especially in mathematics and science. Do administrators and teachers in these schools attribute this change to the project? Have LEA policies and procedures changed?
 - What is the extent to which comprehensive ongoing professional development plans have been developed and utilized within sites?
 - What is the quality of the data management system linking student data to teachers and district human resource systems?

5) *Sustainability*. The evaluator will conduct case studies and focus groups with relevant participants to examine the sustainability of the system. This will include recommendations for improvement.

- Does the qualitative evidence suggest that this system will continue? How can LEAs develop fiscally sustainable systems?
- Does the evidence suggest that the project is scalable to a much larger population? What kind of guidance can be offered for such a future endeavor?

6) *Best practices*. Additionally, the evaluation will monitor and review research and practices in other states and districts to examine multiple approaches to teacher incentives, and make recommendations for future changes to the OTIF project.

Alignment with “Evaluation Competition”

While the 2010 OIF project is not participating in the TIF Evaluation competition, the third party evaluators will be required to consider and address the main research questions guiding that rigorous national study to the extent possible with the intention of providing insights and additional sources of analysis to triangulate and support findings of that work. This includes examining specific research questions addressed in the Evaluation competition:

- What features of PBCSs are associated with improved teacher and principal effectiveness and student achievement?
- What are the implementation challenges associated with PBCSs, and what strategies do grantees use to overcome them?

Participating LEAs will generate normed classroom-level value-added data through the collaboration with BFK. Additionally, several currently existing data sources should be used to assist in answering these research questions, including:

- State assessment data including the standard-based value-added measures
- Teacher retention data
- Teacher and principal quality data
- Student mobility data
- Student and staff satisfaction data
- Other data sources as determined by the evaluator including, but not limited to surveys, interviews, case studies, observations, locally generated data sources, and review of project-related materials and communications.

Deliverables

The research design and deliverable requirements will emphasize both formative and summative feedback to ensure the project receives ongoing feedback and data for continuous improvement. Accordingly, the Deliverables include:

1. *Annual reports* providing formative feedback on the implementation of the project, recommendations for improvement, and identifying opportunities for adjustment and modification;
2. *Mid-year briefings* to project staff to provide timely feedback for formative project continuous improvement; and
3. *A final, summative report* providing analysis of the project's stated goals, including recommendations for improvement and feasibility/guidance for scaling of project to other districts in the state.

Assurances

Participating LEAs in the OTIF project will be required to submit written assurances of participation and cooperation with evaluation activities, including providing necessary data as identified by the evaluator.

SUMMARY

For all the reasons cited in this proposal, Ohio is poised to produce exemplary results with a second round TIF grant. Accordingly, the partners respectfully and confidently request a favorable response from USDOE.

We believe that the unique assemblage of participating LEAs provides an intriguing opportunity to test PBCS concepts and practices that serve the ultimate goals of transforming educational operations and achieving dramatic gains in student academic performance.

Most PBCS innovation has taken place in urban LEAs which is understandable. That's where many high need students are clustered and where school improvement is sorely needed. While continuing to foster improvement in our largest LEAs, which this proposes to do, OTIF also represents a pioneering opportunity to invest in a laboratory that will explore how to create, implement and sustain PBCSs in the average size American LEA – and in the case of our Collaborative, *many of them*. Imagine the lessons to learn. And, try to imagine how policy makers and others will ever determine how to make PBCSs and other reforms viable in historically underserved rural LEAs without capitalizing on this opportunity.

Envision gaining and sharing lessons-learned among urban, rural and “hybrid” LEAs. Imagine a possibly first-ever collaborative of historically underserved rural districts pioneering PBCSs and other school improvement initiatives in ways that individual LEAs could not likely do on

their own. And then see scaling OTIF successes throughout Ohio and beyond as others adopt and customize Ohio's proven models.

A final note about teachers and principals: amidst the plans to enhance instructional quality and hold educators accountable for producing positive student outcomes, there is a fundamental recognition that teaching and leading schools are difficult and complex tasks. Educators are critically important to the lives of their students and to the future of our state and nation. OTIF seeks to recognize and reward educator excellence and encourage more of it. OTIF will operate in ways that express faith in Ohio educators and their abilities to grow in their effectiveness. And, at the same time, OTIF will promote the same kind of high expectations for educators that the most effective among them have for their students.

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Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **High Needs Documents** Pages: **12** Uploaded File: **P:\Leona's Working Files\Teacher Incentive Fund Grant 3
\Grant documents\High needs documents.pdf**

Tables for High Need School Information

Table 1. Ohio Schools Participating in the Urban Project of the TIF Grant and their District Type, Total Enrollment, Low-Income Enrollment, Percentage of Low-Income Enrollment, and Percentage of Free and Reduced Lunch, 2008-2009

Table 2. Ohio Schools Participating in the Appalachian Project of the TIF Grant and their District Type, Total Enrollment, Low-Income Enrollment, Percentage of Low-Income Enrollment, and Percentage of Free and Reduced Lunch, 2008-2009

Table 3. Ohio Schools Participating in the Hybrid Project of the TIF Grant and their District Type, Total Enrollment, Low-Income Enrollment, Percentage of Low-Income Enrollment, and Percentage of Free and Reduced Lunch, 2008-2009

Table 4. Ohio Schools – By Three Project Types – Participating in the TIF Grant and their District Type, Total Enrollment, Low-Income Enrollment, Percentage of Low-Income Enrollment, and Percentage of Free and Reduced Lunch, 2008-2009

Table 5. Verification of Ohio Schools Participating as Feeder Schools in the TIF Grant and their District Type, Total Enrollment, Low-Income Enrollment, Percentage of Low-Income Enrollment, and Percentage of Free and Reduced Lunch, 2008-2009

Table 6. Mid-East Career and Technology Centers 2009-2010 School Year (Number of Qualified Students for Free and Reduced Lunches by Home School)

Table 1. Ohio Schools Participating in the Urban Project of the TIF Grant RFP and their District Type, Total Enrollment, Low-Income Enrollment, Percentage of Low-Income Enrollment, and Percentage of Free and Reduced Lunch, 2008-2009, (n = 29)

Number	District Name (n=1)	School Name (n=29)	District Type	Total Enrollment (#)	Low-Income Enrollment (#)*	Percentage of Low-Income Enrollment (%)	Free and Reduced Lunch (%)
URBAN PROJECT							
1	CINCINNATI CITY	ACADEMY FOR MULTILINGUAL IMMERSION STUDIES ES	LARGE URBAN	519	449	86.6	88.40
2		ACADEMY OF WORLD LANGUAGES ES	LARGE URBAN	590	524	88.9	92.00
3		BOND HILL ACADEMY ES	LARGE URBAN	412	365	88.6	88.92
4		CARSON ES	LARGE URBAN	781	721	92.3	94.73
5		CHASE ES	LARGE URBAN	359	331	92.2	96.19
6		CHEVIOT ES	LARGE URBAN	586	452	77.2	80.40
7		ETHEL M TAYLOR ACADEMY	LARGE URBAN	428	375	88.2	100.00
8		FREDERICK DOUGLASS ES	LARGE URBAN	429	>407	>95	91.69
9		HARTWELL ES	LARGE URBAN	442	341	77.2	84.30
10		HAYS-PORTER ES	LARGE URBAN	437	>415	>95	99.29
11		MIDWAY ES	LARGE URBAN	615	502	81.7	85.67
12		MT. AIRY ES	LARGE URBAN	721	636	88.2	94.21
13		OYLER ES	LARGE URBAN	687	607	88.4	91.11
14		PLEASANT RIDGE MONTESSORI ES	LARGE URBAN	537	387	72.1	68.10
15		QUEBEC HEIGHTS ES	LARGE URBAN	392	364	92.9	96.90
16		RIVERVIEW EAST ACADEMY ES	LARGE URBAN	446	330	74.1	82.96
17		ROBERTS PAIDEIA ACADEMY ES	LARGE URBAN	679	630	92.8	93.28
18		ROCKDALE ES	LARGE URBAN	440	394	89.6	94.18

Number	District Name (n=1)	School Name (n=29)	District Type	Total Enrollment (#)	Low-Income Enrollment (#)*	Percentage of Low-Income Enrollment (%)	Free and Reduced Lunch (%)
19	CINCINNATI CITY	ROLL HILL ES	LARGE URBAN	590	>561	>95	96.08
20		ROSELAWN CONDON ES	LARGE URBAN	512	446	85.6	89.67
21		ROTTHENBERG PREPRATORY ACADEMY ES	LARGE URBAN	396	>376	>95	98.19
22		SILVERTON PAIDEIA ES	LARGE URBAN	402	315	78.3	81.89
23		VIRTUAL HS	LARGE URBAN	266	98	36.8	54.80
24		WESTWOOD ES	LARGE URBAN	372	336	90.3	88.67
25		WILLIAM H TAFT ES	LARGE URBAN	280	260	92.9	92.28
26		WINTON HILLS ACADEMY ES	LARGE URBAN	454	>431	>95	97.19
27		WINTON MONTESSORI ES	LARGE URBAN	363	279	76.8	76.58
28		WOODFORD PAIDEIA	LARGE URBAN	462	364	78.8	79.56
29		WOODWARD CAREER TECH	LARGE URBAN	972	680	70.0	75.00
Totals and Averages		n=29	LARGE URBAN	14569	12376*	84.9	88.01

*Estimated Number of Low Income Enrollment # = Total Enrollment x Percentage of Low Income Enrollment

Table 2. Ohio Schools Participating in the Appalachian Project of the TIF Grant RFP and their District Type, Total Enrollment, Low-Income Enrollment, Percentage of Low-Income Enrollment, and Percentage of Free and Reduced Lunch, 2008-2009, (n = 58)

Number	District Name (n=17)	School Name (n=58)	District Type	Total Enrollment (#)	Low-Income Enrollment (#)*	Percentage of Low-Income Enrollment (%)	Free and Reduced Lunch (%)
1	BATAVIA LOCAL	BATAVIA ES	SMALL TO MEDIUM RURAL	772	358	46.4	54.40
2		BATAVIA MS	SMALL TO MEDIUM RURAL	585	221	37.8	37.24 FEEDER
3		BATAVIA HS	SMALL TO MEDIUM RURAL	600	168	28.0	38.89 FEEDER
4	BELPRE CITY	BELPRE ES	SMALL TO MEDIUM RURAL	621	332	53.5	60.07
5		BELPRE HS	SMALL TO MEDIUM RURAL	537	204	38.0	41.73 FEEDER
6	BLOOM VERNON	BLOOM-VERNON ES	SMALL TO MEDIUM RURAL	548	283	52.5	57.84
7		SOUTH WEBSTER JR/SR HS	SMALL TO MEDIUM RURAL	435	165	38.8	44.36
8	COSCHOCTON CITY	CENTRAL ES	SMALL TO MEDIUM RURAL	507	432	80.7	87.80
9		COSCHOCTON HS	SMALL TO MEDIUM RURAL	900	395	50.0	62.79
10		SOUTH LAWN ES	SMALL TO MEDIUM RURAL	152	115	74.0	86.34
11	CROOKSVILLE EXEMPT. VILLAGE	CROOKSVILLE ES	SMALL TO MEDIUM RURAL	550	274	59.8	60.89
12		CROOKSVILLE MS	SMALL TO MEDIUM RURAL	270	178	62.2	60.89
13		CROOKSVILLE HS	SMALL TO MEDIUM RURAL	333	176	51.0	55.63

Number	District Name (n=17)	School Name (n=58)	District Type	Total Enrollment (#)	Low-Income Enrollment (#)*	Percentage of Low-Income Enrollment (%)	Free and Reduced Lunch (%)
14	FRANKLIN LOCAL	DUNCAN FALLS ES	SMALL TO MEDIUM RURAL	815	378	45.9	50.42
15		PHILO HS	SMALL TO MEDIUM RURAL	725	308	43.3	44.14 FEEDER
16		PHILO JS	SMALL TO MEDIUM RURAL	520	220	45.1	49.23 FEEDER
17		ROSEVILLE ES	SMALL TO MEDIUM RURAL	200	134	80.8	84.70
18		ROSEVILLE MS	SMALL TO MEDIUM RURAL	150	110	75.2	82.61
19	GEORGETOWN EXEMPT. VILLAGE	GEORGETOWN ES	SMALL TO MEDIUM RURAL	376	135	36.0	38.77 FEEDER
20		GEORGETOWN JR/SR	SMALL TO MEDIUM RURAL	595	320	53.7	52.78 FEEDER
21	MARIETTA CITY	HARMAR ES	SMALL TO MEDIUM RURAL	300	166	55.2	54.60
22		PHILLIPS ES	SMALL TO MEDIUM RURAL	350	176	50.2	53.75
23		WASHINGTON ES	SMALL TO MEDIUM RURAL	335	182	54.4	57.07
24		MARIETTA MS	SMALL TO MEDIUM RURAL	725	258	35.6	40.79 FEEDER
25		MARIETTA HS	SMALL TO MEDIUM RURAL	1100	272	24.7	29.33 FEEDER
26	MAYSVILLE LOCAL	MAYSVILLE ES	SMALL TO MEDIUM RURAL	931	456	49.0	50.00
27		MAYSVILLE MS	SMALL TO MEDIUM RURAL	518	246	47.5	51.61
28		MAYSVILLE HS	SMALL TO MEDIUM RURAL	723	281	39.3	46.55 FEEDER

Number	District Name (n=17)	School Name (n=58)	District Type	Total Enrollment (#)	Low-Income Enrollment (#)*	Percentage of Low-Income Enrollment (%)	Free and Reduced Lunch (%)
29	MORGAN LOCAL	EAST ES	SMALL TO MEDIUM RURAL	375	179	47.6	51.34
30		SOUTH ES	SMALL TO MEDIUM RURAL	390	241	61.7	66.10
31		WEST ES	SMALL TO MEDIUM RURAL	380	225	59.2	60.49
32		MORGAN JR HS	SMALL TO MEDIUM RURAL	310	158	51.1	54.72
33		MORGAN HS	SMALL TO MEDIUM RURAL	700	297	42.4	48.05 FEEDER
34	NEW BOSTON LOCAL	STANTON PRIMARY	SMALL TO MEDIUM RURAL	160	143	89.5	87.35
35		OAK INTERMEDIATE	SMALL TO MEDIUM RURAL	116	93	80.5	86.33
36		GLENWOOD HS	SMALL TO MEDIUM RURAL	176	128	72.9	80.00
37	NEW PHILADELPHIA CITY	EAST ES	SMALL TO MEDIUM RURAL	301	184	61.1	52.63
38		WEST ES	SMALL TO MEDIUM RURAL	238	178	74.7	69.73
39		JOSEPH WELTY MS	SMALL TO MEDIUM RURAL	707	255	36.0	41.85 FEEDER
40		NEW PHILADELPHIA HS	SMALL TO MEDIUM RURAL	841	122	13.0	28.42 FEEDER
41	NOBLE LOCAL	SHENANDOAH ES	SMALL TO MEDIUM RURAL	729	366	50.3	53.9
42		SHENANDOAH HS	SMALL TO MEDIUM RURAL	393	118	31.0	35.9

Number	District Name (n=17)	School Name (n=58)	District Type	Total Enrollment (#)	Low-Income Enrollment (#)*	Percentage of Low-Income Enrollment (%)	Free and Reduced Lunch (%)
43	RIVER VIEW LOCAL	CONEVILLE ES	SMALL TO MEDIUM RURAL	401	162	40.5	56.52
44		UNION ES	SMALL TO MEDIUM RURAL	236	111	46.9	67.37
45		WARSAW ES	SMALL TO MEDIUM RURAL	352	150	42.7	53.04
46		RIVERVIEW MS	SMALL TO MEDIUM RURAL	495	160	32.4	39.18 FEEDER
47		RIVERVIEW HS	SMALL TO MEDIUM RURAL	822	215	26.1	39.18 FEEDER
48	ROLLING HILLS LOCAL	BROOK ES	SMALL TO MEDIUM RURAL	520	336	64.7	65.96
49		BYESVILLE ES	SMALL TO MEDIUM RURAL	241	143	59.5	69.59
50		SECRET ES	SMALL TO MEDIUM RURAL	246	113	46.1	52.59
51		MEADOW MS	SMALL TO MEDIUM RURAL	509	298	58.5	59.87
52		MEADOWBROOK HS	SMALL TO MEDIUM RURAL	695	354	51.0	52.94
53	SOUTHERN LOCAL	MILLCREEK ES	SMALL TO MEDIUM RURAL	506	285	65.4	66.85
54		MILLER HS	SMALL TO MEDIUM RURAL	454	238	56.5	66.85
55	WEST MUSKINGUM LOCAL	FALLS ES	SMALL TO MEDIUM RURAL	492	199	43.8	50.52
56		WEST MUSKINGUM MS	SMALL TO MEDIUM RURAL	421	133	31.3	40.10 FEEDER
57		WEST MUSKINGUM HS	SMALL TO MEDIUM RURAL	630	120	21.9	26.95 FEEDER

Number	District Name (n=17)	School Name (n=58)	District Type	Total Enrollment (#)	Low-Income Enrollment (#)*	Percentage of Low-Income Enrollment (%)	Free and Reduced Lunch (%)
58	NA	MIDEAST CAREER CENTER	SMALL TO MEDIUM RURAL	1048	0	0	52.5
Totals and Averages		(n=58)	SMALL TO MEDIUM RURAL	29057	12647*	49.43	55.38

*Estimated Number of Low Income Enrollment # = Total Enrollment x Percentage of Low Income Enrollment

Table 3. Ohio Schools Participating in the Hybrid Project of the TIF Grant RFP and their District Type, Total Enrollment, Low-Income Enrollment, Percentage of Low-Income Enrollment, and Percentage of Free and Reduced Lunch, 2008-2009, (n = 18)

Number	District Name (n=5)	School Name (n=18)	District Type	Total Enrollment (#)	Low-Income Enrollment (#)*	Percentage of Low-Income Enrollment (%)	Free and Reduced Lunch (%)
HYBRID PROJECT							
1	BELLE-FONTAINE CITY	SOUTHEASTERN ES	MEDIUM	399	207	51.9	57.49
2		BELLEFONTAINE MS	MEDIUM	584	242	41.4	50.00
3		BELLEFONTAINE HS	MEDIUM	861	260	30.3	41.71
4	CIRCLEVILLE CITY	ATWATER ES	MEDIUM	360	207	57.6	63.84
5		COURT ES	MEDIUM	365	192	52.5	58.82
6		MOUND ES	MEDIUM	185	98	53.1	55.08
7		NICHOLAS ES	MEDIUM	195	103	52.7	55.97
8		EVERTS MS	MEDIUM	550	254	46.1	52.4
9		CIRCLEVILLE HS	MEDIUM	700	402	57.4	40.05
10	NEW LEXINGTON CITY	NEW LEXINGTON ES	SMALL	493	334	67.8	70.88
11		NEW LEXINGTON MS	SMALL	466	236	50.7	56.81
12		NEW LEXINGTON HS	SMALL	595	243	40.9	44.43
13	NEW MIAMI LOCAL	NEW MIAMI ES	SMALL	130	95	72.8	75.86
14		NEW MIAMI JR/SR	SMALL	454	202	44.5	73.26
15	VALLEY LOCAL	VALLEY ES	SMALL	500	316	63.2	63.68
16		VALLEY MS	SMALL	375	209	55.8	58.07
17		WESTERN INTERMEDIATE	SMALL	379	171	45.1	53.05
18		VALLEY HS	SMALL	377	171	45.3	43.34
Totals and Averages		n=18	SMALL and MEDIUM	7968	3942*	51.62	56.37

*Estimated Number of Low Income Enrollment # = Total Enrollment x Percentage of Low Income Enrollment

Table 4. Ohio Schools – By Three Project Type – Participating in the TIF Grant RFP and their District Type, Total Enrollment, Low-Income Enrollment, Percentage of Low-Income Enrollment, and Percentage of Free and Reduced Lunch, 2008-2009 data, (n = 105)

District Groupings	Districts Participating (n=23)	District Type	Total Enrollment (#)	Low-Income Enrollment (#)	Percentage of Low-Income Enrollment (%)	Free and Reduced Lunch (%)
Urban Project (n=29)	1	LARGE URBAN	14569	12376	84.90	AVERAGE 88.01
Appalachian Project (n=58)	17	SMALL TO MEDIUM RURAL	29057	12647	49.43	AVERAGE 55.28
Hybrid Project (n=18)	5	SMALL AND MEDIUM	7968	3942	51.62	AVERAGE 56.37
Total (n=105)	23	MIXED	51160	28965	61.98	AVERAGE 66.55

Table 5

. Verification of Ohio Schools Participating as Feeder Schools in the TIF Grant RFP and their District Type, Total Enrollment, Low-Income Enrollment, Percentage of Low-Income Enrollment, and Percentage of Free and Reduced Lunch, 2009-2010, (n = 23) This is for situations where all of the buildings at the elementary level are not to be a part of the grant. Those highlighted are non-participants according to the rules.

Number	District Name (n=4)	School Name (n=23)	Total Enrollment (#)	Free and Reduced Lunch (#)	Free and Reduced Lunch (%)
1	COSCHOCTON CITY	CENTRAL ES	590	518	87.80
2		LINCOLN ES	286	100	34.97
3		SOUTH LAWN ES	161	139	86.34
ES FEEDER TOTALS		1037	757	73.00	
4		COSCHOCTON MS/HS	809	508	62.79
5	MARIETTA CITY	HARMAR ES	326	178	54.60
6		PHILLIPS ES	413	222	53.75
7		PUTNAM ES	263	87	33.08
8		WASHINGTON ES	368	210	57.07
ES FEEDER TOTALS		1370	697	50.88	
9		MARIETTA MS	706	288	40.79
10		MARIETTA HS	1016	298	29.33
11	NEW PHILADELPHIA CITY	CENTRAL ES	297	139	46.80
12		EAST ES	301	184	61.1
13		SOUTH ES	316	97	30.70
14		WEST ES	238	178	74.70
15		YORK ES	166	73	43.98
ES FEEDER TOTALS		1318	671	50.90	
16			JOSEPH WELTY MS	707	375
17		NEW PHILADELPHIA HS	841	239	28.42
18	RIVER VIEW LOCAL	CONEVILLE ES	345	195	56.52
19		KEENE ES	218	88	40.37
20		UNION ES	236	159	67.37
21		WARSAW ES	345	183	53.04
ES FEEDER TOTALS		1144	625	54.63	
22			RIVERVIEW MS	365	143
23		RIVERVIEW HS	632	248	39.24

**Mid-East Career and Technology Centers
2009-2010 School Year
(Number of Qualified Students for Free and Reduced
Lunches by Home School)**

Table 6

HOME SCHOOL	MID-EAST ENROLLMENT	BUFFALO CAMPUS	ZANESVILLE CAMPUS	TOTAL FREE & REDUCED
Buckeye Trail	79	26	16	42
Cambridge	80	40	19	59
Caldwell	94	22	15	37
Crooksville	61		34	34
John Glenn	70	4	15	19
Maysville	77	3	45	48
Meadowbrook	101	39	19	58
Morgan	1		1	1
Philo	132	2	72	74
Rosecrans	1		1	1
Shenandoah	62	13	13	26
Sheridan	39	1	16	17
Tri-Valley	100		42	42
West Muskingum	57		21	21
Zanesville	94	11	54	65
TOTAL	1048	161	383	544

Total Percent Free and Reduced Lunch 51.90 %

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Letters of Support** Pages: **32** Uploaded File: **P:\Leona's Working Files\Teacher Incentive Fund Grant 3
\Grant documents\Letters of Support.pdf**

Letters of Support Table of Contents

Governor

Ted Strickland, Governor

United States Senate

Sherrod Brown, United States Senator

George Voinovich, United States Senator

State Superintendent

Deborah Delisle, Superintendent, Ohio Department of Education

Ohio Department of Education Partnerships

Battelle for Kids

Participating School Districts

Ohio's Large Urban District

Cincinnati Public Schools

Mary Ronan, Superintendent

Julie Sellers, President; Cincinnati Federation of Teachers

Ohio's Independent Small-to Medium-sized Districts

Bellefontaine City Schools

Beth Harmon, Superintendent and Kristine Mount, Union President

Circleville City Schools

Kirk McMahan, Superintendent and Thomas Wright, Union President

New Lexington City Schools

Larry Rentschler, Superintendent and Beverly Lewis, President, New Lexington
Education Association

New Miami Local School District

Melissa Kircher, President and Kara Hughes, Union President

Valley Local school District

Paul White, Superintendent and Tracy Riehl, President, Valley Teacher Association

Ohio's Rural Appalachian Districts

Batavia Local School District

Barbara Bradley, Superintendent; Mark Ewing, President; and Shari Grant, President,
Batavia Professional Education Association (BPEA)

Belpre City Schools

Harry Flemming, Superintendent; Bobbi Simmons, President, Board of Education; and
William VaPitt, President, Teacher Union

Bloom-Vernon Local school District

Rick Carrington, Superintendent and Timothy Horner, President, Board of Education

Coshocton City Schools

David Hire, Superintendent; Melinda Ferhrman, Vice president, Board of Education; and Susan Nolan, President, Coshocton City Education Association/OEA/NEA

Crooksville Exempted Village

Kyle Newton, Superintendent; Michelle Collins, President, Crooksville Education Association; and Kevin Weaver, President Board of Education

Franklin Local School District

David Branch, Superintendent; Katie Imlay, President, Board of Education; and Jamie Wickham, President, Franklin Local Teachers Association

Georgetown Exempted Village

Tony Dunn, Superintendent; Melissa Cropper, President, Georgetown Federation of Teacher; and Ralph Sininger, President, Georgetown Exempted Village Board of Education

Marietta City Schools

Bruce Thomas, Superintendent; Kimberly DePue, President, Teachers Union; and G. W. Gault, President, Board of Education

Maysville Local School District

Monte Bainter, Superintendent and Kerry Hartman, President, Board of Education

Mid-East Career and Technology Centers

William Bussey, Superintendent; Rick Fulkerson, President, Board of Education; and David Irvin, President, Mid-East Education Association

Morgan Local School District

Lori Snyder-Lowe, Superintendent; Matt Conrad, President, MLEA; and Jeffrey Shaner, President, Board of Education

New Boston Local Schools

Mike Scaggs, Superintendent and Elaine Evans, President, Board of Education

New Philadelphia City Schools

Bob Alspet, Superintendent; Dave Frantz, President, New Philadelphia Board of Education; and Jill Rippeth, NPEA President

Noble Local School District

Daniel Doyle, Superintendent; Danielle Leach, President, Noble Classroom Teacher's Association; and Ed McKee, President, Noble Local Board of Education

River View Local School District

Kyle Kanuckel, Superintendent; Mr. Jones, President, Teachers Union; and Brent Portman, President, Board of Education

Rolling Hills Local School District

Joe Voytko, Superintendent; Thomas Perkins, President, Board of Education; and Margie Miller, President, Rolling Hills Education Association

Southern Local schools

Greg Holbert, Superintendent; Wendy Aichele, President, Board of Education; and Jenny Agnisti, President, SLEA; and Jodi Spratt, President SLEA

West Muskingum Local Schools

Sharon Smith, Superintendent; Gene Eberwine, President, Teachers Union; and Robert Moon, President, Board of Education



TED STRICKLAND
GOVERNOR
STATE OF OHIO

June 30, 2010

The Honorable Arne Duncan
U.S. Secretary of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Secretary Duncan:

Improving student achievement for all of Ohio's children is our State's most pressing social and economic imperative. We know from personal experience and academic research that a highly effective teacher is the best predictor of student academic success outside of the home and community. In Ohio, we are committed to improving the effectiveness of our teachers for all students across the state. The Teacher Incentive Fund offers an extraordinary opportunity for districts in Ohio to leverage federal dollars to accelerate work required by recent state legislation and to target important reforms comprehensively and immediately. Ohio's Teacher Incentive Fund application is a critical component of Ohio's commitment to improving student achievement via strong initiatives, deep partnerships, and research based practices.

Ohio seeks to build on the momentum of its passage of a comprehensive education reform plan last year by investing in systems that support a culture of continuous improvement. The Ohio Department of Education and its external partners, together with urban, rural, and small-to-medium sized districts across the state are committed to bold, widespread reform by establishing effective practices and models for Performance Based Compensation Systems that can guide all Ohio districts, and districts nationwide, in challenging existing models and implementing new approaches.

The key features of Ohio's application include: implementation of Performance Based Compensation Systems that put into practice legislative reforms for rigorous, evidence-based teacher evaluations; innovative methodology for differentiated performance incentives; a focus on value-added analysis; support for districts developing career ladders for teachers aligned to Ohio's new teacher licensure system; a focus on fiscal and program sustainability; and an experienced perspective gained from Ohio's successful first round of Teacher Incentive Fund projects.

The proposed Performance-Based Compensation Systems outlined in Ohio's Teacher Incentive Fund application are aligned to the state's coherent and integrated strategies for strengthening the educator workforce – strategies that include the effective and systematic use of data and comprehensive evaluations to inform decisions around professional development,

Page Two
June 30, 2010
Secretary Duncan

retention, tenure and licensure. As a result of past and current reform efforts, Ohio is well-positioned to deliver dramatic improvements in student achievement and inform the implementation of the next generation of teacher evaluation and compensation reforms nationwide.

I am pleased to submit this letter of support for Ohio's application. A wide range of school districts and stakeholders stand ready to immediately implement these innovations.

Sincerely,



Ted Strickland
Governor, State of Ohio

SHERROD BROWN
OHIO

COMMITTEES:
AGRICULTURE, NUTRITION,
AND FORESTRY
BANKING, HOUSING,
AND URBAN AFFAIRS
HEALTH, EDUCATION,
LABOR, AND PENSIONS
VETERANS' AFFAIRS
SELECT COMMITTEE ON ETHICS

United States Senate

WASHINGTON, DC 20510
June 28, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary Duncan:

As the Department of Education considers applications for the Teacher Incentive Fund (TIF) program, I would like to bring your attention to the proposal submitted by the Ohio Department of Education.

The Ohio Teacher Incentive Fund (OTIF) is a key element in the Ohio Department of Education's commitment to create and sustain performance-based compensation systems that serve schools, teachers, students, and principals to increase educator effectiveness and student achievement in high need schools.

The partnership involves the Ohio Department of Education, Battelle for Kids, and a cross section of schools in both urban and rural districts. The proposal also involves teachers, administrators, and union leaders for the design and implementation of the project. It is my understanding that the proposal satisfies five of the six priorities stated in the federal notice.

If awarded funding, Ohio districts will have the opportunity to develop and implement next generation educator evaluation systems that are focused on increasing effectiveness and student achievement through the targeted use of data, supporting robust data systems, and implementing comprehensive professional development programs. It is my hope that the educational incentives afforded by this project will benefit Ohioans for many years to come.

As the Department of Education reviews the application, I am confident that you will find the objectives of the ODE proposal are closely aligned with the goals of the Teacher Incentive Fund. I urge the Department of Education to give serious consideration to application for funding.

Thank you for your efforts.

Sincerely,



Sherrod Brown
United States Senator

GEORGE V. VOINOVICH
OHIO

524 HART SENATE OFFICE BUILDING
(202) 224-3353
TDD: (202) 224-6997
<http://voinovich.senate.gov>

United States Senate

WASHINGTON, DC 20510-3504

APPROPRIATIONS

RANKING MEMBER, SUBCOMMITTEE ON
HOMELAND SECURITY

ENVIRONMENT AND PUBLIC WORKS

RANKING MEMBER, SUBCOMMITTEE ON
TRANSPORTATION AND INFRASTRUCTURE

HOMELAND SECURITY AND GOVERNMENTAL AFFAIRS

RANKING MEMBER, SUBCOMMITTEE ON
OVERSIGHT OF GOVERNMENT MANAGEMENT,
THE FEDERAL WORKFORCE, AND
THE DISTRICT OF COLUMBIA

June 29, 2010

Thelma Meléndez de Santa Ana, Ph.D.
Assistant Secretary for
Elementary and Second Education
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

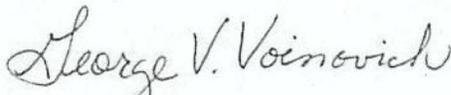
Dear Dr. Meléndez de Santa Ana:

I write in support of the grant application submitted by the Ohio Department of Education for financial assistance in the Teacher Incentive Fund Program created through the American Recovery and Reinvestment Act of 2009.

The State of Ohio proposes to increase teacher and principal effectiveness to improve student achievement, reform teacher and principal compensation systems, and increase the number of effective teachers. With funds from this program, Ohio intends to increase the number of effective teachers instructing disadvantaged students in hard-to-staff subjects and schools, create sustainable performance based compensation systems, and examine multiple approaches to providing teacher incentives. Funding will enable a system reform and redesigning of teacher and principal compensation systems across the state.

Please give all due consideration to this request. If there are any questions, please contact my grants coordinator, Linda Greenwood at (419) 259-3895. Thank you.

Sincerely,



George V. Voinovich
United State Senator

STATE OFFICES:
36 EAST SEVENTH STREET
ROOM 2615
CINCINNATI, OHIO 45202
(513) 684-3265

1240 EAST NINTH STREET
ROOM 2955
CLEVELAND, OHIO 44199
(216) 522-7095

37 WEST BROAD STREET
ROOM 300
COLUMBUS, OHIO 43215
(614) 469-6697
(614) 469-6774 (CASEWORK)
(800) 205-6446 (CASEWORK)

78 WEST WASHINGTON STREET
P.O. BOX 57
NELSONVILLE, OHIO 45764
(740) 441-6410

420 MADISON AVENUE
ROOM 1210
TOLEDO, OHIO 43604
(419) 259-3895



Department
of Education

Ted Strickland, Governor
Deborah S. Delisle, Superintendent of Public Instruction

June 30, 2010

The Honorable Arne Duncan
Secretary
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary Duncan:

I am pleased to submit to the U.S. Department of Education this application for the federal Teacher Incentive Fund (TIF) program.

Ohio has demonstrated proven success with its past TIF grant award, and our new application builds on that success. This additional award will enable us to accelerate our work in improving teacher and principal effectiveness and increasing student success.

Research has shown that teachers are a vital component in ensuring a quality education for students. In Ohio, we are currently engaged in a number of reform efforts designed to increase teacher and administrator effectiveness. Our TIF proposal includes initiatives to build on these reforms and will enable us to implement performance based compensation systems, teacher incentives, and evaluation models that enhance teacher quality and, ultimately, improve student achievement.

Our TIF application represents a collaborative effort between the Ohio Department of Education, both rural and urban school districts, and our nonprofit partner Battelle for Kids. Both teachers and administrators will be engaged in the design and implementation of our proposal at the local level.

Thank you for considering Ohio's TIF program application. Please feel free to contact me if you have any questions about our submission.

Sincerely,

Deborah S. Delisle

DSD:jcd



Bringing clarity to
school improvement

1160 Dublin Road, Suite 500
Columbus, OH 43215
(614) 481-3141
(614) 481-8997 fax
www.BattelleforKids.org

June 29, 2010

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

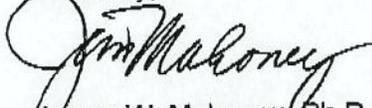
Dear Secretary Duncan,

Battelle for Kids (BFK) is pleased to partner with the Ohio Department of Education (ODE) in submitting our application for a Teacher Incentive Fund grant. Receiving this grant will enable us to work with a variety of Ohio LEAs and apply our expertise and experience with measuring educator impact on student academic growth and rewarding educators who produce exemplary gains.

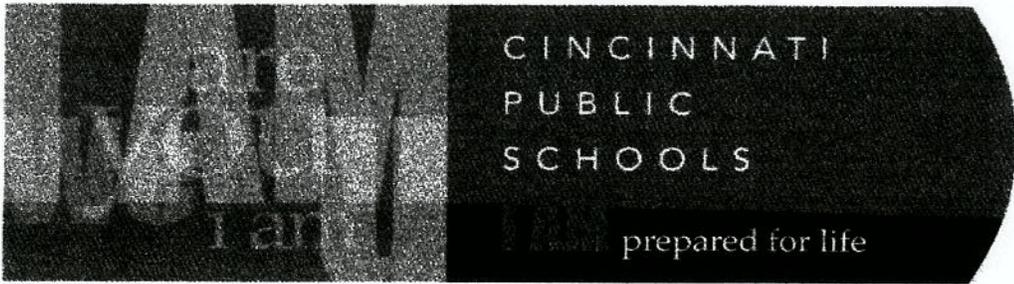
Because the majority of the participating LEAs are small to average size, including those in our Ohio Appalachian Collaborative, the TIF grant will provide an opportunity to learn valuable lessons for replication across Ohio and the nation in addition to those that have been generated in urban LEAs in the past. Also, the ODE/BFK partnership will provide a combination of skills and vantage points. Joining forces as organizations, and our collaboration with the participating LEAs, will produce important insights for educators and policy makers at all levels.

As you know, Ohio is committed to continuing its dedication to educational improvement for all students. Relationships between Ohio's public and private entities dedicated to this improvement are strong and positive. With receipt of a TIF grant, ODE and BFK will capitalize on these relationships and work diligently with our participating LEAs to engage in the complex and important work outlined in our application.

Sincerely,



James W. Mahoney, Ph.D.
Executive Director



2651 Burnet Avenue
Cincinnati, Ohio 45219
513-363-0053
<http://www.cps-k12.org>

June 22, 2010

Thelma Melendez de Santa Ana
Assistant Secretary for
Elementary and Secondary Education

Dear Secretary Melendez de Santa Ana:

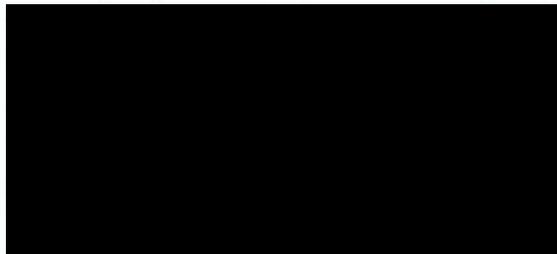
Cincinnati Public Schools and the Cincinnati Federation of Teachers have an extensive history of collaboration and have initiated and implemented many structures designed to strengthen instruction and raise student achievement. The Ohio Teacher Incentive Fund Grant CFDA 84.374A seamlessly aligns with our five-year strategic plan and efforts to improve student achievement and teacher quality.

We support the collective goals and strategies of the grant. The Four Elements of Teacher Advancement Program (TAP), Multiple Career Paths, Ongoing Applied Professional Growth, Instructionally Focused Accountability and Performance-Based Compensation align with current and past practices.

We will initiate a Performance-Based Compensation program with multiple measures including student achievement.

Sincerely,

Mary A. Ronan
Superintendent
Cincinnati Public Schools



June 10, 2010

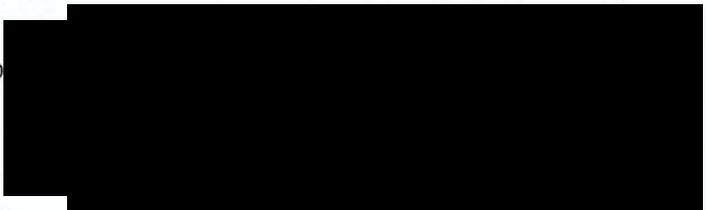
To Whom It May Concern:

The Bellefontaine City School District is honored to be invited and is pleased to pledge our support to the Teacher Incentive Fund Grant application for the State of Ohio. Our district's educational staff and administrators endorse any collaborative strategic planning framework that develops and will implement proposals that promote positive changes for the students, the staff and the community that we serve.

I believe this program will improve our environment for teaching and learning, as it allows us the flexibility to design and implement professional development plans, promote teacher growth, and in the end, increase student achievement.

Respectfully,

Superintendent *Bob Hanna*

Unio 



Circleville City Schools

388 Clark Drive, Circleville, Ohio 43113
(740) 474-4340 • Fax: (740) 474-6600

June 16, 2010

Maureen L Yoder
Ohio Department of Education
25 S. Front Street
Mail Stop 505
Columbus, Ohio 43215-4183

To Whom It May Concern,

Circleville City School administrators and teachers respectfully submit this letter of support for the state of Ohio Teacher Incentive Fund grant application. We agree to accomplish the five Core Elements outlined in Ohio application.

- A plan for effectively communicating to teachers, administrators, other school personnel and the community the components of the PBCS;
- Involvement of teachers, principals and other school personnel and the involvement and support of unions in the participating LEAs;
- Rigorous, transparent and fair evaluation systems for teachers and principals that differentiate effectiveness using multiple rating categories that take into account student-growth as a significant factor, as well as classroom observations. The evaluation process must (1) use an objective, evidence-based rubric aligned with professional teaching or leadership standards and integrated approach to strengthening the educator workforce; (2) provide for observations of teachers and principals twice during the school year by individuals who are provided specialized training; (3) incorporate the collection and evaluation of additional forms of evidence; and (4) ensure a high degree of inter-rater reliability;
- Data management system that can link student achievement data to teacher and principal payroll and human resource systems; and
- A plan for ensuring that teachers and principals understand the specific measures of teacher and principal effectiveness included in the PBCS and receive professional development that enables them to use data generated by these measures.

Sincerely,

Mr. Kirk McMahon

Superintendent



CIRCLEVILLE CITY SCHOOLS WILL MAXIMIZE THE ACHIEVEMENT OF EACH STUDENT IN A SAFE ENVIRONMENT

Circleville High School
380 Clark Drive
Circleville, Ohio 43113
740-474-4846

Everts Middle School
520 South Court Street
Circleville, Ohio 43113
740-474-2345

Atwater Elementary School
870 Atwater Avenue
Circleville, Ohio 43113
740-474-4706

Court Elementary School
1250 South Court Street
Circleville, Ohio 43113
740-474-2495

Mound Elementary School
424 East Mound Street
Circleville, Ohio 43113
740-474-3940

Nicholas Elementary School
410 Nicholas Drive
Circleville, Ohio 43113
740-474-7311



NEW LEXINGTON CITY SCHOOLS

101 Third Avenue

New Lexington, Ohio 43764

Phone: 740-342-4133 Fax: 740-342-605

Dr. Larry Rentschler, Superintendent

June 25, 2010

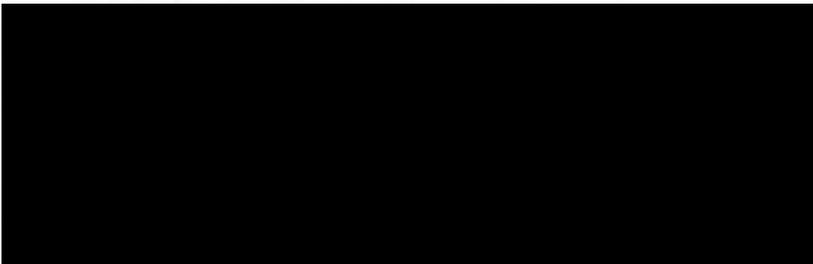
*Ms. Maureen Yoder
TIF Project Manager
Ohio Department of Education
25 South Front Street
Columbus, Ohio 43215-4183*

Dear Ms. Yoder:

Please accept this letter as New Lexington City School District's support of, and willingness to participate in Ohio's Teacher Incentive Fund (TIF3) beginning with the 2010-2011 school year. We are excited about joining other Ohio Appalachian Region school districts willing to contribute to the ongoing research efforts to develop performance based teacher and principal compensation systems.

Sincerely,

*Dr. Larry Rentschler
Superintendent*



file

MISSION STATEMENT

The mission of the New Lexington City School District is to promote the highest level of educational achievement, maximizing all students' potential, while challenging them to become life-long learners and socially responsible citizens.

NEW MIAMI LOCAL SCHOOL DISTRICT

OFFICE OF SUPERINTENDENT



June, 2010

MRS. MELISSA KIRCHER
SUPERINTENDENT

MRS. ROBIN WIRTLEY
TREASURER

Maureen L. Yoder
ODE
25 S. Front St.
Mail Stop 505
Columbus, OH 43215-4183

Dear Ms. Yoder,

This letter serves as the New Miami Local School District's intent to apply for the new state Teacher Incentive Fund Grant.

Please let me know if you need anything else.

Sincerely,

A handwritten signature in cursive script, appearing to read "Melissa Kircher".

Melissa Kircher
Superintendent



MK:dg

e12

Valley

L O C A L S C H O O L D I S T R I C T

Board of Education

Jerry L Buckler, Esq.
Carl Crabtree
Troy Gahm
Kathy Goins
Charles Turner

Paul White
Interim Superintendent
Michael W. Bennett
Treasurer

June 24, 2010

Ohio Department of Education

25 South Front Street
Columbus, OH 43215-4183
Attn. Maureen Yoder, TIF Manager

Dear ODE:

Valley Local School District, in partnership with the Valley Teachers Association is excited to be a part of the Teacher Incentive Fund Grant and to work collaboratively with schools across Ohio to develop a program to recognize and reward high quality teachers for professionalism.

Valley looks forward to working with the Ohio Department of Education and Battelle for Kids in a joint effort as professional development is deployed that will help enhance the quality of education in the classroom resulting in improve the student achievement.

If you have any questions or concerns regarding Valley's participation, please feel free to contact Lori Jenkins at 740-259-6602.

Sincerely,



Paul White, Superintendent



Cc: Valley Board of Education

"Education Is Our Chief Concern"

1821 St. Rte. 728 • Lucasville, Ohio 45648
Phone (740) 259-3115 • Fax (740) 259-2314



BATAVIA LOCAL SCHOOL DISTRICT

Barbara A. Bradley
Superintendent
513-732-2343

Michael F. Ashmore
Treasurer
513-732-0337

June 17, 2010

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

Dear Secretary Duncan,

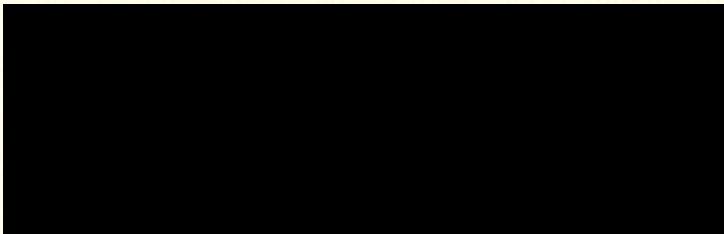
Batavia Local School District looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

Sincerely,

Mr. Mark Ewing, President

Mrs. Barbara Bradley, Superintendent





Belpre City School District

2014 Rockland Avenue
Belpre, Ohio 45714
(740) 423-9511 Fax (740) 423-3050

Belpre High School
(Grades 9-12) 423-3000 Fax 423-3003
(Grades 7-8) 423-3004 Fax 423-3055

Belpre Elementary School
(Graders K-6) 423-3010 Fax 423-3012

June 21, 2010

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

Dear Secretary Duncan,

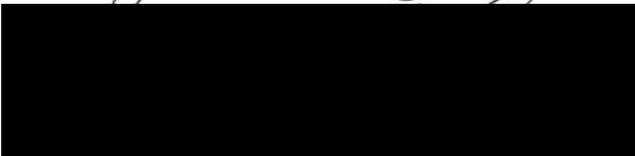
Belpre City Schools looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

Sincerely,


Betty Simmons
President, Board of Education


Harry L. Fleming
Superintendent





BLOOM-VERNON LOCAL SCHOOL DISTRICT

**P.O. Box 237
South Webster, Ohio 45682
Phone (740) 778-2281
Fax (740) 778-2526**

Rick Carrington
Superintendent

Robert Johnson
South Webster Jr./Sr.
High School Principal

Scott Holstein
Bloom-Vernon
Elementary Principal

June 18, 2010

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

Dear Secretary Duncan,

Bloom-Vernon Local School District looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

Sincerely,

Dr. Timothy Horner
President, Board of Education

Rick L. Carrington
Superintendent

BLOOM-VERNON LOCAL BOARD OF EDUCATION

Timothy Horner, President
Charles L. Queen, Vice President

Randall Simmering, Member
Harveena Fenton, Member

Missy Smith, Member
Ty Roberts, Treasurer



COSHOCTON CITY SCHOOLS

1207 Cambridge Road • Coshocton, Ohio 43812
Phone (740) 622-1901 • Fax (740) 623-5803

DAVID HIRE, Ed.D.
Superintendent

June 18, 2010

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

Dear Secretary Duncan,

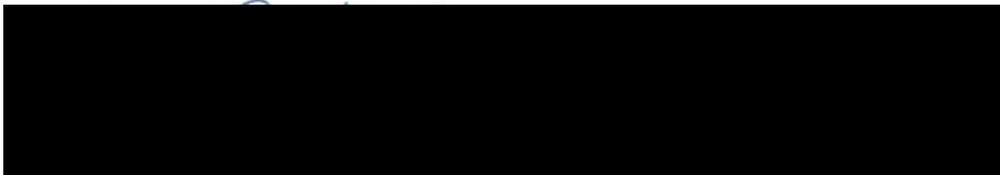
Coshocton City School District looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

Sincerely,

Mrs. Melinda V. Fehrman
Vice President, Board of Education

Dr. David L. Hire
Superintendent



Mission Statement

Coshocton City Schools, in partnership with family and community, will empower individuals to become literate, respectful, responsible, and independent life long learners in an ever-changing society.

CROOKSVILLE EXEMPTED VILLAGE SCHOOL DISTRICT

4065 School Drive - Crooksville, OH 43731
Phone: 740-982-7040 ★ FAX: 740-982-3551

Kyle Newton, Superintendent
Alea Barker, Curriculum & Instruction

Michael Hankinson, Treasurer

June 17, 2010

Arne Duncan, Secretary of Education
US Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

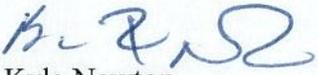
Crooksville Exempted Village School District looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

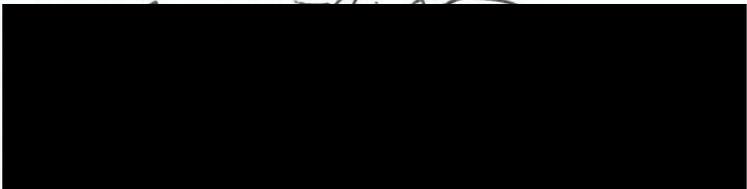
Respectfully,



Kevin Weaver
President, Board of Education



Kyle Newton
Superintendent





Franklin Local School District

360 Cedar Street, PO Box 428
Duncan Falls, OH 43734-0428
Phone 740-674-5203
Fax 740-674-5214
www.franklin-local.k12.oh.us

Robert N. Walden
Assistant Superintendent

David N. Branch
Superintendent

Christopher K. Miller, CPA
Treasurer

June 18, 2010

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

Dear Secretary Duncan:

The Franklin Local School District looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

Sincerely,

Katie Imlay
President, Board of Education

David N. Branch
Superintendent of Schools



GEORGETOWN EXEMPTED VILLAGE SCHOOLS

1043 Mt. Orab Pike
Georgetown, Oh. 45121

Tony Dunn, *Superintendent*
Phone: (937) 378-3730
E-mail: tony.dunn@gtown.k12.oh.us
Website: www.gtown.k12.oh.us



Eric Toole, CPA, *Treasurer*
Phone: (937) 378-3565
E-mail: eric.toole@gtown.k12.oh.us
Website: www.gtown.k12.oh.us

June 22, 2010

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

Dear Secretary Duncan,

The Georgetown Exempted Village School District looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

Sincerely,

A handwritten signature in cursive script, appearing to read "Ralph Sininger".

Ralph Sininger, President, Georgetown Exempted Village Board of Education

A handwritten signature in cursive script, appearing to read "Tony Dunn".

Tony Dunn, Superintendent



BOARD OF EDUCATION

Dick Colwell Jeffrey S. Donohoo, MD Steven Dunkin Ralph Sininger Raymond Virost, DDS

MARIETTA CITY SCHOOLS



June 17, 2010

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

Dear Secretary Duncan,

Marietta City Schools looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

Sincerely,

President, Board of Education

Superintendent



CENTRAL OFFICE ★ 111 ACADEMY DRIVE ★ MARIETTA, OH 45750-8053 ★ 740/374-6500 FAX 740/374-6506



Maysville Local School District

Administrative Center

2805 Pinkerton Rd.

P.O. Box 1818

Zanesville, OH 43702-1818

Phone (740) 453-0754 Fax (740) 455-4081

June 21, 2010

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

Dear Secretary Duncan,

Maysville Local School District looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

Sincerely,

Kerry Hartman
President, Board of Education

Monte Bainter
Superintendent

MB/ap



Administrative Center

William A. Bussey
Superintendent

Richard White
Treasurer

Tel: 740-454-0105
Fax: 740-454-0731

June 18, 2010

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

Dear Secretary Duncan:

The Mid-East Career and Technology Centers looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

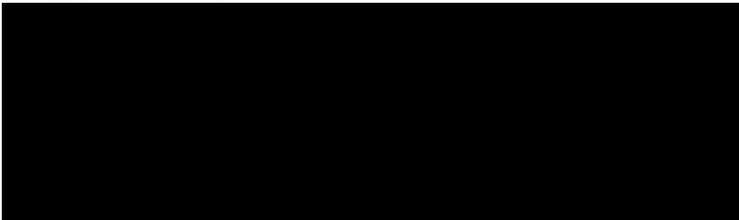
Sincerely,

A handwritten signature in black ink that reads "Rick Fulkerson". The signature is written in a cursive, flowing style.

Rick Fulkerson,
President, Board of Education

A handwritten signature in black ink that reads "William A. Bussey". The signature is written in a cursive, flowing style.

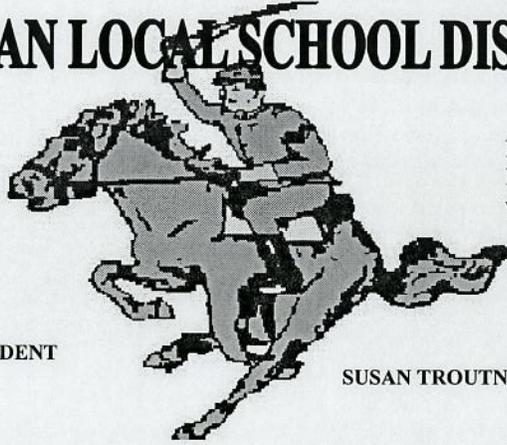
William A. Bussey
Superintendent



MORGAN LOCAL SCHOOL DISTRICT

65 WEST UNION AVENUE
P.O. BOX 509
McCONNELSVILLE, OH 43756

PHONE 740-962-2782
FAX 740-962-4931
www.mlsd.k12.oh.us



LORI SNYDER-LOWE, SUPERINTENDENT

SUSAN GABLE, TREASURER
SUSAN TROUTNER, ASSISTANT FOR INSTRUCTION

June 22, 2010

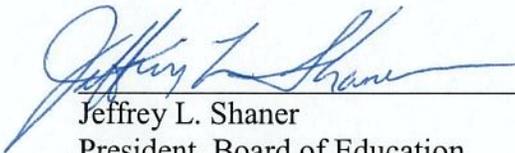
Arne Duncan, Secretary of Education
U. S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202

Dear Secretary Duncan,

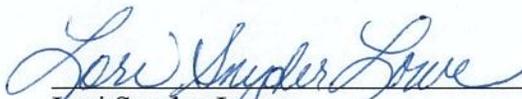
Morgan Local looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

Sincerely,



Jeffrey L. Shaner
President, Board of Education



Lori Snyder-Lowe
Superintendent



Proud of Our Past, Focused on Our Future



NEW BOSTON LOCAL SCHOOLS

522 Glenwood Avenue
New Boston, Ohio 45662

GLENWOOD HIGH SCHOOL • OAK INTERMEDIATE • STANTON PRIMARY

Phone: (740) 456-4626
Fax: (740) 456-5252

Mike Staggs, Superintendent
E-mail: mstaggs@newboston.k12.oh.us

June 17, 2010

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

Dear Secretary Duncan,

New Boston Local School District looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

Sincerely,

Elaine Evans
President, Board of Education

Mike Staggs
Superintendent

NEW PHILADELPHIA CITY SCHOOLS

248 FRONT AVE SW ♦ NEW PHILADELPHIA OHIO 44663-2150

PHONE 330-364-0600 ♦ FAX 330-364-9310

www.npschools.org

SUPERINTENDENT

Robert Alsept
330-364-0600

ASSISTANT SUPERINTENDENT

Debra J. Kennedy
330-364-0600

TREASURER

Steven D. Sherer
330-364-0600

SPECIAL SERVICES DIRECTOR

Maureen O. Wittler
330-364-0613

June 18, 2010

Arne Duncan
Secretary of Education
US Department of Education
400 Maryland Avenue SW
Washington DC 20202

Dear Secretary Duncan,

The New Philadelphia City School District looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

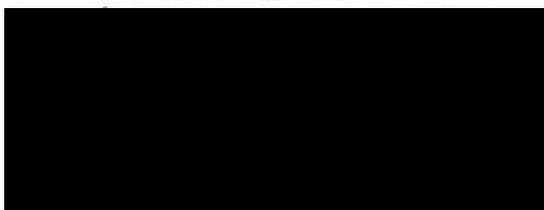
Sincerely,



Dave Frantz
President
New Philadelphia Board of Education



Bob Alsept
Superintendent
New Philadelphia City Schools



NEW PHILADELPHIA HIGH SCHOOL

343 Ray Ave. NW
330-364-0644

CENTRAL ELEMENTARY

145 Ray Ave. NW
330-364-0700

EAST ELEMENTARY

470 Fair Ave. NE
330-364-0715



SOUTH ELEMENTARY

132 Providence Ave. SW
330-364-0725

WELTY MIDDLE SCHOOL

315 Fourth St. NW
330-364-0645

WEST ELEMENTARY

232 Tuscarawas Ave. NW
330-364-0755

YORK ELEMENTARY

938 Stone Creek Rd. SW
330-364-0770

Noble Local School District

DANIEL T. DOYLE
Superintendent
CHERYL A. PRITTS
Treasurer
LINDA WINEGARDNER
Executive Secretary
GENE DAVIS
Asst. Treasurer
VICKI WEST
Clerical Asst. to Treasurer

20977 ZEP ROAD EAST
SARASVILLE, OHIO 43779
PHONE (740) 732-2084
FAX (740) 732-7669



June 22, 2010

Ed McKee, President
14286 Chapel Dr., Caldwell, OH 43724
Ruth Nau, Vice President
14672 Serdy Rd., Caldwell, OH 43724
Lucy Bates
48435 Seneca Lake Rd., Sarahsville, OH 43779
Jim Parks
PO Box 215, Summerfield, OH 43788
Kevin Stottsberry
18450 Parry Hollow Rd., Caldwell, OH 43724

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

Dear Secretary Duncan,

Noble Local looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIP grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the district in Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

Sincerely,

Ed McKee, President
Noble Local Board of Education

Daniel T. Doyle, Superintendent
Noble Local School District

DTD:lw

RIVER VIEW LOCAL SCHOOL DISTRICT

RATED "EXCELLENT" BY THE OHIO DEPARTMENT OF EDUCATION

Office of the Superintendent

26496 SR 60 North, Warsaw, Ohio 43844

(740) 824-3521

www.river-view.k12.oh.us



June 23, 2010

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

Dear Secretary Duncan,

River View Local School District looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

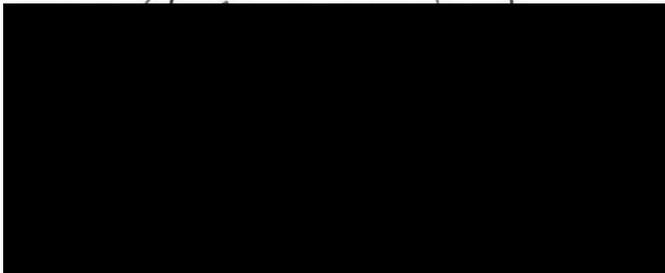
Sincerely,

A handwritten signature in blue ink that reads "Brent R. Postema".

President, Board of Education

A handwritten signature in blue ink, appearing to read "J. G. Kanwisher".

Superintendent



Rolling Hills Local School District

Thomas Perkins, Local Superintendent
Phone: 740-432-5370
Fax: 740-435-8312

P.O. Box 38
Byesville, Ohio 43723

Jeffrey A. Walters, Treasurer
Phone: 740-432-7821
Fax: 740-439-5289

June 17, 2010

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

Dear Secretary Duncan:

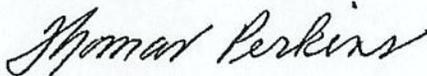
The Rolling Hills Local School District looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

Sincerely,

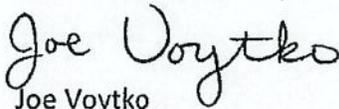
Margie Miller

President Board of Education



Thomas Perkins

Local Superintendent



Joe Voytko



Southern Local Schools

*The Mission of Southern Local Schools is to
Provide an excellent student-centered environment that prepares all students to become active
learners and responsible citizens.*

10397 State Route 155 SE #1, Corning, OH 43730 * Greg Holbert, Superintendent * (740) 394-2402 FAX (740) 394-2083

Board of Education

Wendy Aichele
President

Tim Humphrey
Vice President

Todd Altier
PattieJo Duffy
Jim Palmer

Miller High School

Larry Hoover
Principal
394-2426

Millcreek Elementary

MaryLou Wycinski
Principal
394-2734

Jeffrey Kaaz
Treasurer
394-2402

June 17, 2010

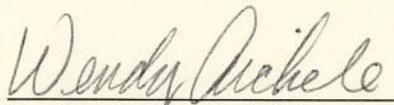
Arne Duncan, Secretary of Education
U.S. Department of Education
400 Maryland Ave., SW
Washington, D.C. 20202

Dear Secretary Duncan,

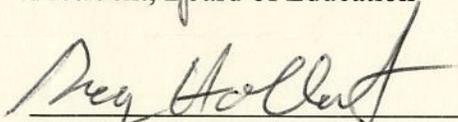
Southern Local School District looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

Sincerely,



President, Board of Education



Superintendent





West Muskingum Local Schools

West Muskingum High School - West Muskingum Middle School
Hopewell Elementary - Falls Elementary

ADMINISTRATIVE CENTER
4880 West Pike, Zanesville, OH 43701
(740) 455-4052/FAX (740) 455-4063
www.westm.k12.oh.us

June 16, 2010

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

Dear Secretary Duncan,

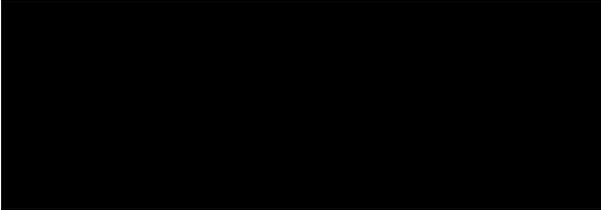
West Muskingum School District looks forward to working with the Ohio Department of Education (ODE) and Battelle for Kids (BFK) as a participating district in their joint TIF grant application.

We know that collaboration will be a key to success. Therefore, we appreciate that the grant, if approved, will fund a planning year during which there will be extensive communications within our district, across the districts in the Ohio Appalachian Collaborative, with ODE and BFK, and with organizations with expertise to contribute to this work.

Sincerely,

Robert Moon
President, Board of Education

Sharon Smith
Superintendent



BOARD OF EDUCATION

Dr. Douglas Ramsay
President

Robert Moon
Vice President

Dannil Ankrum
Member

Don Riley
Member

Steve Tyner
Member

Sharon L. Smith
Superintendent

Project Narrative

Other Attachments

Attachment 1:

Title: **Other Required Documents** Pages: **12** Uploaded File: **P:\Leona's Working Files\Teacher Incentive Fund Grant 3\Grant documents\Other required documents.pdf**



UNITED STATES DEPARTMENT OF EDUCATION

OFFICE OF THE CHIEF FINANCIAL OFFICER

September 11, 2009

Mr. John Childs
Comptroller
Ohio Department of Education
25 Front Street
Columbus, OH 43215-4183

Reference: Agreement No. 2009-149

Dear Mr. Childs:

The original and one copy of an Amended Indirect Cost Rate Agreement are enclosed. These documents reflect an understanding reached by your organization and the US Department of Education. The rates agreed upon should be used to compute indirect cost for grants, contracts, and applications funded by this Department and other Federal Agencies.

After reviewing the Rate Agreement, please confirm acceptance by having the original signed by a duly authorized representative of your organization and returned within thirty (30) calendar days from the date of this letter to:

US Department of Education
Attention: Mr. John Masaitis
Room 21B2, UCP
830 First Street, NE
Washington, DC 20202-4450

The enclosed copy of this agreement should be retained for your files. If there are any additional questions concerning this agreement, please contact John Masaitis at (202) 377-3837 or you may e-mail him at john.masaitis@ed.gov.

The next indirect cost rate proposal based on fiscal year ended June 30, 2009 is due in this office by December 31, 2009. This proposal should be sent to the above address.

Sincerely,


Director, Indirect Cost Group
Financial Improvement and Post Audit Operations

Enclosures

400 MARYLAND AVE. S.W., WASHINGTON, DC 20202
www.ed.gov

The Department of Education's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access.

e0

PR/Award # S385A100100

COPY

INDIRECT COST RATE AGREEMENT
STATE EDUCATION AGENCY

ORGANIZATION:

Ohio Department of Education
25 Front Street
Columbus, Ohio 43215-4183

EIN: 31-6402047

DATE: September 11, 2009

AGREEMENT NO. 2009-149
FILING Reference: This replaces
previous Agreement No. 2008-178
dated: June 2, 2008

The purpose of this Agreement is to establish indirect cost rates for use in award and management of Federal contracts, grants, and other assistance arrangements to which Office of Management and Budget (OMB) Circular A-87 applies. The rates were negotiated by the US Department of Education pursuant to the authority cited in Attachment A of OMB Circular A-87.

This agreement consists of four parts: Section I - Rates and Bases; Section II - Particulars; Section III - Special Remarks; and, Section IV - Approvals.

Section I - Rate(s) and Base(s)

TYPE	Effective Period		Rate	Base	Coverage	
	From	To			Location	Applicability
Fixed	07-01-09	06-30-10	10.9%	<u>1/</u>	All	All Programs

1/ Total direct salaries and fringe benefits.

Treatment of Fringe Benefits: Fringe benefits applicable to direct salaries and wages are treated as a direct cost.

Capitalization Policy: All items with a unit acquisition cost of over \$5,000 are classified as Equipment.

SECTION II - Particulars

SCOPE: The indirect cost rate(s) contained herein are for use with grants, contracts, and other financial assistance agreements awarded by the Federal Government to the Ohio Department of Education and subject to OMB Circular A-87.

LIMITATIONS: Application of the rate(s) contained in this agreement is subject to all statutory or administrative limitations on the use of funds, and payment of costs hereunder is subject to the availability of appropriations applicable to a given grant or contract. Acceptance of the rate(s) agreed herein is predicated on the conditions: (A) that no cost other than those incurred by the Ohio Department of Education were included in the indirect cost pools as finally accepted, and that such costs are legal obligations of the State Agency and applicable under the governing cost principles; (B) that the same costs that have been treated as indirect costs are not claimed as direct costs; (C) that similar types of information which are provided by the agency, and which was used as a basis for acceptance of rates agreed to herein are not subsequently found to be materially incomplete or inaccurate; and (D) that similar types of costs have accorded consistent accounting treatment.

ACCOUNTING CHANGES: Fixed or predetermined rates contained in this agreement are based on the accounting system in effect at the time the agreement was negotiated. When changes to the method of accounting for cost affect the amount of reimbursement resulting from the use of these rates, the changes will require the prior approval of the authorized representative of the cognizant negotiation agency. Such changes include, but are not limited to changing a particular type of cost from an indirect cost a direct charge. Failure to obtain such approval may result in subsequent cost disallowances.

FIXED RATE: The negotiated rate is based on an estimate of the costs, which will be incurred during the period to which the rate applies. When the actual costs for such period have been determined, an adjustment will be made in a subsequent negotiation to compensate for the difference between the cost used to establish the fixed rate and the actual costs.

NOTIFICATION TO OTHER FEDERAL AGENCIES: Copies of this document may be provided to other Federal agencies as a means of notifying them of the agreement contained herein.

AUDIT: If a rate in this Agreement contains amounts from a cost allocation plan, future audit adjustments, which affect this cost allocation plan, will be compensated for during the rate approval process of a subsequent year.

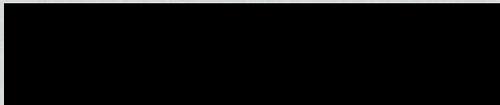
SECTION III - Special Remarks

1. This agreement is effective on the date of approval by the Federal Government.
2. Questions regarding this agreement should be directed to the negotiator.
3. Approval of the rate(s) contained herein does not establish acceptance of the State Education Agency's total methodology for the computation of indirect cost rates for years other than the year(s) herein cited.
4. Federal programs currently reimbursing indirect costs to this Department/Agency by means other than the rate(s) cited in this agreement should be credited for such costs and the applicable rate cited herein applied to the appropriate base to identify the proper amount of indirect costs allocable to the program.

SECTION IV - Approvals

For the State Agency:

Ohio Department of Education
25 Front Street
Columbus, Ohio 43215-4183



John T. Childs

Name

Chief Financial Officer

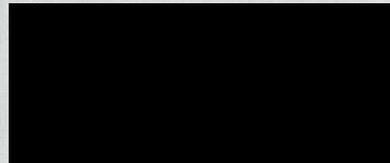
Title

21 Sep 2009

Date

For the Federal Government:

US Department of Education
830 First Street, NE
Room 21B2, UCP
Washington, DC 20202-4450



Mary Gougisha

Name

Director, Indirect Cost Group

Title

September 11, 2009

Date

John J. Masaitis

Negotiator

(202) 377-3837

Telephone Number



Department
of Education

Ted Strickland, Governor
Deborah S. Delisle, Superintendent of Public Instruction

July 1, 2010

**Memorandum of Understanding:
Ohio Department of Education and Battelle for Kids partnership**

The Ohio Department of Education (ODE), acting as lead applicant, agrees to partner with Battelle for Kids (BFK) as a non-profit collaborating organization in the proposal and implementation of the 2010 Ohio Teacher Incentive Fund (OTIF) project.

ODE will serve as the project leader and will be responsible for activities as outlined in the proposal. BFK will responsible for activities as outlined in the proposal. Each of the organizations agrees with the application's assurances, to perform the project activities as stated for the duration of the OTIF grant project, and to use any funds received in accordance with applicable Federal requirements.

Lou Staffilino, Associate Superintendent
Center for the Teaching Profession
Ohio Department of Education



25 South Front Street (877) 644-6338
Columbus, Ohio 43215 (888) 886-0181 (TTY)
education.ohio.gov

614 469 5964 T-824 P.002/002 F-945

Jul-01-10 07:56pm From-Battelle For Kids



Ted Strickland, Governor

Deborah S. Delisle, Superintendent of Public Instruction

Maureen L Yoder
Assistant Director Center for Education Quality
Center for the Teaching Profession
Ohio Department of Education

Maureen Yoder manages the Ohio Teacher Incentive Fund grant for the Ohio Department of Education and its four urban partners. These 4 urban districts, Columbus, Cincinnati, Cleveland and Toledo each have their own multifaceted incentive plan. Prior to joining the Ohio Department of Education, as TIF Grant manager,

Yoder served in public education as a Middle and High School Principal for 18 years. During this time, she facilitated the educational and physical transformation of both the high school and also the middle school she had served previously. She previously taught middle school science.

Ms. Yoder was also appointed by the State Board of Education as one of the original members of the Ohio Educator Standards Board and served as Chair. This group was charged with writing the Ohio Standards for Teachers, Principals and Professional Development as well as many other tasks.

Yoder has also been instrumental in the development of the Ohio Principal Evaluation System as well as its training manual and also works with the Ohio Superintendent Evaluation Training, and is co-lead in the work to develop a Model Teacher Evaluation System for the State of Ohio. Her expertise is clearly in change processes, leadership, evaluation and performance incentives.

Ms. Yoder received her B.S. Degree in Biology and Chemistry from Bowling Green State University and her M.Ed. from Wright State University in Educational Administration and Curriculum and Supervision.

APRIL DOMINE
Senior Director, Leadership

Following a 20-year career in public education, April Domine joined Battelle for Kids in spring 2009. Through 2009, Ms. Domine led Battelle for Kids' performance management team and partnered directly with the Houston Independent School District to develop and implement ASPIRE (Accelerating Student Progress. Increasing Results & Expectations) performance management.

Prior to joining Battelle for Kids, April's career in public education included PK-12 teaching as well as work in administration at the building- and district-levels. Most recently, Ms. Domine served as superintendent of Big Walnut Local School District. In this role, she partnered with school district staff, board members, parents and the community to set data-based goals and focus all stakeholders on achieving these goals.

April was a driving force leading school improvement and assisted the district in creating benchmarks for improvement and change. She was responsible for developing strategies to engage the community in addressing the district's priorities to improve education for all students, and then setting goals and benchmarks to monitor the district's progress. She also developed Web-based and community engagement tools to connect all stakeholders to the district's performance improvement efforts.

BARBARA A. HANSEN, PH.D.
Project Director

Dr. Barb Hansen brings more than 35 years of education experience to Battelle for Kids. In her role as Project Director, Ohio Appalachian Collaborative, Barb provides expertise and strategic leadership for Battelle for Kids' four-year initiative to develop and implement a multi-component model that will accelerate the college- and career-readiness level for students in rural Ohio.

Prior to joining Battelle for Kids, Barb served as a teacher, principal and superintendent in several districts throughout rural Ohio. In addition, Barb has served as an adjunct college instructor at a number of Ohio colleges and universities, and currently is the Dave Longaberger Endowed Chair and Distinguished Professor Teaching and Learning at Muskingum University. Barb has worked with gifted and special needs children as well as basic literacy and ESL adults.

As a superintendent, Barb's proudest moment was the passage of a bond issue to support a [REDACTED] dollar project for new and updated facilities – something that will define the quality of education for years to come. As a teacher, her most rewarding work was helping illiterate adults learn to read which boosted their self-esteem and opened new doors of opportunity for them.



Bringing clarity to
school improvement

1160 Dublin Road, Suite 500
Columbus, OH 43215
(614) 481-3141
(614) 481-8997 fax
www.BattelleforKids.org

TODD HELLMAN

Managing Director, Client Engagement

Experience

With over 15 years of experience in management, technology and solutions development, Todd Hellman provides strategy, design and development of solutions to help address educational-improvement issues for Battelle for Kids and its clients.

Todd has been instrumental in the launch of Battelle for Kids' satellite office in Houston, Texas and growing national presence. Among the many leadership roles he serves for the education organizations with which Battelle for Kids partners, Todd is the solutions architect helping the Houston Independent School District implement its ASPIRE educational-improvement and performance-management model.

Prior to joining Battelle for Kids, Todd served as director of technology for the Educational Service Center of Franklin County. Additionally, he served as the executive director of the Technology Solutions Group - part of the Management Council of the Ohio Education Computer Network. Todd was chief information officer for the Ohio SchoolNet Commission (now the eTech Ohio Commission)— responsible for over \$1B of the state's investment in educational technology for Ohio's 614 public schools serving over 200,000 educators and 1.8M students. As CIO, he designed and built the infrastructure and established IT operations, strategy, application development practices and product development for applications, including single-sign-on suite (Hall Pass), content management, online grant applications, eLearning, online payment systems, complex online surveys and planning tools, document management, communications tools, interactive CD-ROMs and professional learning tools.

Todd previously worked in educational technology, brand-building, marketing, communications and interactive consulting firms overseeing complex, enterprise solutions for startups, small companies, non-profits and government entities. He has served former clients, including the Ohio Department of Education, Apple, BMW Financial Services, Huntington Banks, the State of Ohio Office of Information Technology and more.

Education

- Bachelor of Science, Biology, Indiana University
- Ohio School Business Manager Certification
- Association of Professional Business Managers



Bringing clarity to
school improvement

1160 Dublin Road, Suite 500
Columbus, OH 43215
(614) 481-3141
(614) 481-8997 fax
www.BattelleforKids.org

MARK A. HARTMAN
Director, Ohio Value-Added High Schools

Mark A. Hartman brings more than 30 years of education experience to Battelle for Kids. As Director of the Ohio Value-Added High Schools (OVAHS), Mark leads a three-year pilot initiative to enable high schools to benefit from providing value-added information to administrators, teachers and counselors. Mark and the OVAHS team support nearly 40 high schools in the creation of a more rigorous curriculum and the usage of a systems approach to professional development to help students obtain the 21st century skills they need for success in college and the workplace.

Prior to joining Battelle for Kids, Mark served in a variety of public education roles, including teacher, high school principal and director of secondary instruction. As principal, Mark was responsible for a curriculum redesign supported by administrative teams, advisory boards and community partners. As part of the redesign, Mark and his team created smaller learning communities to provide more personalized education for students; developed a new high school schedule; and implemented theme-based instruction. With a deep passion for school improvement, Mark chaired a team to develop strategies to increase high school graduation rates as well as a community partnership team to better access and utilize community resources to support school initiatives. Under Mark's leadership, GlenOak High School was named an *Excellent High School* by the Ohio Department of Education for seven consecutive years.

Leona A. Skunza-Keith
3937 Nile Avenue
Groveport, Ohio 43125
(614) 395-2423

Extensive experience & knowledge of agency policies & procedures-fiscal, technology; responsible for gathering program data for administrators; manages workflow of teacher quality programs; makes recommendations for increased efficiency; creates & maintains data systems to collect & manage program impact data; produces comprehensive reports; coordinates work of educator programs across the Center for the Teaching Profession (CTP).

Ohio Department of Education (ODE)

Center for the Teaching Profession (CTP), Management Analyst Supervisor, 11/07-Present

- Manages Ohio Teacher Incentive Fund (OTIF) grant budget (20M); prepares/summarizes program expenditures for federal reports; develop & implement policy summits for OTIF.
- Developed & implements yearly audit site visits for OTIF districts; reviews required fiscal documentation; determines & prepares audit findings reports.
- Oversees the Comprehensive Online Data Entry (CODE) program; provides training & mentoring, consults with district staff. Monitors data entry; manage & run data reports for performance pay.
- Administrators recognition programs; Milken, PAEMST & OTOY; provides TA to applicants; conducts state selection committees; directs application process; coordinates school & SBOE recognition events for finalists. Makes recommendations for program direction & improvement.
- Monitors Teacher Advancement Program (TAP) budget; manages data; runs required reports, consults with TAP director.
- Provides TA to key stakeholder groups; TAP schools & OTIF schools.
- Monitors & processes Cash Requests, Budget Narratives & FERs & other fiscal expenditures.
- Represents CTP at state & national meetings.
- Communicates with other agencies, school districts, regional areas & school districts, prepares correspondence, and monitors reports.
- Arranges conferences, meetings, workshops, regional summits.

CTP, Management Analyst, 08/06-11/07

- Manages OTIF grant budget; prepares/summarizes program expenditures f/federal reports; develop & implement policy summits f/OTIF.
- State coordinator for the Teaching & Learning Conditions Survey; conducts research/compiles analysis reports for senior leadership & school districts; consults with key stakeholders/district coordinators; disseminates codes for survey; monitors survey data; coordinates training for districts.
- Oversees the Performance Appraisal Management System (PAMS) program; provides training & mentoring, consults w/district staff. Monitors data entry; mangle & run data reports for performance pay incentives.
- Administrators recognition programs; Milken, PAEMST & OTOY; provides TA to applicants; conducts state selection committees; directs application process; coordinates school & SBOE recognition events for finalists. Makes recommendations for program direction & improvement.
- Monitors TAP budget; manages data; runs required reports, consults with TAP director.

- Provides TA to key stakeholder groups.
- Monitors & processes FERs & other fiscal expenditures.
- Represents the office at state & national meetings.
- Communicates with other agencies, school districts, regional areas & school districts, prepares correspondence, monitors reports.
- Arranges conferences, meetings, workshops, regional summits.

CTP, Admin Asst, 04-06

- Collaborates with senior center administration t/develop & implement center strategic priorities f/t agency by designing systems t/collect & analyze data; produces & presents summative reports. Researches center program data, summarizes data & makes recommendations t/senior leadership f/improvement ideas
- Gathers research for administrator on new proposals for biennium budgets to determine feasibility example: loan forgiveness program
- Coordinates for Center Assoc Superintendent & Exec Director processing of grant award letters for major teacher quality initiatives- \$20 million yearly, development of contracts or subsidy agreements, & management of all fiscal payments & final expenditure report data.
- Represents administrators at meetings-state & national, communicates directives on behalf of administrator
- Works w/administrator to implement & manage program workflow for teacher recognition programs (Teacher o/t Year, Milken Teacher Awards, Presidential Awards for Mathematics & Science)including securing nominations, providing technical assistance t/applicants, organizing state selection committees, processing paper work for nominees, & arranging state recognition ceremonies w/SBOE. Makes recommendations for program direction & improvement.
- Provides technical assistance t/key stakeholder groups
- Arranges conferences, meetings, workshops, regional summits
- Independently manages all aspects of office on behalf of administrator

CTP; Professional Conduct (PC), AA, 1992-04

- Determined & made recommendations regarding sign-off of applications pertaining to PC
- Prepared all materials for presentation to SBOE (monthly) related to revocation of certificates/licenses
- Maintained comprehensive databases; monitored critical timelines regarding time sensitive materials
- Maintained all office personnel & other confidential files
- Monitored daily work flow of WP/II/temporary help
- Worked with administrators for the Center for the Teaching Profession to develop & manage all aspects of vendor contracts
- Approved all office expenditures; maintained purchasing card
- Coordinated & attended meetings on behalf of administrator

Education:

- B.A. Psychology: concentration in the area of data & statistical analysis, study of systems
- Associates Degree: Mental Health and Developmental Disabilities with a minor in Social Work

Budget Narrative

Budget Narrative

Attachment 1:

Title: **Budget Narrative 7_5_10** Pages: **52** Uploaded File: **P:\Leona's Working Files\Teacher Incentive Fund Grant 3\Grant documents\BUDGET NARRATIVE - 7_5_10.pdf**

Budget Summary

As a lever for change, OTIF will support statewide dialogue and reform as it offers extraordinary opportunities for diverse LEA's to develop and implement systems focused on increasing educator effectiveness and student achievement. Ohio's students must be fully equipped to flourish in an increasingly competitive and integrated global economy.

The budget which follows is a very detailed plan which will enable the participating buildings to target important reforms, and will provide the needed evidence of best practices to support scalability and then state-wide implementation.

Ohio is requesting 50.8 million dollars from the Teacher Incentive Fund. The plan is a partnership between the Ohio Department of Education, Battelle for Kids and the 24 Local Education Associations. The proposal includes urban, medium and rural districts. The work has tremendous potential for both the state of Ohio and nationally. We are a collective bargaining state and the relationship between the unions and the LEA's is a real strength for the state and can serve as a national example.

The plan articulated in this application is comprehensive and achievable with our plan. We have a clear path to sustainability. The fiscal discipline and detail reflected in this budget reflects this goal.

July 5, 2010

Five Year BUDGET NARRATIVE: Ohio Teacher Incentive Fund Grant: 2010-2015

Year	Amount
<i>Year 1</i>	
<i>Year 2</i>	
<i>Year 3</i>	
<i>Year 4</i>	
<i>Year 5</i>	
<i>Total</i>	

Ohio TIF - Core Elements:

- 1) Develop and coordinate comprehensive and consistent statewide and local plans for effectively communicating the components of the Ohio Performance Based Compensation Systems (PBCS).
- 2) Verify and clarify the PBCS roles, level of involvement and responsibilities of teachers, principals and other school personnel in participating districts; additionally, verify and promote the involvement and support of unions in participating districts.
- 3) Communicate, train and organize participating district personnel in the use of the state evaluation systems for teachers and principals to ensure rigor, transparency and fairness of the evaluation systems.
- 4) Strengthen and support the validation and reliability of local and state data management systems that link student achievement data to payroll and HR systems.
- 5) Develop and deliver multiple professional development trainings for teachers and principals in participating districts that focus on using student data and other measurements of effectiveness in the PBCS to improve teaching and leadership practices that have been shown through research and evidence based practices to increase student achievement.

BUDGET NARRATIVE: District Incentive Budget – detailed by Year

Districts Budget – Year 1 – Planning Year

(TIF LEA leadership and coordination of PBCS and TIF program):

Budget Item	#	Amount Allocated	Total
#1-5 Core Elements: <u>Personnel:</u> Each district will receive [REDACTED] toward the salary of a dedicated TIF Position. This person will coordinate the PBCS and five core elements. The TIF lead staff person (.5) TBD will be responsible for the district’s overall leadership, management and coordination of the PBCS for teachers and principals. The TIF lead staff person will also coordinate and lead in the local development, implementation and reporting of the five core elements.	24 districts	[REDACTED]	[REDACTED]
#1-5 Core Elements: <u>Travel:</u> TIF lead staff person and leadership team will travel to state TIF trainings (multi day trainings may require hotel overnights); travel to buildings in LEA; and travel to other TIF participating buildings in the state for observation and training.	24 Districts	9 Months x [REDACTED] per month	[REDACTED]
#1-5 Core Elements: <u>Equipment:</u> TIF lead staff person will use funds to purchase equipment such as a laptop computer and LCD projector for presentations.	24 districts	[REDACTED]	[REDACTED]
#1-5 Core Elements: <u>Supplies:</u> TIF lead staff person will use funds to copy materials for meetings and purchase office supplies.	24 districts	[REDACTED]	[REDACTED]
#1 Core Element: <u>Supplies:</u> LEAs Districts will be provided with PBCS communication materials they can copy and provide to various stakeholders including brochures, flyers, powerpoints they can use for presentations, etc.	24 districts	[REDACTED]	[REDACTED]
#5 Core Element: <u>Supplies:</u>			

<p>Professional Development:</p> <ul style="list-style-type: none"> Supplies: Training materials for staff to understand value added data and its use in improving teaching and learning. Value added “Tool kits” – (one time cost) <p>Description: Building leaders and staff need examples and templates to use in ongoing job-embedded learning to develop understanding of value added. Kits provide resources necessary for use in learning in staff or team meetings or individual learning. Building staff will share the two copies.</p>	<p>113 buildings x 2 per building</p>	<p>██████████</p>	<p>██████████</p>
<p>#4 Core Element: <u>Supplies:</u> Student Achievement Data – Student testing costs: Reusable test booklets for grades 4 – 8 will be purchased for districts one time in year one. Replacements and consumable tests for grades 2 and 3 and score sheets will be the districts’ responsibility. Includes shipping, student test booklets and teacher administration manuals.</p>			<p>██████████</p>
<p>#5 Core Element: <u>Supplies:</u> Professional Development:</p> <ul style="list-style-type: none"> Value added “teacher guides” – booklets come in packets of 10- one copy for every teacher and principal. <p>Description: Booklets that every staff member learning value added data can have readily available to assist in learning and understanding value added when reading value added reports.</p>	<p>3,457 staff</p>	<p>██████████ per packet of 10 (350 packets)</p>	<p>██████████</p>
<p>#4 Core Element: <u>Contractual:</u> Student Achievement Data – Student testing costs: High School end of course exams:</p>	<p>19 Schools 5,800 students</p>	<p>\$19.95 per test per student</p>	<p>██████████</p>

<ul style="list-style-type: none"> ▪ phase in, grade 9 – TIF pays 75% of costs. (2 tests per student – English and math) 5 High schools receive support in year one for test costs from Carnegie corporation grant. ▪ Description: To create teacher level value added data for high school teachers, additional tests are needed. LEA's will pay for an increasing share of test costs. 			
<p>#4 Core Element: Contractual: Student Achievement Data – Student testing costs: Elementary and Middle School: Create teacher level value added data for teachers in grade 3 and MS Science and Social studies, additional tests are needed.</p>			\$0.00
<p>#4 Core Element: Contractual: Student Achievement Data – Student testing costs:</p> <ul style="list-style-type: none"> ▪ TerraNova tests will be administered in grades 2-8 in subjects not tested by Ohio achievement tests. LEA's will share a portion of costs. ▪ Scoring services will be supported by an allotment of \$5 per student per year. District will pay remainder of costs based on desired services, NRT data disc required. 	26,943 students	█ per student for scoring services	█
<p>#4 Core Element: Other: Student Achievement Data – Student testing costs: Data services to create reports at the teacher, grade level and building. SOAR reports - by student. Description: Includes analysis and reporting services from SAS EVAAS at the building grade level including student projections and quartile diagnostic reports, accessible through password protected web based portal.</p>	19,000 students	█ per student	█
<p>#4 Core Element: Other: Student Achievement Data – Student testing costs:</p> <ul style="list-style-type: none"> ▪ TCAP reports – cost per teacher – 	1,487 teachers	█ per teacher	█

<p>grades 3 – 8 in year 1</p> <p>Description: provides analysis and reporting services from SAS EVAAS to calculate value-added at the classroom level, accessible through password protected web based portal.</p>			
<p>#4 Core Element: Other: Student Achievement Data – Student testing costs:</p> <ul style="list-style-type: none"> ▪ Battelle For Kids Award and BFK Link user fee. <p>Description: BFK Link accurately attributes student growth to teachers through a robust software system which includes verification process completed by teachers and extensive data cleaning and formatting. BFK Award system links teacher data with HR and Payroll data and aligns data with district metrics for staff awards to calculate award pay outs.</p>	<p>24 districts</p>	<p>██████████ per district</p>	<p>██████████</p>
<p>#5 Core Element: Other: Professional Development:</p> <ul style="list-style-type: none"> ▪ BFK Learn – Online Learning management system and online courses. <p>Description: Provides anytime access to teacher to individualized learning paths through Value Added and Formative Assessment as well as an introduction course into enhanced compensation awards. Also included is BFK Focus, a tool for analyzing data and tracking progress on implementing responsive action to improve areas of need. Administrators also have access to overall management system that provides tracking about progress through courses and learning paths and the ability to assign targeted lessons.</p>	<p>24 districts</p>	<p>██████████ per district</p>	<p>██████████</p>

District Budget – Year 2 - Incentive Pay Begins in Year 2

(TIF LEA leadership and coordination of PBCS and TIF program):

Budget Item	#	Amount Allocated	Total
#1-5 Core Elements: <u>Personnel:</u> Each district will receive \$30K toward the salary of a dedicated TIF Position. This person will coordinate the PBCS and five core elements. The TIF lead staff person (.5) TBD will be responsible for the overall leadership, management and coordination of the PBCS for teachers and principals. The TIF lead staff person will also coordinate and lead in the local development, implementation and reporting of the five core elements.	24 districts	██████████	██████████
#1-5 Core Elements: <u>Travel:</u> TIF lead staff person and leadership team will travel to state TIF trainings (multi day trainings may require hotel overnights); travel to buildings in LEA; and travel to other TIF participating buildings in the state for observation and training.	24 districts	9 Months x ██████ per month	██████████
#1-5 Core Elements: <u>Supplies:</u> TIF lead staff person will use funds to copy materials for meetings and purchase office supplies.	24 districts	██████████	██████████
#4 Core Element: <u>Contractual:</u> Student Achievement Data – Student testing costs: High School end of course exams: <ul style="list-style-type: none"> ▪ Phase in - grades 9 and 10 – TIF pays 65% of costs. (2 tests per student – English and math) All High schools receive support for these costs. ▪ Description: To create teacher level value added data for high school teachers, additional tests are needed. LEA's will pay for an increasing share of test costs. 	24 Schools 12,500 students x 2 tests per student	██████ per test per student	██████████

Budget Item	#	Amount Allocated	Total
<p>#4 Core Element: Contractual: Student Achievement Data – Student testing costs: Elementary and Middle School:</p> <ul style="list-style-type: none"> Create teacher level value added data for teachers in grade 3 and MS Science and Social studies, additional tests are needed. 			\$0.00
<p>#4 Core Element: Contractual: Student Achievement Data – Student testing costs:</p> <ul style="list-style-type: none"> TerraNova tests will be administered in grades 2-8 in subjects not tested by Ohio achievement tests. LEA's will share a portion of costs. Scoring services will be supported by an allotment of \$5 per student per year. District will pay remainder of costs based on desired services, NRT data disc required. Reusable test booklets for grades 4 – 8 will be purchased for districts one time in year one. Replacements and consumable tests for grades 2 and 3 and score sheets will be the districts' responsibility beginning in Year 2. 	26,943 students	█ per student for scoring services	█ \$0
<p>#4 Core Element: Contractual: Student Achievement Data – Student testing costs: Data services to create reports at the teacher, grade level and building.</p> <ul style="list-style-type: none"> SOAR reports - by student. Description: Includes analysis and reporting services from SAS EVAAS at the building grade level including student projections and quartile diagnostic reports, accessible through password protected web based portal. 	19,000 students	█ per student	█
<p>#4 Core Element: Contractual: Student Achievement Data – Student testing costs:</p> <ul style="list-style-type: none"> TCAP reports – cost per teacher – grades 3 – 8 in Year 2 TCAP reports for HS grades 9 and 10 	1,487 teachers 28 HS schools	█ per teacher █ per teacher	█ █

Budget Item	#	Amount Allocated	Total
<p>in Year 2</p> <ul style="list-style-type: none"> Description: provides analysis and reporting services from SAS EVAAS to calculate value-added at the classroom level, accessible through password protected web based portal. 	(19.2 teachers)		
<p>#4 Core Element: Contractual: Student Achievement Data – Student testing costs:</p> <ul style="list-style-type: none"> Battelle For Kids Award and BFK Link user fee. Description: BFK Link accurately attributes student growth to teachers through a robust software system which includes verification process completed by teachers and extensive data cleaning and formatting. BFK Award system links teacher data with HR and Payroll data and aligns data with district metrics for staff awards to calculate award pay outs. 	24 districts	[REDACTED] per district	[REDACTED]
<p>#5 Core Element: Other: Professional Development:</p> <ul style="list-style-type: none"> BFK Learn – Online Learning management system and online courses. Description: Provides anytime access to teacher to individualized learning paths through Value Added and Formative Assessment as well as an introduction course into enhanced compensation awards. Also included is BFK Focus, a tool for analyzing data and tracking progress on implementing responsive action to improve areas of need. Administrators also have access to overall management system that provides tracking about progress through courses and learning paths and the ability to assign targeted lessons. 	24 districts	[REDACTED] per district	[REDACTED]

Budget Item	#	Amount Allocated	Total
Subtotal Core Elements			██████████

#1-5 Core Elements: <u>Personnel:</u> <i>Personnel: Each district will receive incentive fund allotments based on teacher/principal count and a % of staff count for incentive plus fringe for awards for teachers and principals.</i>	<i># of teachers/prin. Estimated for award</i>	<i>Potential award</i>	<i>Total</i>
#1-5 Core Elements: <u>Personnel:</u> Incentive fund is determined by estimating awards for 30% of teachers/principals to reach max award. Based on ODE experience, this is an adequate projection to ensure adequate funding.	1,037	██████████	██████████
#1-5 Core Elements: <u>Personnel:</u> Incentive fund is also built by adding in an assumption that an additional 20% of teachers/principals could reach half award level. When combined with top award calculation above, this additional amount creates a fund large enough to award either 50% total of the teachers/principals at some level or raise potential award levels.	691	██████████	██████████
Subtotal Incentive Funds			██████████
#1-5 Core Elements: <u>Fringes:</u> <i>Fringe amount at 20% is calculated to pay for retirement, taxes, etc. to provide for districts' additional costs incurred and keeping the amount received by the teacher or principal at the expected level.</i>	<i># of teachers /principals</i>	<i>20% fringe on potential award</i>	
#1-5 Core Elements: <u>Fringes:</u> Fringe fund is determined by calculating 20% on the max potential awards to ensure the set aside to cover these costs does	1,037	██████████	██████████

not reduce actual pay out received by teacher or principal.			
Fringe fund is determined by calculating 20% on the half awards.	691	████	██████
Subtotal Incentive Fringes			██████
TOTAL YEAR 2 Incentives			██████

District Budget – Year 3

(TIF LEA leadership and coordination of PBCS and TIF program):

Budget Item	#	Amount Allocated	Total
#1-5 Core Elements: <u>Personnel</u>: Each district will receive \$30K toward the salary of a dedicated TIF Position. This person will coordinate the PBCS and five core elements. The TIF lead staff person (.5) TBD will be responsible for the overall leadership, management and coordination of the PBCS for teachers and principals. The TIF lead staff person will also coordinate and lead in the local development, implementation and reporting of the five core elements.	24 districts	██████	██████
#1-5 Core Elements: <u>Travel</u>: TIF lead staff person and leadership team will travel to state TIF trainings (multi day trainings may require hotel overnights); travel to buildings in LEA; and travel to other TIF participating buildings in the state for observation and training.	24 districts	9 Months x ██████ per month	██████
#1-5 Core Elements: <u>Supplies</u>: TIF lead staff person will use funds to copy materials for meetings and purchase office supplies.	24 districts	██████	██████
#4 Core Element: <u>Contractual</u>: Student Achievement Data – Student testing costs: High School end of course exams: <ul style="list-style-type: none"> Phase in - grades 9, 10, and 11 – TIF pays 65% of costs. (2 tests per student – English and math) All High schools receive support for these costs. 	24 Schools 18,500 students x 2 tests per student	██████ per test per student	██████

Budget Item	#	Amount Allocated	Total
<ul style="list-style-type: none"> Description: To create teacher level value added data for high school teachers, additional tests are needed. LEA's will pay for an increasing share of test costs. 			
<p>#4 Core Element: Student Achievement Data – Student testing costs: Elementary and Middle School:</p> <ul style="list-style-type: none"> Create teacher level value added data for teachers in grade 3 and MS Science and Social studies, additional tests are needed. 			\$0.00
<p>#4 Core Element: #1-5 Core Elements: Personnel: Personnel: Student Achievement Data – Student testing costs:</p> <ul style="list-style-type: none"> TerraNova tests will be administered in grades 2-8 in subjects not tested by Ohio achievement tests. LEA's will share a portion of costs. Scoring services will be supported by an allotment of \$5 per student per year. District will pay remainder of costs based on desired services, NRT data disc required. Reusable test booklets for grades 4 – 8 will be purchased for districts one time in year one. Replacements and consumable tests for grades 2 and 3 and score sheets will be the districts' responsibility beginning in Year 2. 	26,943 students	█ per student for scoring services	█ \$0
<p>#4 Core Element: Personnel: Student Achievement Data – Student testing costs: Data services to create reports at the teacher, grade level and building.</p> <ul style="list-style-type: none"> SOAR reports - by student. Description: Includes analysis and reporting services from SAS EVAAS at the building grade level including student projections and quartile diagnostic reports, accessible through password protected web based portal. 	19,000 students	█ per student	█

Budget Item	#	Amount Allocated	Total
<p>#4 Core Element: <u>Personnel</u>: Student Achievement Data – Student testing costs:</p> <ul style="list-style-type: none"> ▪ TCAP reports – cost per teacher – grades 3 – 8 in Year 3 ▪ TCAP reports for HS grades 9, 10 and 11 in Year 3 ▪ Description: provides analysis and reporting services from SAS EVAAS to calculate value-added at the classroom level, accessible through password protected web based portal. 	<p>1,487 teachers</p> <p>28 HS schools (19.2 teachers)</p>	<p>█ per teacher</p> <p>█ per teacher</p>	<p>█</p> <p>█</p>
<p>#4 Core Element: <u>Personnel</u>: Student Achievement Data – Student testing costs:</p> <ul style="list-style-type: none"> ▪ Battelle For Kids Award and BFK Link user fee. ▪ Description: BFK Link accurately attributes student growth to teachers through a robust software system which includes verification process completed by teachers and extensive data cleaning and formatting. BFK Award system links teacher data with HR and Payroll data and aligns data with district metrics for staff awards to calculate award pay outs. 	<p>24 districts</p>	<p>█ per district</p>	<p>█</p>
<p>#1-5 Core Elements: <u>Other</u>: Professional Development:</p> <ul style="list-style-type: none"> ▪ BFK Learn – Online Learning management system and online courses. ▪ Description: Provides anytime access to teacher to individualized learning paths through Value Added and Formative Assessment as well as an introduction course into enhanced compensation awards. Also included is BFK Focus, a tool for analyzing data and tracking progress on implementing responsive action to improve areas of need. 	<p>24 districts</p>	<p>█ per district</p>	<p>█</p>

Budget Item	#	Amount Allocated	Total
Administrators also have access to overall management system that provides tracking about progress through courses and learning paths and the ability to assign targeted lessons.			
Subtotal Core Elements			██████████

#1-5 Core Elements: Personnel: <i>Personnel: Each district will receive incentive fund allotments based on teacher/principal count and a % of staff count for incentive plus fringe for awards for teachers and principals.</i>	<i># of teachers/prin. Estimated for award</i>	<i>Potential award</i>	<i>Total</i>
#1-5 Core Elements: Personnel: Incentive fund is determined by estimating awards for 40% of teachers/principals to reach max award Based on ODE experience this is an adequate projection to ensure adequate funding. % Increases each year in anticipation of more payouts related to improving achievement and the addition of evaluation and responsibility incentives.	1,383	██████████	██████████
#1-5 Core Elements: Personnel: Incentive fund is also built by adding in an assumption that an additional 20% of teachers/principals could reach half award level. This additional amount is built on the assumption that up to 50% total of the teachers/principals could be expected to receive some level of award or award levels could increase	691	██████████	██████████
Subtotal Incentive Funds			██████████
#1-5 Core Elements: Fringe: <i>Fringe amount at 20% is calculated to pay for retirement, taxes, etc. to maintain award amounts received at potential levels.</i>	<i># of teachers /principals</i>	<i>20% fringe on potential award</i>	<i>Total</i>

#1-5 Core Elements: Fringe: Fringe fund is determined by calculating 20% on the max potential awards to ensure the set aside to cover these costs does not reduce actual pay out received by teacher or principal.	1,383	█	█
Fringe fund is determined by calculating 20% on the half awards.	691	█	█
Subtotal Incentive Fringes			█
TOTAL YEAR 3 Incentives			█

District Budget – Year 4

(TIF LEA leadership and coordination of PBCS and TIF program):

Budget Item	#	Amount Allocated	Total
#1-5 Core Elements: Personnel: Each district will receive \$30K toward the salary of a dedicated TIF Position. This person will coordinate the PBCS and five core elements. The TIF lead staff person (.5) TBD will be responsible for the overall leadership, management and coordination of the PBCS for teachers and principals. The TIF lead staff person will also coordinate and lead in the local development, implementation and reporting of the five core elements.	24 districts	█	█
#1-5 Core Elements: Travel: TIF lead staff person and leadership team will travel to state TIF trainings (multi day trainings may require hotel overnights); travel to buildings in LEA; and travel to other TIF participating buildings in the state for observation and training.	24 districts	9 Months x █ per month	█
#1-5 Core Elements: Supplies: TIF lead staff person will use funds to copy materials for meetings and purchase office supplies.	24 districts	█	█
#4 Core Element: Contractual: Student Achievement Data – Student testing costs: High School end of course exams: <ul style="list-style-type: none"> Phase in - grades 9, 10, and 11 – TIF pays 45% of costs. (2 tests per student – English and math) All High schools receive support for these 	24 Schools 18,500 students x 2 tests per student	█ per test per student	█

Budget Item	#	Amount Allocated	Total
<p>costs.</p> <ul style="list-style-type: none"> Description: To create teacher level value added data for high school teachers, additional tests are needed. LEA's will pay for an increasing share of test costs. 			
<p>#4 Core Element: Contractual: Student Achievement Data – Student testing costs: Elementary and Middle School:</p> <ul style="list-style-type: none"> Create teacher level value added data for teachers in grade 3 and MS Science and Social studies, additional tests are needed. 			
<p>#4 Core Element: Contractual: Student Achievement Data – Student testing costs:</p> <ul style="list-style-type: none"> TerraNova tests will be administered in grades 2-8 in subjects not tested by Ohio achievement tests. LEA's will share a portion of costs. Scoring services will be supported by an allotment of \$5 per student per year. District will pay remainder of costs based on desired services, NRT data disc required. Reusable test booklets for grades 4 – 8 will be purchased for districts one time in year one. Replacements and consumable tests for grades 2 and 3 and score sheets will be the districts' responsibility beginning in Year 2. 	26,943 students	█ per student for scoring services	█ \$0
<p>#4 Core Element: Contractual: Student Achievement Data – Student testing costs: Data services to create reports at the teacher, grade level and building.</p> <ul style="list-style-type: none"> SOAR reports - by student. Description: Includes analysis and reporting services from SAS EVAAS at the building grade level including student projections and quartile diagnostic reports, accessible through password protected web based portal. 	19,000 students	█ per student	█

Budget Item	#	Amount Allocated	Total
<p>#4 Core Element: <u>Contractual</u>: Student Achievement Data – Student testing costs:</p> <ul style="list-style-type: none"> ▪ TCAP reports – cost per teacher – grades 3 – 8 in Year 4 ▪ TCAP reports for HS grades 9, 10 and 11 in Year 3 ▪ Description: provides analysis and reporting services from SAS EVAAS to calculate value-added at the classroom level, accessible through password protected web based portal. 	<p>1,487 teachers</p> <p>28 HS schools (19.2 teachers)</p>	<p>█ per teacher</p> <p>█ per teacher</p>	<p>█</p> <p>█</p>
<p>#4 Core Element: <u>Contractual</u>: Student Achievement Data – Student testing costs:</p> <ul style="list-style-type: none"> ▪ Battelle For Kids Award and BFK Link user fee. ▪ Description: BFK Link accurately attributes student growth to teachers through a robust software system which includes verification process completed by teachers and extensive data cleaning and formatting. BFK Award system links teacher data with HR and Payroll data and aligns data with district metrics for staff awards to calculate award pay outs. 	<p>24 districts</p>	<p>█ per district</p>	<p>█</p>
<p>#5 Core Element: <u>Other</u>: Professional Development:</p> <ul style="list-style-type: none"> ▪ BFK Learn – Online Learning management system and online courses. ▪ Description: Provides anytime access to teacher to individualized learning paths through Value Added and Formative Assessment as well as an introduction course into enhanced compensation awards. Also included is BFK Focus, a tool for analyzing data and tracking progress on implementing responsive action to improve areas of need. 	<p>24 districts</p>	<p>█ per district</p>	<p>█</p>

Budget Item	#	Amount Allocated	Total
Administrators also have access to overall management system that provides tracking about progress through courses and learning paths and the ability to assign targeted lessons.			
Subtotal Core Elements			██████████

#1-5 Core Elements: <u>Personnel:</u> Each district will receive incentive fund allotments based on teacher/principal count and a % of staff count for incentive plus fringe for awards for teachers and principals.	# of teachers/prin. Estimated for award	Potential award	Total
#1-5 Core Elements: <u>Personnel:</u> Incentive fund is determined by estimating awards for 50% of teachers/principals to reach max award Increased percentage anticipates more staff qualifying for some level of awards.	1,729	██████████	██████████
#1-5 Core Elements: <u>Personnel:</u> Incentive fund is also built by adding in an assumption that an additional 20% of teachers/principals could reach half award level. This additional amount is built on the assumption that up to 50% total of the teachers/principals could be expected to receive some level of award.	691	██████████	██████████
Subtotal Incentive Funds			██████████
#1-5 Core Elements: <u>Fringe:</u> Fringe amount at 20% is calculated to pay for retirement, taxes, etc. to maintain award amounts received at potential levels.	# of teachers /principals	20% fringe on potential award	Total
#1-5 Core Elements: <u>Fringe:</u> Fringe fund is determined by rate 20% planning for 50% of staff possibly	1,729	██████████	██████████

receiving the max potential awards to ensure the set aside to cover these costs does not reduce actual pay out received by teacher or principal.			
#1-5 Core Elements: <u>Fringe</u>: Fringe fund is determined by calculating 20% on the half awards to ensure the set aside to cover these costs does not reduce actual pay out received by teacher or principal.	691	█	█
Subtotal Incentive Fringes			█
TOTAL YEAR 4 Incentives			█

District Budget – Year 5

(TIF LEA leadership and coordination of PBCS and TIF program):

Budget Item	#	Amount Allocated	Total
#1-5 Core Elements: <u>Personnel</u>: Each district will receive \$30K toward the salary of a dedicated TIF Position. This person will coordinate the PBCS and five core elements. The TIF lead staff person (.5) TBD will be responsible for the overall leadership, management and coordination of the PBCS for teachers and principals. The TIF lead staff person will also coordinate and lead in the local development, implementation and reporting of the five core elements.	24 districts	█ ea.	█
#1-5 Core Elements: <u>Travel</u>: TIF lead staff person and leadership team will travel to state TIF trainings (multi day trainings may require hotel overnights); travel to buildings in LEA; and travel to other TIF participating buildings in the state for observation and training.	24 districts	9 Months x █ per month	█
#1-5 Core Elements: <u>Supplies</u>: TIF lead staff person will use funds to copy materials for meetings and purchase office supplies.	24 districts	█	█

Budget Item	#	Amount Allocated	Total
<p>#4 Core Element: Contractual: Student Achievement Data – Student testing costs: High School end of course exams:</p> <ul style="list-style-type: none"> ▪ Phase in - grades 9, 10, and 11 – TIF pays 35% of costs. (2 tests per student – English and math) All High schools receive support for these costs. ▪ Description: To create teacher level value added data for high school teachers, additional tests are needed. LEA's will pay for an increasing share of test costs. 	<p>24 Schools 18,500 students x 2 tests per student</p>	<p>█ per test per student</p>	<p>█</p>
<p>#4 Core Element: Contractual: Student Achievement Data – Student testing costs: Elementary and Middle School:</p> <ul style="list-style-type: none"> ▪ Create teacher level value added data for teachers in grade 3 and MS Science and Social studies, additional tests are needed. 			
<p>#4 Core Element: Student Achievement Data – Student testing costs:</p> <ul style="list-style-type: none"> ▪ TerraNova tests will be administered in grades 2-8 in subjects not tested by Ohio achievement tests. LEA's will share a portion of costs. ▪ Scoring services will be supported by an allotment of \$5 per student per year. District will pay remainder of costs based on desired services, NRT data disc required. ▪ Reusable test booklets for grades 4 – 8 will be purchased for districts one time in year one. Replacements and consumable tests for grades 2 and 3 and score sheets will be the districts' responsibility beginning in Year 2. 	<p>26,943 students</p>	<p>█ per student for scoring services</p>	<p>█</p> <p>\$0</p>

Budget Item	#	Amount Allocated	Total
<p>#4 Core Element: <u>Contractual</u>: Student Achievement Data – Student testing costs: Data services to create reports at the teacher, grade level and building.</p> <ul style="list-style-type: none"> SOAR reports - by student. Description: Includes analysis and reporting services from SAS EVAAS at the building grade level including student projections and quartile diagnostic reports, accessible through password protected web based portal. 	19,000 students	██████ per student	██████
<p>#4 Core Element: Student Achievement Data – Student testing costs:</p> <ul style="list-style-type: none"> TCAP reports – cost per teacher – grades 3 – 8 in Year 5 TCAP reports for HS grades 9, 10 and 11 in Year 5 Description: provides analysis and reporting services from SAS EVAAS to calculate value-added at the classroom level, accessible through password protected web based portal. 	1,487 teachers 28 HS schools (19.2 teachers)	██████ per teacher ██████ per teacher	██████ ██████
<p>#4 Core Element: <u>Contractual</u>: Student Achievement Data – Student testing costs:</p> <ul style="list-style-type: none"> Battelle For Kids Award and BFK Link user fee. Description: BFK Link accurately attributes student growth to teachers through a robust software system which includes verification process completed by teachers and extensive data cleaning and formatting. BFK Award system links teacher data with HR and Payroll data and aligns data with district metrics for staff awards to calculate award pay outs. 	24 districts	██████████ per district	██████

Budget Item	#	Amount Allocated	Total
<p>#5 Core Element: <u>Other:</u> Professional Development:</p> <ul style="list-style-type: none"> ▪ BFK Learn – Online Learning management system and online courses. ▪ Description: Provides anytime access to teacher to individualized learning paths through Value Added and Formative Assessment as well as an introduction course into enhanced compensation awards. Also included is BFK Focus, a tool for analyzing data and tracking progress on implementing responsive action to improve areas of need. Administrators also have access to overall management system that provides tracking about progress through courses and learning paths and the ability to assign targeted lessons. 	24 districts	██████ per district	██████
Subtotal Core Elements			██████

<i>#1-5 Core Elements: <u>Personnel:</u> Each district will incentive fund allotments based on staff count for incentive plus fringe for awards for teachers and principals.</i>	<i># of teachers/prin. Estimated for award</i>	<i>Potential award</i>	<i>Total</i>
<p>#1-5 Core Elements: <u>Personnel:</u> Incentive fund is determined by estimating awards for 50% of teachers/principals to reach max award Increased percentage anticipates more staff qualifying for some level of awards.</p>	1,729	██████	██████
<p>#1-5 Core Elements: <u>Personnel:</u> Incentive fund is also built by adding in an assumption that an additional 20% of teachers/principals could reach half award level. This additional amount is built on the assumption that up to 50%</p>	755	██████	██████

total of the teachers/principals could be expected to receive some level of award.			
Subtotal Incentive Funds			██████████
<i>#1-5 Core Elements: Fringe: Fringe amount at 20% is calculated to pay for retirement, taxes, etc. to maintain award amounts received at potential levels.</i>	<i># of teachers /principals</i>	<i>20% fringe on potential award</i>	<i>Total</i>
<i>#1-5 Core Elements: Fringe: Fringe fund is determined by rate 20% planning for 50% of staff possibly receiving the max potential awards to ensure the set aside to cover these costs does not reduce actual pay out received by teacher or principal.</i>	1,729	██████	██████████
<i>#1-5 Core Elements: Fringe: Fringe fund is determined by calculating 20% on the half awards to ensure the set aside to cover these costs does not reduce actual pay out received by teacher or principal.</i>	755	██████	██████████
Subtotal Incentive Fringes			██████████
TOTAL YEAR 5 Incentives			██████████

TOTAL DISTRICT BUDGET: YEARS 1-5	██████████
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TOTAL INCENTIVE BUDGET: YEARS 2-5	██████████
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BUDGET NARRATIVE: Battelle for Kids - Administration Budget - detailed by Year

OVERVIEW: 5 Core Elements and strategies to address:

- 1) Develop and coordinate comprehensive and consistent statewide and local plans for effectively communicating the components of the Ohio Performance Based Compensation Systems (PBCS).

- Extensive Communications Plan – year 1 See attached document.

2) Verify and clarify the PBCS roles, level of involvement and responsibilities of teachers, principals and other school personnel in participating districts; additionally, verify and promote the involvement and support of unions in participating districts

- Extensive training of district TIF staff person and leadership team, will be facilitated by ODE and BFK.
- District work teams will create the plans and share them with all building staff to gather their feedback throughout the planning year.
- Collaborative meetings of all OTIF districts to learn from each others' progress and process as well as receive ongoing training and opportunity to work with experts.
- ODE and BFK to develop Web and print communications and online course in differentiated compensation.
- OTIF Timelines will include working with collective bargaining leadership to define PBCS system components throughout the planning year.

*NOTE: District work groups and staff meetings are led by district leadership team and supported by Project Director. Support for district meetings is in district operation's budget; therefore, training of district leaders is referenced here as prerequisite to provide tools and materials for engagement of teachers, principals and involvement of the unions. Further, Project Directors will provide direct support LEA's onsite throughout the process.

3) Communicate, train and organize participating district personnel in the use of the state evaluation systems for teachers and principals to ensure rigor, transparency and fairness of the evaluation systems.

- Ohio Teacher Evaluation System(OTES) and Ohio Principal Evaluation System (OPES) will be piloted by volunteer districts, who will share reflections regarding tool and implementation issues.
- LEA staff and unions receive training on the evaluation tools and system and locally discuss how evaluations systems and toward goal of agreement on new evaluation tools that meet requirements, will be implemented by the LEA.

*NOTE: Evaluation training and information regarding Ohio PAR is included in these sessions.

Additional meetings will be provided by ODE on evaluation and PAR that are provided without cost represented here.

4) Strengthen and support the validation and reliability of local and state data management systems that link student achievement data to payroll and HR systems

- ODE and BFK will identify and collect all school data necessary to create accurate teacher/student linkage and award system. ODE and BFK will addressing technical challenges and data integrity issues.
- Implement data systems for teacher/student linkage (BFKLink) and for administering award program (BFK Award).
- Administer additional student tests to expand number of teachers that have access to value added student data at the classroom level.

Contractual: Subcontract with BFK Technology services for Award and Link Software development as well as design and technical support services that will enable each LEA to acquire and develop data solutions and to gather and load LEA data into Link and Award software.

Contractual: BFK to provide extensive communications as noted above (and the access to online

courses and tool kits as included in the district operating budget.)

5) Develop and deliver multiple professional development trainings for teachers and principals in participating districts that focus on using student data and other measurements of effectiveness in the PBCS to improve teaching and leadership practices that have been shown through research and evidence based practices to increase student.

- District Leadership team including District TIF lead will receive extensive ODE and BFK training to provide regular job-embedded training in the districts. They will receive feedback, coaching support and materials to conduct trainings from ODE and BFK.
- ODE and BFK will provide LEAs with access to experts in various areas necessary for comprehensive change to improve student achievement.
- Teachers and principals will be provided opportunities for face-to-face training and ongoing staff input meetings to engage in feedback while learning about the PBCS.
- All district staff will be provided access to an online learning management system (BFK Learn) with online courses in value added, introduction to differentiated compensation, formative assessment and using data in teams for ongoing improvement.

Course development – BFK to provide technology support to load Introduction to OTIF PBCS (created by Communication service and Expert consulting in differentiated compensation.)

Consulting: ODE and BFK trainers will consult on training design and provide training to leadership teams and provide ongoing consultation to LEA Project Directors including for Strategic Design and PBCS systems.

Effective practices – ODE and BFK will provide support in use of data to improve student growth and achievement in Value Added data; also data will be used from students data, High School end of course

exam, team action research to improve student achievement, Formative Assessment practices and strategies for leading change and the characteristics of highly effective teachers and principals. ODE and BFK consultants will provide direct support to creation of Intro to PBCS online course and to Project Directors as well as provide training session to District TIF program directors as scheduled.

**Battelle for Kids Administration Budget - Year 1 – Planning Year
October 2010 to September 2011**

1. Personnel:	%FTE	Base Salary	Total
The following personnel will be employees of the project.			
<u># 1-5 Core Elements:</u> Project Director(1): April Domine will be responsible for coordination with ODE for the implementation of the grant services provided by BFK to develop PBCS for teachers and principals.	100%	██████████	██████████
<u># 1-5 Core Elements:</u> Project Manager(.5) TBD. Project manager will coordinate all scope of work deliverables across all lines of service within the project and monitor progress on timelines and keep ODE and BFK project Directors informed	50%	██████████	██████████
<u># 1-5 Core Elements:</u> Project Coordinator (.5) TBD Provide administrative assistance to project regarding -schedules, meetings, copying, etc.	50%	██████████	██████████
2. Fringe Benefits:	Rate	Base Fringe	Total
<u># 1-5 Core Elements:</u> Project Director(1): April Domine will be responsible for coordination with ODE for the implementation of the grant services provided by BFK to develop PBCS for teachers and principals.	30%	██████████	██████████
<u># 1-5 Core Elements:</u> Project Manager(.5) TBD. Project manager will coordinate all scope of work deliverables across all lines of service within the project and monitor progress on timelines and keep ODE and BFK project Directors informed	30%	██████████	██████████
<u># 1-5 Core Elements:</u> Project Coordinator (.5) TBD Provide administrative assistance to project	30%	██████████	██████████

regarding schedules, meetings, copying, etc.			
3. Travel	# Trips	\$ per Trip	Total
# 1-5 Core Elements: <i>In-State Travel</i> : Project Director will have frequent visits to districts to directly support and monitor implementation of strategies for PBCS. From office in Columbus to most districts in southeastern Ohio is 60 miles or 120 miles round trip. In addition, director will travel to regional ESC's for meetings/trainings hosted in close proximity to participating LEA's		█	█
# 1-5 Core Elements: <i>In-State Travel</i> : Project Manager will periodically visit districts and will attend trainings offsite to assist Project Director.	10	█	█
# 1-5 Core Elements: <i>In-State Travel</i> : Project Coordinator will plan, set up and assist with trainings offsite to assist Project Director.	10	█	█
4. Equipment:			\$0.00
5. Supplies:			Total
#2-3 Core Element: Kickoff Bootcamp – 3 day bootcamp training for LEA TIF staff lead and one additional LEA staff:	3 days of training x50 people x █ person/per day -YR-1 only		█
#2-3 Core Elements: Kickoff Session – 1 day Kickoff training session for leadership teams of 5 from every LEA	125 people x █ per person – yearly		█
#2-3 Core Elements: Training - 1 day training quarterly (3 additional days) of leadership teams from all LEA's to continue training and share best practices during development of the PBCS.	125 x 3 days x █ per person -YR1 only		█
6. Contractual:			
<i>Professional Development and Strategic Consulting around Award.</i>	Timing of Costs		Total
# 5 Core Element: Human Capital Consulting – Strategic Design. (BFK consultants; Todd Hellman and John Hussey).	39 days at █ a day		█
# 5 Core Element: District Support – Award. Technical support to LEA's for data issues related to Award design – BFK consultant.	15 days x █		█
# 5 Core Element: Consulting- Effective Practices (VA, Diff. Comp., Focus, High school, Formative Assessment, Change Leadership. BFK Consultants (including but not limited to: Dr. Mike Thomas, Diane Stultz, Sandy Ritchie, Mark Hartman.).	30 days x █ daily rate		█

# 5 Core Element: Expert Costs on Diff. Comp. (Hershberg and Others)			
#4 Core Element: Linkage training support for all teachers and principals in LEA to use the system to review and verify their class lists for accuracy.	10 Meetings @ [REDACTED] each		
<i>Communications</i>	Timing of Costs		Total
# 1 Core Element: Plan for effective communicating the components of PBCS. Refer to the Communications.			[REDACTED]
<i>Award – Link</i>	Timing of Costs		Total
#2 Core Element: Set up fees (Award and Link) – Year one is the one time cost of setting up linkages and developing data maps for each LEA with teacher HR and payroll data with student data.	24 Districts		[REDACTED]
#2 Core Element: Award Model Development - Year one is one time cost of building the OTIF award metrics into the BFK Award system.			[REDACTED]
#2 Core Element: Award Model Enhancements			\$0.00
# 5 Core Element: Online Course for Award (developed for Ohio TIF).	\$30 hr @ [REDACTED]		[REDACTED]
7. Construction:			\$0.00
8. Other:	Cost of Item	Item Description	Total
# 1-5 Core Elements: Monthly maintenance fees for Cell Phones (3): (Project Director, Project Manager and Program Coordinator) which will be used to communicate with ODE and participating Districts.	[REDACTED] Monthly	Cell Phone	[REDACTED]
# 1-5 Core Elements: Web and Connection Fess –for Conference calls to participating districts; (3) (Project Director, Project Manager and Program Coordinator).		Conference Calls	[REDACTED]
9. Total Direct Costs:			[REDACTED]
10. Indirect Cost:			[REDACTED]
11. Training Stipends			\$0.00
12. Total Costs Budgeted for YEAR 1			[REDACTED]

Battelle for Kids Administration Budget - Year 2 – October 2011 to September 2012

1. Personnel: The following personnel will be employees of the	%FTE	Base Salary	Total
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project.			
# 1-5 Core Elements: Project Director(1): April Domine will be responsible for coordination with ODE for the implementation of the grant services provided by BFK to develop PBCS for teachers and principals.	100%	██████████	██████████
# 1-5 Core Elements: Project Manager(.5) TBD. Project manager will coordinate all scope of work deliverables across all lines of service within the project and monitor progress on timelines and keep ODE and BFK project Directors informed	50%	██████████	██████████
# 1-5 Core Elements: Project Coordinator (.5) TBD Provide administrative assistance to project regarding -schedules, meetings, copying, etc.	50%	██████████	██████████
2. Fringe Benefits:	Rate	Base Fringe	Total
# 1-5 Core Elements: Project Director(1): April Domine will be responsible for coordination with ODE for the implementation of the grant services provided by BFK to develop PBCS for teachers and principals.	30%	██████████	██████████
# 1-5 Core Elements: Project Manager(.5) TBD. Project manager will coordinate all scope of work deliverables across all lines of service within the project and monitor progress on timelines and keep ODE and BFK project Directors informed	30%	██████████	██████████
# 1-5 Core Elements: Project Coordinator (.5) TBD Provide administrative assistance to project regarding schedules,meetings, copying, etc.	30%	██████████	██████████
3. Travel	# Trips	\$ per Trip	Total
# 1-5 Core Elements: <i>In-State Travel</i> : Project Director will have frequent visits to districts to directly support and monitor implementation of strategies for PBCS. From office in Columbus to most districts in southeastern Ohio is 60 miles or 120 miles round trip. In addition, will travel to regional ESC's for meetings/trainings hosted in close proximity to participating LEA's		████	██████████
# 1-5 Core Elements: <i>In-State Travel</i> : Project Manager will periodically visit districts and will need to attend trainings offsite to assist Project	10	████	██████████

Director.			
# 1-5 Core Elements: <i>In-State Travel</i> : Project Coordinator will plan, set up and assist with trainings offsite to assist Project Director.	10	█	█
# 1-5 Core Elements: Participating District staff (Highly Effective Teachers and Highly Effective Principals) will attend 2 yearly meetings..		2 meetings yearly	█
4. Equipment:			\$0.00
5. Supplies:			Total
#2-3 Core Elements: Kickoff Session – 1 day Kickoff training session for leadership teams of 5 from every LEA	125 people x █ per person – yearly		█
#2-3 Core Elements: Training - 1 day training quarterly (3 additional days) of leadership teams from all LEAs to continue training and share best practices during development of the PBCS.	125 x 3 days x █ per person -YR1 only		█
# 2-3 Core Elements: Study Books (TBD) – Highly Effective Teachers and Highly Effective Principals.			█
6. Contractual:			
<i>Professional Development and Strategic Consulting around Award.</i>		Timing of Costs	Total
# 5 Core Element: Human Capital Consulting – Strategic Design. (BFK consultants; Todd Hellman and John Hussey).	33 Days x █		█
# 5 Core Element: District Support – Award. Technical support to LEA’s for data issues related to Award design – BFK consultant.	15 Days x █		█
# 5 Core Element: Consulting- Effective Practices (VA, Diff. Comp., Focus, High school, Formative Assessment, Change Leadership. BFK Consultants (including but not limited to: Dr. Mike Thomas, Diane Stultz, Sandy Ritchie, Mark Hartman.).	35 Days x █		█
# 5 Core Element: Expert Costs on Diff. Comp. (Hershberg and Others)	TBD		█
Consulting – Identification of Highly Effective Teachers and Principals (BFK, Innovative Research Team).	20 Day x █		█
#4 Core Element: Linkage training support for all teachers and principals in LEA to use the system to review and verify their class lists for accuracy.	5 Meetings		█
<i>Communications</i>		Timing of Costs	Total
# 1Core Element: Plan for effective communicating the components of PBCS. Refer			█

to the Communications Section.		
<i>Award – Link</i>	Timing of Costs	
#2 Core Element: User fees (Award and Link) – for linking and developing data maps for each LEA with teacher HR and payroll data with student data.		████████
#2 Core Element: Award Model Enhancements		████████
7. Construction:		
8. Other:	Cost of Item	Item Description
# 1-5 Core Elements: Monthly maintenance fees for Cell Phones (3): (Project Director, Project Manager and Program Coordinator) which will be used to communicate with ODE and participating Districts.	████████ Monthly	Cell Phone
# 1-5 Core Elements: Web and Connection Fess –for Conference calls to participating districts; (3) (Project Director, Project Manager and Program Coordinator).		Conference Calls
9. Total Direct Costs:		████████
10. Indirect Cost:		████████
11. Training Stipends		\$0.00
12. Total Costs Budgeted for YEAR 2		████████

Battelle for Kids Administration Budget - Year 3 – October 2012 to September 2013

1. Personnel:	%FTE	Base Salary	Total
The following personnel will be employees of the project.			
# 1-5 Core Elements: Project Director(1): April Domine will be responsible for coordination with ODE for the implementation of the grant services provided by BFK to develop PBCS for teachers and principals.	100%	████████	████████
# 1-5 Core Elements: Project Manager(.5) TBD. Project manager will coordinate all scope of work deliverables across all lines of service within the project and monitor progress on timelines and keep ODE and BFK project Directors informed	50%	████████	████████
# 1-5 Core Elements: Project Coordinator (.5) TBD Provide administrative assistance to project regarding -schedules, meetings, copying, etc.	50%	████████	████████

2. Fringe Benefits:	Rate	Base Fringe	Total
# 1-5 Core Elements: Project Director(1): April Domine will be responsible for coordination with ODE for the implementation of the grant services provided by BFK to develop PBCS for teachers and principals.	30%	██████████	██████████
# 1-5 Core Elements: Project Manager(.5) TBD. Project manager will coordinate all scope of work deliverables across all lines of service within the project and monitor progress on timelines and keep ODE and BFK project Directors informed	30%	██████████	██████████
# 1-5 Core Elements: Project Coordinator (.5) TBD Provide administrative assistance to project regarding schedules,meetings, copying, etc.	30%	██████████	██████████
3. Travel	# Trips	\$ per Trip	Total
# 1-5 Core Elements: <i>In-State Travel</i> : Project Director will have frequent visits to districts to directly support and monitor implementation of strategies for PBCS. From office in Columbus to most districts in southeastern Ohio is 60 miles or 120 miles round trip. In addition, will travel to regional ESC's for meetings/trainings hosted in close proximity to participating LEA's		████	██████████
# 1-5 Core Elements: <i>In-State Travel</i> : Project Manager will periodically visit districts and will need to attend trainings offsite to assist Project Director.	10	████	██████████
# 1-5 Core Elements: <i>In-State Travel</i> : Project Coordinator will plan, set up and assist with trainings offsite to assist Project Director.	10	████	██████████
# 1-5 Core Elements: Participating District staff (Highly Effective Teachers and Highly Effective Principals) will attend 2 yearly meetings.		2 meetings yearly	██████████
4. Equipment:			\$0.00
5. Supplies:			Total
#2-3 Core Elements: Kickoff Session – 1 day Kickoff training session for leadership teams of 5 from every LEA	125 people x	████ per person – yearly	██████████

#2 -3 Core Elements: Training - 1 day training quarterly(3 additional days) of leadership teams from all LEA's to continue training and share best practices during development of the PBCS.	125 x 3 days x [REDACTED] per person -YR1 only	[REDACTED]
# 2-3 Core Elements: Study Books (TBD) – Highly Effective Teachers and Highly Effective Principals.		[REDACTED]
6. Contractual:		
<i>Professional Development and Strategic Consulting around Award.</i>	Timing of Costs	Total
# 5 Core Element: Human Capital Consulting – Strategic Design. (BFK consultants; Todd Hellman and John Hussey).	13 Days x [REDACTED]	[REDACTED]
# 5 Core Element: District Support – Award. Technical support to LEA's for data issues related to Award design – BFK consultant.	15 Days x [REDACTED]	[REDACTED]
# 5 Core Element: Consulting- Effective Practices (VA, Diff. Comp., Focus, High school, Formative Assessment, Change Leadership. BFK Consultants (including but not limited to: Dr. Mike Thomas, Diane Stultz, Sandy Ritchie, Mark Hartman.).	20 Days x [REDACTED]	[REDACTED]
# 5 Core Element: Expert Costs on Diff. Comp. (Hershberg and Others)	TBD	[REDACTED]
Consulting – Identification of Highly Effective Teachers and Principals (Innovative Research Team).	20 Day [REDACTED]	[REDACTED]
#4 Core Element: Linkage training support for all teachers and principals in LEA to use the system to review and verify their class lists for accuracy.	5 Meetings	[REDACTED]
<i>Communications</i>	Timing of Costs	Total
# 1 Core Element: Plan for effective communicating the components of PBCS. Refer to the Communications Section.		[REDACTED]
<i>Award – Link</i>	Timing of Costs	Total
#2 Core Element: User fees (Award and Link) – for linking and developing data maps for each LEA with teacher HR and payroll data with student data.		[REDACTED]
#2 Core Element: Award Model Enhancements		[REDACTED]
7. Construction:		
8. Other:	Cost of Item	Item Description
# 1-5 Core Elements: Monthly maintenance fees for Cell Phones (3): (Project Director, Project	[REDACTED] Monthly	Cell Phone
		[REDACTED]

Manager and Program Coordinator) which will be used to communicate with ODE and participating Districts.			
# 1-5 Core Elements: Web and Connection Fess –for Conference calls to participating districts; (3) (Project Director, Project Manager and Program Coordinator).		Conference Calls	██████
9. Total Direct Costs:			██████
10. Indirect Cost:			██████
11. Training Stipends			\$0.00
12. Total Costs Budgeted for YEAR 3			██████

Battelle for Kids Administration Budget - Year 4 – October 2013 to September 2014

13. Personnel: The following personnel will be employees of the project.	%FTE	Base Salary	Total
# 1-5 Core Elements: Project Director (1): April Domine will be responsible for coordination with ODE for the implementation of the grant services provided by BFK to develop PBCS for teachers and principals.	100%	██████	██████
# 1-5 Core Elements: Project Manager(.5) TBD. Project manager will coordinate all scope of work deliverables across all lines of service within the project and monitor progress on timelines and keep ODE and BFK project Directors informed	50%	██████	██████
# 1-5 Core Elements: Project Coordinator (.5) TBD Provide administrative assistance to project regarding -schedules, meetings, copying, etc.	50%	██████	██████
14. Fringe Benefits:	Rate	Base Fringe	Total
# 1-5 Core Elements: Project Director (1): April Domine will be responsible for coordination with ODE for the implementation of the grant services provided by BFK to develop PBCS for teachers and principals.	30%	██████	██████
# 1-5 Core Elements: Project Manager (.5) TBD. Project manager will coordinate all scope of work deliverables across all lines of service within the project and monitor progress on	30%	██████	██████

timelines and keep ODE and BFK project Directors informed			
# 1-5 Core Elements: Project Coordinator (.5) TBD Provide administrative assistance to project regarding schedules, meetings, copying, etc.	30%		
15. Travel	# Trips	\$ per Trip	Total
# 1-5 Core Elements: <i>In-State Travel</i> : Project Director will have frequent visits to districts to directly support and monitor implementation of strategies for PBCS. From office in Columbus to most districts in southeastern Ohio is 60 miles or 120 miles round trip. In addition, will travel to regional ESC's for meetings/trainings hosted in close proximity to participating LEA's			
# 1-5 Core Elements: <i>In-State Travel</i> : Project Manager will periodically visit districts and will need to attend trainings offsite to assist Project Director.	10		
# 1-5 Core Elements: <i>In-State Travel</i> : Project Coordinator will plan, set up and assist with trainings offsite to assist Project Director.	10		
# 1-5 Core Elements: Participating District staff (Highly Effective Teachers and Highly Effective Principals) will attend 2 yearly meetings.		2 meetings yearly	
16. Equipment:			\$0.00
17. Supplies:			Total
#2-3 Core Elements: Kickoff Session – 1 day Kickoff training session for leadership teams of 5 from every LEA	125 people	per person – yearly	
#2-3 Core Elements: Training - 1 day training quarterly (3 additional days) of leadership teams from all LEA's to continue training and share best practices during development of the PBCS.	125 x 3 days	per person -YR1 only	
# 2-3 Core Elements: Study Books (TBD) – Highly Effective Teachers and Highly Effective Principals.			
18. Contractual:			
<i>Professional Development and Strategic Consulting around Award.</i>		Timing of Costs	Total
# 5 Core Element: Human Capital Consulting – Strategic Design. (BFK consultants; Todd Hellman and John Hussey).	6.5 Days		

# 5 Core Element: District Support – Award. Technical support to LEA’s for data issues related to Award design – BFK consultant.	15 Days x [REDACTED]	[REDACTED]
# 5 Core Element: Consulting- Effective Practices (VA, Diff. Comp., Focus, High school, Formative Assessment, Change Leadership. BFK Consultants (including but not limited to: Dr. Mike Thomas, Diane Stultz, Sandy Ritchie, Mark Hartman.).	15 Days x [REDACTED]	[REDACTED]
# 5 Core Element: Expert Costs on Diff. Comp. (Hershberg and Others)	TBD	[REDACTED]
Consulting – Identification of Highly Effective Teachers and Principals (Innovative Research Team).	20 Day x [REDACTED]	[REDACTED]
#4 Core Element: Linkage training support for all teachers and principals in LEA to use the system to review and verify their class lists for accuracy.	5 Meetings	[REDACTED]
Communications	Timing of Costs	Total
# 1 Core Element: Plan for effective communicating the components of PBCS. Refer to the Communications Section.		[REDACTED]
Award – Link	Timing of Costs	Total
#2 Core Element: User fees (Award and Link) – for linking and developing data maps for each LEA with teacher HR and payroll data with student data.		[REDACTED]
#2 Core Element: Award Model Enhancements		[REDACTED]
19. Construction:		
20. Other:	Cost of Item	Item Description
# 1-5 Core Elements: Monthly maintenance fees for Cell Phones (3): (Project Director, Project Manager and Program Coordinator) which will be used to communicate with ODE and participating Districts.	[REDACTED] Monthly	Cell Phone
# 1-5 Core Elements: Web and Connection Fess –for Conference calls to participating districts; (3) (Project Director, Project Manager and Program Coordinator).		Conference Calls
21. Total Direct Costs:		[REDACTED]
22. Indirect Cost:		[REDACTED]
23. Training Stipends		\$0.00

24. Total Costs Budgeted for YEAR 4		██████████
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Battelle for Kids Administration Budget - Year 5 – October 2014 to September 2015

25. Personnel: The following personnel will be employees of the project.	%FTE	Base Salary	Total
<u># 1-5 Core Elements:</u> Project Director(1): April Domine will be responsible for coordination with ODE for the implementation of the grant services provided by BFK to develop PBCS for teachers and principals.	100%	██████████	██████████
<u># 1-5 Core Elements:</u> Project Manager (.5) TBD. Project manager will coordinate all scope of work deliverables across all lines of service within the project and monitor progress on timelines and keep ODE and BFK project Directors informed	50%	██████████	██████████
<u># 1-5 Core Elements:</u> Project Coordinator (.5) TBD Provide administrative assistance to project regarding -schedules, meetings, copying, etc.	50%	██████████	██████████
26. Fringe Benefits:	Rate	Base Fringe	Total
<u># 1-5 Core Elements:</u> Project Director (1): April Domine will be responsible for coordination with ODE for the implementation of the grant services provided by BFK to develop PBCS for teachers and principals.	30%	██████████	██████████
<u># 1-5 Core Elements:</u> Project Manager(.5) TBD. Project manager will coordinate all scope of work deliverables across all lines of service within the project and monitor progress on timelines and keep ODE and BFK project Directors informed	30%	██████████	██████████
<u># 1-5 Core Elements:</u> Project Coordinator (.5) TBD Provide administrative assistance to project regarding schedules,meetings, copying, etc.	30%	██████████	██████████
27. Travel	# Trips	\$ per Trip	Total
<u># 1-5 Core Elements:</u> <i>In-State Travel:</i> Project Director will have frequent visits to districts to directly support and monitor implementation of		████	██████████

strategies for PBCS. From office in Columbus to most districts in southeastern Ohio is 60 miles or 120 miles round trip. In addition, will travel to regional ESC's for meetings/trainings hosted in close proximity to participating LEA's			
# 1-5 Core Elements: <i>In-State Travel</i> : Project Manager will periodically visit districts and will need to attend trainings offsite to assist Project Director.	10	█	█
# 1-5 Core Elements: <i>In-State Travel</i> : Project Coordinator will plan, set up and assist with trainings offsite to assist Project Director.	10	█	█
# 1-5 Core Elements: Participating District staff (Highly Effective Teachers and Highly Effective Principals) will attend 2 yearly meetings.		2 meetings yearly	█
28. Equipment:			\$0.00
29. Supplies:			Total
#2-3 Core Elements: Kickoff Session – 1 day Kickoff training session for leadership teams of 5 from every LEA	125 people x █ per person – yearly		█
#2-3 Core Elements: Training - 1 day training quarterly (3 additional days) of leadership teams from all LEA's to continue training and share best practices during development of the PBCS.	125 x 3 days x █ per person -YR1 only		█
# 2-3 Core Elements: Study Books (TBD) – Highly Effective Teachers and Highly Effective Principals.			█
30. Contractual:			
<i>Professional Development and Strategic Consulting around Award.</i>	Timing of Costs		Total
# 5 Core Element: Human Capital Consulting – Strategic Design. (BFK consultants; Todd Hellman and John Hussey).	6.5 Days x █		█
# 5 Core Element: District Support – Award. Technical support to LEA's for data issues related to Award design – BFK consultant.	15 Days x █		\$ █
# 5 Core Element: Consulting- Effective Practices (VA, Diff. Comp., Focus, High school, Formative Assessment, Change Leadership. BFK Consultants (including but not limited to: Dr. Mike Thomas, Diane Stultz, Sandy Ritchie, Mark Hartman.).	5 Days x █		█
Consulting – Identification of Highly Effective Teachers and Principals (Innovative Research Team).	20 Day x █		█

#4 Core Element: Linkage training support for all teachers and principals in LEA to use the system to review and verify their class lists for accuracy.	5 Meetings		██████
<i>Communications</i>	Timing of Costs		Total
#1 Core Element: Plan for effective communicating the components of PBCS. Refer to the Communications Section.			██████
<i>Award – Link</i>	Timing of Costs		Total
#2 Core Element: User fees (Award and Link) – for linking and developing data maps for each LEA with teacher HR and payroll data with student data.			██████
#2 Core Element: Award Model Enhancements			██████
31. Construction:			
32. Other:	Cost of Item	Item Description	Total
# 1-5 Core Elements: Monthly maintenance fees for Cell Phones (3): (Project Director, Project Manager and Program Coordinator) which will be used to communicate with ODE and participating Districts.	\$450.00 Monthly	Cell Phone	██████
# 1-5 Core Elements: Web and Connection Fess –for Conference calls to participating districts; (3) (Project Director, Project Manager and Program Coordinator).		Conference Calls	██████
33. Total Direct Costs:			██████
34. Indirect Cost:			██████
35. Training Stipends			\$0.00
36. Total Costs Budgeted for YEAR 5			██████

TOTAL Battelle for Kids BUDGET: YEARS 1-5	██████
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**Ohio Department of Education: Administration Budget - Year 1 – Planning Year
October 2010 to September 2011**

1. Personnel: The following personnel will be employees of the project.	%FTE	Base Salary	Total
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#1-5 Core Elements: Project Director (1): Maureen Yoder, Assistant Director, will be responsible for the overall leadership and management of the teacher Incentive Fund Grant Project.	100%	██████████	██████████
#1-5 Core Elements: Project Manager-Fiscal (1): Leona Skunza-Keith, Management Analyst Supervisor, will be responsible for the overall fiscal management of the Teacher Incentive Fund Grant Project.	100%	██████████	██████████
2. Fringe Benefits:	Rate	Base Fringe	Total
#1-5 Core Elements: Project Director (1): Maureen Yoder	32.6%	██████████	██████████
#1-5 Core Elements: Project Manager-Fiscal (1): Leona Skunza-Keith	32.6%	██████████	██████████
3. Travel	# Trips	\$ per Trip	Total
#1-5 Core Elements: <i>Teacher Incentive Fund Topical Meeting</i> : Travel expenses for this 1.5 day meeting include average airfare of \$500, in addition to a hotel room of \$200/night for 2 nights, local transportation of \$100, and per diem of \$73.00	1 (1 Project Director) plus 1 other (TBD)	██████████	██████████
#1-5 Core Elements: <i>Teacher Incentive Fund Grantee Meeting</i> : Travel expenses for this 1.5 day meeting include average airfare of \$500, in addition to a hotel room of \$200/night for 2 nights, local transportation of \$100, and per diem of \$73.00	1 (1 Project Director) plus 2 others (TBD)	██████████	██████████
#1-5 Core Elements: <i>In-State Travel</i> : The Project Director and the Project Manager-Fiscal will visit participating school districts to audit yearly expenditures and to provide continued support on an on-going basis. Hotel room/\$80.00 per night (overnight requirements would be no more than 5 per year).	10	██████████	██████████
4. Equipment:			Non-applicable
5. Supplies: All supplies will be provided In-Kind			In-Kind
6. Contractual:	Timing of Costs		Total

#1-5 Core Elements: The ODE plans to contract with (TBD) an external evaluator to conduct the local evaluation, using both qualitative and quantitative data analysis. ODE expects to receive bi-annual evaluation reports and surveys from (TBD).	Bi-Annual		████████
7. Construction:			\$0.00
8. Other:	Cost of Item	Item Description	Total
#1-5 Core Elements: Desktop Computers (2): Two desktop computers will be provided and will supply the needs of 2 employees.	████████ per Qtr.	Desktop Computers including monitors and printers	████████
#1-5 Core Elements: Telephones (2): Two telephones will be provided and will supply the needs of 2 employees.	████████ monthly/2 Staff	Telephones	████████
#1-5 Core Elements: Office Space (2): Two office spaces will be provided and will supply the needs of 2 employees.	████████ monthly/2 Staff	Office Space	████████
9. Total Direct Costs:			████████
10. Indirect Cost: Indirect Cost Rate is 10.9% , which is based on total payroll ██████████			████████
11. Training Stipends			████████
12. Total Costs Budgeted for YEAR 1			████████

**Ohio Department of Education Administration Budget - Year 2
October 2011 to September 2012**

1. Personnel: <i>The following personnel will be employees of the project.</i>	%FTE	Base Salary	Total
#1-5 Core Elements: Project Director (1): Maureen Yoder, Assistant Director, will be responsible for the overall leadership and management of the teacher Incentive Fund Grant Project.	100%	████████	████████
#1-5 Core Elements: Project Manager-Fiscal (1): Leona Skunza-Keith, Management Analyst Supervisor, will be responsible for the overall	100%	████████	████████

fiscal management of the Teacher Incentive Fund Grant Project.			
2. Fringe Benefits:	Rate	Base Fringe	Total
#1-5 Core Elements: Project Director (1): Maureen Yoder	32.6%	██████████	██████████
#1-5 Core Elements: Project Manager-Fiscal (1): Leona Skunza-Keith	32.6%	██████████	██████████
3. Travel	# Trips	\$ per Trip	Total
#1-5 Core Elements: <i>Teacher Incentive Fund Topical Meeting</i> : Travel expenses for this 1.5 day meeting include average airfare of ██████ in addition to a hotel room of ██████/night for 2 nights, local transportation of ██████, and per diem of ██████	1 (1 Project Director) plus 1 other (TBD)	██████████	██████████
#1-5 Core Elements: <i>Teacher Incentive Fund Grantee Meeting</i> : Travel expenses for this 1.5 day meeting include average airfare of ██████ in addition to a hotel room of ██████ night for 2 nights, local transportation of ██████, and per diem of ██████	1 (1 Project Director) plus 2 others (TBD)	██████████	██████████
#1-5 Core Elements: <i>In-State Travel</i> : The Project Director and the Project Manager-Fiscal will visit participating school districts to audit yearly expenditures and to provide continued support on an on-going basis. Hotel room ██████ per night (overnight requirements would be no more than 5 per year).	10	██████████	██████████
4. Equipment:			Non-applicable
5. Supplies: All supplies will be provided In-Kind			In-Kind
6. Contractual:	Timing of Costs		Total
#1-5 Core Elements: The ODE plans to contract with (TBD) an external evaluator to conduct the local evaluation, using both qualitative and quantitative data analysis. ODE expects to receive bi-annual evaluation reports and surveys from (TBD).	Bi-Annual		██████████
7. Construction:			\$0.00
8. Other:	Cost of Item	Item Description	Total

#1-5 Core Elements: Desktop Computers (2): Two desktop computers will be provided and will supply the needs of 2 employees.	██████████ per Qtr.	Desktop Computers including monitors and printers	██████████
#1-5 Core Elements: Telephones (2): Two telephones will be provided and will supply the needs of 2 employees.	██████████ monthly/2 Staff	Telephones	██████████
#1-5 Core Elements: Office Space (2): Two office spaces will be provided and will supply the needs of 2 employees.	██████████ monthly/2 Staff	Office Space	██████████
9. Total Direct Costs:			██████████
10. Indirect Cost: Indirect Cost Rate is 10.9% , which is based on total payroll (██████████)			██████████
11. Training Stipends			\$0.00
12. Total Costs Budgeted for YEAR 2			██████████

**Ohio Department of Education Administration Budget - Year 3
October 2012 to September 2013**

1. Personnel: <i>The following personnel will be employees of the project.</i>	%FTE	Base Salary	Total
#1-5 Core Elements: Project Director (1): Maureen Yoder, Assistant Director, will be responsible for the overall leadership and management of the teacher Incentive Fund Grant Project.	100%	██████████	██████████
#1-5 Core Elements: Project Manager-Fiscal (1): Leona Skunza-Keith, Management Analyst Supervisor, will be responsible for the overall fiscal management of the Teacher Incentive Fund Grant Project.	100%	██████████	██████████
2. Fringe Benefits:	Rate	Base Fringe	Total
#1-5 Core Elements: Project Director (1): Maureen Yoder	32.6%	██████████	██████████
#1-5 Core Elements: Project Manager-Fiscal (1): Leona Skunza-Keith	32.6%	██████████	██████████

3. Travel	# Trips	\$ per Trip	Total
#1-5 Core Elements: <i>Teacher Incentive Fund Topical Meeting</i> : Travel expenses for this 1.5 day meeting include average airfare of [REDACTED] in addition to a hotel room of [REDACTED]/night for 2 nights, local transportation of [REDACTED], and per diem of \$ [REDACTED]	1 (1 Project Director) plus 1 other (TBD)	[REDACTED]	[REDACTED]
#1-5 Core Elements: <i>Teacher Incentive Fund Grantee Meeting</i> : Travel expenses for this 1.5 day meeting include average airfare of [REDACTED] in addition to a hotel room of [REDACTED]/night for 2 nights, local transportation of \$100, and per diem of \$ [REDACTED]	1 (1 Project Director) plus 2 others (TBD)	[REDACTED]	[REDACTED]
#1-5 Core Elements: <i>In-State Travel</i> : The Project Director and the Project Manager-Fiscal will visit participating school districts to audit yearly expenditures and to provide continued support on an on-going basis. Hotel room [REDACTED] per night (overnight requirements would be no more than 5 per year).	10	[REDACTED]	[REDACTED]
4. Equipment:			Non-applicable
5. Supplies: All supplies will be provided In-Kind			In-Kind
6. Contractual:	Timing of Costs		Total
#1-5 Core Elements: The ODE plans to contract with (TBD) an external evaluator to conduct the local evaluation, using both qualitative and quantitative data analysis. ODE expects to receive bi-annual evaluation reports and surveys from (TBD).	Bi-Annual		[REDACTED]
7. Construction:			\$0.00
8. Other:	Cost of Item	Item Description	Total
#1-5 Core Elements: Desktop Computers (2): Two desktop computers will be provided and will supply the needs of 2 employees.	[REDACTED] per Qtr.	Desktop Computers including monitors and printers	[REDACTED]
#1-5 Core Elements: Telephones (2): Two telephones will be provided and will supply the needs of 2 employees.	[REDACTED] monthly/2 Staff	Telephones	[REDACTED]
#1-5 Core Elements: Office Space (2): Two	[REDACTED]	Office Space	[REDACTED]

office spaces will be provided and will supply the needs of 2 employees.	monthly/2 Staff		
9. Total Direct Costs:			██████████
10. Indirect Cost: Indirect Cost Rate is 10.9% , which is based on total payroll (██████████)			██████████
11. Training Stipends			\$0.00
12. Total Costs Budgeted for YEAR 3			██████████

**Ohio Department of Education Administration Budget - Year 4
October 2013 to September 2014**

1. Personnel: <i>The following personnel will be employees of the project.</i>	%FTE	Base Salary	Total
<u>#1-5 Core Elements:</u> Project Director (1): Maureen Yoder, Assistant Director, will be responsible for the overall leadership and management of the teacher Incentive Fund Grant Project.	100%	██████████	██████████
<u>#1-5 Core Elements:</u> Project Manager-Fiscal (1): Leona Skunza-Keith, Management Analyst Supervisor, will be responsible for the overall fiscal management of the Teacher Incentive Fund Grant Project.	100%	██████████	██████████
2. Fringe Benefits:	Rate	Base Fringe	Total
<u>#1-5 Core Elements:</u> Project Director (1): Maureen Yoder	32.6%	\$ ██████████	██████████
Project Manager-Fiscal (1): Leona Skunza-Keith	32.6%	██████████	██████████
3. Travel	# Trips	\$ per Trip	Total
<u>#1-5 Core Elements:</u> <i>Teacher Incentive Fund Topical Meeting:</i> Travel expenses for this 1.5 day meeting include average airfare of ██████████ in addition to a hotel room of ██████████/night for 2 nights, local transportation of \$ ██████████, and per diem of \$ ██████████	1 (1 Project Director) plus 1 other (TBD)	██████████	██████████
<u>#1-5 Core Elements:</u> <i>Teacher Incentive Fund Grantee Meeting:</i> Travel expenses for this 1.5	1 (1 Project	██████████	██████████

day meeting include average airfare of \$500, in addition to a hotel room of \$200/night for 2 nights, local transportation of \$100, and per diem of \$73.00	Director) plus 2 others (TBD)		
#1-5 Core Elements: <i>In-State Travel</i> : The Project Director and the Project Manager-Fiscal will visit participating school districts to audit yearly expenditures and to provide continued support on an on-going basis. Hotel room [REDACTED] per night (overnight requirements would be no more than 5 per year).	10	[REDACTED]	[REDACTED]
4. Equipment:			Non-applicable
5. Supplies: All supplies will be provided In-Kind			In-Kind
6. Contractual:		Timing of Costs	Total
#1-5 Core Elements: The ODE plans to contract with (TBD) an external evaluator to conduct the local evaluation, using both qualitative and quantitative data analysis. ODE expects to receive bi-annual evaluation reports and surveys from (TBD).		Bi-Annual	[REDACTED]
7. Construction:			\$0.00
8. Other:	Cost of Item	Item Description	Total
#1-5 Core Elements: Desktop Computers (2): Two desktop computers will be provided and will supply the needs of 2 employees.	[REDACTED] per Qtr.	Desktop Computers including monitors and printers	[REDACTED]
#1-5 Core Elements: Telephones (2): Two telephones will be provided and will supply the needs of 2 employees.	[REDACTED] monthly/2 Staff	Telephones	[REDACTED]
#1-5 Core Elements: Office Space (2): Two office spaces will be provided and will supply the needs of 2 employees.	[REDACTED] monthly/2 Staff	Office Space	[REDACTED]
9. Total Direct Costs:			[REDACTED]
10. Indirect Cost: Indirect Cost Rate is 10.9% , which is based on total payroll [REDACTED]			[REDACTED]
11. Training Stipends			\$0.00

12. Total Costs Budgeted for YEAR 4		████████
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**Ohio Department of Education Administration Budget - Year 5
October 2014 to September 2015**

1. Personnel: <i>The following personnel will be employees of the project.</i>	%FTE	Base Salary	Total
Project Director (1): Maureen Yoder, Assistant Director, will be responsible for the overall leadership and management of the teacher Incentive Fund Grant Project.	100%	████████	████████
Project Manager-Fiscal (1): Leona Skunza-Keith, Management Analyst Supervisor, will be responsible for the overall fiscal management of the Teacher Incentive Fund Grant Project Forms.	100%	████████	████████
2. Fringe Benefits:	Rate	Base Fringe	Total
Project Director (1): Maureen Yoder	32.6%	████████	████████
Project Manager-Fiscal (1): Leona Skunza-Keith	32.6%	████████	████████
3. Travel	# Trips	\$ per Trip	Total
<i>Teacher Incentive Fund Topical Meeting:</i> Travel expenses for this 1.5 day meeting include average airfare of ██████ in addition to a hotel room of ██████/night for 2 nights, local transportation of ██████ and per diem of ██████	1 (1 Project Director) plus 1 other (TBD)	████████	████████
<i>Teacher Incentive Fund Grantee Meeting:</i> Travel expenses for this 1.5 day meeting include average airfare of ██████ in addition to a hotel room of ██████ night for 2 nights, local transportation of ██████ and per diem of ██████	1 (1 Project Director) plus 2 others (TBD)	████████	████████
<i>In-State Travel:</i> The Project Director and the Project Manager-Fiscal will visit participating school districts to audit yearly expenditures and to provide continued support on an on-going basis. Hotel room ██████ per night (overnight requirements would be no more than 5 per year).	10	████████	████████

4. Equipment:		Non-applicable
5. Supplies: All supplies will be provided In-Kind		In-Kind
6. Contractual:	Timing of Costs	Total
The ODE plans to contract with (TBD) an external evaluator to conduct the local evaluation, using both qualitative and quantitative data analysis. ODE expects to receive bi-annual evaluation reports and surveys from (TBD).	Bi-Annual	██████████
7. Construction:		\$0.00
8. Other:	Cost of Item	Item Description
Desktop Computers (2): Two desktop computers will be provided and will supply the needs of 2 employees.	██████████ per Qtr.	Desktop Computers including monitors and printers
Telephones (2): Two telephones will be provided and will supply the needs of 2 retained employees.	██████████ monthly/2 Staff	Telephones
Office Space (2): Two office spaces will be provided and will supply the needs of 2 employees.	██████████ monthly/2 Staff	Office Space
9. Total Direct Costs:		██████████
10. Indirect Cost: Indirect Cost Rate is 10.9% , which is based on total payroll (██████████)		██████████
11. Training Stipends		\$0.00
12. Total Costs Budgeted for YEAR 5		██████████

TOTAL Ohio Department of Education BUDGET: YEARS 1-5	██████████
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TOTAL AMOUNT ALL BUDGETS: YEARS 1-5	██████████
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Section A – Budget Summary
 U.S. Department of Education Funds
 OTIF State Budget

The following tables summarize all five years of the Ohio Department of Education Budget.

Districts Incentives Budget Summary

Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel	\$0.00	████████	████████	████████	████████
Fringe Benefits	\$0.00	████████	████████	████████	████████
Travel	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Equipment	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Supplies	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Contractual	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Indirect Costs	\$0.00	████████	████████	████████	████████
Training Stipends	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Total Costs	\$0.00	████████	████████	████████	████████

Districts Budget Summary

Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel	████████	████████	████████	████████	████████
Fringe Benefits	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Travel	████████	████████	████████	████████	████████
Equipment	████████	\$0.00	\$0.00	\$0.00	\$0.00
Supplies	████████	████████	████████	████████	████████
Contractual	████████	████████	████████	████████	████████
Construction	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Other	████████	████████	████████	████████	████████
Total Indirect Costs	████████	████████	████████	████████	████████

BFK Budget Summary

Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel					
Fringe Benefits					
Travel					
Equipment					
Supplies					
Contractual					
Construction					
Other					
Total Indirect Costs					
Training Stipends					
Total Costs					
Training Stipends					
Total Costs					

ODE Budget Summary

Categories	Year 1	Year 2	Year 3	Year 4	Year 5
Personnel					
Fringe Benefits					
Travel					
Equipment					
Supplies					
Contractual					
Construction					
Other					
Total Indirect Costs					
Training Stipends					
Total Costs					

OH-TIF Budget Narrat

TOTAL AMOUNT YEARS 1-5	
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Budget Summary all Five Years

	YR1	YR2	YR3	YR4	YR5	Total
ODE						
BFK						
Districts						
Incentive						
Total Districts w/ Incentives						
Totals						