

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 # S385A100103

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:
	NA

State Use Only:

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

8. APPLICANT INFORMATION:

* a. Legal Name: Safford Unified School District #1

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

d. Address:

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

e. Organizational Unit:

Department Name:	Division Name:

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

Prefix:	Mr.	* First Name:	Henry
Middle Name:	M		

* Last Name: Dunkerson

Suffix:

Title: Director of Instructional Services

Organizational Affiliation:

* Telephone Number:

[REDACTED]

Fax Number:

[REDACTED]

* Email:

[REDACTED]

Application for Federal Assistance SF-424

Version 02

9. Type of Applicant 1: Select Applicant Type:

G: Independent School District

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-052110-001

Title:

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

13. Competition Identification Number:

Title:

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

The city of Safford, Graham County in the state of Arizona

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

Effective Teachers and Principals Program (ETAPP) - ensuring effective instruction for students in Safford Unified Schools through a differentiated performance based compensation system centered on student achievement.

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: 1

* b. Program/Project: 1

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

Attachment:

Title :

File :

17. Proposed Project:

* a. Start Date: 7/1/2010

* b. End Date: 6/30/2015

18. Estimated Funding (\$):

a. Federal	████████
b. Applicant	\$ 0
c. State	\$ 0
d. Local	\$ 0
e. Other	\$ 0
f. Program Income	\$ 0
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: Mark
Middle Name: R
* Last Name: Tregaskes
Suffix: Ph.D

Title: Superintendent

* 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.



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

OMB Control Number: 1894-0008

Expiration Date: 02/28/2011

Name of Institution/Organization:
 Safford Unified School District #1

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

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

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

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

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

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

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

Period Covered by the Indirect Cost Rate Agreement: From: 7/1/2010 To: 6/30/2011 (mm/dd/yyyy)

Approving Federal agency: ED Other (please specify): _____ The Indirect Cost Rate is 0.85%

(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:
 Safford Unified School District #1

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

SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS

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

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Standard Form 424B (Rev.7-97)

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

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

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

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

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

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

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

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

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

Signature of Authorized Certifying Representative:

Name of Authorized Certifying Representative: Mark R. Tregaskes

Title: Superintendent

Date Submitted: 06/15/2010

Disclosure of Lobbying Activities

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

1. Type of Federal Action: <input type="checkbox"/> Contract <input type="checkbox"/> Grant <input type="checkbox"/> Cooperative Agreement <input type="checkbox"/> Loan <input type="checkbox"/> Loan Guarantee <input type="checkbox"/> Loan Insurance	2. Status of Federal Action: <input type="checkbox"/> Bid/Offer/Application <input type="checkbox"/> Initial Award <input type="checkbox"/> Post-Award	3. Report Type: <input type="checkbox"/> Initial Filing <input type="checkbox"/> Material Change For Material Change only: Year: 0Quarter: 0 Date of Last Report:
4. Name and Address of Reporting Entity: <input type="checkbox"/> Prime <input type="checkbox"/> Subawardee Tier, if known: 0 Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	5. If Reporting Entity in No. 4 is a Subawardee, Enter Name and Address of Prime: Name: Address: City: State: Zip Code + 4: - Congressional District, if known:	
6. Federal Department/Agency: N/A	7. Federal Program Name/Description: N/A CFDA Number, if applicable:	
8. Federal Action Number, if known: N/A	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: Henry Dunkerson Title: Director of Instructional Services Applicant: Safford Unified School District #1 Date: 07/05/2010	
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

Safford Unified School District #1

PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE
--

Prefix: Dr.	First Name: Mark	Middle Name: R
Last Name: Tregaskes	Suffix: PhD	
Title: Superintendent		

Signature: _____	Date: 06/15/2010
------------------	------------------

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 : Equal Access Attachment

File : C:\fakepath\Equal Access Attachment.doc

The Safford Unified District does not discriminate on the basis of gender, race, national origin, color, disability, or age. All teachers, principals and students will have equitable access and/or participation in this federally funded grant. Special Education will be closely monitored at the district level through our Special Education Coordinator. She will ensure all students with disabilities receive equitable access. Similarly, students who qualify for Section 504 will be monitored at the district level. These students will be monitored through the Director of Instructional Services office. Principals will monitor their own sites to ensure teachers and students of gender, race, national origin, color and age are all receiving equitable access and/or participation in grant funding.

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

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:
Mr. Henry M Dunkerson

Address:

* Street1: [REDACTED]
Street2:
* City: [REDACTED]
County: [REDACTED]
* State: AZ* 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: **ETAPP Abstract** Pages: **1** Uploaded File: **ETAPP Abstract.doc**

Abstract

Safford Unified School District #1

Effective Teachers and Principals Program (ETAPP)

It is the intent of Safford Unified School District to apply for the **Main** competition of the Teacher Incentive Fund grant. This will be the first year Safford Unified School District has applied for this grant funding (Priority 6). The goals of the Effective Teachers and Principals Program (ETAPP) are to increase student achievement in core content areas, improving upon our performance based compensation system, recruiting and retaining effective teachers and principals in our high needs schools, and developing a more comprehensive staff development approach which focuses on individual student achievement data.

Project Narrative

Application Narrative

Attachment 1:

Title: **ETAPP Project Narrative** Pages: **30** Uploaded File: **ETAPP Project Narrative.doc**

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Project Narrative

Need for the Project (10 points)

Safford Unified School District (SUSD) is located in Graham County, in which 24 percent of children ages 0-17 live in poverty as reported on the U.S. Dept. of Agriculture Economic Research Service 2008 website (see attachments). It is the largest public school district in the county with almost 3,200 students in six schools; three kindergarten through sixth grade elementary schools (one school with pre-kindergarten), one middle school grades 7 and 8, and two high schools, one of those being an alternative school. SUSD serves a diverse student population, forty-four percent Hispanic and fifty-two percent white being the two largest ethnic groups.

Arizona ranks 49th in per pupil spending according to the U.S. Census Bureau (Public Education Finances 2008, June 2010). This means SUSD receives nearly [REDACTED] less per pupil than the U.S. average. With this limited spending amount it is difficult to meet the individual needs of students in all of Arizona's schools especially in rural districts such as SUSD. The average salary for public school teachers in 2008–09 was [REDACTED] (<http://nces.ed.gov/programs/digest/d09/#top>); while the average teacher's salary in SUSD is [REDACTED] almost [REDACTED] less than the average. This information was utilized when setting the compensation amount discussed later in Project Design.

Another factor contributing to the difficulty of SUSD's ability to recruit and retain highly qualified effective teachers is fewer candidates are choosing to complete an education program through Northern Arizona University, offered at the local junior college. This forces the Local Education Agency (LEA) to look elsewhere for potential candidates. Over the past three years the LEA has recruited nine teachers from Michigan and three from the Philippines.

This has brought some success; however, many of the teachers from Michigan plan to return home should positions become available in the future. There are no longer any teachers from the Philippines working for the district. Unfortunately they struggled with a limited sense of community because of the differences in culture.

One drawback of being in a rural area is having a large enough job base to provide work opportunities for spouses of the teachers we employ. Our rural area has limited social activities for single teachers and lacks many amenities found in larger cities as well. The nearest large cities are Tucson and Phoenix, being 2 and 3 hours away from Safford. It is difficult to find highly qualified effective teachers who desire to move to a rural area to live and work.

SUSD replaces an average of 15% of the teaching staff each year, most of these being newer teachers. The LEA has had a very difficult time filling hard-to-staff positions in special education, kindergarten and music. In the past four years three special education positions have been filled with long-term substitutes. This has caused some parents to question if their children are being provided a quality education. Of the few highly qualified candidates who have applied, most lacked the skills necessary to be effective. As a first time applicant (**Priority 6**), the LEA will use TIF funds to hire and retain both highly qualified effective teachers in areas of need.

This application will include all six of the LEAs schools based upon the percentage of students receiving free and reduced meals and the difficulty of hiring and retaining highly qualified effective teachers. The chart below lists the free and reduced percentages for each school site. This information comes from the National School Lunch Program (NSLP), October 2009. The March NSLP report will not be released until the end of July.

SUSD Schools	Free	Reduced	Paid	Free/Reduced Percent
Dorothy Stinson School (Pre-K-6)	377	73	203	68.91%
Lafe Nelson School (K-6)	354	70	140	75.18%
Ruth Powell School (K-6)	311	65	237	61.34%
Safford Middle School (7-8)	233	50	178	61.39%
Safford High School	273	61	443	42.99%
Mt. Graham High School	76	10	155	35.68%

In preparation for applying for this grant, district administration explored the reasons behind our high schools having lower percentages than our elementary and middle schools. What the exploration revealed is high school students do not return applications for free and reduced meals like their younger peers and are keenly aware of possible stigma attachment. Knowing SUSD wanted accurate data, the high school teachers, with administrative support, implemented a plan to encourage the return of free and reduced meal applications. Below are updated figures (May 2010) from the SUSD Food Service Director. Note: Mt. Graham High School is an alternative school. The population fluctuates greatly because students graduate once they receive enough credits. Due to the student population served, a number of drop-outs added to the fluctuating numbers.

SUSD Schools	Free	Reduced	Paid	Free/Reduced %
Dorothy Stinson School (Pre-K-6)	388	68	211	68.26%
Lafe Nelson School (K-6)	357	61	134	75.72%
Ruth Powell School (K-6)	323	69	219	64.15%
Safford Middle School (7-8)	225	48	178	62.18%
Safford High School	268	90	443	49.24%
Mt. Graham High School	39	9	84	57.14%

The LEAs three K-6 schools feed into our middle school and our middle school is one of the feeder schools for both high schools. Free and reduced numbers are influenced by students from Solomon Elementary School, a K-8 school outside of our district that feeds our high schools as well. Solomon's free and reduced percentage is 63.54%. The NSLP Oct. 2009 report can be found in the attachments with both Safford and Solomon highlighted.

To help provide focus on the needs of our schools, the following charts have been created. Chart 1 indicates teacher effectiveness scores on the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment in our three K-6 schools. Chart 2 represents the percent of students not meeting the standard on Arizona's Instrument to Measure Standards (AIMS) 2009 (scores for 2010 embargoed at time of application).

Chart 1 DIBELS

Grade Level	Average Effectiveness Score
Kindergarten	91%
First Grade	64%
Second Grade	69%
Third Grade	63%

Chart 2 AIMS

Grade Level	Percent not meeting Standard	
	Reading	Math
Third Grade	23%	25%
Fourth Grade	27%	28%
Fifth Grade	19%	20%
Sixth Grade	25%	27%
Seventh Grade	19%	20%
Eighth Grade	28%	34%
Tenth Grade	23%	26%

As seen in Chart 1, Kindergarten teachers are having the greatest effect on student achievement. All other grade levels fall below a 70% effectiveness score. Chart 2 indicates on average 23% of SUSD students are not meeting the standard in reading and 26% are not meeting the standard in math. This is alarming as all students must meet or exceed the standard by 2014 per No Child Left Behind (Elementary and Secondary Education Act).

When measuring our self alongside comparable LEAs, SUSD looks to our neighboring district, Thatcher Unified School District. Our LEA intermittently loses students to Thatcher. The students typically lost are higher achieving students. Some parents have chosen to move their children because Thatcher is slightly smaller than SUSD and they believe their children will receive more individual attention. Others have moved because Thatcher schools outperform SUSD schools as documented by AZ Learns Achievement Profiles based on AIMS. All of Thatcher schools are rated as Highly Performing while their middle school has achieved Excelling status; Excelling being the highest rating. All of our K-6 schools and one high school are rated as Performing Plus. Our alternative school is rated Performing while our middle school received Highly Performing status based on AZ Learns Achievement Profiles, 2009 (results for 2010 embargoed until July 21).

Thatcher Unified School District	AZ Learns Achievement Profiles	Safford Unified School District	AZ Learns Achievement Profiles
Jack Daley Primary	Highly Performing	Dorothy Stinson School K-6	Performing Plus
Thatcher Elementary	Highly Performing	Lafe Nelson School K-6	Performing Plus
		Ruth Powell School K-6	Performing Plus
Thatcher Middle School	Excelling	Safford Middle School	Highly Performing
Thatcher High School	Highly Performing	Safford High School	Performing Plus
		Mt. Graham High School	Performing

For the purpose of this grant “comparable” is defined as an LEA in close proximity (rural) with approximately the same demographics as SUSD. As Thatcher borders Safford, our demographics are close to the same with our Hispanic population being slightly higher. Thatcher resides in Graham County just as SUSD does.

Project Design (60 points)

The TIF grant will enable SUSD to meet **Absolute Priority 1** by improving upon our current Performance Based Compensation System (PBCS). The current PBCS, known as Career Ladder, is a state initiated program. In February 2010, the Arizona Superior Court ruled Career Ladder unconstitutional because it would not allow LEAs to join who did not participate at the inception of the program. At best, funding may be allocated for the 2010-11 school year. Career Ladder is no longer a viable resource to use for our PBCS.

Currently through Career Ladder, SUSD offers addenda to one hundred fifty-five teachers in the LEA. Using TIF funding the LEA will design an improved Career Ladder program entitled Effective Teachers And Principals Program (ETAPP). This will allow the LEA to increase teacher participation and for the first time, include principals in the compensation system. ETAPP will contain the most critical and successful pieces of Career Ladder; a focus on student achievement, higher level leadership responsibilities, performance evaluation, analysis of student assessment data, collaboration with peers, and professional growth.

Student achievement will be tracked through the use of formative, benchmark, criterion-referenced and norm-referenced assessments. Each grade level/core content area has designed formative assessments to cover AZ State Standards that have been identified as essential for mastery by students. SUSD utilizes Assessment Technology Incorporated (ATI) Galileo for creating valid and reliable benchmarks that assess essential standards and are administered quarterly. Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Arizona's Instrument to Measure Standards (AIMS), Arizona's Instrument to Measure Standards-Alternate (AIMS-A) and Stanford Achievement Test (SAT) 10 will be used to validate and measure student growth. DIBELS, a state mandated norm-referenced assessment, measures a student's acquisition of

critical reading skills in grades K-3. DIBELS will be administered quarterly. AIMS and AIMS-A (criterion-referenced) and SAT 10 (norm-referenced) are state mandated assessments. AIMS is given in grades 3 - 8 and 10 (grades 11 and 12 for those who have not met the standard) while SAT 10 is administered in grades 2 and 9. AIMS-A is administered to self-contained special education students who do not qualify to take AIMS. These three are administered yearly. Data driven decisions will be made by utilizing information obtained from all of these assessments. Teachers in grade levels and content areas outside of DIBELS, AIMS, and AIMS-A will use district benchmarks and/or performance based assessments as their measure of student growth.

A variety of higher level leadership responsibilities will be offered through ETAPP. Some teachers may choose to become peer coaches, mentors, staff development trainers or action researchers to name a few. Documentation in the form of coaching logs, mentor logs, evaluations from attendees at staff development opportunities or research reports will be required to verify the completion of higher level leadership activities. TIF funds will be used to provide stipends for these leadership opportunities. Teachers will need to meet the ETAPP Leadership Criteria before being considered for a leadership position. The Leadership Criteria is included in the attachments.

SUSD has a transparent and fair teacher evaluation system in place which includes a noteworthy portion based upon student achievement. Every item on the evaluation instrument has a descriptor detailing what observable traits the administrator is looking to verify. The descriptor includes a frequency rubric for scoring points. Each teacher will receive two formal evaluations and several walk-through observations completed by his/her principal. All principals have received state mandated evaluator training. Principals review the instrument yearly with all teachers while new teachers receive evaluation instrument instruction by the Career Ladder

Coordinator. Under ETAPP, principals will attend an inter-rater reliability workshop using the detailed descriptors for the teacher evaluation instrument. An increase in inter-rater reliability will further develop teacher and principal effectiveness.

The SUSD teacher evaluation instrument would benefit from strengthening the area of rigor. Administration has discussed ways to improve the instrument; however the discussion was put on hold due to notification from the Arizona Superintendent of Public Instruction about a change in legislative and school board rules. The Arizona State Board of Education will be adopting a model framework for a teacher and principal evaluation instrument that includes quantitative data on student academic progress that accounts for between 33% and 50% of the evaluation outcomes and best practices for professional development and evaluator training. With this new guidance coming forth, it is best to see what this framework entails before proceeding with revamping our current evaluation instrument.

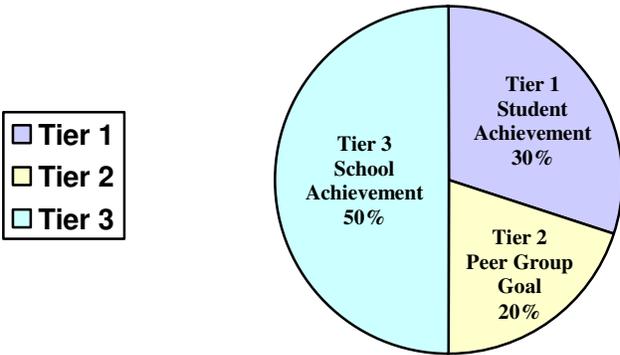
The teacher portion of ETAPP will consist of three tiers. Tier 1, worth 30%, will consist of an observation-based teacher evaluation and individual student achievement data from a teacher's classroom. This will measure a teacher's direct impact on his/her students. The evaluation instrument takes into account instructional planning, effective teaching strategies, and student achievement. Tier 1 will take into account the level at which a student enters the teacher's classroom and the level reached upon exiting at the end of the year. The assessments mentioned previously will be used to measure student growth.

Tier 2, worth 20%, will be "peer groups" made up of grade level peers, content area peers, or a team of peers. These peer groups will come together near the beginning of each year and formulate a peer group goal based on an area of student need as determined by the AIMS test. *For example: while researching AIMS scores the peer group discovered that students in*

math scored low on algebraic equations. Each member of the peer group could decide to focus on some type of algebraic equation in a lesson during each week. If the peer group does not have a math teacher as a member, then collaboration time with a math teacher will also be part of their goal. Time will be given to discussing the problem and solutions so that students will be able to master the concept. The goal will include an evaluation component at the end of the agreed upon time frame to measure student growth. Collaborative meetings will be held to review student assessment data; track progress, design curriculum to address students' needs, and plan lessons accordingly.

Tier 3, worth 50%, will be based upon student achievement data for the whole school. This information will be provided by the state in the form of a school label (achievement profile). Schools must maintain or improve their school label in order to receive this compensation. Once schools receive an Excelling label participants will earn the full 50% compensation as Excelling is the highest rating possible and it is based on student achievement. Schools then must maintain the Excelling label to continue to receive the full 50%.

SUSD believes a three tiered approach will greatly increase the effectiveness of teachers as they collaborate together to focus on student achievement, thus improving outcomes for not only students in their own classrooms, but all students in their schools.



The LEA has given significant consideration to the amount of compensation needed to assure sustainable change in teacher behavior that will increase student achievement. Our current PBCS has proven to be effective; however it is a ladder approach. Teachers must work their way up the ladder regardless of their effectiveness with students. For example a teacher on Step One of the ladder may have students who have shown significant growth but because she is on Step One she can only receive [REDACTED] in compensation. Through the TIF grant, ETAPP will eliminate the ladder approach creating a level playing field for all teachers.

Another concern about the current PBCS that ETAPP will address is teachers making an impact on student achievement outside of their own classrooms. Even though there is a collaborative component in our current program, teachers have not had enough compensation, extrinsic or intrinsic, to truly share effective teaching strategies that can make a profound impact in another peer’s classroom. Together, the three-tiered approach and the additional compensation will fully address this area of concern.

Therefore, based on past experience with a PBCS and research on Amphitheater Public Schools “Project EXCELL!” and salary averages for the U.S., ETAPP will establish a compensation amount of [REDACTED] for teachers having the greatest effect on student achievement

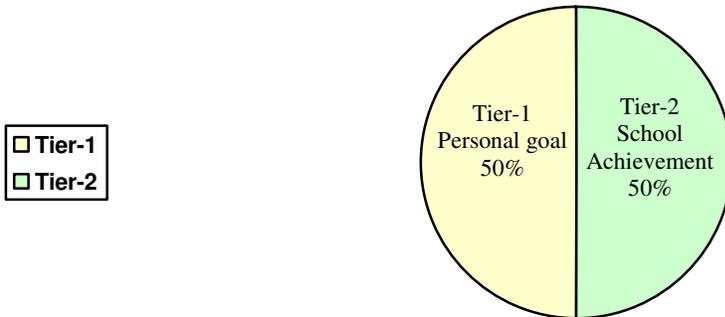
and involved in leadership activities. An average compensation of ██████ which is slightly above the current PBCS, is planned. Documentation for each Tier will be required for compensation to be received. Performance based documentation will be permitted for teachers of the fine arts and physical education.

PBCS for Teachers	Documentation for Compensation
Tier 1 Student Achievement	Teacher evaluation results, individual student data from district benchmarks, DIBELS, AIMS, AIMS-A, and performance based assessments.
Tier 2 Peer Group Goal	Individual student data from formative assessments, district benchmarks, AIMS, AIMS-A, and performance based assessments.
Tier 3 School Achievement	AZ Learns Achievement Profile
Leadership Activities	Meeting logs/minutes, research report and/or staff development evaluations from attendees.

Principals participating in ETAPP will be using a two-tiered approach. Tier 1, worth 50%, will be a personal goal based on student achievement. Principals will use teacher evaluation data and student achievement data to generate a personal goal. Student achievement data will come from district benchmarks, DIBELS, AIMS and AIMS-A assessments. Principals may choose to set a goal with a specific teacher, a class, or a group of students. For example: a principal may choose to set-up an after school program where he/she works with students. Another example would be working closely with a struggling teacher to model effective instructional strategies. Documentation of student achievement due to direct intervention with the teacher would be kept and submitted to receive compensation.

Tier 2, worth 50%, will be based upon student achievement data for the whole school. This information will be provided by the state in the form of a school label (achievement profile). All schools included in the TIF grant are labeled as Performing or higher. In order for

schools to receive compensation they must maintain their current label or improve it. The full 50% can be obtained if the school reaches the Excelling label.



As this is the first time a PBCS has been offered to principals, much deliberation was given to this component. The principals are assessed yearly by a formal evaluation instrument; however it lacks a student achievement component. Once ETAPP is in place and the state releases its model framework, the LEA will establish a student achievement component as part of the principal's evaluation instrument (Dec. 2010). Student achievement will be based on district benchmarks, DIBELS, AIMS, and AIMS-A scores. Consideration was given to the compensation amounts that were substantial enough to encourage sustainable change in principals' behaviors in order to improve student achievement. Without previous experience with a PBCS for principals it was decided to set compensation amounts similar to teachers'. A cap of [REDACTED] was chosen for principals with an average of [REDACTED]. Principal effectiveness will be based on a rigorous, transparent, and fair evaluation instrument completed by the superintendent twice per year. Principal effectiveness also includes the achievement of a personal goal and an acceptable or improved school label (achievement profile) which are both based on student achievement. It will also include a leadership component. Documentation for

compensation will include principal evaluation results, individual student data from district benchmarks, DIBELS, AIMS, AIMS-A, and/or performance based assessments.

PBCS for Principals	Documentation for Compensation
Tier 1 Student Achievement	Principal evaluation results, individual student data from district benchmarks, DIBELS, AIMS, AIMS-A, and performance based assessments.
Tier 2 School Achievement	AZ Learns Achievement Profile
Leadership Activities	Meeting logs/minutes, research report and/or staff development evaluations from attendees.

ETAPP will put into place a differentiated effectiveness compensation payment scale for both teachers and principals. The following charts outline the compensation plan for teachers and principals. Teachers participating in Tiers 1-3 are eligible to receive compensation up to [REDACTED]. An additional [REDACTED] will be available to teachers filling leadership roles such as: peer coach, mentor, staff development trainer and/or action researcher. ETAPP Leadership Criteria must be met before being considered for a leadership position. All participating teachers **must first receive** an evaluation instrument rating in the Meets or Exceeds range to be considered for ETAPP compensation.

Tier 1 - 30% Student Achievement

Compensation	Student Achievement	Measure of growth	Definitions/Clarifications
[REDACTED]	100% All Students	Students improve on district benchmark, AIMS, AIMS-A, DIBELS, Performance based.	“Improve” is defined as: <ul style="list-style-type: none"> • moving categories on FAME Scale (AIMS) • percent of students in Meets and Exceeds (Benchmarks, AIMS) • DIBELS
[REDACTED]	90-99% of all students	Students improve on district benchmark, AIMS, AIMS-A, DIBELS, Performance based.	

■	75-89% of all students	Students improve on district benchmark, AIMS, AIMS-A, DIBELS, Performance based.	<p>Effectiveness score</p> <ul style="list-style-type: none"> • Year's growth scale score plus 10 (DIBELS, AIMS) • Performance label of Excellent <p>All students - in class attendance 85% of time, during direct instruction of content (i.e.: not pulled for SPED during content instruction)</p>
■	40-74% of all students	Students improve on district benchmark, AIMS, AIMS-A, DIBELS, Performance based.	

Tier 2 - 20% Peer Goal (goal set in content area to address student need as verified by AIMS)

Compensation	Student Achievement	Definitions/Clarifications
■	100% All Students Peer Goal Achieved	<p>Area of student need on AIMS - research AIMS scores and identify areas of students' greatest need. Peer Group goal will address need. For example: Writing scores were low at ?? grade level. Peer group sets goal to increase writing scores by</p> <p>All students - students in attendance 85% of time, in class during direct instruction of content (i.e.: not pulled for SPED during content instruction)</p>
■	90-99% of all students Peer Goal Achieved	
■	75-89% of all students Peer Goal Achieved	
■	50-74% of all students Peer Goal Achieved	

Tier 3 - 50% School Performance Label

Compensation	State Issued Label	Definitions/Clarifications
██████	Excelling Label	“Improve” is defined as an achievement profile that is higher than the previous year Once Excelling is obtained and maintained, full compensation will be awarded.
██████	Improved AZ Learns Achievement Profile	
██████	AZ Learns Achievement Profile Maintained	

Principals participating in Tiers 1 and 2 are eligible to receive compensation up to ██████. An additional ██████ will be available to principals filling roles as a mentor, staff development trainer, or action researcher. Principals will need to meet the ETAPP Leadership Criteria before being considered for filling the role as a mentor, trainer or researcher. A copy of the ETAPP Leadership Criteria can be found in the attachments section. All participating principals **must first receive** an evaluation instrument rating in the Meets or Exceeds range to be considered for ETAPP compensation.

Tier 1 - 50% Student Achievement (principal selects target teacher/class/group of students)

Compensation	Student Achievement	Measure of growth	Definitions/Clarifications
██████	100% All Students	Students improve on district benchmark, AIMS, AIMS-A, DIBELS, Performance based.	Improve is defined as: <ul style="list-style-type: none"> • moving categories on FAME Scale (AIMS) • percent of students in Meets and Exceeds (Benchmarks, AIMS) • DIBELS Effectiveness score • Year’s growth scale
██████	90-99% of all students	Students improve on district benchmark, AIMS, AIMS-A, DIBELS, Performance based.	
██████	75-89% of all	Students improve on district benchmark, AIMS, AIMS-A,	

	students	DIBELS, Performance based.	score plus 10 (DIBELS, AIMS)
█	40-74% of all students	Students improve on district benchmark, AIMS, AIMS-A, DIBELS, Performance based.	<ul style="list-style-type: none"> Performance label of Excellent <p>All students - in class attendance 85% of time, during direct instruction of content (i.e.: not pulled for SPED during content instruction)</p>

Tier 2 - 50% School Performance Label

Compensation	State Issued Label	Definitions/Clarifications
█	Excelling Label	<p>“Improve” is defined as an achievement profile that is higher than the previous year</p> <p>Once Excelling is obtained and maintained, full compensation will be awarded.</p>
█	Improved AZ Learns Achievement Profile	
█	AZ Learns Achievement Profile Maintained	

In order to recruit and retain highly qualified effective teachers, TIF funds will provide a sign-on bonus stipend. Highly qualified, effective teachers from within the state will be offered a █ stipend while out-of-state teachers will be offered █ SUSD feels these sign-on bonuses will aide in recruiting quality effective teachers to our LEA and help address **Absolute Priority 5**. SUSD will continue to use the hiring process currently in place to determine the teaching effectiveness of potential candidates. This includes a committee consisting of administration and teachers, an interview of the candidate, a thorough background check and lesson modeling, either from a video taped classroom lesson or as demonstrated by a lesson

during the interview. The Director of Instructional Services will maintain logs to accurately monitor the retention of highly qualified effective teachers who have received a sign-on bonus.

Documentation for accurate compensation will be assured by SUSD through the benchmark assessment and data-management system ATI Galileo. This system tracks students' district benchmark scores, AIMS, AIMS-A and SAT 10 scores. Should TIF funding be received, DIBELS scores will be added to the data management system for teacher access. Currently Galileo houses two years worth of data mentioned above. This year's student data will be uploaded in August 2010. All principals, ETAPP Coordinator, Director of Instructional Services, and the Superintendent have access to the data management system in Galileo. Teachers will have access to their own classroom student achievement data through Galileo.

Presently, SUSD has a staff development committee and will utilize it to meet **Absolute Priority 3**. The committee is made up of one teacher from each school site, the Title I Coordinator, Career Ladder (ETAPP) Coordinator, Technology Educator and the Director of Instructional Services. They meet on a monthly basis to coordinate and disseminate staff development information to each school site. Each year, the committee compiles data to determine staff development needs. First, a needs assessment survey is completed online by teachers and principals. Next, student achievement data from AIMS and SAT 10 are reviewed. From this data, a plan is generated to address areas of concern that have been identified. ETAPP will improve what is currently being done for staff development by adding the Puget Sound Peer Coaching model. This model of peer coaching enhances standards-based instruction by assisting teachers in offering students engaging, technology rich, learning activities. For 75-90% implementation to occur after staff development, teachers must have a balance of theory, modeling, practice, feedback and coaching, based on research done several years ago by Joyce

and Showers (1988). In order to implement sustainable effective change in teaching, a coaching model needs to be in place. A system for tracking and monitoring the progress of teachers will be established including coaching logs and principal observations and monitoring of the peer coaching program. District benchmarks, DIBELS, AIMS, AIMS-A and SAT 10 will be used as part of the tracking system.

ETAPP will also allow for more differentiation of site based and individual teacher need. Meaning if one school has a staff development need it will be addressed regardless if the need is different from other school sites. The same will be true for teachers and principals with specific needs. Once a deficiency has been identified, staff development will be provided to address the need. A tracking and monitoring system based on student achievement will verify the extent to which the staff development was implemented successfully. Depending upon the type of staff development received tracking may occur weekly, monthly, and/or yearly.

An additional area ETAPP will improve is the follow-up necessary for ensuring that staff development had a positive effect on student achievement. ETAPP will provide an accountability piece to track student progress based on staff development. This will be done by using the assessments mentioned above along with follow-up documentation by teachers, principals, staff development committee and the superintendent.

ETAPP will provide a variety of staff development opportunities which may include Dr. Robert Marzano's nine research based instructional strategies that increase student achievement, utilizing assessment data and curriculum design as outlined by Wiggins and McTighe (1998) and nine best practice strategies presented by State Education Resource Center (<http://ctserc.org>) to name a few. Some staff development will be offered from within our own teaching staff as we have effective teachers with much to share. When needed, outside consultants will be contracted

to provide the necessary training. SUSD recognizes the need for ETAPP to focus on meeting the National Staff Development Council’s standards in order to build a quality staff development plan:

- Context Standards which includes learning communities, providing support and collaboration through skillful leadership;
- Process Standards made up of research based and data driven decision making and designing and evaluating learning strategies;
- Content Standards setting high academic achievement expectations, and developing effective, highly qualified teaching staff members.

The following chart will be used to assure coverage of the core elements of this grant.

Core Elements	SUSD Plan to Address
Communication of PBCS	<p>An initial meeting discussing the TIF grant and the LEA’s plan to apply was held in April and May 2010. The Career Ladder Coordinator addressed all six schools individually. All teachers and principals were in attendance. A question and answer period was given and verbal support was acknowledged by teachers and principal on each campus.</p> <p>Letters of support were written by the Safford Unified Schools Governing Board, all six principals and the chair people of Career Ladder (current PBCS). These letters are included as attachments. SUSD does not have union representation.</p> <p>If the grant is received by SUSD, the ETAPP Coordinator will hold informational meetings on all six campuses discussing the components of the PBCS (ETAPP) for our LEA. Each school site council will be addressed by coordinator in order to inform</p>

	<p>parents of the community.</p>
<p>Evaluation System</p>	<p>SUSD currently has a teacher evaluation instrument that is transparent and fair with multiple rating categories. It was designed by a team of teachers and administrators. A field test was done and the instrument has gone through one revision. The instrument includes a student achievement component.</p> <p>Strengthening rigor will be addressed by having the principals attend a workshop designed to increase inter-rater reliability. All principals have received qualified evaluator training through the Arizona Department of Education (ADE).</p> <p>By Dec. 2010, the teacher evaluation instrument will be revised to include new guidance framework from the ADE. This will increase the student achievement component to account for 33% to 50% of the score.</p> <p>The principal evaluation instrument is rigorous, transparent and fair. However, it needs a student achievement component. Again, the instrument will be revised by Dec. 2010 once the new guidance framework from ADE is received. The new framework includes a student achievement component for principals.</p> <p>Both the teacher and the principal evaluation instruments are aligned with professional teaching/leadership standards.</p> <p>Additional forms of evidence may include but will not be limited to formative and benchmark assessments, peer coaching and mentor logs, attendance/participation in staff development, leadership activities, and walk-throughs.</p>

Data Management System	ATI Galileo is our district benchmark assessment and student data management system. It houses district benchmark scores for reading, math and writing. Science will be added in Aug. 2010 for middle school and high school. All AIMS, AIMS-A and SAT 10 scores are housed in the system. DIBELS scores will be added in Aug. 2010. Teachers on every campus have access to their students' data.
PBCS Effectiveness Data	<p>A thorough training on how to use data effectively will be provided on each campus by principals. They are very familiar with and have been heavily involved in tracking and analyzing data.</p> <p>The ETAPP Coordinator will review the requirements of ETAPP with all participating teachers and principals. This will ensure the understanding of how the compensation system will work. A written document will be placed online stating the compensation requirements such as we currently have with our Career Ladder Program. ETAPP notebooks detailing the requirements will be issued to all participating teachers and principals.</p> <p>Documentation used to prove effectiveness will include: teacher/principal evaluation results, individual student data from district benchmarks, AIMS, AIMS-A, and/or performance based assessments. The AZ Learns Achievement Profile will come from ADE.</p>

If SUSD receives the TIF grant, applications will be accepted to find an ETAPP Coordinator. The LEA planned to have the Career Ladder Coordinator fill this position; however he resigned at the end of this school year. In the interim, the Director of Instructional

Services will fill this role until a coordinator can be hired. His resume is included in the attachments.

Adequacy of Support for the Proposed Project (25 points)

To meet **Absolute Priority 2** SUSD has laid out a plan for assuming the responsibility of providing funding for ETAPP after funding discontinues through TIF. A more detailed explanation of the budget can be found in the Budget Narrative. Below is the proposed timeline:

Funding Years	TIF Funding of ETAPP	SUSD Funding of ETAPP
Year 1	100%	0%
Year 2	100%	0%
Year 3	75% Funding	25% Funding
Year 4	50% Funding	50% Funding
Year 5	25% Funding	75% Funding
Year 6	0%	100%

SUSD, with the support of our community, passed a Maintenance and Operation (M&O) Override Election in the fall of 2008. It is a 7 year override set at 5%. The intent behind the override was to attract and retain highly qualified teachers and staff. Funding from this election provides the LEA with approximately [REDACTED] a year. The LEA will use override funding to sustain ETAPP as less funding comes from the TIF grant and more becomes the LEA's responsibility. The LEA will seek to increase the percentage of funding to 10% when renewal of the override election approaches (2012-2013) in order to further sustain ETAPP after year six. The state of Arizona has set a capacity of 15% on M&O overrides.

Stipends for recruiting and retaining highly qualified effective teachers and principals will come from the Title IIA grant which is the purpose for this funding. Title I, Title IIA, and Title IID funds will continue to be used by the LEA to provide staff development training except for the training required by the TIF grant. That will be included in the budget breakdown.

The TIF grant will be monitored through several district office personnel. Grant expenditures will be tracked through the ETAPP Coordinator, Director of Instructional Services

and the Director of Operations (business office). The Technology Coordinator will monitor the student achievement data management system. She and her team will ensure all personnel connected with ETAPP have access to current student achievement information so that informed data-driven decisions can be made.

Quality of Local Evaluation (5 points)

SUSD will have the following evaluation measures in place to track, monitor and adjust each priority area.

Priority 1	SUSD Plan	Evaluation Measure
Differentiated Levels of Compensation for Effective Teachers and Principals	Effective Teachers and Principals (ETAPP) Compensation average [REDACTED] cap amount [REDACTED]	<p>Tier 1 Teacher</p> <ul style="list-style-type: none"> • 2 formal evaluations • Student Achievement Data (district benchmarks, DIBELS, AIMS, AIMS-A, Performance based assessment) <p>Tier 2 Teacher</p> <ul style="list-style-type: none"> • Goal attainment • Student Achievement Data (district benchmarks, DIBELS, AIMS, AIMS-A, Performance based assessment) <p>Tier 3 Teacher</p> <ul style="list-style-type: none"> • School label (achievement profile) based on Arizona Learns released by ADE <p>Additional forms of evidence may include but will not be limited to formative</p>

		<p>assessments, peer coaching and mentor logs, attendance/participation in staff development, leadership activities, and walk-through observations.</p> <p style="text-align: center;">Tier 1 Principal</p> <ul style="list-style-type: none"> • Formal evaluation • Goal attainment • Student Achievement Data (district benchmarks, DIBELS, AIMS, AIMS-A, Performance based assessment) <p style="text-align: center;">Tier 2 Principal</p> <ul style="list-style-type: none"> • School label (achievement profile based on Arizona Learns <p>Additional forms of evidence may include but will not be limited to formative assessments, mentor logs, attendance/participation in staff development, leadership activities, and walk-through observations by superintendent.</p>
--	--	--

	Student achievement data management system	ATI Galileo will be the district benchmark and student data warehouse - all teachers, principals, and district office personnel will have access to data.
Priority 2	SUSD Plan	Evaluation Measure
Fiscal Sustainability	M&O Override Election Title IIA grant	Timeline: Year 3 - 25% Year 4 - 50% Year 5 - 75% Year 6 - 100%
Priority 3	SUSD Plan	Evaluation Measure
Comprehensive Approaches to the Performance-Based Compensation System (PBCS)	Staff Development Committee	<ul style="list-style-type: none"> • Needs assessment - teacher survey • Analysis of student achievement data • Site and teacher focused based on student achievement data • Comprehensive staff development plan • Monitoring and tracking system to evaluate student achievement data after implementation of staff development training

	Professional growth and Leadership	<ul style="list-style-type: none"> • Staff development opportunities - based on teacher and student needs, tracking effectiveness with student achievement data weekly, monthly, yearly depending on type of training • Leadership opportunities - peer coach, mentor, trainer, action research. • Leadership evaluated by logs, evaluation from attendees at staff development opportunities, and/or research report.
Priority 5	SUSD Plan	Evaluation Measure
Increased Recruitment and Retention of Effective Teachers	Sign-on bonus stipends for highly qualified effective teachers	<ul style="list-style-type: none"> • Tracking system to determine if stipends positively affect the recruitment and retention of teachers and adjust accordingly • Tracking system through the Director of Instructional Services Office for

		<p>effectiveness of stipends on retention of highly qualified effective teachers</p> <ul style="list-style-type: none"> • Thorough and rigorous interview process of potential teaching candidates including interview, background check, and lesson demonstration/ modeling
Priority 6	SUSD Plan	Evaluation Measure
New Applicants to the TIF	First year application 2010	Receive grant funding and follow plan outlined in the SUSD grant application.

The full budget narrative is included in the budget section. SUSD will be requesting funding from TIF in the amount of \$930,000.00 for Year 1. An overview is below.

Total Costs by Category YEAR 1	Totals
Total Personnel	██████████
Total PBCS	██████████
Total Travel	██████████
Total Equipment	██████████
Total Supplies	██████████
Total Indirect Cost	██████████
Grand Total Grant Request Year 1	██████████

Project Narrative

High-Need Schools Documentation

Attachment 1:

Title: **ETAPP NSLP report October 2009** Pages: 1 Uploaded File: **ETAPP NSLP report October 2009.xls**

NSLP Free/Reduced as Percent of Total Eligible
 Claim Month of October 2009

Sponsor EntityID	Sponsor CTDS	Sponsor	Site EntityID	Site CTDS	Site	Free Eligible	Reduced Eligible	Paid Eligible	Total Eligible	F/R Percent
Saddle Mountain Unified School District Total						887	122	662	1671	60.38%
4254	070290000	Saddle Mountain Unified School District	5192	070290001	Ruth Fisher Elementary School	418	44	193	655	70.53%
4254	070290000	Saddle Mountain Unified School District	85819	070290002	Tonopah Valley High School	222	31	256	509	49.71%
4254	070290000	Saddle Mountain Unified School District	89596	070290102	Tartesso Elementary School	61	21	137	219	37.44%
4254	070290000	Saddle Mountain Unified School District	89595	070290104	Winters Well Elementary School	186	26	76	288	73.61%

NSLP Free/Reduced as Percent of Total Eligible
 Claim Month of October 2009

Sponsor EntityID	Sponsor CTDS	Sponsor	Site EntityID	Site CTDS	Site	Free Eligible	Reduced Eligible	Paid Eligible	Total Eligible	F/R Percent
Safford Unified District Total						1624	329	1356	3309	59.02%
4218	050201000	Safford Unified District	4881	050201100	Dorothy Stinson School	377	73	203	653	68.91%
4218	050201000	Safford Unified District	4882	050201101	Lafe Nelson School	354	70	140	564	75.18%
4218	050201000	Safford Unified District	4883	050201102	Safford Middle School	233	50	178	461	61.39%
4218	050201000	Safford Unified District	79780	050201103	Ruth Powell Elementary School	311	65	237	613	61.34%
4218	050201000	Safford Unified District	4884	050201200	Safford High School	273	61	443	777	42.99%
4218	050201000	Safford Unified District	4885	050201201	Mt Graham High School	76	10	155	241	35.68%

NSLP Free/Reduced as Percent of Total Eligible
 Claim Month of October 2009

Sponsor EntityID	Sponsor CTDS	Sponsor	Site EntityID	Site CTDS	Site	Free Eligible	Reduced Eligible	Paid Eligible	Total Eligible	F/R Percent
Skull Valley Elementary District Total						10	3	10	23	56.52%
4478	130315000	Skull Valley Elementary District	6113	130315101	Skull Valley Elementary School	10	3	10	23	56.52%
Skyline Schools, Inc. Total						#REF!	#REF!	#REF!	#REF!	#REF!
Snowflake Unified District Total						998	310	1320	2628	49.77%
4391	090205000	Snowflake Unified District	5614	090205001	Snowflake Intermediate School	152	42	155	349	55.59%
4391	090205000	Snowflake Unified District	5615	090205002	Taylor Elementary School	149	57	159	365	56.44%
4391	090205000	Snowflake Unified District	5616	090205003	Snowflake Junior High School	169	52	171	392	56.38%
4391	090205000	Snowflake Unified District	5617	090205004	Taylor Intermediate School	119	31	110	260	57.69%
4391	090205000	Snowflake Unified District	5618	090205005	Snowflake High School	212	70	466	748	37.70%
4391	090205000	Snowflake Unified District	5619	090205006	Highland Primary School	197	58	259	514	49.61%
Solomon Elementary District Total						97	25	70	192	63.54%
4222	050305000	Solomon Elementary District	4894	050305101	Solomon Elementary School	97	25	70	192	63.54%
Somerton Elementary District Total						2034	416	443	2893	84.69%
4500	140411000	Somerton Elementary District	6164	140411101	Somerton Middle School	638	125	133	896	85.16%
4500	140411000	Somerton Elementary District	6165	140411102	Orange Grove Elementary School	288	64	59	411	85.64%
4500	140411000	Somerton Elementary District	6166	140411103	Desert Sonora Elementary School	275	55	66	396	83.33%
4500	140411000	Somerton Elementary District	6167	140411104	Tierra Del Sol Elementary School	579	104	110	793	86.13%
4500	140411000	Somerton Elementary District	87330	140411105	Valle Del Encanto Learning Center	254	68	75	397	81.11%

Project Narrative

Union, Teacher, Principal Commitment Letters or Surveys

Attachment 1:

Title: **Letters of Support** Pages: **3** Uploaded File: **scan0002.pdf**

Safford Career Ladder Program

Safford Unified School District #1

734 11th St., Safford, AZ 85546

(928) 348-7056

April 16, 2010

To Whom It May Concern,

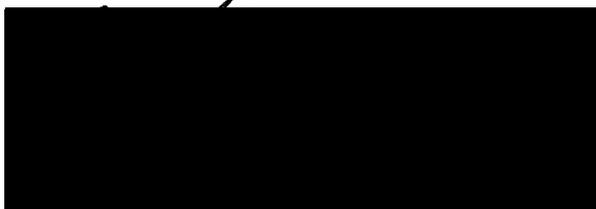
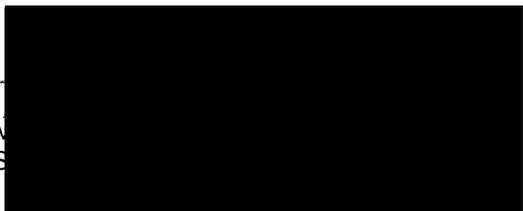
The Safford Unified School District Career Ladder Advisory Committee, through an action item addressed at our regular meeting on April 15 2010, voted unanimously to support the inclusion of the Teacher Incentive Fund into our district's efforts to raise student achievement.

We believe the addition of the Teacher Incentive Fund will materially affect our teachers' ability to reach students on our high need campuses through increased instructional support, aligning teacher and administrator professional goals, and incentivizing campus-level efforts to raise student achievement. We believe the Teacher Incentive Fund will effectively compliment and improve on existing efforts of our Career Ladder Program to attract and retain effective teachers in our high need schools, provide targeted professional development for our teachers and principals, and focus our efforts on raising our students' academic achievement.

As stakeholders in Safford's high need schools, we join in expressing our commitment of our learning communities to the successful implementation of the Teacher Incentive Fund.

Sincerely,

U
M
S



Safford Unified Schools

734 11TH STREET
SAFFORD, ARIZONA 85546

(928) 348-7000
FAX (928) 348-7001

May 5, 2010

We, the undersigned Safford Unified School District administrators, are writing this letter to express our commitment to the Teacher Incentive Fund project. The project will provide additional support to our students, teachers, and administrators. As principals in high need Safford schools, we believe that the additional resources provided through the Teacher Incentive Fund will enable us to build further capacity to improve student achievement, improve teacher instructional practice, and develop leadership skills in teachers and administrators. Through the continuous improvement opportunities provided by the Teacher Incentive Fund, our school district will positively affect student achievement.

The schools we represent are situated in low income communities. Our teachers work with a diverse population of students who often struggle with school and the daily routine of life outside of the school context. These challenges necessitate additional resources for our administrators and instructional staff to positively impact the achievement of our students.

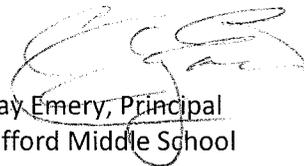
The Teacher Incentive Fund will enable us to build collegial learning and educational leadership support systems that will make it possible for us to recruit, develop, and retain effective teachers in our most challenged schools. The Teacher Incentive Fund will empower our ability to link our professional development and evaluation practices with accurate measurement of student achievement gains, ensuring that effective practice is taught, replicated, and rewarded. The Teacher Incentive Fund will strengthen and solidify our ability to cultivate instructional staff and educational leadership that creates a lifelong difference for our students.

As administrators in Safford's high need schools, we join our stakeholders in expressing the wholehearted commitment to the successful implementation of Safford's Teacher Incentive Fund project.

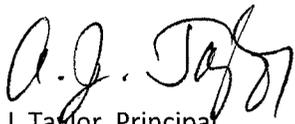
Sincerely,



Michael Moreno, Principal
Dorothy Stinson School



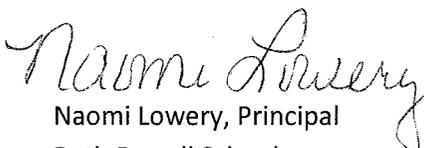
Clay Emery, Principal
Safford Middle School



A.J. Taylor, Principal
Lafe Nelson School



Rich DeRidder, Principal
Safford High School



Naomi Lowery, Principal
Ruth Powell School



Amy Purdy, Principal
Mount Graham High School

Safford Unified Schools

734 11TH STREET
SAFFORD, ARIZONA 85546
(928) 348-7000
FAX (928) 348-7001
www.saffordusd.k12.az.us

June 10, 2010

To Whom It May Concern:

We, the Governing Board members of Safford Unified School District, fully support the priorities of the Teacher Incentive Fund. We feel the TIF grant will enable us to recruit and retain effective teachers, provide compensation for teachers in their efforts to increase student achievement, and provide a means by which we can recognize the hard work and dedication of our principals in raising student achievement.

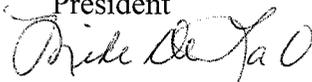
Safford District is situated in a low income community. This is evidenced by our high rate of free and reduced meals at each of our six school sites. TIF will aide us in our efforts to reduce the impact of low socio-economic status on student achievement by retaining and rewarding highly effective teachers.

We are cognizant of the fact we must replace TIF funding fully by year six of the grant cycle. The replacement of grant funds will come from a variety of sources which may include other federal grants and state and local funds. Our intent is to sustain the Teacher Incentive Fund indefinitely.

Safford Unified School District's mission statement is "all students will be contributing and responsible citizens." This grant will further our efforts in meeting our mission statement.

Sincerely,

Mike DeLaO
President



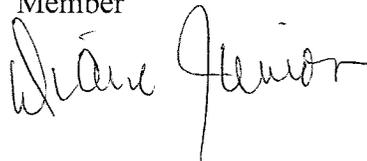
Julie Cluff
Member



David Player
Member



Diane Junion
Member



Dr. Richard Lines
Member



Project Narrative

Other Attachments

Attachment 1:

Title: **Indirect Cost; Resume; Leadership Criteria** Pages: **5** Uploaded File: **scan0001.pdf**



ARIZONA DEPARTMENT OF EDUCATION
1535 W Jefferson St, Bin 19 • Phoenix, AZ 85007
Phone (602) 364-4046 Fax (602) 364-0556

Tom Horne
Superintendent of
Public Instruction

March 18, 2010

To Graham County School Superintendent:

FY 2011 INDIRECT COST RATE NOTICE

School District: CTDS # 05-99-99-001	Graham County School Superintendent
Restricted Rate:	0.85%
Non-Restricted Rate:	0.85%
Period Covered:	July 1, 2010 – June 30, 2011

The FY 2011 approved indirect cost rate is shown above. The rate is based upon the actual expenditures as presented to Arizona Department of Education (ADE) in your fiscal year 2008-2009 Annual Financial Report, and completion of the governance report, federal warrant or transaction ratio report, and federal expenditures report. The rate should be used for the entire grant period for grants that begin July 1, 2010 and extend for fifteen months ending September 30, 2011.

The Restricted Rate is to be used for those programs that have supplement, non-supplant requirements such as Title I, Title VI, Vocational Education, Title VI-B, etc. The Non-Restricted Rate is to be used for the Food Services Program that does not have the supplement, non-supplant requirements.

All costs of an indirect nature may not be directly charged to federal projects. Such costs may only be charged to a project by using the above-identified rates. Some federal programs may limit or prohibit the use of indirect and other administrative costs; the ADE program offices will provide notification of grants that contain these restrictions. Indirect cost limitations may not be exceeded.

The above rates are approved without audit and are subject to change in the event of an audit. If you have any questions regarding these rates, please call Gary Holland at (602) 364-3518.

Safford Unified School District

Henry Dunkerson

Education

May 1986 Western New Mexico University
Bachelor of Arts, Elementary Education
Elementary Education with emphasis on Language Arts and Math

May 1993 Western New Mexico University
Master of Arts, Education
General Education

1994 – 1997 Western New Mexico University
Coursework
33 hrs. in counseling

2005 – 2008 Western New Mexico University
Northern Arizona University
University of Phoenix
Coursework
18 hrs. in Educational Leadership

Professional Experience

1987 – 1998 Lafe Nelson School
Teacher
Fourth Grade

1998 - 2005 Lafe Nelson and Ruth Powell Schools
Student Support Services Provider
Lafe Nelson - 1998 - May 2002
Ruth Powell - Aug. 2002 – 2006
Director of Instructional Services
Safford Unified Schools District Office – July 2006 – Present

Certifications Held Arizona Basic Elementary Teaching Certification
SEI Endorsement
Supervision Certificate
New Mexico Standard Elementary Teaching Certification

References

ETAPP Leadership Criteria

Teachers

To be considered for the leadership stipend you must be able to check at least two of the following leadership criteria.

Select 2 boxes

- Served as a Level IV Career Ladder Participant
- Served as an action researcher in the Career Ladder Program
- Served as a mentor through the Career Ladder Program or Technology
- Served as a member North Central Accreditation Committee
- Served as a Grade Level/Department chair person
- Must meet attributes of a successful Peer Coach, be selected by staff to be a Peer Coach, and participate in Peer Coaching Training
- Served as a Peer Coach
- Served as Staff Development Trainer for a documented 12 hours minimum

Documentation must be submitted as proof of above leadership abilities.

Teacher's Signature

Date

Principal's Signature

Date

ETAPP Leadership Criteria

Principals

To be considered for the leadership stipend you must be able to check at least two of the following leadership criteria.

Select 2 boxes

- Served as a Level IV Career Ladder Participant
- Served in a leadership role in a civic or education organization/association.
- Served as a mentor through the Career Ladder Program or Technology
- Served as a leader on a North Central Accreditation Committee
- Served as a change agent by implementing an education initiative that has proven to positively affect student achievement.
- Served as an instructor at the college or university level.
- Served as a Peer Coach
- Served as Staff Development Trainer for a documented 24 hours minimum

Documentation must be submitted as proof of above leadership abilities.

Principal's Signature

Date

Superintendent's Signature

Date

Budget Narrative

Budget Narrative

Attachment 1:

Title: **ETAPP Budget Narrative** Pages: **13** Uploaded File: **ETAPP Budget Narrative.doc**

Budget Narrative

Personnel: Should TIF funding be received, SUSD will begin seeking a coordinator for our performance based compensation system (PBCS) entitled Effective Teachers And Principals Program (ETAPP). The LEA’s plan was to have the Career Ladder Coordinator fill this position, however, our coordinator resigned at the end of this school year. SUSD will be seeking a highly effective teacher who has some background in working with budgets. The half time secretary is already in place as the current Career Ladder Secretary. Salary totals and the benefits are included in the chart below. Benefits are figured at 18.23% and include social security (6.20%), Medicare (1.45%), retirement (9.60%), long-term disability (.25%), workman’s comp (.68%), and unemployment (.05). Insurance is [REDACTED]. Since the ETAPP secretary also holds another position in the district, half of her insurance will be paid with TIF funding.

Personnel	Amount	Total
(1) ETAPP Coordinator will be responsible for the overall leadership and management of ETAPP. This position will be filled once TIF funding is received.	[REDACTED]	[REDACTED]
Benefits for ETAPP Coordinator	[REDACTED]	[REDACTED]
Health Insurance for ETAPP Coordinator	[REDACTED]	[REDACTED]
(.5) ETAPP secretary to assist ETAPP Coordinator with managing office.	[REDACTED]	[REDACTED]
Benefits for ETAPP Secretary	[REDACTED]	[REDACTED]
Health Insurance for ETAPP Secretary	[REDACTED]	[REDACTED]
	Total Personnel	[REDACTED]

Required PBCS: The TIF grant will support ETAPP by providing a three-tiered differentiated compensation structure for teachers and a two-tiered structure for principals as found on pages 14-17 of the Project Design section. All of the LEA’s teachers and principals on six different campuses will have the opportunity to participate in ETAPP based on the qualifiers of our high-needs students and the difficulty of recruiting and retaining highly qualified effective teachers. Average compensation is figured at [REDACTED] with a cap of [REDACTED] for ETAPP participants. Benefits are figured at 18.23% and include social security (6.20%), Medicare (1.45%), retirement (9.60%), long-term disability (.25%), workman’s comp (.68%), and unemployment (.05). Costs are based on current PBCS and research completed by the LEA in order to encourage sustainable change in behaviors of teachers and principals. See chart below.

PBCS Personnel	Amount	Total
(180) ETAPP Compensation	[REDACTED]	[REDACTED]
(180) ETAPP Benefits	[REDACTED]	[REDACTED]
Sign-on bonuses for recruiting and retaining highly qualified effective teachers (estimate)	[REDACTED] in-state [REDACTED] out-of-state	[REDACTED]
Benefits for sign-on bonuses	[REDACTED]	[REDACTED]
(20) Stipends for teachers with leadership responsibilities	20 x [REDACTED]	[REDACTED]
Benefits for teacher leadership stipends	[REDACTED] x 18.23%	[REDACTED]
(8) Stipends for principals with leadership responsibilities	8 x [REDACTED]	[REDACTED]
Benefits for principal leadership stipends	[REDACTED] x 18.23%	[REDACTED]
	Total PBCS	[REDACTED]

Required Meeting: Teacher Incentive Fund Grantee Meeting includes an approximate airfare and hotel room package [REDACTED] per person for 3 nights, local transportation of [REDACTED] per person, and per diem of [REDACTED] per person per day ([REDACTED] each), baggage fee per person [REDACTED] airport parking [REDACTED] for ETAPP Coordinator & ETAPP Secretary.

Travel	Number of Attendees	Cost Per Trip Per Person	Total
Travel expenses to attend TIF Annual Grantee Meeting	2	[REDACTED]	[REDACTED]
		Total Travel	[REDACTED]

TIF funding will provide a laptop computer with monitor and docking station for the ETAPP Coordinator to use in tracking and maintaining the grant budget. The coordinator will have access to all student achievement data in the data management system through the laptop. Communication with all participants will be critical and will be done most often electronically. Part of SUSD’s website is dedicated to our current PBCS. The ETAPP Coordinator will need to manage the website with new ETAPP information and downloads. The estimate for the laptop, monitor and docking station was provided through the SUSD Technology Department who is responsible for ordering all of the technology for the LEA.

Equipment	Cost of Item(s)	Item Description	Total
Per SUSD policy, equipment is defined as tangible, non-expendable, personal property having a useful life of more than one year and an acquisition cost of [REDACTED] or more per unit.	[REDACTED]	Laptop Computer with monitor and docking station	[REDACTED]
		Total Equipment	[REDACTED]

Office supplies for the ETAPP office will come from TIF funding. It will be used to purchase printer paper and general offices supplies such as pencils, pens, paper clips, folders, printer cartridge, Post-it Notes, etc. This estimate also includes copies for participants' notebooks for the requirements associated with the PBCS. Cost estimate is based on the current PBCS in our District, Career Ladder, and the annual cost for supplies to run the office efficiently and effectively for all participants.

Supplies	Item Description	Total
General office supplies for ETAPP Coordinator and ETAPP Secretary	Pencils, pens, paper clips, folders, printer cartridge, Post-it Notes, notebooks, copies, etc.	██████████
	Total Supplies	██████████

Indirect Costs are required by the Arizona Department of Education (ADE) through our County School Superintendent's Office. A copy of the agreement for the indirect cost rate can be found in the attachments section.

Indirect Cost	Rate Period	Total
ADE Indirect Cost rate for federal projects .85%	July 1, 2010-June 30, 2011	██████████
	Total Indirect Cost	██████████

The total cost from each section listed above has been charted below. This chart gives the total request for Year 1 of ETAPP.

Total Costs by Category YEAR 1	Totals
Total Personnel including PBCS	██████████
Total Travel	██████████
Total Equipment	██████████
Total Supplies	██████████
Total Indirect Cost	██████████
Grand Total Grant Request Year 1	██████████

This is a projection for **Year 2** of TIF funding for ETAPP. Cost projections are based on an estimated 3% inflation rate.

Personnel YEAR 2	Projected Increase	Total Y2
(1) ETAPP Coordinator	No increase on salary	██████████
Benefits for ETAPP Coordinator	Projected 3% increase	██████████
Health Insurance for ETAPP Coordinator	Projected 3% increase	██████████
(.5) ETAPP secretary	No increase on salary	██████████
Benefits for ETAPP Secretary	Projected 3% increase	██████████
Health Insurance for ETAPP Secretary	Projected 3% increase	██████████
(180) ETAPP Compensation	No increase	██████████
(180) ETAPP Benefits	Projected 3% increase	██████████
Sign-on bonuses for recruiting and retaining highly qualified effective teachers (estimate)	No increase	██████████
Benefits for sign-on bonuses	Projected 3% increase	██████████
(20) Stipends for teachers with leadership responsibilities	No increase	██████████
Benefits for teacher leadership stipends	Projected 3% increase	██████████
(8) Stipends for principals with leadership responsibilities	No increase	██████████
Benefits for principal leadership stipends	Projected 3% increase	██████████
		██████████
Travel YEAR 2		
Travel expenses to attend TIF Annual Grantee Meeting	No increase projected	██████████
Supplies YEAR 2		
General office supplies for ETAPP Coordinator and ETAPP Secretary	Decrease	██████████

Indirect Cost YEAR 2		
ADE Indirect Cost rate for federal projects	.87% estimate	██████████
Grand Total Grant Request Year 2 TIF Funding		██████████

Following is the projection for **Year 3** of TIF funding for ETAPP. Cost projections are based on an estimated 3% inflation rate. This will be the first year SUSD sets in motion a plan to take over funding for ETAPP beginning with 25% of the total budget. Two funding sources will be used, Title IIA Federal Grant funds for the recruitment and retention of highly qualified teachers, and Maintenance and Operations (M&O) Override Election funding. Currently, the 5% override produces ██████████ per year. As the percent of funding increases, SUSD will seek a renewal of the override at 10% with 15% being the cap set by the state of Arizona.

Personnel YEAR 3	Projected Increase	Total Y3	Funding Source
(1) ETAPP Coordinator	3% increase	██████████	TIF
Benefits for ETAPP Coordinator	3% increase	██████████	TIF
Health Insurance for ETAPP Coordinator	3% increase	██████████	TIF
(.5) ETAPP secretary	3% increase	██████████	TIF
Benefits for ETAPP Secretary	3% increase	██████████	TIF
Health Insurance for ETAPP Secretary	3% increase	██████████	TIF
(180) ETAPP Compensation	No increase	██████████	TIF
(180) ETAPP Benefits	3% increase	██████████	TIF
Sign-on bonuses for recruiting and retaining highly qualified effective teachers (estimate)	No increase	██████████	Title IIA
Benefits for sign-on bonuses	3% increase	██████████	Title IIA
(20) Stipends for teachers with leadership responsibilities	No increase	██████████	Title IIA
Benefits for teacher leadership stipends	3% increase	██████████	Title IIA
(8) Stipends for principals with leadership responsibilities	No increase	██████████	Title IIA

Benefits for principal leadership stipends	3% increase	██████████	Title IIA
		██████████	
Travel YEAR 3			
Travel expenses to attend TIF Annual Grantee Meeting	Projected 3% increase	██████████	TIF
Supplies YEAR 3			
General office supplies for ETAPP Coordinator and ETAPP Secretary		██████████	TIF
Indirect Cost YEAR 3			
ADE Indirect Cost rate for federal projects	.89% estimate	██████████	TIF
Total Year 3		██████████	
Less 25% SUSD		██████████	Title IIA
Title IIA - ██████████			Override
Override Election Funding - ██████████			Funding
Grand Total Grant Request Year 3		██████████	TIF

Following is the projection for **Year 4** of TIF funding for ETAPP. Cost projections are based on an estimated 3% inflation rate. SUSD will increase its percent of taking over ETAPP to 50% of the total budget.

Personnel YEAR 4	Projected Increase	Total Y4	Funding Source
(1) ETAPP Coordinator	3% increase	██████████	TIF
Benefits for ETAPP Coordinator	3% increase	██████████	TIF
Health Insurance for ETAPP Coordinator	3% increase	██████████	TIF
(.5) ETAPP secretary	3% increase	██████████	TIF
Benefits for ETAPP Secretary	3% increase	██████████	TIF
Health Insurance for ETAPP Secretary	3% increase	██████████	TIF
(180) ETAPP Compensation	No increase	██████████	TIF
(180) ETAPP Benefits	3% increase	██████████	TIF
Sign-on bonuses for recruiting and retaining highly qualified effective teachers (estimate)	No increase	██████████	Title IIA
Benefits for sign-on bonuses	3% increase	██████████	Title IIA
(20) Stipends for teachers with leadership responsibilities	No increase	██████████	Title IIA
Benefits for teacher leadership stipends	3% increase	██████████	Title IIA
(8) Stipends for principals with leadership responsibilities	No increase	██████████	Title IIA
Benefits for principal leadership stipends	3% increase	██████████	Title IIA
		██████████	
Travel YEAR 4			

Travel expenses to attend TIF Annual Grantee Meeting	3% increase	██████████	TIF
Supplies YEAR 4			
General office supplies for ETAPP Coordinator and ETAPP Secretary		██████████	TIF
Indirect Cost YEAR 4			
ADE Indirect Cost rate for federal projects	.91% estimate	██████████	TIF
Total Year 4		██████████	
Less 50% SUSD		██████████	Title IIA
Title IIA ██████████			Override
Override Election Funding - ██████████			Funding
Grand Total Grant Request Year 4		██████████	TIF

Following is the projection for **Year 5** of TIF funding for ETAPP. Cost projections are based on an estimated 3% inflation rate. Seventy-five percent of the total budget will be supported by SUSD using the funding sources mentioned above. Year 6 will be fully funded by SUSD.

Personnel YEAR 5	Projected Increase	Total Y5	Funding Source
(1) ETAPP Coordinator	3% increase	██████████	TIF
Benefits for ETAPP Coordinator	3% increase	██████████	TIF
Health Insurance for ETAPP Coordinator	3% increase	██████████	TIF
(.5) ETAPP secretary	3% increase	██████████	TIF
Benefits for ETAPP Secretary	3% increase	██████████	TIF
Health Insurance for ETAPP Secretary	3% increase	██████████	TIF
(180) ETAPP Compensation	No increase	██████████	TIF
(180) ETAPP Benefits	3% increase	██████████	TIF
Sign-on bonuses for recruiting and retaining highly qualified effective teachers (estimate)	No increase	██████████	Title IIA
Benefits for sign-on bonuses	3% increase	██████████	Title IIA
(20) Stipends for teachers with leadership responsibilities	No increase	██████████	Title IIA
Benefits for teacher leadership stipends	3% increase	██████████	Title IIA
(8) Stipends for principals with leadership responsibilities	No increase	██████████	Title IIA
Benefits for principal leadership stipends	3% increase	██████████	Title IIA
		██████████	

Travel YEAR 5			
Travel expenses to attend TIF Annual Grantee Meeting	3% increase	██████████	TIF
Supplies YEAR 5			
General office supplies for ETAPP Coordinator and ETAPP Secretary		██████████	TIF
Indirect Cost YEAR 5			
ADE Indirect Cost rate for federal projects	.92% estimate	██████████	TIF
Total Year 5		██████████	
Less 75% SUSD		██████████	Title IIA Override Funding
Title IIA ██████████ Override Election Funding - ██████████			
Grand Total Grant Request Year 5		██████████	TIF

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)
Personnel	██████████	██████████	██████████	██████████	██████████
Fringe Benefits	██████████	██████████	██████████	██████████	██████████
Travel	██████████	██████████	██████████	██████████	██████████
Equipment	██████████	0	0	0	0
Supplies	██████████	██████████	██████████	██████████	██████████
Indirect Costs	██████████	██████████	██████████	██████████	██████████
Total Costs	██████████	██████████	██████████	██████████	██████████